Imla' Errors in Junior High School Students' Writing: Criticism of Teacher's Pronunciation Error

Khayyu Anggun Maharani[1], Ashief El Qorny[2]*, Rambu Zainab Apriani[3], Muhammad Hilmi Syukri[4], Farhan Azis Wildani[5]

[134] Arabic Teaching Department Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
[2] Arabic Teaching Department Universitas Sains Al-Quran Wonosobo, Indonesia
[5] Cultural Studies of the Middle East Universitas Gajah Mada Yogyakarta, Indonesia

Abstract: The number of errors that occur in students' Arabic words writing was one of the strongest reasons for researchers to research and analyze students' mistakes in writing Arabic. The teacher's unclear pronunciation can be one of the biggest factors in the occurrence of errors in students' Arabic writing. The researcher aimed to find out and analyze the errors and the various causal factors in writing student disclaimers. A qualitative descriptive research method was used in the research. Then, observation, interviews and documentation were carried our as data collection at junior boarding school in Yogyakarta. In the data analysis, data reduction, data presentation and data verification were used. Based on the data collected and analyzed, it was found that there was a teacher's pronunciation errors in the dictation that caused errors in students' writing which was described as follows; 1) the teacher's *makhorijul huruf* are not fluent and clear, 2) they are not careful in pronouncing vowels and *mad* (long and short rules), 3) the pronunciation of *alif lam qomariyah* and *syamsiyah* is not clear. From the results of this analysis, it can be proven that the pronunciation of a teacher in conveying dictation lessons greatly influences the results of students' writing dictation. This study providesd suggestions for teachers who will deliver dictation lessons.

Introduction

A successful learning is how educators and students can achieve the goals of the learning itself. In reality, a few problems occurred can cause less optimal learning outcomes. From the results of the students' worksheets, errors in several letters that have similar pronunciation but different in writing were found out, such as ث and س.[1] The

---

[1] Fina Dzatinnuha, *Wawancara Pengajar Imla',* (Yogyakarta, 2022).

factor that influences the occurrence of these problems is the dialect of teachers who are not by the rules of *makharijul huruf*. It must honestly be admitted that in various schools, boarding schools, mosques and even houses, the study of Al-Quran is accompanied by the teaching of Arabic pronunciation commonly called *makhorijul huruf*, a term known in the science of tajweed. *Makhorijul huruf* is important in learning writing skills and *imla'*. If the teacher cannot pronounce the letter correctly, it will be difficult for the students to get maximum results.

Arabic writing skills by the rules of *imla'* must be introduced from an early age, taught at the primary and secondary levels and mastered at the upper levels. However, many facts showed that most teachers teach Arabic only by memorizing *mufrodat* (vocabulary), imitating readings and answering questions.[2] *Imla'* learning is also significant for the students so that they can write words or sentences in Arabic correctly without questioning the element of beauty of writing and it takes dexterity in writing skills.[3] A previous study stated that *imla'* material must be in the beginning of Arabic learning in writing. The teacher's pronunciation when dictating must be clear. The related exercises also should be accustomed so that students always remember the previous lesson.

In a research written by Umrah, it was explained that errors in phonology or the science of language sounds will affect the meaning.[4] It was also stated that many students made some mistakes in applying phonology, such as in the use of *alif lam ta'rif*, *mad* and also some errors in *makhorijul huruf* that have sound similarities. According to Saidah, it showed the results that Arabic pronunciation errors greatly affect daily activities, such as when reading Al-Qur'an.[5] In this research, it was also explained that errors in pronunciation or in pronouncing the holy verses of Al-Qur'an would affect the existing meaning and make a change in the meaning of the verses read. In another study, it was stated by Wulandari that there are three types of phonological errors, namely replacement

---

[2] Anilla F. Hermanda, "Desain Kamus Saku *Imla'* untuk Pembelajaran Maharah Kitabah," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2020): 31–56.

[3] Sitti Kuraedah, "Aplikasi Maharah Kitabah dalam Pembelajaran Bahasa Arab,"*Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan* 8, no.2 (2015): 82–98.

[4] Ida Latifatul Umroh, "Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab," *Dar el-Ilmi: Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 2 (2018): 68–92.

