

Application Of The *Imla' Manqul And Mandzhur* Methods In Improving The Arabic Writing Skills Of Fifth Grade Students At MI Babussalam Oesao

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Tanggal Submit:09-05-2025 Tanggal diterima:10-06-2025 Tanggal Terbit:14-06-2025

Abstrak: Al-Kitabah dikenal sebagai keterampilan menulis dalam pembelajaran Bahasa Arab. Keterampilan menulis merupakan salah satu dari empat aspek keterampilan berbahasa. Dalam menulis Bahasa Arab diperlukan aturan atau kaidah tertentu seperti penerapan kaidah nahwu dan sharaf. Pembelajaran Bahasa Arab menggunakan metode imla' melatih keterampilan menyimak, daya ingat, dan menulis siswa. Melalui metode ini siswa belajar melalui proses pengulangan kata atau kalimat yang dibacakan guru sehingga hasil pembelajaran tidak hanya meningkatkan keterampilan menulis namun juga keterampilan lainnya. Penelitian ini dilakukan di MI Babussalam Oesao dengan tujuan mengetahui penerapan metode imla' dalam pembelajaran menulis Bahasa Arab siswa kelas V di MI Babussalam Oesao. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain pre-eksperimental. Data dikumpulkan melalui pre-test, treatment (perlakuan), dan post-test. Teknik pengumpulan data terdiri atas penyajian data angket (pre-test & post-test), analisis data, serta penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa penerapan metode imla' dalam pembelajaran menulis Bahasa Arab siswa kelas V di MI Babussalam Oesao dilakukan melalui pemberian mufradat, pengenalan huruf Hijaiyyah dan cara penulisannya, serta penggunaan tarjamah dan beberapa jenis metode imla' seperti imla' manqul dan imla' mandzur. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa metode imla' manqul dan imla' mandzur memiliki pengaruh signifikan dalam meningkatkan keterampilan menulis Bahasa Arab (maharah Al-Kitabah) siswa kelas V di MI Babussalam Oesao, yang dibuktikan dengan data yang diperoleh melalui rata-rata nilai pre-test sebesar 34,4 dan rata-rata nilai post-test sebesar 67,7 dari sampel sebanyak 18 siswa.

Kata kunci: Penerapan Metode Imla' Manqul dan Mandzur, Peningkatan Keterampilan Menulis Bahasa Arab

Abstract: Al-Kitabah is also known as writing skills in Arabic language learning. Writing skills are one of the four aspects of language skills. Writing rules or regulations are required in Arabic writing, such as the application of nahwu and sharaf rules. Arabic language learning using the imla' method trains students in listening, memory, and writing skills. Through this method, students learn through the process of repeating words or sentences read by the teacher so that the learning outcomes not only improve writing skills but also other skills. This study was conducted at MI Babussalam Oesao to determine the application of the imla' method in Arabic writing learning for fifth-grade students at MI Babussalam Oesao. This study used a quantitative approach with an experimental method and a pre-experimental design. Data were collected using a pre-test, treatment, and post-test method. The data collection methods consisted of presenting questionnaire data (pre-test & post-test), data analysis, and drawing conclusions. The results of this study indicate that the application of the imla' method through Arabic writing lessons for fifth-grade students at MI Babussalam Oesao was carried out by providing mufradat, introducing the Hijaiyyah letters and how to write them, as well as using

tarjamah and several types of imla' methods, such as imla' manqul & imla' mandzur. Based on the results of the study, it can be concluded that the imla' manqul & imla' mandzur method has a significant effect on improving Arabic writing skills (maharah Al-Kitabah) of fifth-grade students at MI Babussalam Oesao, as evidenced by the data obtained from the mean score on the pre-test of 34.4 and the mean score on the post-test of 67.7 through a sample of 18 students.

Keywords: Application Of The Imla' Manqul And Mandzhur Methods, Improving The Arabic Writing Skills

Introduction

Learning is a process that involves teaching and learning activities and everything that complements the process, such as teachers, students, materials, media, methods, strategies, and so on. Learning is a human process to achieve various competencies, skills, and attitudes. Learning begins when humans are born and continues until the end of life.¹ In this modern era, language learning is essential, given the function of language as a means of communication. Factors that influence the ease or difficulty of learning Arabic include the individual learner, the learning situation, and all aspects of learning. The goal of language learning is not merely to complete the material, but also to ensure that the learning process is meaningful to the learner, thereby becoming a bridge to the learner's success and the effective achievement of goals.² In line with this, the correct terms in the world of education in Indonesia are Arabic as 'ghairu nathiq al lughah' and Indonesian as 'Nathiq al lughah'. Arabic can only be mastered through a conscious and deliberate learning process. Therefore, it is appropriate to use the term 'language learning' (pembelajaran).³ Arabic language learning in Indonesia faces significant challenges concerning the effectiveness of teaching methods. A primary challenge is that Arabic is categorized as a foreign language (ghairu nathiq al-lughah) for Indonesian students, whose daily language is Indonesian (nathiq al-lughah). This condition creates specific obstacles in achieving Arabic learning goals, particularly in mastering writing skills (maharah al-kitabah). Although various methods have been implemented, students' writing abilities remain generally low, indicating a gap between the expected outcomes and actual student performance. Therefore, a more effective, focused, and systematic instructional approach or method is required to

