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## Enhancing Arabic Writing Proficiency Through The Imlā' Manzūr Method: A Case Study of Secondary School Learners in Indonesia

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### Abstract

This study aims to determine how the application of the *Imlā' Manzūr* method improves the writing skills (*maḥārah al-kitābah*) of students in class X-A at MA DDI Ogoamas. Using a qualitative descriptive approach, data was collected through observation, interviews, and documentation and analyzed using data reduction, presentation, and verification techniques, accompanied by triangulation techniques for validity. The results indicate that the implementation of the *Imlā' Manzūr* method is effective in improving Arabic writing skills, as evidenced by improved understanding of the Arabic alphabet and the ability to connect letters. Educators also applied the *al-ḥiwār* technique through paired learning, supported by tools such as lesson plans, textbooks, laptops, and Android devices.

Keywords: *Imlā' Manzūr*, *Maḥārah al-Kitābah*, Arabic Language Instruction

### Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan metode *Imlā' Manzūr* dalam meningkatkan keterampilan menulis (*maḥārah al-kitābah*) peserta didik kelas X-A di MA DDI Ogoamas. Menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi, serta dianalisis dengan teknik reduksi, penyajian, dan verifikasi data, disertai triangulasi teknik untuk keabsahan. Hasil menunjukkan bahwa penerapan metode *Imlā' Manzūr* efektif meningkatkan kemampuan menulis Arab, ditunjukkan oleh meningkatnya pemahaman huruf hijaiyyah dan kemampuan menyambung huruf. Pendidik juga menerapkan teknik *al-ḥiwār* dengan pembelajaran berpasangan, didukung oleh perangkat seperti RPP, buku teks, laptop, dan Android.

**Kata Kunci:** *Imlā' Manzūr*, *Maḥārah al-Kitābah*, Pembelajaran Bahasa Arab

## Introduction

Language is central to human communication and knowledge transmission. Among the many languages taught globally, Arabic holds a unique position due to its historical, religious, and cultural significance. As the liturgical language of Islam, Arabic is not only a medium of spiritual expression but also a bridge to understanding classical and contemporary Islamic scholarship. In many educational institutions within the Muslim world, Arabic language acquisition is fundamental, particularly in developing literacy skills that encompass both receptive and productive competencies.

Writing in Arabic (*maḥārah al-kitābah*) poses distinct challenges for non-native learners, especially due to the cursive script, diacritical system, and morphological complexity of the language.<sup>1</sup> Teaching methodologies must therefore adapt to these linguistic characteristics while also considering learner psychology and cognitive processes.<sup>2</sup> One such method, *Imlā' Manzūr*, emphasizes visual memory and auditory reinforcement, offering a potentially effective strategy for improving Arabic writing skills among secondary school students. While previous studies have addressed various forms of *imlā'*, there is limited empirical investigation on its visual-oral hybrid format in contemporary madrasah settings.<sup>3</sup>

The teaching of *maḥārah al-kitābah* (writing skills) plays a very important role in the context of Arabic language education in Indonesia.<sup>4</sup> As one of the main aspects of language proficiency, writing skills are not only a tool for expressing ideas and knowledge but also a reflection of understanding and mastery of the rules of the Arabic language itself. Writing in Arabic enables students to develop critical thinking, creativity, and analytical skills, which are essential for studying religious, literary, and scientific texts in Arabic. However, the main challenge in learning *maḥārah al-kitābah* in Indonesia is the low level of students' writing skills, which is caused by factors such as the lack of effective methods, limited resources, and students' lack of motivation to practice writing continuously. Therefore, improving *maḥārah al-kitābah* is highly relevant and should be pursued through innovative and contextual learning methods to produce a generation

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<sup>1</sup> Azizah, "Penerapan Metode Imlā' al-Ikhtibari dalam Meningkatkan Kompetensi Menulis Bahasa Arab pada Peserta Didik Kelas X Dayah Terpadu Al-Uslim," *Al-Madaris* 3, no. 2 (2022): 65

