TEACHING MATERIALS DEVELOPMENT FOR IMLÂ' LESSON TO ENHANCE STUDENT'S WRITING SKILLS

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Abstract

Most of Indonesian students can read Arabic texts, but they cannot write good Arabic according to its rules. This research was aimed to study the characteristics of the teaching materials in *Imlâ'* and find out its effectiveness for enhancing writing skill. The research used Research & Development (R&D) methodology, and used four research instruments to collect the data: interviews, questionnaires, tests, and documents for collecting data. In analyzing data, Paired Sample t-Test was used. The procedures started from the literature review, planning, design, validity and experiment to the students. Among the most important results of this research is the presence of teaching materials in the form of a textbook. Its validity is good grade, with a percentage score of 86.4%, meaning that the designed materials can be used with little modification and correction. As for its effectiveness, the researcher studied that Sig. (2-tailed) result is (0,000) < (less than) (0,005). It means that the teaching materials designed for the Imlâ' are effective to develop the writing skill of students.

Keywords: *material development, Imlâ', writing skill, inductive method*

Introduction

The study of the Arabic language in Indonesiabegan since the introduction of Islam in Indonesia, which was originally intended for worship only. But with the development of Arabic language education in Indonesia, Arabic language is studied not only for worship but for the benefit of communication with the outside world and the scientific development of the Arabic language.[1]

The Arabic language has four skills: listening, speaking, reading, and writing.[2] The four skills are divided into two parts, i.e., receptive skills and productive skills.

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[1] Haniah, "Analisis Kesalahan Berbahasa Arab Pada Skripsi Mahasiswa Jurusan Bahasa dan Sastra Arab", *Arabi : Journal of Arabic Studies*, Vol. 3, No. 1, 2018, 23–43.

[2] Novita Rahmi, "Pengembangan Materi Qawā'id Al-Imlā Sebagai Penunjang Mata Kuliah Kitabah I (Studi Pada Mahasiswa Jurusan PBA Fakultas Tarbiyah IAIN Metro)", *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, Vol. 20, No. 1, 2018), 111–128..

The receptive skills are listening and reading, meaning that a person receives information and experiences through these two skills. Productive skills are speaking and writing, by which a person transmits his message.[3] One skill affects another, and vice versa. For example, a person who learns the language and acquires it through learning inside and outside the classroom and memorizes some Arabic vocabulary but does not master the arrangement of letters in words will find it difficult to make a good piece of writing. The learner makes mistakes in spelling and writing letters in vocabulary and words.[4]

Writing is an important part of these four skillsbecause it is the greatest testament to the importance of writing and the greatness of its position in language skills and the means of explanation, that God Almighty attributed his teaching to himself and regarded him from his abundant generosity and virtues, the Almighty said:

(اقرأ وربك الأكرم، الذي علم بالقلم، علم الإنسان ما لم يعلم)

Likewise, everything related to religious and worldly matters needs to be written, the Messenger of God said: (قيدوا العلم بالكتابة). Among its benefits is the preservation of science, facilitating its circulation and advancement, generation after generation, and the possibility of translating it from the words of one language to the words of another language, which made science a human heritage.[5]

The primary skill for students before learning to write is their competence for correct drawing in letters, words, and sentences. This means that the student must be able to draw the letters correctly, otherwise the symbols are disturbed and impossible to read.[6] A good way to obtain this basic skill is to learn *Imlâ'*. Therefore, we consider dictation as an indispensable material for a science student throughout his scientific and practical life.[7]

Many Indonesian students can read Arabic texts such as the Qur'an, hadith or Islamic books, and others. Most of them can read Arabic even though they speak other languages. Although they are proficient in reading, most of them cannot write good Arabic according to their rules. In Arabic writing spelling errors are often found for some reasons. *First*, students did not pay attention to their grammar because of their difficulty. *Second*, students have studied Arabic letters since their childhood and

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[3] Ida Suryani Wijaya and Luluk Humairo Pimada, "Ta'lim Al-Imla' Bi Al-Wasait Al-Muta'addodah Li Tarqiyati Maharah Al-Kitabah Fi Al-Lughah Al-'Arabiyah", *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, Vol. 11, No. 2, 2019, 194–213.

