IMPROVING STUDENTS BASIC ARABIC WRITING SKILLS (*IMLA MANZUR*) THROUGH THE CARD SORT METHOD

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Abstract: This research is quasi-experimental research conducted on class VIII students of SMP Mathlaul Anwar Margahayu, whose sample consists of two classes: experimental and control. This study aimed to determine the results of improving students' basic Arabic writing skills after learning imla manzur in collaboration with the card sort method. Of the 56 samples taken randomly and classified into two classes with different treatments, it was found that there was a difference between the results of the writing ability of the experimental class and the results of the control class' writing ability which was indicated by the results of the hypothesis testing of 0.000. The value of 0.000 <0.05 resulted in Ho being rejected and Ha being accepted, or it can be concluded that there was a significant influence on the learning outcomes of the imla manzur class applying the card sort method.
Keywords: *arabic writing skills, card sort method, imla manzur.*

INTRODUCTION

Writing is one part of one's activity to support the communication process with others. Writing is also a means of expressing something through a series of words arranged into complete sentences with various purposes. In the process of writing, someone will feel free of space and time because the writer can express whatever he

wants to put into writing, in contrast to someone speaking whose audience is limited to a predetermined distance and time. (Kuraedah, 2015).

Writing is often identified as a part that cannot be missed in learning a language. Language learners must write a word or sentence in a particular language learned with specific provisions of the language being studied, including in learning Arabic. Writing is one of the four mandatory skills that Arabic learners must master.

Writing skills or abilities are often referred as *maharatul kitabah* and are followed by three other skills, each with its own difficulty level and learning stages. There are starting from listening skills (*maharatul istima*), reading skills (*maharatul qiraah*), and speaking skills (*maharatul kalam*) (Yusuf et al., 2019). Writing skills in learning Arabic is a skill that is in the highest position among the other three skills because students are required to think about ideas logically and coherently as well as compose writing that is presented in a variety of written languages using various writing conventions. There are two aspects must be present in writing activities, namely the learner's skills in making various letter shapes and their spelling and skills in processing thoughts and feelings into Arabic writing (Asyrofi, 2010).

In research by Fajriah (2017) about the ability to write Arabic explained that the concept of learning in *Maharatul kitabah* is also called the concept of gradation learning, namely the concept of a learning process that is formed based on careful planning starting from light things and continuing to heavier and more complex levels. The learning process of *Maharatul kitabah* has systematic stages that must be studied consistently, starting from the basis of studying the rules for writing hijaiyah letters properly and correctly, followed by the technique of connecting one *hijaiyah* letter at a time into a complete sentence which will be continued into a free essay adapting to good and correct writing theory.

The initial stage is in the form of studying the rules of writing letters as an aspect that can be considered in the practice of the Arabic language learning process. These writing rules are usually found in dictation or dictation learning. *Imla* is one of the categories of writing learning that emphasizes the shape or appearance of a letter to be formed into a word or sentence (Fajriah, 2017). *Imla* is one of the important basics that must be considered by Arabic learners because before composing a good sentence, of course, be able to arrange letters according to the applicable rules. *Imla* learning is

divided onto four stages, specifically: *imla* manqul*, imla manzur, imla istima'i, and imla ikhtibari* (Zahriyah et al, 2022)

In previous research regarding the analysis of spelling errors in learning Arabic conducted in class X students of the *Tarbiyah Takalar Islamic Boarding School*, several difficulties were found by students. These difficulties include students' difficulties distinguishing between two letters with almost the same sound, a need for understanding in connecting letters, and problems correctly writing vowel signs (Nuramaliah et al., 2021). In the research conducted by (Irfan, 2019)it was found that there were some difficulties in writing Arabic letters in class VIII students of Miftahul Iman Junior High School, these difficulties are caused by several factors, including a lack of interest in practicing *hijaiyah* letters and students' inadequate basic skills in writing due to their previous educational background from public schools. In addition, observations made in research (Luthfiana et al., 2019) regarding the development of learning models for Arabic writing skills also found that students find it difficult to learn writing skills due to lack of vocabulary mastery, lack of drill (repetition) used to writing exercises and boredom of the passive learning process.

