

# USING THE IMITATING MODEL TECHNIQUES ON *INSYA* TEACHING FOR IMPROVING THE STUDENT'S WRITING ABILITY IN THESIS

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**ABSTRACT:** *Writing skills is one of the skills of the four language competences that must be owned by each learner language. The research's data show that student writing skills in thesis examined ten samples of 30% error rate is still high. This amount includes the category of very many, because they have received coaching from two tutors. This phenomenon has encouraged researcher to conduct research on learning to write through the technique of imitating models. The method used in this study was quasi experiment by taking a sample of university students majoring in Arabic language education as many as 27 people. Data analysis used descriptive qualitative. The results of this research are: (1) Learning to write by using a technique modeled requires good planning, ranging from the selection of instructional materials that can serve as a model to be emulated by students; (2) The technique of imitating models of the courses conducted by following the nine steps; (3) Learning to write or "insya" by using the technique of imitating the model has improved the students' ability in writing a "faqrah" or paragraph and "kitabah hurriyah" or free text. This can be seen from the significant difference between the pre-test conducted before the treatment begins with post-test results conducted after the study conducted; and (4) Ability to write "faqrah" and "kitabah hurriyah" is the basic ability for someone to be able to write papers, books, reports, and other writings.*

**KEY WORDS:** *Imitating models, techniques of "insya" (writing), making "faqrah" (paragraph) and "kitabah hurriyah" (free text), and students' competences.*

## INTRODUCTION

In curriculum of the Arabic Education Department in UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung is stated that the purposes of teaching subjects are willing to provide lunch to students so that they know, understand, and practice the rules and *uslub-uslub* accepted and used in Arabic (UPI, 2006). With the provision of skills, students are expected to practice the theories mentioned in the text or essay writing Arabic-speaking like writing a structured essay, free essay, resume, writing letters, and research reports.

From the description above, it appears that the curriculum subjects willing to have a significant relationship with students' competence in writing the thesis. Adequate quality of learning, the scope of good material and the use of appropri-

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ate methodology will influence the level of student ability in writing. However, organizing lectures seem willing at the student has not achieved satisfactory results. Numerous studies have shown that there are a number of shortcomings and constraints that lead to the objectives of the course have not been reached.

In this regard, Yayan Nurbayan (2005) has examined the quality of student writing of Arabic Language Education Program with the following results: of the ten samples examined thesis that there is still a high error rate. The highest error rate about 66 errors. This amount includes the category of very many, because they have received coaching from two tutors.

The above data also indicate that students experience on aspect *qawaid* error of 23.1%; the selection of an incorrect diction 25.3%; error in *uslub* aspect of 22.3%; and their errors in the use of *muta'allaq* of 29.4 %. The data above show that the error on various aspects of student writing is still quite high. Therefore, innovation in learning to write on subjects willing should continue to strive for.

This study is one response to the problem. For that, the formulas in this study are as follows: (1) What to do in create a lesson plan using the technique of imitating models in learning to write?; (2) What is the process of learning to write *faqrah* and *kitabah hurriyah* using techniques modeled?; (3) Is the technique modeled effective in improving learning ability to write *faqrah* and *kitabah hurriyah*?; and (4) Are techniques modeled effective in improving students' ability in writing a thesis?

## THEORETICAL STUDIES

**On the Teaching *Insya* or Writing.** Writing skills is one of the four basic competences on language skill, both in the process of first language teaching as well as in foreign languages. In teaching writing (*insya*), a curriculum designers and teachers need to consider aspects of grading. Gradation in writing (*insya*) includes writing letters, copying, dictation, structured writing, and free writing (Indarpati, 2007).

**On the Good Paragraphs.** It is very useful if the teacher explained to the learners a few paragraphs of good criteria so that they are trying to try must best. It also is very useful if the teacher shows a good paragraph, then analyzed it why the paragraph was quite good. To find a paragraph called "good or not", it needs to be some criteria for the paragraphs which are: (1) the idea of unity, (2) linkage, (3) strengthening, (4) clarity, and (5) accuracy (Richard & Rodgers, 1986).

**On the Writing Paper.** After the learners to practice writing paragraphs, they start practicing writing paper. What is meant here on the writing paper that is composed of two or more paragraphs in one theme. Writing this paper continues added gradually, starting from two paragraphs, three, and so on. Writing paper is the final step of writing skills and is the most difficult stage. The criteria that apply to a good paragraph also applied to a good paper. The criteria that must be met for a good paper should be augmented with some additional criteria, such as the unity of these ideas in each paragraph. Another criterion is the overall relevance, namely the relationship between paragraphs by using certain customs that links between one paragraph with another paragraph. Similarly, the need for a specific sequence

in paragraphs of a paper like the paragraph. And other additional criteria are the nature of the overall clarity and validity (Heller, 1991).