<sup>2</sup> Munawarah, Z. "Pembelajaran Keterampilan Menulis (Maharah al-Kitābah) dalam Bahasa Arab." *Loghat Arabi* 1, no. 2 (2020): 22

<sup>3</sup> R. U. Barorah, "Metode-Metode dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo* 9, no. 2 (2020): 181

<sup>4</sup> Afidah Khairatul Azizah, Fatihatul Mukarromah., and Nurul Ainiy, "The Influence of Pesantren Educational Background on Arabic Language Competence of Students in Islamic Higher Education." *JALLT* 1, no. 2 (2024): 75

that is not only able to understand Arabic orally but also capable of expressing their thoughts and understanding in well-written and accurate form.

Low Arabic writing scores among students in Indonesia are often influenced by several factors. One of the main causes is the lack of effective learning methods that are tailored to students' needs, which makes it difficult for them to develop their writing skills. The methods used tend to be monotonous and inadequate in stimulating students' creativity and interest in practicing writing.<sup>5</sup> Additionally, students' limited understanding of the complex Arabic grammar, limited vocabulary, and lack of regular writing practice also act as barriers. The absence of motivation and confidence in writing Arabic, coupled with limited time and supportive facilities, further exacerbates the situation. As a result, many students struggle to express their ideas or understanding in writing in Arabic.<sup>6</sup>

The relevance of this study is very important in improving the quality of Arabic language learning, especially in the aspect of *maḥārah al-kitābah*, which is a fundamental skill in Arabic language proficiency. Effective Arabic writing learning can help students not only understand language rules but also develop their critical thinking and creativity skills.<sup>7</sup> Therefore, the use of appropriate methods is necessary to improve teaching effectiveness and student learning outcomes. In this context, the *Imlā' Manẓūr* method emerges as an alternative that can have a positive impact.<sup>8</sup> This method, which has been proven effective in Arabic language education, helps students understand language structure more easily and provides opportunities for structured writing practice. Its application in Islamic educational institutions in Indonesia is highly relevant given the importance of writing skills in the context of religious studies, literature, and science, which require a good command of Arabic.<sup>9</sup> This study aims to explore how the *Imlā' Manẓūr* method can enhance *maḥārah al-kitābah* and make a

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<sup>5</sup> Marheni Maha, Azkiyatul Adawiyah Al-Askary, and Anjari Novianta Maha. "Using Strip Story Media to Improve Arabic Writing Skills at Mawaridussalam Islamic Boarding School, North Sumatra". *PALAPA* 11, no. 1 (May 1, 2023): 324

<sup>6</sup> Nur Laila Sa'idah, Sholikah Mi'rotin and Fentin Ria Agustin. "Estafet Writing Method to Improve Arabic Writing Skills Outcomes: Experimental Study on Indonesian Middle School Students." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* (2021), 205

<sup>7</sup> Abdul Basith. "E-Learning as a Solution for Arabic Writing Skills: A Website-Based Approach." *Al-Muyassar: Journal of Arabic Education* (2025): 197

<sup>8</sup> Susanti and Syamsuddin Asyrofi. "Efektivitas Metode Imlā' Manzur dalam Meningkatkan Keterampilan Menulis Bahasa Arab Siswa Madrasah Tsanawiyah.", 1 (2020): 1

<sup>9</sup> Nur Ali, Benny Afwadzi, I. Abdullah and M. I. Mukmin. "Interreligious Literacy Learning as a Counter-Radicalization Method: A New Trend among Institutions of Islamic Higher Education in Indonesia." *Islam and Christian-Muslim Relations*, 32 (2021): 383

significant contribution to improving the quality of Arabic language education in Indonesia.<sup>10</sup>

This study seeks to address this gap by evaluating the implementation of *Imlā' Manẓūr* in enhancing Arabic writing proficiency among tenth-grade students at MA DDI Ogoamas, an Islamic senior high school in Central Sulawesi, Indonesia.<sup>11</sup> The study adopts a qualitative descriptive approach to assess how the method facilitates learners' ability to recognize, memorize, and reproduce Arabic script accurately. It also investigates the pedagogical strategies, particularly the use of dialogic techniques (*al-ḥiwār*) employed by teachers to scaffold writing performance.