In line with these problems, the researcher made observations to discover the background of writing difficulties in class VIII students of junior high schools in Bandung Margahayu. From the results of a preliminary study of teachers and students at the school, the teacher applies dictation to achieve the goal that students must be able to write Arabic vocabulary according to the learning theme being studied. The dictation is done by asking students to copy the writing in the textbook into their respective notebooks and then memorize the vocabulary that has been written. After students write, at the end of the exam, the vocabulary that has been copied and memorized will be tested again without looking at the textbook, so at this moment, many students difficulties arise in recalling the complete writing of each existing vocabulary.

Based on the opinion of the students at the school, they found it difficult to remember because when the writing process was carried out, the teacher did not use media that could attract students to memorize the writing, including rarely discussing the rules for writing letters so that when the final exam was ordered to write without looking at the textbook, they find it difficult.

Based on the problems presented by the teacher and students at the school, the researcher initiated that the application of dictation by the teacher could be classified explicitly as *imla manzur*, *imla manzur* is one of the four types of *imla* stages that exist. The *imla manzur* was chosen by the researcher because the *imla* at this stage is suitable for students who are in the middle grades, meaning that students have already gone through the *imla* manqul phase (*imla* by simply copying what they see) in contrast to the *imla manzur* which in its stages requires students to write what they have already seen on the whiteboard or another media and then the teacher hidden when the students copy it. (Ghozali, 2019).

According to (Pimada et al., 2020) in their research on *the application of dictation using flashcards*, she stated that students felt more interested when learning using media; in her research, she chose the first stage of *imla* (*imla manqul*) because it adapts for elementary school students. (Susanti, 2020) also conducted research related to the effectiveness of *manzur* pronouncements on the ability to write Arabic in Madrasah sanawiah, the results of the study also showed a fairly high difference between samples that used *manzur* pronouncements with the conventional method. *Imla manzur* in this study was chosen because the intermediate stages are relevant to students at Madrasah *sanawiah*.

The studies described above became the basis for the researchers to conduct this research concerning the students' problems in the school, specifically the difficulties in writing Arabic also with the lack of media or the method used, which became the background for the researcher to choose the implementation of *imla manzur* using the card sort method to improve Arabic writing skills.

In addition to the *imla* stages that will be focused on, the implementation will collaborate using a card sorting method, commonly known as a card sort. Based on the background of the students who felt that learning was passive, the researchers chose card sort media as a means for students to be more active when learning and to make it easier for students to improve their writing skills in Arabic, as in research conducted by who analyzed the card method sort in *mufrodat* learning states that the card sort method can invite students to innovate and socialize with one another so that it can attract students' interest in the learning that is being carried out.

From this research, the hypothesis is that there is an increase in basic Arabic writing skills in students' Arabic learning outcomes after learning *imla manzur* using the card sort method by obtaining data collected through the pre-test and post-test that will be carried out.

REVIEW OF LITERATURE

Imla Manzur

According to the *Kamus Besar Bahasa Indonesia*, *imla* means something that is said or read aloud so that someone else writes it (dictation). *Imla* in terminology is the process of forming words or sentences with *hijaiyah* letters, adjusting the characters of the letters that are spoken, and taking into account the special rules that apply.

Imla is a method used in learning Arabic, but in some modern Islamic boarding schools *imla* is used as a subject listed in the student curriculum. Usually, some boarding schools that use KMI (*Kulliyatul Mu'allimin Islamiyyah*) include *imla* lessons in grade 1-3 subjects at the *sanawiah* level, so *imla* is also very relevant to be called a learning that contains learning components such as learning objectives and teaching materials, learning resources, strategies, and media including learning evaluation (Aziz Sebayang et al., 2017).