So far, teaching on writing delivered by starting from the theories. It was boring and theories are difficult to its implement. Not so with the techniques modeled. According to Ismail Marahimin, technique derived from the model mimic the Chinese people's thinking. It also is said that in ancient times in China, people who want to become a painter will be given a painting that is so, and well, usually made by a master, the expert painting or notorious painter. The candidates were told to imitate the master's paintings had to be. Finally candidate this painter can paint himself, and began to discover the typical form in accordance with his/her character. This Method is named by imitating a model, meant to imitate the master (as cited in Sari, 2007).

According Rahmawati (2007), those models and its techniques can be applied in writing lessons. The technique starts from the master's essay and then imitating the master with the exercises given in accordance with the master. The masters' work is to be read first, viewed the contents and forms, analyzed and made the frame, and do the things that need to be, just after it came time to write. Of course not be written exactly like the master copy of this name is round, trace, or even hijack. However, that is copied is the skeleton, or idea, or even "how" or "technique" of his.

So this is the core exercises of all kinds and forms of writing lessons. In addition, learning to write must be supported with a lot of reading to find background information and sensitivities, with a lot of reading and doing the exercises mimic the writings that have been finished. With a variety of models that can be pursued the master, students will be skilled writing.

For more details, modeled their technique is a technique used in learning where the teacher provides a model example of a lesson which will be imitated by the child until the child is actually able to replicate exactly according to this example. Every child who has been able to replicate the subject matter in accordance with an example or model then the child is considered to be. For children, who in imitating not in accordance with an example/model, they shall be deemed to not be and must be held until the child's repetition imitation of similar subject matter in accordance with the model.

Meanwhile, the elements of learning in the technique of imitating this model consists of: (1) material or subject matter that will be used as a model or example; (2) the observation model or example of subject matter that will be imitated by children; (3) imitation by the child model; (4) correcting the result of artificial child by the teacher; and (5) repetition of imitation by the child if the child's job is not in imitating model accordance with an example or model

On the imitating model of learning evaluation techniques, it is due to a child is said to have succeeded when they are able to imitate things in accordance with an example or model, then the assessment of a child's success is determined by the same whether or not the work of the child in the example or imitate something

that became the model. Its weight evaluation is dependent to weight value of the examples given.

A method or technique of learning is inseparable from its process and contexts (McKeachie, 1986). The advantages of imitating model technique are: (1) children in learning in the classroom is easier to be conditioned as children to become active with their respective activities; (2) assignment of teachers in the learning process becomes much lighter and easier because the teacher only provides the material serve as a model and examine the results of the writing of children; (3) the exercises that support the child's writing skills because writing exercises conducted by the child will reflect the ability to write, the more frequent practice, the child will become more proficient in writing; and (4) the learning activities through this technique can be done inside and outside the classroom.

The disadvantages of this technique include: (1) in the learning process of teachers do not help explain; and (2) in the learning process without any questions and answers between children and teachers.

## METHODOLOGY

The method used in this study was quasi-experimental. The purpose of the study, by using a quasi experimental method, is to obtain information for researcher who is estimated that can be obtained through real experiments in a state that is not possible to control and or manipulate all relevant variables (Arikunto, 1983; Moleong, 1990; Ali, 1993; Fuchan, 2004; and Sudjana & Ibrahim, 2006). Population are used as samples in this study were students of Arabic Language Education Department in UPI (*Universitas Pendidikan Indonesia* or Indonesia University of Education) in Bandung, West Java, Indonesia, amounting to 27 students.

In this study, students are given the examples of *faqrah* (paragraphs) and *kitabah huriyah* (free papers) models after which they imitate and constant practice. For the instrument used as a tool in this research is a test. Data obtained from test results whether committed before or after learning processed and analyzed to test the research hypothesis. Analysis of qualitative data using descriptive techniques in the form of correlational analysis.

## RESULTS AND DISCUSSION

**First, on the Results Pretest and Posttest Writing.** Pretest conducted at the first meeting, before treatment begins learning. Pretest conducted to determine the ability of the students in writing. Pretest is given to determine their ability to write paragraphs and a free essay is limited. Problem first pretest, they were asked to write a paragraph with a minimum of three rows of free themes. While the second question, they were asked to write an essay limited free consisting of several paragraphs on the theme “للمسلمين مهمة اللغة العربي”.

After a pretest of students numbering 27 people gathered the data that the average value of writing paragraphs 6.7, while the average value of 6.2 free essay writing. From here, it appears that the difference between the average ability in writing a paragraph is not much different from the average writing ability to write freely. While the results of the post-test showed that the number of students who tested an average value of writing paragraphs is 7.5, while the average value of the free essay writing is 6.5.

