The Teacher's Attempt to Solve *Imla'* Problems in Teaching the Arabic Language

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Abstract:

The background of this study on the issue of *Imla'* (dictitation) teaching in Arabic language teaching to seventh grade students is due to factors that influence dictation teaching. The purpose of this study is to identify the factors of dictation teaching and their solutions in Arabic language teaching at the Kediri State Islamic Secondary School. This research uses a qualitative research method. Data collection techniques include observation, interviews, documents, and descriptive analysis. The results of the study show that dictation in Arabic language teaching is carried out by writing new vocabulary on the blackboard, reading it, translating it, repeating it, and then assessing the dictation. The use of interactive activities, such as group discussions and peer feedback, can enrich the learning experience by encouraging collaboration and active engagement among students. Factors in dictation teaching include students' educational backgrounds, their lack of ability to understand dictation rules, their lack of understanding of the relationship between letters of the alphabet, the irregular distribution of letters, their lack of independence, and so on. Teachers' efforts to overcome spelling problems include: explaining spelling rules, providing motivation, training, memorising vocabulary, then writing and translating.

Introduction

Arabic language learning in madrasah tsanawiyah has a fairly high level of complexity, especially in mastering writing skills through the imla' or dictation method. In the

seventh grade, imla' activities are seen as an important means of training accuracy in writing vocabulary, strengthening recognition of Arabic letters, and improving the ability to understand word structure systematically. Imla' is an effective method for developing the ability to write Arabic correctly in accordance with orthographic rules (Putra, 2020). However, the reality in the field shows that many students still have difficulty writing words or sentences according to the applicable rules. These obstacles are caused by various factors, such as a lack of understanding of spelling rules, a lack of targeted practice, and teaching methods that are not yet fully interactive and student-centred. As a result, students' writing skills are often inaccurate, slow, and meaningless. Emphasises that this problem is more prominent among non-native Arabic speakers who are still adapting to the Arabic writing system and sounds (Pimada et al., 2020). This phenomenon highlights the importance of paying serious attention to spelling learning so that it does not have a negative impact on the mastery of other Arabic language skills, such as reading and understanding texts. Therefore, improving the quality of Arabic language learning currently requires innovative teaching methods that not only emphasise theory but also continuous writing practice (Siregar, 2025).

Previous studies have discussed the factors that influence the effectiveness of spelling and orthography teaching in the context of Arabic language learning. Gharaibeh and Alhassan emphasise the importance of applying a multisensory approach involving hearing, sight, and kinesthetics to make it easier for students to recognise sounds and letters. (Gharaibeh & Alhassan, 2023). Another study by Mohamed found a gap between teachers' understanding of the importance of spelling practice and its implementation in the classroom, which is often constrained by a crowded curriculum and limited teaching time (Mohamed et al., 2024). In addition, Khatib-Abbas and Lipka revealed that many teachers face difficulties in accurately analysing spelling errors due to a lack of adequate diagnostic instruments (Khatib-Abbas & Lipka, 2025). These studies highlight that spelling errors are not a local phenomenon, but rather a universal problem in Arabic language learning in various countries. However, the majority of these studies were conducted in the context of formal education outside Indonesia, so there are still limited studies that focus on the practice of teaching imla' in madrasahs, especially at the tsanawiyah level. In fact, the social conditions, basic abilities of students, and curriculum policies in Indonesia have unique characteristics that require different teaching approaches.

From the results of the literature review, it can be identified that there are still several research gaps that need to be filled. First, most of the previous studies only described the types or patterns of spelling errors made by students, but not many have examined the concrete strategies used by teachers to correct these errors. Second, most studies have been conducted on university students or advanced foreign speakers, so that the context of madrasah tsanawiyah students who are still in the early stages of learning Arabic has received little attention. Third, internal factors such as learning motivation, writing habits, and educational background are rarely studied in depth in relation to spelling errors. The limitations of research combining cognitive and pedagogical aspects have opened up space for new, more contextual studies. Thus, this study aims to address this gap through an analysis that focuses on the role of teachers in identifying obstacles, diagnosing errors, and implementing structured, communicative learning strategies tailored to the characteristics of

madrasah students. This study also adds a practical dimension in the form of an exploration of innovations in spelling teaching methods in Islamic secondary education.