Imla learning develops three basic skills: accuracy in studying, listening, and dexterity in writing. At first, *imla* directs students to develop skills in observing written words or sentences to be copied back. After mastering these stages, students are trained to copy what they hear. In *imla* learning, exercises are carried out many times so that students have flexibility when writing. In addition, students are trained to master the meaning of a sentence they write through discussion or question-and-answer sessions during the learning process (Ardyansyah & Fitriani, 2020).

Imla is part of *maharatul kitabah* or writing skills in Arabic, which contains three primary contents: the ability to copy the *hijaiyah* letters correctly, the skills to place punctuation marks correctly, and the skills to write beautifully or the art of calligraphy (Ghozali, 2019). *Imla* is one of the important basics that must be considered by Arabic learners because before composing a good sentence, of course, be able to arrange letters according to the applicable rules. *Imla* learning is divided into four stages according to the learning object, and these stages are divided as follows:

A. *Imla al-manqul*: namely, the stage when students move writing that is being shown in certain media, be it textbooks or blackboards, into their respective books (Zahriyah et al., 2022).

B. *Imla al-manzur*: at this stage, students are instructed to copy the writing by showing it first at a predetermined time and then copying without being allowed to look back at the writing.

C. *Imla al-istima'i*: *imla* in this third stage is synonymous with its name, namely *istima'*, meaning that students are ordered to copy the writing they hear. This type of dictation is similar to dictation in Indonesian when the teacher does not show writing on a media but only says it out loud.

D. *Imla al-ikhtibari*: the last stage in learning *imla* is focused on measuring abilities and progress after studying *imla* in the previous steps

"Ta'lim Lughah al Arabiyah Li al Naatiqin bi al Lughatin Ukhra" explained that there are three *imla* methods in learning to write Arabic, specifically:

1. Al-naqlu or *imla manqul* (Copying)

    Imla naqlu is the first step in writing Arabic letters and sentences in this stage. This phase is an essential basis because several problems are commonly found by students when learning to write, starting from the difficulty of writing from right to left; there are striking differences in writing *hijaiyah* letters, both in terms of form and how to use them both at the beginning, middle, and the end of the sentence.

2. *Imla al-manzur* (Seeing/Observing)

    Observing the second stage of *imla* is looking at writing in a particular medium, after which it is transferred to a notebook without looking back at the writing. This second stage of *imla* is more challenging and taller than *imla* manqul, so in practice, it will be more suitable for more advanced beginners.

3. *Imla al-ikhtibari* (Test)

    Al-*Imla al-ikhtibari* is the third stage in the form of a test to measure students' abilities in the ability to listen, record and follow every utterance the teacher is dictating and then rewrite it in good and correct writing.

From the explanation of the two stages of *imla*, there is ila *manzur* in each step because this stage is the place to develop writing skills at the intermediate level. The

researcher did not take all the *imla* in this study but adapted them to the learning stages of the research object, namely students at the middle school or *sanawiah* level.

Card Sort Method

The card sort method is a method that was first introduced by Melvin L. Silberman, who is a professor of educational psychology studies at *Tempel University*, specializing in Teaching Psychology. Among its international reputations in developing active learning strategies is the card sort learning method. The card sort method is a method that involves student activity in studying material by identifying (finding and using information from various sources) and sorting the available cards to be classified into the correct category (Hanifah & Wulandari, 2018). Another opinion suggests that card sorting is a strategy used by educators to invite students to find concepts and facts by classifying material that is being discussed in the learning process (Nur, 2013).

The card sort method involves a collaborative strategy that can use somebody to teach characteristics, classification, and facts about objects or gather information through interviews. Using this strategy, students can move physically, making the class atmosphere dynamic and full of life. In implementing this method, the educator focuses more on being a facilitator who explains material that needs to be discussed or provides additional explanations after completing the card-sorting process (Fraydika, 2021).

