

THE RELATIONSHIP BETWEEN LISTENING SKILLS AND ARABIC WRITING SKILLS

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ABSTRACT

This article discusses the relationship between listening skills and Arabic writing skills in Class X of MA DDI Ujung Lare Parepare students. This study uses a type of quantitative research. This research is a correlation research. The results of this study indicate: 1) The total score of the Arabic listening skill variable obtained from the research results is $3477 : 4000 = 0.869$ or 86.9% of the established criteria, and is included in the high category. 2) The total variable score on Arabic writing skills in Class X students of MA DDI Ujung Lare Parepare (variable Y) obtained is $3536 : 4000 = 0.884$ or 83.4% of the established criteria, and is included in the high category. 3) Based on the t count value of 3.811 this is consulted with the t table value ($3.811 > 0.681$) meaning that there is a significant correlation or relationship between listening skills and Arabic writing skills in Class X students of MA DDI Ujung Lare Parepare.

Keywords: *Listening Skills, Arabic Writing Skills.*

1. INTRODUCTION

Arabic is one of the foreign languages that has recently been occupied by many people to study and study, both oriented towards normative and spiritualist approaches by believing that Arabic is a religious language because the Qur'an was revealed in Arabic, as well as through an educational and consumptive approach, which considers that Arabic is a language that deserves in-depth study to know its historical and aesthetic studies.

Arabic is one of the subjects that occupies a main position and is equal to other subjects in educational institutions under the auspices of the Ministry of Religious Affairs (Kemenag). Even in educational institutions such as Islamic boarding schools (Ponpes) both traditional and modern, Arabic is the main material taught and must be

mastered by students with the aim of being able to study and deepen Islamic teachings through Arabic books.¹

Arabic language learning is learning that emphasizes language skills, namely listening, speaking, reading and writing skills. The ability to understand other people's speech is called receptive ability, but this ability can also be used to understand reading. Productive ability is the ability to use language as a means of communication both orally and in writing. The ability to speak Arabic and a positive attitude towards Arabic is very important in helping to understand the sources of Islamic teachings, namely the Qur'an and al-hadith, as well as Arabic books related to Islam for students.²

Language skills include four skills, namely listening skills (*Maharat al-Istima'*), speaking skills (*Maharat al-Kalam*), reading skills (*Maharat al-Qira'at*), and writing skills (*Maharat al-Kitabah*). These four aspects are important aspects of learning Arabic, because these four skills are inseparable. Because the position of these four skills is very supportive in achieving language skills.³

Arabic language learning is taught integrally, namely by listening, speaking, reading, and writing as preparation to achieve and realize the achievement of language competence. Listening and speaking skills as a foundation for language are basic points, at the elementary level. Then the four language skills are taught equally at the secondary education level (*intermediate*). To access various Arabic references, the advanced education level focuses on reading and writing skills.

The ability to listen and listen is related to the ability to understand the meaning of a form of language use expressed orally. The ability to understand spoken language is the target of assessment and evaluation of listening skills. So, at its core is the ability to understand the content of the message addressed orally. Basically, the writing process is very complex and complicated because it involves several

¹ Bisri Mustofa and Abdul Hamid, *Arabic Language Learning Methods and Strategies*, (Malang: UIN Maliki Press, 2012), p. 6.

² Lady Farah Aziza, Ariadi Muliensyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif", *El-Tsaqafah: Jurnal Jurusan PBA*, Vol. 19, No.1, 2020. Sunan Kalijaga Yogyakarta. 2020. h. 56-71.

³ Taufik, *Arabic Language Learning (ICT-Based Applicative and Innovative Methods)*, (Surabaya: PMN, 2017), p.43.

activities, both in the form of physical activities and mental activities. So that the process of writing Arabic consists of four main things that can later be concluded into an indicator that is expected to improve writing skills in students.

Writing is a language skill used to communicate indirectly, meaning not directly face to face with others, but through written media. Writing can be said to be one of the productive language skills besides speaking. So to be able to understand the message by the reader, a piece of writing must meet the proper criteria. Writing is a means as a channel of thoughts, ideas, ideas, knowledge and messages that will be conveyed by the writer.⁴ Writing means putting one's own thoughts and feelings to others in writing. Writing skills do not come out of nowhere, but must go through an intensive process of training and practice. The more training and practice, the more likely students are to be able and happy with writing.