Spelling skills play a fundamental role in Arabic language learning because they are directly related to the ability to read, write, understand texts, and communicate effectively. Mastery of spelling can be an indicator of students' overall proficiency in Arabic (Bin Zabidin et al, 2021). If spelling errors are not addressed early on, students will have difficulty understanding texts, slow down their writing speed, and lower their confidence in speaking the language. In the madrasah education, teachers play a strategic role in helping students achieve these skills through learning that touches on mental, emotional, and motor aspects (Hatami, 2025). Therefore, this research not only has academic value but also practical value for the development of Arabic language learning methods. The results of this study are expected to provide guidance for teachers in applying creative learning models such as repetitive exercises, guided writing, group discussions, and peer feedback (Ahmad Maghfurin et al, 2021). This, this study serves as a scientific basis for improving the quality of spelling learning in madrasahs and strengthening students' writing literacy.

Based on the background description, literature review, and gaps found, this study aims to provide a comprehensive understanding of the factors that influence the effectiveness of spelling teaching in Arabic language learning at MTsN 3 Kota Kediri. Specifically, this study has three main focuses. First, to describe the types of spelling errors often made by seventh-grade students in spelling activities. Second, to analyse the internal and external factors that influence the occurrence of these errors, including motivation, understanding of spelling rules, teaching methods, and learning environment conditions. Third, to explore teachers' attempt in overcoming spelling difficulties through the application of interactive, collaborative, and contextual spelling learning. (Rosyad, M. S et al, 2024) This research is expected to contribute theoretically to the development of applied linguistic studies in Arabic language teaching and provide practical benefits for madrasah educators in designing learning models that are more effective, relevant, and adaptive to the needs of students.

Method

This study focuses on the difficulties faced by seventh-grade students in mastering Arabic spelling skills at MTsN 3 Kota Kediri. This focus was chosen based on direct observations in the field, which showed that students still often make mistakes in writing Arabic letters, distinguishing sounds, and applying spelling rules correctly (Agustianti, dkk, 2022). This phenomenon is considered important because the ability to write correctly is the main foundation in mastering Arabic, which has a direct impact on the ability to read, write sentences, and understand grammatical structure (Hurairah, 2025). Many students fail to write words according to the rules due to lack of practice, minimal understanding of the rules, and ineffective learning methods. Therefore, this study aims to understand the factors causing these errors and explore the steps taken by teachers in providing more meaningful teaching. The focus of the research was formulated into three areas, namely describing the types of spelling errors that frequently occur, analysing the internal and external factors that cause them, and exploring the attempts used by teachers to improve spelling skills through interactive and contextual learning (Izzan, 2011).

This study utilises a qualitative approach with a descriptive study type, as it aims to describe in depth the process of learning imla' in the classroom without manipulating variables (Flick, 2024). This approach allows researchers to gain a comprehensive understanding of the dynamics that occur between teachers and students during the learning process. The research data consists of two types, namely primary and secondary data. Primary data was collected through direct interaction with teachers and students in teaching and learning activities, while secondary data was obtained from learning documents, evaluation records, and spelling activity archives. The main data sources involved Arabic teachers and students in Grade VII at MTsN 3 Kota Kediri. Teachers were selected because they had direct experience in designing and implementing spelling learning strategies, while students were selected as participants because they experienced the difficulties that were the focus of the study (Agustianti, dkk, 2022).. Purposive sampling was used to ensure that the research subjects were relevant and had varying writing abilities, this providing a comprehensive representation of spelling problems in the classroom (Kusnawan, 2023).

Research data was obtained through four main techniques: observation, in-depth interviews, documentation, and field notes. Observations were conducted to directly observe imla' learning activities, including teacher-student interactions, responses to exercises, and the application of teaching strategies. Structured and open interviews were conducted with teachers and students to explore their experiences, perceptions, and the obstacles they encountered (Laela, D. F, 2024). Documentation was used to examine student worksheets, vocabulary lists, and teacher corrections, while field notes served to supplement data not recorded in formal documents (Triansyah,dkk, 2023). Data analysis used a descriptive qualitative approach through three stages: data reduction, data presentation, and conclusion. In the reduction stage, irrelevant data is eliminated; in the presentation stage, data is categorised into themes such as error factors, teacher strategies, and learning outcomes; while in the final stage, conclusions are drawn based on patterns and relationships between themes (Roosinda et al., n.d.). The analysis process is conducted interactively and repeatedly until data saturation is achieved, thereby obtaining a comprehensive understanding of the effectiveness of Arabic spelling teaching strategies in the classroom.

