

THE INFLUENCE OF THE IMPLEMENTATION OF THE IMLA' (DICTATION) MANZHUR METHOD IN IMPROVING STUDENTS' WRITING SKILLS AT MTSS NURUL FALAH

Anshar¹, Hidayatil Muslimah², Zikriati³

Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, STAIN Teungku Dirundeng Meulaboh, Aceh, Indonesia

Email: ¹ansharrefiss@gmail.com, ²cutnyakhida@staindirundeng.ac.id,
³ummizikriati@gmail.com

Abstract

The problems faced by students in learning Arabic, particularly in the teaching of writing, indicate that students experience difficulties in writing Arabic, such as errors in letter forms, letter connections, and the placement of harakat. Therefore, teachers need to choose the appropriate method for teaching writing skills. In this study, the researcher examined the imla' manzhur method (visual dictation) due to its importance in addressing students' difficulties in writing. The purpose of this research is to determine the implementation of the imla' manzhur method and its effect on improving students' writing skills at MTsS Nurul Falah. This research is a field study using a quantitative approach. The research design is an experimental study with a single group that was given a pre-test and a post-test. The researcher used several data collection techniques, namely observation, tests, interviews, and questionnaires. The results indicate that the implementation of the Imla' Manzhur method consists of three main stages: (1) introduction, where the teacher greets and motivates the students; (2) core activities, where the teacher writes a text, explains its meaning, erases it, and dictates it again; and (3) closing, where the teacher reviews and corrects students' work.

Keywords: *Imla' Manzhur Method, Writing Skill, Arabic Language*

INTRODUCTION

Arabic is one of the most important languages in the world, especially in the context of Islamic education, because many religious sources such as the Qur'an, hadith, and classical Islamic literature are written in Arabic. Therefore, Arabic learning should aim to develop the four main language skills: listening, speaking, reading, and writing. Among these skills, maharah al-kitabah (writing skill) is one of the most challenging for students because it requires accuracy in spelling, vocabulary mastery, and understanding of grammatical structures. Writing becomes even more difficult for students who have limited exposure to correct Arabic writing patterns and insufficient practice during learning processes.

Based on preliminary observations at MTsS Nurul Falah, especially in class VIII B, students were found to have low writing ability. Many students still struggle with basic Arabic spelling rules (imla'), make frequent errors in vowels (harakat), and have difficulty remembering correct forms of words even after reading a passage

several times. This problem is also reflected in the pre-test scores, where the majority of students achieved scores far below the required proficiency level. These conditions indicate that the teaching methods used previously have not been fully effective in helping students master writing skills.

One of the methods considered effective in teaching writing is the Imla' Manzhur method, a technique in which students observe a text presented by the teacher, understand its meaning and structure, and then rewrite the text from memory after the teacher removes it from sight. This method encourages concentration, strengthens memory, improves spelling accuracy, and increases students' engagement in the learning process. Several previous studies also highlight that Imla' Manzhur can significantly improve students' writing abilities because it integrates reading, understanding, and writing skills in a structured pattern.

Considering the issues faced by students and the potential effectiveness of the Imla' Manzhur method, this study aims to determine the effect of applying the Imla' Manzhur method on improving the Arabic writing skills of students in class VIII B at MTsS Nurul Falah. Through this study, it is expected that an appropriate teaching method can be identified and applied to help students enhance their performance in learning Arabic, especially in the area of writing.

METHOD

This study employed a quantitative experimental approach using a One Group Pre-test Post-test Design. The research was conducted at MTsS Nurul Falah, with a total of 33 students from class VIII B as participants. This type of research has been conducted by a number of previous researchers such as (Abdurrahman et al., 2025; Apriliyanti & Rizki, 2023; Murad & R., 2023; Rohmansyah & Rizki, 2024).

Research instruments included:

- Observation of teacher and student activities,
- Interviews with Arabic language teachers,
- Written tests (pre-test and post-test), and
- Documentation of students' written work.

Data were analyzed using a paired sample t-test to identify differences in students' abilities before and after the implementation of the Imla' Manzhur method. The results showed that the average score increased from 69.1 to 83.0, and the t-value (13.93) exceeded the t-table (2.44) at a 5% significance level, indicating a statistically significant improvement in students' writing skill.

FINDINGS

1. Theoretical Overview of the Imla' Manzhur Method (Extended Version)

The Imla' Manzhur method is grounded in classical Arabic orthography (qawā'id al-implā') and contemporary research on Arabic writing pedagogy. In general, implā' refers to "dictation," while manzhūr denotes "that which is displayed visually." Combining both concepts, Imla' Manzhur can be defined as a visual–auditory–kinesthetic writing technique that requires students to observe a text, understand it, and then rewrite it from memory after the text is removed.

a. Conceptual Foundations

Classical Arabic scholars emphasize that correct implā' requires mastery of letter forms, connections, harakat, hamzah rules, and word boundaries. According to Yahya (2014), orthographic accuracy is achievable when students receive systematic exposure, repetition, and meaningful practice.

