

PROBLEMS OF IMLA FOR ARABIC LITERATURE STUDENTS AT INDONESIAN MUSLIM UNIVERSITY (STUDY OF WRITING AND PART OF ARABIC TEXTS)

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Abstrak

Penelitian ini difokuskan pada permasalahan penulisan imla bagi mahasiswa Sastra Arab Universitas Muslim Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui penyebab kesalahan penulisan imla pada mahasiswa Sastra Arab Universitas Muslim Indonesia dan permasalahan yang dihadapi oleh mahasiswa Sastra Arab Universitas Muslim Indonesia. Populasi yang digunakan dalam penelitian ini adalah seluruh mahasiswa Sastra Arab. Sampel penelitian adalah mahasiswa semester 4. Penelitian ini merupakan penelitian deskriptif kualitatif, dengan menggunakan teknik pengumpulan data melalui observasi, wawancara, angket dan dokumentasi. Kesimpulan dari penelitian ini adalah terdapat kesalahan penulisan imla bagi mahasiswa sastra arab yaitu masalah kebahasaan dan masalah non kebahasaan. Masalah kebahasaan terdiri dari: 1. perbedaan aksara arab dan latin. 2. Kurangnya pemahaman penguasaan kosakata bahasa Arab. Permasalahan yang dihadapi mahasiswa dalam menulis imla adalah: 1. Kesulitan dalam menulis ketika dosen membacakan sebuah kalimat dan sebagian mahasiswa belum mampu menulisnya dan harus membedakan satu huruf dengan huruf lainnya. 2. Sulit menentukan tulisan benar atau salah karena masih menerapkan sistem pembelajaran online. 3. Terkadang siswa terkecoh dengan tulisan yang pendek. 4. Kesulitan dalam kerapian dan keindahan tulisan. Kesulitan dalam menentukan tulisan benar atau salah karena masih menerapkan sistem pembelajaran online. 3. Terkadang siswa terkecoh dengan tulisan yang pendek. 4. Kesulitan dalam kerapian dan keindahan tulisan.

Kata kunci: masalah imla, macam-macam imla, bentuk huruf hijaiyyah

Abstract

This research focused on the problems of writing imla for students of Arabic literature at Indonesian Muslim University. The purpose of this study was to find out the causes of errors in writing imla for students of Arabic literature at Indonesian Muslim University and the problems that were faced by students of Arabic literature at Indonesian Muslim University. The population used in this study was all students of Arabic literature. The sample was 4th semester students. This research was a qualitative descriptive study, using data collection techniques through observation, interviews, questionnaires and documentation. The conclusion of this study was that there were errors in writing imla for students of Arabic literature, namely linguistic problems and non-linguistic problems. Linguistic problems consist of: 1. the difference between Arabic and Latin script. 2. Lack of understanding of Arabic vocabulary mastery. The problems faced by students in writing imla were: 1. Difficulties in writing when the lecturer read a sentence and some of the students had not been able to write it and had to distinguish one letter from another. 2. Difficulty in determining whether the writing was right or wrong because it still applied an online learning system. 3. Sometimes students are fooled by the short length of writing. 4. Difficulties in neatness and beauty of writing.

Keywords: *problems with imla, various kinds of imla, the form of hijaiyyah letters*