Findings from this research contribute to the growing body of scholarship on Arabic language pedagogy, particularly in non-Arabic-speaking contexts. By highlighting both the instructional design and student outcomes associated with *Imlā' Manẓūr*, this study offers practical implications for curriculum developers, Arabic language educators, and instructional designers aiming to foster literate engagement with Arabic texts. Furthermore, it underscores the value of methodologically grounded teaching innovations in advancing Islamic education outcomes.

## Method

This study employed a qualitative descriptive approach to investigate the implementation of the *Imlā' Manẓūr* method in enhancing Arabic writing skills (*mahārah al-kitābah*) among tenth-grade students at MA DDI Ogoamas, Central Sulawesi, Indonesia.<sup>12</sup> The research was conducted directly in the classroom setting, with the researcher serving as the primary instrument of data collection.<sup>13</sup> Data sources consisted of both primary and secondary materials. Primary data were obtained through direct observation of Arabic language classes, semi-structured interviews with the Arabic teacher and students, and documentation analysis of instructional materials such as lesson plans and student work. Secondary data included institutional records and curricular documents.<sup>14</sup>

The data collection techniques involved observation to capture classroom dynamics, interviews to gain in-depth insights into teaching strategies and

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<sup>10</sup> Rathomi, A. "Imlā' Manẓūr dalam Pembelajaran Bahasa Arab pada Peserta Didik Sekolah Dasar." *Primearly* 11, no. 1 (2019): 1

<sup>11</sup> Raudhatul Jannah, "Metode Imlā' Manẓūr terhadap Peningkatan Maharah al-Kitābah dalam Pembelajaran Bahasa Arab Peserta Didik Kelas VIII MTS Daarul Mustaqiem Pamijahan." *Shawtul 'Arab* 3, no. 1 (2023): 1–19.

<sup>12</sup> Feny Rita Fiantika., et al. *Metodologi Penulisan Kualitatif*. 1st ed. Padang: PT Global Eksekutif Teknologi, 2022. 23

<sup>13</sup> Muhammad Thohir, et al., *Metode Pembelajaran Bahasa Arab sebagai Bahasa Asing*. 1st ed. Sidoarjo: Kanzum Books, 2021. 99

<sup>14</sup> Rifa'I Abubakar, *Pengantar Metodologi Penulisan*. 1st ed. Yogyakarta: Suka-Press UIN Sunan Kalijaga, 2021. 64

learner experiences, and documentation to corroborate findings.<sup>15</sup> Data were analyzed using Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing/verification. To ensure data validity, triangulation was conducted across sources, techniques, and times.<sup>16</sup> This methodological rigor aimed to capture a comprehensive understanding of how *Imlā' Manzūr*, particularly when combined with dialogic techniques (*al-ḥiwār*), can contribute to learners' ability to recognize, differentiate, and write Arabic script more effectively.<sup>17</sup>

## Result and Discussion

### *Application of the Imlā' Manzūr Method in Improving Writing Skills among Students at MA DDI Ogoamas*

The implementation of the *Imlā' Manzūr* method at MA DDI Ogoamas proved effective in enhancing students' Arabic writing skills (*maḥārah al-kitābah*), especially when integrated with the *al-ḥiwār* (dialogue) technique. Based on direct classroom observation and teacher interviews, the method was applied through a structured process: students were first provided with a text for oral dialogue, memorized it, and subsequently wrote down dictated segments without direct visual reference. This combination of visual memory, auditory input, and kinesthetic engagement encouraged active participation and recall accuracy.

#### 1. Planning the Implementation of the *Imlā' Manzūr* Method in Improving Arabic Writing Proficiency

The methods used by educators to determine the learning material to be applied during the educational process are known as learning strategies. The selection is based on current conditions, learning resources, needs, and characteristics of the learners to achieve the learning objectives. Understanding that learning is memorizing a number of facts or information is incorrect; learning is actually doing something to gain specific experiences in accordance with the expected objectives. Therefore, learning strategies must be able to encourage student activity.

