



COMPARATIVE STUDY OF ARAB LANGUAGE WRITING SKILLS BETWEEN STUDENTS GRADUATED FROM JUNIOR HIGH SCHOOL AND MTS IN CLASS XI MA DARUL AMAN LENGKESE TAKALAR

STUDI KOMPARATIF KETERAMPILAN MENULIS BAHASA ARAB ANTARA SISWA GRADUATES SMP DAN MTS DI KELAS XI MA DARUL AMAN LENGKESE TAKALAR

Agung Sedayu M¹, Ambo Dalle^{2*}, Ahmad Sirfi Fatoni³,

¹Arabic Education Study Program, Faculty of Language and Literature, Makassar State University,

Email: agungsedayumahsur@gmail.com

²Lecturer Arabic Language Education, Faculty of Language and Literature, Makassar State University,

Email : ambodalle1959@gmail.com

³Lecturer Arabic Language Education, Faculty of Language and Literature, Makassar State University,

Email : ahmad.sirfi.fatoni@unm.ac.id

*email Koresponden: agungsedayumahsur@gmail.com

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Abstract

Agung Sedayu M, Comparative Study of Arabic Writing Skills between Junior High School and Middle School Graduates in Class XI of MA Darul Aman Lengkes Takalar. Thesis. Department of Foreign Language Education. Arabic Language Education. Faculty of Language and Literature, Makassar State University (supervised by Ambo Dalle and Ahmad Sirfi Fatoni). This study aims to determine the comparison of Arabic writing skills between junior high school and high school graduates in class XI of MA Darul Aman Lengkes Takalar in the 2025/2026 academic year. This research is a quantitative research using a comparative approach. The techniques used in this research are observation techniques, documentation, tests from two different samples, namely junior high school graduates totaling 14 people with MTS graduates totaling 14 people with a total sample of 28 people. The results of this study showed that the average value of the Arabic writing skills test results of junior high school graduates got an average result of 54.9 while MTS graduates obtained an average value of 62.74. Based on the results of the t-test conducted, there is a significant difference between the Arabic writing skills of junior high school graduates and MTS graduates in class XI MA Darul Aman Lengkes Takalar.

Keywords: Comparative Study, Writing Skills, Junior High School and MTS graduates



Abstrak

Agung Sedayu M, Studi Komparatif Keterampilan Menulis Bahasa Arab antara Siswa Graduates SMP DAN MTS di Kelas XI MA Darul Aman Lengkese *Takalar*. Skripsi. Jurusan Pendidikan Bahasa Asing. Pendidikan Bahasa Arab. Fakultas Bahasa dan Sastra, Universitas Negeri Makassar (dibimbing oleh Ambo Dalle dan Amad Sirfi Fatoni).

Penelitian ini bertujuan untuk mengetahui perbandingan dari keterampilan menulis bahasa Arab antara siswa graduates SMP dan MTS di kelas XI MA Darul Aman Lengkese Takalar tahun ajaran 2025/2026. Adapun penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan komparatif. Teknik yang digunakan dalam penelitian ini adalah teknik observasi, dokumentasi, tes dari dua sampel yang berbeda yaitu siswa graduates SMP yang berjumlah 14 orang dengan siswa graduates MTS yang berjumlah 14 orang dengan total sampel 28 orang. Hasil penelitian ini menunjukkan bahwa nilai rata-rata hasil tes keterampilan menulis bahasa Arab siswa graduates SMP mendapat hasil rata-rata 54,9 sedangkan siswa graduates MTS memperoleh nilai rata-rata 62,74. Berdasarkan hasil uji-t yang dilakukan menyatakan terdapat perbedaan yang signifikan antara keterampilan menulis bahasa Arab siswa graduates SMP dengan graduates MTS di kelas XI MA Darul Aman Lengkese Takalar.

Kata Kunci: Studi Komparatif, Keterampilan Menulis, Graduates SMP Dan MTS

1. INTRODUCTION

Language is an important communication tool to interact with people all over the world. Language itself in KBBI (Kamus Besar Bahasa Indonesia) is a system of changing sound symbols used by a group of people to interact, communicate, and identify themselves. Therefore, language plays a very important role in human civilization.

