



Analyzing Spelling Errors and Benefiting from Them to Develop A Spelling Exercise Booklet Based on Constructivist Theory

Wahyuni¹, Imam Asrori², Wildana Wargadinata³

^{1,3} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

² Universitas Negeri Malang, Indonesia

Corresponding E-mail: wahyunijavae96@gmail.com

Abstract

This study aims to describe the common *Imla* errors in Arabic writing and the development of *Imla* textbooks based on constructivist theory. This research used the qualitative method and R&D method in terms of Brog and Gall. The results of this research and development are Spelling errors with a total of 403 errors, consisting of writing errors in *hamzah qath'i* and *washl, alif, and lam, ta' marbutbah, hamzah* in the middle and at the end of words, long sounds, connecting *hijaiyyah* letters, connecting words. developed is a book for teaching *Imla'* based on constructivism theory, and the learning process focuses on exploration, clarification, and application activities. The validity of *Imla'* textbook is the result of expert validation. The overall quality of the book is "very good". The results of this study indicate that constructivist theory is suitable for teaching *Imla'* to beginners by presenting exploration at the beginning of learning, clarification in core activities, and application at the end of learning.

Keywords: *Error Analysis, Imla', Textbooks, Constructivism Theory*

Introduction

Dictation is a specific linguistic system and an important branch of the Arabic language. It is one of the important foundations of written expression and the means of communication through which an individual expresses his thoughts (Syahatah, 1992). There is also dictation, which is what linguists call standard graphology, or in terminology, it is among Arabic science has principles and rules that are indispensable for learning and mastering to avoid every error that spoils the correctness of performance and expression, and thus the integrity of the Arabic language (Faruq, 1993).

Dictation is essential, as it teaches children to write Arabic and draw the correct letters. Likewise, adults benefit from dictation by avoiding written errors, thus protecting themselves from the defects of their condemned people that critics cannot forgive (al-Hasyimi, 1983).

Teaching dictation is an organized series of steps that the student takes, enabling him to understand and absorb a writing and sample skill and to have the ability to draw words correctly. In teaching dictation and writing skills in detail, problems were found in teaching them. These problems are divided into two parts: (1) On the part of the students: boredom and boredom due to the lack of good organization of the material, linguistic problems in terms of vocabulary, grammar, style, and linguistic equivalence, lack of understanding of good writing and how to compose good writing. Lack of educational books, differences in student competence. (2) In terms of the book and time: little training in writing in the book, a lot of material that the students did not learn, and a lack of training in writing due to a decrease in time in teaching (Rasyid, 2018).

One of Indonesia's Islamic schools or institutes that teach dictation is the BIRU Institute (Bangka Islamic Raudhatul Ulum) in Bangka Belitung. The lesson is about prayers and writing. Teaching the Arabic language at this institute consists of teaching the Arabic language with the Arabic book at your fingertips, grammar with the Ujrumiyya book, morphology with my examples, prayers, and writing. The daily language used is Arabic. This institute aims to teach the Arabic language so that it can improve their productivity skills, meaning speaking and writing. However, in her real education, teaching speaking skills was successful, and teaching the Arabic language was not successful in improving writing skills.

This is because the Arabic language teacher said that teaching speaking skills is effective in this institute, given the students' results in speaking skills and their daily use of the Arabic language. Most of the students can express their thoughts in the Arabic language orally, but in their writing skills, many of the students cannot. They write good Arabic. They can speak Arabic, but when they write it, they do it incorrectly.

The language element divides language errors into six categories: written or spelling and phonetic errors, morphological errors, grammatical errors, semantic and word errors, lexical errors, and discourse errors (Zahran, n.d.). The researcher refers to the errors that are written errors, meaning in dictation.

The researcher found many spelling errors after reviewing the students' writing in the seventh semester. For example, in writing, "These are her glasses," the students wrote, "These are her glasses." This is one of the spelling errors because when he connects the linked ta' with the letter of the other, he must change it with the open ta' and connect it with the letter that comes after it.

