



Errors in Arabic Writing of Eighth Grade Students in *Imla'* Learning at Asy-Syifa Boarding School

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi bentuk-bentuk kesalahan penulisan bahasa Arab dalam mata pelajaran *imla'* serta menganalisis faktor penyebabnya pada siswi kelas VIII di Pondok Modern Asy-Syifa Balikpapan. Penelitian ini menggunakan metode kualitatif deskriptif. Sumber data terdiri atas data primer berupa hasil tulisan siswi kelas VII C dan D serta hasil observasi, dan data sekunder berupa guru mata pelajaran *imla'*, buku, dan jurnal. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan terdapat enam bentuk kesalahan penulisan, yaitu kesalahan penulisan *hamzah*, *ta' marbutah* dan *ta' maftuhah*, huruf *hijaiyyah*, penyambungan huruf, *mufrodah*, serta penggunaan *harakat* dan *mad*. Kesalahan tersebut disebabkan oleh faktor linguistik, seperti kurangnya penguasaan kaidah *imla'* dan keterbatasan kosakata, serta faktor non-linguistik seperti kurangnya latihan yang terstruktur, rendahnya konsentrasi siswi, dan metode pembelajaran yang kurang variatif. Oleh karena itu, diperlukan pembelajaran *imla'* yang sistematis dan berkelanjutan untuk meningkatkan keterampilan menulis bahasa Arab.

Kata kunci: *Imla'*, Kesalahan Penulisan, Maharah Kitabah, Pembelajaran Bahasa Arab.

Abstract

This study aims to identify the forms of errors in Arabic writing in the *imla'* subject and to analyze the factors causing these errors among eighth-grade students at Pondok Modern Asy-Syifa Balikpapan. This research employs a descriptive qualitative method. The data sources consist of primary data in the form of students' written work and observations of classes VII C and D, as well as secondary data obtained from the *imla'* teacher, books, and journals. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The results reveal six types of writing errors: errors in writing *hamzah*, *ta' marbutah* and *ta' maftuhah*, *hijaiyyah* letters, letter connections, vocabulary (*mufrodah*), and the use of *harakat* and *mad*. These errors are caused by both linguistic factors, such as limited mastery of *imla'* rules and vocabulary, and non-linguistic factors, including lack of structured practice, low concentration, and less varied teaching methods. Therefore, systematic and continuous *imla'* instruction is needed to improve students' Arabic writing skills.

Keywords: Arabic Language Learning, *Imla'*, Writing Errors, Writing Skill Arabic Language Learning

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INTRODUCTION

Language is the most important tool of communication in human life. Through language, a person can convey thoughts, feelings, and intentions to others. Language also serves as the primary means of establishing social relationships, making human existence in society inseparable from its use. When language is used and understood in accordance with the speaker's intent, communication functions effectively. If language is used and interpreted as intended by the speaker, then its main function as a tool of communication has been achieved. (Wijaya & Kholifah, 2023) Therefore, it is important to understand how language works, both in spoken and written forms.

In formal contexts, language use must follow specific rules and patterns so that the message conveyed can be clearly understood. Both spoken and written language have equally important roles in daily life. (Hervina & Isman, 2022) In the field of education, the use of accurate and systematic language is essential to ensure that the process of knowledge transmission takes place effectively. Therefore, mastery of language skills becomes one of the fundamental competencies that must be possessed by every learner.

Arabic is one of the oldest languages in the world and belongs to the Semitic language family. It has been used in the Arabian Peninsula for centuries and is the most widely spoken language among the Semitic languages. (Rahma et al., 2023) Furthermore, Arabic is the most widely spoken language among the Semitic languages. Ambo Pera Aprizal states that Arabic is currently used by more than 280 million people as a first language, particularly in the Middle East and North Africa. Imam Shafi'i also emphasized that ignorance among people often arises from abandoning the Arabic language and prioritizing foreign languages instead. (Qisty & Miftahuddin, 2025) This statement highlights the importance of the Arabic language for Muslims, not only as a means of communication but also as the language of the Qur'an and a primary source of Islamic knowledge. It shows that mastery of Arabic holds significant religious and intellectual value, making its learning a fundamental necessity in Islamic education. Therefore, it is important to understand Arabic language skills comprehensively.

