Implementation of *Imla* Method in *Mahārah al-Kitābah* Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang

Taṭbīq Tarīqah al-Imla' li at-Ta'limi Mahārah al-Kitābah Lada Ṭullābu ash-Shaffi at-Tāsi'u MtsNU Nurul-Huda Mangkang Semarang

Ummu Zahrotun Ni'mah
Universitas Islam Negeri Walisongo Semarang, Indonesia
Email: 2203026008@student.walisongo.ac.id

Inayah Inayah
Universitas Islam Negeri Walisongo Semarang, Indonesia
Email: inayah@walisongo.ac.id

Ismail Ismail
Prassan Wittaya School, Ma'had Tsaqafah Islamiyyah, Thailand
Email: muhammadahsanulhusna@gmail.com

Ikhrom Ikhrom
Universitas Islam Negeri Walisongo Semarang, Indonesia
Email: ikhrom@walisongo.ac.id

Abstract

The Imla method (IM) is a classical learning method that has the potential to be developed in the context of contemporary Arabic language learning (ALL). This is supported by the need for orthography in ALL and the basis for teaching writing skills (WS). This study aims to explore the implementation of the IM in learning maharah-kitabah Class IX MTs-NU Nurul-Huda Mangkang-Semarang; and analyze the supporting and inhibiting factors. This research uses a qualitative approach of explanatory descriptive method. The research sample was 35 ninth-grade students who were studying theme 4. Data analysis used Spradley's model, including four stages, domain, taxonomy, component, and cultural-theme analysis. The results showed the implementation stages of the IM include: teacher writes sentences, reads, and asks students to follow him. They are asked to pay attention, read, and remember the writing before it is erased, and write it back in the books. Thus, founded aspects of WS, namely spelling-accuracy, grammatical-understanding, ability to form-sentences, vocabulary-mastery, as well as student motivation and activeness. Supporting factors include the use of appropriate media, teachers mastering language skills, and teachers being able to choose appropriate methods. The inhibiting factors include lack of interest, limited time, lack of infrastructure, and unsupportive environment.

Keywords: *Arabic Learning, ALL, Dictation, Imla Method, Orthography, Writing Ability, Writing Skill, Transferred Dictation,*

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU
Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

49

ملخص

تُعد طريقة الإملاء طريقة تعليمية كلاسيكية يمكن تطويرها في سياق تعليم اللغة العربية المعاصرة. وهي مدعومة بالحاجة إلى الإملاء في تعليمها وأساس لمهارة الكتابة. تهدف هذه الدراسة إلى استكشاف تطبيق طريقة الإملاء لتعليم الكتابة من الصف التاسع بمدرسة نور الهدى الإعدادية الإسلامية نهضة العلماء مانغكانغ سمارانج؛ وتحليل العوامل الداعمة والمثبطة لها. استخدم هذا البحث المدخل الكيفي مع المنهج الوصفي التوضيحي. بتحليل البيانات نموذج سبردلي الذي يتضمن أربع مراحل، وهي تحليل المجال، والتصنيف، والمكونات، والموضوعات الثقافية. أظهرت النتائج أن مراحل تطبيق طريقة إملاء تشمل: يكتب المعلم جملة ويقرأها ويطلب من الطلاب متابعتها. يُطلب من الطلاب الانتباه والقراءة وتذكر الكتابة قبل محوها، ثم إعادة كتابتها في الكتاب. وهكذا، تم العثور على جوانب من مهارة الكتابة، وهي الدقة الإملائية، والفهم النحوي، والقدرة على تكوين الجمل، وإتقان المفردات، بالإضافة إلى الدافعية والنشاط لدى الطلاب. أما العوامل الداعمة فتشمل استخدام الوسائط المناسبة، وإتقان المعلمين للمهارات اللغوية، وقدرة المعلمين على اختيار الطريقة المناسبة. وتشمل العوامل المثبطة قلة اهتمام الطلاب، ومحدودية الوقت، وعدم كفاية المرافق والبنية التحتية، والبيئة غير الداعمة.

الكلمات الأساسية: طريقة الإملاء، مهارة الكتابة، الكفاءة الكتابية، إملاء المنقول، تعليم اللغة العربية.

Introduction

The teaching of Arabic to speakers of other languages has grown significantly in recent times, and quite a number of institutes, schools, and centres have been opened[1]. In Indonesia itself, Arabic is not an inherited language, given that the first language (L1) and second language (L2) of the majority of Indonesians are local languages and Indonesian. Nevertheless, the increasing interest in learning Arabic is evident in formal and non-formal educational institutions at various levels. It also happens in various other countries in the world, such as the US, Canada, where Arabic is spoken by 1.2 million speakers[2].

Language skills in Arabic Language Learning (ALL) include four aspects: listening, speaking, reading, and writing. The four abilities support each other in achieving language

---

[1]Inayah Inayah et al., "TAṬWĪR AL IKHTIBĀR BI QUIZIZ CREATOR FI TA'LĪM AL LUGAH AL 'ARABIYYAH MIN AL KITĀB AL DIRĀSIY 'SYAMIL' LADA AL ṬULLĀB BI JĀMI'AH WALISONGO AL ISLAMIYYAH AL ḤUKÛMIYYAH SEMARANG," in *Konferensi Nasional Bahasa Arab Dan Pembelajarannya Di Era Millenial* (Surabaya: Universitas Islam Negeri Sunan Ampel Surabaya, 2022), 655–70, https://proceedings.uinsa.ac.id/index.php/KPBA/article/view/899.

[2]Rasha ElHawari, *Teaching Arabic as a Foreign Language*, *Teaching Arabic as a Foreign Language*, 1st ed. (New York, NY, USA: Routledge Taylor & Francis Group London and New York, 2021), https://doi.org/10.5117/9789463720601.

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU
Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

50

competence (LC), including writing skills (WS).[3] Writing is one of the great forms of expression created by humans, and the history of human civilization begins when humans started writing[4]. It's, which is the highest skill in language learning, which requires specific classification to clarify linguistic differences in each activity.[5] This is intended to facilitate evaluation when learning failures occur. Writing skills are used for *muhafadhah* (preservation), *intisyar* (dissemination), and *tathwir* (development) of knowledge information.[6] It's (*Mahārah kitābah* in Arabic) is an activity to extract meaning from written text.[7] It's a language skill used to communicate indirectly through productive and expressive activities.[8] Writing instruction is categorized into 3 levels,[9] beginner, intermediate, and advanced, with different classifications and graded techniques in each classification,[10] and between those classifications, there are levels of *Imla*[11]. Aside from being part of the writing skill level, *Imla* is also one of the popular classical methods. Writing is a form of language skill, and it is one

---

[3]Jailani, M., Wantini, W., Suyadi, S., & Bustam, B. M. R. (2021). Affirming Neurolinguistic Approach in Learning: A Case Study on Arabic Language Learning in Madrasah Aliyah. *Journal of Islamic Religious Education Al-Thariqah*, 6(1), 151-167.

[4]Burhan Nurgiantoro, "Sastra Anak Pengantar Pemahaman Dunia Anak," *Yogyakarta, Gadjah Mada University Press, 2013*, 2018, 2.

[5] Inayah, "Tipologi Kitabah (Perbandingan Pendapat Ali Ahmad Madkur Dan Muhammad T. Alhawary)," in *Dedikasi Dan Pembelajaran Bahasa Indonesia*, ed. Adi Wijayanto et al., 1st ed. (Tulungagung: Akademia Pustaka, 2025), 169–78, https://doi.org/VICREG.070225.

[6] Inayah, "KITABAH DI INDONESIA (EKSISTENSI DAN IMPLIKASINYA) PADA PEMBELAJARAN BAHASA ARAB," in *Arah Pendidikan Agama Islam Menyongsong Indonesia Emas*, ed. Adi Wijayanto et al., 1st ed. (Tulungagung: Akademia Pustaka, 2025), 103–23, https://doi.org/VICREG.120225.

[7]Nur Aima, Bahaking Rama, and Syahruddin Usman, "2024 Madani : Jurnal Ilmiah Multidisiple Strategi Pembelajaran Tematik 2024 Madani : Jurnal Ilmiah Multidisiple" 2, no. 3 (2024): 437–43.

[8]Wasilah et al., "COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG," *Proceeding International Conference on Islam and Education (ICONIE) Proceeding.Uingusdur.Ac.Id*, 2024, 120–26, https://doi.org/https://proceeding.uingusdur.ac.id/index.php/iconie/article/view/1750.

