

THE EVALUATION PROSES OF ARABIC WRITING SKILLS BASED WALL MAGAZINE

Devi Suci Windariyah^{1*}

¹UIN Kiai Haji Achmad Siddiq Jember

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*Correspondence Address:

devisuciwindariyah@gmail.com

Abstract: All The process of evaluating Arabic writing skills is very important to be prepared by teachers of Arabic writing skills. To minimize the problems faced by students in the Arabic writing skills course. This article intends to analyze 1) observations of the learning of Maharah Kitabah, 2) interviews of lecturers and students of Maharah Kitabah class on the implementation of wall magazine learning products and practices, and 3) documentation of results of student wall magazine products. The research methods used qualitative research methods with descriptive analysis. The results of this study, That The Evaluation Process Of Arabic Writing Skills Based Wall Magazine, besides being able to train students to continue writing Arabic on a regular basis can also train students' ability to work together in a work team. However, before giving an assignment by writing a madding there are several exercises that must be carried out, starting from Mechanism training, practicing composing idhafah and na'at man'ut, compiling sentences, compiling paragraphs, writing news, writing short stories, writing opinions and finally is to make an Arabic wall magazine.

Introduction

One of the profiles of graduates from the Arabic language and literature study program at Kiai Haji Achmad Siddiq Jember State Islamic University is to become a researcher in the field of Arabic language and literature. To form graduates who have good research skills in Arabic language and literature, they must equip students on how to write in Arabic language and literature. So that at the third degree of the Arabic Language and Literature Study Program there is the Maharah Kitabah course. Which Maharah Kitabah course is a prerequisite course from the Arabic language and literature research methods course. Before students have problems writing an article in Arabic, students must have the ability to write well in Arabic.

Foster explains, "the ability of students to meet the demands of different genres and rhetorical settings in the work force depends in large part on the wheter and how they have developed their writing at university." (Foster D & Russell B, 1994). Writing is often the factor that determines whether a student succeeds in university or not. Because to have good writing skills, a student must be accompanied by reading a lot of other people's writings and also doing writing exercises continuously.

According to Glazier a successful foreign language learner in English writing will have better chances and benefits in their life-long careers. (Glazier TF, 1994). Because writing skills are the result of creative works from acquiring three other skills, namely listening skills, reading skills and speaking skills so that with writing skills a person will have more opportunities in his career.

Writing involves perhaps more sub skills than any other academic task. (Marfilius, 2009). When writing someone mobilizes the results of his vocabulary from reading an article, by elaborating the results of his experiences from listening and speaking skills, so that he can construct a new writing in science.

Hand Scott Marfulius points out, to write well requires the combining of multiple physical and mental processes in one concerted effort to communicate information and ideas. (Marfilius, 2009). Before combining physical and mental processes, it is necessary to be equipped with reading articles related to writing in order to record new knowledge to enrich information and ideas to be conveyed in writing.

Additionally academic writing requires students to incorporate and synthesize diverse sources of knowledge into an authoritative viewpoint. (Foster D & Russell B, 1994). Students must be active in finding various sources related to writing, so they can construct new knowledge from something that is easy to understand

Chandrasegaran argues that writing in classroom is a core academic requirement. He also believes and writing outside the classroom can be a good opportunity for students to practice what they learn in the classroom in order to enhance writing skills. (Chandrasegaran A, 2002). A lecturer must always facilitate his students to train their students' ability to write Arabic, namely by utilizing technology or providing facilities to train students' writing skills.

By conducting this research, we will find out what instruments are needed to measure students' Arabic writing abilities, making it easier for a tutor to train and measure students' Arabic writing abilities.

Problems in Arabic Writing Skills

Teaching and learning Arabic writing skills becomes a special challenge. This is because students do not understand the aspects of concepts and contexts related to the basics of the language, i.e. vocabulary and grammar. A student with weak vocabulary and grammar results in his writing being difficult for the reader to understand. (Mukhtar, M. Z., & Muhammed, 2012). Therefore, in learning Arabic writing skills, it is necessary to study grammar to avoid grammatical difficulties. Besides that, it is also necessary for students who are learning writing skills to always be side by side with a dictionary, either a dictionary book or an electronic dictionary.