Each learning method used always has advantages and disadvantages (Sueni, 2019). This method always complements a learning method so that educators can maintain the good values or essence in the process and do not stop innovating to develop more learning methods that can be the choice of students and Educators. The card sort method also has advantages and disadvantages in its implementation; the advantages of this method include the following :

A. This method makes it easier for the teacher to control the class because he is the primary leader.

B. Implementation of this method is simple.

C. Organizing classes just got easier.

D. Many students can follow this method.

E. Teachers can more easily explain the material that has been taught.

F. Students show higher enthusiasm in the learning process.

G. Social relations between students become more muscular.

Behind its advantages, the card sort method also has several disadvantages, including:

1. There is a possibility of deviation of students' attention, especially if they are interested in answers that attract attention, even though it is not the desired main goal, so they experience a deviation from the initial subject matter.

2. Students need more attention, so it is difficult to give equal attention to all students properly.

3. Setting up active learning models, such as sorting cards, takes time (Arini, 2020)

The method allows students to explore themselves during the learning process. Many methods can be chosen to be implemented according to the relevant learning objectives as said (Suryadi, 2022) in his research that one of the most important things that teachers must pay attention to in carrying out a good learning process is to determine a method or media that is appropriate to the learning process.

Arabic Writing Skills

Learning Arabic consists of four language skills which are learned by listening skills (*maharatul istima*), then speaking skills (*maharatul kalam*) then, reading skills (*maharatul qiraah*), and the fourth stage, writing skills (*maharatul kitabah*) (Luthfiana et al., 2019). Each language skill is closely related to one other because these skills are arranged in an orderly sequence to be pursued optimally. Writing is an activity of pouring the contents of the mind into writing with the aim that it can be understood by readers who are not dealing with or even not at the same time with the author (Aziza & Muliansyah, 2020).

Writing skills have two main aspects, namely the skills of forming letters and reading spells, both skills of releasing thoughts and feelings. This is where the essence of writing skills is. Write a word for word to the complex aspect of composing. The process that starts from writing words to composing cannot be separated from the elements in the kitabah learning process, which consist of *al-kalimah, al-jumlah, al-fakroh,* and *uslub* (Rathomi, 2020).

The goals in writing skills are adjusted to the level, namely guided writing, relief writing, and free writing. This approach to teaching Arabic must have a broader goal, not just to produce language skills but also to provide the skills to express ideas appropriately using written language. In other words, writing skills must involve

linguistic and extra-linguistic elements that form students' thinking about how to use language properly and consider the ideas they want to convey through writing.

Students can be considered to have good writing skills when they can master three important aspects of writing skills, namely *imla'* (spelling), khat (writing), and *insha'* (composition). If we want all students to be proficient in Arabic, we must have clear indicators (Santoso, 2011) has formulated three indicators of writing proficiency, namely: (1) the ability to copy the sounds of letters, words, phrases, and sentences with correct spelling and punctuation; (2) the ability to re-express messages contained in the text in writing; (3) the ability to express ideas or opinions in writing.

In addition, (Mujahidah & Hidayat, 2013) state that an indicator of success in writing proficiency is the ability of students to arrange words into sentences and arrange sentences into paragraphs. These indicators refer to general writing skills. However, more specifically, students are considered to have maximum writing skills if they can:

A. Correctly converting words, sentences, or written text into notebooks (*imla al-manqul* and *imla al-manzur*).
B. Write based on the sound of words, sentences, or text heard (*imla al-masmu'*).
C. Answer questions in writing based on oral questions (*imla al-ikhtibari*).
D. Arrange the words into sentences.
E. Arrange sentences into paragraphs (*insya muwajjah*).
F. Write free essays (*insya hurr*).

METHOD

Research Design

This study uses an experimental research design, namely a quasi-experiment with a quantitative approach to eliminate the influence of something between the independent variable and the dependent variable (Kristanto, 2018). Through this method, the researcher carried out special treatment or treatment for class VIII students learning Arabic by applying the card sort method.