[5] Saidah, "Analisis Kesalahan Berbahasa Arab dan Implikasinya pada Makna," *al-Gazali Journal of Islamic Education* 1, no. 1 (2022): 59-72.

errors, addition errors and omission errors.[6] The existence of these three errors is also very influential on writing, pronunciation, and also on Arabic writing.

Nuramaliah explained that the *imla'* error that occurred was caused by various factors such as the teacher's pronunciation that was too fast and short and the articulation was unclear.[7] In this research, not only mastery of the theory of *imla'* rules that must be mastered by students, but teacher competence in delivering *imla'* is also very influential on the results of *imla'* writing of students. Some researchers focused on phonology[8] or errors in the process of Arabic learning which is especially in the skill of writing *imla'* only. Few of the studies analyzed the pronunciation of teachers in delivering *imla'* which causes errors in students' writing. Therefore, researchers will discuss the teacher's mispronunciation in delivering *imla'*. This research is for teacher's evaluation[9] to be more prepared before carrying out *imla'* learning activity.

In contrast to previous studies that discussed the learning process of *imla'*[10], this article is more focused on teachers' mistakes in pronouncing words when dictating Arabic text or *imla'*. Teacher becomes the central in a learning process. If the teacher makes a mistake, then the students also make mistakes. Because in the research conducted by Mansyur, it was said that teachers were the central figures in the transformation of science and role models for students.[11] Researchers aimed to find out and analyze what mistakes occured so that *Imla'* learning at one of the Muhammadiyah boarding schools in Yogyakarta was not optimally and effectively carried out. In addition to the errors that occur, researchers analyzed various contributing factors. After conducting the analysis, it is expected to create a solution to the problem.

Methods

---

[6] Nawang Wulandari, "Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Bahasa Arab," *Jurnal al-Fathin* 3, no. 1 (2020): 71-84.

[7] Istiqamah Nuramaliah, Haniah Haniah and Andi Abdul Hamzah, "Analisis Kesalahan Imla' dalam Pembelajaran Bahasa Arab," *Jurnal Shaut al-Arabiyah* 9, no. 2 (2021): 207-221.

[8] Muhammad Syaiful Bahri Hidayat, "Pembelajaran Fonologi Arab dengan Minimal Praise dan Tongue Twister," *Tarling: Journal of Language Education* 2, no. 2 (2019): 197–216.

[9] Sampiril Taurus Tamaji, "Manajemen Pembelajaran Bahasa Arab," *Dar el-Ilmi*: *Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 1 (2018): 107–122.

[10] Ahmad Rathomi, "Maharah Kitabah dalam Pembelajaran Bahasa Arab," *Tarbiya Islamica* 8, no. 1 (2020): 1–8.

[11] Abd Rahim Mansyur, "Wawasan Kepemimpinan Guru (Teacher Leadership) dan Konsep Guru Penggerak," *Education and Learning Journal* 2, no. 2 (2021): 101-109.

In this study, field research was used by collecting data, facts, and information directly from the intended research subjects such as teachers and students at one of the boarding schools in Yogyakarta. Field research or empirical research is an activity to collect facts, data, and information from various field sources relevant to the theme/research topic.[12] Field research typically creates extensive field notes which are then coded and analyzed in a variety of ways. Research is a scientific effort with certain approaches, methods, and techniques to find something new in answering problems that arise. Qualitative research emphasizes its analysis on deductive and inductive inference processes and on the analysis of the dynamics of relationships between observed phenomena, using scientific logic.[13] Hence, qualitative research was used that emphasizes scientific logic and does not use statistical methods in the data collection process. In qualitative research, it is dominant with a narrative and descriptive presentation[14].

Subject means the subject of conversation or subject of discussion and research is a careful examination or investigation. So it can be concluded that the subject of research is the subject of discussion of an investigation or examination.[15] The research subjects that will be involved in this study are as follows: (1) Teacher or *ustadz* and *ustadzah* of Muhammadiyah Boarding School (MBS), (2) Students or *santriwan* or *santriwati* of Muhammadiyah Boarding School (MBS). In this study, researchers used the subject of research to *imla'* teachers at one of the Muhammadiyah Boarding Schools in Yogyakarta as the main material provider to students. Researchers collected data from interviews and field observations during the *imla'* learning process. Researchers also conducted interviews and collected the results of student assignments after the learning process is complete as documentation data that will be analyzed by researchers.