In addition to mastering the basics of vocabulary and grammar, writing skills are also closely related to other language skills, especially reading skills. Therefore, the teaching and learning process for writing becomes even more complicated for teachers and lecturers. (Omar et al., 2014). Before someone puts his thoughts in a piece of writing, it is necessary to have the treasury of reading an article from the work of others. So that it becomes the basis for writers to put words in writing, so that it helps in improving Arabic writing skills.

Alnufaie and Grenfell (2012) stated that writing is viewed as a complex cognitive skill, decisionmaking and problem-solving activity from the cognitive perspective. Thus, the cognitive writing process presented attempts to account for the major thinking processes and constraints during writing. The act of writing involves three major elements that are reflected in the three units of the model: the task environment, the writer's long-term memory, and the writing processes. (Flower, L. & Hayes, 1981). So to maximize cognitive abilities when writing, one must have a reading vocabulary from other people's articles, and always make it a habit to write both in class and outside of class.

Students in the survey suggested variety of necessary uses for writing: to resolve issues, to spot problems, and to rethink one thing one had already puzzled out and the most important to improve ways of thinking. This insight that writing may be a tool for thinking helps students to achieve goals never achieved before. And it definitely gives them satisfaction.(Pawliczak, 2015). To train students' sensitivity to a phenomenon, problem or event, a facility is needed that can train students to continue to hone their writing skills. So in this study a tool will be presented that can train students' abilities to continue to improve their Arabic writing skills.

The Evaluation of Writing Skills

Writing success is used multifarious purposes at school level. Providing assistance to the students inside and outside the classroom, awarding a grade, selection of students for appropriate courses, evaluation of programs are considered important aspects of assessment in writing skill. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful. (Elander et al., 2006). So it is necessary to design a process for assessing Arabic writing skills carefully, so that the products resulting from evaluating Arabic writing skills can be useful for writers and for tutors teaching Arabic.

With the learning objectives as proposed by Benjamin Bloom's Taxonomy Bloom in (1956). Bloom Taxonomy outlined three domains which include cognitive, affective, and psychomotor. Cognitive domain is used to assess intellectual skills through information retrieved, analysis and evaluation of information. The affective domain is used to measure generic skills, appreciation, and use of the five senses that are applied through the involvement of students in the activities and discussions in groups such as the visit, the feeling when touching the historical artifacts and so on. Next-psychomotor domains are intended to strengthen the practical skills and technical knowledge in the application of the results through the communication training process, presentation, paper construction, teaching, and sharing the findings through audio and visual techniques. (Aqilah et al., 2005). In designing the evaluation process for the ability to write Arabic, it is necessary to pay attention to assessments from the cognitive, affective and psychomotor aspects. So that the evaluation process can really accommodate the diverse abilities of students.

Evaluation of the course depends on how the quality and publication of the scientific journal article reaches online publication. This lecturer in Maharah Kitabah course gives qualifications for assessment. The assessment in this subject consists of grades A, B, B +, C, C +. and D. Grade A is intended for students who work on journal article assignments according to procedures such as review consultations, turnover results below 20% use of Mendeley, submitting papers on time and finally can be published in national e-journals. Students with B+ grading criteria are those who work in journals with a turnover of 20% and often consult or review papers to the teaching lecturer, the paper collection is timely, papers are not published. Students with a B + assessment consult a paper journal to the lecturer, collecting papers, not on time. Students with C grades below are those who are less intense in consulting or reviewing papers to lecturers and only collect papers without being published in national e-journals. (Mufidah et al., 2019). Before carrying out the lecture process a tutor needs to explain the assessment qualifications at the time of the lecture contract. So that students can prepare themselves, to try their best to achieve the learning achievement targets of the Arabic writing skill course with satisfactory grades.

The instructor began by setting his writing goal, that the essay must include all of the parts, and confirmed the vital role of using the writing strategy. Students assisted the instructor by generating ideas, and recorded them on the graphic organizer. The Self-Regulated Strategy Development, and the self-statements were used by the instructor While applying the strategies, to assist with problem definition, planning, self-evaluation, self-reinforcement, and coping. Students' help was continued during the composing process by suggesting modifications in words and ideas. Furthermore the instructor discussed the value of self statement, and self instruction "What we say to ourselves" in writing process, asking each student to write a few self-statements that he might use while composing. And then, the persuasive essay was checked to know whether it had all five parts or not. (Bakry & Hashem Ahmed Alsamadani, 2015). All students learning the ability to write Arabic must understand well, the purpose of implementing learning Arabic writing skills. So that students have strong motivation to continue to hone their writing skills by reading more literature. So that it has several alternative words to express the ideas it has in a piece of writing.