[4] Ahmad Muradi, "Wâqi' Ta'Lîm Mahârah Al-Kitâbah Bi Indûnîsiyyâ Musykilatan Wa Hulûlan", *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, Vol. 5, No. 1, 2018, 155–170.

[5] Harbiya Muhmmed Ahmed Othman Mubarak Hussayn Nejmudien Bashier, "Mahārah Al-Kitābah Wa Tathbīqātihā", *Journal of Science and Technology*, Vol. 14, No. 1, 2013, 1–20.

[6] Izzatul Laila, 'Ta'līm Al-Mahārah Al-Kitābah Bi Istikhdām Tharāiqil Imlā Bi Al-Tathbīqi 'alā Talāmidzi Al-Madrasah Tsānawiyyati Al-Islāmiyyah Al-Hukūmiyyah Malang', *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, Vol. 4, No. 2, 2016.

[7] Ridwan, *Al-Imla Naẓariyyatuhu Wa Taṭbīquhu*, 3rd edn (Malang: UIN Malang Press, 2016).

have not studied writing it. Third, students do not have access to adequate educational materials such as the main book or accompanying books.[8]

The Islamic School is one of the educational institutions in the eastern city of Samarinda, Kalimantan. This School used three curriculums: the government curriculum, the Ministry of Religious Affairs curriculum, and the *Kulliyyatu al-Mu'allimin al-Islāmiyyah* (KMI) of Gontor. This School tried to make Arabic an official language in everyday conversation. This School endeavored to upgrade the proficiency of its students in learning the Arabic language by teaching lessons in the Arabic language and one of the lessons is the *Imlâ'* lesson.[9]

After conducting a preliminary study, I met with an *Imlâ'* teacher at the Islamic Junior High School Ihya Ulumuddin Samarinda. The researcher found the information that there are problems with writing skills of which the most important is *Imlâ'*. For example, errors in differentiating between writing *al-hurūf al-muttaṣilah* and *al-hurūf al-munfaṣilah*, and how to place the *hamzah* according to its movements, and how to write the *lam al-ta'rif*, how to write the *hamzah waṣl* and *qaṭa'*, how to write *hamzah* at the beginning, middle and end of the word, and so on. Perhaps the reason for this is the lack of a well-organized curriculum in teaching *Imlâ'*. This is evidenced by the fact that there is no prescribed textbook for the spelling subject of the seventh chapter, so teachers teach according to their previous information. As well as the weakness of students' motivation towards learning the Arabic language, because of their lack of desire for the importance of the Arabic language and learning spelling in particular.[10]

Graph 1: Comparison of exam results for students in three years

	2017/2018	2018/2019	2019/2020
■ Series 1	68.9	81.2	65.3

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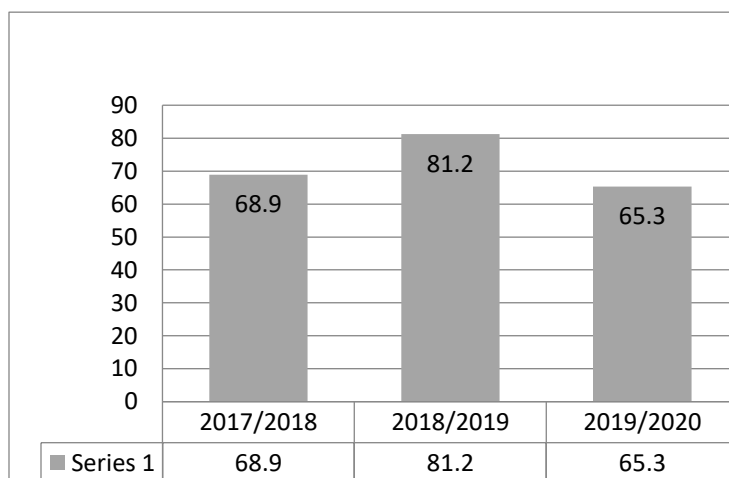
[8] Ammar Zainuddin, "Tashmīm Al-Kitāb Al-Ta'līmī Fī Māddati Al-Imlā' Al-Arabī Lil Kātibīna Bilughāti Ukhrā", *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, Vol. 1, No. 1, 2016, 29–39.

