



STRATEGIES FOR IMPROVING ARABIC WRITING SKILLS IN MADRASAH IBTIDAIYAH

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Abstract

The Arabic language, besides being a means of communication, is often considered a language of religion for Muslims. This is because the Arabic language serves as the tool for extracting Islamic laws from their sources, namely the Qur'an and Hadith, both of which are in Arabic. Therefore, one of the effective methods in mastering the Arabic language is through the writing (kitabah) learning strategy. This involves the ability to describe or express thoughts, starting from simple aspects like writing words to more complex aspects like composition. The main aspects developed in this strategy are al- qowaid (grammar and morphology), imla' (spelling), and khot (style). The elements in writing include al- kalimah (the smallest unit of a sentence or basic elements of sentence formation), al-jumlah (a collection of words forming a meaning or a word linked with another word), al-fakroh (paragraph), and uslub (style). With this strategy, Arabic language learning can be conducted, providing more diverse knowledge and honing various skills. This article discusses the role of technology in improving the Arabic language learning process. In facing various challenges in learning Arabic, teachers can utilize technology to design more effective teaching strategies. This article tries to answer several key questions, such as what technology can be used in learning Arabic, whether technology can improve the continuity of learning from elementary to secondary levels, and whether technology can motivate students to be more enthusiastic in learning Arabic. Apart from that, this article also reviews how technology can create more diverse Arabic language learning media, increase teacher competence, optimize the allocation of learning time, and create a supportive Arabic language environment. Using qualitative descriptive methods, this article

outlines potential solutions to improve Arabic language learning through technology.

Keywords: *Arabic, Learning Strategies, Writing Skill*

Introduction

Language is a communication tool used to express desires and ideas that exist in an individual's heart to others. Mustafa Al Ghulayaini states that language is the words or expressions used by everyone to convey their intentions or desires. In learning the Arabic language, one skill that cannot be ignored is the skill of writing. Writing is an activity that is related to the thinking process and expressive skills in written form. Writing cannot be separated from other language skills such as listening, speaking, and reading. These four language skills must complement, influence, and be influenced by each other. The experiences and input obtained from listening, speaking, and reading will contribute significantly to writing, and vice versa. However, writing has distinctive characteristics that set it apart. Its active and productive nature gives it a unique feature in terms of clarity, medium, and language variety used.

From the perspective of Arabic language skills, writing can be considered a highly complex activity. It lies in the demand for the ability to organize and arrange ideas in a coherent and logical manner, as well as the ability to present writing in various written language styles and different writing rules. In this regard, Syamsuddin Asyrofi states that there are at least two aspects in this writing activity: the skill of forming letters and mastering spelling, and the skill of expressing thoughts and feelings in the form of Arabic writing. This complexity implies that the skill of writing has significant benefits as an important supporter of language activities, particularly its contribution to helping develop the power of initiative and creativity to find, gather, process, and organize information, which is then presented in high-quality writing.

Method

The method used in this research is a literature study method or library study, which is a research method by collecting and analyzing data originating from various library sources. The more creative and innovative an educator is in providing Arabic

language learning, the easier it will be for students to understand the material being taught.

Result and Discussion

1. Definition of "Kitabah" (Writing)

Basically, writing is a productive and expressive activity. In the act of writing, an individual must skillfully utilize graphology, language structure, and vocabulary. The skill of writing is employed for note-taking, recording, persuading, reporting, informing, and influencing readers. The purpose and goal of this study can only be achieved effectively by learners who can organize and articulate their thoughts in writing clearly, fluently, and communicatively. Clarity depends on thoughts, organization, use and selection of words, and sentence structure.

Zainul Arifin said in his book "Al Lughah Al 'Arabiyah Tharaiku Wa Asalibu Tadrisiha":

إن الكتابة به الرمز أدلى استطاع الإنسان به أن يضع أمام الآخرين فكره وتفكيره، عقله وروحه، اجتاهاته وآراءه، انالس من غريه منها 3يلفید وذلك. وانفعاله عواطفه ووجدانه، احساساته

Writing skill (maharah al-kitabah/writing skill) is the ability to describe or express thoughts, starting from simple aspects such as writing words to complex aspects like composing. Writing skill is also considered the mostchallenging skill for learners compared to the other three skills.

The aspects of writing skill according to 'Ulyan include al-qowaid (grammar and morphology), imla' (spelling), and khot (calligraphy). The elements in writing include al- kalimah (the smallest unit of a sentence or the basic element of sentence formation), al-jumlah (a collection of words that form meaning or a word supported by another word), al-fakroh (paragraph), and uslub (style).

