



OPTIMIZING THE DRILL METHOD TO OVERCOME THE PROBLEM OF ARABIC WRITING ERRORS

Ruhamaul Waro ^{1*}, Mohammad Samsul Ulum ², Halimi ³

^{1,2,3} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract

Imla is one of the crucial skills in learning Arabic. However, many students have difficulty writing correctly, in writing letters, punctuation, and grammar. This ability often hinders students' ability to master Arabic in its entirety. Therefore, this study aims to optimize the application of the drill method (Repetitive exercise) in imla' learning as a solution to overcome this problem. This research is a literature study with data sources from scientific journals and books related to research. The study results show that linguistic problems in imla' learning is caused by students' lack of understanding of the rules of imla', such as writing similar letters, *writing ta'*, and *writing hamzah*. In addition, the mother tongue is also one of the factors that cause students to have difficulty transliterating the speech they hear. The way to optimize the drill method to overcome Arabic language problems, especially in writing, is to determine specific learning objectives, select practice materials that suit the needs and abilities of learners, and vary drill method techniques with other learning techniques or methods.

Keywords: Optimization, Drill Method, Imla Learning, Arabic, Writing Skills

* Correspondence Address: 230104210118@student.uin-malang.ac.id

Article History	Received	Revised	Accepted	Published
	2025-01-28	2025-03-26	2025-04-10	2025-04-25

INTRODUCTION

مقدمة

Arabic, as the language of the Qur'an and spoken by millions globally, holds significance in fields ranging from religion (Ridwan, 2023) to international communication (Susiawati & Mardani, 2022). Mastery of Arabic encompasses four key skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing). Among these, *kitabah* is vital for written communication, documentation, and idea expression. A critical aspect of *kitabah* is *imla'* (dictation), which trains individuals to write words and sentences accurately based on heard sounds. *Imla'* serves as a foundational skill for proper Arabic writing, as it enhances letter sound distinction, letter shape recognition, and the application of writing rules.

Although important, *imla' learning* is often faced with various challenges. Arabic language learners, especially at the beginner level. At the beginner level, it is often found that it is difficult to distinguish letters that are similar in pronunciation (such as ط and ظ, ت and ث) and shape (such as ي, ن, ث, ب) (Malla & Nurjannah, 2024). In addition, complex rules for writing *hamzah*, such as *hamzah* at the beginning (Ramadani et al., 2023), middle, and final words, are also obstacles in themselves (Faizah et al., 2024). Errors in writing *imla'*, no matter how small, can potentially change the meaning of words, cause miscommunication, and reduce the overall quality of writing.

To overcome these challenges, various learning methods have been tried, one of which is *the drill* method. The *drill method*, with its emphasis on repetition (repetition), imitation (imitation), and *reinforcement* (reinforcement), is believed to help students strengthen their understanding of letter shapes, sounds, and writing (Afifa, 2023). This method is very relevant in *imla'* learning because it trains the formation of correct writing habits through repetition and structured exercises. With targeted repetition, students are expected to be able to more easily distinguish similar letters, master the rules of writing hamzah, and increase the speed and accuracy of writing *imla'*.

Several studies have examined the use of *the drill* method in learning Arabic, but there have not been many studies that specifically discuss its implementation in *imla'* learning comprehensively. Therefore, this study focuses on problematic analysis and the implementation of the *drill* method in optimizing the learning of *Arabic imla'*, especially in increasing the speed and accuracy of *writing imla'*. This study aims to examine in depth how *the drill* method can be implemented effectively to improve the ability of *Arabic language learners*.

METHOD

منهج

This study employs a systematic literature review method to analyze information from various written sources related to the effectiveness of the drill method in learning *Imla'* (Ridwan et al., 2021). The primary data sources consist of academic books, peer-reviewed journal articles, theses, and dissertations published within the last five years and indexed in trusted academic databases such as Google Scholar, Scopus, and DOAJ (Subagiya, 2023). To ensure validity and reliability, only literature that has undergone peer review (Susanto & Jailani, 2023) and is published by reputable academic institutions is included. Additionally, triangulation is applied by cross-referencing multiple sources to validate findings and minimize bias.

Diagram Alur Seleksi Literatur

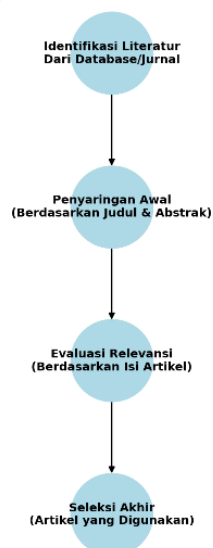


Figure 1. Literature Selection Process for Imla' Learning Research

The literature selection criteria include relevance to the research topic, accessibility in full-text format, and inclusion in recognized academic databases to allow for a more in-depth analysis. Data collection was conducted through systematic searches using predefined keywords such as "drill method in *Imla'* learning", "optimization of *Imla'* learning", and "behavioristic approach in language learning". Furthermore, the snowballing technique was applied by tracing references from identified articles to enrich the literature pool.