Arabic language learning encompasses four main skills (*maharah*), namely listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirā'ah*), and writing skills (*mahārah al-kitābah*). In relation to the acquisition of these four language skills, some linguists argue that a person's language proficiency is determined solely by the extent of their vocabulary mastery. (Hafidz bin Zaid et al., 2024) These four skills must be developed in a balanced manner so that learners are able to communicate effectively in various contexts. Among the four skills, writing (*mahārah al-kitābah*) is often considered the most complex, as it requires mastery of multiple linguistic aspects simultaneously, such as vocabulary, grammar, and orthographic rules.

Writing skills, or *mahārah al-kitābah*, are language skills that require continuous and regular practice. In addition, the ability to understand the characteristics of Arabic letters is also necessary to improve writing proficiency. The elements of writing include *al-kalimah* (the smallest unit of a sentence or the basic element of sentence formation), *al-jumlah* (a group of words that form meaning or convey an idea), and *al-faqrah* (paragraphs and style/structure, *uslub*). (Rathomi, 2020)

Writing skills are used to engage, capture attention, persuade, report, inform, and influence readers. When students are able to organize their thoughts and express them clearly and fluently in written form, their goals and objectives can be more easily achieved. This clarity depends on ideas, word choice, and sentence structure. Therefore, writing skills, or *mahārah al-kitābah*, refer to the ability to explain or express ideas in written form, ranging from simple aspects such as writing words to more complex ones such as composition. Writing is also a means for individuals to express thoughts, feelings, emotions, hopes, aspirations, and more. (Alifia Selviana Agnie Putri & Taufik, 2024)

This skill requires students to be able to arrange letters, words, and sentences in accordance with correct Arabic language rules. Through writing activities, students are trained

to think logically and creatively, as well as to express their ideas in a structured and communicative written form. However, in practice, many students still experience difficulties in writing Arabic correctly, particularly in the aspect of writing (*imla'*). Common errors include mistakes in letter forms, the use of *harakat*, and sentence structure. These difficulties indicate the need for greater attention in teaching *imla'*. At this point, it is important to also consider the religious foundation that emphasizes the importance of writing..

Various previous studies have shown that errors in writing Arabic are still frequently found among students. These errors include mistakes in writing *hijaiyyah* letters, the use of *harakat*, as well as the application of other *imla'* rules. (2024b). In addition, errors are also found in sentence structure and inappropriate vocabulary selection. (Panagara et al., 2023). Other studies reveal that students still experience difficulties in distinguishing between *alif lām qamariyyah* and *syamsiyyah*, the use of *tā' marbūṭah*, as well as long and short vowel sounds. (Aisyah et al., 2023) These findings indicate that Arabic writing skills, particularly in the aspect of *imla'*, still require serious attention.

Normatively, the importance of reading and writing has been emphasized in the Qur'an, one of which is in Surah Al-'Alaq verses 1–5, which explain that Allah teaches الإنسان through the pen (*qalam*). This indicates that writing holds a very important position in the development of knowledge. In addition, the national education goals also emphasize the importance of developing students' abilities comprehensively, including language skills. (Indonesia, n.d.) In the context of madrasah education, Arabic language learning aims to develop both receptive and productive skills, including writing skills..

However, in practice, Arabic writing skills still pose a challenge for some students. Based on preliminary observations at Pondok Modern Asy-Syifa Balikpapan, it was found that many eighth-grade students still make errors in writing Arabic, particularly in connecting letters, using similar-looking *hijaiyyah* letters, and applying *harakat*. These errors include difficulties in distinguishing letters such as *ṣād* (ص) and *sīn* (س), *dhāl* (ذ) and *zāy* (ز), as well as *sīn* (س) and *tā'* (ث). This condition indicates that students' understanding of *imla'* rules still needs improvement.

Based on these problems, this study aims to analyze the forms of errors in Arabic writing in *imla'* learning and to identify the factors causing these errors among eighth-grade students at Pondok Modern Asy-Syifa Balikpapan. This research is expected to contribute to the development of more effective Arabic language teaching strategies, particularly in improving students' writing skills.