[9] The result of the interview with the teacher of the Islamic Junior High School Ihya Ulumuddin Samarinda on October 26, 2019.

[10] The result of the Observation with the students of the Islamic Junior High School Ihya Ulumuddin Samarinda on October 27, 2019.

The aforementioned inflicted issues result obtained by students in the exam within three years. The researcher found the spelling subject results in for seventh-semester students lower compared to the results obtained by students three years ago. This is indicated by that average of the results of the final exam results in the academic year 2017/2018 which was 68.9, 81.2 in 2018/2019, 65.3 in 2019/2020, witnessing the decrease in student learning outcomes.[11]

The researcher believed that the aforementioned major issues are caused by the lack of designed teaching materials for *Imlâ'* lesson for the student and the teacher. It causes the teaching process of *Imlâ'* lesson just relies on the ability of the teacher, without the book and the lesson plan. As a consequence, the students' knowledge of the spelling lesson was not all good.

To provide solutions to the problems described above, a number of previous research been done on the design and development teaching material for *Imlâ'* lesson: *The First*, research about "Development of Teaching Materials for *Imlâ'* Lesson on Based Qawaid *Imlâ'* to Increase Writing Skill for Student Class VII in Islamic Junior High School Riyadhul Ulum wa a-Dakwah Tasikmalaya".[12] *Second*, research about "Development Teaching Materials to Increase writing skills".[13] *Third*, research about "The Role of *Imlâ'* Design for Students at the KMI to Increase Writing Skills".[14] These three researches aimed to know the characteristics of the teaching materials in *Imlâ'*, measures its validity and find out its effectiveness to improve writing skill. And the results of these three researches indicate that the teaching materials developed are effective in improving students' writing skills. Bearing this in mind, the researcher developed the teaching materials from the results of previous research based on the characteristics of students at MTs Ihya Ulumuddin Samarinda with the inductive method. This research examines the characteristics of the instructional materials, measures its validity and effectiveness of using teaching materials to enhance the skill of writing.

Method

The method of this research was Research and Development (R&D) by Borg & Gall to obtain a specific production and test the effectiveness of that production.[15] The term "product" in this regard means not only material things, such as books, films, educational, etc. but also the procedures and processes in place, such as the

[11] Documentation from the final examination result of the student in the Islamic Junior High School Ihya Ulumuddin Samarinda.

[12] Rahmat Mulia, "Taṭwīr Al-Mawād Al-Ta'līmiyyah Li Dars Al-Imlā' "Alā Asās Al-Qawā'Id Al-Imlāiyyah Litanmiyyati Mahārah Al-Kitābah Li Al-Ṣaff Al-Sābi" Bi Al-Madrasah Al-Mutawasiṭah Ma'had Riyadh Al-Ulūm Wa Al-Da'wah Tasikmalaya", 2018.

[13] Muhammad Hafidz, "Taṭwīr Al-Mawād Al-Ta'līmiyyah Li Al-Tarqiyah Mahārah Al-Kitābah", *Nidhomul Haq*, Vol. 3, No. 1 , 2018, 1–17.

[14] Asrofik, "Daur Tasmim Madah Al-Imla' Li Tullab Al-Sanah Al-Ula Bi Kuliyyah Al-Mu'allimin Al-Islamiyyah Li Tarqiyyati Maharah Al-Kitabah", *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, Vol. 9, No. 2, 2018, 220–33.