The collected data were analyzed qualitatively using the content analysis method (Sitasari, n.d.), which comprises three key stages. First, theme identification and categorization, where literature is grouped based on aspects such as the effectiveness of the drill method, challenges in its implementation, and strategies for optimizing Imla' learning. Second, data coding and classification, where information from various sources is systematically categorized based on patterns found in previous research. Third, interpretation and synthesis, are aimed at drawing meaningful conclusions on research trends and proposing strategies to enhance the effectiveness of drill methods in Imla' learning.

To strengthen the credibility of findings, the analysis follows a rigorous validation process, ensuring that identified patterns are consistent across multiple sources. Any discrepancies among studies are critically examined to provide a balanced interpretation. Despite potential limitations in accessing certain materials, efforts were made to ensure a comprehensive representation of the existing body of knowledge by leveraging multiple academic databases.

RESULT | نتائج

Learning imla' in Arabic often faces various challenges, such as students' difficulties in writing letters correctly, applying grammatical rules, and using punctuation correctly. This problem hinders students' ability to produce writing that is in accordance with the rules of the Arabic language. To give a clearer picture, the following table is presented that summarizes the main problems in imla' learning, which is the focus of this research.

Table 1. Problems of Imla Learning

No.	Title, Author's Name, Year	Problems of Imla Learning
1	تحليل مشكلات تعليم الإملاء في المدرسة المتوسطة بالمعهد تأديب الشاكرين ميدان سمطرة الشمالية. (المتولي, 2023) (et al., 2023)	Problems in teaching imla' to students: Students do not like dictation teaching, students' weaknesses in spelling, students' weaknesses in writing Arabic, students' weaknesses in listening skills. Teachers' problems in teaching imla': teachers use one method in schools in pursuing imla', teachers do not practice speaking Arabic with students during teaching or outside of teaching, and teachers do not practice speaking Arabic with students during teaching.
2	Tahlil Al-Akhto' Fii Kitabatil Lughhotil Arobiyyah Fii Ta'limil Imla' Bimadrosati Darut Tauhid Zainul Hasan Genggong. (Hidayati et al., 2024).	The errors identified in this study include errors in writing <i>hamzah</i> , omission of <i>hamzah</i> , omission of letters, omission of letters, addition of letters, and errors in letter substitution in writing the letter ta'.
3	Problematika Pembelajaran Menulis dengan Metode Imla' pada Santri Bimbingan Masuk Gontor (Bimago). (Maharani et al., 2022).	students have not been able to distinguish various kinds of hijaiyah letters, lack of student vocabulary, new language for students, difficulty understanding Arabic, and lack of time in learning imla'. The factors that cause these problems are due to differences in family backgrounds, lack of student motivation, lack of conducive time and place of learning, students' inability to read the Qur'an, some students enter Bimago only to fill their free time due to the pandemic and the diversity of teaching dialects.
4	Problematika dan Solusi Pembelajaran Dikte Bahasa Arab (IMLA') pada Siswan Madrasah Ibtidaiyah Darul Ulum Gresik. (Rosyad & Haq, 2024)	Linguistic problems include phonological challenges such as distinguishing similar hijaiyah letters, short vowel sounds, intonation errors, and double-letter pronunciation, as well as lexical issues like differentiating hamzah, alif, and ta'. Non-linguistic problems involve students' lack of enthusiasm and focus, and ineffective learning orientation. Teachers face limitations due to inadequate facilities, uninspiring teaching materials, and the absence of interactive media. Parental factors highlight insufficient weekly Imla' learning hours (30 minutes), deemed inadequate for mastering Arabic writing. Environmental factors include a lack of supportive infrastructure, such as language labs, Arabic wall magazines, or vocabulary posters, and the absence of extracurricular activities like Qur'an reading and writing, which could foster interest in Arabic, unlike other existing activities like tambourine, scouting, or martial arts at Darul Ulum schools.

5	Pembelajaran Qawaidul Imla', Konsepsi, Problematika dan Solusinya. (Anwar, 2022)	Internal Factors: shakal, qawa'id al-impla', differences in the shape of letters according to their position in the sentence, giving dots to letters (I'jam), connecting and separating letters, the use of short vocals. External Factors: Students: low interest or motivation to learn, quality of intelligence, low and poor management and listening, loss of concentration and attention when studying and lack of study time. Material: the material is higher than the ability of the student or student.
---	--	---

After identifying the various problems faced in imla' learning, the next table will illustrate how the drill method is implemented as an effort to overcome these challenges and improve students' imla' skills.

