



The Arabic writing ability of students at Islamic university

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ABSTRACT

Reading and writing competence of Arabic is one of the absolute abilities possessed by students and alumni of Islamic University, but reality in the classroom there are many obstacles encountered. Therefore, this research aims to analyze the ability in writing Arabic of students of Islamic University and offer improvement measures. This research uses descriptive qualitative analysis method, data collection instrument is done through the test sheet to measure the writing ability, further strengthened by the results of interviews and observations during the learning activities take place. The research shows the students competence in writing Arabic is far from ideal because (1) inability to connect hijaiyah letters and distinguish them when connected, (2) inability to distinguish makhraj that make them difficult to write without looking at the text. Solutions that offered, (1) doing a combination of learning methods and strategies, (2) designing syllabus based on the stages of the problems faced by the students.

Keywords: Student's ability; writing; Arabic; Islamic university

1. INTRODUCTION

Language is a tool of oral and written communication. Therefore, writing skills are one type of ability that must be achieved in learning Arabic. Arabic is a product of cultural and cultural systems, so Arabic has academic, humanistic and pragmatic dimensions (Khaldieh, 2000; Rababah, 2000). Arabic adapts the linguistic systems that have become the agreement of speakers of languages in the phonological system (ashwat), morphology (Sharf), Syntax (nahwu), and Semantics (dilalah), (Nuredden, 2008) Until now the study of Arabic has been interesting both of linguistics and applied studies such as psychology and sociolinguistics and the other aspects of learning Arabic. The assumption that Arabic is a complex language to learn is a negative stigma in learning Arabic, even though Arabic is the language. The Qur'an is revealed to be a guideline for universal humanity, especially for Muslims if the negative stigma is believed to be able to make

Muslims far from their religion. Believe in the truth, the negative stigma can affect a lack of people to learn Arabic, and when that situation happens, a teacher or lecturer should find a solution to the problem.

Al Khatib (2001), in his study, says that religion was found to play a role in the process of letter writing. For instance, religious expressions such as "In the name of God" the beneficent, and the Merciful" are used heavily on the top of the letters. In addition, the expression "God willing" expresses the writer's wish for something good to happen in the future. Similarly, (Feghali, 1997) mentions that Arabs use prover and ritual phrases to express complementation. However, language reformers call for more precision and simplicity in Arabic rhetoric.

One of the problems in Arabic language learning is the ability to write words, phrases and sentences with correct and neat Arabic script. Robert Lado said as Farrah copied, "To write is to put down the graphic symbols that represent language one understands so that others can read this graphic representation (Farrah, 2012). This opinion is by Tarigan and he said that writing is to write or describe the symbol of a graphic that gives a meaning and can be understood by someone so that other people can read the symbol (Tarigan, 1986).

The teacher has a strategic role in improving reading and writing skills (Kuraedah, 2015). The strategic role includes the role of the teacher as a facilitator, motivator, learning resource, and organizer in the learning process. The high-competent teachers can carry out tasks to educate and develop student competencies and personalities (Fareh, 2014).

Beginning writing is a learning program oriented to reading and writing ability when students start entering school in the early stages of the child entering the class in elementary school (Lee, J 2016). Beginning reading and writing are the main menu. The early reading skills are more oriented to basic level reading skills, namely literacy ability, which means that students can change and pronounce the written symbols into meaningful sounds (Mason L.H. 2009, Muradi 2014). At this stage, students can recite the symbols of letters that are read without being followed by an understanding of the sound symbol, then the ability to write in the beginning process in tandem with the ability to read at the beginning (Khaldieh, 2000).

At the basic level of the beginning in writing, learning is more oriented to mechanical ability, and students are trained to be able to write a sound symbol and the ability to paint or draw symbols, which, if combined in a sentence, the symbols become meaningful. Furthermore, with this essential ability, students are slowly being led to the ability to express ideas, thoughts, and feelings in written language through the writing of the sound symbol. This is the highest writing ability (Al Khatib, 2000; Khaldieh, 2000).