Another example is in the sentence: *جَاءَتْ مِنْ بَنَّا*, so the students wrote, *جَاءَتْ مِنْ بَنَّا*. This is a spelling error because there are rules in spelling rules for writing a *hamza*. There are rules for writing a single *hamza*, the hamza on the alif, the hamza on the ya', and the *hamza* on the *waw*. If we want to write the word *جَاءَتْ*, then the *hamza* must be written over the *ya'* because the letter before it is a *kasrah*.

After the researchers interviewed the students, the researchers found that many of the students made mistakes in spelling because they had not learned spelling or good writing before, and they did not have the book or educational materials on good writing or spelling rules that the students could read and learn. This phenomenon and the problems faced by teaching the Arabic language have appeared in teaching the Arabic language at the BIRU Bangka Belitung for the seventh grade. All officials realized this, but it did not receive interest from most of those responsible for teaching the Arabic language, sounds, and writing due to their inability to solve this problem, especially those responsible and working at this school.

Due to this problem, the researchers want to write the educational material as a spelling exercise booklet. The training booklet is a collection of purposeful linguistic exercises related to the student's basic book material, with the addition of some exercises that students are expected to ask about. It contains various purposeful questions that students are asked to solve and review with the teacher in the classroom (al-Ghali & Abdullah, n.d.). Based on the previous problems, it can be said that the main problem in this research is the lack of the prescribed educational material, for the teacher or for the students, which is a reference for the process of teaching dictation. Among these problems, and to solve them and the difficulties mentioned previously, the researchers wanted to conduct the research at the BIRU under the title: Analyzing the spelling errors of BIRU students and benefiting from them to develop a spelling training booklet based on constructivist theory to give students ample opportunity to teach, train, and apply spelling in teaching writing skills.

The researchers used this theory in developing the training booklet by looking at her teaching model in the exploration, clarification, and application stages. From this, he developed in these three stages. With this model, the book becomes organized directs education, and encourages self-education for students. This theory constructs or assembles new knowledge in students' cognitive structures based on experience. Knowledge is formed not only by the object but also by the individual's ability as a subject to capture everything he observes. Therefore, knowledge comes from the outside but is built within the person. It is not static but dynamic. It depends on the individual who sees and constructs it (Winasanjaya, 2005). The constructivist theory approach to learning is when students must find and transform complex information individually, examining the information with existing rules and revising it if necessary.

Method

Based on the research questions, that the researchers wrote in the first chapter, the researchers used the descriptive approach with a qualitative approach to answer the first research question: to find out the common mistakes committed by the seventh-semester students at the BIRU Bangka Belitung Institute. As for the descriptive and analytical methods, it is the method that depicts and clarifies the locations of scientific facts about them with examples related to the research (Hadeli, 2001). The descriptive method collects scientific facts and information, compares them to the researched phenomena, analyzes and interprets them to arrive at acceptable generalizations, and then summarizes them (Ahmad, 1977).

As for developing the spelling exercises booklet, the researchers used the research and development approach, which is the research method used to obtain specific results and an effective experience (Sugiyono, 2016). The research and development approach, in its simple concept, is an organized approach that aims to reveal its product, model, method, strategy, method, or specific steps with Set, repair, develop, produce, and experiment with its effectiveness to be new, practical, and useful (Nusa Pura, 2011).

In this research and development, the researchers used six steps based on Borg and Gall's ten-step theory (Borg, WR & Gall, 1989). Furthermore, its detailed behavior: The first step is independent of the third step, and the fourth step is attached to the fifth step, and the sixth step is independent of it, and then the fourth step is attached to the third step. The seventh step is linked to the eighth step, and the ninth step is independent. The researchers did not perform the tenth step, i.e., publishing and distributing the report on the product. The researchers took ten steps to six steps, given the limited time of the research and development process and the lack of cash amounts or costs.