[15] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2013), 297.

method of education and the method of organizing education and others.[16] The researcher used the research and development methodology in the type of new product design. Borg & Gall as cited in Sugiyono's book that the steps for conducting integrated research and development are (1) problem identification, (2) study literature and data collection (3) product planning, (4) product design, (5) design validation, (6) first product improvement, (7) first trial, (8) second product improvement, (9) second trial, (10) third product improvement, (11) implementation.[17]

The research populations were a group of students of class VII of The Islamic Junior High School Ihya Ulumuddin Samarinda for the academic year 2020-2021, there are 29 students. The researchers divided this community into classes according to the experiment, meaning ten students in the first experiment and nineteen students in the second experiment.

The techniques to collect the data were observation, interview, documentation, questionnaire, and test results. The data in this research consistd of qualitative and quantitative data. The qualitative data was related to the specifications of the designed teaching materials whilethe quantitative data was the result of the pre-test and the post-test.

The method used by the researcher in analyzing the qualitative data wasthe analysis by describing the elements in the designed teaching materials and describing the comments and suggestions of the experts and the teacher, in the following format:[18]

$$P = \frac{\text{Total results of all items}}{\text{Maximum Score}} \times 100\%$$

There are two steps in analyzing the quantitative data for the pre and post-test. *First*, the classroom analysis consists of the mean, the median, and the modus. *Second*, the conditional test of its type is the normal test (test of normality), which is the test to know the distribution of the selected sample comes from a normal or abnormal distribution. The test of homogeneity is the test to confirm that the data set to be measured comes from a homogeneous population.[19] *Third*, the hypothesis test (t-test) is a test to know the results of the hypothesis from the two samples, which are the pretest and the post-test. The researcher used in his analysis with SPSS.25.[20]

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[16] Zuhdan K. Prasetyo, *Research and Development: Pengembangan Berbasis Penelitian,* (Surakarta: niversitas Negeri Sebelas Maret, 2012).

[17] Sugiyono, *Metode Penelitian & Pengembangan: Research and Development*, 3rd edn (Bandung: Alfabeta, 2017).

[18] Anas Sudijono, *Pengantar Statistik Pendidikan*, 25th edn, (Jakarta: Grafindo Persada, 2014).

[19] Kadir, *Statistik Terapan*, 2nd edn, (Jakarta: Raja Grafindo Persada, 2015).

[20] Kadir, *Statistik Terapan*, 304.

Result and Discussion

Characteristics of the Teaching Materials Development

Teaching materials are not just a specific means of teaching only; rather they are the essence and basis of teaching because it is the one that determines the subjects that the student studies, and keeps the teaching process continuous between him and himself until he gets what he wants from it.[21]

Before designing teaching materials, one important thing the designer must pay attention to is the main components of the teaching materials that consist of a major and complementary component and the evaluation of learning outcomes. A major component includes the main information or topics that teachers want to impart to students or that students must master. The complementary component includes additional information or topics related to the main teaching materials or topics to enrich students' knowledge, such as enrichment and additional reading materials, timetables, curriculum, and other supportive non-print materials. The learning outcome assessment component includes exercises and tests.[22]

Based on the above elaboration, the researcher tried to design teaching materials in the *Imlâ'* lesson for class VII of Junior high school. The teaching materials are designed in the form of a textbook for the teacher based on a simple *Imlâ'* lesson to develop the skill of writing. It contains several types of *Imlâ'*, which are *al-Imlâ' al-manqūl, al-Imlâ' al-manẓūr, al-Imlâ' al-istimā'ī*, and *al-Imlâ' al-ikhtibārī*.[23] As for the method in the preparation of books, the researcher used inductive method because the organization of the book began by providing examples related to the topic, and then came with a statement of the rule and exercises. This theory aims to conceptualize students to reach a comprehensive understanding.[24]

