

Development of Imla` Teaching Materials in Improving Ability to Write Arabic Texts

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Article History:

Received: 20-03-2023

Accepted: 30-03-2023

Publication: 31-03-2023

Cite this article as:

Arif Widodo, Abdel Rahman El Sayed, & Siti Afifah. Development of Imla` Teaching Materials in Improving Ability to Write Arabic Texts. *International Journal of Language and Teaching*, 1(1), 37–51. <https://sunanbonang.org/index.php/ijlt/article/view/63>.

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Abstract: This writing is one of the most important points in the learning process, especially in learning Arabic, the role of handbooks for student who are not capable of knowledge also affects the learning process. Lack of handbooks, lack of confidence and shyness are obstacles in learning Arabic . to assist subject teachers in improving the ability to write Arabic texts, it is necessary to introduce interesting and easy to understand learning. As book, dictionary modules, and other. This study aims to develop imla` teaching materials to help improve the ability of students to write Arabic texts. The subject of this research is the seventh grade students of MTs Assalam Bangilan Tuban. Development in which the author collaborates with the imla` subject teacher and all the lecturers of the sunan Drajat Islamic Boarding School Lamongan.

Keywords : Development, Maharah Kitabah (Imla`), Teaching Materials.

Introduction

Language is a verbal tool used to communicate,(Widodo, 2022) while language is the process of conveying information in communication). Language is a sound symbol system that is used by certain groups of people to communicate and interact (Muhtadi, 2009. Skills in mastering Arabic include listening skills (maharah al-istima`), speaking skills (maharah al-kalam), reading skills (maharah al- qiro`ah), and the ability to write (maharah al-kitabah). The four skills cannot be separated because they are interrelated with one another.(Widodo, Hana Chebaiki, et al., 2021) Writing skills have an important role in dama with other skills in learning Arabic. In addition, writing skills used by humans as a place to express all their imaginations, ideas, thoughts, views on life and other experiences. Writing skill is the ability to describe or express the contents of thoughts, starting from the simplest aspects, such as writing words, to complex aspects (Herman , 2011).

Method is a way that is used to achieve the goals set (Djamarah, 2010). The method is used by the teacher as a strategy to make students more active, more enthusiastic, more innovative, and make it easier for students to follow lessons. Teaching methods are ways of implementing the teaching process, or how technically a subject matter is given to students at school (Subroto, 1997).

In teaching Arabic, the method is one of the means to achieve the teaching objectives.(Widodo, 2017) Writing is a language skill that is used to communicate indirectly, namely by not meeting face to face with other people. Writing skills as one of the areas of language skills have an important role in human life. By writing, one can express thoughts or ideas to achieve a purpose and goal. Writing skills will not appear automatically, but require regular and routine practice and practice (Nuha, 2016). Writing is one of the

language skills used in indirect communication, writing skills cannot be obtained naturally, but must go through a process of learning and practicing.

Methodology

The research design used by researchers is research and development (R&D). The term research and development is the equivalent meaning of the word Research and Development which in Arabic is called al-bahtsu at-tathwiry (البحث والتطوير). According to Brog and Gall, research and development is a process/method used to validate and develop products (Sugiyono, 2019). This research and development process becomes a reference and the final result is developed into a product, namely an educational product. (Widodo, Abidah, et al., 2021)

The steps used in this development research are researchers conducting research with ten steps to answer the results of the research conducted. The procedures used in this study are: 1) potential and problems, 2) data collection and processing, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) trial use, 9) product revision 10) manufacture of mass products.

Results and Discussion

The data presented here is a description that is presented to find out the main data related to research conducted by researchers with topics that are in accordance with the formulation of the problems that researchers do and researchers observe in the research process. The data exposure the researcher obtained from the data sources that the researcher did, namely through observation, interviews, tests, questionnaires, and documentation.

To find out the process or steps regarding the development of the Imla` Module for class VII students of MTs Assalam Bangilan Tuban, researchers used the seven steps that were carried out.

1. In this research and development process, the researcher begins by exploring the potential and problems that exist in the research institution. The researchers got the potential and problems by conducting interviews with the principal of MTs Assalam Bangilan Tuban.
2. In collecting this data, the researcher conducted interviews with the Arabic subject teacher, Mr. Ajib Ma`lal Buan S.Pd. Referring to the information conveyed by the speakers, that the application of the Arabic language learning method that is applied in class is by using the question and answer method, lectures and sometimes using the media. However, the application of this method is not optimal. The methods that will be taught are by looking at the material to be worked on and looking at the situations and conditions of the students.
3. Imla` Teaching Materials in the form of this module are designed using Word by adding supporting images designed by the researcher himself.