INTRODUCTION

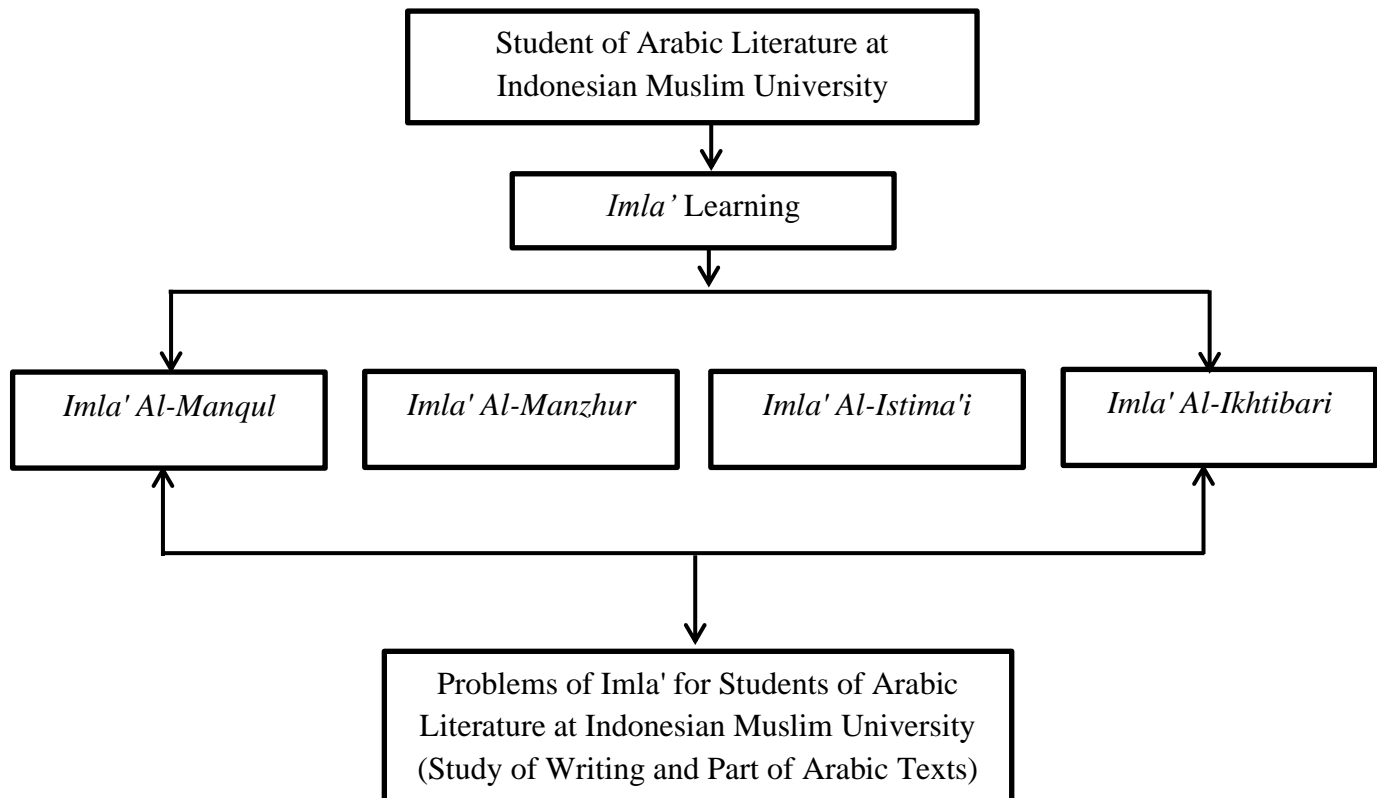
Learning a language is a long and complex process and not easy steps that can be observed or programmed in a concise guide. So many problems that is complicated in language because it concerns phenomena that can be broken down into thousands of separate or arranged parts. (Fathul Mujib and Nailur Rahmawati, 2011). Language can be interpreted as a tool for conveying ideas in the form of communication and interaction or a system of tools or symbols used by a community to interact, work together, and identify themselves. (Ahmad Warid, 2003; Syarifuddin, S., & Hasyim, I., 2020). In the context of learning Arabic in educational institutions ranging from elementary to tertiary level, ideally it allows students to master four Arabic language skills, namely: listening skills (*Maharah al-istima*), speaking skills (*Maharah al-kalam*), reading skills (*Maharah al-qiraah*), and writing skills (*Maharah al-kitabah*) (Muhajir, Sulaiman, R., Ismail, U., 2018).

Imla learning can also be done by assigning students to write what the teacher reads. Write or work on practice questions, write readings, write lesson summaries, which have been studied with their respective language abilities (Syamsu, A., Yunus, M., Sulaiman, R., 2019). So, all this time, many people think that dictation is just dictating words or sentences to students, so that imla does not get attention and does not need to be taught, this assumption is of course wrong. The truth is that dictation is a simple understanding of dictation and is only part of the application of dictation, apart from dictation; there are many theories that must be mastered beforehand. The fact is that not all Arabic words have the same sound as the written form, there are words that have one sound but have many written forms, and it is impossible for all of the writing to be correct. Broadly, in speaking there are four kinds and techniques that must be considered in learning imla', namely *al-impla al-manqul* (copying), *al-impla al-mandzhur* (listening), *al-impla al-istima'I* (listening), and *al-impla -impla al-ikhtibari* (test).

The purpose of learning imla: 1. Students are able to write words and sentences in Arabic proficiently and correctly; 2. Students are not only skilled in reading letters and sentences in Arabic

but also skilled in writing them; 3. Train all the student's five senses to be active, in attention, hearing, sight or trained pronunciation in Arabic. 4. evoke Arabic writing in a beautiful and neat way. 5. Testing students' knowledge of writing the words they have learned.