One of the problems faced by our education world is the low ability of students both seen from the ongoing educational process and the educational results themselves, among them the ability to listen and the ability to write. From the educational process, especially learning, most of our teachers are more likely to embed subject matter that rests on one low-level cognitive aspect such as remembering, memorize and accumulate information. The low quality of educational products is an illustration of the quality of the education system implementation process which is related to many elements, but the learning process is the heart of education that must be taken into account.⁵

Based on this background, several problems were formulated in this study as follows, namely listening skills and Arabic writing skills in students and the correlation of the relationship between listening skills and Arabic writing skills in Class X MA DDI Ujung Lare Parepare students.

⁴ Juwariyah Dahlan, *Arabic Language Teaching and Learning Methodology*, (Surabaya: Al-Ikhlash, 1992), p.59.

⁵ Udin Saefudin Sa'ud, *Inovasi Pendidikan* (Bandung: Alfa Beta, 2016), h. 181.

2. METHOD

This research is quantitative research. Quantitative research emphasizes its analysis on numerical data (numbers) processed by statistical methods.⁶ This type of research is correlation research, research that involves the relationship of one or more variables with one or more other variables. The form of relationship in this study is Bivaret, which is a relationship involving one independent variable with one dependent variable. The variables studied in this study are *independent* variables (independent variables) and *dependent* variables (dependent variables). The *independent* variable is listening skills given the symbol X and the *dependent* variable is the Arabic writing skills given the symbol Y.

The approach used in this study is an interdisciplinary approach, including management and pedagogical approaches. First, the management approach is how school management institutions can contribute to the development of education and the learning process. Second, this pedagogical approach is intended to take into account the human aspects of Islamic education in relation to educational needs, especially in educators and learners.

The population in this study is all class X students as many as 40 people with details of class X IPA = 18 people, class X IPS = 22 people, and educators at MA DDI Ujung Lare Parepare. Based on the population above, the number of students in this study was 40 students. Researchers selected all populations into a sample of 40 people. Determination or sampling in this study using *total sampling techniques*.

The research instrument used is ngket (questionnaire), is a number of written questions used to obtain information from respondents. Observation is defined as systemic observation and recording of everything that appears in the object of research, this observation and recording is carried out on objects at the place where events occur or take place, so that they are with the object. An interview is a tool to gather information by asking a number of questions orally to be answered orally as well. Documentation is a method that uses classical materials to examine specific

⁶ Suranto, *Research Methodology in Education with SPSS Program*, (Semarang: Ghiyyas Putra, 2017), p. 25.

developments, namely to answer questions or problems about what, why, why, and how.

Data collection techniques, namely questionnaires, are a number of written questions used to obtain information from respondents. Observation is a scientific method that can be interpreted as observation through focusing attention on an object using a sensory device. Interview, a form of dialogue conducted by the interviewer to obtain information from the interviewee is called an interview. The documentation technique is the retrieval of data obtained through documents.

Data analysis, based on the process of calculating the formula for the results of linear regression analysis is carried out with the help of *SPSS for Windows program software*. The data analysis used is statistical data analysis. Before the analysis is carried out, an analysis prerequisite test is carried out so that the conclusions drawn do not deviate from the truth that should be. Normality test, homogeneity test, linearity test, and hypothesis test using descriptive analysis and inferential analysis with the help of *SPSS for Windows version 22 program software*. This analysis is used to make *further interpretations that are to prove the presence or absence of influence between two variables*.

3. RESULTS AND DISCUSSION

Language skills include four skills, namely listening skills (*Maharat al-Istima'*), speaking skills (*Maharat al-Kalam*), reading skills (*Maharat al-Qira'at*), and writing skills (*Maharat al-Kitabah*). These four aspects are important aspects of learning Arabic, because these four skills are inseparable. Because the position of these four skills is very supportive in achieving language skills.⁷ In this study will only discuss 2 skills, namely listening or listening skills and Arabic writing skills.