The step of designing the *Imlâ'* book went through several steps and tests. *First*, the introductory study with a note and an interview with the principal and teacher of the *Imlâ'* teacher in Islamic Junior High School Ihya Ulumuddin Samarinda. *Second*, the researcher planned the *Imlâ'* book that he would design, and at this stage, the researcher collected Arabic texts from Arabic language books related to *Imlâ'*. *Third*, the design of writing *Imlâ'* book in Microsoft Word. *Fourth*, the researcher conducted interviews with three experts to test the validity of the book designed for the field of teaching materials and their presentation, the field of the language of teaching materials, and the field of graphing. *Fifth*, improve the book designed based on reforms and input from experts. *Sixth*, the researcher conducted practical tests in

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[21] Muhammad Hafidz, "Tathwīril Mawād At-Ta'līmiyyati Litarqiyati Mahāratul Kitābah (Bahtsu Tathwīrī Ma'a Tathbīqi Fī Madrasati Amanatul Ummah Pacet Mojokerto", 1–17.

[22] Khairi Abu Syairi, "Pengembangan Bahan Ajar Bahasa Arab", *Jurnal Dinamika Ilmu*, Vol. 13, No. 1, 2013, 51–66.

[23] Luluk Humairo Pimada, Rostanti Toba, and Abdul Wahab Rasyidi, "Learning of Imla' Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda", *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, Vol. 3, No. 1, 2020, 1–16.

[24] Muhammad Jafar Shodiq, "Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences", *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, Vol. 4, No. 1, 2018, 125–48.

the Limited and Extended Group for students of the Islamic Junior High School Ihya Ulumuddin Samarinda. *Seventh*, the researcher then modified the book and improved it according to the data gathered from the tests, the interview, and the questionnaire.

In terms of organizing and arranging the materials, the researcher selected what suits their linguistic level in terms of its vocabulary and its structures and then are divided into nine units, which are the (1) *al-ḥurūf al-hijāiyyah wa harakātihā*, (2) *al-ḥurūf al-muttaṣilah wa al-ḥurūf al-munfashilah*, (3) *al-ḥurūf al-mutaqāribah fī al-nuthq*, (4) *al-madd*, (5) *al-tā al-maftūhah wa al-marbūthah*, (6) *alif lām al-qamariyyah wa al-syamsiah*, (7) *al-ḥurūf al-muttaṣilah bi alif lām al-qamariyyah wa al-syamsiah*, (8) *al-kalimātu al-musnadatu bi alif lām al-qamariyyah wa al-syamsiah*, (9) *al-nūn wa al-tanwīn*. Each unit contains four parts, which are as follows:

1) *The inner cover of the lesson*: It contains the title of the lesson, the illustrated picture of the title, the competency standard, and the indicators for teaching the subject.

2) *The main essay of the lesson*: It provides the teacher and students with examples related to the subject.

3) *The statement and the rule*: it provides in the hands of the teacher and students the statement and the rule about the material from the previous examples.

4) *The exercises*: The various exercises are copying the sheep and words, connecting letters, placing the mark, and looking for an example from the Qur'an.

The Validity of the Teaching Materials Development

To obtain the validity result, the researcher presented the textbook entitled "*Dalīlu al-imlā li al-mu'allim*", which is the book prepared by the researcher for students in Islamic Junior High School Ihya Ulumuddin Samarinda to three experts to evaluate the questionnaire provided by the researcher. The result can be seen in the graph as below:

Graph 2: The result of the validation of questionnaire from the experts

	content eligibility	language eligibility	graph eligibility
▇ The result from the experts	75	93.4	91.7
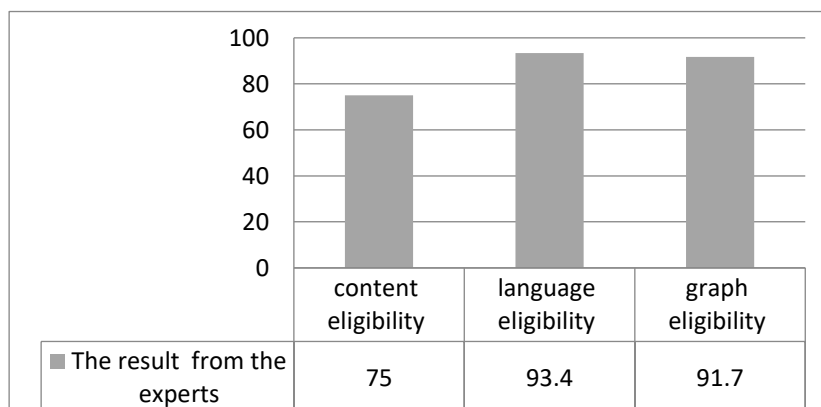
The result of the questionnaire by the Arabic language experts can be described as follows

1) Content eligibility of teaching materials

The correctness of content eligibility of teaching materials is scored 75%, meaning that it can be used with little modification and correction. The researcher corrected some errors that the expert found. This field consists of six indicators, namely the appropriateness of the material with the standard of competence and basic competence with a good grade, the accuracy and validity of the teaching materials with an acceptable grade, the supporting materials in education with an acceptable grade, the method of presentation with an acceptable grade, the completeness of the content with a good grade, and the strategy for presenting the materials with an acceptable grade.

### 2) Language eligibility of teaching materials

The validity of the language eligibility of teaching materials got a score of 93.4% (very good), meaning that it can be used without any modification and correction. Despite this, the researcher corrected some of the errors the expert found. This field consists of three indicators, namely the accuracy and validity of the educational material with a very good grade, the communications with a very good grade, appropriate to the level of development of the students with a very good grade.

3) Graph eligibility of teaching materials

The validity of the graphic eligibility of teaching materials got a score of 91.7% (very good), meaning that it can be used without any modification and correction. Despite this, the researcher corrected some of the errors the expert found. This area consists of six indicators, which are: book cover positions with a good grade, print cover book with the acceptable grade, cover picture with the acceptable grade, book contents positions with the acceptable grade, book contents print with a good grade, book contents picture with a good grade.

The researcher also presented the *Imlâ'* book to the teacher of *Imlâ'* in Islamic Junior High School Ihya Ulumuddin Samarinda. The teacher evaluated it using the questionnaire provided by the researcher, so the result can be listed in the graph as follows:

Graph 3: The result of the questionnaire from the teacher

	Limited group	Extensive group
■ The result of the questionnaire from the teacher	82.3	93.4
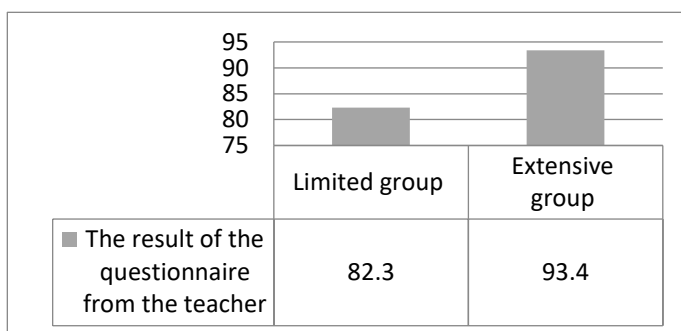
The result of the previous questionnaire from the teacher at a limited group at Islamic Junior High School Ihya Ulumuddin Samarinda got a good score with an average of 82.3%, meaning that the spelling book can be applied to students with little modification and correction. As for the result from the previous questionnaire from the teacher applied to Islamic Junior High School Ihya Ulumuddin Samarinda, a good score was the free group at a rate of 93.4%, meaning that the spelling book can be applied to students without modification and correction.