Table 2. Implementation of the Drill Method in Arabic Language Learning

No	Title, Author's Name, Year	Implementation of the Drill Method in Arabic Language Learning
1	Implimentasi Metode Drill dalam Pembelajaran Bahasa Arab di Kelas X MANU Walisongo Sidoarjo. (Nahdly, 2023).	In the implementation of the drill method in Arabic subjects' teachers provide repeated exercises and in providing material is always preceded by the teacher giving examples to students before students give orders from the teacher.
2	Think Pair Share with Drill Method: A teaching Learning strategy to Enhance Students' Arabic Vocabulary Mastery. (Hasibuan & Jundi, 2024).	The results showed that the combination of these learning strategies was effective in increasing student engagement, the use of the drill method also contributed positively to the component of think pair share to strengthen students' memory of Arabic vocabulary.
3	Implementasi Metode Drill dalam Mengatasi Kesulitan Menghafal Kosakata Bahasa Arab di Madrasah Tsanawiyah. (Jannah et al., 2023)	The implementation of the drill method in overcoming difficulties in memorizing Arabic vocabulary in grade VIII Mts Alkhairaat Pangi is carried out by the teacher by preparing 10 vocabulary words using picture media that are pasted or written on the blackboard, after which the teacher and students practice together repeatedly. Then the teacher evaluates the vocabulary that has been given to each student.
4	Penerapan Metode Drill untuk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Materi Menyusun Teks Sederhana Terkait Topik Albayaanaat As-Syakhshiyah (Penelitian Tindakan Kelas di Kelas XII MIA MA Al-Istiqomah Tanjungsiang). (Suminarsih, 2018)	The learning outcomes of students in Arabic lessons compiling simple texts related to the topic of <i>albayaanaat as-syakhshiyah</i> in class XII MIA MA Al-Istiqomah Tanjungsiang after using the drill learning method showed an increase in good results at the end of the cycle. This achievement can be seen from the learning outcomes of students who reached the minimum completeness criteria (KKM) with a weight of 75 achieved by 100% of the learning community.
5	Metode Drilli Dalam Meningkatkan Keterampilan Menulis Huruf Hijaiyah. (SURYATI et al., 2022)	There is an influence of the drill method on improving students' writing skills in the BTQ subject at MTs Al-Hidayah Ciomas, Serang district. This is evidenced by the right-hand test with the acquisition of the tcount value > the table is in the Ha acceptance area.

DISCUSSION

مناقشة

The Urgency of *Imla'* in Learning Arabic

Writing skills are one of the crucial aspects in language mastery, functioning as a vehicle to communicate ideas, information, and knowledge in writing (Murniasih, 2024) In the context of learning Arabic, writing skills require mastery of various components, one of which is imla' (dictation). Imla' is not just a mechanical activity of writing down the sounds heard, but a fundamental foundation for the development of more complex writing skills (Putri & Taufik, 2024) Through the practice of imla', learners are honed to associate sounds (phonemes) with their graphic representations (graphemes) precisely. This process is crucial considering the characteristics of the Arabic language which has a number of letters with phonological and graphic similarities, such as the difference between ض the letters and ظ which lies in the difference between the makhraj (articulation) or the difference between the letters ن, ث, ت, ب, and ي which lies in the number and position of the dots. Good mastery of imla' allows learners to distinguish and write these letters accurately, minimizing the potential for spelling errors that can interfere with readers' understanding.

Furthermore, imla' also plays a role in introducing and practicing the basic rules of Arabic orthography. The rules of writing hamzah, for example, which have their own complexity with variations in writing at the beginning, middle, and end of words, are learned and practiced implicitly through imla'. Similarly, the difference in the use of ta' marbutah and ta' maftuhah, as well as the writing of alif maqsurah, is gradually understood and mastered through the practice of structured imla'. This process contributes to the formation of correct writing habits, including spelling accuracy, writing speed, and, indirectly, neatness of writing.

Imla' errors can change the meaning of words, interfere with the clarity of the message, lower the credibility of the author, trigger different interpretations, and reduce communication efficiency. Therefore, comprehensive and intensive imla' learning is needed to equip learners with reliable and professional written communication skills

Thus, imla' provides a solid foundation for the development of more complex writing skills. The ability to write essays, summaries, translations, and formal documents is highly dependent on adequate mastery of imla'. Without a strong foundation of imla', learners will face difficulties in pouring ideas and ideas in writing correctly and effectively, because they have to struggle with spelling problems and basic writing rules. Therefore, optimizing imla' learning through the right method, such as the drill method, is an important step in improving the overall quality of Arabic language learning.