Even if listening learning is done by teachers or language instructors, it is only done in *imitative* or *reactive* form, that is, teachers only emphasize how students can repeat or pronounce and even write according to what they have heard. Such listening sub-skills are categorized as the most basic listening sub-skills. Even

⁷Taufik, *Arabic Language Learning (ICT-Based Applicative and Innovative Methods)*, (Surabaya: PMN, 2017), p.43.

though there are still many listening learning techniques that focus more on understanding and even more interactive techniques.⁸

In Muhibbin's opinion, skills are activities related to nerves and muscles (*neuromuscular*) which are commonly seen in physical activities such as writing, typing, sports, and so on. Despite its motor nature, the skill requires meticulous coordination of motion and heightened awareness. This opinion is in accordance with Reber's opinion also quoted by Muhibbin, who states that skill is the ability to carry out complex and neatly arranged patterns of behavior, smoothly and according to circumstances to achieve certain results.

Skills are the ability to use reason, thoughts, ideas and creativity in doing, changing or making something to produce more value from the results of the work. Skills are knowledge that outwardly exists within humans and needs to be studied in depth by developing the skills possessed.

Hearing *Istima'* is a collection of sound features contained in *mufrodites*. *Istima'* skills are directed at listening skills by not releasing context. Hearing is the first skill performed by a person in learning a language. Listening can be a measure of the level of suitability experienced by someone who learns a language, because from this skill we can know the understanding of dialects, pronunciation patterns, language structures and so on.⁹

Maharah Istima' (listening skills) is the ability to capture and understand (reeftifily) what is heard from others.¹⁰ Many people consider listening to be the most important skill among other skills. Even experts conclude that listening is the basis of other skills.¹¹ Scientific research proves that most people can only absorb 30% of the knowledge they hear and can only remember 25% of what they absorb from that knowledge.

⁸Saepudin, *Learning Arabic Language Skills: Theory and Application*, (Yogyakarta: Trust Media Publishing, 2012), p. 14.

⁹ Taufik, *Arabic Language Learning (ICT-Based Applicative and Innovative Methods)*, (Surabaya: PMN, 2017), p.45.

¹⁰ Moh. Matsna, *Arabic Language Learning Methods and Strategies*, Paper delivered at the Training of Teacher Facilitators in the Field of Arabic Language and Literature Studies at Madrasah Tsanawiyah on 9-18 May 2014 in Jakarta. p. 9.

¹¹Tarigan, Djago and Tarigan, *Language Skills Teaching Techniques*. (Bandung: Angkasa . 2016), p. 22.

As one of the four language skills, listening is a skill that allows a language user to understand spoken language. Because of the amount of daily communication that is done orally, this ability is very important for every language user. Without good listening skills, there will be many misunderstandings in communication between fellow language speakers that can cause various obstacles in carrying out tasks and daily life. Therefore, listening skills are a part that should not be ignored in language teaching, especially if the goal is mastery of language skills.¹²

Listening or listening skills (*al-maharah al-istima'/listening skill*) are a person's ability to digest or understand words or sentences spoken by speech partners or certain media.¹³ Shaleh Abdul Majid said that listening skills are the ability to analyze language symbols into the meanings intended by the speaker without any addition or subtraction.¹⁴

The ability to listen can be done with continuous practice to listen for differences in the sounds of word elements (phonemes) with other elements based on the correct letter makhraj either directly from the native speaker or through recording. However, in actual communication practice, someone in understanding the message conveyed by the interlocutor often gets interference either from the speaker himself such as language sounds that are not clearly spoken due to illness or chaotic language structure or due to outside interference such as a crowded environment where communication occurs so that many voices can be heard in addition to the message conveyed by the interlocutor. If this happens, it can be expected that the message conveyed can be disrupted so that the recipient of the message or listener cannot listen to the message properly or can lead to misunderstandings.

The results showed that the Arabic listening skill score in Class X MA DDI Ujung Lare Parepare students (variable X) was between 80 to 96, the average price (mean) was 86.93, the median was 87.00, mode 86, variance 22.020 and standard deviation 3.467. For more details can be seen in table 4.1 below:

¹²M. Soenardi Djiwandono, *Language Test in Teaching* (Bandung: Publisher ITB, 2016), pp. 54-55.