Imla's error: This error concerns a number of things, including errors in writing letters, especially letters that are similar, point errors in letters that are similar from the sound aspect, errors in the order of letters in words, and errors in writing words (Hudriati, A., Rusdiah., Sulastri., 2021). Errors in writing words are errors that always involve mistakes in writing certain letters such as hamzah and *illat* letters, as well as procedures for joining and separating them. In imla', typographical errors often occur, especially in writing certain letters which have different rules. For example, writing the letter *hamzah* at the beginning of a word can be divided into two types, namely *hamzah washal* and *hamzah qatha'*. The two *hamzahs* at the beginning of this word are clearly different in writing. *Hamzah washal* is written without using the *hamza* sign above or below *alif*, while *hamzah qatha'* is written with a *hamzah* sign above or below *alif*. From the aspect of the sound of *hamzah washal* without being read when it is preceded by another word, while *hamzah qatha'* must still be read whether it is preceded by another word or not (Sulaiman, R., Muhajir., 2019). *Hamzah washal* which is not read when it is preceded by other words will make an Arabic learner's mistake when he does not fully understand and master the rules of *hamza washal*. Likewise, writing the letter *hamzah* in the middle of a word has many rules. Sometimes the *hamzah* in the middle of a word is written above letter *alif*, on other occasions it is written above the letter *wawu*, and on other occasions it is written above the letter *ya'* without a period.



Picture 1. Conceptual Framework

METHOD

This study applied qualitative approach. This research was conducted at Indonesian Muslim University Campus. The population in this study was all students of Arabic literature. After determining the population, the researcher took a sample from semester 4 of 27 students who had certain characteristics (purposive sampling). There are three types of research instruments used, namely electronic books *مهارة الكتابة ونماذج تعليمها*, interviews and questionnaires. The data analysis technique used in this research was descriptive qualitative. The method was when all the data has been collected and then classified, qualitative data was described in words or sentences separated by category to draw conclusions.

FINDINGS AND DISCUSSION

The Implementation of writing *Imla* for students of Arabic literature Faculty of Letters Indonesian Muslim University

The author examines writing skills or *Maharah Kitabah*. There are several problems related to the low quality of language skills. First, until now, writing skill is still a skill that is quite difficult when compared to other language skills. Moreover, writing skills in a foreign language (Arabic). Writing activities pay more attention to the contents of the accuracy in composing each word. Because of that, there is a demand that every writer must master relatively heavier ways of writing. Conditions that require the implementation of distance learning have resulted in lecturers and students not being able to meet face to face. During offline learning, students sometimes still have difficulty understanding the material about *Maharah Kitabah* being taught. Of course, it will be very different from learning that is carried out online. Ready or not, the education sector must find shortcuts to find new breakthroughs based on online or online education. Which requires the cooperation of all elements and all parties ranging from students to teaching staff must synergize with each other and make all the problems that arise as a result of internet-based distance learning as a common problem and try to minimize problems that arise in online teaching and learning process during the current Covid-19 pandemic. (Sri Gusty et al, 2020).

Problems faced in online learning of Writing *Imla* for Arabic Literature Students at Indonesian Muslim University

In 2014 online learning was formalized under the term Indonesian online learning system (SPADA) which aims at increasing access to quality higher education in order to meet the challenges of the world of education. Even though it has been officially introduced, online learning has not been widely used in Indonesia so that in the middle of the Covid-19 pandemic, since March 2020 Indonesian education has been forced to carry out online learning in every school and university with their limitations.

1. Students cannot access Google Meet without internet quota.

Internet quota is the main thing that must be owned by every student or lecturer in accessing the internet during learning. Internet network and internet quota are two things that cannot be separated because if one of the quotas or the internet network does not support it, students or lecturers cannot access internet services such as WhatsApp, Google Meet and so on. The Google Meet application cannot be accessed if the internet network is unstable. Access to the internet network is of course very much related to the location of a person. The uneven development of

networks in Indonesia has resulted in some students experiencing difficulties in the online learning process. This is also related to the smooth running of learning. If the student's internet network is unstable, then there can be miss communication between lecturers and students. So that there can also be misunderstandings between lecturers and students due to signals that impede the teaching and learning activities.

2. Difficulty in understanding the content of the material

One of the problems experienced by some students is the difficulty in understanding the content in the material provided by the lecturer. This occurs because of the Google Meet application so that students have to listen to an explanation of the material being studied through the WhatsApp Group so students have to switch between the Google Meet and WhatsApp Group applications.

3. Feelings of boredom

For some students, online learning that has a duration that is too long can cause students to feel bored and few experience physical complaints. When coupled with the appearance of the Google Meet application which is simple so that it does not attract the attention of students.