Learning strategies are the operationalization of methods. Therefore, teaching techniques consist of plans, rules, steps, and tools that will be used in the educational process to achieve and realize learning objectives in accordance with the expected goals.

From the results of the observation, the researcher found that MA DDI Ogoamas educators used techniques when teaching Arabic, particularly in

<sup>15</sup> Syafrida Hafni Sahir, *Metodologi Penulisan*. 1st ed. Yogyakarta: KBM Indonesia, 2021. 56

<sup>16</sup> Jonathan Sarwono, *Metode Penulisan Kuantitatif dan Kualitatif*. 1st ed. Yogyakarta: Graha Ilmu, 2006. 89

<sup>17</sup> Zuchri Abdussamad, *Metode Penelitian Kualitatif*. 1st ed. Makassar: Syakir Media Press, 2021. 75

improving students' writing skills, namely the *al-ḥiwār* technique.<sup>18</sup> Namely, educators conduct tests as a form of learning evaluation, namely in the application of the *Imla' Manẓūr* method. First, educators will give conversation texts to students to learn and understand, and from these conversation texts, *Imla' Manẓūr* evaluation tests will be taken as material for *Imla' Manẓūr* evaluation. The educator will mention one word from the conversation text that has been used as the conversation material at the beginning of the lesson. Then, the students are asked to write down the words mentioned by the educator. After mentioning several words, the educator will write the words he/she mentioned on the board, and the students will correct their own writing if there are any mistakes in writing the words.

MA DDI Ogoamas educators have several objectives for the *Imla' Manẓūr* method using the *al-ḥiwār* technique, including:

- a. To enable students to distinguish letters and connect letters in Arabic writing correctly
- b. To ensure that students are not only skilled in reading Arabic letters and sentences but also proficient in writing them.
- c. To enhance and develop the potential, ideas, and concepts possessed by each student.
- d. To facilitate students in analyzing letters that will be incorporated into sentences using the Arabic language.

Therefore, the writing skills at MA DDI Ogoamas greatly influence Arabic language learning in madrasahs, where students are not only guided to become proficient in reading but also in writing Arabic. This is the strategy of MA DDI Ogoamas educators in improving Arabic writing skills.

Based on data obtained by the researcher in the field, namely from interviews conducted, it was found that to develop students' writing skills, the *Imla' Manẓūr* method using the *al-ḥiwār* technique was applied by one of the teachers at MA DDI Ogoamas. The researcher then conducted an interview with the Arabic language teacher at MA DDI Ogoamas, Mrs. Marjani, who stated during the interview:

*"Our efforts as educators at MA DDI Ogoamas are to provide methods and strategies that can help students achieve the learning objectives of the material presented. To this end, we apply the al-ḥiwār technique, in which students are first directed to memorize or master the dialogue texts that correspond to the material and then pair up to conduct conversations based on the learning material. Following this, we begin reciting the dialogue texts provided at the start of the lesson. We apply this strategy*

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<sup>18</sup> Alwan, M. "Dialog sebagai Metode Pembelajaran Studi Kitabah al-Tarbiyyah bi al-Hiwar Karya Abdurrahman An-Naahlawi." *El-Tsaqaf* 22, no. 2 (2023): 209

*to help students get used to remembering each letter and word so that they can get used to reading and speaking Arabic. However, they are also proficient in writing because they are used to remembering the letters and words through the al-ḥiwār technique.”<sup>19</sup>*

In the study, the researcher found that the *al-ḥiwār* technique was used as a strategy by educators to improve students' writing skills and to prepare tools related to learning objectives. These tools included textbooks, teaching materials, laptops, and Android mobile phones. Preparation and planning are crucial in teaching Arabic. This aligns with the researcher's interview with Arabic language teacher Mrs. Marjani regarding her preparations for teaching Arabic using the *al-ḥiwār* technique:

*“Every teacher must have preparation before entering the classroom. Preparation is the most important thing. This includes preparing teaching materials related to the lesson, as well as Arabic conversation texts that I prepare and distribute according to the lesson material I will present.”<sup>20</sup>*

From several interviews conducted by researchers during field observations, it can be concluded that in conducting Arabic language learning activities, namely the application of the *Imla' Manẓūr* method in improving writing skills through the *al-ḥiwār* technique, the necessary preparations have been made so that the learning process is expected to run according to plan and be effective.