¹ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 1 (April 28, 2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

² Amrullah Ahmad Fikri, *Manajemen Kurikulum Pembelajaran Bahasa Arab* (Jakarta: Kencana, 2021).

³ Nginayatul Khasanah, "PEMBELAJARAN BAHASA ARAB SEBAGAI BAHASA KEDUA (UREGENSI BAHASA ARAB DAN PEMBELAJARANNYA DI INDONESIA)," *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam* 3, no. 2 (December 10, 2016): 39–54, <https://doi.org/10.33507/an-nidzam.v3i2.16>.

address this issue. This study aims to fill this gap by examining the effectiveness of applying the imla' manqul and mandzur methods in enhancing students' Arabic writing skills.

Language is an arbitrary system of sound symbols. Arabic itself is one of the oldest Semitic languages and remains in use today. This is due to Arabic's position as the language chosen by Allah SWT as the language of the Qur'an and as the language of religion (in prayer, remembrance, and supplication). Arabic has distinctive characteristics that are advantages not found in other languages. While these characteristics are advantages of the Arabic language, they can also pose challenges for learners, as the level of complexity often leads to difficulties in the learning and teaching process.⁴

Writing skills (*maharatul kitabah*) are one of the four skills in Arabic language. As part of language activities, writing is closely related to thinking activities. Writing and thinking are two activities that are carried out together and repeatedly. As a fundamental part of language activities, writing is inherently connected to thinking processes because expressing ideas in written form demands systematic organization and clear reasoning. Writing and thinking are intertwined activities that require continuous practice and iterative refinement, allowing learners to develop not only linguistic accuracy but also cognitive depth and clarity in conveying complex thoughts effectively.

The skill of writing the Arabic alphabet differs from the Latin alphabet system. Latin letters are handwritten and can be connected to the next letter, whereas Arabic letters can be connected to the next letter in some cases, but not in others. Of the twenty-eight letters in the Arabic alphabet, there are six that cannot be connected, namely *alif*, *da*, *dza*, *ra*, and *wawu*. The remaining twenty-two letters can be connected.

Spelling the Arabic alphabet is also different from spelling Latin letters. Exercises that teachers must do to improve spelling skills include oral and written exercises, namely through dictation (*imla*). Dictation is a way of saying or reading something very loudly so that someone else can write it down.⁵ To improve students' Arabic spelling skills, teachers need to implement both oral and written exercises, particularly through dictation activities known as imla'. Dictation involves clearly and loudly pronouncing or reading words or sentences, allowing students to listen carefully and accurately transcribe the spoken language into written form, thereby

⁴ Rosyidi Abdul Wahab and Ni'mah Mamlu'atul, *Memahami Konsep Dasar Pembelajaran Bahasa Arab* (Malang: UIN Maliki Press, 2011).

⁵ Abdul Wahab and Mamlu'atul.

reinforcing their understanding of correct spelling patterns and letter recognition. Imla is part of *maharah al-kitabah*. *Maharatu al-kitabah*, or Arabic writing skills, includes three basic components: (1) *maharah al-tahajji bi thariqatin salimatin*, the skill of copying *Hijaiyah* letters correctly. This includes the ability to pronounce *Hijaiyah* letters correctly in their single form, in words, or in sentences. In addition, it also includes the ability to write Arabic letters correctly in their individual forms, as words, or as sentences. (2) *maharah wadh'i 'alamata al- tarqim fi mawadhi'iha*, which is the skill of placing punctuation marks correctly, such as periods, commas, exclamation points, question marks, and others, not only when writing but also when reading. (3) *maharah al-rasmi al-wadhih al-jamil li al-huruf wa al- kalimat*, which is the skill of writing beautifully or the art of calligraphy. Imla' can be summarised as the study of theories of writing and pronouncing *Hijaiyah* letters correctly in single form, words, or sentences and theories about punctuation marks and their application in texts.⁶

The direct objective of studying imla' is to be able to write *Hijaiyah* letters in single form, words or sentences accurately and quickly. Meanwhile, the objectives of learning imla' indirectly consist of: *al-hadaf al-lughawi* (linguistic), which is to equip students with quick thinking skills, knowledge of meaning, character of letters, structure and new styles of language, *al-hadaf al-'udhwi* (physical), strengthening and sharpening the senses of hearing and sight, because of the strong sensory-motor connection between these two senses, which then mobilises the brain to move the hands to write, *al-hadaf al-khuluqi* (attitude), accustoming students to be orderly, thorough, careful and quick to respond to calls, and accustoming them to be patient and attentive listeners while the teacher dictates (imla').