[9] Mohammad T. Alhawary, "Writing Techniques: Developing Writing at the Novice Level, Intermediate Level , and Advanced Level," in *Teaching Arabic as a Foreign Language: Techniques for Developing Language Skills and Grammar*, ed. LLC Apex CoVantage, 1st ed. (New York, NY, USA: Taylor & Francis, 2024), 84–109, https://doi.org/10.4324/9781315686677.

[10] Inayah Inayah et al., "Implications of Academic Writing Training on Journal Writing Activities of Arabic Language Learning Students at UIN Walisongo Semarang," in *Proceeding of International Conference on Arabic Language (INCALA) 2024*, vol. 3 (1) (Malang: Arabic Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, 2024), 354–71, https://prosiding.arab-um.com/index.php/Incala/article/view/1612.

[11]Salma Sabila Yusuf, Maman Abdurrahman, and Shofa Musthofa Khalid, "Improving Students' Basic Arabic Writing Skills (Imla Manzur) Through The Card Sort Method," *Pioneer: Journal of Language and Literature* 15, no. 1 (2023): 221, https://doi.org/10.36841/pioneer.v15i1.2960.

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

51

of the main objectives in ALL. Some experts call WS the highest skill compared to other language skills[12], and the accuracy of the method in learning it.

As a classical method, *Imla* has been developed with various contemporary learning models, such as the use of Flashcards for elementary schools[13], communicative textbook development for short course[14] dan teaching modules[15], use of the *Aswat 'Arabiyah* Strategy[16], up to the application of AI to solve Articulation Disorder in *Imla* Teaching[17] or the development of its Artificial Intelligence[18] based assessment or media of instruction,[19] to a web-based assistance platform based on Text To Speech API developed and utilized for self-dictation (*Imla*) practice[20]. Even in a study, it has been found that dictation exercises (*Imla*) become a measuring tool for ALL assessment as well as tests[21]. The phenomenon in these studies illustrates that although the *Imla* method emerged as one of the classical methods, it is still relevant to the current learning context. As a way or path used by a teacher to convey

---

[12]Siti Af'idatul Insyiroh, Moch. Hasyim Fanirin, and Dewi Utami, "Analisis Kesalahan Ejaan Pada Teks Eksposisi Siswa Kelas V Sekolah Dasar Persatuan Umat Islam Haurgeulis," *Jurnal Pendidikan Indonesia* 3, no. 05 (2022): 451–61, https://doi.org/10.59141/japendi.v3i05.823.

[13]Luluk Humairo Pimada, Rostanti Toba, and Abdul Wahab Rasyidi, "Learning of *Imla* Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 1–16, https://doi.org/10.22219/jiz.v3i1.11682.

[14]Abdul Hafidz bin Zaid et al., "The Effectiveness of a Communicative *Imla* Textbook in Improving Short Course Student' Arabic Spelling Skills," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 2 (2023): 278, https://doi.org/10.24042/albayan.v15i2.16792.

[15]Arif Widodo et al., "Development of Imla ` Teaching Materials in Improving Ability to Write Arabic Texts," *International Journal of Language and Teaching* 1, no. 1 (2023): 37–51, https://doi.org/https://sunanbonang.org/index.php/ijlt Development.

[16]Moh Fikri Azhari, Indah Sari, and Henrizal Hadi, "The Effectiveness of the Aswat Arabiyah Strategy in Improving Imla ' Learning Outcomes for Class VIII MTs Al-Jauhar Duri," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 87–101, https://doi.org/10.32699/liar.v6i1.2678.

[17]Agus Riyadi, Amelia Febriana Putri, and Muhammad Jundullah Al Haqiqi, "Arabic Language Learning Innovation: The Application of AI to Assist Teachers With Articulatory Impairments In Teaching Imla at Riyadlul'Ulum Wadda'wah Islamic Boarding School," *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia* 1, no. 1 (2024): 1–13.

[18] Inayah, "Opexams Sebagai Alat Penilaian Berbasis Artificial Intelligence (AI) Pada Pembelajaran Bahasa Arab," in *Teknologi Pendidikan Dan Pembelajaran Teknik*, ed. Adi Wijayanto et al., 1st ed. (Tulungagung: Akademia Pustaka, 2025), 11–16, https://doi.org/VICREG.200225.

[19] Akhmad Yusuf Isnan Setiawan et al., "Sarf Ibtida'iy Assessment with Opexams Among University Students Based on Artificial Intelligence," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 373–92, https://doi.org/10.23971/altarib.v12i2.8680.

[20]Zine Oumaima, Meziane Abdelouafi, and El Hadi Meryem, "Text-to-Speech Technology for Arabic Language Learners," in *2018 IEEE 5th International Congress on Information Science and Technology (CiSt)*, 2018, 432–36, https://doi.org/10.1109/CIST.2018.8596372.

[21]Nages Ganji et al., "The Effect of Arabic Dictation on the Reduction of Iranian High School Students' Writing Errors (A Case Study of First Grade Female High School Students of Yazd Province) (Fa'aliyyah Al-Imla Al-'Arabiy Ala Taqlil Al-Akhtha' Al-Kitabiyyah Lada Al-Muta'alli," *An International Academic-Scholarly Semiannual Journal Studies in Arabic Teaching and Learning (Dirasat Fi Ta'lim Al Lugah Al 'Arabiyyah Wa Ta'allumuha)* 1, no. 2 (2017): 71–84, https://doi.org/https://doi.org/10.22099/jsatl.2017.26423.1020.

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU
Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

52

knowledge to his students with a specific purpose,[22] Methods cannot be chosen and used casually. The right method will result in successful learning objectives. The use of methods that are appropriate to the psychological conditions of students and the learning situation, demonstrating the ability to choose appropriate methods[23].

Relevant research to the *Imla* method for learning *mahārah kitābah* has been conducted in recent years, which includes the application of *Imla* for grade IX MA conducted by Sida,[24] which describes pre-*Imla* with an explanation of *hija'iyah* letters that can be connected and not connected, the type of *Imla* is *Imla masmu'*, and the stages of correction and reflection afterwards. The obstacles that occur include time allocation, attention, interest, and basic abilities of students, both in letter recognition and listening to reading. Also, Aisyah's research[25] with the findings of errors in the writing of *alif-lam qomariah* and *syamsiyah* by omitting the letter *lam* in the middle, the placement of the letter *ta' marbuthah* at the end of the word, and the *mad*/short length of letters, both in speech and writing. There is research by S.Y. Putri[26], which implements the *Imla* method on students by being more active, independent, and competent in writing, as well as increasing their interest in learning.

In addition, there is Widodo's research[27] the development of *Imla* teaching materials to help improve students' ability to write Arabic texts. Yusuf, et al.[28] has researched to find out the results of improving students' basic Arabic WS after learning *Imla Manzur*, collaborating with the card sort method. Regarding the problem of *Imla*, Agustina, et al.[29] has

---

[22]A Hufron and Abdul Wahid, "Implementation of Al-Miftah Lil €˜Ulum Program in Learning to Read Kitab Kuning at Pondok Pesantren Nurul Huda," *Maharot : Journal of Islamic Education* 7, no. 2 (2023): 179, https://doi.org/10.28944/maharot.v7i2.1424.

[23]Abd Rahim Mansyur, "Dampak COVID-19 Terhadap Dinamika Pembelajaran Di Indonesia," *Education and Learning Journal* 1, no. 2 (2020): 113, https://doi.org/10.33096/eljour.v1i2.55.

[24]Amatullah Nida Alifah Sida, Nurtaqwa Amin, and Agussalim Beddu Malla, "THE APPLICATION OF *IMLA* METHOD TO THE ARABIC LANGUAGE WRITING ABILITY OF MA AS'ADIYAH MAKASSAR STUDENTS," *Jurnal Karya Ilmiah Mahasiswa (KIMA)* 2, no. 3 (2023): 456–65, https://doi.org/https://jurnal.fs.umi.ac.id/index.php/KIMA/article/view/614.

[25]Rahmi Aisyah, Irvan Iswandi, and Moh. Mas'ud Arifin, "Kemampuan Menulis Bahasa Arab Dengan Metode Imla ' Siswa Madrasah Tsanawiyah Al-Mu ' Awanah," *Innovative: Journal of Social Science Research* 3, no. 4 (2023): 8259–8269, https://doi.org/https://j-innovative.org/index.php/Innovative/article/view/4588.

[26]Sharla Yusfirman Putri and Asri Fitriyani Nursholihah, "Efektivitas Metode Imla ' Dalam Peningkatan Keterampilan Menulis Pada Pembelajaran Bahasa Arab Di Madrasah Diniyyah Takmiliyah Awaliyah Al- Haqq," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 2, no. 1 (2024): 41–44, https://doi.org/https://doi.org/10.5281/zenodo.13235253.