RESEARCH METHOD

This study employs a qualitative approach with a descriptive design aimed at understanding and providing an in-depth description of the phenomenon of errors in Arabic writing in the *Imla'* subject among eighth-grade students at Pondok Modern Asy-Syifa Balikpapan in a natural context. The qualitative approach was chosen because it is capable of portraying social reality holistically based on the perspectives of the research subjects. (Wiyanda Vera Nurfaejriani, 2024). The study was conducted at Pondok Modern Asy-Syifa Balikpapan, located at Jl. Soekarno-Hatta Km 4 No. 5 RT 029, Karang Joang, North Balikpapan District, East Kalimantan 76127, Indonesia. The research was carried out over one month, from January to February 2026.

The subjects of this study were female students of grade VIII (classes VIII C and VIII D) who had participated in *Imla'* learning. The object of the study was errors in Arabic writing, including the writing of *hijaiyyah* letters, the use of *harakat*, punctuation, and other *Imla'* rules. The data sources consisted of primary and secondary data. Primary data were obtained from students' *Imla'* writing results, while secondary data were derived from teachers, instructional documents, and relevant literature.

The research procedure was conducted in several stages: preparation, implementation, and data analysis. In the preparation stage, the researcher developed research instruments such

as interview guidelines and observation sheets, and arranged research permits. The implementation stage involved direct observation of the learning process, in-depth interviews with informants, and the collection of relevant documents. The data obtained in this study were qualitative in nature, in the form of descriptions, interview results, and documentation related to learning strategies.

Data collection techniques included observation, interviews, and documentation. Observation can be defined as the process of examining an object or issue, allowing researchers to record how teachers deliver material, how students write, and classroom conditions that influence writing errors. (Pujiyanto, 2021) This technique enables the researcher to capture data as they naturally occur in the field.

Interviews are a data collection technique conducted through direct face-to-face interaction and question-and-answer sessions with informants. (Triavika & Andri Senubekti, 2022) Through interviews with the Arabic teacher, the researcher obtained information regarding students' difficulties in writing Imla', the factors causing errors, and the strategies used by the teacher to address these challenges. These interviews serve as an important source of data to support findings from observation and documentation.

Documentation is a data collection technique carried out by reviewing documents related to the research, such as written texts, photos, recordings, or archives. In this study, documentation included students' Imla' writing results as the main object of analysis, assignments, score lists, and supporting documents such as lesson plans and teaching materials. These documents were used to identify types of writing errors and patterns of recurring mistakes. Documentation also functions to complement data from observation and interviews, thereby enhancing the validity and accuracy of the research findings. (Giri Prawiyogi et al., 2021)

The data analysis technique used in this study follows the interactive analysis model proposed by Miles and Huberman and explained by Sugiyono, which includes data reduction, data display, and conclusion drawing and verification. These stages are interconnected and occur continuously throughout the research process. Data reduction involves selecting and simplifying data to focus on Imla' writing errors, which are then presented in narrative or categorized forms to facilitate understanding. Conclusions are subsequently drawn and verified based on the analyzed data to ensure the validity of the findings. (Zulfirman, 2022)

The validity of data in qualitative research is essential to ensure that the findings are trustworthy and accurately reflect real conditions. In this study, data validity was ensured through triangulation, prolonged observation, and increased persistence. Triangulation was conducted by comparing data from various sources and techniques, prolonged observation was used to ensure consistency of information, and increased persistence involved repeatedly reviewing the data to enhance accuracy. (Mekarisce, 2020)

RESULTS AND DISCUSSION

Forms of Errors in Writing in Imla' Learning

Based on the results of the study through observation, interviews, and documentation of 34 student writings from classes VIII C and VIII D at MTs Asy-Syifa Balikpapan, it was found that errors in Arabic writing in Imla' learning are still quite varied and tend to be repetitive. This indicates that students' Arabic writing ability is still in the developmental stage, particularly in mastering orthographic rules such as *hijaiyyah* letters, *hamzah*, *harakat*, and word structure.

In the practice of Imla' learning, students still face various difficulties in writing words correctly according to the rules. Theoretically, Arabic writing skills require not only conceptual understanding but also continuous practice. Therefore, the errors that occur need to be identified and analyzed as a basis for improving the quality of learning.