Teaching Materials in the form of the Imla` Module are prepared based on the results of the interview analysis of the needs of students. Although in the preparation of this module there are many adjustments with several considerations. The results of the teacher and student response questionnaires were also used as a reference in preparing the module. This module contains basic materials that will help you be able to write Arabic properly and correctly.

The design process carried out by the researcher refers to the initial product planning, which is as follows:

1) Module Covers

The cover is the display on the first page before opening the book, the cover has an influence on students' interest in reading the contents of the book, therefore on the cover the researcher displays a design as simple as possible but has good interest. On this cover the researcher displays a title that matches the material contained in the book, namely the Basic Imla` Guidebook. Which means a mandatory book that must be owned by beginners who want to learn to write Arabic properly and correctly

Picture 1. : Imla` Module Cover



1) Preface

The preface has a very important role in making scientific work because the foreword is a brief and clear introduction or general view as the opening of the work, in the preface are contained expressions of gratitude and gratitude from the author. In the preface, the author displays several expressions of gratitude as an opening in the module book imla`.

2) Table of contents

In the table of contents, the author lists the subtitles of each discussion, which are accompanied by page numbers with the aim of making it easier for readers to find the material they want.

3) Outputs

The output of making this module book is also outlined in the imla` module book series with the aim of motivating readers to learn to write Arabic. And provide provisions for students to understand and know everything that needs to be known regarding how to write Arabic.

4) Core material

In the core material the researcher displays six (6) core materials that must be mastered by students in learning to write Arabic, while these materials are as follows:

Chapter I: Hijaiyah Letters and Makharijul Letters

Chapter II: Connecting Letters

Chapter III: Mad

Chapter IV Harakat

Chapter V: Alif Maqshurah

Chapter VI: Ta` Marbutah And Ta` Maftuhah

5) Bibliography

The bibliography is also included in this module book with the aim of strengthening the material contained therein, in the bibliography the author includes several references to books / books as a guide in making and compiling the dictation module book. As well as as reinforcement that the material contained in the Imla` module is not original.

6) About the Author

About the author contains biodata from the author as a sign that the author wrote and designed the INSUD Lamongan student, as well as a form of memento for students/readers of the imla module book.

After doing the product design, the product is finished and will be assessed by expert lecturers to find out the appropriateness of the learning media that has been developed. The validation process from these experts begins with the material expert validation expert which will be carried out on Wednesday 25 May 2022 for the material expert lecturer and linguist, namely Ustadz Nurul Fahmi, M.Pd.I. The validator provides suggestions as follows: first, add material according to the suggestions. secondly, clarifying the Arabic font. Third, add the Tamrin (Practices)

The process of the second expert validation on the same day was for teaching materials and design materials, namely Ustadz Syahrul Falahi.S.Kom. He suggested that this book should also be exported in the form of an E-Module with the aim of making it more interactive and accessible via all electronic media. In addition to the suggestions and

input provided by expert lecturers, to test the feasibility of the learning media that has been developed, there is the following expert validation questionnaire:

1) Aspects of material experts and language experts

Table 1: The results of the validation expert's assessment on the feasibility aspect of the material

Rating Items	Respondent Value			Average	%	Category
	Material Expert	Language Expert	Design Expert			
Suitability of the material with KI-KD	4	3	4	3,6	90%	Worthy
In accordance with the textbook	4	4	4	4	100%	Worthy
Confused material with simple and more complex discussions	4	3	4	3,6	90%	Worthy
Confused material with simple and more complex discussions	3	3	4	3,3	82%	Worthy
The teaching material model presented supports the clarity of the material	4	4	3	3,6	90%	Worthy
Breadth and suitability with learning objectives	4	4	4	4	100%	Worthy
Stimulate student curiosity	4	4	3	3,6	90%	Worthy
Systematic and logical	4	3	3	3,3	82,5%	Worthy
The attractiveness of the content of the material	4	4	4	4	100%	Worthy