[27]Widodo et al., "Development of Imla ` Teaching Materials in Improving Ability to Write Arabic Texts."

[28]Yusuf, Abdurrahman, and Khalid, "Improving Students' Basic Arabic Writing Skills (Imla Manzur) Through The Card Sort Method."

[29]Agustina, Agussalim Beddu Malla, and M. Nawawi, "PROBLEMS OF IMLA FOR ARABIC LITERATURE STUDENTS AT INDONESIAN MUSLIM UNIVERSITY (STUDY OF WRITING AND

classified the difficulties faced in terms of basic differences in Arabic and Latin characters, lack of vocabulary mastery, hearing errors, being affected by the online learning system, and the presence of word traps. Recent research shows the use of the *Imla* method affects the WS of seventh-grade students of MTs Masyariqul Anwar with high results[30].

Some studies also show that the *Imla* method is implemented through the use of Student Worksheets (LKS) as one of the learning tools in the *kitabah* process, the use of thematic methods, and the use of simple sentence writing techniques or several sentences of LKS learning resources[31]. the stages that students go through include forming letters into words, combining words into sentences, and involving translation exercises between Arabic and Indonesian, also research using partial dictation used to evaluate the effectiveness of bottom-up second language teaching with a listening approach (*al-Imla' al-Istima'iy*) on lexical segmentation[32]. And using dictation in second language learning may have a positive qualitative impact rather than a quantitative impact on students' grammatical development and depends on the age of the students[33].

From various previous studies that have been conducted by researchers, this research has its own characteristics, namely the use of *Imla' Manqul*, by doing exercises repeatedly and conducting constructive apperception by the teacher at the reflection stage. With this study, it is hoped that practitioners, academics, and researchers, especially those related to ALL in Indonesia with the object of Junior High School students, will be more intensive in updating the classical method in a more consumptive form for generation-Z, generation-Alpha and generation-Beta, where the tendency is SDGs by evaluating the implementation of the *Imla* method that takes place in the classroom and analyzing the factors that can support the development of this method and anticipating the obstacles. Particularly with regard to SDG 4, which seeks to ensure inclusive and quality education for all and promote lifelong learning

---

PART OF ARABIC TEXTS)," *Jurnal Karya Ilmiah Mahasiswa (KIMA)* 2, no. 3 (2023): 447–54, https://jurnal.fs.umi.ac.id/index.php/KIMA/article/view/613.

[30]Rahma Nabilah et al., "Pengaruh Metode Imla' Untuk Meningkatkan Keterampilan Menulis Bahasa Arab (Maharah Kitabah) Siswa Kelas VII MTs Masyariqul Anwar Caringin," *Kampus Akademik Publishing Jurnal Ilmiah Nusantara (JINU)* 2, no. 1 (2025): 543–53, https://doi.org/https://doi.org/10.61722/jinu.v2i1.3460.

[31]Ari Sandi Pradana and Rahmaini Rahmaini, "The Application of Writing Skill in Arabic Writing for Students in Middle School," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 4, no. 1 (2024): 113–24, https://doi.org/10.31869/aflj.v4i1.5440.

[32]Dukhayel Aldukhayel, "Enhancing L2 Listeners' Lexical Segmentation through Partial Dictation: A Bottom-Up Approach," *The Asian EFL Journal: A Division of TESOL Asia Group & Part of SITE Ltd Australia* 24, no. 4 (2020): 69–101, https://doi.org/http://www.asian-efl-journal.com.

[33]Konstantina Olioumtsevits, Despina Papadopoulou, and Theodoros Marinis, "Second Language Grammar Learning in Refugee Children," *Pedagogical Linguistics* 4, no. 1 (2023): 50–76, https://doi.org/10.1075/pl.21012.oli.

opportunities (LLO) for all. The broader contribution of the *Imla* method is in the orthography segment that affects Foreign Language Acquisition (FLA) for a learner. So, it is hoped that there will be many further studies on this *Imla* method on the orthography of language learners, especially Arabic. The objectives of this study are: *First*, Exploring of Implementation of *Imla* Method in *Mahārah kitābah* Learning Class IX ALL MTs NU Nurul Huda Mangkang Semarang; *Second*, Analyze of Supporting and Inhibiting Factors of *Imla* Method in *Mahārah kitābah* Learning Class IX ALL MTs NU Nurul Huda Mangkang Semarang.

This research uses a qualitative approach[34] with descriptive explanatory method[35], is research that seeks to describe and explain the symptoms and conditions being studied as they are, while explaining the background that causes the symptoms and conditions to arise. This research attempts to explore objectively the implementation of *Imla* method and review in depth the symptoms and causes of *Imla* method in class IX MTs NU Nurul Huda Mangkang Semarang. The review conducted in this study is not as extensive as that in evaluative research, where the researcher provides suggestions for improvement or criticism of the implementation or addition of the object stage steps in the study[36]. The research sample included 35 Ninth-Grade students with 19 boys and 16 girls, who were studying Arabic theme 4 with the title "جمال الطبيعة".

Data analysis used the *Spradley* model, which includes four stages, namely Domain analysis (*tahlil al majal*), Taxonomy analysis (*al tahlil al dlaribiy*), Component analysis (*Tahlil al mukawwanat*), Cultural Theme Analysis (*Tahlil al maudlu' al tsaqafiy*)[37]. Domain analysis is done by mapping the form of *Imla* method used in class IX Mts NU Nurul Huda. The mapping is then detailed in *Taxonomy analysis* regarding the model applied, its practice in the classroom, the obstacles faced, and the positive value of its application. From the results of these details,

---

[34]Inayah Inayah, Fina Sa'adah, and Mila Latifah, "INTEGRATION OF WEB-BASED ARABIC LEARNING IN INTERNATIONAL CLASS STUDENTS OF UIN WALISONGO SEMARANG," in *Proceeding of International Conference on Islamic Education (ICIED)* (Malang: Faculty of Tarbiyah and Teaching Training Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, 2022), 358–70, https://conferences.uin-malang.ac.id/index.php/icied/article/view/2006.

[35]Muhammad Ahsanul Husna et al., "Project-Based Learning on Direct Translation Material with Pop-Up for Students of Walisongo State Islamic University Semarang," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 160–79, https://doi.org/10.17509/alsuniyat.v8i1.77945.

[36]Muhammad Ahsanul Husna and Inayah Inayah, "Taqyim Ta'lim Al-Qira'ah Al-Jahriyah Bi Kitab Mubtadi Fi Silsilah Al-Lisan Ala Asas Tahlil Ihtiyajat Al-Manhaj Al-Mustaqil," *An Nabighoh* 25, no. 2 (December 1, 2023): 197–212, https://doi.org/10.32332/an-nabighoh.v25i2.7734.

[37]Inayah Inayah et al., "Ikhtibār Mi'yār Al-Kafā'ah Fī Al-Lugah Al-ʿArabiyyah Bi-Mutaṣaffiḥ Al-Imtiḥān Al-Āmin Fī Jāmiʿah Walisongo Al-Islāmiyyah Al-Ḥukūmiyyah Semarang," *LISANIA: Journal of Arabic Education and Literature* 7, no. 2 (December 14, 2023): 198–216, https://doi.org/10.18326/lisania.v7i2.198-216.

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

55

then classified in *Component analysis*, and sought the background of the cause in *Cultural Theme Analysis*.

Results and Discussion

Implementation of *Imla* Method in *Mahārah kitābah* Learning Class IX ALL MTs NU Nurul Huda Mangkang Semarang