Challenges in Learning Imla'

Arabic, with its distinctive writing system and complex rules, presents its challenges in learning imla'. The difference between sound and writing, as well as the existence of similar letters, are some of the factors that need to be observed. The forms of challenges in learning Imla' include (Insaniyah & Kumala, 2022)

1. Difficulty Distinguishing Similar Letters:

Students often struggle to distinguish similar letters in Arabic, both in terms of makhraj (exit points) and shape. In terms of makhraj, challenges arise with letters that have adjacent exit points, such as ح and هـ, ع and ث, س and ء, or ض and ظ, which can change word meanings entirely (e.g., words differing due to these letter distinctions). In terms of shape, confusion occurs with letters like ي, ن, ث, ت, ب, or خ, ح, ج, where differences are marked by dots or small features. Understanding these subtle distinctions is essential for accurate pronunciation and writing.

2. Difficulties in Writing Hamzah (Agussalim et al., 2023)

Hamzah placement varies depending on its position in a word. At the beginning, hamzah can appear as qatha' (isolated) or washal (attached), with differences in usage and pronunciation; for example, قَطْر (qatar) uses qatha', while وَصَلَ (wasal) uses washal. In the middle or end of a word, hamzah's form changes based on the surrounding letters: it may be written above or below certain consonants, such as 'izā (إِذَا) or 'akbar (أَكْبَر). The rules dictate how hamzah interacts with adjacent vowels and consonants, altering its shape to maintain proper Arabic orthography.

3. Other Writing Rules

Ta' Marbutah (ة) is written at the end of feminine nouns and becomes Ta' Maftuhah (ت) when pronounced, typically in verbal forms or when followed by a vowel. Alif Maqsurah (ى), used at the end of words, represents a long /i/ sound and is crucial for accurate pronunciation and meaning. Punctuation in Arabic is essential for clarity and flow, yet common mistakes

include improper use of commas, full stops, or diacritical marks, which can alter sentence structure and comprehension.

4. The Influence of Mother Language (Setianingsih & Robbani, 2024)

a) Sound System (Phonology)

Each language has a unique sound system, and the differences between Indonesian and Arabic can pose challenges for learners. Indonesian has fewer phonemes than Arabic, leading to difficulties in distinguishing or pronouncing sounds that do not exist in Indonesian, such as /ط/, /ع/, /غ/, /ح/, /خ/, /ض/, and /ظ/. Learners often replace these sounds with similar Indonesian equivalents or omit them entirely (e.g., replacing /ع/ with /a/). Additionally, some sounds may seem similar but are phonetically distinct in Arabic, such as /ت/ and /س/, /ط/ and /ع/, /ص/ and /ض/, /أ/ and /ظ/, which can significantly alter word meanings in Arabic but not in Indonesian. Furthermore, the simpler syllable structure of Indonesian, which avoids double consonants, can influence learners when writing Arabic words containing double consonants, like "مدرسة" (madrasah) or "مكتب" (maktab).

b) Writing System (Orthographic)

The Indonesian writing system uses the Latin alphabet, while Arabic employs the Arabic script written from right to left. These differences present challenges for learners, particularly in the early stages of learning. Learners must adapt to writing directionally from right to left and memorize the varying forms of Arabic letters based on their position within a word (initial, medial, or final). Additionally, some Arabic letters are not pronounced under specific conditions, such as alif lam syamsiyah and alif lam qamariyah, which learners need to understand to accurately read and write Arabic text (Setianingsih & Robbani, 2024).

c) Influence of Intonation and Word Pressure

The intonation and pressure of words in Indonesian and Arabic are also different. These differences can affect learners' perception of sounds in Arabic, and ultimately affect their *imla'* ability.

d) Lexical Interference

Some words in Indonesian may be similar to words in Arabic, but they have different meanings. This can confuse learners and affect their *imla'*. For example, the word "kitab" in Indonesian and "كتاب" (book) in Arabic have the same meaning, but the word "alam" in Indonesian means "world", while "علم" ('ilm) in Arabic means "knowledge".

Drill Method in Learning Arabic Imla'

The Drill Method is a way to deliver Lesson Materials to instill certain habits and acquire agility, accuracy, opportunity, and skills. The drill method itself is one of the learning techniques rooted in behavioristic theory, which emphasizes the importance of repetitive practice to form habits in learning (Skinner, 1992) (Fahrurrozi et al., 2022) explained that the drill method is a way of teaching habits as well as a means to maintain good habits and acquire motor skills such as writing, memorizing letters, and making and using tools or media This method can be used as a way of teaching that emphasizes the number of exercises carried out by students to improve their abilities. Ayu Lestari explained that the drill method provides positive results in learning to write and recognize upright letters in a row (Lestari et al., 2023)

According to the theory of behaviorism, the learning process occurs through stimuli and responses that are reinforced by positive reinforcement (reward) and negative reinforcement (punishment) (Edward L. Thorndike, 1913) (Skinner, 1992). In Imla' learning, the stimulus can be

in the form of examples of correct writing, while students' response is to copy or rewrite words according to Imla' rules. Positive reinforcement, such as praise or additional grades, can increase students' motivation to keep practicing.