The design used was the Pretest-Posttest Control Group Design. Two groups are randomly selected and then given a pretest first to find out the initial conditions and to compare whether there were any differences between the control group and the

experimental group. Details of the research design will be described in the following table

Table 1. Experimental Models Pre-Test Post-Test Control Group Design

Class	Pre-Test	Treatment	Post-Test
A **(Experiment Class)**	O_{A1} (Giving Pre-Test to the Experiment Class)	X_1 (Giving special treatment, namely the application of *imla* manzur with the card sort method in the experimental class)	O_{A2} (Giving Post-Test to Experiment Class)
B **(Controlled Class)**	O_{B1} (Giving Pre-Test to the Controlled Class)	X_2 (The control class conducts learning as before the research, namely conventional learning)	O_{B2} (Giving Post-Test to Controlled Class)

Source: (Rohman & Sugiman, 2015)

Participant

This study's population was all class VIII SMP Mathlaul Anwar Margahayu, totaling ten class groups. In this study, researchers used a simple random sampling technique, namely a sampling technique that provides equal opportunity for each element of the population to be sampled randomly. After the sampling process, there were two classes, class VIII-D which became the control class by applying the conventional model, and class VIII-E as the experimental class, by using the card sort method in the learning process. Each class consisted of 28 students.

Research procedure

A. This research was conducted with the following steps:

B. Researchers gave initial ability tests to two classes regarding the material taught in their class with the theme مِهْنَةٌ

C. Conducting implementation of *imla manzur* using a card sort method in the experimental class and conducting conventional learning in the control class in 6 meetings.

D. Give a test to measure final abilities or a post-test with the same material, namely the theme مِهْنَةٌ

E. Assess the test results obtained from the two treatment groups will be analyzed later.

Instrument of Research

The instrument used was a pre-test and a post-test to know student progress in improving students Arabic writing skills. The tests given during the pre-test and post-test were taken from class VIII Arabic learning material with the theme مِهْنَةٌ . The instrument contains five questions for writing the *mufrodat* along with the translation and refers to the provisions in the study of *Imla manzur*.

Instrument Validity Test

This study uses content validity which evaluates the suitability of the test with the intended purpose. The researchers developed a series of test questions corresponding to the basic Arabic writing components, specifically *imla manzur*, described in the syllabus and basic competencies. In addition, the researcher also ensured that the test was relevant to the subject matter by discussing the research instrument with the Arabic teacher at the school.

A research instrument can be categorized as good or not, determined by its validity and reliability. Instrument validity examines the measurement accuracy of a research instrument, while reliability examines the extent to which the instrument measured can be trusted because of its constancy (Yusuf et al., 2019). In this study, the validity test was carried out using SPSS version 25 and the validity index of the instrument has specific criteria for interpreting the calculation results, as shown in the following table:

Table 2. Validity Index Criteria

No	Index	Interpretation
1	0,81-1,00	Very high
2	0,61-0,80	High
3	0,41 – 0,60	Quite
4	0,21-0,40	Low
5	0,00-0,20	Very low

Source: (Hanim, 2017)

After the calculations from the five questions, all questions are declared valid and ready to use for testing. The results of validity calculations with correlation are described in the table below:

Table 3. Result of Validity Test

Pearson Correlation				
Question 1	Question 2	Question 3	Question 4	Question 5
0,74	0,72	0,75	0,79	0,73

Source: Results of SPSS Data Processing

Instrument Reliability Test

All questions that have been declared valid are tested for the next step, namely the reliability test. The reliability criteria according to Arikunto are described in the table below:

Table 4. Reliability Index Criteria

No	Reliability Index	Criteria
1	0,81 – 1,00	Very good
2	0,61 – 0,80	Good
3	0,41 – 0,60	Quite
4	0,21 – 0,40	Poor
5	<0,20	Very poor

Source: (Hanim, 2017)

Based on the data that has been processed, the reliability of the five questions tested for Cronbach's alpha is 0.799. Referring to the categories listed in the table, the pretest and posttest questions are categorized as reliable, the calculation results can be seen in the following table:

Table 5. Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	5

Source: Results of SPSS Data Processing

Data Collection Techniques

In this study, researchers conducted four treatments with a frequency of one time a week for one month to see the effect of the treatment applied to the object being tested by researchers and two meetings to do the pre-test and post-test. Table 6 further explained how the data collection technique was done.