Result and Discussion
A. Result

Writing skills are one of the linguistic abilities that require special attention because they are directly related to thinking skills, expressing ideas, and communication activities that are not supported by auditory media or body language. In Arabic language learning, writing skills are a measure of success after reading, listening, and speaking skills (Yusuf, 2016). However, the results of the study indicate that the most dominant error in Imla' learning in class VII MTsN 3 Kota Kediri lies in the students' inability to write Arabic letters accurately and consistently. These errors mainly appear in letters that have similar shapes and dots, such as ث، س، ش، ح، خ، and ج (Gharaibeh & Alhassan, 2023). Common mistakes include incorrect placement of dots, errors in connecting letters between words, and the use of harakat that does not comply with spelling rules. In practice, students often rush to copy new vocabulary without paying attention to the correct letter forms and writing rule (Luluk Humairo Pimada,

2024). Teachers also noted that errors did not only occur among low-ability students, but also among medium-ability students who were less careful when writing dictations. These findings indicate that spelling problems in Imla' are systemic and widespread, covering aspects of motor skills, visual perception, and attention to detail. Repeated errors indicate that students do not yet have a deep understanding of the relationship between sounds and letter forms.

Research data shows that the main causes of spelling difficulties in learning are due to several factors, including weak writing skills among students, low concentration and motivation to learn, and limited variety in learning methods. In addition, limited learning time and a heavy curriculum load further weaken the effectiveness of the learning process (Ifdal, n.d.). Another influential factor is the perception of students who consider spelling lessons to be merely an activity of memorising letters or words, rather than an important skill directly related to comprehensive mastery of the Arabic language (Putri, F. P, 2025). However, there are also several factors that influence this, including linguistic factors, non-linguistic factors, and several other external factors, as follows (Putri, S. Y, 2024):

1. Linguistic factors, research has found that students' difficulties stem from the complexity of Arabic phonemes and language structure. First, many Arabic phonemes do not have direct equivalents in Indonesian, such as ع ,ظ ,ط ,ض ,ص ,ذ ,ت ,ح ,خ, and غ, making it difficult for students to distinguish between sounds and letter forms (Thoyib & Hamidah, 2018). Second, limited understanding of grammar (nahwu and sharaf) prevents students from writing words correctly in terms of form and final harakat, even though these elements play an important role in determining the meaning of words (Tarmizi et al., 2022). Third, poor vocabulary and morphology skills further exacerbate writing difficulties because students do not recognise patterns in letter changes when words are connected. In addition, some students show difficulty in remembering the structure of long and short vowels. In general, these linguistic factors indicate that spelling errors are not only technical in nature but are also closely related to a weak understanding of complex Arabic phonology, morphology, and syntax.

2. Beside that, research reveals a strong influence of non-linguistic factors on low Imla' skills. Diverse educational backgrounds among primary school, Islamic primary school, and Islamic elementary school graduates cause significant variations in initial skills (Rosyad, M. S et al, 2024). Students from public schools are usually unfamiliar with Arabic letters, while students from Islamic elementary schools or Islamic junior high schools tend to be more prepared but still face difficulties in writing speed and accuracy. Efficiency in memorising and recalling vocabulary also varies; some students are able to memorise quickly but fail to write correctly, or vice versa. In addition, the ability to understand spelling rules, especially in the use of hamzah (ء) and alif (ا), is still very weak. The lack of repeated practice and minimal writing habits are factors that contribute to low learning outcomes. On the other hand, students' low self-confidence and tendency to rely on friends cause laziness in practising independently.