Implementation of Behavioristic Theory in Imla Learning

The application of behavioristic theory in Imla' learning through the drill method can be done with several strategies:

1. Gradual Drilling

Students are given exercises from the simplest (letter by letter) to the highest level of complexity (phrases or sentences). This technique corresponds to the principle of shaping in behaviorism, where skills are developed gradually through repetitive practice (Skinner, 1992)

2. Positive Reinforcement

Providing direct feedback in the form of corrections, praise, or incentives can increase the effectiveness of the drill method. In the theory of behaviorism, positive reinforcement plays an important role in accelerating the formation of correct learning habits.

3. Exercises with Immediate Feedback

Drill methods equipped with immediate feedback help students correct mistakes quickly and avoid learning mistakes (Gagné, 1985)

The drill method has several advantages that make it effective in learning, especially in forming basic habits and skills. One of its advantages is its ability to improve speed and accuracy in completing certain tasks (Adam & Fitriani, 2023) In addition, drill practice can also strengthen long-term memory, because the repetition helps to reinforce the knowledge that has been learned (Rahmawati et al., 2023) Thus, this method is very effective for learning that emphasizes the mastery of basic skills.

However, the drill method also has disadvantages that need to be considered. One of them is the potential for boredom for learners if the exercises are carried out monotonously without variation (Fakhiroh, 2021) In addition, the drill method tends to place less emphasis on a deeper and more critical understanding of concepts, so it is not able to develop learners' creativity to the maximum. Therefore, teachers need to vary drill exercises and combine them with other learning methods that focus more on understanding the meaning and application of concepts in a broader context.

In the context of imla' learning, the drill method is very effective for practicing writing letters, words, and basic rules. However, to achieve optimal results, this method needs to be combined with other approaches that prioritize understanding the use of language in real contexts. This combination will allow learners to not only master basic writing skills but also understand how to use language appropriately in diverse situations.

Given the potential for boredom caused by monotonous repetition, variations in drill techniques are needed to maintain diversity and learning effectiveness. Some of the benefits of a variety of drill techniques include:

1. Increase Motivation

Varied learning is more interesting and challenging, so it can increase learners' motivation to learn more actively.

2. Maintains Concentration

Variations in techniques can prevent boredom and help learners stay focused throughout the learning process.

3. Strengthens Comprehension

With various drill techniques applied, different aspects of the skills learned can be further honed, strengthening the learner's overall understanding.

4. Meet Different Learning Styles

Every learner has a unique learning style. The variety of drill techniques allows teachers to accommodate different learning styles, maximize the potential of each learner, and create a more inclusive learning experience.

Thus, the selection and application of the right variety of drill techniques is very important to maintain the quality and effectiveness of learning, so that learners not only master basic skills but also gain a deeper understanding in the context of imla' learning.

Optimizing Imla' Learning through the Drill Method

To optimize Imla' learning through the drill method, several practical strategies need to be applied systematically and in a structured manner.

1. Setting Specific Learning Objectives

Setting clear learning objectives is crucial to ensure drill exercises are focused and effective in helping students master desired skills (Rahman et al., 2025). Specific goals enable teachers to design exercises tailored to individual student needs and assess the methods' effectiveness. For instance, in Imla' learning, teachers can establish gradual objectives, such as mastering basic rules like writing hamzah and tanwin in the first week, improving accuracy in transcribing short texts without spelling errors in the second week, and practicing dictation of words or sentences spoken by the teacher in the third week. This progressive approach allows students to build their skills step-by-step, preventing them from feeling overwhelmed by complex material.

2. Selection of Relevant and Structured Training Materials

The training material in the drill method must be arranged in stages, starting from simple words, then phrases, and then complex sentences. Teachers need to ensure that the exercises provided are not only repetitive but also improve students' skills gradually (Bani, 2024). For example, in dictation writing exercises, beginner students may be given words that are frequently used in Arabic, while advanced students may be given long sentences or paragraphs. The selection of appropriate materials will prevent students from feeling difficult or even bored because the exercises are too easy.

3. Variations of Drill Techniques in Imla Learning

Variation in implementing drill methods is key to increasing student engagement and reducing boredom in learning (Hasibuan & Jundi, 2024). Techniques such as technology-based drills, which use interactive apps or software for automatic Imla' exercises and live feedback, can enhance learning. Additionally, game-based drills, like rearranging randomized letters to spell words within a time limit, make practice enjoyable. Collaborative drills, where students work in small groups—reading words or sentences aloud while others write them down and provide corrections—foster teamwork and accuracy. These varied approaches make Imla' learning more dynamic, engaging, and effective in improving students' writing skills.