In this study, researchers used the theory of data analysis techniques from Miles and Huberman, which suggested that activities in qualitative data analysis are carried out

---

[12] Izzuddin Musthafa and Acep Hermawan, *Metodologi Penelitian Bahasa Arab (Konsep Dasar, Strategi, Metode, Teknik)* (Bandung: PT Remaja Rosakarya, 2018).

[13] Dedi Rianto Rahadi, *Konsep Penelitian Kualitatif* (Bogor: PT. Filda Fikrindo, 2020).

[14] Galang Surya Gumilang, "Metode penelitian kualitatif dalam Bidang Bimbingan dan Konseling," *Jurnal Fokus Konseling* 2, no. 2 (2016): 144-159.

[15] Umar Sidiq, Miftachul Choiri and Anwar Mujahidi, "Metode Penelitian Kualitatif di Bidang Pendidikan," *Journal of Chemical Information and Modeling* 53, no. 9 (2019):1-228 .

interactively and take place continuously until it is completed.[16] The data is saturated, and activities in data analysis are data reduction, data display, and conclusion drawing/verification. Reducing data means summarizing, choosing the essentials, focusing on the essentials, looking for themes and patterns, and discarding unnecessary ones. According to Sugiyono in his book explained that data reduction is a sensitive thinking process that requires intelligence and breadth and depth of insight.[17] At this stage, researchers collected and summarized all incoming data and information from the respondents concerned, results of interviews, observations or learning outcomes of students during the *imla'* learning process.

After reducing the data, the next step is to display the data that has been reduced through the presentation of data. In a qualitative presentation, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it will be easier to understand and to plan the next work based on what has been understood. After being collected and summarized, the data will be qualified according to their respective portions in the form of charts or tables to make it easier for readers to understand the results of the study. The expected conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of descriptions or images of an object that was previously still unclear so that after being examined it becomes clear, it can be a causal or interactive relationship, hypothesis, or theory. After the data is qualified according to its portion, it will be described clearly and in detail from all the results collected.

Results and Discussion

In *imla'* learning, *ashwat* science is one of the important aspects that teachers need to pay attention to in their delivery. Because in *imla'* learning, the teacher dictates or recites the Arabic text per word or sentence and students write according to what is spoken by the teacher[18]. With this, it can be concluded that one of the Muhammadiyah Boarding Schools in Yogyakarta used *imla' ikhtibari*. *Imla' ikhtibari* is a method of

---

[16] Nur Afifatus Sakiah and Kiki Nia Sania Effendi, "Analisis Kebutuhan Multimedia Interaktif Berbasis PowerPoint Materi Aljabar pada Pembelajaran Matematika SMP," *JP3M (Jurnal Penelitian Pendidikan dan Pengajaran Matematika)* 7, no. 1 (2021): 39–48.

[17] Sugiyono, *Metode Penelitian Kualitatif dan R&D* (Bandung: Alfabeta, 2012).

[18] Muhammad Aman Ma'mun, "Kajian Pembelajaran Baca Tulis Al-Qur'an," *Jurnal Pendidikan Islam* 4, no. 1 (2018): 2–10.

practice and examination.[19] *Imla' Ikhtibari* is almost the same as *imla' Manzur*, but *imla' ikhtibari* is more of an evaluation or one of the methods used to measure the extent to which mastery of the material obtained by students in receiving the material that has been delivered.

The teacher who taught the imla' lesson was not clear in conveying or pronouncing the Arabic text, both in terms of word by word and short length. It is difficult for us to write it down. With this statement, it can be seen that one of the problems in *imla'* learning is in terms of teacher pronunciation or teacher's *ashwat*. So teachers must have mastery in the science of *ashwat*. *Al-ashwat* is the study of the formation, transfer, and acceptance of speech sounds, which requires not only theory but also applied practice. By linguistic meaning, *ashwat* means sound or sounds. Without sound, there will be no words, sentences, and even pronunciations that can be understood by the listener. That way, the science of *ashwat* is very important to learn for understanding a conversation.[20]

Ashwat is one of the linguistics that is closely related to pronunciation. Interference is a unified linguistic medium that has been used or spoken naturally to relate and interact with one another, in which case there is an exception, they are young children with impaired pronunciation or hearing or reason.[21] Clear and correct pronunciation is needed in communication or learning. Arabic communication and learning must have clear articulation from the speaker to be well received by the listener. Linguistics is the sound effects of pronunciation on their situation and through special gestures they express something when it is spoken and give a certain impact when it is heard. The division of sound science according to previous scholars finally divided the science of sound into two, namely phonetics and phonemics.