## **2. Implementation of the *Imla' Manẓūr* Method Using the *Al-ḥiwār* Technique**

The application of methods and strategies used to improve Arabic writing skills at MA DDI Ogoamas aims to make it easier for students to remember and recognize the letters they have memorized or mastered during the learning process so that students are trained in remembering letters and words that have been memorized and mastered through the *al-ḥiwār* technique. Then, in applying the *Imla' Manẓūr* method using the *al-ḥiwār* strategy, the steps are as follows:

- 1) Before starting the upcoming lesson, the teacher gives the students a conversation text to study for the next class.
- 2) In the next class, students are asked to pair up and have a conversation.
- 3) Proceed to the core of the lesson according to the lesson material.
- 4) At the end of the lesson, the educator will administer a test to the students based on what they have learned from the conversation text as part of the educator's evaluation.

The first step taken by the educator is to open the class with a greeting, followed by a greeting and prayer together, then attendance. Next is to convey

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<sup>19</sup> Marjani, Arabic Language Teacher, “Interview,” MA DDI Ogoamas, January 30, 2025

the learning objectives. This is because every lesson must first convey the learning objectives to the students so that they can focus better during the lesson. After the learning objectives have been conveyed, the students are asked to come forward in pairs to have a conversation (*Al-ḥiwār*) according to the material that will be presented that day. The conversation text is sent to the WhatsApp group beforehand by the teacher during the previous lesson, before starting the day's lesson. The teacher informs the students that the conversation text will be sent to the WhatsApp group during the reflection session at the end of the lesson.

Explained by Mrs. Marjani through an interview conducted by the researcher regarding strategies in delivering the following material:

*"This is our strategy as educators to provide enjoyable learning for students. Not only do they receive material, but we also try to give students the opportunity to immediately practice what they have learned. In the WhatsApp group, I share learning materials that will be used as conversation topics for the Maḥārah al-kitābah material in the upcoming lesson so that students will be able to master the material. I also inform them that they must thoroughly master the conversation material because during the lesson, they will be paired up and asked to present. At the end of the lesson, I will give them an assignment to write down the words I mentioned according to the learning material."*<sup>21</sup>

Based on the explanation above, it is known that there are several ways for educators to apply the *Imla' Manẓūr* method using the *al-ḥiwār* technique. First, the educator sends the text of the conversation to be discussed in the next meeting. Second, the educator directs the students to have a conversation in pairs. Third, at the end of the lesson, the educator gives an *imla'* assignment related to the conversation material that has been shared. This is done to reinforce the students' understanding so that they can further improve their Arabic writing skills.

The data obtained by the researcher, namely the lesson plan, shows that the MA DDI Ogoamas educators have implemented the lesson plan in accordance with what is stated in the lesson plan, and the author also witnessed firsthand the learning process of applying these methods and strategies.<sup>22</sup>

### ***3. Results of Applying the Imla' Manẓūr Method in Improving Al-ḥiwār Through the Al-ḥiwār Technique***

In any method or strategy provided by educators to students, educators naturally expect that the method used will facilitate students' understanding of the learning material. Learning outcomes can be used as a benchmark during the teaching and learning process. Without learning outcome standards, the quality

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<sup>22</sup> An Naufar, P. M., and Kholisin. "Penerapan Metode Imla' al-Manzhur dan al-Istima'i untuk Meningkatkan Kemampuan Menulis Kosa Kata Bahasa Arab Peserta Didik Kelas VII." *Jolla* 3, no. 1 (2023): 76



of learning in schools will decline. The purpose of learning is essentially the target that students are expected to achieve after learning experiences. In other words, learning outcomes are the targets that students are expected to achieve after learning experiences.

