

Analysis Implementation Of Imriti Book Learning In Improving Arabic Text Reading Ability

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ABSTRACT

This research is a qualitative descriptive study. Data were collected through observation, interviews and documentation. The data collection techniques used written thesis and questionnaires. The purpose of this research is to describe how the imriti book learning process is, then how to implement imriti book learning in improving students' reading skills and to know the supporting and inhibiting factors in the learning process. The subjects of this study were third grade students (H) at the Madrasah Diniyah Mamba'ul Ma'arif Denanyar Jombang. And the results of this study found that the ability of students to read Arabic texts with the Imriti book learning resources was quite good, students enjoyed learning to used the Imriti book, and in its application students still had difficulties so they needed a lot of practice.

Keywords: Learning Implementation; Imriti Book; Reading Ability; Arabic Text.

INTRODUCTION

Reading is an ability to recognize or understand the contents of a writing (written symbols) by reciting or digesting it in the heart. In essence, reading is a communication process that occurs between a writer and a reader through the text he writes which results in a cognitive relationship between spoken and written language (Nuha, 2016). The ability to read is one of the three basic skills that must be possessed by every student who wants to achieve success in developing their knowledge.

How to read Arabic text is not the one the same as the way of reading the latin text (non-Arab), especially in Arabic text that is not *syakal/harakat* (Sudarti, 2015). Because here students are more required to hone their skills in terms of changing letter symbols in accordance with Arabic grammar rules. Capacity of reading the Arabic text is also closely linked to the understanding of the content or the meaning of the reading, which means that learners must first be able to read *Qawaid* or grammatical Arabic covering *Nahwu* and *Sharaf* order to read Arabic text properly (Malibary, 1976).

Teaching materials are very important things to be developed in an effort to improve the quality of learning (Iqbaluddin & Aisa, 2020). One of the books used as teaching materials and learning resources in learning Arabic grammar is the Imriti book. The Imriti book is a monumental masterpiece by great scholar, Imam Syarifuddin Yahya Al-Imriti. In this book contains the rules of *nahwu* science written with hundreds of *nadham* about 204 stanzas. The Imriti book is the *matan* of the Al-Jurumiyyah book which is converted into the form of *nadham* or *sya'ir*. generally, this book is taught after the stages of learning the Jurumiyyah book can be understood and understood well by students (Zamanun, 2013).

As for learning Arabic grammar at Madrasah Diniyah Mamba'ul Ma'arif Denanyar Jombang, in the third grade of Tsanawiyah using the Imriti book (*Al-Imriti*) as teaching materials and learning resources. This book is used as an introduction for students to understand Arabic texts, especially in terms of reading Arabic texts. Where in the practice of learning, the teacher applies a memorizing system of *nadham* and *drill* (practice).

What if further investigated, there are still many of the students who have difficulty in applying the material of Arabic grammar rules that have been taught, one of the reasons is the diverse backgrounds of students. Some of them are not familiar with Arabic grammar at all. So, learning the rules of Arabic

grammar is a very new thing for them.

From these problems, researchers are interested in studying how the efforts of teachers in implementing Arabic grammar rules using the Imriti book, especially in improving the ability to read Arabic texts. Therefore, the researchers was motivated to conduct a research "Analysis Implementation Of Imriti Book Learning In Improving Arabic Texts Reading Ability At Madrasah Diniyah Mamba'ul Ma'arif Denanyar Jombang."

The aims of this research are: to find out how the process of learning the book of Imriti, then to find out how the ability to read Arabic texts in students, and knowing the supporting and inhibiting factors in the implementation of learning the book of Imriti in third grade tsanawiyah at Madrasah Diniyah Mamba'ul Ma'arif Denanyar Jombang.