Phonetics is one of the branches of sound science that specializes in talking about sound problems without regard to the function and meaning of sound.[22] This phonetics focuses on the results of the sound emitted both from the *makhraj* and the nature of the sound itself. In Arabic sounds, many letters have similarities in pronunciation but differ

---

[19] Aiman Amin Abdul Ghani, *Panduan Lengkap Imla' Menulis Arab Otodidak* (Jakarta: Turos Khazanah Pustaka Islam, 2020).

[20] Nuril Mufidah, "Metode Pembelajaran Al-Ashwat," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 199–218.

[21] Muhammad Nur Sholihin, "Peran Ilmu Al-Ashwat dalam Pelafalan Huruf Hijaiyah (Kajian Teoritik Linguistik Terapan)," *Saliha: Jurnal Pendidikan & Agama Islam* 3, no. 2 (2020): 110-127.

in *makhraj*. Like the letters ث and س which have a similar sound but a different exit place (*makhraj*). It is different from the notion of phonemics.[23] Phonemics is the smallest sound units of language that have a role to provide differences in the meaning of sounds, especially when the sound is assembled with other sounds to form a larger unit of sound.[24]

In this phonemic, in contrast to phonetics,[25] phonemics have a role in the translation or meaning of a word or sentence. If there is an error in pronunciation, both letters and letters can change the meaning. As in the word عَبْدٌ which means "servant" and the word عَبَدَ which means "worship", the two words have the same word order but different vowels that change their meaning. This indicates that the science of *ashwat* is very important before learning a language. Language sounds which are closely related to speaking and reading skills, are also closely related to writing skills, especially in the *imla'* learning process.

Table 1. Errors and Factors Causing *Imla'*s Error

Error	Influencing Factors
Makhorijul huruf 's error in the delivery of *imla'* (especially in letters that have similar sounds such as the letters س and ث, ت and ط, etc.)	Dialect differences of *imla'* teachers; Differences in educational backgrounds of *imla'* teachers
The reading of a word that is read long but read short and also vice versa	Lack of accuracy of teachers in pronunciation of long and short *harakat*
The pronunciation of *alif lam qomariyah* and *syamsiah* is unclear	Lack of teacher mastery in understanding theory
There is no difference in the pronunciation of letters using *tasydid* and without *tasydid*	Lack of teacher competence for *imla'* learning

Here are some mistakes of teachers in delivering *imla'* material; 1) the teacher's pronunciation of the letter is incorrect 2) The reading of words that are read long but read

[22] Muhammad Afif Amrulloh, "Fonologi Bahasa Arab (Tinjauan Deskriptif Fonem Bahasa Arab)," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 1 (2016): 1-13.

[23] Saida Gani, "Kajian Teoritis Struktur internal Bahasa (Fonologi, Morfologi, Sintaksis, dan Semantik)," *A Jamiy: Jurnal Bahasa dan Sastra Arab* 7, no. 1 (2019) : 1-20.

[24] Amriani, "Pengaruh Ilmu Ashwat Terhadap Keterampilan Berbicara Mahasiswa Pendidikan Bahasa Arab di IAIM Sinjay (Dissertation, Institut Agama Islam Muhammadiyah Sinjai, 2020).

[25] Felta Lafamane, "Fonologi (Sejarah Fonologi, Fonetik, Fonemik)," *Retrieved Maret* 14, no. 2022 (2020).

short and also vice versa, 3) The pronunciation of *alif lam qomariyah* and *syamsiyah* is not clear, 4) There is no difference in pronouncing letters that use *tasydid* and without *tasydid*. Based on the points explained, it can be concluded that the teacher's competence is not optimal in *imla'* learning. Arabic teachers must have competencies[26] that include the ability to understand the principles of Arabic language education, manage the teaching and learning process of Arabic comprehensively, be a wise person and be a good example for their students, an example in behaving and exemplary in good and correct language, able to work together with their colleagues and the community to realize educational goals, mastering Arabic material, having the ability to develop teaching materials and teaching Arabic to students according to their duties and functions, namely language skills (*maharat al-lughoh*).[27]