The Effectiveness of Teaching Materials to Enhance Writing Skill

The novelty of this research lies in the preparation of teaching materials using the inductive method. Inductive method is a method that refers to presentation examples, then from the samples, conclusion of the *qawâ'id al-Imlâ'* based on of these examples is drawn.[25] This method holds the view that a method like this is a natural method because by presenting examples, so that students can reach a knowledge, give explanations to the unclear by recognizing the elements, collecting vocabulary, and combining things with the like. This is done gradually until it comes to a general *qawâ'id al-Imlâ'* formula.[26] According to Effendi, with this method students are more active to participate in activities learning, namely in concluding *qawâ'id al-Imlâ'*, because this conclusion is done after the students received sufficient training in the use of sentence patterns.[27]

The researcher developed teaching materials based on the inductive method with the hope that students will find it easier to understand the *qawâ'id al-Imlâ'* and students are more active in the learning process. This is in order to to encourage students to participate actively with *istinbath al-qaidah* (inference of *qawâ'id*), which can train students to think logically and critically.

To reveal the result of the effectiveness of the development of teaching materials, researchers used the research and development (R&D) methodology of *Borg* and *Gall*, which generally consists of four activities research, planning, design, and testing. In this regard, the teaching materials experiment is held with the first (limited group) experiment and the second (extensive group) experiment. The first experiment is to know the competence of students and the validity of materials at their level before holding the second experiment, which aims to reveal the effectiveness of the materials development by analyzing the test results from them.

To know the effectiveness of revealing the effectiveness of the designed materials, the researcher analyzed them on the method of using the SPSS program. The steps of its analysis are:

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[25] Ubaid Ridlo, "Model Pembelajaran Bahasa Arab Materi Al-Qawa'id Al-Nahwiyyah", *Al-Ma'rifah: Jurnal Budaya, Bahasa, dan Sastra Arab*, Vol. 12, No. 2, 2015, 46–57.

[26] Ahmad Sehri, "Metode Pengajaran Nahwu Dalam Pengajaran Bahasa Arab", *HUNAFA: Jurnal Studia Islamika*, Vol. 7, No. 1, 2010, 47.

[27] Yayat Nurhayati, "Pengaruh Penggunaan Teknik Pembelajaran Induktif Terhadap Pemahaman Kitab Al-Jurumiyah", *Alsuniyyat*, Vol. 1, No. 1, 2018, 1–14.
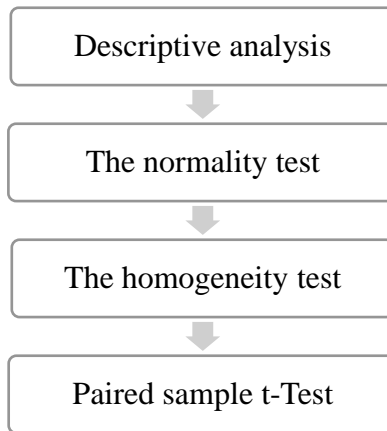
1) Descriptive Analysis

It is intended to be a descriptive analysis of the data after it has been collected to make the data clear, but without taking inference. Then the researcher presented the results in term of mean, Median, and Mode for pre-test and post-test. As for the result, it can be listed in the following tables:

Table 1. Result of Descriptive Analysis

Statistics		Pre-test	Post-test
N	Valid	19	19
	Missing	0	0
Mean		66.95	79.00
Median		65.00	78.00
Mode		48	92

Based on the previous table, we know that the results of the pre-test are: mean 66.95, Median 65.00, and Mode 48. As for the results of the post-test, they are Mean 79.00, Median 78.00, and Mode 92.

2) The Normality Test

The normality test is the test to find out the distribution of the selected sample, which comes from a normal or abnormal distribution. The result can be listed in the following table.

Table 2. Typical test result

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	Pretest	.106	19	.200[*]	.928	19	.159
	Posttest	.164	19	.193	.928	19	.159
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the previous table, we know that the sig value of the normal test in the pretest is 0,200 and 0.928 > 0.005, meaning that the selected sample is normal.