Result and Discussion

Common spelling errors in Arabic writing among seventh-grade students

The types of spelling errors found in the students' writing papers consisted of eight types, namely: errors in writing the *hamza al-qath'*, errors in writing the *hamza al-washl*, errors in writing the middle *hamza*, errors in writing the *alif* and *lam*, errors in writing the *ta' maftubah*. The *ta' marbutah*, errors in writing the long sound, connecting letters of the alphabet, and connecting words. The details of the errors are as follows:

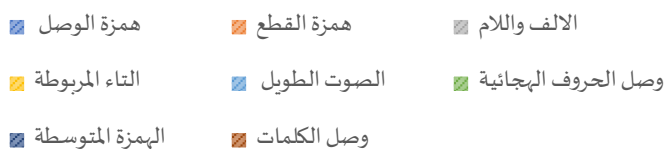
1. **Errors in connecting letters of the *hijaiyyah*:** The spelling errors in writing the letters of the alphabet in this research amounted to two errors in the writing papers of the seventh-semester students at the BIRU Bangka Belitung Institute. The errors are in the noun and verb. The following is information that indicates errors in writing the letters of the *hijaiyyah* that are found in the writing papers of the seventh-grade students at the BIRU Bangka Belitung: (جس دي، واستعمل ل). The correct word is: (جسدي، واستعمل).
2. **Errors in writing the elongated word:** The spelling errors in writing the elongated word found in this research were 6 errors. For example: العالمين (with *Qasr al-'Ain*), and باين (with *Qasr* letter *Nun*). The correct version is "العالمين (writing the *alif* after the *ayn*), باينا (writing the *alif* after the *nun*)," and among the students were those who wrote: "بصر، أمر". The correct version is "بصري، أمري." Each letter is broken and pronounced with a long sound, so the *ya'* is written after it. The cause and solution for these errors are the same as the errors above.
3. **Errors in writing *hamzat al-qath'*:** There were 11 spelling errors in writing *hamza al-qath'*. Among the students are those who write: "إِيَاكَ، أَمْرِي، إِلَّا، إِنَّهُ، أَنْعَمْتَ، أَطْلِقْ،". The students wrote the *hamza* with the *hamza al-washl*. And it is correct:

”إياك، أمري، الأبدان، أنعمت، أطلق، إلا، إنه“ . The *hamza* was written with the *hamza* of the *qat'*.

4. There are errors in separating two words: Spelling errors in separating two words, numbering 20 errors. Among the mistakes that the students wrote were *اشرحلي* (the students wrote in these words by connecting the two words until they formed one word). As for the correct one, it is: *من لساني، رب اشرح*. *اشرح لي* (the principle in writing Arabic words is to separate each word from its sister because each word indicates a meaning other than the meaning of the other) except in certain cases, the word must be connected to others.
5. **Errors in writing the *ta' marbutah*:** There are 27 spelling errors in writing the open *ta'* and the *marbuta ta'*, at a rate of 7%. Among the mistakes that the students wrote were: "عافيت" (with the open *ta'*), even though its correct one is "عافية" (with the *marbutah ta'*), and the word: *حكمتًا* (with the open *ta'* and *alif*), even though its correct one is: "حكمة" (with the *marbutah ta'* and *tanween*).
6. **Errors in writing the *alif* and *lam*:** The spelling errors in writing the *alif* and *lam* that were found in this research numbered 68 errors. As in the word: "لضالين" "يومدين" (the students wrote this sentence by connecting the first word with the second), and the correct word is "يوم الدين." The *laam* in it cannot be pronounced, and this *lam* is called the *lam syamsiyah*. This letter is written even if it is not pronounced. Among the students are those who write: "الصراط لمستقيم"، "بلقراً"، "عافية لابدان"، "طبل قلوب" (by deleting the *alif*), and the correct ones are "الصراط المستقيم، بالقرآن، عافية الأبدان، طب القلوب".
7. **Errors in writing the *hamza al-washl*:** Among the errors in writing the *hamza al-washl* that are found in the writing papers of the seventh-semester students at the BIRU Bangka Belitung Institute are the following: *رَبِّ اشْرَحْ لِي، وَحَلَّلْ، وَشَرِّحْ، وَتَغْفِرْ لِي، رَبِّ اشْرَحْ لِي، وَحَلَّلْ، وَشَرِّحْ، وَاسْتَعْمِلْ* (The students wrote the *hamza al-washl* without writing the *hamza*). As for the correct writing, it is: *رَبِّ اشْرَحْ لِي، وَحَلَّلْ، وَشَرِّحْ، وَاسْتَعْمِلْ*.
8. **Errors in writing the middle *hamza*:** The spelling errors in writing the middle *hamza* found in this research numbered 173 errors. Among them is the word: "شفاها، ضياءها، الحاءرين، ضياءه، لواءه، سماءه، وشاءه، اجتلاءه، نداءه" (with the single *hamza*). As for its correct version, it is: "شفاها، ضيائها، الحائرين" (with the *hamza* on the *yā'*). "ضياؤه، لواءه، سماؤه، وشاؤه، اجتلاؤه، نداؤه" (with the *hamza* on the *waw*).