Table 6. Procedure How to Collect Data

Pre-Test	• The researcher explained the material on the theme of مهنة in both classes. • The researcher repeats the material explained by the teacher regarding the vocabulary in the material that must be memorized along with the translation and how to write it. • Researchers provide material by showing five vocabulary words that have been selected and are related to the material. • The researcher gives five questions with instructions to translate vocabulary by writing the words that match the writing and the correct letters.
Treatment	• During the first meeting after the pre-test, the researchers introduced the students to the method used and the teaching focus, which is the *Imla Manzur* based on the card sort method. • In the second meeting, students are invited to try to learn the letters composed of a word in a piece of card by applying the *imla Manzur*, which shows the letters are arranged first, then after giving students time to listen, they memorize the letters without looking to the whiteboard or presentation. • During the third meeting, the researchers sorted the cards containing letters with appropriate vowels according to the vocabulary. The students arranged the existing letters into a complete vocabulary with the correct vowel. The writing of vowels also refers to the learning of dictum *Manzur* by showing it first, and then, students are not allowed to look back at the correct arrangement after the time is up. • At the fourth meeting, the students arrange the cards containing scrambled letters without a vowel into a predetermined vocabulary and then rewrite these words in their books.
Post-Test	• The steps in the post-test are the same as in the pre-test, starting by repeating the material about "profession" and then giving five questions to give a grade. The results of the two tests will be used as a benchmark for increased learning outcomes in the class.

Data Analysis Technique

Data analysis, namely, determining the mean value of the results of the pretest and posttest questions. The second is to test for normality with the Kolmogrov Smirnova The data obtained from the pretest and posttest results then goes through several stages of theory. Third, conduct a homogeneity test and test the hypothesis using an independent sample T-Test. The final step is the data that has been processed and then reviewed by adjusting the existing requirements; if t-count> t-table, then this study will get a significant value from the tests carried out. However, if the results are otherwise, then this research is not substantial, or it can be interpreted that this research has no influence or there is no increase in learning outcomes from the application of the

card sort method in learning *imla manzur* for class VIII students of Mathlaul Anwar Junior High School.

FINDINGS AND DISCUSSION

Findings

In this study, researchers conducted four treatments with a frequency of one time a week for one month to see the effect of the treatment applied to the object being tested by researchers. The *imla manzur* learning outcomes indicators are adapted to class VIII student worksheets according to KMA No. 183 of 2019, published by CV Arya Duta. In the first chapter with the theme of مهنة, one of the indicators related to the application of dictation is the learning objective at point nine; namely, students can write and complete *hijaiyah* letters, words, phrases, and simple sentences about sports professions and activists.

In the first learning process, the researcher conducted a post-test using the same test questions in the control and experimental classes. Furthermore, the control class carries out conventional learning, and the experimental class applies *manzur*'s orders using the card sort method. After completing the treatment at the appointed time, the final class meeting was closed by giving a post-test to each class.

After carrying out special treatment in the experimental class and classes without special treatment in the control class, researchers have obtained data from the pre-test and post-test work results to be processed using the help of SPSS version 25 software. It can be seen in the table below, which shows that each variable's data is 28 people marked in column N. Of the 28 samples in the experimental class pre-test, a minimum value of 0 was obtained, a maximum value of 35, a mean value of 22.89, and a standard deviation or level of distribution of data of 7.539, which means the mean value is greater than the standard deviation so that the data deviation that occurs is low and can be interpreted as an even distribution of values. The other three values also have a mean value more significant than the standard deviation value, so the distribution of all values is even.