¹³Acep Hermawan., *Arabic Learning Methodology*.(Cet. 1; Bandung: PT. Remaja Rosda Karya, 2011), p. 130.

¹⁴Shala 'Abd al-Majid, *ta'allam al-laqa al-haya wa ta'līmuhi*, (set. Security; Beirut: Maktaba Lebanon, 1981), h. 7.

Table 1. Statistik variabel X

Statistics		
Arabic Listening Skills		
N	Valid	40
	Missing	0
Mean		86,93
Std. Error of Mean		,548
Median		87,00
Mode		86
Std. Deviation		3,467
Variance		12,020
Range		16
Minimum		80
Maximum		96
Sum		3477

The total score of the Arabic listening skill variable obtained from the results of the study was 3477, the highest theoretical score of this variable per respondent was $20 \times 5 = 100$, because the number of respondents was 40 people, the criterium score was $100 \times 40 = 4000$. Thus, Arabic listening skills are $3477 : 4000 = 0.869$ or 86.9 % of the specified criteria. So it can be concluded that Arabic listening skills are included in the high category. Based on this, the indicators of competence measured in the Arabic listening proficiency test are: 1) The ability to identify letter sounds; 2) The ability to distinguish similar letter sounds; 3) The ability to understand the meaning of vocabulary and phrases; 4) Ability to understand sentences; 5) Ability to understand discourse: and 6) Ability to provide responses from the content of the discourse he hears.

In Muhibbin's opinion, skills are activities related to nerves and muscles (*neuromuscular*) which are commonly seen in physical activities such as writing, typing, sports, and so on. Despite its motor nature, the skill requires meticulous coordination of motion and heightened awareness. Skills are the ability to use reason, thoughts, ideas and creativity in doing, changing or making something to produce more value from the results of the work. Skills are knowledge that outwardly exists within humans and needs to be studied in depth by developing the skills possessed.

So it can be concluded that writing is all the activities of a person expressing his thoughts through writing to be read and understood by others. These thoughts can be in the form of experiences, opinions, knowledge, desires and feelings expressed in the form of writing. Writing skills are making letters or numbers with pen, pencil, chalk and others. Arabic writing skills are skills that are considered difficult in learning and this skill also takes a very long time to take these skills. Arabic writing skills can be grouped into three, namely controlled, guided writing skills (*muwajjah*) and free writing (*hurr*) or often referred to as free writing.

Basically, the writing process is very complex and complicated because it involves several activities, both in the form of physical activities and mental activities. So that the process of writing Arabic consists of four main things that can later be concluded into an indicator that is expected to improve writing skills in students. The four main things are:

1. Write Arabic letters.
2. Write words with the correct letters.
3. Compose comprehensible Arabic sentences.
4. Using the arrangement of Arabic sentences in several paragraphs so as to express the essence of the message of the author.

Based on the data from the questionnaire of Arabic writing skills variables in students of Class X MA DDI Ujung Lare Parepare (variable Y), the results showed that the score of variable Y was between 79 to 97, the average price (mean) of 88.40, median 89.00, mode 90, variance 17.015 and standard deviation 4.125., for more details can be seen in the summary table of statistical results as follows:

Table 2. Statistik Variabel Y

Statistics		
Arabic Writing Skills		
N	Valid	40
	Missing	0
Mean		88,40
Std. Error of Mean		,652
Median		89,00
Mode		90

Std. Deviation	4,125
Variance	17,015
Range	18
Minimum	79
Maximum	97
Sum	3536

The total score of variables on Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare (variable Y) obtained from the results of the study was 3536, the highest theoretical score of this variable per respondent was $20 \times 5 = 100$, because the number of respondents was 40 people, the criterium score was $100 \times 40 = 4000$. Thus, Arabic writing skills were $3536 : 4000 = 0.884$ or 88.4% of the criteria set. So it can be concluded that Arabic writing skills are included in the high category.