In addition to what was mentioned above, the researchers summarized these errors according to the frequency of their occurrence, as shown in the following graph:

Chart 1: Spelling errors in the writing papers of seventh-grade students



Based on Chart 1, indicates that the result of the search for spelling errors that appeared in the writing papers of seventh-grade students at the BIRU Bangka Belitung found 403 errors, which consist of: errors in writing the *hamzat al-qath'* with 11 errors at a rate of 3%, errors in writing the *hamza* with 11 errors at a rate of 3%. There were 96 errors, at a rate of 24%. Errors in writing the *alif* and *lam* (solar and lunar) amounted to 68 errors, at a rate of 17%. Errors in writing the linked ta' were 27 errors, at a rate of 6%. Errors in writing the long sound were 6, at a rate of 1%. Errors in Writing the *hijaiyyab* letter separation was 4, at a rate of 1%, errors in writing the middle *hamza* was 173, at a rate of 43%, and errors in connecting words were 20, at a rate of 5%.

Developing A Spelling Exercise Booklet Based on Constructivist Theory

In this section, the researchers investigated the development of a dictation book based on constructivism. As the researchers explained in the previous section, the researchers in this research use the research and development (R&D) approach, which is the scientific method of research, design, production, and testing the veracity of the developed product (Sugiyono, 2017). As for the researchers, she relied on the steps presented by Borg and Gall to determine the veracity and effectiveness of the dictation book based on theory. Constructivism. Brouq and Ghal's steps in research and development consist of ten steps, including needs and problem analysis, data collection, production design, production approval, production modification, validity trial, production trial modification, effectiveness trial, production modification, and final production.

The characteristics of educational materials that meet the constructivist criterion are different strategies, that the material stimulates the dog's love of learning and motivates them to continue working until they find the answers, and shows guided exploratory learning (Hall, 2018) 15-minute readers, writing space, and thinking papers. Extended text (Mc Mahon, 1996) (and discussion of the text that the teacher reads aloud, and guessing unknown words and familiar words (Lynch, 2006).

The researchers prepared a dictation book based on the constructivist theory of teaching prayers. The goal is to learn with the presence of this book to provide students who are learning spelling in the seventh grade, even though they are not competent, to write the letters of the alphabet and then in Arabic. So, this developed book will make it easier for students to write Arabic. Through dictation, students are provided with knowledge and understanding of the theories of how to write the letters of the Arabic alphabet and their characteristics (Munjiah, 2009). The company trains students to master the practice of Arabic writing every day and for learners to learn how to write correctly.