Table 7. Descriptive Statistic Result

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental pre-test	28	0	35	22.89	7.539
Experimental post-test	28	10	50	38.50	10.369
Experimental pre-test	28	18	46	36.46	8.176
Controlled post-test	28	0	45	35.25	9.434
Valid N (listwise)	28				

Source: Results of SPSS Data Processing

The data converted into descriptive statistical analysis is then tested for normality. The research uses the normality test to know whether the samples used in the study are normally distributed or not. The number of samples in this study amounted to > 50 people, which is the proper test for samples of more than 50 people using the Kolmogorov Smirnova test (Dahlan, 2009). The criteria for testing the normality of the data in this study can be formulated as follows:

If the sig is less than 0.05, the data distribution is abnormal.

If the sig is more than 0.05, the data distribution is normal.

Table 8. Normality Test Results

	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Learning Outcomes	Pre-Test Experiment	.149	28	.116
	Post Test Eksperiment	.134	28	.200[*]
	Pre Test Control (Conventional)	.141	28	.165
	Post Test Control (Conventional)	.130	28	.200[*]

Source: Results of SPSS Data Processing

Based on the results of the calculations presented in the table above, it can be seen that a significant value is obtained. The control pre-test value was 0.165, the control class post-test was 0.200, the experimental class pre-test was 0.116 and the experimental class pst test was 0.200. The overall sig value was more than 0.05, which means that the sample data in this study were normally distributed.

The next data analysis is homogeneity testing, a data is said to be homogeneous if the significance value (sig.0 is more than 0.05). Based on the results in the table below it can be seen that the sig. value in the "Based on the Mean" column is 0.411 which is higher than 0.05. Therefore, we can conclude that the post-test data has a

significant and homogeneous value. Because the data has been tested to be homogeneous, the researcher continues the next analysis, namely the Independent Sample T-Test.

Table 9 Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.685	1	54	.411
	Based on Median	.731	1	54	.396
	Based on the Median and with adjusted df	.731	1	53.172	.396
	Based on trimmed mean	.739	1	54	.394

Source: Results of SPSS Data Processing

After carrying out the normality and homogeneity tests, the next step is to test the hypothesis using the Test which aims to determine the effect after the experimental class applies special treatment, namely using learning media in the form of card sort to improve writing skills. The formulation of the hypothesis that will be used in this test is:

H_o: There is no significant effect on the learning outcomes of class *manzur* applying media card sort

H_a: There is a significant influence on the learning outcomes of *imla manzur* classes that apply media card sort.

Table 10. Independent Sample Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	2.289	.136	-6.44	54	.000	-15.607	2.423	-20.465	-10.750
	Equal variances not assumed			-6.44	49.312	.000	-15.607	2.423	-20.475	-10.739

Source: Results of SPSS Data Processing

From the table above, the hypothesis testing in this study obtained a significant value. This is proven by looking at the table in the first row, namely "Equal variances assumed" in sig. worth 0.000. The value of 0.000 <0.05, which means that in this study, the hypothesis test resulted in Ho being rejected and Ha being accepted, or it can be concluded that there is a significant influence on the learning outcomes of *imla manzur* classes that apply to learn media in the form of a card sort.

Discussion

This research follows the initial goal of finding a solution so that students can correctly write Arabic according to existing learning materials. From this study, *imla manzur* became an option for teaching writing that was applied because the teaching pattern at the school also used dictation according to the *mufrodat* that was learned from each material, meaning that students were required to be able to write correctly.