One language that is no less important to learn in the current era of globalization is Arabic. Arabic is one of the official languages in the United Nations (UN), because Arabic has an important role, especially in Muslim countries located in several parts of the world. Indonesia is one of the countries that makes Arabic a compulsory subject to be studied at several university levels and Islamic schools such as MI (Madrasah Ibtidaiyah), MTS (Madrasah Tsanawiyah), and MA (Madrasah Aliyah) as well as being an elective subject in several public schools in Indonesia. The use of language is inseparable in life, which is a connecting medium needed to interact, so it is said that language has a very important role. The ability to speak a language can make a communication conducive and smooth, the message between the communicator and the communication is easily conveyed.

Language in education is used as one of the main lessons, starting from elementary school or its equivalent up to college. In principle, the purpose of language teaching is for a person to be skilled in language. This certainly applies to the use of foreign languages, one of which is Arabic which is commonly called the language of the Qur'an. In the book *al-Mufashshal fi Tarikh al- Arab Qabl al-Islam*, it is mentioned that there are more than 12.3 million vocabulary words. Many Indonesian vocabularies are absorbed from Arabic. As a Muslim, it is appropriate for someone to love Arabic by trying to master the language.



In learning Arabic there are four skills that are very important to pay attention to, namely writing skills (*maharah al-kitābah*), reading skills (*maharah al-qiroah*), listening skills (*maharah al-istima'*), and speaking skills (*maharah al-kalam*). The ability to write in Arabic (*maharah al-kitābah*) is one of the most important skills in mastering Arabic. This skill allows a person to organize and convey ideas in writing in Arabic, which of course becomes an absolute requirement for students studying in Islamic-based educational institutions such as Madrasah Aliyah (MA). In addition, writing skills are also indispensable to support other skills, such as reading, listening, and speaking. In the context of education, good writing skills are expected to improve students' academic achievement.

Madrasah Aliyah Darul Aman Lengese Takalar as one of the Islamic educational institutions has students from different educational backgrounds, namely Junior High School (SMP) graduates and Madrasah Tsanawiyah (MTS) graduates. Junior high school and MTS graduates have different educational backgrounds, especially in terms of Arabic curriculum content. MTS students tend to have more exposure to Arabic because this subject is taught intensively, especially in Islamic religious education subjects. Meanwhile, junior high school graduates students usually have less exposure to Arabic because the curriculum is more general and less focused on religious aspects.

This finding is reinforced by the results of Ahmad Fadhilfarby's research (2021) in his study entitled "Comparison of Learning Outcomes of Arabic Writing Skills Between Junior High School and MTs Graduates Students in Class XI MAN 1 Soppeng." The study showed that MTs graduates students obtained an average score of 62.55 in Arabic writing skills, higher than junior high school graduates students who obtained an average score of 49.21. Based on the results of the t-test conducted, it was found that there was a significant difference between the learning outcomes of Arabic writing of MTs and junior high school graduates. Based on some previous research results that show significant differences in Arabic learning outcomes based on previous educational backgrounds, as well as the absence of similar research conducted at MA Darul Aman Lengese Takalar Regency, the authors are interested in conducting a study in the form of research. This research is titled: "Comparative Study of Arabic Writing Skills between Junior High School and MTS Graduates Students in Class XI of MA Darul Aman Lengese Takalar."

Djuwita (2009) argues that comparative research is research that focuses its attention on groups of research subjects, while still paying attention to the variables that exist in the groups to be compared. Therefore, it can be concluded that comparative research is research that seeks data from two or more research subjects to find differences or similarities contained in these subjects and then compared.

Learning is a continuous and ongoing process in which individuals acquire new knowledge, skills, values and understanding. This learning process can occur through various means, including direct experience, formal education, training, and interaction with the surrounding social and physical environment. The learning process is not only limited to formal teaching at school or university, but also occurs in everyday life for example, when someone faces a new challenge, they naturally learn to adapt to the situation. In addition, learning involves the use of memory, concentration, and individual motivation to deepen understanding of something new Harahap (2023). According to Khoiri (2024), learning always involves changes in behavior and appearance, through a series of activities such as reading, observing, listening, imitating, and others.