Learning imla' will prevent learners from making mistakes in writing and lead them to better knowledge in writing, because writing is a substitute for *mutakallim* (speaker) in expressing ideas, inner thoughts, and so on in written language.⁷ This occurs because writing serves as a substitute for the *mutakallim* (speaker), enabling learners to clearly and accurately express ideas, inner thoughts, emotions, and various concepts through written language. By regularly practicing imla', learners internalize correct spelling, grammatical structures, and linguistic nuances, thereby reducing writing errors and improving their overall written communication skills.

Indana Zulfa, Implementasi Metode Manqul Dalam Meningkatkan Kemampuan Menulis Huruf Arab Di TPQ Tanwirut-Thullab

⁶ Munjiah Ma'rifatul, *Kaidah-Kaidah Imla': Teori & Praktek* (Malang: UIN Maliki Press, 2012).

⁷ Ma'rifatul.

Panikel, Kampung Laut, Cilacap. his research aims to: 1) Determine the best way to apply the imla' manqul method to improve the ability to write Arabic letters in TPQ Tanwirut-thullab Panikel Kampung Laut Cilacap; and 2) Identifying factors that facilitate or hinder the application of the imla' manqul method to improve the ability to write Arabic letters at TPQ Tanwirut-thullab Panikel Kampung Laut Cilacap. Qualitative methods are used in this thesis. Data collection was carried out through observation, interviews and documentation techniques. Data collection analysis is used to examine the collected data, which includes data reduction, data presentation, and drawing up conclusions. The research findings yielded the following conclusions. The use of the imla manqul method by TPQ Tanwirut-thullab to improve students' Arabic letter writing skills. The imla manqul technique is used for lesson planning, the imla manqul method for implementation, and the manqul method for evaluating learning at the Cilacap Laut Village Panikel.⁸

Based on observations of fifth-grade students at MI Babussalam Oesao during Arabic lessons, the author found many problems that students face in writing Arabic. Students still have difficulty understanding which words can be joined together and which cannot, and are only able to copy what their teacher writes on the board. The Arabic language instruction in the classroom is focused on copying Arabic texts and translating them, but does not explain to students how to write them. Therefore, the researcher needs to apply specific methods to improve students' writing skills in Arabic.⁹

Based on the results of the journal presentation, we can use it as an illustration of the application of the imla' method in Arabic language learning activities at MI Babussalam Oesao, with the hope of solving existing problems. Therefore, the researcher will take the title *'The Application of the Imla' Manqul and Imla' Mandhur Methods in Improving the Arabic Writing Skills of Fifth Grade Students at MI Babussalam Oesao'*.

Methods

This study uses quantitative research methods with an experimental research design. Quantitative research is an approach to testing specific theories by examining

⁸ Indana Zulfa and Robingun Suyud El Syam, "Implementasi Metode Imla' Manqul Dalam Meningkatkan Kemampuan Menulis Huruf Arab Di TPQ Tanwirut-Thullab Panikel, Kampung Laut, Cilacap," *Jurnal Manajemen Dan Pendidikan Agama Islam* 2, no. 4 (2024): 240-48, <https://doi.org/10.61132/jmpai.v2i4.404>.

⁹ Hasil observasi kelas V MI Babussalam Oesao pada pembelajaran bahasa Arab pada hari Senin 6 Januari 2025 pukul 07.45 WIB.

the relationships between variables.¹⁰ The type of experimental research method used is a pre-experimental design, which is an experiment that involves only one group and no comparison or control group. The type used is a single group design with a pre-test, treatment, and post-test. The steps are as follows: first, the researcher conducts a pre-test (initial test) on the selected sample group, then the researcher administers the treatment to the sample subjects, and finally, the sample subjects are given a post-test (final test) after the treatment.¹¹ The implementation of learning using the imla' manqul and imla' mandhur methods. Imla' manqul is imla' learning where students copy reading texts or sentences from a book or the teacher's writing on the board into their notebooks. Meanwhile, imla' mandhur is imla' learning where students look at and study the reading text or sentences in a book or on the board, then close the book or turn their backs to the board, and the teacher dictates the same reading text or sentences.¹² The researcher conducted two meetings, each lasting 35 minutes. In each meeting, the researcher spent 5 minutes on microteaching, 20 minutes on implementing the imla method, and the remaining 10 minutes on reflection and evaluation, as well as delivering the material for the next meeting, so that the total time used for the experiment was 2 x 35 minutes. This study involved all students in Grade V of MI Babussalam Oesao as the population. The sample used was 18 students from Class V.