Based on the results of the researcher's observations, the researcher directly witnessed the teaching and learning activities carried out by educators and students in MA DDI Ogoamas class X-A, which were very active and took place according to the lesson plan. Students were able to improve their Arabic writing skills through the conversation texts they studied. This aligns with the interviews the researcher conducted with several students from class X-A as follows:

*"Because I was told to study it thoroughly, and the teacher said that it would be even better if I memorized it, so I memorized the conversation that my mother sent me. When I was given the imla' assignment, I found it easy to answer because I had memorized the conversation and the writing."*<sup>23</sup>

As for the improvement in students' writing skills using the *al-ḥiwār* technique, there has been sufficient improvement. This is evidenced by the difference in their writing abilities before and after using this technique, according to Marjani, the Arabic teacher. She explained in more detail the improvement in writing skills through an interview with the researcher as follows:

*"When compared to the early stages of enrollment, students found it very difficult to write Arabic words without looking directly at the text. However, with the techniques taught to them, there has been an improvement, although some students still make mistakes. Nevertheless, when compared to the early stages of enrollment, the improvement is quite satisfactory for me."*<sup>24</sup>

From the interview results, it can be concluded that these methods and strategies improve students' writing skills. However, there were also several obstacles encountered during the learning process, as revealed in the interviews conducted by the researcher, as follows:

*"Sometimes I don't hear what the teacher says very well, so I often make mistakes when writing."*<sup>25</sup>

It can be concluded that during the learning process, the obstacles encountered by the researcher were that the students sometimes had difficulty hearing what the teacher said clearly due to media factors such as the lack of a loudspeaker during the lesson and the students sometimes mistaking letters when the teacher was explaining.<sup>26</sup>

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<sup>23</sup> Amanda, Student, "Interview," MA DDI Ogoamas, February 2, 2025

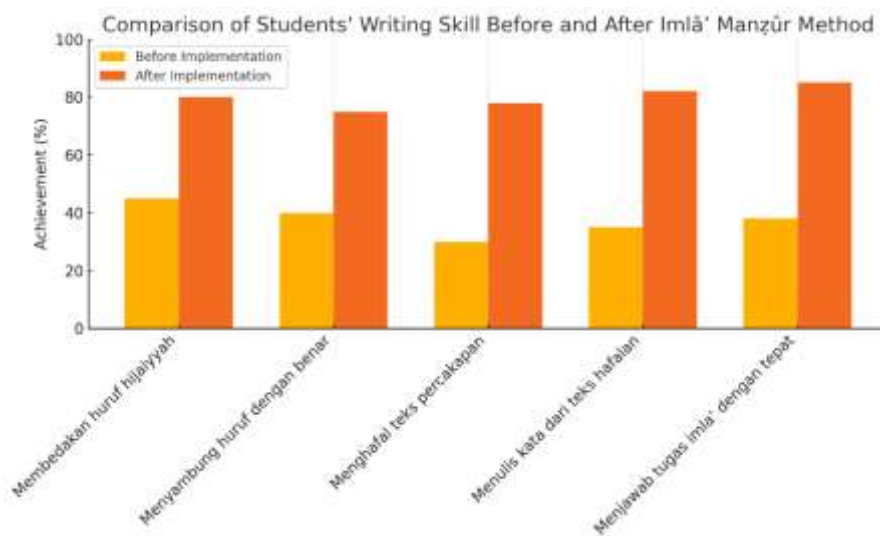
<sup>24</sup> Marjani, Arabic Language Teacher, "Interview," MA DDI Ogoamas, February 10, 2025

<sup>25</sup> Nisa Aulia, Student "Interview" MA DDI Ogoamas February 10, 2025

<sup>26</sup> Munawarah, Z. "Pembelajaran Keterampilan Menulis (Maharah al-Kitābah) dalam Bahasa Arab." *Lughat Arabi* 1, no. 2 (2020): 22

The results of this study indicate that the application of the *Imlā' Manẓūr* method can improve students' Arabic writing skills through the *al-ḥiwr* technique taught by educators at MA DDI Ogoamas. Those who previously had difficulty understanding the material presented can now understand it more easily with the *Imlā' Manẓūr* method through the *al-ḥiwr* technique.