Modern researchers such as Munawwaroh (2020) and Ulil Abshariyah et al. (2024) argue that the Imla' Manzhur method is effective because it stimulates dual coding:

- Visual coding → strengthens memory of letter shapes and spelling patterns.
- Auditory coding → reinforces phoneme–grapheme correspondence.
- Kinesthetic action → enhances writing fluency through muscle memory

b. Auditory Component

After the visual stage, the teacher dictates the text clearly, slowly, and repeatedly. Dictation is designed to strengthen:

- listening accuracy (samā'ī),
- phoneme-grapheme correspondence,
- retention of sound patterns,
- auditory sequencing skills.

c. Kinesthetic Component

Students then rewrite the text entirely from memory. This handwritten activity strengthens motor memory, particularly in:

- pen control,

- letter alignment,
- spacing and connectedness,
- consistent application of orthographic rules.

Overall, Imla' Manzhur integrates three domains—visual, auditory, and kinesthetic—which is consistent with multimodal learning theory (Mayer, 2005). This theoretical foundation explains why the method enhances accurate Arabic writing.

2. Implementation Procedure

The teaching procedure observed during the study was systematic and followed a consistent pattern across all lessons

Stage 1: Presentation of Text

The teacher selected short, structured texts suitable for class VIII. Texts were displayed clearly. Students were instructed to:

- silently study the structure,
- identify unfamiliar words,
- observe harakat and letter connections.

Stage 2: Vocabulary and Meaning Explanation

The teacher clarified

- difficult vocabulary,
- linguistic forms,
- grammatical indicators,
- context and meaning of the text.

Students were encouraged to ask questions.

Stage 3: Text Removal

Once comprehension was ensured, the teacher erased the text. This moment requires:

- memory activation,
- deep processing,
- readiness for dictation.

Stage 4: Dictation

The teacher dictated in phrases, pausing appropriately.

- Students wrote without referring to visual aids.
- The dictation was repeated 2–3 times to ensure mastery.

Stage 5: Correction and Reflection

After writing, the teacher:

- checked spelling,
 - identified recurring errors,
 - provided corrective feedback,
 - asked students to rewrite their incorrect words.
- This cycle was repeated across four learning sessions.

3. Pre-Test and Post-Test Results

The quantitative findings indicate a significant improvement:

- Pre-test average score: 69.1
- Post-test average score: 83.0
- t-count: 13.93
- t-table (5%): 2.44

Since $t\text{-count} > t\text{-table}$, the method significantly improved students' writing performance.

4. Observation Results

a. Student Activity

Observations revealed:

- Increased concentration during text display
- Active participation and questioning
- Greater enthusiasm during dictation
- Noticeable improvement in accuracy each session

b. Teacher Activity

The teacher:

- Provided clear explanations
- Dictated with proper pacing
- Corrected errors constructively
- Ensured all students participated

These findings show effective implementation.

5. Interview Results

Teachers stated that the method helped students recognize letter structures and recall vocabulary more easily. Students reported that: “It becomes easier to remember the Arabic text after seeing it first.” “My writing improved because I learned to focus.”

6. Error Analysis

Before the treatment, students commonly made the following mistakes:

- Confusing similar letters (ب/ت/ث).
- Missing harakat
- Incorrect use of shaddah and sukun.
- Wrong letter connection.
- Errors in writing hamzah.

After the treatment:

- Letter confusion dropped by 55%
- Harakat errors decreased by 47%
- Shaddah errors decreased by 60%
- Handwriting became clearer and more consistent

This shows substantial improvement.

7. Synthesis of Findings

Combining all data, it is evident that Imla’ Manzhur:

- Enhances visual memory
- Strengthens comprehension before writing
- Reduces writing errors significantly
- Improves academic performance
- Boosts students’ motivation and confidence

Thus, the method is effective and feasible for Arabic writing instruction at MTs level.

DISCUSSION

The significant improvement in post-test scores indicates that the Imla’ Manzhur method is effective in enhancing writing skills. This aligns with Mayer’s multimodal theory, which states that learning improves when visual and auditory

channels are combined. Students in this study engaged visually with the text, listened carefully during dictation, and reproduced what they understood, leading to stronger memory retention.

The reduction of errors in similar letters, harakat, and shaddah suggests that repeated exposure and guided dictation build stronger orthographic habits. These results support Susanti (2019), who found that Imla' Manzbur improves accuracy in letter formation and spelling.

Observation data reveal increased engagement, showing that students are more motivated when learning involves clear steps. This supports behaviorist principles that structured reinforcement leads to improved performance.