2) Aspects of design feasibility

Table 2 : Design Expert Validation

Rating Items	Respondent Value			Average	%	Category
	Material Expert	Language Expert	Design Expert			
Attractive design	4	3	4	3,6	100%	Worthy
The choice of color design does not interfere with the content of the material.	4	4	4	4	100%	Worthy
Choose an appropriate and easy-to-read font	4	3	4	3,6	90%	Worthy
Interesting concept map model	4	4	4	4	100%	Worthy
Simple and colorful design	4	4	3	3,6	90%	Worthy

1. Design Revision

Prior to being tested on the learning process, Imla` teaching materials were in the form of module books which were developed through the validation stages of material experts, linguists and design experts. Based on the results of validation by experts, there are several parts of the module that must be corrected at the revision stage. The following is an explanation and the repair process:

1) Material Expert Advice

Based on the assessment of the material test team on May 25, 2022, the following suggestions were obtained:

a) Add material

In the initial product before being validated, the researcher only provided some material. so that based on the advice given by the material expert the researcher needs to add a little extra to the material and practice the material questions namely:

❖ Before revision

HARAKAT

Harakat is a punctuation mark that is placed on hijaiyah letters, to clarify the pronunciation of these letters. The following is the Harakat in hijaiyah letters:

1. Fathah (َ) reads "a"

Example: بَ ، جَ ، دَ ، لَ

2. Kasrah (ِ) reads "i"

Example: صِ ، ضِ ، رِ ، قِ

3. Dhammah (ُ) reads "u"

Example: حُ ، دُ ، لُ ، مُ

4. Fathatain (َ) read "an"

Example: جَا ، رَا ، غَا ، يَا

5. Kasratrain (ِ) reads "in"

Example: تِ ، فِ ، كِ ، جِ

6. Dhammatain (ُ) reads "un"

Example: بُ ، رُ ، صُ ، مُ

7. Tasydid (ّ) harakat which symbolizes the emphasis on a letter, so it has a double sound. Usually followed by one of the harokat no. 1-6.

Example: رَدُّ ، مُرُّ ، جَرِّ

8. Sukun (ْ) vowel which represents a consonant or consonant.

Example: مَدُّ ، حُدُّ ، مَنُّ

PERLU DIPERHATIKAN !

- Semua harakat tanwin (fathatain, kasratrain, dhammatain) hanya terjadi di akhir kata.

❖ Setelah diRevisi

HARAKAT

Harakat adalah tanda baca yang ditempatkan pada huruf hijaiyah, untuk memperjelas pengucapan huruf tersebut. Berikut ini adalah Harakat yang ada pada huruf hijaiyah:

1. Fathah (َ) berbunyi "a"

Example: بَ ، جَ ، دَ ، لَ

2. Kasrah (ِ) berbunyi "i"

Example: صِ ، ضِ ، رِ ، قِ

3. Dhammah (ُ) berbunyi "u"

Example: حُ ، دُ ، لُ ، مُ

4. Fathatain (َ) berbunyi "an"

Example: جَا ، رَا ، غَا ، يَا

5. Kasratain (ة)berbunyi "in"

Example: تِ ، فِ ، كِ ، جِ

6. Dhammatain(ُ) berbunyi "un"

Example: بُ ، رُ ، صُنْ ، مُمْ

7. Tasydid (َ)harakat yang melambangkan penekanan pada suatu huruf, sehingga berbunyi ganda. Biasanya diikuti oleh salah satu dari harokat no 1-6.

Example: رُدُّ ، مُرُّ ، جَرِّ

8. Sukun (ْ)harakat yang melambangkan huruf mati atau konsonan.

Example: مَدُّ ، حُدُّ ، مَنْ

IMPORTANT TO NOTE !

- All tanwin vowels (fathatain, kasratain, dhammatain) only occur at the end of words.
- Especially for fathatain, the end of the word is connected with the letter alif, except when writing Ta` Marbutah, for example, contoh صَائِمَةٌ

1) Adding exercises (imtihan)

Previously only 5 items were added to 10 items.

BEFORE

التدريب الاول

Pay attention to the following letters, and practice connecting them!

:	ن - ع - س	. ١
:	ن - و - م	. ٢
:	ن - ف - ق	. ٣
:	ف - ر - د :	. ٤
:	ب - ش - ي	. ٥

AFTER

التدريب الاول

Pay attention to the following letters, and practice connecting them!