Errors in Writing Hamzah Qaṭ‘ and Hamzah Waṣl

Based on the analysis of 34 student writings from classes VIII C and VIII D, it was found that 15 students made errors in writing *hamzah* in base words. This type of error is among the most frequently encountered in Imla’ learning and occurs consistently among several students. In particular, the most dominant error appears in writing *hamzah qaṭ‘* at the beginning of words, where students tend to omit the *hamzah* sign on the letter *alif*. This phenomenon indicates that some students still have difficulty internalizing the basic rules of writing *hamzah* in accordance with Arabic orthographic principles. For example, students wrote *أَنْتَ* and *إِلَى* which should correctly be written as *أَنْتَ* and *إِلَى*.

These findings show that students are not yet able to distinguish between *hamzah qaṭ‘* and *hamzah waṣl*, and still experience difficulties in understanding the correct rules of *hamzah* usage. Theoretically, *hamzah* is divided into two types: *hamzah waṣl*, which is only pronounced at the beginning of an utterance and omitted when connected, and *hamzah qaṭ‘*, which is always pronounced and written in all positions. However, in practice, students tend to write based on sound (a phonetic approach) without considering positional rules and vowel markings. (Ramadani et al., 2023).

This is in line with previous studies stating that errors in writing *hamzah* often occur due to a lack of understanding of Imla’ rules and insufficient continuous writing practice. Therefore, this type of error is not merely related to technical writing aspects but also indicates that students’ mastery of fundamental Imla’ concepts particularly the distinction between *hamzah waṣl* and *hamzah qaṭ‘* still needs to be strengthened through more intensive and systematic instruction.

Errors in Ta’ Marbutah and Ta’ Maftuhah

Based on the analysis of 34 student writings from classes VIII C and VIII D, it was found that errors in the use of *tā’ marbūṭah* and *tā’ maftūḥah* are among the most common types of mistakes. These errors occur when students are unable to distinguish the correct usage of the two letters at the end of words, resulting in inaccuracies in writing and, in some cases, affecting the overall meaning of the word.

From the total data, around 10 students made this type of error, with the majority coming from class VIII D. This indicates that the problem is not only individual in nature but may also be influenced by classroom conditions, teaching methods, or variations in students’ abilities. This phenomenon suggests that many students still do not fully understand the functional and positional differences between *tā’ marbūṭah* and *tā’ maftūḥah* within Arabic word structure, including the role of vocabulary mastery in writing accuracy.

Examples of errors include the writing of *tā’ maftūḥah* such as *بِنَّةُ / أُحَّةُ / وَفَّةُ / كُرَّاسَاةُ* which should correctly be written as *بِنْتُ / أُحْتُ / وَفْتُ / كُرَّاسَاتُ*. Meanwhile, errors in *ta marbutah* include *نَشِيْطَةُ / مِبْرَاتُ / مَحْفَظَتُ* which should correctly be written as *نَشِيْطَةٌ / مِبْرَاةُ / مَحْفَظَةٌ*.

These errors indicate that some students still struggle to differentiate the function and placement of these two forms of *tā’* in Arabic words. In Arabic, there are two types of *tā’*, namely *tā’ mabsūṭah* (ت) and *tā’ marbūṭah* (ة). Besides their different written forms, they also differ in pronunciation. *Tā’ marbūṭah* is pronounced as “hā” (هـ) when paused (*waqf*), while *tā’ mabsūṭah* is always pronounced as “t”. *Tā’ marbūṭah* is commonly used in feminine singular nouns (*ism mufrad muannath*) and broken plurals (*jam’ taksīr*), as well as feminine adjectives, whereas *tā’ mabsūṭah* is used in sound feminine plurals (*jam’ muannath sālim*) and past tense verbs with feminine pronouns (2024b).

However, the findings show that students tend to write based on what they hear during dictation without considering morphological rules and word structure. These errors are influenced by limited vocabulary mastery, insufficient understanding of *imla'* rules, and a lack of continuous writing practice. Therefore, this study emphasizes that mastery of basic Arabic orthographic rules particularly regarding letter function at the end of words still needs to be improved through more systematic and intensive instruction.

Errors in Writing Hijaiyah Letters

Based on the analysis of 34 student writings from classes VIII C and VIII D, it was found that errors in writing similar *hijaiyyah* letters are among the most dominant types of mistakes in Imla' learning. From the collected data, there were 13 cases of errors involving similar *hijaiyyah* letters in various words, indicating that many students still struggle to distinguish letters that have similar shapes and sounds. This results in inaccuracies in word spelling. Such errors not only affect writing accuracy but can also influence pronunciation and the meaning of the words.