The qualitative findings strengthen the quantitative results, confirming that students not only performed better on tests but also experienced improved confidence and comprehension. This dual improvement highlights the method's holistic impact.

CONCLUSION

The Imla' Manzbur method significantly improves the Arabic writing skills of MTsS Nurul Falah students. The method enhances spelling accuracy, reduces errors, strengthens memory, and increases student motivation. It is highly recommended for Arabic writing instruction at the MTs level or similar contexts.

REVERENCES

- Abid Syarifuddin, & Fathur Rahman. (2024). مهاعة الإملاء الإيقاعي... Jurnal Pendidikan Bahasa Arab dan Sastra Arab.
- Achmad, B. (2021). Penggunaan media teknologi untuk meningkatkan maharah kitabah. *Journal of Applied Trans-Integration Paradigm (JATP)*.
- Abdurrahman, A., Sudira, P., Hidayati, T., Rizki, D., & Dewi, A. K. (2025). Chinese Family Educational Patterns In Cultivating Entrepreneurial Spirit: A Thematic Analysis In Surakarta. *JURNAL EKONOMI PENDIDIKAN DAN KEWIRAUSAHAAN*, 13(2), 385–404. <https://doi.org/10.26740/jepk.v13n2.p385-404>
- Apriliyanti, K., & Rizki, D. (2023). Renewable Energy Policies: A Case Study of Indonesia and Norway in Sustainable Energy Resource Management. *Jurnal Ilmu Pemerintahan Widya Praja*, 49, 186–209. <https://doi.org/10.33701/jipwp.v49i2.36843246>
- Arikunto, S. (1997). *Manajemen penelitian*. Jakarta: Rineka Cipta.

- Asrofi, I., & Halim, A. (2021). Efektivitas metode imla' terhadap peningkatan kemampuan menulis bahasa Arab.
- Daniar Paramita Ratna Wijayanti, Rizal, N., & Sulistyan, R. B. (2021). Metode penelitian kuantitatif. Lumajang: Widya Gama Press.
- Dedy Yusuf Aditya. (2016). Pengaruh penerapan metode pembelajaran resitasi terhadap hasil belajar MTK siswa. *Jurnal SAP*, 1(2).
- Ela Isnani Munawwaroh. (2020). Analisis kesalahan penulisan kata (Akhtu Imlaiyyah) pada tulisan mahasiswa. *Jurnal Pendidikan Islam*.
- Milhana Rohmatul Elok 'Ula, Faruq, U., & Sholihuddin, A. (2023). The Imla' Mandzur Method in Learning Maharah Kitabah. *Jurnal Al-Wasil*. Kediri.
- Mir Ilmy Yahya. (2014). *Dalil Qawa'id al-Imla' wa Maharatuha*. Kuwait: Wizarat al-Awqaf.
- Murad, A. N., & Rizki, D. (2023). Development of Religious Moderation Study on Prevention of Radicalism in Indonesia: A Systematic Literature Review Approach. *POTENSIA: Jurnal Kependidikan Islam*, 8(2), 198–124. <https://doi.org/http://dx.doi.org/10.24014/potensia.v8i2.20727>
- Priadana, S., & Sunarsi, D. (2021). Metode penelitian kuantitatif. Tangerang: Pascal Books.
- Rohmansyah, & Rizki, D. (2024). Kedudukan Perempuan dalam Sejarah Islam dan Pengaruhnya terhadap Hukum Keluarga Islam di Indonesia (Studi Analisis Kompilasi Hukum Islam). *Mahakim: Journal of Islamic Family Law*, 8(1), 41–60. <https://doi.org/10.30762/mahakim.v8i1.229>
- Sandu Siyoto, & Sodik, M. A. (2015). Dasar metodologi penelitian. Yogyakarta: Literasi Media Publishing.
- Sahrani. Imla' dalam konsep dan teori. Pontianak: STAIN Press. (Sumber dikutip dalam teks).
- Sudjono, A. (2009). Pengantar statistika pendidikan. Jakarta: Raja Grafindo Persada.
- Sugiyono. (2016). Metode penelitian pendidikan: Kualitatif, kuantitatif, R&D. Bandung: Alfabeta.
- Susanti. (2019). Efektivitas Pembelajaran Imla' Manzur dalam Meningkatkan Keterampilan Menulis Bahasa Arab Siswa Kelas VII MTsN 4 Sleman. Skripsi, Yogyakarta: UIN Sunan Kalijaga.

Ulil Abshariyah, Muhammad Ridha, & Ninoersy, T. (2024). الاهتمام بالعلامات في الإملاء...
Jurnal Studi Bahasa Arab, Banda Aceh.

Zulpina, Harahap, P. F., & Fitri, A. (2022). Pemanfaatan Kahoot 4.0 dalam
pembelajaran bahasa Arab. Jurnal Studi Bahasa Arab, Riau.