The researchers followed these steps in conducting research and development. The researchers began the research by observing the process of teaching the Arabic language and prayers at the BIRU Bangka Belitung Institute. To know these conditions in general, without specificity, the researchers relied on a type of observation: non-specific observation, that is, observation when the researchers conducts a survey study to identify a specific reality or collect data and information (Dwidri, 2000). Chapter Seven was used to verify the data obtained from observation of the spelling errors in student papers. The researchers interviewed the Arabic language and prayer teacher until the researchers realized the problems and needs in teaching and learning the Arabic language. One of the existing problems is that the Arabic language book is not attractive for the subject of writing or dictation in this institute because the students need the book to provide good dictation rules so that students can understand how to write correctly and learn their own, and the exercises prepared in the book were not diverse and attractive so that they bore the students in answering them. This is because the students have not fully mastered the educational material, which makes it difficult for them to infer the general meaning.

The educational material is the educational content we want to provide students to achieve cognitive, skillful, or emotional educational goals. It is the content that the student learns in a certain science. The form of this educational content varies, as it may be printed in books and educational courses, on boards, on blackboards, or posters. It may be pictorial material, such as still pictures or films, and it may take other forms, from simple to complex, and it may be unfamiliar to students and teachers alike (Hasan, 1424H). In this institute, the 2013 curriculum was used and is based on the scientific approach in which the activities are based. Teaching and learning Arabic depends on students' efforts and allows self- and group learning. This is because the scientific approach includes observation, questioning, experimentation, analysis, and communication. These activities make the teaching and learning process center around the students and more active than the teacher (Imas Kurniasih & Berlin Sani, 2013).

As for the constructivist theory, students have an active learning process that is authentic and situational, interesting and challenging, links old knowledge to new information and thinks about the teacher's knowledge. The teacher can assist in carrying out the learning process (Kukuh & Pinton, 2021). Meaningful intellectuals must learn through thinking skills (minds), and learning must be centered on the mind that practices its use through thinking, investigating, identifying, discovering, creating, building, solving problems, and applying (Suyatno, 2009).

Activities based on constructivist theory are appropriate and indicate the scientific approach because in education activities are carried out so that students can find, understand, and use information or knowledge. Thus constructivist learning can be implemented at the middle school level.

After completing the previous step, the researchers collected the data needed to develop the book and identified the educational objectives she hoped to achieve for the students. Here, the researchers collected some matters that must be considered when writing the book so that the product meets the desired needs. Based on these, the researchers designed and developed the educational book on the size of an average book (approximately 29.7cm x 21cm)(Thu'aimah 1985). The developed book included educational materials, general information about the book, an introduction, a book index, a guide to using the book, and a list of references and sources. The proposed book materials were printed in Arabic by forming the letters, that is, placing the short vowels, as the form is one of the characteristics of Arabic writing. The researchers prepared the dictation material based on dictation rules by giving the main points and concept maps, which the students imagine while writing and preparing the material, and the individualization process involves the students revealing information and facts on their own. This method is appropriate for teaching and learning based on constructivist theory, that is, the ability of students to participate in the interaction. To solve problems that occur.

The features of the design of this material are the material developed from the Arabic language and prayers based on constructivist theory, and the name of the training booklet of this product is "Dictation for Beginners." Writing this material participates in the constructivist learning process. This dictation material used the steps of exploration, clarification, and application because this book is based on constructivist theory. Therefore, all students must reveal initial understanding first, then the teacher clarifies their understanding and provides exercises to support the students' knowledge.

The spelling exercise booklet contains the basis of constructivist theory for one year. The first level includes six positions: the letters of the alphabet, the long vowel, the open *ta'* and the *marbuta ta'*, the lunar *alif* and *lam*, the *shammi alif* and *lam*, and the *hamza al-washl*. The second level includes seven places: the *washl hamza*, the *middle hamza* on the *alif* (a), the *middle hamza* on the *yâ'* (î), the *middle hamza* on the *wâw* (wa), the single *middle hamza* (ã), the *extreme hamza*, and the connection of some words. The researchers wrote the exercises for all the topics mentioned.