To master writing skills well requires mastery of previous language skills well as well. This is because writing is an activity to express the contents of the mind in the form of writing whose purpose is to be understood by readers who of course are not dealing or even not in the same time with the writer. All aspects of language which include mastery of structure (*qawâ'id*), vocabulary (*mufradât*), literature (*balâghah*), and good choice of diction (*ikhtiyâr alkalimah*) are needed in writing activities.

Basically, the writing process is very complex and complicated because it involves several activities, both in the form of physical activities and mental activities. So that the process of writing Arabic consists of four main things that can later be concluded into an indicator that is expected to improve writing skills in students.

This study used multiple linear regression analysis. Multiple regression analysis aims to determine the correlation caused by the dependent variable (*dependent*) using the independent variable (*independent*) which is also known to be the equation. The variables used in this study are as follows: the dependent variable is Arabic writing skills (Variable Y) and the independent variable is Arabic listening skills (X). Regression calculation using *SPSS software for windows*. The hypothesis proposed

"allegedly there is a significant relationship between listening skills and Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare".

Based on the calculation, a correlation coefficient value of 0.469 was obtained with a significance level for the general hypothesis of 0.001 at a confidence level of 0.05 or 95% as for the level of testing criteria:

If the level of significance is $< \alpha$, then H_0 is rejected and H_a is accepted

If the level of significance is $> \alpha$, then H_0 is accepted and H_a is rejected

Based on the results of the analysis above, it can be concluded that there is a significant relationship between listening skills and Arabic writing skills in Class X MA students in Ujung Lare Parepare. The correlation between the listening skill variable (X) and the Arabic writing skill variable (Y) was 0.469 or 46.9% of the contribution of Arabic listening skills (X) to Arabic writing skills (Y).

The hypotheses present in this study are transformed into the form of statistical hypothesis testing which aims to test whether the sample is strong enough to describe the actual population. And the decision about whether or not the general application of the sample to the population of this study (*generalization*).

With the rule that t_{count} is greater than t_{table} , then H_0 is rejected, meaning that there is a significant relationship, and if t_{count} is greater than t_{table} , so H_0 is accepted, it means that there is no significant relationship.

This calculated t value of 3.811 is consulted with the t value of the statistical table $t_{(df2; 40)} = 0.681$ ($3.811 > 0.681$). After consultation, it shows that t_{count} greater than t_{table} means H_0 is rejected or H_a is accepted, meaning that there is a significant correlation or relationship between listening skills and Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare.

Based on the results of the hypothesis test that there is a positive relationship between a significant relationship between listening skills and Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare.

In Arabic, teaching or learning is termed *ta'lim*, *mashdar* of *'allama*. The root word, *'alima*, means "to know" or "understand". *Ta'lim* means an activity that shows

the delivery of knowledge that is being carried out in the classroom using various learning media.¹⁵

Arabic is made up of 2 words language (*lughah*) is a collection of sound systems, nahwu, sharaf and lexical that relate to each other to produce expressions or sentences that have meaning among a group of people. So Arabic are words composed and used by Arabs to express their goals.

Arabic is the language spoken by Arab nations and Islamic societies. Arabic is a strong *life language*, has developed, and is able to translate French, Indian, Greek and so on. Arabic in the Middle Ages was a means of developing science and spreading culture to European countries. Arab culture today shines more than European civilization. Arabic was able to eliminate ignorance and motivate the Islamic world to develop and rise.¹⁶

Arabic language teaching is closely related to aspects of teaching itself which include approach, method, and *technique*. A series of assumptions about the nature of language and language learning according to Edward M. Anthony is an approach to teaching Arabic. Assumptions related to language learning include aspects of listening (*al-Istima'*), conversing (*al-kalam*), reading (*al qiraat*), and writing (*al-kitabah*). These four skills will further build methods or models in teaching Arabic.¹⁷

Arabic language learning is learning that emphasizes language skills, namely listening, speaking, reading and writing skills. Arabic is a subject that is directed to encourage, guide, develop, build abilities and foster positive attitudes towards Arabic both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a means of communication both orally and in writing. Arabic language skills and a positive attitude towards Arabic are very important in helping students understand the sources of Islamic teachings, namely the Qur'an and hadith, as well as Arabic books related to Islam.