There are four skills, namely listening skills (*maharat al-istima*),[28] reading skills (*maharat al-qira'ah*), speaking skills (*maharat al-kalam*),[29] and writing skills (*maharat al-kitabah*).[30] With these competencies, it helps teachers to achieve goals in the learning process. Mastery of *maharat* is not only in *maharat kalam* and *qiroah* but also needs to be focused on writing skills because writing is very important in language learning.[31] Writing skills are the highest level skills that must be mastered. By mastering writing skills, it can be a means to communicate that is not limited by place and time.[32] Learning to write is centered on three things, namely the ability to write with the right writing, improve *khat*, and the ability to express thoughts clearly and in detail. The first step that

---

[26] Ahmad Muradi, "Pengembangan Kompetensi Guru Bahasa Arab Melalui Imla sebagai Organisasi Profesi," *Arabi: Journal of Arabic Studies* 1, no. 2 (2016): 1-10.

[27] Agus Tamami and Mira Nurdianti,"Pengaruh Kompetensi Guru Bahasa Arab terhadap Kemampuan Bahasa Arab SiswiKelas IX di MTs Ummul Quro al-Islami Bogor," *Tadbiruna: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2021) : 39-44.

[28] Muhamad Fathoni, "Maharah Istima'," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 199-218.

[29] Hastang Nur, "Penerapan Metode Muhadatsah dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan* 20, no. 2 (2017): 177–187.

[30] Munawarah Munawarah and Zulkiflih Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab," *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22.

[31] I Ketut Dibia, I Putu Mas Dewantara and I Wayan Widiana, "Pemberdayaan Teknik Bercerita Berbasis Budaya Bali dalam Pembelajaran Keterampilan Menulis Karangan Pribadi Siswa Kelas V SD Mutiara Singaraja," *Journal of Education Research and Evaluation* 1, no. 2 (2017): 113–119.

[32] Arif Widodo, Abdul Kadir Jaelani, Setiani Novitasari, Deni Sutisna and Muhammmad Erfan, "Analisis Kemampuan Menulis Makalah Mahasiswa Baru PGSD Universitas Mataram," *Jurnal Didika* 6, no.1 (2020): 77–91.

must be taken in improving writing skills is the first thing, namely the ability to write.[33] So it is necessary to provide *imla'* learning as a basic foundation for mastering writing skills.

Imla' learning teachers dominate with mastery of reading and speaking skills, because in imla learning 'the voice that comes out of the teacher becomes the focal point of learners before writing *imla'*.[34] And if these competencies cannot be fulfilled by teachers, then the results achieved by students cannot be maximized. However, all these shortcomings are not spared from factors that affect teacher competence. Arabic teachers at one of Muhammadiyah Boarding Schools in Yogyakarta come from various regions of origin, where they have different dialects and influence their pronunciation in reading Arabic texts.

According to the statement above, it can be concluded that the speech accent of *imla'* teachers becomes one of the factors in the delivery of *imla'*. Sundanese people usually read words ending in long *fathah* (ﹱ) and if it is read, the teacher adds hamzah

(ء) at the end of the word, for example (ضحى) which should be long, but Sundanese

people read it as (ضحئ). In addition to this, several other factors influence the

pronunciation of teachers reading Arabic texts. *Imla'* teachers at one of the Muhammadiyah Boarding Schools in Yogyakarta also have different backgrounds so each teacher has different characteristics of *makharijul huruf*, such as *Qiro'ati* learning which has a three-year learning period for its achievements,[35] *Yanbu'a* which has 6 volumes of books,[36] *Ummi* which has a two-year study period and others and indirectly it becomes one of the factors that play a big role in *imla* learning.

---

[33] Chairani Astina and Toyibah Toyibah, "Penggunaan Media Permainan "Spelling Bee" untuk Meningkatkan Keterampilan Menulis Bahasa Arab," *Lisanan Arabiyah: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 233–255.

[34] Azizah Azizah. "Penerapan Metode Imla'al -Ikhtibari dalam Meningkatkan Kompetensi Menulis Bahasa Arab pada Siswa Kelas X Dayah Erpadu al-Muslimun." *al-Madaris Jurnal Pendidikan dan Studi Keislaman* 3, no. 2 (2022) : 61–71.