4. Providing Constructive and Sustainable Feedback

Regular feedback enables students to track their progress and recognize recurring mistakes (Adam & Fitriani, 2023, p. 44). Feedback can take various forms, such as direct feedback, where the teacher corrects writing errors and explains them, or self-assessment and peer review, where students evaluate their own or each other's work using criteria provided by the teacher. Additionally, teachers can analyze common errors collectively in class by discussing examples. Through structured and varied feedback methods, students can better identify their error patterns and progressively enhance the accuracy of their writing.

5. Proper Utilization of Learning Media

The integration of digital learning media can enhance the drill process and deepen students' understanding of Imla' rules. Examples include interactive exercise apps, such as game-based platforms offering writing exercises through voice dictation, and educational videos that visually explain Imla' rules with contextual examples. Additionally, digital books and interactive modules provide practice questions alongside automatic feedback features, enabling students to independently identify and correct their mistakes. These tools make learning more engaging and effective.

6. Drill Integration with Other Learning Activities

To prevent Imla' learning from becoming monotonous, the drill method should be combined with other activities, such as group discussions where students address challenges and share strategies after exercises, or practical assignments that involve writing short texts (e.g., stories or picture descriptions) using learned Imla' rules. Additionally, simulating mini-exams under timed conditions can help students practice dictation-based writing. This integrated approach creates a more holistic learning experience, enabling students to not only memorize Imla' rules but also understand and apply them effectively across various Arabic contexts.

Long-term implications of research findings

The results of this study have long-term implications for Arabic language learning, especially in the teaching of imla' in Islamic boarding schools and formal schools. Findings regarding various obstacles in learning imla', such as students' difficulties in writing hijaiyah letters, weak understanding of the rules of qawa'id imla', and low motivation to learn, show the need for evaluation in the Arabic language learning curriculum. Therefore, curriculum revisions that accommodate drill methods and other innovative approaches can increase the effectiveness of imla' learning.

In addition, the results of this study also confirm the importance of developing more varied teaching methods. Teachers can not only rely on one method, but need to combine strategies such as drills, think-pair-share, and the use of interactive media to make learning more engaging and effective. Training for teaching staff is also an important factor in improving the quality of imla' teaching in various educational institutions.

In the long run, the application of more effective methods in imla learning can have a positive impact on the overall quality of Arabic language learning. If the strategies recommended in this study are widely applied, students will be better able to write Arabic correctly, understand grammar rules better, and have higher motivation to learn. Therefore, support from various parties, including schools, Islamic boarding schools, and education policymakers, is needed to adopt these findings in the Arabic language learning system.

CONCLUSSION

خاتمة

Mastery of Imla' (dictation) is vital for developing strong Arabic writing skills. It helps learners improve spelling accuracy, understand orthographic rules, and distinguish similar phonemes and graphemes. Due to the complexities of Arabic writing—such as the rules for hamzah, ta' marbutah, alif maqsurah, and similar-sounding or shaped letters—a structured and intensive approach to Imla' is necessary to reduce errors and enhance communication efficiency. The Drill Method, based on behaviorist learning theory, reinforces Imla' skills through repetitive practice, fostering fluency and precision while minimizing mistakes.

To optimize Imla' learning, educators should combine traditional drills with engaging strategies. This includes setting clear objectives, using tailored materials for different proficiency levels, and diversifying techniques with technology, games, and collaborative activities. Continuous feedback and digital tools like interactive apps can further boost engagement, while integrating Imla' with broader language tasks ensures a holistic learning experience. By balancing repetition with innovative methods, the Drill Method significantly enhances Imla' proficiency, enabling learners to write accurately and confidently in Arabic.