Examples of these errors include the use of the letter tā' in words such as أَحَطُ / بِنَطُ / نَشِيْطُ / طَلْمِيْدُ / نَشِيْطَةُ / تَلْمِيْدُ / بِنْتُ / أَحْتُ, Errors in the letter hā' include مَهْفَظَةُ / مَحْفَظَةُ which should be مَحْفَظَةُ, Errors in the letter sīn include مِنْطَرَةٌ / مِصْطَرَةٌ which should be مِسْطَرَةٌ, Errors in the letter zā' include مَحْفَزَةٌ which should be مَحْفَظَةٌ, Errors in the letter dzāl include تَضْهَبُ / تَجْهَبُ which should be تَذْهَبُ, Errors in the letter qāf include كَبَلُ / وَكْتُ which should be قَبَلُ / وَقْتُ, Errors in the letter syīn include نَصِيْطَةُ which should be نَشِيْطَةُ, Errors in the letter kaf include قُرْأَسَةٌ / قُلُ which should be كُرْأَسَةٌ / كُلُ, Errors in the letter dal include دُحْوَلُ which should be دُحُولُ, Errors in the letter tho include فَاطِمَةٌ which should be فَاطِمَةٌ.

These findings indicate that students' visual and phonological abilities in distinguishing Arabic letters are still limited. In Imla' learning, mastery of letter forms is a fundamental aspect because it directly affects word meaning. In Arabic linguistics, this is closely related to *makhārij al-hurūf*, namely the articulation points of Arabic letters. Proper pronunciation requires the ability to distinguish each letter correctly, as errors in pronunciation may also lead to errors in writing and meaning. (Munawwaroh, 2020).

Theoretically, mastery of *hijaiyyah* letters is a fundamental aspect of Arabic writing skills because each letter has different shapes, dot placements, and positional variations (initial, medial, and final forms). However, the findings show that students' visual and phonological recognition of letters is still limited, and they are not yet accustomed to adjusting letter forms according to their position in words. In addition, students' tendency to write quickly without careful attention contributes to errors such as missing or adding dots and incorrect letter forms. Therefore, these findings indicate that Arabic writing skills require not only theoretical understanding but also continuous and intensive practice so that students can write *hijaiyyah* letters accurately and consistently..

Errors in Letter Connecting (Letter Joining)

Based on the analysis of 34 student writings from classes VIII C and VIII D, it was found that errors in letter connection occurred in 9 identified cases of mistakes. Although the number of categories appears limited, these errors repeatedly occurred among several students,

dominant types of mistakes in Imla' learning. These errors indicate that some students still experience difficulties in correctly placing vowel marks and in distinguishing between short and long vowel sounds in Arabic.

In Imla' learning, the accuracy of *harakat* and vowel length plays an important role because both elements not only affect pronunciation but can also change word meaning. Errors in *harakat* may alter the grammatical structure of a word, while errors in *madd* can change pronunciation, leading to differences in meaning.

Examples of *harakat* errors include $\text{بِنُّة} / \text{قُلِّل} / \text{كِرَّاسَةٌ} / \text{مِحْفَظَةٌ} / \text{كَلَّ}$ which should correctly be written as $\text{بِنْت} / \text{كُلِّ} / \text{كُرَّاسَةٌ} / \text{مِحْفَظَةٌ} / \text{كُلِّ}$, Meanwhile, examples of *madd* errors include $\text{لَه} / \text{دُخُولِهَا} / \text{هِيَ} / \text{تَذْهَبُ} / \text{فِي الْمَحْفَظَتِي} / \text{دُخَالِهِ} / \text{إِسْمُهُ} / \text{كُرَّسَةٌ} / \text{فَتِمَّةُ} / \text{إِلَى الْفَصْلِ} / \text{لَه} / \text{مِبَارَت} / \text{نَاشِيطَةٌ} / \text{هِيَ} / \text{وَقْتِي} / \text{نَشِاطَةٌ} / \text{تَلْمِذ} / \text{فَاطِمَةُ} / \text{لَه} / \text{مِبَارَت} / \text{نَاشِيطَةٌ} / \text{هِيَ} / \text{وَقْتِي} / \text{نَشِيطَةٌ} / \text{تَلْمِذ} / \text{فَاطِمَةُ} / \text{لَهَا} / \text{مِبْرَاة} / \text{نَشِيطَةٌ} / \text{وَقْت}$ which should correctly be written as $\text{لَهَا} / \text{دُخُولِهِ} / \text{هِيَ} / \text{تَذْهَبُ} / \text{فِي الْمَحْفَظَةِ} / \text{دُخُولِهِ} / \text{إِسْمِهَا} / \text{كُرَّاسَةٌ} / \text{فَاطِمَةُ} / \text{إِلَى الْفَصْلِ} / \text{لَهَا} / \text{مِبْرَاة} / \text{نَشِيطَةٌ} / \text{وَقْت}$