Results And Discussion

Arabic language learning is measured in 10 questions. Each correct answer is worth 10 points, so the lowest total score for each statement is 0 and the highest is 100.

Tabel. 1
Indicator

Main Topic	Indicator	Material	Jml	No. of question	criteria	Bobot Soal
Memorise and write down Arabic words displayed by the researcher.	1. Students can memorise and write nouns in Arabic	في غرفة الجلوس وغرفة المذاكرة (إملاء)	3	1,2,3	Easy	1
	2. Students can memorise and	في غرفة الجلوس وغرفة المذاكرة (إملاء)	3	4,5,6	Medium	1

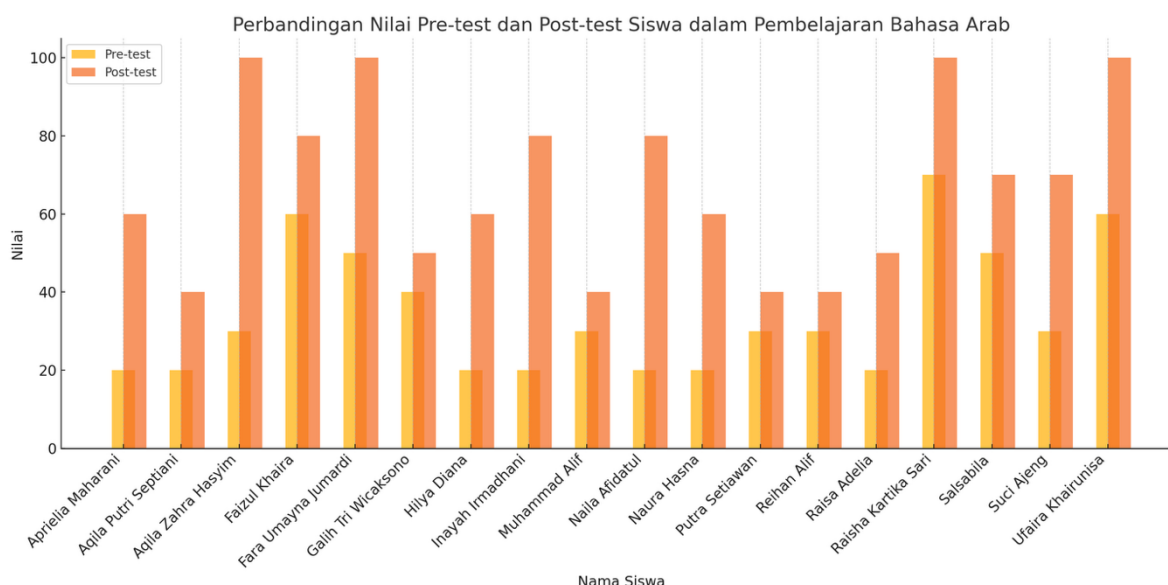
¹⁰ Rukminingsih Rukminingsih, Gunawan Adnan Latif, and Adnan Mohammad, *Metode Penelitian Pendidikan: Penellitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas* (Yogyakarta: Erhaka Utama, 2020).

¹¹ Rukminingsih, Latif, and Mohammad.

¹² Ma'rifatul, *Kaidah-Kaidah Imla': Teori & Praktek*.

	write verbs in Arabic					
	3. Students can write sentences in Arabic	4 في غرفة الجلوس وغرفة المذاكرة (إملاء)	7,8,9,10	Hard	1	
Score		score = $\frac{JB}{10} \times 100$			score = 100	

The researchers used several stages in this study. First, they introduced themselves to the students and administered a pre-test to measure the initial abilities of students in class VA at MI Babussalam Oesao. After determining the initial abilities of the students, the researchers continued by administering the treatment to the students. Next, the students were given a post-test, which produced the following results



Based on the pre-test and post-test data above, it can be seen that there is a difference in the total number of numbers before and after the implementation of the dictation method. The data also reinforces the fact that there was an increase in learning outcomes before and after the implementation of the dictation method, as evidenced by the difference in the average results obtained from both. The results are as follows:

Tabel. 2
Average Pre-test and Post-test Scores

NO	Statistik	<i>Pre-test</i>	<i>Post-test</i>
1.	Rata-rata/ mean	34,4	67,7

The results showed that before the learning treatment was implemented, the majority of students had low Arabic writing skills. This was reflected in the pre-test scores, which showed that most students (15 out of 18 students) were only able to answer less than 50% of the total questions correctly. The average pre-test score of the students was only 34.4, a result that reflected significant challenges in learning Arabic writing skills in that environment.