Arabic is a foreign language for Indonesian people, and Arabic has a unique sound symbol that is not the same as the Latin letters used in Indonesian writing. This condition causes early writing learning to be an initial requirement in learning Arabic for Indonesians (Efrizal, 2012; Naqbi, 2011). Therefore, beginning writing learning is usually

taught at the elementary school level so that learning Arabic not only starts at the elementary school level but is carried out at the University level when students who will learn Arabic as a compulsory subject at the Religious College have not been able to write the sound symbol in Arabic (Trentman, 2013; McCarger, 1993). Thus, the discussion in this paper revolves around how to teach students to describe graphic symbols in Arabic that portray a language visually and systematically so that other people can read the graphic symbols written if they understand the language and graphics.

Arabic is the language of the Qur'an and should be the language of the Muslim community of this country. However, Muslim societies have not entirely met expectations (Fuadi, 2010; Muradi, 2015). Many people claim to be Muslims, but in practice, they cannot recite the Qur'an, and some do not know the letter of the Qur'an written in Arabic script (Kuraedah, 2014). Another fact is that the ability to recite the Qur'an is less sure directly than the ability to write Arabic letters and connect the Arabic letters (hijaiyah letter) into a word or a sentence (Chejne, A.G 1990, Fachruddin 2006). This fact is commonly found among the students of Islamic University.

This research is focused on discussing the reality of students' writing ability at Islamic University. The problem was that only some students of Islamic universities could access Arabic lectures. Furthermore, Arabic is a general essential subject that all students must program. The other problem that must be addressed is the category of Arabic writing ability of Islamic Education Department students. The reality sometimes found that some students can recite the Qur'an but need help writing well and arranging the letters into a word or a sentence. This condition became a problem and challenge for Islamic Universities that will graduate qualified and professional educators, especially the output of the Islamic Education Department. How could the output teach Islamic Education well, which is the teaching material? There are verses of the Qur'an, Hadith and Arabic letters. If they cannot write the Qur'an, the problem needs the solutions.

Based on the facts, the first step that should be done before teaching is improving the students' writing ability about the rules of Arabic writing and mapping the student basic abilities as an effort to identify the level of students' skills so that the difficulty in writing of the Arabic writing can be solved according to the level and stages of difficulty encountered. The previous description establishes that this research will analyze the students' writing ability through a mapping process and will offer the handling solution to be used as a reference in handling the same problem at other universities.

2. METHODS

This research was conducted at an Islamic University, especially for new students of the Islamic Education Department who are prepared to become professional teachers in public and Islamic senior high schools (Madrasah Aliyah). Determination of this focus is done with the consideration that the Islamic Education Department is one of the oldest departments at Islamic University and has produced thousands of alums spread across Indonesia and other areas abroad Indonesia, so the researcher concerned to conduct the

research in a paper and hopes that the results of the findings in this research may serve as a basis consideration and reference for improving the students' writing skills.

This research uses the descriptive qualitative analysis method. The data collection instrument is done through the test sheet to measure the writing ability, further strengthened by the results of interviews and observations during the learning activities. The sample of this research used a population sample, and the type of data consists of primary and secondary data. Processing and data analysis are done through three stages: reduction, display and conclusion.