Mahārah kitābah (Writing Proficiency or WP) is one of the language skills taught at Mts NU Nurul Huda Mangkang, Although WP are not taught as a separate subject, but are an integral part of ALL. In learning WP, Arabic teachers generally use the *Imla* method. The results of the researcher's observation showed that the teacher wrote some words on the blackboard, read out, and asked students to follow the reading. Furthermore, students are asked to pay attention, read, and remember the writing before erasing, then rewrite it in their respective books. From these steps, the researchers see several aspects of writing skills, namely spelling accuracy, grammar understanding, ability to form sentences, vocabulary mastery, as well as student motivation and activeness. In summary, the learning steps implemented in the *Imla* method in class IX of MTs NU Nurul Huda Mangkang Semarang are described in Figure 1.
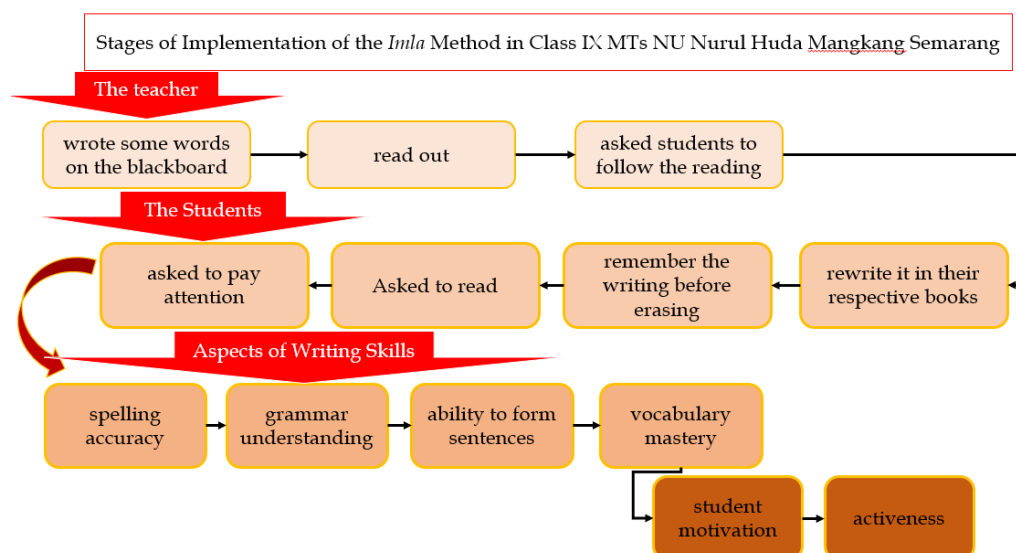
**Figure 1.** Stages of Implementation of the *Imla* Method in this Study

Based on the results of these observations and interviews in general in class IX MTs NU Nurul Huda Mangkang uses the *Imla* method in learning to write or *mahārah kitābah*. The steps taken are: *Step 1.* On the blackboard, the teacher writes the *Imla* material in the form of simple words or sentences using Arabic. After that, the teacher reads the writing on the board. This stage can be seen in Figure 1.
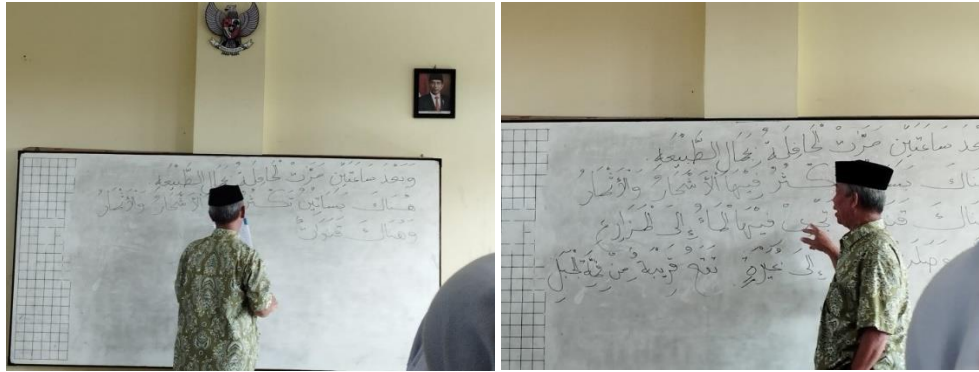
Figure 1. *Imla* material writing and text reading by the teacher

Step 2. Students are asked to read according to the reading example that the teacher has read. Then the teacher asked all students to write what the teacher asked them to write, one by one, to come forward to read the writing.
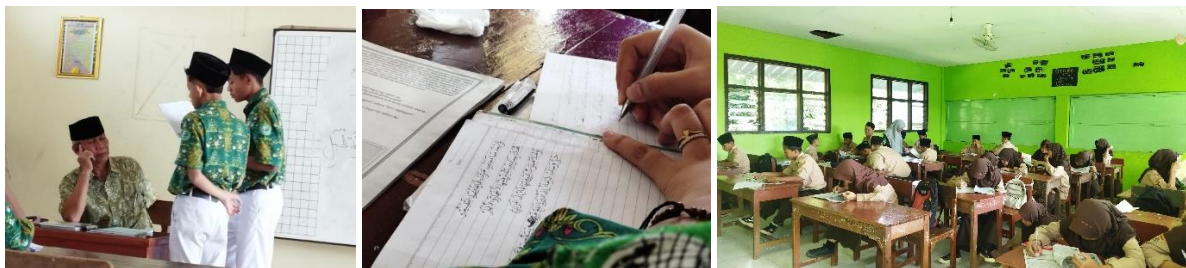
Figure 2. Students read the text as modelled by the teacher then copy the writing on their books

From the results of four observations at this school, there are several aspects that are implied in the *Imla* method in class IX MTs NU Nurul Huda, namely: *First,* Spelling Accuracy (*Imla*iyah). Before the implementation of this method, many students had difficulty in writing Arabic words correctly, especially in words containing letters that have similar sounds or shapes. After several practice sessions with the *Imla* method, some students are required to listen carefully to each dictated word and write it correctly. In addition, the *Imla* method also helps students understand Arabic Grammar (AG). Before it, students made mistakes in the

use of sentence structures, such as the selection of the correct number of *Ismiyah* and number of *Fi'liyah*, as well as difficulties in arranging words based on the correct grammatical pattern. This can be seen from their ability to construct sentences with more precise grammar.

Second, Forming Sentences (*Tarkib*). Many students made sentences that did not match the rules of AG, which indicated difficulty in understanding the relationship between words. After several exercises using the *Imla* method, Students became more skillful in identifying the correct sentence structure, placing the subject, predicate, object, and adverb in the right order. *Third,* Mufrodat Mastery. With the *Imla* method, students are open to a variety of new vocabulary words dictated by the teacher. The repetition of the same words in each practice session made it easier for students to remember and understand the meaning of the words. In addition, students began to use more varied vocabulary in their writing after several exercises using it.

Fourth, Motivation and Engagement in Learning. The implementation of the *Imla* method also affects students' motivation and activeness in learning. Before this method was applied, most students tended to be passive and less enthusiastic in WS learning. However, after several sessions of applying it, students became more active and enthusiastic in participating in learning. The *Imla* method encourages students to focus more and try hard in order to follow the teacher's dictation correctly. Some students consider this method as a challenge that makes them more eager to learn.

This analysis also by the results of observations made by researchers with Mr. Ajma'in as ALL teacher in class IX Mts NU Nurul Huda, that in learning *mahārah kitābah*, "*I usually record words or vocabulary on the blackboard first. Then, I read it while the students follow. After a while, I ask students to write back the words that I wrote on the board.*" Siti Rubiatus Salma also said the same thing, *revealing that when learning to write Arabic, they were asked to observe the writing on the board, read together, and sometimes shown by some friends. After that, they were asked to rewrite the writing on the board.* Therefore, it can be concluded that in learning writing skills, the *Imla* method has been used, even though it has not apllied the higest level, and the *Imla* method implemented is the *Imla Manqul* method.

Supporting and Inhibiting Factors of *Imla* Method in *Mahārah kitābah* Learning Class IX ALL MTs NU Nurul Huda Mangkang Semarang

In the context of learning, obstacles or problems can arise due to various factors, both internal and external. There are some supporting factors for ALL with *Imla* method at MTs NU Nurul Huda Mangkang Semarang, *first,* Competent Teacher Support (CTS). Teachers are

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU
Nurul-Huda Mangkang Semarang
Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

58

a key element in the success of ALL. The results show that the teacher's competence in mastering Arabic, teaching ability, as well as the methods used are the main supporting factors in learning. So, the teacher is able to master language skills such as listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). And the teacher is able to choose a method that suits the abilities of the students of it. *Second*, Availability of Learning Resources and Learning Media. Another supporting factor is the availability of adequate learning resources, such as textbooks, dictionaries, and digital or audiovisual learning media. In the process of ALL in class IX this school, involves the use of appropriate media, including the use of conventional systems such as black boards and modern media such as laptops and projectors. *Third,* Support from Parents and the Environment. Support from parents and the surrounding environment also plays an important role in the success of ALL. In this case, most of the ninth-graders are students of the boarding school (Pondok Pesantren) around the school. And in the Pondok Pesantren environment, they are also taught to write Arabic, so that their Arabic WS can be further trained at the Pondok Pesantren. The placement of students in the Pondok Pesantren is a form of support from parents and the surrounding environment, as well as teaching Arabic language and religious education more broadly, although the learning provided does not focus solely on ALL.

Furthermore, there are inhibiting factors in ALL, including *Lack of Student Interest*, the results show that students' lack of interest in learning Arabic is one of the main inhibiting factors. Many students feel that Arabic is difficult to learn and irrelevant to their needs. This is due to the view that Arabic is only useful in a religious context and does not have many practical applications in daily life.