METHOD

This research is included in the category of qualitative descriptive research. namely research that does not emphasize the generalization of data, but rather emphasizes the meaning of the research conducted. While in the research approach, the meaning of the researcher conducts research directly in the field to look for various problems that are related or of relevance to this research or commonly referred to as field research (Sugiyono, 2016). The research subjects were third grade students at Madrasah Diniyah Mamba'ul Ma'arif Denanyar Jombang for the 2020/2021 school year. To be precise in third grade (H) with a total of 21 students. This class is used as research material for observation in the application of learning book of Imriti. Observation aims to find out how the implementation of learning the book Imriti improving the ability to read Arabic texts in the class, and also aims to obtain input on improving the learning process in the future.

The data collection procedure in this research is by: observation, interview, and documentation. The technique of obtaining datas follows: a) variables increase reading skills Arabic text obtained from the results of the test read Arabic text in writing, and b) the response variable learners in the learning pattern Imriti book revealed by questionnaires, observations and interviews. Attached quetionnaire (Sudarti, 2015). The stages of the assessment carried out were: 1) the researcher made detailed observations of everything that was implemented during the Imriti book learning process, 2) careful recording of the observed aspects, including improving Arabic text reading skills and students' understanding of the material. Delivered, the student's response to the learning pattern that has taken place. 3) Test the ability to read Arabic text without a written *harakat/syakal*.4) Data coolection through questionnaires and interviews on the application of learning patterns to read Arabic texts.

The data analysis thechnique that will be carried out is to describe in a narrative way the process of implementing Imriti book learning in improving students' reading skills. Data analysis starts from the questionnaire analysis, observation, and interview stages with the following steps: data reduction, data presentation and drawing conclusions on the findings of the research that has been done (Verdianingsih, 2018).

RESULT AND DISCUSSION

Result

In accoedance with the result of observations made by researchers in the field, the process of learning the book of Imriti is carried out in several stages. In the *first* stage of learning the book of Imriti, the teacher explains the material in accordance eith the order of *nadham* in the book of Imriti. *The nadham* are translated and then their meaning is explained. In the *second* stage, the teacher discusses the nahwu rules contained in the Imriti *nadham*, the nahwu rules are recorded on the blackboard then the teacher explains by giving some examples of sentences that are in accordance with the material baing discussed. The *third* stage, the teacher provides tests/questions spontaneously to students about the materials that have been studied, these questions discuss the gramatical pattern/sentence position of the example entences given. The *fourth* stage, the teacher discussed with students discussing the position of the sentence from the example giveb. In *fifth* stage, the teacher invites students to understand the meaning of the sentence according to its position in the text. The *sixth* stage, the teacher asks students to memorize the nadhams in the Imriti book, with the aim that it is easier for students to remember the material that has been learned by chanting the memorized nadhams.

To find out the increase in the ability to read Arabic text, the researchers conducted an ability test by giving Arabic text questions without *harakat/syakal* to students. Students are asked to give *harakat/syakal* in accordance eith the pattern of sentence position. This test is given to determine the

percentage of students ability to accept the material taught with the Imriti book and its application in reading Arabic text without *harakat/syakal*.

Tabel 1. Percentage Of Increase In Arabic Text Reading Ability

No.	Information	Percentage
1.	Students with very good ability ang get best grades range between 80-90	14.28%
2.	Students good ability ang get grades with a value range between 70-79	23.80%
3.	Students with good enaough ability ang score with a range of values between 60-69	38.09%
4.	Students with poor ability and get grades with a range of values between 50-59	14.28%
5.	Students with below standard ability and score with a range of values between 40-49	9.52%
Amount		100%

From the data above, it can be seen that the highest percentage is 38.09% which is in the category of quite good student ability with a value category between 60-69. With error rate of students in laying out *harakat* that are not right even though it is not fatal. As for the percentage of 14.28% of the students in the very good category with a non fatal error rate. Namely errors in laying out only one to three *harakat*. Here it can be seen that the category of students with very good abilities is still relatively low. This is because students are not familiar with vocabulary so that in giving *harakat* they still experience many mistakes and need more practice to improve their ability to read Arabic texts.