3. RESULTS AND DISCUSSION

This research describes the obstacles in strengthening the students' standards of competence in Arabic writing at Islamic Universities, especially for the Islamic Education Department that will produce qualified and professional teachers based on the Vision of the Islamic Education Department, which commits to producing professional teacher candidates and make Islamic Education Department as a foremost department. The findings of this research are:

a. Mapping the Arabic writing ability

1. The students' input of the Islamic Education Department in 2022 was a total of 350 students: 176 students from public senior high school, 149 students from Islamic senior high school, and 25 from boarding school. This data gives information that 56.2% of the input of the Islamic Education Department of Islamic University graduated from senior high school. Hence, the lecturer has to guide and train them to have a balanced competence with the graduates of Islamic Senior high school or boarding school for writing Arabic script based on the standard of competence expected as the vision of Tarbiyah and the Teacher Training Faculty of Islamic University.
2. The result of mapping the student's competence in Arabic writing of the Islamic Education Department in 2022. Results of the test sheets analysis describe that 350 students were divided into 3 clusters as below:
 - a. Of the total students who graduated from Public Senior High School, 176 were 26 students who could write well and were included in the excellent category, 53 were in the medium category, and 97 were in the less category.
 - b. Of the total students who graduated from Islamic Senior High School, 149 were 44 wrote in the excellent category, 70 in the medium category, and 35 in the less category.
 - c. Of the total students who graduated from boarding school, 25 students, 15 students can write in the excellent category, 10 students in the medium category, and the researcher did not find in less category.

3. The excellent category means they can write Arabic correctly and adequately according to writing rules (connect letters to become a word and sentences without seeing the text). The medium category means they can connect the letters to become a word by looking at the text even though their writing has not been beautiful and neat, and the less category means they can write the hijaiyah. However, they cannot connect the letters to become a word.

b. The factors of difference in student's ability

The factors that caused the graduates of Public Senior high schools to have a good ability in Arabic writing and the graduates of Islamic Senior high schools to have less ability, based on research findings:

- a. Graduated from Public Senior high school who can write well. The research results through interviews found that 20 (twenty) students had studied in boarding school, and 6 (six) of them graduated from Madrasah Tsanawiyah (an Islamic junior high school).
- b. They graduated from Islamic Senior High School with less ability in Arabic writing. The results of research interviews found that some of them graduated from public junior high school and then continued their study to Islamic Senior high school, so their writing ability is still less and requires more severe coaching.
- c. Some students have skills in Arabic writing after they programmed Arabic subjects in the first semester.

c. Identifying the Students' difficulties

The causes of student difficulties in Arabic writing based on analysis of interview, observation and the test sheet identified:

- a. The result of the observation and test analysis on the paper sheet found that 132 students have less ability; some of them can write hijaiyah letters appropriate to the rules of Arabic writing, and others write hijaiyah letters without following the rules of Arabic writing.
- b. Students who have the ability in the medium category have been able to write and connect the letters, although they still need to produce proper, neat and beautiful writing. This is caused by the lack of writing exercises and disability in distinguishing the pronunciation of hijaiyah letters so that when they are asked to write down a manuscript without seeing the text, they cannot write it correctly.

d. Categorization of students' abilities

The ability in Arabic writing of Islamic Education Department students divided into 3 (three) categories they are:

- 1) The student can connect the letters of hijaiyah letters by imla' manqul (writing down the text by imitation)
- 2) The student can connect letters by imla' mandhur techniques (writing down the text after reading and seeing)
- 3) The student has the ability in Arabic writing by imla' istima'iy (writing down the text after listening without seeing)

e. The solutions to the problems

The interviewee suggested an alternative solution to make the learning process of Arabic writing successful, namely:

- a. The lecturer must make the schedule for Intensive coaching

In this phase, the lecturer should describe that Arabic script writing has rules so that if the student can write letters well but not necessarily true according to the rules of Arabic writing, this case shows the Islamic Education teacher's candidate's competence still needs to be improved. The lecture should train and punctuate the students about the writing rules in Arabic; namely, the writing letters system should start from left to right. To write Arabic letters is not only to follow the model of the letter but must be precise and obey the correct method in writing, the manner of connecting the hijaiyah letters that have a different appearance when still in the separate form of the letters and when connect into a word or sentence. The lecturer must ensure the students have knowledge and skill competence before continuing to the other subject.