3. External Factors such as teachers, facilities, and environment. The findings also indicate that errors in Imla' are reinforced by external factors, particularly teaching methods, limited facilities, and the students' social environment. Based on observations, interactions between teachers and students remain passive, with teachers predominantly using one-way lecture methods without participatory stimulation (Sutianah, 2022). Teachers rarely

provide opportunities for students to discuss or engage in collaborative exercises. In addition, limited facilities, such as a lack of modern textbooks, language laboratories, and interactive digital media, make Imla' learning feel monotonous. The social environment also has a significant influence, as students do not receive support to practise writing Arabic outside of school. An unfavourable learning environment, the absence of language study groups, and low exposure to Arabic writing cause students to lack motivation. As a result, Arabic writing skills develop very slowly and inconsistently among students.

The implications of this research are transformative, So that, need for a paradigm shift in Imla' learning. Multidimensional issues involving linguistic, psychological, and pedagogical aspects require a more integrative approach. Teachers can no longer simply act as instructors of spelling rules, but must become facilitators who encourage collaboration and motivation among students. Innovative strategies such as group discussions, peer assessment, and spelling-based games have been proven to increase student engagement and accuracy. In addition, project-based learning can help students see the practical relevance of Arabic writing skills in real life. These findings also show that improving the quality of Imla' learning depends on systemic changes in teacher strategies, learning facilities, and evaluation patterns that emphasise process rather than end results alone. The implications derived from this study are profoundly transformative, suggesting that Imla' learning should no longer be perceived as a mechanical exercise focused solely on memorization or rule-based instruction. Instead, it calls for a paradigm shift that embraces the holistic nature of language acquisition, which integrates cognitive, emotional, and social dimensions of learning. This transformation requires a deeper understanding of how linguistic awareness, psychological readiness, and pedagogical innovation intersect to shape students' ability to master Arabic spelling with confidence and accuracy. The conventional methods that rely on rote learning and teacher-centered approaches are increasingly seen as insufficient in addressing the complex literacy needs of modern learners. To respond to these challenges, educators must evolve from being transmitters of knowledge to becoming active facilitators of learning experiences. Their role should focus on creating dynamic and participatory classroom environments where students engage in meaningful interaction and reflective practice. In this context, Imla' instruction must extend beyond the correction of spelling mistakes; it should involve fostering learners' metacognitive awareness, enabling them to understand *why* certain orthographic rules exist and *how* they can apply these rules in authentic communication settings. Through collaborative techniques such as group discussions and peer feedback, students can negotiate meaning, identify common spelling errors, and collectively construct strategies for improvement.

B. Discussion

The results of this study indicate that fundamental errors in Imla' learning at MTsN 3 Kediri City cover several important aspects, including students' inability to distinguish between letters that are similar in shape, errors in the placement and use of harakat, and low accuracy in writing new vocabulary introduced in the learning process. This phenomenon did not arise by chance, but was the result of a combination of internal and external factors that

influenced each other, such as differences in students' learning styles, low levels of motivation, and teachers' teaching methods, which were still traditional and monotonous. The learning approach, which tended to be mechanistic and oriented towards memorisation alone, meant that students did not fully understand the fundamental relationship between sound, letter form and word meaning. As a result, Imla' activities become mere imitation without strong conceptual understanding. These findings also show that the Imla' teaching system implemented in these schools does not fully support the principles of active, reflective, and contextual learning as required in the modern pedagogical paradigm, which emphasises active participation and meaning construction by students.

Reflection on the findings of this study shows that the root cause of problems with Arabic spelling skills lies in the mismatch between students' learning characteristics and the teaching approaches used by teachers in the classroom. Teachers still tend to apply conventional lecture and memorisation methods, even though today's generation of students is more responsive to visual, interactive, and experience-based learning. In addition, the time allocated for Imla' practice is often very limited due to the busy lesson schedule and curriculum demands that emphasise the achievement of material targets. Another factor is the difference in students' ability backgrounds, which is not balanced by the application of differentiated learning. Students with low abilities find it difficult to keep up with the pace of the class, while faster students feel unchallenged. This situation widens the gap in abilities between individuals. Therefore, there is a pressing need for adaptive learning designs that take into account variations in learning styles, thinking speeds, and the capacities of each student so that Imla' learning becomes more inclusive, effective, and student-centred (محمود, ٢٠٢٠).