BIBLIOGRAPHY

مراجع

- Adam, M. Z., & Fitriani, L. (2023). Implementation of the drill method in learning Arabic with a communicative approach. *JOurnal of Arabic Language Learning and Teaching (JALT)*, 1(1), 1–12.
- Afifa, Z. (2023). Analisis Penggunaan Metode TIKRAR Wa Tadrib Pada Pembelajaran Menulis Kalimat Sederhana Bahasa Arab. *An-Nas: Jurnal Humaniora*, 7(1), 11–26.
- Agussalim, A., Baso, Y. S., Risky, A., Nasir, N. P. W., Dzakhirah, D. J., & Vierawan, A. (2023). Menemu-kenali Faktor Penyebab Kesalahan Penulisan Bahasa Arab Dalam Tugas Akhir Mahasiswa. *Jurnal Ilmu Budaya*, 11(1), 45–55.
- Anwar, M. (2022). Pembelajaran Qawaidul Imla'™, Konsepsi, Problematika dan Solusinya. *Tafhim Al-'Ilmi*, 14(1), Article 1. <https://doi.org/10.37459/tafhim.v14i1.6031>
- Bani, M. Y. (2024). *Menguasai Bahasa Arab dengan Guru Penutur Asli*. Penerbit Adab. https://books.google.com/books?hl=en&lr=&id=ux4IEQAAQBAJ&oi=fnd&pg=PA6&dq=Materi+latihan+dalam+metode+drill+harus+disusun+secara+berjenjang,+dimulai+dari+kata+sederhana,+kemudian+frasa,+lalu+kalimat+kompleks&ots=Jf8bmSS3P1&sig=A9saMzC10kCx0kP3Tq_mqZE3qKw
- Edward L. Thorndike (with Internet Archive). (1913). *Educational Psychology Volume I: The Original nature of man*. <http://archive.org/details/educationalpsych0001edwa>
- Efendi, D. (2024). Strategi Guru Pendidikan Agama Islam Dalam Mengatasi Kesulitan Membaca Al-Quran Pada Peserta Didik Di Mi Integral Hidayatullah Jayapura. *Sindoro: Cendikia Pendidikan*, 6(7), 41–50.
- Fahrurrozi, F., Sari, Y., & Shalma, S. (2022). Studi Literatur: Implementasi metode drill sebagai peningkatan hasil belajar matematika siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4325–4336.

- Faizah, T. P., Annas, A., Darmawan, M. R., Rahmawati, S. U., & Umbar, K. (2024). Analisis Kesalahan Penulisan Hamzah dalam Abstrak Skripsi Mahasiswa PBA UIN Jakarta. *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 6(1), 67–77.
- Fakhiroh, Z. (2021). Upaya Meningkatkan Hasil Belajar Materi Perkalian Cara Bersusun Pendek Menggunakan Metode Drill Di Kelas III SD Negeri 1 Lungbenda. *Action Research Journal Indonesia (ARJI)*, 3(4), Article 4. <https://doi.org/10.61227/arji.v3i4.50>
- Gagné, R. M. (Robert M. (with Internet Archive). (1985). *The conditions of learning and theory of instruction*. New York : Holt, Rinehart and Winston.
http://archive.org/details/conditionsoflear0000gagn_p6d1
- Hasibuan, R., & Jundi, M. (2024). Think Pair Share with Drill Method: A teaching Learning Strategy to Enhance Students' Arabic vocabulary mastery. *Educational Journal of Learning Technology*, 1(3), Article 3. <https://doi.org/10.58230/edutech.v1i3.18>
- Hidayati, S., Yunus, M., & Zainullah, Z. (2024). Tahlil Al-Akhtu'fii Kitabatil Lughhotil Arobiyyah Fii Ta'limil Imla' bima'drosati Darut Tauhid Zainul Hasan Genggong. *El-Tsaqafah: Jurnal Jurusan PBA*, 23(1), 63–76.
- Insaniyah, A. L., & Kumala, U. Y. N. (2022). Analisis Kesalahan Menulis Bahasa Arab Dalam Pembelajaran Imla. *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 2(1), 47–60.
- Jannah, R., Hasnah, S., & Akhiryani, A. (2023). Implementasi Metode Drill dalam Mengatasi Kesulitan Menghafal Kosakata Bahasa Arab di Madrasah Tsanawiyah. *Albariq: Jurnal Pendidikan Bahasa Arab*, 4(2), Article 2. <https://doi.org/10.24239/albariq.v4i2.59>
- Lestari, A. A., Kurnia, D., & Hikmah, N. (2023). Peningkatan keterampilan tegak bersambung menggunakan metode drill di SDN Rumpin 01. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 2(1), 32–36.
- Maharani, K. A., Fatkhurrahman, F., Astina, C., & Faida, F. (2022). Problematika pembelajaran menulis dengan metode imla' pada santri bimbingan masuk gontor (bimago). *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 6(1), 119–132.
- Malla, A. B., & Nurjannah, N. (2024). Analisis Kesulitan Mendikte (Mengimla) Teks-Teks Bahasa Arab Bagi Santri Pondok Pesantren Wihdatul Ulum. *'A Jamiy : Jurnal Bahasa dan Sastra Arab*, 13(1), 188–202. <https://doi.org/10.31314/ajamiy.13.1.188-202.2024>
- Murniasih, K. (2024). *Pemanfaatan Audio Visual Berwawasan Kearifan Lokal sebagai Media Menulis Teks Cerpen Berdasarkan Struktur Teks (Studi Kasus pada Siswa Kelas IX E SMP Negeri 1 Rawalo)*. <https://conferenceproceedings.ump.ac.id/pssh/article/view/1396>
- Nahdly, M. A. (2023). Implementasi Metode Drill Dalam Pembelajaran Bahasa Arab Di Kelas X MA. NU Walisongo Sidoarjo. *Al-Muttaqin: Jurnal Studi, Sosial, Dan Ekonomi*, 4(1), 27–32.
- Putri, A. S. A., & Taufik, T. (2024). Meningkatkan Keterampilan Menulis Bahasa Arab Melalui Strategi Pembelajaran Imla'. *Mahira: Journal of Arabic Studies*, 4(1), 35–50.
- Rahman, K., Kustati, M., & Amelia, R. (2025). Penerapan Metode Drill Dalam Membantu Peserta Didik Untuk Menghafal Ayat Dan Terjemahan Qs. An-Nas Pada Mata Pelajaran Pendidikan Agama Islam. *Inspirasi Edukatif: Jurnal Pembelajaran Aktif*, 6(1).
<https://ejournals.com/ojs/index.php/jpa/article/view/1262>