After implementing the imla' manqul and imla' mandzur learning methods systematically over several meetings, post-test data showed a significant improvement in students' abilities. This improvement is evident from the number of students who were able to answer more than half of the questions correctly, which increased dramatically to 12 students out of a total of 18 students. This data is further supported by a significant increase in the class average score, which reached 67.7. Thus, the imla' method has proven to be effective in significantly improving students' Arabic writing skills.

Furthermore, the results of this study reinforce language education theories that state that the use of teaching methods that emphasise visualisation (mandzur) and written reproduction (manqul) can improve students' memory and motor skills in writing. The use of the imla' mandzur method allows students to directly observe written examples through visual media, such as projectors, enabling them to understand the forms of written text more clearly and accurately. On the other hand, the imla' manqul method, which involves students directly in copying and repeating existing text, encourages active participation in the learning process and enhances their ability to remember and reproduce words or sentences in Arabic.¹³ Recent studies have shown that the application of the imla' method (including the manqūl and manzūr variations) can significantly improve students' writing skills. For example, Susanti & Asyrofi (2020) applied *imla' manzūr* to a class of Madrasah Tsanawiyah (equivalent to junior high school) students and found an increase in the average Arabic writing skill score from 52.08 to 78.57 after the treatment. A t-test showed a significant difference between the experimental class using imla' and

¹³ Indana Zulfa and Robingun Suyud El Syam, "Implementasi Metode Imla' Manqul Dalam Meningkatkan Kemampuan Menulis Huruf Arab Di TPQ Tanwirut-Thullab Panikel, Kampung Laut, Cilacap."

the control class ($p = 0.000 < 0.05$), confirming the effectiveness of the imla' manzūr method in improving Arabic writing skills. Similar results were reported by Asrofi & Halim (2021), where the imla' method was proven effective in improving the ability of MA class XI students to write Arabic letters according to the rules.¹⁴

At the primary school level, the implementation of imla' also has a positive impact. Qualitative research by Laela & Basuki (2024) in an Islamic primary school reported that the use of the imla' method made first-grade students more focused and concentrated on listening, as well as enthusiastic about writing Arabic words correctly.¹⁵ The students were even enthusiastic about competing to be the fastest to finish their writing, which shows their increased motivation and confidence in writing Arabic.¹⁶

These findings confirm that imla' (both manqūl and manzūr) contributes significantly to training students' writing skills from an early age. Through manqūl imla', students are trained to carefully copy Arabic letters and words,¹⁷ Meanwhile, imla' manzūr encourages them to understand the context of a sentence before writing it down. The combination of these two techniques can form a strong foundation for writing – from mastering the shapes of letters and their connections, to writing words and complete sentences with correct spelling.¹⁸

Meanwhile, imla' manzūr encourages them to understand the context of a sentence before rewriting it. Compared to other methods, the advantage of imla' in training mahārah al-kitābah lies in its targeted direct writing practice. Unlike, for example, the free writing (insyā') method, which assigns students to write their own compositions, imla' provides scaffolding in the form of sample texts so that beginner students can learn good writing patterns before attempting to write freely. Imla' is also more systematic than simply copying without guidance; teachers can direct the pace of dictation and provide immediate corrections after practice. Thus, imla' manqūl and manzūr accustom students to writing according to

¹⁴ Imam Asrofi and Abdul Halim, "EFEKTIVITAS METODE IMLA' TERHADAP PENINGKATAN KEMAMPUAN SISWA DALAM MENULIS BAHASA ARAB," *El-Ibtikar* 10, no. 2 (2021): 113–26, <https://doi.org/10.24235/ibtikar.v10i2.9304>.

¹⁵ Dafa Febra Laela and Danang Dwi Basuki, "Implementasi Metode Imla' Dalam Pembelajaran Bahasa Arab Menyambung Huruf Di Sekolah Dasar Islam Bekasi," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (2024): 90, <https://doi.org/10.35931/am.v8i1.3138>.

¹⁶ Laela and Basuki.

¹⁷ Husnan Sulaiman and Dani Ramdani, "Efektivitas Penggunaan Metode Hafalan Muraja' Ah Terhadap Kemampuan Imla' Manqul Di MTs Ponpes Cipari Garut," *Masagi* 3, no. 1 (2024): 130–40, <https://doi.org/10.37968/masagi.v3i1.674>.