Through this research, *imla manzur* is used as a benchmark for students because the student's writing level has not yet reached the point of composing or composing complete paragraphs, so from this research, students can move from the earliest stage in writing or *maharatul kitabah*, namely the *imla* stage, to be exact *imla manzur*. *Imla* is very important among the various branches of linguistics because it is the basis for

creative writing and a tool to train students to think about how to put the words they think onto a piece of paper (Ghozali, 2019).

The *imla manzur* method can also arouse students' analytical sensitivity toward Arabic writing skills. In the implementation process, this *imla manzur* can be adapted in various games to make learning more varied. Thus, students can still learn to write Arabic in a fun and conducive way (Susanti, 2020).

Learning Arabic in fun can be done in various ways, including using an interactive method. In this study, the researcher adapted the card sort method so that students still experience a pleasant learning process even though they are required to write Arabic. The card sort method is also an alternative method of choice used in several previous studies, in research using this method, the method used to increase Arabic vocabulary mastery shows good results, namely the card sort method can improve vocabulary mastery. Arabic students, this is evidenced by the results of increasing the scores obtained by students after applying this learning method (Hestiyani, 2020).

This research also shows the novelty that the card sort method can collaborate with *imla* learning. The researcher focuses on the student's goal of memorizing the available *mufrodat* letters, of course, equipped with punctuation and criteria according to the rules starting from the rules for connecting and separating letters, and correct punctuation, and students can adapt the translation to the *mufrodat* they have to write. These things form the basis of the assessment in this study. So to collaborate on *imla* learning with a card sort, do the following steps:

A. The researcher prepares pieces of cards containing the constituent letters of a word that are available according to the learning material because, when the research was carried out, the students were learning about "مهنة" The researcher prepared five vocabulary words relevant to the existing material.

B. After the pieces of the card are ready, the researcher divides the class into 14 groups from a total sample of 28 people, so one group consists of 2 people.

C. The researcher will show how to write the *mufrodat* that has been prepared according to the *mufrodat* arranged on the card.

D. Students are given time to listen and remember how the word is arranged properly, starting from the constituent letters, punctuation, the rules for

connecting letters, and the appropriateness of the translation and then the words in the slide are omitted, and the students are asked to arrange the scrambled letters according to the available *mufrodat* instructions.

Apart from being carried out in groups, the application of the card sort method is also carried out individually with the same steps, and it is just that in the preparation of the *mufrodat*, the students have been given words that must be supplemented with writing that varies from one student to another. The students thought that learning Arabic was fun and the process of learning to write Arabic, which was considered difficult, felt easy to do, as evidenced by the increase in learning outcomes in writing skills which increased after being treated using media card sort and choosing *imla manzur* as an intermediate stage for learning writing technique.

In addition to the experimental class that applies the card sort method, students in the control class who use conventional methods still experience an increase in learning outcomes to write Arabic, although not a significant increase. Still, in the implementation of learning, students often feel bored with the method researchers apply because of the different teaching patterns. In other words, the researcher did not use the media as an additional tool in the learning process. In the aspect of student enthusiasm in the control class, it is not good because many students are rarely present when the researcher is conducting learning compared to students in the experimental class.

CONCLUSSIONS AND SUGGESTIONS

This study provides innovations and new alternatives in learning to write Arabic, namely using learning media and choosing the stages of writing according to the level of the sample studied. This research proves that collaborating on card sort media in *imla manzur* learning can improve students' writing skills. Not only focusing on writing skills this active learning, but students can also experience learning that involves all elements of the class interacting and making class conditions fun. Good learning, of course, must achieve the goals arranged in such a way, but creating fun learning is one of the strategies to achieve the goals.

Behind this research, several things must be noticed. From the series of studies conducted, if researchers are to be carried out a similar to this study, several things must be considered, namely starting from the way the researcher modifies the method to be

applied so that the research has innovation from further researchers, then the importance of adjusting the suitability of the method to the conditions and situations of the class when the flow of research begins so that it can decide whether the research can be continued or not. And the last point is to do the research step by step and in detail in each process so that the desired goals in the research can be achieved.

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