- b. The lecturer must provide the time to teach makhraj hijaiyah until the students can distinguish it. Furthermore, they can quickly identify and write a script of Arabic letters without seeing the text (imla 'istimaa'iy).
- c. The lecturer identifies the degree of students' difficulty in writing. Therefore, the syllabus needs to accommodate students' obstacles and the principal needs.
- d. The lecturer should encourage professional and competent students to be peer tutors, assist the lecturers, and provide guidance to their friends.
- e. The result of the research by interview also offered to use varied and exciting methods appropriate to the subject difficulty level.
- f. The research proposes an alternative syllabus as follows:
 - 1) In the first meeting, the lecturer explained the technique of Arabic writing.
 - 2) In the second and third meetings, the lecturer practised writing hijaiyah letters by using Abana method (Sulhadi, 2015). Abana grouped letters into three

- categories. This method found that hijaiyah letters consist of 3 (three) models: letter alif, letter ba, and letter nun, so this method, namely Abana (ا ب ن)
- 3) In the fourth and fifth meetings, the lecturer practised connecting the letters using various innovative strategies to motivate and attract students to learn.
 - 4) In the sixth meeting, the introduction of 6 letters that can accept the connection they are (ا د ذ ر ز و). For the next meeting, describe how to write the connect letters from the first, centre, and last positions.
 - 5) In the seventh meeting, doing exercises and the way to place sakal/harakat.
 - 6) In the eighth and ninth meetings introduce makhraj hijaiyah letters and practice to distinguish them.
 - 7) In the tenth meeting, writing exercises by imla' manqul, and mandhur.
 - 8) In the eleventh meeting, writing exercises by imla' istimaiy.
 - 9) In the twelfth and thirteenth meetings, train to write speedily and keep the writing neat.

This syllabus was tested during one semester and showed a positive result; the results show that the students' ability in Arabic writing can improve from fewer categories to the medium category, and some students can be upgraded into the excellent category.

Discussion

Most importantly, writing is a literate act, simultaneously an individual cognitive endeavour and socio-historically embedded recognition. When learning a new discipline, we cannot separate content, writing from knowledge, or action from context, or we can say that writing is an academic act and an individual cognitive effort because when learning new knowledge without having competence in writing, it will cause someone is challenging to separate form and context because writing and knowledge are the forms of action and context (Al Naqbi, S 2011).

Writing activity is a complicated activity because it involves various modalities. The modalities involved in writing activities include hand, arm, finger, eye movement, coordination, learning experience and cognition. All of these modalities work in an integrated manner. Therefore the beginning written activity is so heavy and tiring, causing the people who begin to write will refuse to write as much as possible, and some of them even have difficulty in learning to write (Ibnian, S.S.K, 2010).

Some experts stated that writing lessons cover three aspects: writing by hand, spelling, and writing expression or composition. Handwriting is often referred to as early writing teaching. They explained that early writing was influenced by various factors of maturity, namely 1) motoric factors, 2) behaviour when writing, 3) perception, 4) memory,

5) cross-modal ability, 6) dominant hand used (left-handed or not), 7) ability to understand instructions. Before children learn and can write, the readiness factor must be matured first, especially for special needs children who experience motoric barriers, perceptual and cognitive barriers (Zulela, M.S 2014, Abdulkareem, 2013).

Properly, beginning writing skills can be trained since childhood because at that time the child's fine motor skills have developed well, allowing them to write, draw, cut, throw and catch something (Abdulkareem, 2013). It is divergent for Indonesian students that the beginning writing skills of Arabic writing were carried out when the fine motor had developed and grown ideally.

Writing is one of four language skills, which is productive because it can produce writing. Writing is an activity that requires complex abilities. Capabilities needed include the ability to think logically and regularly so that they can express thoughts and ideas clearly by using effective language (Mason L.H. 2009, Lee, J. 2016, Feghali, E 1997).

