Learning of *Imla'* Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda

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ABSTRACT

There are some language skills, one of them is writing which has the steps of learning a foreign language. Writing skill has the most difficult skill. The use of instructional media has functions to facilitate teaching and learning activities, especially in Arabic learning of *Imla'* material. The flashcard is used as a medium to facilitate teaching and learning activities of *Imla'* for non-Arabic students. This research aimed to describe learning of *Imla'* on Arabic writing skill and describe learning implementation of *Imla'* on Arabic through flashcard at the level of elementary school at Elementary School level in Samarinda. The researcher used research design of qualitative descriptive by using the research instruments of observation, interview, and documentation. The research result obtained through the data sources from the principal, vice principal of curriculum, Arabic teachers and students. To analyze the data, the researcher used Miles and Huberman's theory through three steps of data reduction, data display, and verification. The research results were that Arabic learning based on the writing skill on the elementary level included in category of *Imla' manqul* which is aimed for students to be able to recognize, know, and rewrite letters of Hijaiyah by the rules of writing and letters written separated or connected with other letters. The students were also able to recognize the meaning of what they wrote through flashcard. The use of flashcard was helpful in the Arabic teaching process, because the students were easier in understanding the meaning of each vocabulary they wrote. The students did not feel saturated in teaching and learning proses, because flashcard can be used by the students as a form of game which they usually play such as picture card. Therefore, the Arabic writing skill on the elementary level will be easier to be learnt by the students.

Keyword   Flashcard; Learning of *Imla'*; Writing Skill

مستخلص البحث

إن مهارة الكتابة إحدى المهارات اللغوية التي لها خطة التعليم للغة الأجنبية وهي أصعب المهارات اللغوية. ولذلك، الهدف من استخدام وسائل التعليم لتسهيل أنشطة التعليم خاصة لتعليم الإملاء العربية للناطقين بغيرها. فوسائل التعليم المستخدمة هي بطاقة الذاكرة المدمجة. وأهداف البحث من هذه الرسالة هي لوصف تعليم الإملاء لمهارة الكتابة العربية ولوصف تطبيق تعليم الإملاء باستخدام بطاقة الذاكرة المدمجة لمهارة الكتابة العربية في المدرسة الابتدائية بسماريندا. ومنهجية البحث المستخدمة هي بحث نوعي وصفي. وكان أسلوب جمع البيانات فيه الملاحظة، والمقابلة، والوثائق. وأما مصادر البحث منها فهي معلم اللغة العربية، والطلَبة. وتحليل البحث بطريقة التحليل البيانات حسب النظرية مايلز وهوبرمان التي تتكون من ثلاثة أنشطة تحدث في وقت واحد، وهي تخفيض البيانات وعرضها. ونتائج البحث من هذه الرسالة هي تضمين تعليم مهارة الكتابة العربية في المستوى الابتدائي بنوع الإملاء المنقول الذي يهدف إلى كفاءة الطلَبة نحوي معرفتهم عن الحروف الهجائية وقدرتهم على تكرار الكتابة العربية بناءً على قواعد الكتابة الصحيحة، إما من قبل أشكال الحروف المنقطعة أو الحروف المتصلة بالحروف الأخرى،حتى يكون الطلَبة فاهمين بمعنى الكلمات المكتوبة. إن استخدام بطاقة الذاكرة المدمجة مفيدة، لأنها تسهل الطلَبة لفهم معنى المفردات، وما شعروا بالملل أثناء عملية التعليم لأن بطاقة الذاكرة المدمجة كوسيلة التعليم في اللعب المستخدم عند الطلَبة التى تسمى كبطاقة المصور, فاستنتاج منها أن مهارة الكتابة العربية باستخدام بطاقة الذاكرة المدمجة يسهل المعلم و الطلَبة في عملية التعليم.

كلمات أساسية   بطاقة الذاكرة المدمجة؛ تعليم الإملاء؛ مهارة الكتابة.

INTRODUCTION

Arabic is a second language for non-Arabic students in Indonesia, Zailani Jusoh and Liza Abdullah (2020) said Indonesian people in daily activities often use Arabic to worship and socialize with Muslims, even though Arabic remains a foreign language for non-Arabic communities. This is different from the objectives of Islamic education institutions in general that make Arabic as a standard in the implementation of Islamic education learning. This is due to the majority of activities carried out in learning to use Arabic as the language of instruction, such as the use of "*Basmalah*" sentence to initiate all activities carried out and then end it with the sentence of "*Alhamdulillah*". In line with the opinion of Omar, Nidhomi, and Batsarawi (2019) said that Arabic in general is a second language for non-Arabic students, especially for Indonesian students, so Arabic is often considered unimportant.