[35] Amelia Silvi Hayati, "Studi Perbandingan Metode Pembelajaran Qiro'ati dan Ummi dalam Meningkatkan Pemahaman Baca Al-Qur'an di MI al-Jihad Astana Brondong Lamongan," (Dissertation, UIN Maulana Malik Ibrahim, 2019).

[36] Akhmad Ulul Albab, "Pembelajaran Tahfidz Al-Qur'an Anak-Anak di Pondok Pesantren Yanbu'ul Qur'an Kudus," (Thesis: UIN Walisongo Semarang, 2021).

With various problems and factors that occur in one of the Muhammadiyah Boarding Schools Yogyakarta, researchers provide several solutions for *imla'* teachers, as follows: 1) Holding training[37] With various problems and factors that occur in one of the Muhammadiyah Boarding Schools Yogyakarta, researchers provide several solutions for *imla'* teachers, as follows: 1) Holding training for all *imla'* teachers to improve teacher competence to equalize perceptions both of the material delivered and the methods to be used in the learning process, 2) Habituating reading Arabic texts and controlled by teachers who Already qualified in their fields, 3) Evaluate the syllabus or curriculum to adjust to the level and achievement of students in the *imla'* material. Hence, it is expected to be a solution for the teachers especially their pronunciation errors in teaching *imla'* material.

This article is a continuation of a series of previous studies that have been conducted that discuss Arabic language errors. Previous studies have observed and classified Arabic writing errors, but rarely have studies focused specifically on *imla'* errors and focused on teacher's pronunciation. Therefore, this article has an important role in complementing previous research and providing a more comprehensive understanding of the issue.

This article also criticized the role of teachers in pronunciation errors that occur. Arabic teachers have an important responsibility in guiding students to avoid *imla'* mistakes and wrong pronunciation. However, the study found that in some cases, teachers also played a role as a contributing factor to the error. Factors such as the teacher's lack of understanding of the correct grammar of Arabic writing, vagueness in giving explanations, and non-standard use of Arabic by teachers can contribute to writing errors in *imla'* learning made by students.

In this study can be found the importance of improving *imla'* learning at the junior high school or equivalent. By knowing the writing mistakes in *imla'* learning that are commonly made by students, teachers can design effective learning strategies to improve writing skills in *imla'* learning students. This includes providing intensive practice in spelling Arabic words that are often misspelled, using Arabic reading

---

[37] Muhammad Farid Nasrulloh, Afif Kholisun Nasoih, Wisnu Siwi Satiti and Septiana Khansa Afifa, "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan dan Permainan Bahasa Arab," *Jumat: Jurnal Pengabdian Masyarakat Bidang Pendidikan* 1, no. 1 (2020): 28–35.

materials or texts that concerned to the aspects of *imla'*, as well as providing constructive feedback to students to correct their mistakes.

This research indicates the need to develop more precise teaching materials, especially in terms of correct Arabic pronunciation. Teachers can integrate group activities, games, or simulations that involve the use of Arabic words that students often miswrite. This will help increasing students' awareness of correct pronunciation and involve them actively in the teaching and learning process. This article findings also have important implications related to teacher training and professional development. Teachers need to receive up-to-date and adequate training in Arabic grammar and correct pronunciation. Through this training, teachers will be able to identify and correct students' *imla'* errors effectively. Continuous professional development is also important so that teachers can keep up with Arabic language developments and update relevant teaching methods

Conclusion

In this article, a new finding revealed that there is teacher's pronunciation errors in Arabic spellings. Although this article provided a general overview of writing errors in imla' learning and criticism of teacher pronunciation, there are some shortcomings to be aware of. First, this article did not provide in-depth data or studies to support the findings disclosed. Quantitative or qualitative data describing the extent to which these issues affect students and the teacher's influence on those errors might make this article more academically powerful. Secondly, this article only focused on the critique of the teacher's pronunciation as the cause of imla' error, without considering other factors that might contribute to it. For future research, there are some suggestions that can be considered. First, it involves a larger sample of learners from diverse backgrounds to gain a broader understanding of writing errors in imla' learning. More structured data collection such as written tests or audio recordings can provide stronger evidence of the rate of imla' errors committed by students. Second, it is necessary to conduct a comparative study between the role of the teacher and other factors that influence imla' errors, such as family environment or media influence. With this research, it can prove that the pronunciation or ashwat of the teacher is one of the teacher's competencies that need to be mastered and prepared carefully before learning imla' with the imla' ikhtibari method. Without high

quality teacher competence, there will also be no improvement for the maximum outcomes of imla' learning.