¹⁵Abdul-Hafiza Muhammad Salama, *Tashim-ul-Teaching* (Riyad: Dar-ul-Khureji, 2003), h. 15.

¹⁶'Abd al-'Alam Ibrahim, *al-Mujah al-fin li madrasi al-lagha al-'Arabia* (Kiru: dar al-ma'arif, tate.), h.48.

¹⁷Sofyan Sauri, *Development of Arabic Learning Model with All In One System Method at MAN Darussalam Ciamis*, (Bandung: UPI Lecture, 2016), p. 2.

Listening or listening skills (*al-maharah al-istima'/listening skill*) are a person's ability to digest or understand words or sentences spoken by speech partners or certain media. Listening skills are the ability to analyze language symbols into the meanings intended by the speaker without any addition or subtraction. The ability to listen can be done with continuous practice to listen for differences in the sounds of word elements (phonemes) with other elements based on the correct letter makhraj either directly from the native speaker or through recording.

Listening as a process of paying close attention to what others are saying or reading. In everyday life since birth, the process of learning to listen is continuously carried out. Learning to listen is an absolute requirement in order to master information. The more information you listen to, the more knowledge you gain in order to master other language skills, such as speaking, reading and writing. Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation in order to obtain information, capture 15 contents or messages and understand the meaning of communication conveyed by speakers through speech or spoken language.

To master writing skills well requires mastery of previous language skills well as well. This is because writing is an activity to express the contents of the mind in the form of writing whose purpose is to be understood by readers who of course are not dealing or even not in the same time with the writer. All aspects of language which include mastery of structure (*qawâ'id*), vocabulary (*mufradât*), literature (*balâghah*), and good choice of diction (*ikhtiyâr alkalimah*) are needed in writing activities.

The variables used in this study are as follows: the dependent variable is Arabic writing skills (Variable Y) and the independent variable is Arabic listening skills (X). Regression calculation using *SPSS software for windows*. The hypothesis proposed "it is suspected that there is a significant correlation between listening skills and Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare."

Based on the calculation results, a significance value of $0.000 < 0.05$ is obtained, then h_0 is rejected and h_a is accepted. This means that there is a significant

relationship between listening skills and Arabic writing skills in Class X MA DDI Ujung Lare Parepare students. More details can be seen in the following table:

Table 3. Statistical Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,757 ^a	,566	,041	4,039

a. Predictors: (Constant), Arabic Listening Skills

Based on the table above, it can be illustrated that the value or result obtained is a correlation coefficient of 0.757, so it can be said that variable x and variable y have a "strong" correlation.

Interpersonal relationships are relationships consisting of two or more people who have dependence on each other and use consistent interaction patterns. When it comes to interpersonal relationships, there will be a process and usually begins with *interpersonal attraction*. A good interpersonal relationship is a relationship in which there is mutual trust, has a high sense of sympathy and empathy, can be open between individuals, and so on according to the ability in interpersonal relationships. There are two factors that can improve interpersonal relationships, namely internal factors are from the need to interact and the influence of feelings, while from external factors are from similarity, closeness and physical attractiveness.

CONCLUSION

Arabic listening skills in grade X MA students in Ujung Lare Parepare. The results of statistical calculations show that the total variable score of Arabic listening skills obtained from the results of the study is 3477, so, Arabic listening skills are $3477: 4000 = 0.869$ or 86.9% of the criteria set, including the high category. Arabic writing skills in grade X students of MA DDI Ujung Lare Parepare. Based on the results of statistical calculations, it shows that the total score of variables on Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare (variable Y) obtained from the results of the study is 3536, so, Arabic writing skills are $3536: 4000 = 0.884$ or 83.4% of the criteria set including the high category.

The results of the hypothesis test showed that there was a significant relationship between listening skills and Arabic writing skills in Class X MA students in Ujung Lare Parepare. Based on the calculated t value of 3.811 this is consulted with the t value from the statistical table $t = 3.811 > 0.681$. Showing tcount greater than ttable means H_0 rejected or H_a accepted, meaning that there is a significant correlation or relationship between listening skills and Arabic writing skills in students of Class X MA DDI Ujung Lare Parepare.

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