Considering the rapid developments of science and education world and even these developments were also followed by the use of international language as the form of communication between nations and countries, Arabic began to be used for scientific purposes in the world of education nowadays. Therefore, Asy'ari and Zainuddin (2018) argued that Islamic educational institutions taught Arabic from a basic level, and in the process did not only teach about the language element. Komariah (2016) said language skills known as the terms of *istima', kalam, qira'ah,* and *kitabah*. However, according to Arellano, Masykar, and Almulhim (2019) Arabic learning for children is not easy, because there were many challenges that must be faced included planning the use of language in the learning implementation, psycholinguistic aspect that must be faced, the application of language skills, and the application of pronunciation in accordance with the foreign language styles. Gersmehl (2020) said about the results of foreign language learning for children, the application can be started by teaching vocabulary and grammar in a simple and very basic arrangement. Ranjan and Philominraj (2020) said that second language learning for children is greatly influenced by internal and external factors.

This research was conducted based on the observation result toward the teaching and learning activities of Arabic for students of Islamic elementary school level in Samarinda under the auspices of the Ministry of Education and Culture of Republic of Indonesia, as we know that the educational institutions under the auspices of the Ministry of Educational and Culture provided a very limited time for the lessons in the field of Islamic studies in general, as well as Arabic which is still considered as part of the field of Islamic studies. However, this school exists as an educational institution that not only implemented the educational curriculum under the direction of the Ministry of Education and Culture, but is present to integrate the general education curriculum based on

Islamic educational institution. Handayani and Suliswiyadi (2019) said the religious curriculum is a basis of Islamic science in schools for the development of spiritual values (Islamic religion and behavioral beliefs). Indra (2020) justified that primary school educational institutions are to educate the students and shape the morality among students.

Learning of Arabic in elementary school children is very influenced by their mother tongue, so a teacher must recognize and choose several strategies, techniques, and tricks to be able to develop the language learning (Tavoosy & Jelveh, 2019) especially in teaching Arabic. Because teaching Arabic to non-Arabic speakers based on its purpose namely language as an active communication tool, and Arabic for specific professional purpose (Fatoni, 2019). So, this research specifically discussed the learning of Arabic that is used for educational purpose namely learning of Arabic based on language skills.

Learning of Arabic based on language skills is a category of Arabic standard (Nikmah, 2020) as the language used in scientific studies, both nationally and internationally. Based on the Arabic learning stage, writing skill is the most recent skill to be taught (Mustofa, 2019). It is because writing skill has the highest level of difficulty among other language skills. So, this research described the Arabic learning based on writing skill, especially on learning of *Imla'* through flashcard for elementary school students.

As for some studies discussed about *Imla'* including of stating that learning of *Imla'* is part of writing skill, it is because through *Imla'*, a person can express his thought based on what is heard and then write it through writing in accordance with the rules of Arabic writing (Ulum & Mariah, 2017). This opinion is strengthened by the research which stated that the right and good learning of *Imla'* will produce the good achievement also for students (Lailan & Lubis, 2016). Even with the application of *Imla'* the students can accelerate their writing speed and the application of *Imla'* can develop the students' writing skill (Özçakmak, 2019). In addition, for the implementation of a good *Imla'*,

Arabic writing skill needs the planning of learning, material selection, and the use of good media so that the learning is qualified (Sebayang & Nahar, 2017). Factors that greatly affected in writing skill are environment, culture, and community, and not based on one's genetic factor (Azab, Rahman, Ahmed, Farid, & Tamem, 2020). In addition, writing skill of leaning *Imla'* were influenced by language elements including vocal, morphological, grammatical, and semantic which must be harmonized with four language skills to achieve good learning outcomes for students (Al-Shbail & Diab, 2018). Difficulties faced by foreign learners in understanding their second language among others are caused by errors in spelling the written reading, causing neglect in reading skill