Writing skills (maharah al-kitabah) are a person's ability to convey ideas, thoughts, and feelings in a structured and effective form of writing. This ability includes the use of proper grammar, vocabulary, and punctuation, as well as skills in composing coherent sentences, paragraphs, and texts. Writing also involves aspects of creativity and personal expression to produce communicative and meaningful writing. According to Tarigan in Sanita (2020), writing skills are the ability to use written language as a means of conveying thoughts, feelings, or information to others in a clear and structured manner, so that the message conveyed can be understood properly by the reader. According to Ulyan, writing skills (maharah al-kitabah) involve several aspects, namely al-qawaid (grammar which includes nahwu and sharf), imla' (correct writing), and khat (writing style or calligraphy). Abdul Hamid (2008) explains that writing skills include three aspects, namely:

1. The ability to form letters and master spelling well;
2. The ability to improve handwriting (khot);
3. The ability to express thoughts and feelings through writing.

According to Munawarah (2021), the procedures or stages and techniques for teaching writing skills (maharah al-kitabah) include:

1. Skills Before Writing Letters

At this stage, students are taught how to hold a pen and place the book correctly in front of them. In addition, they are trained to master the technique of making lines, including the slope, how to start, and how to end the writing.

2. Learning to Write Letters

In the process of learning to write, learners need to first be trained to write letters separately before being introduced to writing conjoined letters. This exercise is done systematically by writing the letters in an orderly manner, both based on alphabetical order and based on the similarity of visual shapes between letters. Before writing words or syllables, students need to practice writing letters one by one, with each lesson introducing one or two new letters. The teacher gives an example of writing on the board, then the students copy it in the notebook. In this process, the teacher needs to guide the students on how to hold the pen and sit properly, and ensure the alignment and spacing between letters so that the writing is neat.

3. Learning to Copy (Naskh/Naql)

After learners have completed letter writing exercises, both in the form of separate letters and connected letters, the next recommended step is to provide copying exercises for the reading texts they have previously learned. This activity aims to improve writing skills and strengthen reading and copying skills simultaneously.

4. Learning Dictation (Imla')

After learners have had enough practice in copying activities, the next stage is to practice writing skills through dictation (imla') activities. In this exercise, learners are asked to write words or sentences based on what they hear from the teacher. This activity aims to train the ability to listen as well as write appropriately. It is important to note that imla' practice does not replace copying; both forms of practice should be done together to develop writing skills as a whole.

Sinaga (2023) Success or failure in the learning process is influenced by various factors that play a role in achieving learning outcomes. These factors can be classified into two, namely internal factors and external factors. Internal factors include aspects that come from within learners, such as learning motivation, interest, emotional condition, and mental readiness.



Meanwhile, external factors include things outside the learner, such as the family environment, teacher teaching methods, school conditions, and social support. Both types of factors play an important role in determining the quality of learners' learning outcomes. If students are engaged in interesting activities, this will have a positive effect on increasing their learning motivation. Whether or not someone succeeds in learning is due to several contributing factors. Based on Parnawi in Sari (2023), a person's learning outcomes are influenced by two main factors, namely internal and external factors

3. RESEARCH METHOD

This research is a comparative study with a quantitative approach that aims to determine the difference between two groups. Data were collected directly from the field and analyzed using number-based statistical techniques to obtain an objective picture. The focus of comparison in this study is the learning outcomes of Arabic writing skills between class XI students of MA Darul Aman Lengkesse Takalar who come from junior high school and MTs educational backgrounds.

Comparative research like this is done to find out whether or not there is a significant difference between the two groups being compared. This study uses data collection techniques in the form of tests, which aim to assess students' ability to write Arabic after they follow the learning process. According to Sukmadinata (2011), learning outcome tests, also known as learning achievement tests, are evaluative instruments designed to assess the extent to which students have achieved the expected competencies after following the learning process. In this study, the test was conducted in the form of a written test, where students were asked to write paragraphs or sentences in Arabic according to predetermined criteria. The form and quality of the test given are the same for both groups (junior high school and high school graduates) so that the results can be compared objectively. This test technique helps identify differences in Arabic writing ability between the two groups of students. After the research data was collected, the data analysis process was carried out using a quantitative statistical approach. The stages of analysis in this study include processing and presenting data, calculating descriptive statistics to describe the data in general, and testing hypotheses using statistical tests assisted by the SPSS (Statistical Product and Service Solutions) program.

After giving the test to students, the data obtained will be tested using hypothesis testing with the t-test technique. According to Winarsunu (2017: 81), the t-test is one of the statistical methods used to determine the significance of the difference between two average values from two different distributions. In this study, the type of t-test used is one-sample t-test. Analysis of the hypothesis was carried out with the help of SPSS (Statistical Product and Service Solutions) software to facilitate the calculation process and interpretation of the results obtained.