Picture 1. Comparison of Student Writing Skill Before and After *Imlā' Manẓūr* Method



Qualitative data indicated that students showed significant improvement in differentiating between Arabic letters and connecting them appropriately in writing. One notable shift was observed in students' ability to reconstruct dictated words after participating in paired dialogues. Prior to the intervention, many struggled with accurate letter connection; however, post-intervention results suggested marked progress, despite occasional spelling errors. This improvement was corroborated through student self-reflections and teacher evaluations, confirming that memory-based writing practice anchored in meaningful communication (dialogue) yielded better retention and application.

Furthermore, pedagogical planning played a pivotal role. The teacher prepared instructional tools such as structured lesson plans, Arabic textbooks, and digital media (WhatsApp groups, Android devices).<sup>27</sup> Texts were shared ahead of class, allowing students to rehearse and internalize language patterns. During class, these texts became the foundation for spoken interaction, which

<sup>27</sup>Hasriah, M., and Rahmat, R. "Efektivitas Penerapan Metode Hiwar untuk Meningkatkan Keterampilan Berbicara Peserta Didik Kelas VIII MTS Hikmat Tuttula." *Loghat Arabi* 2, no. 1 (2021): 57

then transitioned into written tasks. This multimodal approach ensured that students engaged cognitively, affectively, and linguistically with the content.<sup>28</sup>

Despite its strengths, the implementation faced challenges. Some students reported difficulty in hearing the dictation clearly due to the absence of amplification devices, leading to misheard phonemes. Additionally, weaker learners occasionally confused similarly shaped letters, underscoring the need for differentiated pacing and reinforcement. Nevertheless, the majority of students expressed increased confidence and engagement, and teachers affirmed that the method supported the intended learning outcomes.

In sum, the *Imlā' Manzūr* method, enhanced by dialogic instruction, effectively improved writing accuracy and engagement among Arabic learners at MA DDI Ogoamas. These findings support the broader literature on the value of integrated oral-written instruction in second language acquisition and suggest practical implications for Arabic language pedagogy in similar educational settings.

## Conclusion and Suggestion

This study concludes that the implementation of the *Imlā' Manzūr* method, when combined with the *al-hiwār* technique, is effective in enhancing Arabic writing skills (*maḥārah al-kitābah*) among tenth-grade students at MA DDI Ogoamas. The integration of visual exposure, auditory dictation, and dialogic interaction significantly improved students' ability to differentiate between hijaiyyah letters, connect characters properly, and reproduce dictated content with greater accuracy. The structured use of lesson plans, digital tools, and pre-class preparation contributed to the success of the learning outcomes. Despite some limitations such as auditory clarity and occasional confusion among similar letters, the overall impact on students' writing performance was positive and notable.

Future instructional practices are encouraged to adopt the *Imlā' Manzūr* method with appropriate adaptation to students' proficiency levels. Teachers should select conversation texts that are contextually relevant and aligned with learners' cognitive capacities. Additionally, adequate audio-visual support (e.g., microphones or speakers) should be ensured to overcome listening barriers during dictation. For broader application and further research, it is suggested to examine the method's effectiveness across different grade levels and in comparison with other Arabic writing instructional models. Enhanced collaboration between curriculum designers and language instructors will also

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<sup>28</sup> Munawarah and Zulkifli, "Pembelajaran Keterampilan Menulis (*Maharah al-Kitābah*) dalam Bahasa Arab." *Loghat Arabi* 1, no. 2 (2020): 22

be essential in optimizing the integration of oral and written language instruction in Arabic language education.

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