The contents of the developed training booklet were prepared to comply with the desired activities based on the constructivist theory so that the teaching and learning process of the Arabic language is centered around the students and requires their effort to comprehend the information. Among the activities included in the foundation of constructivist theory, the researchers applied them in the developed training booklet, and they are as detailed below:

(a) Exploration : In this stage, students express tentative guesses about the concepts of orthography to be studied. In the training booklet, the researchers present questions in which the teacher asks open-ended questions about dictation, gives the students some

time to respond, and asks probing questions to re-investigate the learners' responses when necessary, as in the following pictures:

Pictures 2: Spelling exercises booklet in the exploration stage



(b) Clarification : In this stage, students clarify ideas about orthographic rules by comparing their ideas with those of others, friends, or the teacher through discussion. In the developed training booklet, material on spelling rules is presented so that students discuss their understanding with the understanding of the teacher or their friends.

Pictures 2: Spelling exercises booklet in the clarification stage



(c) Application : In this stage, exercises are provided so that the students practice correct writing after they know their understanding before teaching dictation and after teaching it in the clarification stage.

Pictures 3: Spelling exercises booklet in the exploration phase:



To determine the veracity of the design of the developed book, the researchers submitted the questionnaire to experts in the book's content, its language, the field of design, and the field of book implementation. This is called the internal experiment. I received suggestions from them to guide the researchers in amending and correcting the book. The expert's validity value in designing the developed book was obtained as a result of 98.80, which indicates a very good standard with an explanation that can be used in education without correction. This indicates that the book's design for teaching writing is very good and can be used in teaching without correction. As for the validity of the expert in terms of the content and language of the book, the result was 88.33, which indicates the criterion of "very good" with the interpretation of "it can be used in teaching without correction." From here, the researchers concluded that the developed book could be implemented in teaching and learning the language. (Sudjana, 1990)

After making the amendments and corrections, the researchers began the field experiment in the main field, among the seventh-grade "D" students at the BIRU Bangka Belitung Institute. The researchers distributed a questionnaire to them to know the students' opinions and also conducted a test to determine the effectiveness of the developed book in teaching dictation.

The Effectiveness of Using A Spelling Exercise Booklet Based on Constructivist Theory

The book's effectiveness on teaching dictation based on constructivist theory was known after the researchers conducted the pre-and post-test in the field experiment, which took place in the main field. The researchers compared the results obtained from the pre-test and post-test using the symbol T-test, which is the symbol used to measure significance (al-Asaf, 1995). The data obtained from the pre-test and post-test are shown in the following table:

Table 2: Results of the pre-test and post-test

No	Name	Pre-Test	Post-Test
1	Viorine	40	80
2	Vatisya	35	75
3	Nur Aulia	20	80
4	Khansa Putri	40	75
5	Fathiya	55	80
6	Qonitha	25	80
7	Rahma	45	75
8	Nur Fauziyah Putri	40	80
9	Nindi Julian	20	80
10	Ica Renata	25	80
11	Refa Pragina	20	75
12	Hania	15	70
13	Pala	30	70
14	Salilah	25	80
15	Haifa Karimah	35	80
16	Faezya Raffia	40	80
17	Nadira	20	80
18	Zulaikha	40	75
19	Halia	30	60
20	Masyithoh Nurul	35	70

The researchers relied on the results of the pre-and post-tests, so the researchers analyzed the data using a t-test on the SPSS program to determine the effectiveness of the developed book as follows:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST	31.7500	20	10.42202	2.33043
POST TEST	76.2500	20	5.34962	1.19621

The table description is as follows:

- 1) - Mean in pretest = 75, 31
 - Mean in the posttest = 25, 76

2) The number of students in the pre-exam and post-exam is 20 female students This information shows a difference in the value of students before and after using the developed dictation book. To determine the effectiveness of using the book, the researchers evaluated the T-test as follows:

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-44.50000	11.34391	2.53657	-49.80911	-39.19089	-17.543	19	.000

Before applying the t-test, the researchers identified the following elements:

- Determine the statistical hypothesis
 Ho: The dictation book based on the constructivist theory is not effective for students at the BIRU Bangka Belitung Institute
 Ha: The dictation book based on constructivist theory is effective for students at the BIRU Bangka Belitung Institute
- Determine the level of significance

The researchers relied on the significance level of 0.05 (5%) so that the degree of freedom is $(n-1) = (20-1) = 19$. After reviewing the statistical table, the researchers obtained that the theoretical t-value (in the table) is 2.09.