4. RESULTS AND DISCUSSION

This research was conducted in the even semester of the 2025/2026 academic year at MA Darul Aman Lengkesse Takalar. The data collected in the form of writing test results given to class XI students who came from junior high school and MTs educational backgrounds. Details of the data can be seen in the appendix, where junior high school graduates students obtained an average score of 54.9, while MTs graduates students obtained an average score of 62.74. The value of students' Arabic writing skills in the form of insya' tests is assessed from several aspects, namely; grammatical accuracy, vocabulary richness, coherence and cohesion,



creativity, spelling and calligraphy. The data from this study aims to determine the differences in learning outcomes of Arabic writing skills between junior high school and MTS graduates in class XI MA Darul Aman Lengkes Takalar.

Table 4.1 Frequency and percentage data of Arabic writing skills test scores of graduates students of MA Darul Aman Lengkes Junior High School Takalar

| No | Kelas Interval | Frekuensi | Presentase |
|-----------------|----------------|-----------|------------|
| 1 | 35 – 44 | 6 | 42.86% |
| 2 | 45 – 54 | 4 | 28.57% |
| 3 | 55 – 64 | 3 | 21.43% |
| 4 | 65 – 74 | 0 | 0.00% |
| 5 | 75 – 84 | 1 | 7.14% |
| Jumlah (n) : 14 | | | |

The frequency distribution data and the percentage of Arabic writing skills test scores of junior high school graduates students show that out of 14 students, 6 students (42.86%) obtained scores in the range of 35-44, 4 students (28.57%) obtained scores in the range of 45-54, 3 students (21.43%) obtained scores in the range of 55-64, 0 students (0.00%) obtained scores in the range of 65-74, and 1 student (7.14%) with a range of 75-84.

Therefore, it can be concluded that students who obtained the lowest score in the range of 35-44 were 6 people (42.86%), students who obtained the highest score in the range of 75-84 were only 1 student (7.14%), while in the 65-74 score range there were 0 students (0.00%) who obtained the score.

Table 4.2 Frequency data and percentage of Arabic writing skills test scores of MTS MA Darul Aman Lengkes Takalar graduates students

| No | Kelas Interval | Frekuensi | Presentase |
|-----------------|----------------|-----------|------------|
| 1 | 42 – 50 | 3 | 21.43% |
| 2 | 51 – 59 | 4 | 28.57% |
| 3 | 60 – 69 | 1 | 7.14% |
| 4 | 70 – 79 | 3 | 21.43% |
| 5 | 80 – 89 | 3 | 21.43% |
| Jumlah (n) : 14 | | | |

The frequency distribution data and the percentage of Arabic writing skills test scores of MTS graduates students show that out of 14 students, 3 students (21.43%) obtained scores in the range 42-50, 4 students (28.57%) obtained scores in the range 51-59, 1 student (7.14%) obtained scores in the range 60-69, 3 students (21.43%) obtained scores in the range 70-89, and 3 students (21.43%) with a range of 80-89.

Therefore it can be concluded that students who obtained the lowest scores in the range of 42-50 were 3 people (21.43%), and students who obtained the highest scores in the range of 80-89 were 3 students (21.43%).



Table 4.3 Hypothesis Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|--------------|-------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | One-Sided p | Two-Sided p | | | Lower | Upper |
| nilai | Equal variances assumed | .226 | .638 | -2.308 | 26 | .015 | .029 | -12.80000 | 5.54676 | -24.20153 | -1.39847 |
| | Equal variances not assumed | | | -2.308 | 25.902 | .015 | .029 | -12.80000 | 5.54676 | -24.20363 | -1.39637 |

Based on Figure 4.3, it can be seen that the t value in the equal variances assumed column of row t is -2.308. Meanwhile, to find out the value of t table, it can be found by using the formula;

$$\frac{0,05}{2}; df.$$

$$t\ tabel = \left[\frac{0,05}{2}; 26 \right]$$

$$t\ tabel = [0,025; 26]$$

Then look at the statistical table t value column. then you will find the value of t table is 2.056. In accordance with the test rules if t count > t table then H0 is rejected. vice versa if t count < t table then H0 is accepted, 2.308 > 2.056 then H0 is rejected which means there is a difference between the results of the writing skills test of junior high school graduates with MTS at MA Darul Aman Lengkes Takalar.