Acknowledgment

Author Contributions Statement

KA and AE contributed to conducting research, especially in preparing instruments, data collection, data analysis, data reduction and interpretation of research findings and reporting research results into interesting articles to read. RZ, MH, and FA contributed to data analysis, data reduction, interpretation of research results, and language alignment.

References

Albab, Akhmad Ulul, Dedi Rismanto, and Amir Mukminin. "Pembelajaran Tahfidz Al-Qur'an Anak-Anak di Pondok Pesantren Yanbu'ul Qur'an Kudus." Thesis, UIN Walisongo Semarang, 2021.

Amriani, Amriani. "Pengaruh Ilmu Ashwat terhadap Keterampilan Berbicara Mahasiswa Pendidikan Bahasa Arab di IAIM Sinjay." Dissertation, Institut Agama Islam Muhammadiyah Sinjai, 2020.

Amrulloh, Muhammad Afif. "Fonologi Bahasa Arab (Tinjauan Deskriptif Fonem Bahasa Arab)." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 8, no. 1 (2016): 1-13.

Astina, Chairani, and Toyibah Toyibah. "Penggunaan Media Permainan "Spelling Bee" untuk Meningkatkan Keterampilan Menulis Bahasa Arab." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2020): 233–255.

Azizah, Azizah. "Penerapan Metode Imla' al-Ikhtibari dalam Meningkatkan Kompetensi Menulis Bahasa Arab pada Siswa Kelas X Dayah Erpadu al-Muslimun." *Al-Madaris Jurnal Pendidikan dan Studi Keislaman* 3, no. 2 (2022): 61–71.

Dibia, I. Ketut, I. Putu Mas Dewantara, and I. Wayan Widiana. "Pemberdayaan Teknik Bercerita Berbasis Budaya Bali dalam Pembelajaran Keterampilan Menulis

Karangan Pribadi Siswa Kelas V SD Mutiara Singaraja." *Journal of Education Research and Evaluation* 1, no. 2 (2017): 113–119.

Dzatinnuha, Fina. Wawancara Pengajar Imla'. Yogyakarta, 2022.

Fathoni, Muhamad. "Maharah Istima'." *Ihtimam: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 199-218.

Gani, Saida. "Kajian Teoritis Struktur Internal Bahasa (Fonologi, Morfologi, Sintaksis, dan Semantik)." *A Jamiy: Jurnal Bahasa dan Sastra Arab* 7, no. 1 (2019): 1-20.

Ghani, Aiman Amin Abdul. *Panduan Lengkap Imla' Menulis Arab Otodidak.* Jakarta: Turos Khazanah Pustaka Islam, 2020.

Hayati, Amelia Silvi. "Studi Perbandingan Metode Pembelajaran Qiro'ati dan Ummi dalam Meningkatkan Pemahaman Baca Al-Qur'an di MI Al-Jihad Astana Brondong Lamongan." (Dissertation, UIN Maulana Malik Ibrahim, 2019).

Hermanda, Anilla F. "Desain Kamus Saku Imla'untuk Pembelajaran Maharah Kitabah." *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2020): 31–56.

Hidayat, Muhammad Syaiful Bahri. "Pembelajaran Fonologi Arab dengan Minimal Praise dan Tongue Twister." *Tarling: Journal of Language Education* 2, no. 2 (2019): 197–216.

Kuraedah, Sitti. "Aplpikasi Maharah Kitabah dalam Pembelajaran Bahasa Arab." *Jurnal al-Ta'dib* 8, no. 2 (2015): 82–98.

Lafamane, Felta. "Fonologi (Sejarah Fonologi, Fonetik, Fonemik)." *Retrieved Maret* 14, no. 2022 (2020).

Ma'mun, Muhammad Aman. "Kajian Pembelajaran Baca Tulis Al-Qur'an." *Jurnal Pendidikan Islam* 4, no. 1 (2018): 2–10.