¹⁸ Elok Milhana Rohmatul 'Ula, Umar Faruq, and Ahmad Sholihuddin, "Penerapan Metode Imla' Mandzur Pada Pembelajaran Maharah Kitabah," *Al-Wasil* 1, no. 2 (2023): 85–91, <https://doi.org/10.30762/alwasil.v1i2.2564>.

Arabic spelling rules, while building their confidence because they are able to write texts that are generally unfamiliar to them after practice. Students who learn through imla' are reported to show improved accuracy in writing, make fewer letter errors, and are more fluent in copying or writing Arabic sentences. This indicates that dictation not only improves writing test scores but also the quality of the writing process itself (fluency and accuracy). Both techniques can form a strong foundation for writing—from mastering letter forms and their connections to writing words and complete sentences with correct spelling.¹⁹

In addition, based on an analysis of the implementation of the dictation method, it can also be seen that active interaction between students and teachers and the use of reflection and evaluation strategies after learning contribute to improving learning outcomes. This interaction provides space for students to make immediate corrections to their writing and strengthen their understanding of the subject matter.

Theoretically, the results of this study also offer modifications to the approach to teaching Arabic writing skills, particularly by emphasising the combination of the imla' mandzur and manqul methods as effective strategies in Arabic language learning at the elementary level. These findings are important as input for the development of Arabic language learning curricula, especially in Madrasah Ibtidaiyah (elementary Islamic schools).

In addition to impacting writing skills, the imla' method also helps students master Arabic vocabulary. In imla' practice, teachers often select sentences or texts that contain new mufradāt (vocabulary words) that they want to teach. Students who listen to the dictation and write down the words will be directly exposed to new vocabulary in context. Interestingly, experts have observed that dictation can be an effective means of memorising and acquiring new vocabulary. Abu 'Amsha (2020) states that *'al-implā' qad yakūnu wasīlatan fa'ālātan fī ḥifẓ al-mufradāt al-lughawiyyah al-jadīdah wa imtilākihā'*, which means 'imla' can be an effective way to remember and master new vocabulary".²⁰

With dictation, every time students write down a new word that is dictated, they not only see the spelling and pronounce it, but also usually receive an

¹⁹ Muhammad An Naufar Prastyo and Kholisin Kholisin, "Penerapan Metode Imla' Al-Mandzur Dan Imla' Al-Istima'i Untuk Meningkatkan Kemampuan Menulis Kosa Kata Bahasa Arab Siswa Kelas 7," *JoLLA: Journal of Language, Literature, and Arts* 3, no. 1 (2023): 75–87, <https://doi.org/10.17977/um064v3i12023p75-87>.

²⁰ Khalid Abu 'Amsha, "بغيرها للناطقين العربية تعليم في الإملاء," learning.aljazeera.net, 2020, <https://learning.aljazeera.net/en/Blogs/الإملاء-العربية-تعليم-في-الإملاء-بغيرها-للناطقين-#:~:text=قد يبدو حفظ أن الأولى للوهلة يبدو> وامتلاكها الجديدة اللغوية المفردات.

explanation of the meaning from the teacher after the dictation is finished. This aligns with findings from language education practitioners who refer to dictation as a 'subtle' way to expand students' vocabulary—teachers can select sentences containing unfamiliar words, and after students write them down, the teacher discusses the meaning and usage of those words.

In comparison, traditional vocabulary memorisation methods (such as memorising lists of words) are often lacking in context and boring for students. Students may remember the meaning of words in isolation, but they are not trained to write them in sentences. The imla' method addresses this weakness by presenting mufradāt in the context of complete sentences, so that students learn spelling and word usage simultaneously. Arabic language sources confirm that imla' exercises do indeed 'enrich students' vocabulary' (yughni ḥaṣīlat al-mufradāt).²¹

In other words, imla' enriches students' vocabulary not through passive memorisation, but through active application – hearing words in context, writing them down, and understanding their meanings. Unlike the oral communicative method, which emphasises vocabulary in conversation but often neglects spelling, imla' ensures that every new word is also mastered in its written form. This is particularly important at the primary school level, where the ability to spell Arabic words (with their various letters and harakat) is just as crucial as knowing their meanings. In the long term, vocabulary learned through imla' tends to be more firmly retained because students engage both auditory and visual-motor memory simultaneously during the dictation process.