:	ن - ع - س	. ١
:	ن - و - م	. ٢
:	ن - ف - ق	. ٣
:	ف - ر - د :	. ٤
:	ب - ش - ي	. ٥
:	ح - ك - م	. ٦
:	ك - ر - م	. ٧
:	ك - ش - ف	. ٨
:	ج - م - ع	. ٩
:	ل - ب - س	. ١٠

2) Expert Design Advice

a) Changing the position of the author's name on the cover and adding the E-Module barcode

BEFORE

AFTER



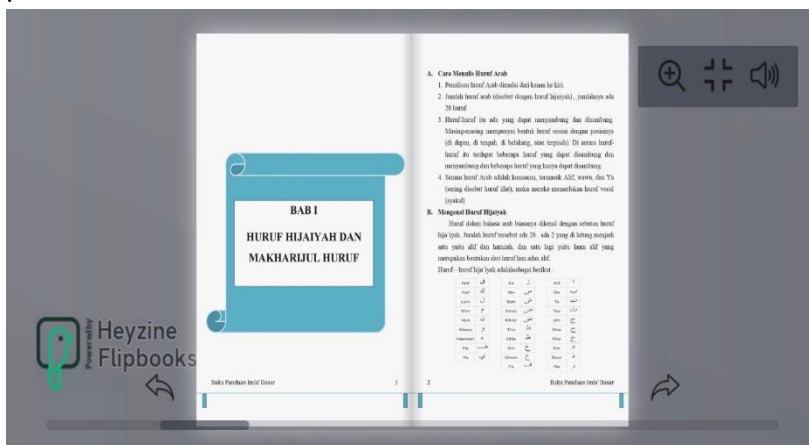
b) Create E-Module

Design experts suggest making e-modules with the aim that they can be accessed through all electronic media.

Here is the link of the Imla` e-module: <https://heyzine.com/flip-bppk/fc873b599a.html#page/1>

The following is the display after opening the e-module:

:



After the teaching material has gone through the revision stage, then the trial phase is carried out in two ways, namely small group trials and large group trials. Small group trials using the Imla` Module were carried out by researchers on Tuesday, May 30 2022 and on the same day researchers conducted large group trials. The use of the Imla` Module in Imla` learning in class aims to determine the potential of students in their ability to write Arabic.

The trial was carried out by explaining the material in the module book to students which was then followed up by giving practice questions, with the aim of knowing students' ability to write Arabic. During the delivery of learning material using the imla` module book, the researcher was accompanied by the class teacher to make observations to the researcher on the use of the teaching material in the form of the imla` module. In addition to the class teacher who acts as an observer to the researcher, students are also given a questionnaire to provide responses to the teaching materials that have been developed to be used in the learning process. The trials in this study went through two stages, namely small group trials and large group trials. The following shows the data:

1) Small group trials

Before the researcher conducted a small group trial in the first stage with a total of five students, the researcher already had a pre-test score which was carried out to determine the level of ability to write Arabic in class VII B MTs Assalam Bangilan Tuban before using teaching materials in the form of the Imla module. .

The pre-test scores obtained on May 30 2022 which were attended by five class VII B students before using the teaching materials in the form of the imla` module are as follows:

Table 3: Pre-test results for small group trials

No.	Respondents	Post-test scores
1.	R-1	60
2.	R-2	70
3.	R-3	70
4.	R-4	50
5.	R-5	70

The researcher carried out the pre-test by giving practice questions to each student. The aim is to measure the level of students' ability to write Arabic before using teaching materials in the form of the Imla` Module. Small group trials in the first stage were carried out in the following stages:

- a) Researchers carry out the Pre-Test to students by giving writing practice questions.
- b) The small group trial was conducted on five students with attention to the researcher as a teacher to convey the learning material in the Imla` Module book which had been developed by the researcher.
- c) After students have received learning material, students are then asked to advance one by one to answer the practice questions presented in the Imla Module. The aim is to find out students' responses to writing Arabic after receiving an explanation of learning material

The following is the acquisition of post-test scores for small group trials:

Table 4: Small Group Trial Post-Test Values

No.	Respondents	Post-test scores
1.	R-1	70
2.	R-2	80
3.	R-3	85
4.	R-4	70
5.	R-5	80