Mansyur, Abd Rahim. "Wawasan Kepemimpinan Guru (Teacher Leadership) dan Konsep Guru Penggerak." *Education and Learning Journal* 2, no. 2 (2021): 101-109.

Mufidah, Nuril. "Metode Pembelajaran Al-Ashwat." *Al Mahara: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 199–218.

Munawarah, Munawarah, and Zulkiflih Zulkiflih. "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab." *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (2021): 22-34.

Muradi, Ahmad. "Pengembangan Kompetensi Guru Bahasa Arab Melalui Imla Sebagai

Organisasi Profesi." *Arabi: Journal of Arabic Studies* 1, no. 2 (2016): 1-10.

Musthafa, Izzuddin, and Acep Hermawan. *Metodologi Penelitian Bahasa Arab (Konsep Dasar, Strategi, Metode, Teknik)*. Bandung: PT Remaja Rosakarya, 2018.

Nasrulloh, Muhammad Farid, Afif Kholisun Nasoih, Wisnu Siwi Satiti, and Septiana Khansa Afifa. "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan dan Permainan Bahasa Arab." *Jumat: Jurnal Pengabdian Masyarakat Bidang Pendidikan* 1, no.1 (2020): 28–35.

Nur, Hastang. "Penerapan Metode Muhadatsah dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik." *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan* 20, no. 2 (2017): 177–187.

Nuramaliah, Istiqamah, Haniah Haniah, and Andi Abdul Hamzah. "Analisis Kesalahan Imla' dalam Pembelajaran Bahasa Arab." *Jurnal Shaut al-Arabiyah* 9, no. 2 (2021): 207-221.

Rahadi, Dedi Rianto. *Konsep Penelitian Kualitatif.* Bogor: PT. Filda Fikrindo, 2020.

Rathomi, Ahmad. "Maharah Kitabah dalam Pembelajaran Bahasa Arab." *Tarbiya Islamica* 8, no. 1 (2020): 1–8.

Saidah, Saidah. "Analisis Kesalahan Berbahasa Arab dan Implikasinya pada Makna." *al-Gazali Journal of Islamic Education* 1, no. 1 (2022): 59-72.

Sakiah, Nur Afifatus, and Kiki Nia Sania Effendi. "Analisis Kebutuhan Multimedia Interaktif Berbasis PowerPoint Materi Aljabar pada Pembelajaran Matematika SMP." *JP3M (Jurnal Penelitian Pendidikan dan Pengajaran Matematika)* 7, no. 1 (2021): 39–48.

Sholihin, Muhammad Nur. "Peran Ilmu al-Ashwat dalam Pelafalan Huruf Hijaiyah (Kajian Teoritik Linguistik Terapan)." *Saliha: Jurnal Pendidikan & Agama Islam* 3, no. 2, (2020): 110-127.

Sidiq, Umar, Miftachul Choiri, and Anwar Mujahidin. "*Metode Penelitian Kualitatif di Bidang Pendidikan*." *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1-228.

Sugiyono. *Metode Penelitian Kualitatif dan R&D*. Bandung: Alfabeta, 2012.

Gumilang, Galang Surya. "Metode Penelitian Kualitatif Dalam Bidang Bimbingan dan Konseling." *Jurnal Fokus Konseling* 2, no. 2 (2016): 144-159

Tamaji, Sampiril Taurus. "Manajemen Pembelajaran Bahasa Arab." *Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 1 (2018): 107–122.

Tamami, Agus, and Mira Nurdianti. "Pengaruh Kompetensi Guru Bahasa ArabTerhadap Kemampuan Bahasa Arab Siswi Kelas IX di Mts Ummul Quro al-Islami Bogor." *Tadbiruna*: *Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2021): 39-44.

Umroh, Ida Latifatul. "Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab." *Dar el-Ilmi: Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 2 (2018): 68–92.

Widodo, Arif, Abdul Kadir Jaelani, Setiani Novitasari, Deni Sutisna and Muhammmad Erfan. "Analisis Kemampuan Menulis Makalah Mahasiswa Baru PGSD Universitas Mataram." *Jurnal Didika* 6, no. 1 (2020): 77–91.

Wulandari, Nawang. "Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Bahasa Arab," *Jurnal al-Fathin* 3, no. 1 (2020): 71-84.