The ability to write Arabic is one of the four Arabic language skills, namely the ability to listen (الاستماع), the ability to read (القراءة), the ability to speak (الكلام) and the ability to write (الكتابة), and some experts explain that Arabic language skills included proficiency in Arabic culture as the fifth proficiency in Arabic. These skills can be classified into two skills: receptive ability (accepting) and expressive ability (Muradi, 2015).

Receptive ability is the ability to listen, which means that someone is categorized as proficient in Arabic if he can understand the conversation of people who speak Arabic, either intentionally or unintentionally. The Expressive ability includes three aspects, viz; reading ability, speaking ability and writing ability (Efrizal D. 2012, Ryding K.C, 2006).

From this explanation, it can be understood that writing ability is the highest skill according to the stages in learning Arabic, so to become a teacher of Islamic Religious Education, the demands of stakeholder needs are very high. However, the writing skills intended here differ from the Arabic learning demands. However, this research focuses on students' ability to correctly and neatly write sound symbols in Arabic and recite them with the correct letters.

Writing is verbal communication that contains the delivery of messages using writing as the medium. The message is the content conveyed in writing, while the writing is a series of meaningful letters with all the completeness of writing symbols such as spelling and punctuation. Thus, writing skills are one form of language use (Farrah, M 2012).

Beginning writing is a way of realizing sound symbols into letters that can be known concretely by reasonable writing procedures. The purpose of beginning writing is for the students to write simple words and sentences. Students are expected to produce writing that starts from spelling at this stage. The methods that can be used in beginning writing are alphabetical, syllable, global, and SAS methods. Learning abilities are directed at mechanical abilities (Muradi, A. 2015).

The expected competency standard is that students can write sentences made by themselves in separate letters and connecting letters, writing those dictated by the teacher, and neat writing using connecting letters. These competency standards are derived into several essential competencies, namely:

- 1) The correct habit in writing, such as the habit of holding and using stationery correctly, the proper sitting position, the right hand used to write and the left hand pressing the notebook so that it does not shift, pencil placed between the thumb and forefinger while the middle finger presses the pencil flexibly and not stiff, the position of the body when sitting must be upright, the chest does not stick to the table and the distance between the eyes and the book is about 25-30 cm (Tarigan 1994; Taufik, 2011).
- 2) Thickening letters by suppressing existing can be done using thin paper or carbon. Exercises connect the dots that make up the writing (Kamal, H. 2010).
- 3) Copying by staring at the writing form: This exercise is intended to train the coordination between the eyes, memories and fingers when writing. Thus, the description of the word shape has been reflected in memory when copying (Kamal, H. 2010, Rass, R. A 2011).
- 4) Practice copying the writing according to the example on the practice sheet.
- 5) Practice writing smoothly/beautifully. Exercises can be done using a striped book, each row given a centre line that serves to do the neat writing.
- 6) Practice dictation, this exercise is intended to train students to coordinate between hearing, memory and fingers when writing so that a person's speech can be remembered, heard and written correctly (Binti Sulhadi 2015; Al Naqbi 2011).

The writing ability that is a demand for the teacher of Islamic Education subject is the ability to write with Imla" i.e. writing is focused on the letter posture to form words in the sentence or Imla" is to write letters according to their position correctly which includes three stages namely; the skill of copying the hijaiyah letters correctly, proficiency in putting punctuation correctly and beautiful writing skills or calligraphy art. In achieving writing competence in the early stages, there are several suggested methods and strategies as follows:

First, Structure Analytical Synthetic (SAS) is a method of learning to write at the preliminary by deciphering sentences into words, words into syllables, syllables into letters, rearranging letters into syllables, syllables into words, and finally arranging words into sentences. This method is also a preliminary reading method, so the usage is often simultaneously. Steps to use this method are a) the first step: the teacher tells the story, b) the second step: the teacher writes a few sentences, c) the third step: the teacher gives examples of sentence writing techniques, d) the fourth step: students write several sentences, e) the fifth step: students separate sentences into words, f) the sixth step: students separate words into syllables, g) the seventh step: students separate syllables

into letters, h) the eighth step: students synthesize or rearrange letters become syllables, syllables become words, words become sentences (Mustikowati, D 2016).