2) Large group trials

By using the same stages as small group trials, before carrying out large group trials or actual class field trials, the researcher conducts a Pre-Test before receiving learning material using teaching materials in the form of the Imla Module at once on Tuesday 30 May 2022 at second hour of study. The implementation of the large group trial was carried out in six meetings, namely from 30 May to 9 June 2022

The following is the score obtained in the pre-test for the large group trial:

Table 5: Pre-Test Results of Large Group Trials

No.	Respondents	Pre-test scores
1.	R-1	55
2.	R-2	70
3.	R-3	70
4.	R-4	75
5.	R-5	80
6.	R-6	75
7.	R-7	85
8.	R-8	75
9.	R-9	80
10.	R-10	75
11.	R-11	70
12.	R-12	75
13.	R-13	80
14.	R-14	65
15.	R-15	80
15.	R-16	85
17.	R-17	65
18.	R-18	60
19.	R-19	80
20.	R-20	75
21.	R-21	75
22.	R-22	75
23.	R-23	75
24.	R-24	65
25.	R-25	85
26.	R-26	70

27.	R-27	66
28.	R-28	60
29.	R-29	65
30.	R-30	65

After receiving the learning material using teaching materials in the form of the imla` module, the researcher distributed the Post-Test question sheets to each student at the sixth meeting, namely after the researcher explained the last material in the imla` module book. The results of the post-test scores are as follows:

Table 6: Post-Test Results of Large Group Trials

No.	Respondents	Score Post-test
1.	R-1	80
2.	R-2	90
3.	R-3	100
4.	R-4	90
5.	R-5	90
6.	R-6	80
7.	R-7	90
8.	R-8	100
9.	R-9	90
10.	R-10	80
11.	R-11	80
12.	R-12	90
13.	R-13	100
14.	R-14	80
15.	R-15	90
15.	R-16	95
17.	R-17	100
18.	R-18	90
19.	R-19	80

20.	R-20	100
21.	R-21	90
22.	R-22	90
23.	R-23	80
24.	R-24	80
25.	R-25	100
26.	R-26	80
27.	R-27	100
28.	R-28	70
29.	R-29	80
30.	R-30	90

Referring to the results of the trials and suggestions from the experts, the researchers together with the research supervisor decided to make a final revision of the product that had been developed. products that have been developed. This final product revision is a measure that the product is truly said to be valid because it has carried out trials in stages..

1) Exposure to research test data

The purpose of the presentation of research test data was to find out the results of the research analysis from the results of the small group and large group post-test in class VII MTs Assalam Bangilan and the small and large group post-test in class VII MTs Assalam Bangilan. through this research, students use imla` teaching materials in the form of imla` modules. The ability to write Arabic will be honed, especially in the mastery of writing vocabulary or mufrodat. Thus, it is hoped that students will be able to improve their ability to write Arabic by holding on to the Imla` teaching materials provided. The following is the recapitulation of pre-test and post-test values..

Table 4.17: Summary of Pre-test and Post-test scores for small group trials

Respondents	Pre-test	Post-test	Post-test – Pre-test	Max Value – Pre-test	g (gain)
R-1	60	70	10	40	0,25
R-2	70	80	10	30	0,3
R-3	70	85	15	30	0,5
R-4	50	70	20	50	0,4
R-5	70	80	20	30	0,6

Table 4.18: Summary of Pre-test and Post-test scores for the Large Group Trial

Respondents	<i>Pre-test</i>	<i>Post-test</i>	<i>Post-test – Pre-test</i>	Max Value – Pre-test	<i>g (gain)</i>
R-1	55	80	25	45	0.5
R-2	70	90	20	30	0.6
R-3	70	100	30	30	1
R-4	75	90	15	25	0.6
R-5	80	90	10	20	0.5
R-6	75	80	5	25	0.2
R-7	85	90	5	15	0.3
R-8	75	100	25	25	1
R-9	80	90	10	20	0.5
R-10	75	80	5	25	0.2
R-11	70	80	10	30	0.3
R-12	75	90	15	25	0.6
R-13	80	100	20	20	1
R-14	65	80	15	35	0.4
R-15	80	90	10	20	0.5
R-16	85	95	10	15	0.6
R-17	65	100	35	35	1
R-18	60	90	30	40	0.7
R-19	80	80	0	20	0
R-20	75	100	25	25	1
R-21	75	90	15	25	0.6
R-22	75	90	15	25	0.6
R-23	75	80	5	25	0.2
R-24	65	80	15	35	0.4
R-25	85	100	15	15	1