that has an impact in interpreting and understanding foreign language texts (Lakshmi, 2019). Even recent research is currently comparing the effectiveness level of the application of foreign language learning by utilizing the mobile instant messaging app to dictation material on students' listening skill which stated that the use of this technology makes it easy to teach foreign languages to non-native speakers (Jia & Hew, 2019). The implementation of technology on dictation on foreign language learning is used to solve the problems of foreign language learning on vocabulary acquisition as a form of technology use in the independent learning process for students (Chiang, 2019). Therefore, the difference of this research to the previous research is the use of instructional media in the form of flashcard used for Arabic learning on the *Imla'* material in writing skill, whereas in general use of flashcard was only used to improve reading skill for students both in learning of mother tongue or second language or what is referred to foreign language for non-Arabic speakers.

However, the learning implementation at this time required learning media that was used as a source of learning and supporting the learning activities. this study utilized the use of flashcards to facilitate the learning of second languages for non-Arabic learning at the elementary school level. Li and Tong (2019) conducted research on the use of flashcard and e-flashcard in learning of Chinese language that showed the effectiveness level of foreign language learning increased by using learning media, so the students can carry out learning independently, especially to learn the vocabulary material of Chinese language. Research of Alanazi (2017) resulted that the flashcard can be used as learning media for children who have disabilities or for those who have physical disabilities, so they can still learn to read like children in general.

This research aimed to investigate learning of Arabic *Imla'* for children at the elementary school level, especially at Elementary School Normal Islam Samarinda and describe the learning application of Arabic *Imla'* through flashcard media in writing skill at elementary school level, especially at Elementary School Normal Islam Samarinda. The basic reason of this research is that non-Arabic learners have difficulty in implementing Arabic learning based on their writing ability in accordance with the exact rules, this is because Arabic is the second language for non-Arabic learners, especially learners in Indonesia, although the majority of Arabic learners in Indonesia are Muslims, this is not a promising guarantee in the result of learning Arabic. Generally, the ability to read Arabic only limited to fluency in reading daily prayers and writings the Koran, without being accompanied by the ability to writing Arabic correctly.

METHOD

The research used a qualitative approach and used a qualitative descriptive research. The data sources were teachers, students of Elementary School Normal Islam especially the first-grade students, and teaching materials of Arabic. The total population was 662 students that contained of 326 male students and 336 female students. The sample used in the study was 56 students from first grade of A and B class. The data collection of the research used techniques of observation, interview, and documentation. The research instruments were observation sheet, interview guide sheet, and printed data in the forms of students' worksheets and students learning outcomes sheet.

The observation sheet used in this research was to detect three important indicators to obtain data in the field as the form of preliminary observation including opening activity, core activity, and closing activity in the process of teaching and learning activities on the material of Arabic *Imla'* in writing skill. The interview guide sheet in this research was used to conduct an interview with the Arabic teacher. The interview was related to the teacher's opinion toward the use of flashcard media which was used to carry out the teaching and learning activity on the Arabic *Imla'* material in writing skill for the students of elementary school level. Then the documentation was obtained by the researchers from collecting printed information about teaching material used in students' worksheets and photographs of the flashcard samples.

As for analyzing the data of the research, the researchers used data analysis method of Miles and Huberman (1994) that the activities in qualitative data analysis were carried out interactively and continuously until completion, so the data was saturated. The data analysis in qualitative research consisted of three activities that occur simultaneously, namely reducing data, presenting data, and verification.

RESULTS & DISCUSSION

Elementary School Normal Islam Samarinda not only implemented the educational curriculum under the direction of the Ministry of Education and Culture, but also integrated the general education curriculum based on Islamic educational institution. Rezania, Nuroh, and Mariyati (2020) said that improving the quality of education is not enough through curriculum renewal only, without any follow-up to prepare the competent educators in accordance with the required field. Maswani and Susiawati (2017) strengthened that Arabic teachers must have global and partial characteristics to distinguish between the teaching of foreign languages because each language has different characteristic.

Arabic teaching and learning in this school was taught from the first grade by using textbook of Yudhistira. Arabic learning in a week is held in two

meetings on Wednesday and Thursday with duration of meeting for one hour and a half.