Abdul Hamid stated that writing skill comprises three aspects: first, the skill of forming letters and mastering spelling; second, the skill of improving handwriting; third, the skill of generating thoughts and feelings through writing.

2. Learning Objectives of Kitabah

Before discussing the objectives of writing learning, the author will first clarify the definition of learning. B. R. Hergenhahn stated in his book "An Introduction to Theories of Learning" that learning is a relatively permanent change in behavior or behavioral potentiality resulting from experience and cannot be attributed to temporary body states such as those induced by illness, fatigue, or drugs.

One of the main objectives in learning to write is to control the use of the syntactic system of the Arabic language in books or topics that can be understood by Arabic speakers. Explaining this objective in more detail involves a series of goals during the writing teaching process in terms of methods and language style (*uslub*). The objectives of teaching Arabic writing, according to Mahmud Kamil An-Naqoh, allow students to learn:

- a. Writing Arabic letters and understanding the relationship between letter forms and sounds
- b. Writing Arabic sentences with separate and connected letters, recognizing differences in letter shapes at the beginning, middle, and end.
- c. Mastery of writing Arabic clearly and correctly.
- d. Mastery of writing calligraphy copies or patches, both of which are easier to learn.
- e. Mastery/ability to write from right to left.
- f. Understanding punctuation marks and their indications and how to use them.
- g. Understanding the principles of *imla* (spelling) and recognizing what is present in the Arabic language.
- h. Translating ideas into written sentences using appropriate Arabic grammar.
- i. Translating written ideas into correct sentences using the right words in the context of changing word forms or altering meaning constructions (singular, dual, plural, masculine, feminine, etc.).
- j. Translating written ideas using appropriate grammar
- k. Using an appropriate style of language for titles or expressed ideas.
- l. Writing speed reflects proficiency in correct, clear, and expressive language. The learning objectives of writing according to Hasan Syahatah are as follows:
 - 1) To ensure that students are accustomed to writing Arabic correctly.
 - 2) To enable students to describe something they see or experience accurately and correctly.
 - 3) To enable students to describe something quickly.

- 4) To train students to express their ideas and thoughts freely.
- 5) To train students to choose vocabulary and sentences that are suitable for the context of life.
- 6) To ensure that students are accustomed to thinking and expressing themselves in writing accurately.
- 7) To train students to express ideas, thoughts, concepts, and feelings in correct, clear, impressive, and imaginative Arabic language expressions.
- 8) To ensure that students are careful in writing Arabic texts in various conditions.
- 9) To broaden and deepen students' thinking, making them accustomed to logical and systematic thinking.

Then there are learning objectives for writing skills based on their levels.

a. Beginner Level

- 1) Copying simple language units.
- 2) Writing simple language units.
- 3) Writing simple statements and questions.
- 4) Writing short paragraphs.

b. Intermediate Level

- 1) Writing statements and questions.
- 2) Writing paragraphs.
- 3) Writing letters.
- 4) Writing short essays.
- 5) Writing reports.

c. Advanced Level

- 1) Writing paragraphs.
- 2) Writing letters.
- 3) Writing various types of essays.
- 4) Writing reports.

3. Types of Writing

Writing skills in Arabic language learning can be broadly categorized into three inseparable categories: imlak (al-imla'), calligraphy (al-khath), and composition (al-insya').

a. Dictation (Imla')

Imla' is a type of writing that emphasizes the form or posture of letters in forming words or sentences. According to Mahmud Ma'ruf, imlak is writing letters in their correct positions within words to avoid meaning errors. There are four basic skills developed in learning imlak, namely:

- 1) Imlak copying (al-imla' al-manqul) involves transferring writing from a specific medium in a student's book, also known as al-imla' al-mansukh, as it is done by copying the text. This skill is suitable for beginners.
- 2) Imlak observing (al-imla' al-manzhur) involves carefully looking at writing in a specific medium and then transferring it to the student's book without looking at the text again.
- 3) Imlak listening (al-imla' al-istima'i) involves listening to words/sentences/text read aloud and then writing them.
- 4) Imlak test (al-imla' al-ikhtibari) aims to assess the abilities and progress of students in imlak that they have learned in previous meetings.

b. Beautiful Writing (Al-khat)

Al-khat (calligraphy) is a category of writing that not only emphasizes the form or posture of letters in forming words and sentences but also touches on aesthetic aspects (al-jamal). Various styles/types of Arabic calligraphy are based on the principles of pure Arabic writing, namely:

- 1) Kufi script (Khath kufi).
- 2) Naskh script (Khath naskhi).
- 3) Thuluth script (Khath tsulutsi)
- 4) Farisi script (Khath faritsi)
- 5) Diwani script (Khath diwani).
- 6) Diwani jail script (Khat diwani jail).
- 7) Ijazah script (Khath ijazahkhath riq'i).

c. Composition (Al-insya')

Composition (al-insya') is a writing category oriented towards expressing core ideas such as thoughts, messages, feelings, etc., in written language rather than visualizing the form or shape of letters, words, or sentences alone. Author insights and experiences are involved in composition and can be divided into two categories

:

- 1) Guided composition (al-insya' al-muwajjah) involves creating simple sentences or paragraphs with specific guidance such as direction, examples, incomplete sentences, etc.
- 2) Free composition (al-insya' al-hurr) involves creating sentences or paragraphs without guidance, examples, incomplete sentences, etc.

4. Kitabah Learning Strategies

Before discussing various strategies used in Kitabah (Arabic writing) learning, let's first clarify the concept of learning strategies. Nana Sudjana states that teaching strategies are the actions a teacher takes to implement a teaching plan, which is the teacher's effort to use several teaching variables (objectives, methods, tools, and evaluation) to influence students in achieving predetermined goals. Therefore, it is the teacher's tangible effort in practical teaching that is considered more effective and efficient, or the policies and tactics of the teacher implemented in the classroom.

Learning strategies should include explanations of the methods/procedures and techniques used during the learning process. In other words, learning strategies have a broader meaning than methods and techniques. This means that learning methods/procedures and techniques are part of learning strategies. The relationship between strategy, objectives, and learning methods can be described as a unified system that starts from setting learning objectives, selecting learning strategies, and formulating objectives, which are then implemented into various relevant methods during the learning process.

Some strategies that can be used for Kitabah learning, based on the previously outlined objectives, include the following. Let students rearrange the fragmented sentences into the correct order. Observe the following example.

a. Connecting Letters

1) Objectives

To familiarize students with the alphabet and practice connecting the Arabic letters.

2) Tools Used

Paper, pen, and Iqra' book as a demonstration aid.

3) Procedure

- a) The teacher provides pictures as keywords and cut-out sentence fragments.
- b) The teacher distributes a piece of paper to each student containing pictures as keywords and several cut-out sentences accompanied by their translations.
- c) Bellow students to connect the fragmented sentences into the correct order.

Refer to the example below:

Connect the words

ج ل س خ ال د ع ل ي ال ك ر س ي . و ك ت ب ال د ر س و ق ر أ ك ت ا ب ال ل
غ ة ال ع ر ب ي ة

b. This is My First Letter

1) Objectives

To enable students to write Arabic vocabulary

2) Tools Use

Worksheet and chalkboard. Some tools used include a set of cards with Arabic alphabet written on them placed in envelopes, for example.

ق ، ع ، ك ، ال ، ب

The letter cards are developed and written on the board to form meaningful words. For example, the word "قلم" where the initial letter is "ق."

3) Procedure:

The teacher divides the students into several groups, with each group consisting of several individuals. Each group receives a set of cards, and each group appoints one representative to write on the board. Beforehand, each group must write on a worksheet as many vocabulary words as possible based on the alphabet letters. The winner is the group that obtains the most words with meanings.

c. Writing Conjunctions

1) Objectives

To train students in writing conjunctions.

2) Tools Used

Sentences and a collection of conjunction words.

3) Procedur

- a) The teacher distributes a sheet containing question sentences and another sheet with conjunction words in the form of pictures.
- b) The teacher asks students to answer the questions by completing the sentences using conjunction words correctly and appropriately. See the following example:

ف - من - بلع - لكن - و - أيضا - إى (أ).
القلم املكتب الكتاب
املحظة
ب) ذهب خادل املدرسة ومحل
الكتب يديه
أ) بيت بعيد املدرسة وبيت صديق
قريب ها

Conclusion

Improving Arabic writing skills in elementary schools can be achieved through various strategies, such as using varied teaching methods, strengthening vocabulary and understanding language structure, as well as regular writing practice. Teachers also need to provide constructive feedback to help students correct mistakes and improve their abilities. Apart from that, creating a supportive learning environment, such as using interesting learning media, can motivate students to continue practicing. With a creative and sustainable approach, students' Arabic writing skills can develop well.

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