Second, the Synthetic Analytical Syllabic Method (SAS) or Syllable Thread Peel is similar to the first method. The equations of these two methods use structural processes analysis outlines and end with synthesizing or returning to their original form. The difference between the two methods is that the first method (Synthetic Analytical Structure) starts from the sentence, while the second method (Synthetic Analytical Syllabic) starts from the word. The steps in using this method are a) displaying the word, b) separating the word into syllables by giving separations between the tribes, rearranging syllables into new sentences, c) coupling words into a sentence that means d) writing sentences into simple essays (Mustikowati, D 2016, Endah, W.K 2014, Andriyani EY 2018).

Third, the Keyword Method is a reading and writing method developed by displaying the composition of keywords that students know. It is a keyword because students already know the words used as learning material. The steps to using this method are a) the teacher chooses the words spoken by students, b) the teacher describes the words into syllables, c) combines the syllables previously obtained into new words, and d) coupling new words into meaningful, simple sentences (Endah WK. 2014).

The methods and strategies described above will not be effective if exercises do not accompany them. The exercises that can be used in learning preliminary writing can be summarized as follows:

1. Practice to hold a pencil.
2. Sit in the proper position.
3. Practice to move the hands.
4. Practice to imitate the writing by suppressing existing writings.
5. Practice connecting the preparing dots in the exercise sheet to make up the writing.
6. Staring at the writing form. This exercise is intended to train coordination between eyes, memories and fingers when writing so that the shape of the letters can be remembered in the mind and then formed into letters by the fingers.
7. Practice copying from the textbook, sheet exercise or the teacher's writing on the board.
8. Practice writing neatly and beautifully. This exercise can use a striped book for practice.
9. Practice dictates or imla. Students train to coordinate between speech, hearing, memory, and fingers so that the word mentioned by the teacher can be heard, remembered and written down in the proper form of writing.
10. Practice completing the writing intentionally omitted by a few words, letters, or syllables.

11. Practice to write the name of the object contained in the picture, or that is around the student (Pranasafitri. R 2014, Sumantri 2015).

The explanation above can be concluded that writing is an activity to explore thoughts and feelings about the subject, sort out the things that will be written and determine how to write so that the reader can understand quickly and clearly the other comment that Writing activity is a visual presentation of thoughts, feelings and ideas by using the language symbols of the author for communication. Writing is part of challenging and complex language skills. Writing is the ability to pour thoughts into written language through complete and clear sentences so that these ideas can be communicated to the reader well. (Adriani E.Y 2018, El Tantawi, M 2016).

It can be concluded that writing skills not only end when being able to write symbols but more than that, namely the ability to convey thoughts and ideas through sound symbols so that they become words, phrases, sentences, paragraphs, essay and so on, in short, that the ability to write in learning Arabic is quite complex for Indonesian speakers because a person's ability is measured from preliminary writing skills to proficiency in expressing ideas, thoughts and feelings that others can understand, these skills can be categorized as the communication skills by using Arabic writing (expressive proficiency).

Writing skills are essential to communication (Mustikowati, D 2016, Adriani E.Y 2018). Good writing skills allow someone to communicate the message more clearly and easily to a larger audience than face-to-face or telephone conversation (Iftanti, 2016). In the Indonesian context, the writing process is very complex and complicated (Kuraedah, 2015) because it involves some physical and mental activities (Taufik, 2011). Writing is to depict graphic symbols that are presented as a language. A person can understand and read directly the graphic symbols if they understand the language. At the higher level, writing is the ability to use language patterns to express an idea or message (Mustikowati, D 2016, Adriani E.Y 2018). The Arabic writing skill (maharah al-kitabah) is the ability to describe or express the mind's content and opinion, ranging from simple aspects, such as writing words, to complex aspects. Kuraedah (2015) and Wassid (2011) asserted that writing skills are at a problematic high level from other skills (listening, speaking, reading and writing skills). This opinion is relevant to the reality at the Islamic Education Department of Tarbiyah and the Islamic University Teacher Training Faculty.