Flashcard is one of the figure media or learning tool in the form of picture cards, which used small figures, symbol, or figures accompanied by information in the front or back of the card in the forms of word or sentence (Angreany & Saud, 2017). In addition, flashcard is used to help students to recall something in the forms of figures, symbol, or text printed on the card so that it can stimulate the students' mind in order to be able to understand the writing contained on the card (Anggraini, Listyarini, & Huda, 2019). This media is a learning media in the form of visual-based printed media.

Purpose of using flashcard especially for students of aged-children is to know the shape of letters, develop their intelligence, train their concentration of reason at the time of teaching and learning activities, and to add their insight about words that have not been previously known (Lindawati, 2018). The use of flashcard is utilized as well as language game cards (Rahayu & Santana, 2018) to increase the writing skill of children.

Imla' lesson for children or elementary level students begins with something easy and then something complicated, like learning *Imla' Manqul* which has a transcription language meaning on the word of *manqul*, while in term of *Imla' Manqul* means learning Arabic writing to increase the students' ability in writing letter, word, and sentence (An-naqoh, 1985). It can be concluded that *Imla' Manqul* is that teacher read the letters, words, or simple sentences and write them on the board, then the students rewrite them according to some words on the board. The objectives of learning of *Imla' Manqul* included training to write the letters and observing the error form of the writing, training the five senses based on audio and visual, and to test the students' knowledge about writing the letters, words, or simple sentences in Arabic in accordance with the rules of writing (Amir, 2000).

Based on the findings in the field, learning of *Imla'* in Arabic writing skill for the first grade students was done from the things that were easy to understand, for example by using objects around them such as stationaries, parts of body, names of color, etc. In addition, to accelerate the students understanding, the teacher presented the object form directly or with substitute media, as the use of flashcard in the implementation of *Imla'* learning in the class. The benefits of implementing a flashcard are improving the ability to remember, focus, increase vocabulary, stimulate children's brain, and practice the listening, speaking, and writing skills at one time. For Language learning, flashcard can be combined with singing, telling stories, etc. It also aimed to make the learning atmosphere not boring for them. The samples of flashcard used is figure 1 and figure 2.

Figure 1. Flashcard used during the learning of *Imla'* for the first grade

Figure 2. Samples of flashcard on the material of introduction of numbers and letters of Hijaiyah, and parts of body

The learning steps applied in the learning of *Imla'* through flashcard for Arabic writing skill at Elementary School Normal Islam Samarinda were:

1. Introduction: The teacher gave an overview of the material to be conveyed and gave simple questions related to the material to be conveyed.

2. Core activities: (a) the teacher introduced the words that were difficult to be pronounced by listened them to the students, then asked the students to repeat the words together. Then, the students repeated again and the teacher wrote words on the board and the teacher displayed the pictures of the things spoken so that the students understood the meaning of the things pronounced and pasted the pictures as the writing on the board; (b) the teacher asked students to prepare some stationaries (notebook, pencil, and eraser). The teacher distributed flashcards to all students and asked them to write on their books as the letters or words on the flashcard; (c) after all students have finished working, the teacher asked a representative of some students to come forward and rewrite on the board as written on their notebook. If there was an error, the teacher asked the other student to rewrite the correct one as the form of joint correction, then the teacher explained the location of the error occurred by showing the flashcard that matched to the desired answer.

3. Closing activities: these activities consisted of reinforcement, reflection, and evaluation activities before the lesson ended. The teacher explained again the essence of the material delivered directly or by asking some light questions to the students, then answered by the students simultaneously. For reinforcement and evaluation material, the teacher gave exercises to be done by the students at home by distributing some flashcards and asked the students to rewrite on their notebook as what has been distributed, then conveyed that their work would be corrected on the next meeting. Then, the teacher ended the lesson by praying together

Learning of Arabic writing skill is taught according to the students' need based on the basic competencies (Wijaya & Pimada, 2019) to be achieved, as the Arabic learning in this school is taught based on language skill combined with very basic linguistic elements. Some theories about child development stated that the early stages of child development was begun from the cognitive development that is centered on language skill. It was implemented on writing skill that was begun at the early age or pre-school (Camplle, Chen, Shenoy, & Cunningham, 2019). Writing skill for children is based on motoric movement that must be developed and trained in the form of body movements that are familiarized as a form of their psychological mobility.