Based on the information provided, the T-calculation value was 17.54, and after reviewing the theoretical T-value (in the table) with a significance level of 0.05 (5%), the value was 2.09. The researchers realized that the value of the calculation is greater than the value of the theory. This led to Ho's response and Ha's acceptance, meaning that the book teaching dictation based on constructivist theory is effective for students at the BIRU Bangka Belitung Institute. Therefore, the developed book will be effective to use in teaching and learning spelling. This indicates the general significance that can be generalized (Sugiyono, 2016). There is a significant difference between learning dictation and using a dictation exercise booklet based on constructivist theory among seventh-grade "D" students at the BIRU Bangka Belitung Institute.

From this, the researchers saw that the spelling exercises booklet developed based on constructivist theory was very important, and the students were enthusiastic about participating in learning. The researchers knew that developing the book according to the needs of the students would affect their efficiency in the learning process. Because the learning process is attractive when using the developed material. As Hanafi (2013) said in his book *Designing Teaching the Arabic Language*, a good book will affect students' efficiency if it consists of the following things: strength and ability of the students, suitable for the characteristics of the department, suitable for developing the students' body, knowledge, affection, socialization and religion, benefits are given to students, suitable for the science system, broad subject areas. Coursework is appropriate to the needs of the students and their environment and appropriate to specify the times.

The previous results indicate that the use of dictation teaching materials significantly improves students' academic achievement in incorrect writing. These

developed materials are effective because they are appropriate for the condition of the seventh-grade students at Bangka Belitung. What helps in the effectiveness of using these developed materials is that the researchers is interested in presenting materials from short spelling rules and giving examples of spelling rules in daily life. This is consistent with Taufiqurrochman's (2011) opinion that a brief presentation of educational materials, especially using the induction method, will help revive the learning atmosphere and have a meaning in the psychology of learning.

Conclusion

After presenting and analyzing the data, the study reached the most important results, which are summarized in the following: The spelling errors committed by seventh-grade students at the BIRU Bangka Belitung Institute consist of errors in writing the *hamza al-qath'*, errors in writing the *hamza al-washl*, errors in writing the *alif* and *lam* (solar and lunar), Errors in writing the bound *ta'*, errors in writing the extended sound, errors in writing the middle hamza, errors in connecting alphabetical letters, and errors in connecting words. From these mistakes, it learned that many students still make mistakes in Arabic writing. From these mistakes, the researchers designed the training booklets. The characteristics and advantages of this design are the books developed from the spelling training booklet based on constructivist theory. As for writing this material, it shares common mistakes in students' writing and the learning process of constructivist theory, which is exploration, clarification, and application. Because this book is based on constructivist theory, all students must reveal initial understanding first, then the teacher clarifies their understanding and provides exercises to support the student's knowledge and learning.

In addition to addressing the identified spelling errors in Arabic writing among seventh-grade students at the BIRU Bangka Belitung Institute, the innovative aspect of this study lies in developing training booklets grounded in the constructivist theory. This approach highlights common mistakes made by students and aligns with the constructivist learning process, emphasizing exploration, clarification, and application. The novelty of the designed booklets lies in their commitment to fostering an initial understanding by students, followed by a teacher-led clarification process and supported by targeted exercises to enhance knowledge and learning. This unique instructional framework aims to rectify spelling errors and actively engage students in the learning journey, promoting a more profound and lasting comprehension of Arabic writing principles.

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