After being observed carefully, the researcher found that the students were very enthusiastic in process of learning Imriti book. This is known based on the results of a survei through a questionnaire. According to the third grade students (H) tsanawiyah, 66.66% of them agreed to the statement that the materials in the Imriti book are very clear and easy to understand. But in the learning process they still need teacher guidance. This is supported by the statement that 57.14% disagree with the statement that students can understand the material in the Imriti book individually (without teacher guidance), the activeness of students in responding to the material presented is evidenced by 80.95% agreeing. Then the class condition were conducived as evidenced by 80.95% agreeing. Student agreeing and disagreeing with same number of 47.61% that reading Arabic text is one of the difficult lessons. 66.66% of students stated that they had studied Arabic grammar before studying the Imriti book, and 33.33% had not. 61.90% of students agreed that learning with the Imriti book made it easier for them to learn Arabic. But in practice they still had difficulties. This is evidenced by 76.19% of students stating that they disagree that students find it easier to apply the material (Imriti book). Participant students always take the time to learn avidence by the 57.14% agree. Then 52.38% of students stated strongly agree that a lot of practice is needed in the application of learning the Imriti book, and 66.66% of student feel happy with learning of Imriti book, and 61.90% of student expressed enthusias in learning of Imriti book.

Tabel 2. Describion Of The Response Questionnaire To The Learning Imriti Book

No.	Questionnaire Description	1	2	3	4
1.	The materials in the Imriti book are very clear and easy to understand	4.76%	66.66%	28.57%	-
2.	Students can understand the material in Imriti book individually (without teacher guidance)	-	9.52%	57.14%	33.33%
3.	Students are always active in responding to the material presented by the teacher	9.52%	80.95%	9.26%	-
4.	Class conditions are conducive when learning the Imriti book takes place	9.52%	80.95%	9.25%	-
5.	Reading Arabic text one of the ,ost difficult lessons to learn	-	47.61%	47.61%	4.76%
6.	Students have studies the rules of Arabic grammar before learning the Imriti book.	33.33%	66.66%	-	-
7.	Learning by using Imriti books makes it easier for students to learn ti read Arabic texts	19.04%	61.90%	19.04%	-
8.	Students find it easier to apply the material (imriti book) that has been taught, espacially in terms of reading Arabic text	4.76%	19.04%	76.19%	-
9.	Students always take the time to study (at least 1 hour) before the imriti book learning takes place	4.76%	47.61%	42.85%	4.76%
10.	Learning Arabic grammar with the Imriti book can increase students learning enthusiasm	-	57.14%	42.85%	-
11.	Need to increase practice for the application of imriti	52.38%	38.09%	9.52%	-

	book learning, especially in terms of reading text.				
12.	Students feel happy with learning Arabic grammar using the Imriti book	4.76%	66.66%	28.57%	-
13.	Students are enthusiastic in learning Imriti book	19.04%	61.90%	14.28%	4.76%

Description: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

In the process of Imriti book learning, teacher play an active role in providing material to students, starting from explaining to guiding students in understanding the material and applying it. According to third grade students (H) tsanawiyah, the teacher's clarity in conveying the material is easy to understand, this is evidenced by 52.38% of students agreeing that the teacher conveys material in a straightforward manner. Then the reason why they stated that the material was taught was straightforwardly answer by the second statement that 47.61% of students agreed that the teacher always made a summary of the material that had been taught, that was the *first* reason students were easy to accept the material. The *second* reason, 61,90% of students agree that the teacher provides material according to the ability of students (especially) in terms of reading Arabic texts. *Third*, 57.14% of students agree that teacher transfer material by repeating that the learner is in remembering the material. *Fourth*, 61.90% of students stated strongly agree that teacher provides an opportunity to ask all the learners who are less understand of the materials has been transferred. *Fifth*, 38.09% of student agree that teacher provided a test (read Arabic text) to learners after providing additional learning materials. *Sixth*, 61.90% of students agree that occasionally the teacher gave other ways of transferring material such as using game media or other.