Writing skill is an effort to apply difficult language abilities and skills, because someone would apply two languages skill together, active and productive. Learning of writing skill is begun with the basic knowledge, knowledge of writing procedures, connecting Arabic letters, writing words, and writing sentences (Kuraedah, 2015). Basic learning for elementary students can use self-instruction (Alowayidhi, 2014). This approach has also been carried out in learning *Imla'* by Sholeh (2015). According to Jabir (1989) a lot of mistakes happen in *Imla'* learning. So, Ridwan (2018) said *Imla'* which is suitable for elementary grade is *imla' manqul*.

The beginning of writing skill for children is done by the means of motivation and provided physical exercise that is appropriate to the age and development level of the children through learning process. Writing skill for children aged 5-6 years included the ability to write names and short sentences. Benchmark in the development of writing in children can be seen through a densely readable writing even though the writing is not too good (Tuljannah, Rini, & Sofia, 2018). Teaching to write letters to children directly was the right choice because writing Hijaiyah letters is a part of second language teaching for non-Arabic students (Hasrawati & Ibrahim, 2018). The teacher has to apply the learning of *Imla'* directly so the students can simulate what they got to reduce errors in writing.

As the writing skill that used the material of *Imla'*, the main discussion on the material of *Imla'* generally discussed the writing of Hijaiyah letters, symbol, and punctuation letter, and the form of letter writing in accordance with the opinion of linguists (Ar-Rasyidi, 2019), based on the subject matter of *Imla'*.

Imla' is divided into four types namely *Imla' Manqul*, *Imla' Mandzur*, *Imla' Masmu'*, and *Imla' Ihktibar*.

The difference from the types of *Imla'* is that the *Imla' manqul* is used on the writing skill by practicing writing letters, words, or simple sentences that present an example first, then the students rewrite it according to the example (Jannah, 2019). *Imla' Mandzur* emphasized more on abstract words for students. So, the teacher focused on words that are difficult for students to spell repeatedly and provided written examples to be written (Annan, 2006). *Imla' Masmu'* is the opposite of *Imla' Mandzur*. It only reads and plays words, sentences repeatedly without presenting written examples. So, it depends on the accuracy of the teacher's pronunciation and the students' hearing (Jauhari, 2015c). *Imla' Ihktibar* consists of two phases, namely spelling pronunciation and identification of writing errors (Muslim & Marzuki, 2017).

Imla' in the era of 70-80 was a language test tool that was considered very accurate to teach second language or foreign language, based on the assumption that spelling has a close relationship with vocabulary, and language skill tests both oral and non-oral (Li, 2020). As there is a difference on Indonesian language that used alphabet letters consisting of 26 letters and Arabic that used Hijaiyah letters consisting of 28 letters (Hashemi, Aghagolzade, & Golfam, 2014).

The type section of *Imla' Manqul* in the learning of Arabic writing skill at Elementary School Normal Islam was chosen as a form of solution in facing the difficulty challenge faced by the students of elementary school level for learning Arabic as a second language for non-Arabic students. In addition, it can increase the enthusiasm of learning and provide the atmosphere of learning in the classroom to be a good learning. Then, the interaction occurs between the students and the teacher. So the use of instructional media has a very important role. Then this research illustrated the writing skill learning on the material of *Imla'* through a media of flashcard.

CONCLUSIONS

Based on the explanation and findings in the field, it can be concluded that Arabic on writing skill for students of elementary school level, especially for the first-grade students on the material of *Imla'* is a part of *Imla' Manqul*. The achievement goal on Arabic writing skill for the first grade is the students can recognize and know the written form of Hijaiyah letters in the forms of words or simple sentences, and the students are able to rewrite as the examples given or shown. It was done by the teacher by teaching and introducing through words in the form of simple vocabularies.

While the use of flashcard in this learning was used to facilitate the implementation of teaching and learning activities, especially in the writing skill. So, the students have a learning media as well as can be used as a learning source in the form of picture card that can attract the students learning

interest. Flashcard was used as one of the substitute intermediary used by the teacher to present the intended subject so that the students understand the spoken word. In some cases, the flashcard was generally used for reading skill, and learning for vocabulary enrichment, but in this research, the flashcard was used to support the writing skill on the material of *Imla' Manqul* which is used to imitate and repeat the forms of letters, words, or sentences written on a paper, notebook, or board by the teacher and the students. This is to strengthen the students' concentration and memory toward the writing forms of numbers and letters of Hijaiyah, without seeing the beauty of the students writing.

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