When the issue of Imla' is not resolved systematically, its impact spreads to various aspects of students' Arabic language skills. Weaknesses in writing letters and placing harakat correctly make it difficult for students to form meaningful words and sentences. Repeated mistakes cause students to lose confidence in their writing, and even in reading and understanding Arabic texts. This negative impact is also evident in their ability to understand sentence structure and translate meanings accurately (Wira, 2025). Psychologically, repeated failures cause frustration, boredom, and low motivation to learn Arabic as a whole. In the long term, this condition creates a dangerous domino effect, as students begin to perceive Arabic as a difficult, stressful, and even frightening subject. Therefore, the issue of Imla' cannot be considered merely a technical problem in writing, but also touches on affective, motivational, and cognitive aspects that influence the overall learning process of students in madrasahs. This situation has resulted in poor accuracy and precision in students' Arabic writing. However, when interactive strategies such as collaborative exercises and peer assessment are implemented, students' motivation and attention to spelling improve significantly (Norhidayah et al., 2023). This, it can be interpreted that the success of spelling learning is greatly influenced by the creativity of teachers in managing classroom dynamics and building meaningful interactions during the learning process.

The findings in this study are strongly relevant to previous research results. For example, research conducted by Gharaibeh and Alhassan emphasises the importance of applying a multisensory approach in Arabic letter learning so that students can more easily recognise and distinguish the sounds and shapes of letters simultaneously. Meanwhile, Mohamed et al. identified a gap between teachers' perceptions and classroom teaching

practices, which resulted in a lack of meaningful learning experiences for students (Mohamed et al., 2024). The results of a study by Tarmizi et al. highlight that an understanding of Arabic morphology plays an important role in supporting the ability to write with correct spelling, while Ibrahim has long emphasised the need for repeated and contextual practice to strengthen vocabulary memory (Wahyu, 2024). Based on these findings, this study reinforces the view that the effectiveness of Imla' learning will be optimal if it is carried out through the harmonious integration of linguistic, psychological, and educational technology approaches. This integration forms the basis for the development of learning models that are relevant to the needs of the times. Educational institutions need to support the provision of digital learning media that can help students practise spelling independently (Flick, 2024). In addition, teachers are also expected to apply modern educational principles, such as structured lesson planning, assigning tasks based on individual abilities, and personal guidance oriented towards independent thinking and working (n.d.; Mohd Azizul Rahman Bin Zabidin,dkk, 2025).

Conclusion

This study concludes that the main mistake students make in learning Imla' at MTsN 3 Kota Kediri lies in their inability to write Arabic letters correctly, especially letters that have similar shapes such as ث، س، ش، ح، and خ. Students often make mistakes in placing dots, connecting letters, and using harakat that do not follow the rules. Linguistic factors such as a lack of understanding of Arabic phonemes and word structure are the dominant causes, accompanied by non-linguistic influences such as educational background and low self-confidence. External factors such as conventional teaching methods, limited facilities, and an unsupportive learning environment also exacerbate the situation. Thus, the problem of Imla' is complex because it involves linguistic, psychological, and pedagogical aspects simultaneously.

The results of this study contribute to improving Imla' learning strategies in madrasahs by emphasising the importance of collaborative and participatory approaches. Imla' teaching needs to shift from rote memorisation methods to active, experience-based learning, such as peer review, spelling games, and interactive digital media. Teachers are expected to act as facilitators who guide students through contextual and enjoyable exercises. This study also confirms that effective Imla' learning must integrate phonetic, visual, and kinesthetic elements so that students can understand the relationship between sounds and writing. Therefore, this research provides a new direction for the development of an Arabic language curriculum that is more relevant to the learning needs of the 21st century.

The main limitation of this study lies in its narrow scope, as it only involved one madrasah and a specific grade level. The qualitative approach used was not fully capable of quantitatively measuring the relationship between the variables causing errors. In addition, no direct testing of the effectiveness of the recommended alternative methods was conducted. Therefore, further research using a mixed methods or experimental design is recommended to assess the extent to which interactive strategies can improve Imla' writing skills. Subsequent studies are also expected to highlight affective aspects, learning technology, and their impact

on student motivation so that the results are more comprehensive and applicable in various Islamic education contexts.

Acknowledgment

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