Besides that, there are *Limited Learning Time*. The limited time allocated for Arabic lessons in the MTs Nurul Huda curriculum is also an inhibiting factor. At the MTs (Junior High School) level, the time allocation for Arabic lessons is relatively short, so students do not have enough time to explore the material. This causes the Arabic learning process to be less effective, because students do not have enough opportunities to practice and master language skills well. Another thing is *Lack of Infrastructure*, although some schools have adequate learning resources, there are still many MTs that have limitations in facilities and infrastructure to support ALL. Also, in this MTs, do not have language laboratories or access to interactive learning media that can improve students' skills. In addition, the limited availability of textbooks and reference materials makes it difficult for students to learn independently outside the classroom.

And, there are *Environment that does not support the use of Arabic*. The limited use of Arabic in the environment around this MTs is also a barrier to learning. An environment that rarely uses Arabic, both in daily communication and in formal activities at school, makes it difficult for students to practice the language skills they learn. Without the opportunity to practice contextually, students' language skills are limited to theory and lack practice. Factors that hinder ALL on it are divided into two, namely internal factors of students who are mainly pure elementary school graduates and external factors of students. Among the internal obstacles faced by students in ALL such as Educational Background, Student Talent Factor, and Student Interests.

Another challenge in ALL that should not be taken lightly is the low interest and motivation of students in learning Arabic. As a result, the learning process that should be active, innovative, creative and fun turns into a boring and burdensome experience for students. Teachers are also often negatively labeled, such as teachers who look bitchy and rarely smile, or who talk theoretically but lack action in practice. Even when break time arrives, joyful smiles emanate from students' faces, as if they have just been released from a burden that restricts their freedom and joy.

Imla is part of the method of teaching language *skills*, including Arabic[38]. *Imla*, also known as *dictation* in English transliteration, it's the basic capital in Arabic WS. The selection of *Imla* method in WS of class IX MTs Nurul Huda Mangkang based on analysis of student needs and school conditions. Where the *Imla* method does not require a lot of sophisticated media, it can still take place with a white board or black board, markers, writing sample paper (print out of *Imla* writing), learner worksheets (LKPD) or student worksheets (LKS), notebooks or structured exercise books, and can also utilize leftover paper from office needs, provided by the teacher.

Besides the advantages in the media aspect, the *Imla* method can also be applied in language classes with a large capacity, because the exercises provided allow students in the class to user their respective exercise books, without having to wait for each other. In the implementation of the *Imla* method, teachers have implemented a consistency system, where students who make mistakes in writing certain letters or certain words, are given repeated practice to change the wrong or incorrect parts of the writing method. Citing the analogy used

---

[38]Alhawary, "Writing Techniques: Developing Writing at the Novice Level, Intermediate Level , and Advanced Level."

by Hernandez[39], the formula of the *Imla* method is to make sure that what is thought is the same as what is seen before, in accordance with what is heard, so that it is contained in what is written.

The *Imla* method has advantages in its implementation for learning *Mahārah kitābah*. Compared to the *khat* method, which requires artistic *skills* and complicated stages[40], *Imla* is more contextually implemented given its stages that can be used with simple preparation. Likewise, the *Mind Mapping* method [41] and Kumon[42] which tends to be more complicated, because it must have a process of remembering, thinking and digesting what is happening. Moreover, the contextualized method of *Insya'iyah* [43] and writing structure (*Al Insya' Al-Muwajjah*)[44] which requires high ideas and creativity in its implementation.

The stages carried out by IX MTs NU Nurul Huda in this study, which include, a. the teacher wrote some words on the blackboard; b. read out; c. asked students to follow the reading; d. students are asked to pay attention, read, and remember the writing before erasing; e. student rewrite it in their respective books. These stages are the same as those found in the

[39]Ana Isabel Martinez Hernandez and Lucia Belles Calvera, "HOW DO I KNOW WHAT I THINK UNTIL I SEE WHAT I SAY?: DICTATION TOOLS IN ACADEMIC WRITING," in *Coleccion Conocimiento Contemporaneo: Igualdad Y Calidad Educativa Oportunidades Y Desafios De La Ensenanza*, ed. S.L. Dykinson, 1st ed. (Madrid: Dykinson S.L., 2021), 1672–95, https://doi.org/https://hdl.handle.net/10550/105841.

[40]Alif Cahya Setiyadi et al., "Nāmūdhaj Ta'allum Al-Khaṭ Fī Mahārah Al-Kitābah Fī Al-Ma'had Al-'Aṣrī Dār Al-Salām Kūntūr Al-Sābi' Kālīandā Lāmbūng Al-Janūbiyyah (The Teaching Model of Calligraphy in Writing Skills at Pondok Modern Darussalam Gontor 7 Kalianda South Lampung)," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2024): 316–25, https://doi.org/https://doi.org/10.14421/almahara.2024.0102-07; Nurul Huda, "Komponen-Komponen Pembelajaran Al-Kitābah Bahasa Arab," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1–26, https://doi.org/10.14421/almahara.2016.021-01.

[41]Ahmad Mizan Rosyadi Abdul Jalil Mannan and Asfi Iza Fitrotin, "Implementasi Mind Mapping Dalam Pembelajaran Maharah Kitabah Di Madrasah Tsanawiyah Al-Amien Sabrang Ambulu," *Journal Arabic of Language and Linguistics Education* 2, no. 2 (2024): 125–38, https://doi.org/https://doi.org/10.52491/alle.v2i2.126.

[42]Achmad Fudhaili, "Model Kumon As A Learning Sequence: Improving Students' Imla' Writing Skills," *Jurnal An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 24, no. 2 (2022): 155–70, https://doi.org/https://doi.org/10.32332/an-nabighoh.v24i2.5138.

[43]Muhammad Amin, "Peningkatan Kemampuan Maharah Kitabah Dengan Metode Insyaiyah Melalui Model Pembelajaran Konstektual Pada Siswa Kelas XII IPA MAN 3 Balangan," in *Seminar Nasional Pendidikan Profesi Guru Agama Islam*, vol. 3 (Palangka Raya: Pendidikan Profesi Guru Agama Islam Palangka Raya, 2023), 38–48, https://doi.org/https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/1240/0.

[44]Juhaeti Yusuf, Ahmad Zaki Alhafidz, and Muhammad Fahmi Luthfi, "Menulis Terstruktur Sebagai Urgensi Pembelajaran Maharah Al-Kitabah," *Jurnal An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 21, no. 02 (2019): 203–14, https://doi.org/https://doi.org/10.32332/an-nabighoh.v21i02.1683.

research of Kusnawan, et al.[45] the same method is used to teach vocabulary and *kalam* learning at Pondok Pesantren Modern Darussalam Gontor. It's just that the time span is longer and systematic and the place of learning is representative, because students are in one environment for a long time. When at stage (b) the teacher should apply the *ilqa'* method[46], where word correctness and letter accuracy are required during the Imla process. Whereas stage (d) in this study is the adoption of combining dictation (*Imla*) with reading activities and thus exploring the effectiveness of the integrated dictation-reading task conducted by Liu Li[47]. However, this reading dictation task, in terms of systematic implementation, is not as detailed as that found in integrated tasks, such as TOEFL or TOAFL. In theory, stage (e) in this study has the potential to be developed more extensively with the dictogloss technique[48], that is by interpreting or reinterpreting *imla* with the student's own *uslub*.

With the stages applied to ninth-grade students of MTs Nurul Huda Mangkang, it will encourage students to do *self-learning* so that it can have an impact on improving students' orthographic skills, as done by Yixun-Li[49]. In addition, consistent practice, as implemented by teachers at the school, has been shown to improve students' phonology[50], more lexicon acquisition and help students in vocabulary acquisition as well as understanding the meaning of the word. This support has also been empirically proven [51], through a research.

Recommendations for further research can be viewed from several aspects. From the aspect of learning resources, the *Imla* method can be developed or varied with interactive media such as audio and audio-visual media in the form of videos, ALL applications, or

---

[45]Wawan Kusnawan, Wildana Wargadinata, and Abdul Wahab Rasyidi, "Teaching Methods Of Dictation And Elements Of Arabic Language," *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (2023): 564–74, https://doi.org/10.18860 /ijazarabi.v6i2.23290.

[46]Mohammad Ismail and Wakhidatur Rizqiyah, "Tanfiz Al-Tharikah Al-Ilqaiyyah Fi Dars Al-Imlai," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2018): 149–58, https://doi.org/https://doi.org/10.14421/almahara.2018.041-08.

[47]Liu Li, "Exploring the Effectiveness of a Reading-Dictation Task in Promoting Chinese Learning as a Second Language," *Higher Education Studies* 10, no. 1 (2020): 100–108, https://doi.org/10.5539/hes.v10n1p100.