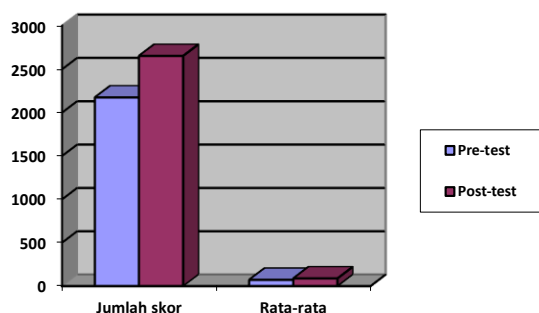
R-26	70	80	10	30	0.3
R-27	66	100	34	34	1
R-28	60	70	10	40	0.2
R-29	65	80	15	35	0.4
R-30	65	90	25	35	0.7

Based on the gain table (g) obtained by the students as a whole above the low value of 0. From these results it can be said that there is an increase in students' Arabic writing skills through teaching materials in the form of the Imla` module. As for the overall test results of this study, among others:

Table 4.19 : Overall Test Results

No.	Test	\sum Score	Average	Criteria
1.	Pre-test	2176	72,5	Moderate
2.	Post-test	2655	88,5	high
	Total	4831	161	high
	Average	2415,5	80,5	high

Based on the average score obtained in the table above, the average test score at the pre-test stage is 72.5. While the average value at the post-test stage is 88.5. And the average value of the tests carried out as a whole is 80.5 with the "High" criteria. So it can be concluded that the Teaching Materials in the form of Imla` Modules developed are categorized as teaching materials that are "Appropriate" to be used in Imla` class VII B MT's Assalam Bangilan Tuban. Looking at the table data, it is possible to average the development of students' Arabic writing ability scores before and after using teaching materials in the form of the Imla` module book through the histogram image below::



From the histogram image above, we can see that the mean score of the Arabic writing ability test for class VII B MT's Assalam Bangilan Tuban between the Pre-test and Post-Test scores has increased. The increase in value can be seen in detail from the average pre-test score of 72.5 and the average post-test score of 88.5 with the difference in the average increase of 16. The increase in the results of the pre-test and post-test scores is a proof that teaching materials that use the Imla` Module can increase students' enthusiasm for learning so that they can improve the ability to write Arabic for class VII B students of MT's Assalam Bangilan Tuban.

Conclusion

After explaining all the results of research and development data in detail, then as the end of the discussion of this research, the researcher will present some conclusions as follows:

1. The process of developing imla` teaching materials in the form of modules

This research is included in the type of Research and Development (R&D) or uses research and development methods. This research has succeeded in developing teaching materials in the form of the Imla` module to improve the writing skills of MTs Assalam Bangilan Tubam students. By going through several stages proposed by Sugiyono, so as to produce a product and test the effectiveness of the product.

1. Application of Imla` Teaching Material Products

In applying teaching material products, the researcher conducted a study directly in the field, namely by carrying out the process of teaching and learning activities with MTs Assalam Bangilan students with the permission of the principal and supporting teacher, in this case the researcher took the time after carrying out the final school examination (UAS). Because at the time of conducting the research it coincided with the activity, so that the researcher had a decent and sufficient opportunity to use the application of teaching material products in the form of an imla` module.

Based on student response data, it was found that an average of 86% was in the "Appropriate" category. So that this development product is worthy of being used as a development product and can be used as Imla' Learning Teaching Materials in actual learning classes.

2. The feasibility level of Imla` teaching materials

Judging from the assessment of material and language validation experts, the percentage obtained was 95.5% in the "very good (Decent)" category. And the results of the design validation experts obtained a percentage of 94% in the "very good (Decent)" category. based on the results of the description above, the product developed by the researcher, namely Imla` teaching materials in the form of imla` modules, is said to be "Appropriate" to be used as learning teaching materials and can be used as a guide for a beginner who wants to learn to write Arabic.

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Teaching Material

Volume 1 Nomor 1 , Maret 2023

International Journal of Language and Teaching

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Widodo, A., Hana Chebaiki, & Arif Satria. (2021). تطبيق تعليم مهارة الكلام في المدرسة المتوسطة منبع الإحسان. *Kilmatuna*, 01(01), 1–11.