Arabic writing subject consists of four main points to improve students' writing skills (Salim Al Khaldied, 2000). The four main points are correctly writing Arabic letters according to the grammatical rules. Kamal (2010) and Kuraedah (2018) stated that to write words with the correct letter. Semi (2009) mentioned composing the sentence with understandable Arabic sentences. Khalilullah (2004) Sulhadi (2015) assumed that using sentences in Arabic can reveal the author's core message. The most basic achievement of the four main points for the Islamic Education Department students are points one and two (Hamid, 2013; Rusydi 1989; Suparno, 2002), while points three and four are emphasized for students of the Arabic Studies Department. Based on the four primary

points, the essential skills that are expected of the learners for enhancing writing skills (maharah kitabah) are:

First, technical skills that consist of writing from right to left (Binti Sulhadi,2015; Taufik, 2011 and Al Suliati 2006); recognizing sakal/harakat and its function (Misykat Fuadi, 2010); writing neatly; writing the letters correctly according to Imla 'rule (Kamal, H. 2010); writing letters clearly and complete with the letter vowel/harakah (Misykat Fuadi, 2010; Gie, 2002; Khalilullah, 2004); Be able to write quickly (Binti sulhadi,2015); find out of how to write hijaiyah in the beginning, middle, and ending position (Binti Sulhadi, 2015; Kuraedah, 2015). these skills are presented more and more to the students at the beginning of the meeting by considering the mapping results that have been done.

Second, the skill of understanding Arabic script characters are understanding the rules of imla (Binti Sulhadi, 2015); understanding the different types of khot (writing) (Zhul fahmi, 2013; Zaid, 2011); understanding the character of Arabic script; such as mad, tanwin, ta 'marbutah, ta' mafthuhah (Umam, 1974,); understanding the different of the letters when standing alone or in connecting; be able to write words which containing unreadable letters. This second skill applied during the writing exercise is done from the beginning until the end of the meeting.

Third, the objectives for essay writing skills are a) The student can summarize or conclude; b) able to write letters in various forms; c) The student can enrich Vocabulary and sentence structure; d) The student can describe and write reports, even though this third skill is not trained to the whole students.

To achieve the learning objectives, which means proficiency in writing Arabic words and sentences and producing correct and orderly writing, an effective method, for example, applying Abana's method (Binti Sulhadi, 2015). This method describes practical steps in training Arabic writing skills as follows:

1. Everyone prepares a pencil (2B) and eraser.
2. Make sure everyone holds the pencil in the proper position.
3. Be reminded that Arabic writing is from right to left. Either in writing, the vowel should be from right to left.
4. For neat writing, the student should use striped paper with a diameter of two columns.
5. The teacher ensures that all students hold the pencil correctly.
6. The teacher always reminds us that Arabic writing starts from the right to the left. Either in writing, the vowel (harakah) should start from the right to left.
7. The teacher explains one by one the form and way of writing letters (classically and individually unique for volume one). The teacher should demonstrate the way of writing and motivate the students until they understand the laying of the letters in the lines of the book. Then, ask the students to write in a full sheet, the target of

writing in one day at least one sheet. If the teacher found multiple errors, it required repetition, then let them rewrite in the provided repeat sheet.

8. In writing exercise sheets, provide the assessment column. Teachers are expected to provide an objective assessment. If the error is 50%, the student must write back on the repetition sheet. The teacher always gives motivation in the description column to those who have succeeded or have yet to succeed in writing well.
9. If the students have been understanding volumes two, three and so on, the teacher pays attention to the layout of the letters the student has written. Any letter written outside the writing rules must be given a warning streak.
10. The students must write every day at least one sheet. It is intended that the students have good writing, be neat, and reach the writing standard competence.