[48]Shofia Kamal and Abdul Basith, "The Effectiveness of Dictation Technique in Improving Efl Learners'Writing Skill: A Systematic Review," in *Annual International Conference on Islamic Education for Students*, vol. 2 (Medan Sumatera Utara: UIN Sumatera Utara Medan, 2023), 606–15, https://doi.org/DOI: https://doi.org/10.18326/aicoies.v2i1.602.

[49]Yixun Li and Min Wang, "A Systematic Review of Orthographic Learning via Self-Teaching," *Educational Psychologist* 58, no. 1 (2023): 35–56, https://doi.org/10.1080/00461520.2022.2137673.

[50]Rachel Hayes-Harb and Shannon Barrios, "The Influence of Orthography in Second Language Phonological Acquisition," *Language Teaching* 54, no. 3 (2021): 297–326, https://doi.org/10.1017/S0261444820000658.

[51]Audrey Bürki et al., "Orthography and Second Language Word Learning: Moving beyond 'Friend or Foe?,'" *The Journal of the Acoustical Society of America* 145, no. 4 (2019): EL265–71, https://doi.org/10.1121/1.5094923.

tutorial videos from live teaching teachers. Because the teacher's voice, for some students, is a motivation in itself, and gives students the opportunity for self-learning about *Imla* with the video. In large classes, students can be organized into small groups, learning using the jigsaw method, where there is one expert student who provides instruction to his/her peers, and also cross-learns from other groups. Or study groups of 2-4 people to complete a learning project, producing an *Imla* assigned by the teacher. Another model that needs to be tested in the *Imla* method is Problem-based learning[52], where the class is given *Imla* problem bait first, and then the solution is found together, in groups, or individually.

In addition, it is necessary to present some simple language games that support the *Imla* method, such as *tracing the dot*, or simulating real conditions in learning the *Imla* method. In the *Imla* method, students are still in the trial phase of WS, so it is not advisable to give punishment when mistakes are made. Because it causes anxiety in written language (anxiety of language). So that students will assume the Arabic language is scary and very difficult to learn. Opportunities for the use of AI[53] in the *Imla* method also needs to be developed, where currently there are several forms of applications that can support the *Imla* method.

The limitation in this study is the absence (not yet implemented) of an assessment that meets the standards of *Imla* rules. The *Imla* method is only a small part of ALL, despite the fact that Arabic writing competence is needed by students. This is one of the recommendations for future researchers to test *Imla* assessments, such as using standardization of dictation text completion speed, writing speed, and the status of writing words derived from Arabic[54], listening test and phonological awareness test[55], or with other standards, according to the rules of *Imla,* ALL, or assessment standards that are adjusted to the applicable curriculum. Another recommendation from the findings in this study is the need for quantitative research that proves the effectiveness of the *Imla* method in learning *mahārah kitābah*, either in the form

---

[52]Tuti Qurrotul Aini and Inayah Inayah, "Tathbiq Namudzaj Al-Ta'allum Al-Qaim 'ala Al-Musykilah Bi-Wasithah Video Li-Tarqiyah Maharah Al-Qira'ah Li-Thullab Al-I'dadiyyah," *Perkumpulan Program Studi Pendidikan Bahasa Arab Indonesia* 1, no. 1 (2024): 516–31, https://doi.org/https://journal.pppbai.or.id/index.php/mudirrudh-dhad/article/view/245.

[53]Inayah, "Analisis Swot Eksistensi Artificial Intelligence (AI) Di Tengah Pembelajaran Bahasa Arab," in *Linguistik Dalam Pembelajaran Bahasa Internasional*, ed. Adi Wijayanto et al., 1st ed. (Tulungagung: Akademia Pustaka, 2024), 209–16, https://doi.org/10.5281/zenodo.13853690.

[54]Hüseyin Özçakmak, "Evaluation of Syrian Students ' Dictation Texts (A2 Level)" 9, no. 1 (2019): 179–87, https://doi.org/10.5430/wje.v9n1p179.

[55]Ahmad Abdelhameed Al-Makahleh, "The Relationship between Auditory Analysis and Dictation Skills among Jordanian Fourth-Grade Students with Learning Difficulties," *Children* 11, no. 3 (2024): 1–12, https://doi.org/10.3390/children11030357.

of experimental studies, correlation tests, or influence tests. So that it can be known scientifically, the level of usefulness obtained from the *Imla* method.

Conclusion

ALL as a foreign language in Indonesia has developed quite rapidly, including in WS (*mahārah kitābah*) which is an important part of language competence. One of the classical methods that remains relevant today is the *Imla* method, especially the *Imla* Manqul type. The main findings show that the *Imla* Manqul method is implemented through steps such as the teacher writing the text on the blackboard, reading it out, students imitating, remembering, and then recopying. This method is proven to be able to students' spelling accuracy, understanding of Arabic grammar, ability to construct sentences, and vocabulary acquisition. In addition to cognitive aspects, this method also encourages increased motivation and active involvement of students in the learning process. Supporting factors in the implementation of this method include good teacher competence, the availability of learning resources such as audiovisual media and textbooks, and the *Pesantren* environment that strengthens students' Arabic WS. Meanwhile, the inhibiting faced include students' lack of interest in Arabic, limited learning time, inadequate facilities such as language laboratories, and the minimal use of Arabic in the environment around the school. Overall, the results show that although the *Imla* method has its challenges, its consistent application is able to impact on students' WS in Arabic. Behind its existence as one of the classical methods, *Imla* has a very wide open opportunity to be developed in the context of today's learning, with a variety of diverse development techniques, according to the results of the analysis of the needs and availability of the existing learning environment.

References

Agustina, Agussalim Beddu Malla, and M. Nawawi. "PROBLEMS OF IMLA FOR ARABIC LITERATURE STUDENTS AT INDONESIAN MUSLIM UNIVERSITY (STUDY OF WRITING AND PART OF ARABIC TEXTS)." *Jurnal Karya Ilmiah Mahasiswa (KIMA)* 2, no. 3 (2023): 447–54. https://jurnal.fs.umi.ac.id/index.php/KIMA/article/view/613.

Aima, Nur, Bahaking Rama, and Syahruddin Usman. "2024 Madani : Jurnal Ilmiah Multidisipline Strategi Pembelajaran Tematik 2024 Madani : Jurnal Ilmiah Multidisipline" 2, no. 3 (2024): 437–43.

Aini, Tuti Qurrotul, and Inayah Inayah. "Tathbiq Namudzaj Al-Ta'allum Al-Qaim 'ala Al-Musykilah Bi-Wasithah Video Li-Tarqiyah Maharah Al-Qira'ah Li-Thullab Al-I'dadiyyah." *Perkumpulan Program Studi Pendidikan Bahasa Arab Indonesia* 1, no. 1 (2024):

Implementation of *Imla* Method in Maharah Kitabah Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang | 64

Ummu Zahrotun Ni'mah, Inayah Inayah, Ismail Ismail, Ikhrom Ikhrom

516–31. https://doi.org/https://journal.pppbai.or.id/index.php/mudirrudh-dhad/article/view/245.

Aisyah, Rahmi, Irvan Iswandi, and Moh. Mas'ud Arifin. "Kemampuan Menulis Bahasa Arab Dengan Metode Imla ' Siswa Madrasah Tsanawiyah Al-Mu ' Awanah." *Innovative: Journal of Social Science Research* 3, no. 4 (2023): 8259–8269. https://doi.org/https://j-innovative.org/index.php/Innovative/article/view/4588.

Al-Makahleh, Ahmad Abdelhameed. "The Relationship between Auditory Analysis and Dictation Skills among Jordanian Fourth-Grade Students with Learning Difficulties." *Children* 11, no. 3 (2024): 1–12. https://doi.org/10.3390/children11030357.

Aldukhayel, Dukhayel. "Enhancing L2 Listeners' Lexical Segmentation through Partial Dictation: A Bottom-Up Approach." *The Asian EFL Journal: A Division of TESOL Asia Group & Part of SITE Ltd Australia* 24, no. 4 (2020): 69–101. https://doi.org/http://www.asian-efl-journal.com.

Alhawary, Mohammad T. "Writing Techniques: Developing Writing at the Novice Level, Intermediate Level , and Advanced Level." In *Teaching Arabic as a Foreign Language: Techniques for Developing Language Skills and Grammar*, edited by LLC Apex CoVantage, 1st ed., 84–109. New York, NY, USA: Taylor & Francis, 2024. https://doi.org/10.4324/9781315686677.