These errors result in changes in word meaning and show that students are not yet able to accurately connect spoken sounds with written forms. The findings indicate that some students still confuse the use of *fathah*, *kasrah*, and *dhammah*, as well as the correct application of *madd* symbols that indicate vowel length. In practice, students tend to write words based on general auditory perception without paying attention to precise vowel duration.

This is in line with previous research stating that students still experience difficulties in understanding the use of *harakat* and *madd* rules, which leads to frequent writing errors due to a lack of understanding of the relationship between pronunciation and written Arabic forms. (Muchammad Abdul Qodir Al Judiyyi et al., 2024) Thus, errors in *harakat* and *madd* found in this study indicate that careful listening skills and continuous writing practice are essential components in improving students' Imla' proficiency.

Factors Causing Errors in Arabic Writing in Imla' Subject

Factors Originating from Students

Errors in Arabic writing in *imla'* learning found among eighth-grade students cannot be separated from factors originating from the students themselves. Based on the results of interviews and observations, it was found that the errors are related to both linguistic and non-linguistic aspects, as explained in the theoretical framework of *imla'* learning.

From the linguistic aspect, some students still experience difficulties in understanding basic Arabic writing rules, such as distinguishing between similar *hijaiyyah* letters, using *hamzah*, applying correct *harakat*, and connecting letters properly. These limitations in mastering the rules cause students to be unable to consistently apply writing conventions during *imla'* activities. In addition, differences in students' basic ability to read Arabic letters also affect writing accuracy, as some students are still at the elementary reading stage.

Meanwhile, from the non-linguistic aspect, students' concentration during dictation activities also affects their writing performance. Some students tend to write words based on what they hear without paying attention to correct writing rules. This indicates that students' listening skills and learning readiness are still not optimal. Lack of focus during learning causes students to miss parts of the dictation delivered by the teacher, thereby increasing the likelihood of writing errors.

These findings are in line with research stating that *imla'* errors can be influenced by linguistic factors such as mastery of letters, writing rules, and vocabulary, as well as non-linguistic factors such as students' concentration and insufficient writing practice

habits.(Rosyad & Haq, 2024) Thus, internal factors originating from students, both linguistic and non-linguistic, are one of the main causes of Arabic writing errors in *imla'* learning.

Factors in the Learning Process

The factors in the learning process refer to aspects related to the implementation of teaching and learning activities in the classroom, such as the role of the teacher, learning methods, classroom interaction, and the frequency of practice provided to students. In addition to internal student factors, the *imla'* learning process also plays an important role in the occurrence of Arabic writing errors. This is because how the material is delivered, the methods used, and classroom interaction significantly influence students' understanding and application of writing rules.

Research by Qisty and Miftahuddin emphasizes that the lack of effectiveness in teaching methods and the limited frequency of writing practice are among the dominant factors causing students to frequently make errors in *imla'* learning. In other words, even if students have adequate basic abilities, an ineffective learning process still makes their writing prone to errors.

In line with this finding, Alfaruq shows that the proper implementation of *imla'* methods can improve students' writing accuracy. However, this study also highlights several challenges in its implementation, such as unclear teacher articulation, less optimal classroom management, and limited variation in teaching techniques. These factors may reduce the effectiveness of the learning process, making it difficult for some students to follow dictation properly and apply writing rules consistently.

Furthermore, a study conducted at IAIN Palangka Raya states that well-planned and effectively implemented *imla'* learning significantly contributes to improving students' Arabic writing skills as a whole.(Hatami & Amrulloh, 2025) This indicates that writing errors are not only caused by students' linguistic abilities, but are also closely related to the quality of the learning process, including teaching methods, learning media, practice frequency, and overall classroom activities.