Table 3. Students Responses to the Teaching Patterns Provided by Educators

No.	Questionnaire Descriptions	1	2	3	4
1.	The teacher conveys the main points of the material being taught in a straightforward manner (easy to understand)	38.09%	52.38%	9.52%	-
2.	The teacher makes a summary of the material that has been taught every time the learning process take place	42.85%	47.61%	9.52%	-
3.	The teacher provides material according to the ability of students (especially) in terms of reading Arabic texts	33.33%	61.90%	4.76%	-
4.	The teacher conveys the material by repeating it so that students are easy to remember material	38.09%	57.14%	4.76%	-
5.	Teacher provides an opportunity to ask all the learners who are less understand of the material has been delivered	61.90%	38.09%	-	-
6.	The teacher gives a test (reading Arabic text) to students after providing additional material in learning	19.04%	38.09%	42.85%	-
7.	Occasionally the teacher provides other ways of delivering material (in Imriti book) such as using game media or others	19.04%	61.90%	19.04%	-

Description: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

Discussion

The implementation of learning imriti book can't be separated from the learning method. As with the process of learning nahwu science in general, the method that can be used in learning is the deductive method (الطريقة القياسية) and inductive method (الطريقة الإستقرائية). The *Qiyasi* is a teaching nahwu method, where the teacher explains first to his students about the rules and then the teacher gives examples in the form of sentence patterns taken from reading material, The *Istiqrā'iyah* method is begins method with exposing examples by multiplying exercises. The exercise is then continued with generalization or exposure of general rules (Nauri, 2019).

The ability of students to accept material being taught is measured through a written test of reading books. The test consists of questions about the Arabic text without *harakat*. Then students are asked to memorize the Arabic text according to the Arabic grammar while studying Imriti book. The results of the test stated that the average ability of students understanding of Imriti book material was 64.76 out of total score of 100. This proves that the use of the Imriti book as a learning resource in improving students reading skills is quite good. These results indicate that the book of Imriti which is used as a learning resource has not been able to increase the ability to read Arabic text optimally for students.

The supporting factors for learning imriti book are the material is taught using the deductive method and the learning pattern is delivered with a *nadham* and *drill* memorization system (practice). And the enthusiasm of students is quite high in participating in learning Imriti book. In addition to the supporting factors as for the inhibiting factors for learning the Imriti book, namely the diverse

backgrounds of students, some of the students have never studied Arabic grammar at all so they have difficulty in accepting the material being taught, lack of *muthala'ah* (repeating) and practicing applying the material, especially in reading Arabic text.

Research result that have not achieved the expected goals can certainly be an evaluation for educators, especially Arabic language educators. Educators should continue to make improvements to the learning system, especially in improving the ability to read Arabic text. Educators also need to motivate their students to always be enthusiastic in learning Arabic.

CONCLUSION

From the result of the research presented above, it can be concluded that: *first*, the process for learning Imriti book is as follows: 1) The teacher explain the material according to the order *nadham* in the Imriti book. 2) The teacher discusses the nahwu rules contained in the Imriti nadham. 3) The teacher give test/question spontaneously to students regarding the materials that have been studied. 4) Teacher discuss with students about the position of sentences from the examples given. 5) Teacher invite students to understand the meaning of sentences according to their position in the text. 6) Teacher ask students to memorize the nadham in Imriti book. *Second*, improving the ability to read Arabic text is done by giving written test question in the form of Arabic text without harakat. The test results prove that learning Imriti book in improving students reading skills is quite good. *Third*, the response of student to the Imriti book learning is divided into two responses, namely the students response to Imriti book learning process and the responses to the teaching pattern given by the teacher. Most of them expressed a positive response, because they felt that hade made progress in reading Arabic text after learning Arabic grammar with the Imriti book. This research is not final and still needs to be developed in the future. For this reason, researchers expect constructive criticism and suggestion or even further research is held to find out the responses of student in learning Arabic grammar eith other learning methods and resources.

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