Problems of learning Arabic in writing Imla from a linguistic point of view

The following are linguistic problems faced by students of Arabic literature at UMI class of 2020 in learning Arabic:

1. Sound System

In learning Arabic, especially *Maharah Kitabah*, one of the problems faced by students is sound system. In Arabic there are several letters that cannot be pronounced in Indonesian. Among them are the letters Syn (ش), shaded (ص), dhad (ض), tha' (ط), zha' (ظ) and so forth.

2. Writing

Arabic writing that is different from Indonesian writing. This can be seen from the characteristics of the use of *hijaiyyah* letters in Arabic which are very different from Latin writing in Indonesian. Then, there are several *hijaiyyah* letters which do not have an equivalent with Latin writing, thus increasing the obstacles for non-Arabic writers or readers in producing writing. These differences make writing or non-Arabic learners unable to easily write Arabic letters if they are not accompanied by regular training.

3. Vocabulary (*Mufrodat*)

Vocabulary is a collection of words in a particular language used to construct sentences. Mastery of vocabulary which is important in improving language proficiency, including writing skills. Words that are match with content in the text.

4. Grammar (*Nahwu shorof*)

In learning a language, it is necessary to have an understanding of the use of grammar according to certain language rules. The rule regarding the use of *nahwu shorof* is a rule needed in an Arabic writing.

The Problem of learning Arabic in writing Imla from a non-linguistic perspective

The following are non-linguistic problems experienced by students of Arabic literature at UMI class of 2020 in learning Arabic, especially in online-based *Maharatul Kitabah* learning:

1. Learning Factors

The different backgrounds of understanding Arabic accompanied by a lack of motivation and interest are obstacles that are found in the writer so that there is no encouragement to find ideas, moreover having to put them in written form in a foreign language.

2. Teaching Factor

The level of mastery of the material and the ability of the teacher to guide and understand students are important factors that should be considered in efforts to improve Arabic learners' writing skills.

3. Facility

Facilities are tools that are used to support the teaching and learning process, such as books needed to enrich Arabic vocabulary and understand about language according to the rules so that it can support writers in producing good writing.

4. Social Factors

The conditions in which the Arabic language is taught are also the support needed by the learner to apply it in written form.

Solution to the problem of writing dictions in learning Arabic

1. *Mufrodat* Mastery

As previously stated, vocabulary is an important element that needs to be mastered by writers in improving language skills, especially writing skills. This is needed to make it easier for the writer to choose vocabulary according to the content in the writing so that the writing can immediately put ideas into written form. These aspects can support the writer in an effort to improve writing skills so that the hope of producing good writing can be achieved according to the expected target.

2. *Qawa'id* Mastery (*Grammar*)

Another element that needs to be considered is improving Arabic writing skills, namely mastering *qawa'id* properly and correctly. Mastery of *qawa'id* is needed to avoid mistakes in using language in a sentence so that the meaning of the sentence can be conveyed properly. Broadly speaking, the discussion of *qawa'id* consists of two aspects, namely the *nahwu* rules (syntax) and the *shorof* rules (morphology). These two rules are capital for understanding Arabic grammar which can support to produce better writing.

CONCLUSION

From the results of the analysis that the researchers conducted in this study while still paying attention to the existing problem formulation, the results of this study can be concluded that:

1. The causes of errors in writing *Imla* for students of Arabic literature at UMI are: linguistic and non-linguistic problems.
 - a. Linguistic problems
 - i. The difference between Arabic writing and Latin writing
 - ii. Lack of understanding of Arabic vocabulary mastery
 - iii. Lack of understanding of the use of grammar in accordance with the rules of the language used.
 - b. Non-linguistic problems
 - i. Learning factors vary as well as the lack of motivation and interest in writing
 - ii. Limited ability of teachers to teach and guide writers
 - iii. Inadequate facilities

- iv. Social factors that do not support the writer in applying the ability to produce good writing
2. Various problems encountered in writing *Imla* include the following:
 - a. Difficulty in writing when the lecturer reads a sentence and some of the students have not been able to write it and have to distinguish one letter from another. Like letters ^ح and ^ذ
 - b. It is difficult to determine whether the writing is right or wrong because it still uses an online learning system.
 - c. Sometimes students are fooled by the short length of writing.
 - d. Difficulty in neatness and beauty of writing.
3. As for the solution to the cause of the error in writing the *imla'*

In improving writing skills, namely by trying to master linguistic aspects, such as: learning vocabulary by paying attention to all aspects that need to be mastered and learning *qawa'id (nahwu shorof)* in order to avoid mistakes in using language which causes readers to be unable to understand the contents in writing. Non-linguistic efforts also need to be considered in improving writing skills, including: improving the ability of teachers to guide and motivate writers to produce good writing and to be able to choose an environment that can support writers in producing good writing.

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