Based on these findings, it can be concluded that the learning process factors—including method planning, media selection, practice duration, and classroom interaction—play a central role in determining the accuracy of *imla'* writing. Therefore, optimizing the learning process not only helps students understand writing rules more effectively but also reduces the occurrence of repetitive errors during dictation activities.

Factors in the Learning Environment

In addition to internal student factors and classroom learning processes, the overall learning environment also plays a significant role in influencing Arabic writing errors in *imla'* learning. The learning environment includes classroom physical conditions, learning atmosphere, social support from the school environment, and the habitual use of Arabic outside formal learning activities. Based on interviews, observations, and documentation, some students indicated that an unfavorable learning environment can reduce focus, motivation, and opportunities to actively practice Arabic.

Recent studies show that an unsupportive learning environment can become an external factor that hinders the success of Arabic language learning, including writing skills. For example, a study at Madrasah Aliyah Amalia Medan found that, apart from student-related factors and teaching methods, limited facilities and less conducive classroom conditions are major contributors to difficulties in learning Arabic.(Kaltsum et al., 2025) The study recommends improving facilities and learning experiences to enhance the effectiveness of the learning process.

Furthermore, other research emphasizes the importance of a language-rich environment that supports the active use of Arabic for students' success in mastering language skills, including reading and writing. When students are exposed to more opportunities to

interact and use Arabic naturally both in class and in boarding school environments their motivation and language skills tend to improve, thereby significantly reducing writing errors in *imla*' activities.

A less supportive learning environment may arise from various aspects, such as the lack of a dedicated Arabic language area in schools, limited activities integrating Arabic into daily life, insufficient learning facilities (e.g., vocabulary boards, Arabic corners, or interactive media), and the absence of Arabic language habits outside classroom hours.(2024a) These factors indirectly affect students' motivation, learning habits, and opportunities to apply writing rules in real contexts, thereby contributing to the frequency of errors in *imla*'.

Thus, the learning environment—which includes physical conditions, social support, and Arabic language habituation outside the classroom—is a non-linguistic component that is equally important as student factors and the instructional process provided by teachers. Optimizing a supportive environment, including improving facilities and strengthening Arabic language habits, is essential to help students reduce writing errors in *imla*' learning.

Based on the research findings, it can be concluded that errors in Arabic writing in *imla*' learning among eighth-grade students are not caused by a single factor, but rather by the interaction of multiple interconnected aspects. Student-related factors show that differences in basic abilities, understanding of writing rules, concentration, and learning readiness contribute to writing errors.

In addition, the learning process plays an important role, particularly in terms of teaching methods, writing practice frequency, and teacher–student interaction during *imla*' activities. Meanwhile, the learning environment also influences students' skills through classroom atmosphere and the habituation of Arabic use in daily activities.

Therefore, this study shows that efforts to minimize Arabic writing errors should not only focus on improving students' individual abilities, but also require the optimization of the learning process and the support of a conducive learning environment so that students' Arabic writing skills can develop more effectively.

CONCLUSION AND RECOMMENDATIONS

This study concludes that eighth grade students at Asy-Syifa Modern Islamic Boarding School still experience various errors in Arabic writing in *imla*' learning. The types of errors identified include inaccuracies in the use of *hamzah*, *ta' marbutah* and *ta' maftuhah*, *hijaiyyah* letters, letter connectivity, vocabulary writing, and the application of *harakat* and *madd*. These errors are influenced by both linguistic factors, such as limited understanding of *imla*' rules and insufficient vocabulary mastery, and non-linguistic factors, including lack of structured practice, low student concentration, and less varied teaching methods. These findings answer the research questions by showing that students' mastery of Arabic writing is still not optimal and requires improvement.

The findings of this study imply the need to improve both students' linguistic competence and instructional strategies in *imla*' learning. Teachers are encouraged to apply more varied and interactive teaching methods and provide structured and continuous writing practice to enhance students' writing accuracy. Students are also expected to be more active in practicing and strengthening their understanding of Arabic writing rules. For future research, it is recommended to involve broader research subjects and apply more diverse research approaches to gain deeper insights into students' writing difficulties. This study is limited to descriptive analysis; therefore, further research is needed to complement and expand these findings.

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