Although the main purpose of imla' is to practise writing and spelling skills, indirectly the imla' method also contributes to an understanding of grammar (nahwu-sharf). When teachers choose sentences to dictate, they are usually designed according to the material being studied, covering specific nahwiyah structures or sharaf patterns. Students who write dictations will be exposed to these sentence structures repeatedly. For example, if the lesson is about nominal sentences (jumlaḥ ismiyyah) or the use of mudhōf-mudhōf ilaih, the teacher can insert examples in the imla' text. When writing, students focus on each word and its harakat, so that they unconsciously pay attention to rules such as the correctness of the end of the sentence (i'rab) or the plural and singular forms of words. An educational source states that dictation exercises 'naturally encourage students to learn grammar rules and punctuation correctly.' In other words, imla' helps

²¹ Abdul Hakim, "بأنواعها الإملاء تدريس أهمية", sibadil.com, 2020.

students “learn rules implicitly” – for example, understanding sentence structure and spelling through examples, rather than simply memorising definitions.²²

Comparisons can be drawn using the qawā'id wa tarjamah (grammar-translation) method, which is traditionally used in Arabic language learning. The qawā'id wa tarjamah method emphasises memorisation of nahwu-sharf rules and translation, so that students understand grammatical concepts in theory.²³ However, the disadvantage is that this method tends to be abstract and does not provide direct language skills training. Students who only learn nahwu-sharf theoretically often find it difficult to apply the rules in writing or speaking.²⁴ In fact, the classic weakness of the grammar-translation method is that it neglects active skills such as listening and speaking, and does not provide sufficient training in creative writing.²⁵ This is where the imla method offers an advantage: students apply the rules of nahwu-sharf in context. For example, when dictating the sentence ‘الْفَصْلُ فِي الْمَعْلَمِ’, the teacher can emphasise the rule of al ma'rifat or harakat kasrah after fi. Students write with the correct spelling and indirectly understand the structure of Muftada-Khabar.

Practitioners' experience shows that regular dictation can improve students' accuracy in writing and their sensitivity to language structure.²⁶ Abu 'Amsha revealed from his experience that imla' is capable of 'developing fluency (ṭalāqah) as well as linguistic accuracy at the level of vocabulary and structure', as well as 'developing various language skills from listening to writing, including reading and speaking'.²⁷ This statement emphasises that through imla', students not only write what they hear, but also absorb linguistic patterns that will later facilitate their grammar.

Of course, imla' is not a complete substitute for formal nahwu-sharf learning. Ideally, the imla' method should be combined with explicit explanations. After the dictation is finished, the teacher can review several words or sentences written by the students to highlight correct rules or common mistakes. This approach

²² Aliyah Ruby Shavira Shavira, Iis Humaeroh, and Irvan Iswandi, “Analisis Metode Imla' Bagi Peningkatan Kemampuan Menulis Bahasa Arab Siswa Kelas V MI Nurul Huda Pondok Jaya,” *SIYAQIY: JURNAL PENDIDIKAN DAN BAHASA ARAB* 1, no. 2 (June 29, 2024): 68–72, <https://doi.org/10.61341/siyaqy/v1i2.007>.

²³ Sida Rahayu, “IMPLEMENTASI METODE QOWA'ID WA TARJAMAH DALAM PENGUASAAN KOSA KATA BAHASA ARAB KELAS V MIN 8 PANJANG UTARA BANDAR LAMPUNG” (UIN Raden Intan Lampung, 2020).

²⁴ Abu 'Amsha, “بغيرها للناطقين العربية تعليم في الإملاء.”

²⁵ Rahayu, “IMPLEMENTASI METODE QOWA'ID WA TARJAMAH DALAM PENGUASAAN KOSA KATA BAHASA ARAB KELAS V MIN 8 PANJANG UTARA BANDAR LAMPUNG.”

²⁶ Abu 'Amsha, “بغيرها للناطقين العربية تعليم في الإملاء.”

²⁷ Abu 'Amsha.

combines an inductive approach (learning from examples through imla') with a deductive approach (explanation of rules by the teacher). As a result, compared to a purely rule-memorisation method, the imla' approach tends to be more engaging and practical for primary school students. They learn grammar naturally within the context of usage, which aligns with the cognitive development stage of young children, who are more adept at absorbing patterns through practice rather than abstract concepts.²⁸

One unique aspect of imla' manẓūr is the involvement of reading skills in the dictation process. Before dictating, the teacher shows the text to the students for them to read and understand for a moment (usually a few minutes). This stage ensures that students understand the context of the story or the meaning of the sentences to be dictated. This practice is essentially a reading comprehension exercise.²⁹

Students learn to grasp the main ideas of a text in a short period of time, which trains their speed reading and comprehension skills. According to the definition, imla' manẓūr requires students to 'read and understand a piece of text that is displayed, spell a few difficult words, then the text is closed and dictated.' Therefore, during imla' manẓūr sessions, teachers can ask brief questions about the text's content before dictating it to ensure comprehension. This step makes imla' manẓūr similar to reading comprehension exercises in the qirā'ah (reading) method, except that it is followed by a writing activity.³⁰