- Rahmawati, S. T., Wijayama, B., & Utami, C. P. C. (2023). *Media Pembelajaran Matematika di Sekolah Dasar Era Digital*. Cahya Ghani Recovery.
https://books.google.com/books?hl=en&lr=&id=MDzUEAAQBAJ&oi=fnd&pg=PA10&dq=latihan+drill+juga+dapat+memperkuat+ingatan+jangka+panjang,+karena+pengulangan+yang+dilakukan+membantu+memperkokoh+pengetahuan+yang+telah+dipelajari&ots=d9D60_dj4K&sig=3Zr_0oS6emB9E4gaKHXS14ThMmQ
- Ramadani, J., Anwar, M. R., Nasution, N. W., & Nasution, S. (2023). Analisa Kesalahan Penulisan Huruf Hamzah (Washl/Qath'i) Pada Siswa/i Kelas XII Madrasah Aliyah Negeri 1 Medan. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(5).
<https://ojs.daarulhuda.or.id/index.php/Socius/article/view/131>
- Ridwan, M. (2023). Membuka Wawasan Keislaman: Kebermaknaan Bahasa Arab Dalam Pemahaman Islam. *Jazirah: Jurnal Peradaban Dan Kebudayaan*, 4(2), 102–115.
- Ridwan, M., Suhar, A. M., Ulum, B., & Muhammad, F. (2021). Pentingnya penerapan literature review pada penelitian ilmiah. *Jurnal Masohi*, 2(1), 42–51.
- Rosyad, M. S., & Haq, M. A. (2024). Problematika dan Solusi Pembelajaran Dikte Bahasa Arab (IMLA') Pada Siswa Madrasah Ibtidaiyah Darul Ulum Gresik. *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab*, 7(1), 1–9.
- Setianingsih, R., & Robbani, A. S. (2024). Problematika pembelajaran bahasa Arab: Studi kasus pada siswa Sanggar Bimbingan Permai Penang Malaysia. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 7(4), 655–664.
- Sitasari, N. W. (n.d.). *Mengenal Analisa Konten Dan Analisa Tematik Dalam Penelitian Kualitatif*.
- Skinner, B. F. (Burrhus F. (with Internet Archive). (1992). *Verbal behavior*. Acton, MA : Copley Custom Textbooks. http://archive.org/details/verbalbehavior0000skin_f5o1
- Subagiya, B. (2023). Eksplorasi penelitian Pendidikan Agama Islam melalui kajian literatur: Pemahaman konseptual dan aplikasi praktis. *Ta'dibuna: Jurnal Pendidikan Islam*, 12(3), 304–318.
- Suminarsih, I. (2018). Penerapan Metode Drill Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Materi Menyusun Teks Sederhana Terkait Topik Albayaanaat As-Syakhshiyah. *Jpg: Jurnal Penelitian Guru Fkip Universitas Subang*, 1(02), Article 02.
- Suryati, S., Syarifudin, E., & Umayah, U. (2022). Metode Drill Dalam Meningkatkan Keterampilan Menulis Huruf Hijaiyah. *Strategy: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 2(4), 428–435.
- Susanto, D., & Jailani, M. S. (2023). Teknik pemeriksaan keabsahan data dalam penelitian ilmiah. *QOSIM: Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 53–61.
- Susiawati, I., & Mardani, D. (2022). Bahasa Arab bagi Muslim Indonesia antara identitas dan cinta pada agama. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 18–23.
- المتولي, م., أحمد زكي, & محمد شافعي هارهاف. (2023). تحليل مشكلات تعليم الإملاء في المدرسة المتوسطة بالمعهد تاديب الشاكرين ميدان سمطرة الشمالية. *Cendekia Inovatif Dan Berbudaya*, 1(2), Article 2.
<https://doi.org/10.59996/cendib.v1i2.235>