Amin, Muhammad. "Peningkatan Kemampuan Maharah Kitabah Dengan Metode Insyaiyah Melalui Model Pembelajaran Konstektual Pada Siswa Kelas XII IPA MAN 3 Balangan." In *Seminar Nasional Pendidikan Profesi Guru Agama Islam*, 3:38–48. Palangka Raya: Pendidikan Profesi Guru Agama Islam Palangka Raya, 2023. https://doi.org/https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/1240/0.

Azhari, Moh Fikri, Indah Sari, and Henrizal Hadi. "The Effectiveness of the Aswat Arabiyah Strategy in Improving Imla ' Learning Outcomes for Class VIII MTs Al-Jauhar Duri." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 87–101. https://doi.org/10.32699/liar.v6i1.2678.

Burhan Nurgiantoro. "Sastra Anak Pengantar Pemahaman Dunia Anak." *Yogyakarta, Gadjah Mada University Press, 2013*, 2018, 2.

Bürki, Audrey, Pauline Welby, Mélanie Clément, and Elsa Spinelli. "Orthography and Second Language Word Learning: Moving beyond 'Friend or Foe?'" *The Journal of the Acoustical Society of America* 145, no. 4 (2019): EL265–71. https://doi.org/10.1121/1.5094923.

ElHawari, Rasha. *Teaching Arabic as a Foreign Language. Teaching Arabic as a Foreign Language*. 1st ed. New York, NY, USA: Routledge Taylor & Francis Group London and New York, 2021. https://doi.org/10.5117/9789463720601.

Fudhaili, Achmad. "Model Kumon As A Learning Sequence: Improving Students' Imla' Writing Skills." *Jurnal An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 24, no. 2 (2022): 155–70. https://doi.org/https://doi.org/10.32332/an-nabighoh.v24i2.5138.

Ganji, Nages, Hooshang Talebi, Rezvan Delavari, and Sajed Zare. "The Effect of Arabic Dictation on the Reduction of Iranian High School Students' Writing Errors (A Case Study of First Grade Female High School Students of Yazd Province) (Fa'aliyyah Al-Imla

Al-'Arabiy Ala Taqlil Al-Akhtha' Al-Kitabiyyah Lada Al-Muta'alli." *An International Academic-Scholarly Semiannual Journal Studies in Arabic Teaching and Learning (Dirasat Fi Ta'lim Al Lugah Al 'Arabiyyah Wa Ta'allumuha)* 1, no. 2 (2017): 71–84. https://doi.org/https://doi.org/10.22099/jsatl.2017.26423.1020.

Hayes-Harb, Rachel, and Shannon Barrios. "The Influence of Orthography in Second Language Phonological Acquisition." *Language Teaching* 54, no. 3 (2021): 297–326. https://doi.org/10.1017/S0261444820000658.

Hernandez, Ana Isabel Martinez, and Lucia Belles Calvera. "HOW DO I KNOW WHAT I THINK UNTIL I SEE WHAT I SAY?: DICTATION TOOLS IN ACADEMIC WRITING." In *Coleccion Conocimiento Contemporaneo: Igualdad Y Calidad Educativa Oportunidades Y Desafios De La Ensenanza*, edited by S.L. Dykinson, 1st ed., 1672–95. Madrid: Dykinson S.L., 2021. https://doi.org/https://hdl.handle.net/10550/105841.

Huda, Nurul. "Komponen-Komponen Pembelajaran Al-Kitâbah Bahasa Arab." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2016): 1–26. https://doi.org/10.14421/almahara.2016.021-01.

Hufron, A, and Abdul Wahid. "Implementation of Al-Miftah Lil Â€˜Ulum Program in Learning to Read Kitab Kuning at Pondok Pesantren Nurul Huda." *Maharot : Journal of Islamic Education* 7, no. 2 (2023): 179. https://doi.org/10.28944/maharot.v7i2.1424.

Husna, Muhammad Ahsanul, and Inayah Inayah. "Taqyim Ta'lim Al-Qira'ah Al-Jahriyah Bi Kitab Mubtadi Fi Silsilah Al-Lisan Ala Asas Tahlil Ihtiyajat Al-Manhaj Al-Mustaqil." *An Nabighoh* 25, no. 2 (December 1, 2023): 197–212. https://doi.org/10.32332/an-nabighoh.v25i2.7734.

Husna, Muhammad Ahsanul, Inayah Inayah, Ismail Ismail, and Qatrunnada Habibah Salma. "Project-Based Learning on Direct Translation Material with Pop-Up for Students of Walisongo State Islamic University Semarang." *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 160–79. https://doi.org/10.17509/alsuniyat.v8i1.77945.

Inayah. "Analisis Swot Eksistensi Artificial Intelligence (AI) Di Tengah Pembelajaran Bahasa Arab." In *Linguistik Dalam Pembelajaran Bahasa Internasional*, edited by Adi Wijayanto, Santiana, Ana Marsela Suwarto, Puspita Mayaratri, and Andrianus Nabung, 1st ed., 209–16. Tulungagung: Akademia Pustaka, 2024. https://doi.org/10.5281/zenodo.13853690.

———. "KITABAH DI INDONESIA (EKSISTENSI DAN IMPLIKASINYA) PADA PEMBELAJARAN BAHASA ARAB." In *Arah Pendidikan Agama Islam Menyongsong Indonesia Emas*, edited by Adi Wijayanto, Sutrisno, Ahmad Zuhdi, Arrinda Luthfiani Ayzzaro', and Evy Ramadina, 1st ed., 103–23. Tulungagung: Akademia Pustaka, 2025. https://doi.org/VICREG.120225.

———. "Opexams Sebagai Alat Penilaian Berbasis Artificial Intelligence (AI) Pada Pembelajaran Bahasa Arab." In *Teknologi Pendidikan Dan Pembelajaran Teknik*, edited by Adi Wijayanto, Mas'ud B, Luluk Atirotu Zahroh, Ahmad Syaifuddin, and Galuh Indah Zatadini, 1st ed., 11–16. Tulungagung: Akademia Pustaka, 2025. https://doi.org/VICREG.200225.

———. "Tipologi Kitabah (Perbandingan Pendapat Ali Ahmad Madkur Dan Muhammad T.

Alhawary)." In *Dedikasi Dan Pembelajaran Bahasa Indonesia*, edited by Adi Wijayanto, Santiana, Nita Agustina Nurlaila Eka Erfiana, Eko Saputro, and Lilis Anifiah Zulfa, 1st ed., 169–78. Tulungagung: Akademia Pustaka, 2025. https://doi.org/VICREG.070225.

Inayah, Inayah, Muhammad Ahsanul Husna, Uril Bahruddin, Fina Saadah, and Muhammad Atif Audl Ramadlan. "Ikhtibār Miʿyār Al-Kafāʾah Fī Al-Lugah Al-ʿArabiyyah Bi-Mutaṣaffiḥ Al-Imtiḥān Al-Āmin Fī Jāmiʿah Walisongo Al-Islāmiyyah Al-Ḥukūmiyyah Semarang." *LISANIA: Journal of Arabic Education and Literature* 7, no. 2 (December 14, 2023): 198–216. https://doi.org/10.18326/lisania.v7i2.198-216.

Inayah, Inayah, Musta'anatussaniah, Muhammad Fahrun Nadhif, and Syafi'i Jauhri. "TAṬWĪR AL IKHTIBĀR BI QUIZIZ CREATOR FI TA'LĪM AL LUGAH AL 'ARABIYYAH MIN AL KITĀB AL DIRĀSIY 'SYAMIL' LADA AL ṬULLĀB BI JĀMI'AH WALISONGO AL ISLAMIYYAH AL ḤUKÛMIYYAH SEMARANG." In *Konferensi Nasional Bahasa Arab Dan Pembelajarannya Di Era Millenial*, 655–70. Surabaya: Universitas Islam Negeri Sunan Ampel Surabaya, 2022. https://proceedings.uinsa.ac.id/index.php/KPBA/article/view/899.

Inayah, Inayah, Fina Sa'adah, and Mila Latifah. "INTEGRATION OF WEB-BASED ARABIC LEARNING IN INTERNATIONAL CLASS STUDENTS OF UIN WALISONGO SEMARANG." In *Proceeding of International Conference on Islamic Education (ICIED)*, 358–70. Malang: Faculty of Tarbiyah and Teaching Training Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, 2022. https://conferences.uin-malang.ac.id/index.php/icied/article/view/2006.

Inayah, Inayah, Mohammad Samsul Ulum, Dewi Chamidah, Muhammad Ahsanul Husna, and Dzakirotus Sofiyah. "Implications of Academic Writing Training on Journal Writing Activities of Arabic Language Learning Students at UIN Walisongo Semarang." In *Proceeding of International Conference on Arabic Language (INCALA) 2024*, 3 (1):354–71. Malang: Arabic Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, 2024. https://prosiding.arab-um.com/index.php/Incala/article/view/1612.