**Second, on the Student Writing Errors.** From these two tests, namely the pre-test and post-test, seemed that the students are still frequently making mistakes in writing. Their errors in writing occur in *qawaid lughawiyyah* aspects of the use, selection of diction, and selection of letters on *ficil-ficil mutha'allaq*. Other errors contained in their writings *uslub-uslub* use. They still use a lot of sentences in Arabic but uses language structure in Indonesian language. In terms of content, especially on the writing, test results free of the students still there is something wrong in the relationship between sentences in a paragraph and the relationship between paragraphs in a post.

Among some of these errors include as follows:

N	Aspect of Errors	Pretest	Posttest
1	<i>Qawaid</i>	144	120
2	Diktion	131	112
3	<i>Mutha'allaq</i>	72	53
4	<i>Uslub</i>	44	27
5	Writing	123	120

Writing skills are skills accumulated from a variety of other language competences. The fifth aspect above is the linguistic aspects that must be owned by students if they want to have good writing. From the results of the pre-test and post-test data, we can see there are many errors of students in the fifth aspect above. In addition, students should have knowledge on aspects of language, other things most important to improve their ability in writing is an exercise.

## DISCUSSION

In the previous section, it has been analyzed the results of the pre-test and post-test after learning to write through the technique of imitating models. Analysis of writing skills (willing) aims to determine the impact of learning techniques modeled on traffic student writing. For the ability to write, it must be connected between the ability before treatment (pre-test) and after treatment are seen with the post-test.

Data pre-test results showed that the average value of writing them to the test set is 6.7 and formulate paragraph-free essay of 6.2. While the post-test for both were 7.5 and 6.5. Based on these data, it appears that there is increased student learning outcomes after they learn to write by using a technique modeled. Improving learning outcomes is indeed minimal (0.8 to write paragraphs and 0.3 to write the essay free).

Technique mimics the model used in the teaching of writing has improved students' ability in writing. This is because the learning approach based on several theories in psychology such as stimulus-response theory and adaptation and imitation theory. In the theory of adaptation and imitation, someone is studying a competency by way of conditioning and imitation. In learning to write through a technique modeled, students whose are given a sample paragraph and writing (essays) is good.

In the implementation of learning to write with engineering students modeled, their attempt to analyze and observe the writing in terms of structure, language, and content. After that, they started in trying to write according to the examples they see. Replication process is done by students repeatedly. From the results of student exercises from time to time, the better their writing. Likewise, they are fewer and fewer mistakes. From the data write error experienced by students appears that aspects of the mistakes that are often experienced by students is related to aspects *qawaid*, writing, diction, *muta'allaq*, and *ushub*.

*Qawaid* application error is an error aspect most experienced students, i.e. 144 at pre-test and 120 at post-test. This phenomenon is a common occurrence experienced by learners of Arabic language. Arabic *qaeda* is usually a major constraint for both beginners and advanced learners. According to the assessment of learners of Arabic language *qaeda* that is more complex than in other languages *qaeda*.

## CONCLUSIONS AND SUGGESTIONS

After doing research by using quasi-experimental methods, it can be found then the following things:

*First*, learning to write by using a technique modeled requires good planning, ranging from the selection of instructional materials that can serve as a model to be emulated by students. The materials used as models in this research are *faqrah* and writing. Various *faqrah* and a good essay are taken from various sources, both from Arab and non-Arab writers.

*Second*, implementation of the lecture with techniques modeled done by following the steps: (1) Apperception, (2) Identification prates, (3) Preparation of teaching materials, (4) Observations, (5) Imitation Model, (6) Examination, (7) Model of the second and third paragraphs, (8) Provision of a model, and (9) Closing. In practice, the students more practice to follow the model given, while the faculty review and provide direction for student writing and better fit a given model or approach.

*Third*, learning to write (*insya*) by using the technique of imitating model has improved the students' ability in writing a *faqrah* and *kitabah hurriyah*. This can be seen from the significant difference between the pre-test conducted before the treatment begins with post-test results conducted after the study conducted.

*Fourth*, ability to write *faqrah* (paragraph) and *kitabah hurriyah* (free text) is the basic ability for someone to be able to write papers, books, reports, and other writings. If a student has to write a paragraph in accordance with the criteria of good

paragraphs and he/she was able to construct a good essay, then this will contribute to him/her in writing the thesis. Because the data in the thesis consist elements of paragraphs and essays.

Given some of the findings as a result of this study, the researcher proposes some suggestions to the parties as follows:

*First*, to UPI (Indonesia University of Education) in Bandung as the funder for this research activity, it is suggested in order to continue to provide support primarily by increasing financial support and supervision of research activities, particularly for novice researchers.

*Second*, to the Department of Arabic Language Education, Faculty of Art and Language Education UPI for research activities related to improving students' ability in writing needs to be done, given the ability to write highly related to their main task is to write thesis.

*Third*, to the researchers, particularly researchers in the field of teaching Arabic language, for the results of this study continue to be followed. Application of the model can be applied to mimic other fields.

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