For applying the chosen method, lecturers need to pay attention to several essential things in the practice of writing skills such as; in writing training, students are asked to identify their mistakes and are responsible for correcting their exercise sheets (qadir Ahmad 1979, Misykat Fuadi 2010); Students correct their mistakes while the lecturer or peer tutors guide them (Andriyani, E. Y. 2018, Ryding K.C 2015); lecturer prepares an effective teaching process (Al bataineh, A.2010; Semi, 2009; Wekke, 2013), e.g.; each of student read and corrects their exercise sheets and then asks them to rewrite and correct the previous error; if the student cannot identify his / her mistake, the lecturer gives guidance (Wekke, 2013; Juni Priansa, 2014); if the teacher finds unfavourable writings, he/she returns the writing assignment to the student and asks them to rewrite it immediately. (Andriyani,E.Y. 2018, Gie 2002, Kamal, H 2010); The Teacher asks the students to practice writing on the board (Kamal, 2010; Al Wasilah 2005); The other students correct any mistake on the board (Kamal H., 2010; Rusydi, 1989; Nuha, 2012); After that, the students write the correct sentence in their notebooks. (Kamal, H. 2010); The last process is for the teacher to correct the student assignments and return the correction results to them (Kamal 2010, Andriyani, E.Y. 2018).

Based on the above description, the most important things to be considered by the lecturer in writing learning are as follows;

- a. Explain the rules of Arabic writing before practicing.
- b. Writing should be done through exercises and assignments for writing practice.
- c. Students used to write correctly and neatly.
- d. Providing enough time to write.
- e. Applying the writing techniques and strategies as the stages of achieving competence.
- f. Balancing and harmony between matter, process and method.
- g. Learning to write is done by using the whole language approach (merging between reading and writing).

- h. Learning to write is done through authentic writing activities. Authentic writing is meaningful writing, namely writing words that are often used in everyday activities.
- i. Learning to write is carried out in three stages: pre-writing, while writing, and post-writing.
- j. Pre-writing, preparing interactive learning strategy, cooperation and collaboration.
- k. In the writing training process, Use the right strategy to correct student writing mistakes.
- l. Post-writing, give corrections for student duties.

The general goals of Arabic writing skills include:

- a. The students can write the letter of hijaiyah with sakal /harakat, and able to spell it.
- b. The students can write the letters hijaiyah separately and connect and know the difference between the letters hijaiyyah in the beginning, middle, and end.
- c. The students understand the Arabic writing theory. The students know the forms of writing.
- d. The students were able to write from right to left.
- e. The students know the sakal /harakat and its functions.
- f. The students could actualize ideas in written language with a good sentence arrangement.

The seven points above summarise that a writing skill that must be achieved by the students who choose the Arabic Teaching Department, but for students of the Islamic Education Department, the prerequisite skills that they must have before teaching in the classroom is the capability to write and read Arabic writing well, e.g., capability to write and read al Qur'an, hadith or other Arabic writing.

CONCLUSION

The researcher found that most students' skills and capability to write Arabic at Islamic University still need to improve. Data was found during research as the author concluded that the reality of students' writing ability at Islamic University, according to students input of Islamic Education Department in 2022, a total of 350 students, the author has found that 75% require guidance and coaching. The category of Arabic writing ability of Islamic Education Department students is that some can connect the letters hijaiyah with imitating (imla manqul). Some of them can connect letters with the technique of imla mandhur (writing by reading and viewing the text), and last, some of them can write Arabic writing by listening and without seeing the text (imla istima'iy). The solution offered is mapping the students' capability to find out the problems they are facing and then to do the reforms by offering a varied method and the alternative strategy that this research has resulted.

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