3) The Homogeneity Test

The homogeneity test is to confirm that the data set to be measured comes from a homogeneous population. The result is as follows:

Table 3. The Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Ujian	Based on Mean	.483	1	36	.492
	Based on Median	.412	1	36	.525
	Based on Median and with adjusted df	.412	1	35.209	.525
	Based on trimmed mean	.467	1	36	.499

Based on the previous table, we know that the value of sig 0,492> 0,005 means that the data set to be measured comes from a homogeneous population.

4) Paired Sample t-Test

This test aims to compare the result of the pre-test and the post-test Is there a difference between them? The result can be seen in following table:

Table 4. Paired Sample t-Test.

Paired Samples Test								
		Paired Differences						
					95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest - Posttest	-12.053	9.378	2.151	-16.573	-7.533	-5.602	18	.000

Based on the previous table, we know that the result of Sig. (2-tailed) is (0,000) < (less than) (0,005). This means that there is a difference between the result of the pre-test that did not use the designed *Imlâ'* book and the post-test result that used the designed *Imlâ'* book. This means that the development of teaching materials for the

Imlâ' lesson is effective for developing the writing skill of students of the Islamic Junior High School Ihya Ulumuddin of Samarinda.

Conclusion

The preparation of this teaching material was based on the inductive method, which is the presentation of material from specific to general with the exposure of examples first, then discussed with students and practice tests are provided at the end. Given what has been presented from the research and analyzes of all the data, its presentation and extraction, this teaching material development in the form of a book may be considered suitable and effective for teaching in the *Imlâ'* lesson for the student of the Islamic Junior High School Ihya Ulumuddin to develop their writing skills. All of these take place after a long process of introductory study before designing teaching materials to find out their conditions about the Arabic language, their level of learning, and what appropriate materials will be written in the book. Then, after the design is complete, the book is presented to the experts to evaluate the materials, improvements, and modifications from them so that the materials are valid. It is followed by holding the book experiment on students as the researcher has organized, and then analyzing the results of the experiment.

The result of this research is: *First*, in terms of the characteristics of the designed teaching materials that the researcher has composed in the form of the textbook for the class VII and intended for *Imlā'* teachers. Its design aims to develop students' writing skills in the lesson of *Imlā'* in the main form of examples relating to the title, the rule, and the *Qâ'idah* on the title and the various exercises. This book contains nine units, which are (1) *al-ḥurūf al-hijāiyyah wa ḥarakātihā*, (2) *al-ḥurūf al-muttashilah wa al-ḥurūf al-munfaṣilah,* (3) *al-ḥurūf al-mutaqāribah fī al-nuthq,* (4) *al-madd,* (5) *al-tā al-maftūhah wa al-marbūṭah,* (6) *alif lām al-qamariyyah wa al-syamsiah,* (7) *al-ḥurūf al-muttashilah bi alif lām al-qamariyyah wa al-syamsiah,* (8) *al-kalimātu al-musnadatu bi alif lām al-qamariyyah wa al-syamsiah,* (9) *al-nūn wa al-tanwīn.*

Second, in terms of the validity of teaching materials about the result of the questionnaire conducted by the Arabic language experts, the researcher found a percentage result of 81.2%, meaning that the designed materials can be used with little modification and correction. *Third*, in terms of the effectiveness of the designed teaching materials, the researcher found that the result of Sig. (2-tailed) is (0,000) < (less than) (0,005). This indicated that the development of teaching materials for the *Imlâ'* lesson is effective for developing the writing skill of students of the Islamic Juior High School Ihya Ulumuddin Samarinda. Thus, this teaching material is feasible to be implemented to students because the design is in accordance with the principles in the preparation of teaching materials, namely philosophy, culture, psychology, language, and according to the standards of validity and effectiveness. The researcher recommends the next researcher to develop teaching materials for teaching methods using the inductive method approach for the next level.[]

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