Compared to the pure qirā'ah method, which is usually limited to reading texts and answering oral/written questions, imla' manẓūr has the advantage of productive follow-up: students rewrite what they understand. This strengthens their memory of the text content. Research indicates that spelling ability and word recognition through dictation have a positive impact on reading skills. When students become accustomed to writing words correctly, they find it easier to recognise those words when they appear in other texts, thereby improving reading fluency.³¹

²⁸ Novita Febriyanti, Yuwan Fijar Anugrah, and Ahmad Fajar, "Pelatihan Penulisan Bahasa Arab Dengan Menggunakan Metode Imla' Di Madrasah Diniyyah Takmiliyyah Awaliyyah Al-Falah," *Jurnal Pengabdian Masyarakat Bangsa* 2, no. 12 (February 1, 2025): 5545-48, <https://doi.org/10.59837/jpmmba.v2i12.2025>.

²⁹ Febriyanti, Anugrah, and Fajar.

³⁰ Muftiyyatul Ummah, "Penggunaan Metode Imla Mandzur Untuk Meningkatkan Keterampilan Menulis Bahasa Arab Siswa : Quasi Eksperimen Di Kelas 8 MTs Al Misbah Cipadung Bandung" (UIN Sunan Gunung Djati Bandung, 2022).

³¹ Muh Sabilar Rosyad and Muhammad Ainul Haq, "Problematika Dan Solusi Pembelajaran Dikte Bahasa Arab (IMLA') Pada Siswa Madrasah Ibtidaiyah Darul Ulum Gresik," *Al-Lahjah : Jurnal Pendidikan*,

Theoretically, dictation learning improves general literacy skills, including reading and writing. Dictation exercises 'encourage students to focus on the accuracy and meaning of the text.' This means that in dictation, students must pay attention to the sound and form of words (for accuracy) and understand the context of the sentence (for meaning).³² This integration of focus is rarely achieved in other methods. For example, the story listening method may train comprehension without requiring written output, while the silent reading method trains word recognition without guaranteeing that students understand the meaning as a whole. Dictation encompasses both: listening/reading and writing. In fact, some experts refer to dictation as a 'holistic' activity that involves multiple cognitive processes simultaneously, resulting in deeper learning.³³

In the context of primary school, reading comprehension skills in Arabic are still at a basic level (e.g., understanding simple sentences or short dialogues). The application of imla' manzūr with short texts can help students gradually practice understanding written language. Students who were initially only able to spell words one by one are encouraged through this exercise to read whole sentences and understand their meaning before writing them down. This, of course, must be adapted to the students' ability level: the texts used should be short and simple. If implemented properly, imla' can improve students' reading comprehension alongside their writing skills. Thus, the contribution of the imla' method is comprehensive: primary school students who are accustomed to imla' are not only skilled at writing letters correctly but also better trained to independently understand simple written texts.

Conclusion

The application of the imla' manqul and imla' mandzur methods in class VA MI Babussalam Oesao began with introducing the Hijaiyyah alphabet and the basics of Arabic writing. The learning process began with writing Arabic text on the board and asking students to copy it into their notebooks. In the next meeting, the researcher displayed the same text on slideshare, then gave the students time to study the text displayed. The researcher then turned off the slides and began dictating the same

Bahasa Arab, Dan Kajian Linguistik Arab 7, no. 1 (April 24, 2024): 731-39, <https://doi.org/10.32764/allahjah.v7i1.4245>.

³² Agnie Putri Alifia Selviana and Taufik Taufik, "Meningkatkan Keterampilan Menulis Bahasa Arab Melalui Strategi Pembelajaran Imla'," *MAHIRA :Journal of Arabic Studies* 4, no. 1 (2024): 35-50, <https://doi.org/10.55380/mahira.v4i1.921>.

³³ Indana Zulfa and Robingun Suyud El Syam, "Implementasi Metode Imla' Manqul Dalam Meningkatkan Kemampuan Menulis Huruf Arab Di TPQ Tanwirut-Thullab Panikel, Kampung Laut, Cilacap."

sentences on the previous slide display. To correct the answers, the researcher asked the students to exchange answers and explain the mistakes directly. The application of the imla' manqul and imla' mandzur methods had a positive impact on improving the Arabic writing skills of fifth-grade students at MI Babussalam Oesao. This can be proven by an increase in the average score (mean) on the pre-test of 34.4 to an average score (mean) on the post-test of 67.7 through a sample of 18 students. Based on the significant differences obtained in the pre-test and post-test results, it can be concluded that the application of the imla' manqul and imla' mandzur methods successfully improved the Arabic writing skills of fifth-grade students at MI Babussalam Oesao.

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