Insyiroh, Siti Af'idatul, Moch. Hasyim Fanirin, and Dewi Utami. "Analisis Kesalahan Ejaan Pada Teks Eksposisi Siswa Kelas V Sekolah Dasar Persatuan Umat Islam Haurgeulis." *Jurnal Pendidikan Indonesia* 3, no. 05 (2022): 451–61. https://doi.org/10.59141/japendi.v3i05.823.

Ismail, Mohammad, and Wakhidatur Rizqiyah. "Tanfiz Al-Tharikah Al-Ilqaiyyah Fi Dars Al-Imlai." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2018): 149–58. https://doi.org/https://doi.org/10.14421/almahara.2018.041-08.

Kamal, Shofia, and Abdul Basith. "The Effectiveness of Dictation Technique in Improving Efl Learners'Writing Skill: A Systematic Review." In *Annual International Conference on Islamic Education for Students*, 2:606–15. Medan Sumatera Utara: UIN Sumatera Utara Medan, 2023. https://doi.org/DOI: https://doi.org/10.18326/aicoies.v2i1.602.

Kusnawan, Wawan, Wildana Wargadinata, and Abdul Wahab Rasyidi. "Teaching Methods Of Dictation And Elements Of Arabic Language." *Ijaz Arabi Journal of Arabic Learning* 6, no. 2 (2023): 564–74. https://doi.org/10.18860 /ijazarabi.v6i2.23290.

Li, Liu. "Exploring the Effectiveness of a Reading-Dictation Task in Promoting Chinese Learning as a Second Language." *Higher Education Studies* 10, no. 1 (2020): 100–108.

https://doi.org/10.5539/hes.v10n1p100.

Li, Yixun, and Min Wang. "A Systematic Review of Orthographic Learning via Self-Teaching." *Educational Psychologist* 58, no. 1 (2023): 35–56. https://doi.org/10.1080/00461520.2022.2137673.

Mannan, Ahmad Mizan Rosyadi Abdul Jalil, and Asfi Iza Fitrotin. "Implementasi Mind Mapping Dalam Pembelajaran Maharah Kitabah Di Madrasah Tsanawiyah Al-Amien Sabrang Ambulu." *Journal Arabic of Language and Linguistics Education* 2, no. 2 (2024): 125–38. https://doi.org/https://doi.org/10.52491/alle.v2i2.126.

Mansyur, Abd Rahim. "Dampak COVID-19 Terhadap Dinamika Pembelajaran Di Indonesia." *Education and Learning Journal* 1, no. 2 (2020): 113. https://doi.org/10.33096/eljour.v1i2.55.

Nabilah, Rahma, Fitria Nisa Ussyafiqoh, Kholisah Hisbiatul Jannah, Dina Indriana, and Wahyu Hidayat. "Pengaruh Metode Imla ' Untuk Meningkatkan Keterampilan Menulis Bahasa Arab (Maharah Kitabah) Siswa Kelas VII MTs Masyariqul Anwar Caringin." *Kampus Akademik Publishing Jurnal Ilmiah Nusantara (JINU)* 2, no. 1 (2025): 543–53. https://doi.org/https://doi.org/10.61722/jinu.v2i1.3460.

Olioumtsevits, Konstantina, Despina Papadopoulou, and Theodoros Marinis. "Second Language Grammar Learning in Refugee Children." *Pedagogical Linguistics* 4, no. 1 (2023): 50–76. https://doi.org/10.1075/pl.21012.oli.

Oumaima, Zine, Meziane Abdelouafi, and El Hadi Meryem. "Text-to-Speech Technology for Arabic Language Learners." In *2018 IEEE 5th International Congress on Information Science and Technology (CiSt)*, 432–36, 2018. https://doi.org/10.1109/CIST.2018.8596372.

Özçakmak, Hüseyin. "Evaluation of Syrian Students ' Dictation Texts (A2 Level)" 9, no. 1 (2019): 179–87. https://doi.org/10.5430/wje.v9n1p179.

Pimada, Luluk Humairo, Rostanti Toba, and Abdul Wahab Rasyidi. "Learning of Imla' Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda." *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 1–16. https://doi.org/10.22219/jiz.v3i1.11682.

Pradana, Ari Sandi, and Rahmaini Rahmaini. "The Application of Writing Skill in Arabic Writing for Students in Middle School." *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 4, no. 1 (2024): 113–24. https://doi.org/10.31869/aflj.v4i1.5440.

Putri, Sharla Yusfirman, and Asri Fitriyani Nursholihah. "Efektivitas Metode Imla ' Dalam Peningkatan Keterampilan Menulis Pada Pembelajaran Bahasa Arab Di Madrasah Diniyyah Takmiliyah Awaliyah Al- Haqq." *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 2, no. 1 (2024): 41–44. https://doi.org/https://doi.org/10.5281/zenodo.13235253.

Riyadi, Agus, Amelia Febriana Putri, and Muhammad Jundullah Al Haqiqi. "Arabic Language Learning Innovation: The Application of AI to Assist Teachers With Articulatory Impairments In Teaching Imla at Riyadlul'Ulum Wadda'wah Islamic Boarding School." *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia* 1, no. 1 (2024): 1–13.

Setiawan, Akhmad Yusuf Isnan, Inayah Inayah, Muhammad Izzul Muhtar, Feri Aditia Saputra, and Asma'Na'im Jamil Abu Samra. "Sarf Ibtida'iy Assessment with Opexams Among University Students Based on Artificial Intelligence." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 373–92. https://doi.org/10.23971/altarib.v12i2.8680.

Setiyadi, Alif Cahya, Afin Al Aufi, Pafi Rahmatullah Al Gifari, and Jalaluddin. "Nāmūdhaj Ta'allum Al-Khaṭ Fī Mahārah Al-Kitābah Fī Al-Ma'had Al-'Aṣrī Dār Al-Salām Kūntūr Al-Sābi' Kālīandā Lāmbūng Al-Janūbiyyah (The Teaching Model of Calligraphy in Writing Skills at Pondok Modern Darussalam Gontor 7 Kalianda South Lampung)." *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2024): 316–25. https://doi.org/https://doi.org/10.14421/almahara.2024.0102-07.

Sida, Amatullah Nida Alifah, Nurtaqwa Amin, and Agussalim Beddu Malla. "THE APPLICATION OF IMLA' METHOD TO THE ARABIC LANGUAGE WRITING ABILITY OF MA AS'ADIYAH MAKASSAR STUDENTS." *Jurnal Karya Ilmiah Mahasiswa (KIMA)* 2, no. 3 (2023): 456–65. https://doi.org/https://jurnal.fs.umi.ac.id/index.php/KIMA/article/view/614.

Wasilah, Nazarmanto, Silvi Tri Utami, and Nurul Hidayah. "COOPERATIVE LEARNING IN ARABIC WRITING SKILL WITH MEDIA CHAIN WORD FLAG." *Proceeding International Conference on Islam and Education (ICONIE) Proceeding.Uingusdur.Ac.Id*, 2024, 120–26. https://doi.org/https://proceeding.uingusdur.ac.id/index.php/iconie/article/view/1750.

Widodo, Arif, Abdel Rahman, El Sayed, Elsayed Abdel, Ghaffar Balah, and Siti Afifah. "Development of Imla ` Teaching Materials in Improving Ability to Write Arabic Texts." *International Journal of Language and Teaching* 1, no. 1 (2023): 37–51. https://doi.org/https://sunanbonang.org/index.php/ijlt Development.

Yusuf, Juhaeti, Ahmad Zaki Alhafidz, and Muhammad Fahmi Luthfi. "Menulis Terstruktur Sebagai Urgensi Pembelajaran Maharah Al-Kitabah." *Jurnal An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 21, no. 02 (2019): 203–14. https://doi.org/https://doi.org/10.32332/an-nabighoh.v21i02.1683.

Yusuf, Salma Sabila, Maman Abdurrahman, and Shofa Musthofa Khalid. "Improving Students' Basic Arabic Writing Skills (Imla Manzur) Through The Card Sort Method." *Pioneer: Journal of Language and Literature* 15, no. 1 (2023): 221. https://doi.org/10.36841/pioneer.v15i1.2960.

Zaid, Abdul Hafidz bin, Ihwan Mahmudi, Nur Hizbullah, Maulana Ashari, and Anhar Anhar. "The Effectiveness of a Communicative Imla' Textbook in Improving Short Course Student' Arabic Spelling Skills." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 2 (2023): 278. https://doi.org/10.24042/albayan.v15i2.16792.