Based on table 4.3, it can be seen that the significance value in the equal variances assumed column of the Sig (Two-Sided p) row is 0.029. In accordance with the basic decision criteria based on the significance value, namely if the significance value is < 0.05, then H0 is rejected or there is a significant difference, if the significance value obtained is > 0.05, then H0 is accepted or there is no significant difference. 0.029 < 0.05 then H0 is rejected, meaning there is a significant difference in writing skills between junior high school and MTS graduates in Class XI MA Darul Aman Lengkes Takalar.

Discussion

The research results of the al insya' test given to junior high school graduates students got an average score of 49.94 while MTS graduates students obtained an average score of



62.74. This shows that the writing skills test results of MTS graduates students have a high value than the writing skills test results of junior high school graduates.

The hypothesis of this study is that there is a difference in the learning outcomes of Arabic writing skills between junior high school graduates students and MTS graduates students at MA Darul Aman Lengcese Takalar. Calculation and analysis of data obtained from the basis of hypothesis making using the comparison of the calculated t value with the t table and using the method of comparing the significance value with 0.05.

After calculating the t-test formula through the SPSS application program and interpreting the results of the comparison of the calculated t value with the t table and the comparison of the significance value with 0.05 so that the hypothesis proposed in this study is accepted and the working hypothesis is rejected, then there is a difference between the learning outcomes of Arabic writing skills between junior high school graduates and MTS graduates in Class XI MA Darul Aman Lengcese Takalar in the 2025/2026 academic year.

Based on the description above, MTS graduates students in class XI MA Darul Aman Lengcese Takalar have different learning outcomes compared to junior high school graduates students. The difference in learning outcomes itself is because MTS graduates students have taken and studied Arabic subjects longer than junior high school graduates students, namely since they were in MTS, so it can be said that MTS graduates already have a provision of understanding and abilities from their learning experience. In contrast to junior high school graduates who have only studied Arabic for three semesters in MA. But on the other hand, two to five junior high school graduates students obtained high scores compared to some MTS graduates students, this is the reason why the difference between the two graduates is not significant.

The difference in the test results of Arabic writing skills of junior high school graduates with MTS in class XI MA Darul Aman Lengcese Takalar above is in accordance or relevant to the research theory (Hamalik 2004) suggests that learning outcomes are a process of change that is influenced by factors within students and those that come from outside students or the environment around students. The environment or background of students before entering high school can affect their learning outcomes. In their previous school environment, MTS studied Arabic lessons 3 hours per week while junior high school did not study Arabic before at all. This is a factor that distinguishes the results of the Arabic writing skills test between junior high school and MTS graduates.

4. CONCLUSION

The average score of the Arabic writing skills test results is evidence that junior high school graduates students get an average score of 54.9 with the highest score of 80.8 and the lowest score of 35.05, indicating that out of 14 students there are 6 students (42.86%) getting scores in the range of 35-44, 4 students (28.57%) getting scores in the range of 45-54, 3 students (21.43%) getting scores in the range of 55-64, 0 students (0.00%) getting scores in the range of 65-74, and 1 student (7.14%) with a range of 75-84.

While MTS graduates students obtained an average score of 62.74 with the highest score of 85.5 and the lowest score of 42.45, indicating that out of 14 students there were 3 students (21.43%) obtained scores in the range of 42-50, 4 students (28.57%) obtained scores in the range of 51-59, 1 student (7.14%) obtained scores in the range of 60-69, 3 students (21.43%) obtained scores in the range of 70-89, and 3 students (21.43%) with a range of 80-89. It can be concluded that the Arabic writing skills of MTS graduates students are better



than the writing skills of junior high school graduates in class XI MA Darul Aman Lengkes Takalar.

Based on the results of research data analysis and discussion, it can be concluded that there is a significant difference in the test scores of Arabic writing skills between junior high school and MTS graduates in class IX MA Darul Aman Lengkes Takalar. This result is evidenced from the basis of hypothesis making by comparing the calculated t value with the t table, namely $2.308 > 2.055$ and by using the comparison of the significance value with 0.05, namely $0.029 < 0.05$, therefore H_0 is rejected or H_1 is accepted. This is because the Arabic writing skills of MTS graduates are better because they have studied Arabic subjects when they were in junior high school, while junior high school graduates never studied Arabic subjects when they were in junior high school.

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