The Tool for Evaluation of Arabic Writing Skills

However Garcia (2008) designed Waking Minds Writing (WMW) as web-based supplemental writing program that can assist the English Language Learners in developing their exposure and ability in writing. WMW helps to devise a plan to teach the students well in all genres of writing. This program provides instruction to improve grammatical structure and syntax. It also provides the guidelines for solid assessment and evaluation. (Garcia, 2008). Waking Mind Writing (WMW) is a web-based English writing program, in which there is feedback for students to correct writing errors in terms of grammar and syntax. This can also be applied in the evaluation process of learning students' Arabic writing skills.

To produce good writing, precise vocabulary selection is vital in the delivery of a clear meaning. Moreover, the use of the five affective senses through activities outside the classroom which are relaxed, structured, and fun can have a positive impact on the improvement of language acquisition. So one alternative medium that is Jawlah Lughawiyah concept of language activities outside the classroom that implements the seven stages of language learning have been conducted toward non-native speakers in Sekolah Menengah Agama Sultan Zainal Abidin dan Sekolah Menengah Agama Khairiah, Terengganu. The main objective of this study was to identify the level of students'. (Omar et al., 2014). Jawlah Lughawiyah is one of the media to improve the quality of good writing, namely by doing activities outside the classroom in a relaxed, structured and fun way. However, in writing it is necessary to have a lot of literature to be a reference in writing.

Maharah Kitabah III learning based on digital products in the form of writing scientific articles online by utilizing references and references of digital managers has a good impact for the students who took part in the Maharah Kitabah learning process with this model, all students were able to make Arabic journal articles using Mendeley and Turnitin citations, and students were able to publish Arabic journal articles to national e-journals. (Mufidah et al., 2019). The learning evaluation of Maharah Kitabah III is in accordance with the digital product base in the form of writing scientific articles online, because the learning material for Maharah Kitabah III includes the steps in making a scientific paper. However, when faced with learning Maharah Kitabah I and II, digital products in the form

of writing scientific articles were too high, so there was a need for another strategy to be able to produce digital writing by students studying Maharah Kitabah I and II.

Facebook allows users to share messages, not only in one-to-one but also in one-to-many mode of communication. The thread of communication posted on the wall was analysed. The posts revealed that Facebook was widely used by students to communicate. A total of about 89 comments or feedback were given by peers for every writing activity, with an average of four comments made on each student's work. Arabic was used by the students, and the feedback focussed on grammatical and spelling errors. The survey revealed that majority of the students preferred using the Facebook to develop their writing skills. (Ahmad, n.d.). Facebook is one of the media that can be used to develop students' writing skills, especially to train students' confidence to publish Arabic writing that has been made.

Method

Research on The Evaluation Proses Of Arabic Writing Skills Based Wall Magazine used a qualitative descriptive approach, that to involve analyzing and interpreting texts and interviews in order discover meaningfull patterns descriptive of a particular phenomenon. The subject is 25 students of Maharah Kitabah Class at UIN Kiai Haji Achmad Siddiq Jember. Retrieval of data through 1) observation of the leaning of Maharah Kitabah, 2) interviews of lecturers and students of Maharah Kitabah class on the implementation of wall magazine learning products and ipacts, and 3) documentation of results of student wall magazine products.

The data analysis process begins by triangulation. The kinds of triangulation used is triangulation with sources by checking the data obtained through interviews. And then reduce the data to summarize and choose the main things, and focusing on the important matters. This researche focused on the implementation and impact of Wall Magazine product. After the data has been reduced, then presenting the data. Data is presented in the form of narrative text. Data is presented by grouping according to the respective chapters. And the last is drawing conclusions that are the results of this research.

Result and Discussion

Result

Maharah Kitabah 2 is a continuation of the Maharah Kitabah 1 course which is designed to develop students' skills in writing scientific works in Arabic. The material for this course includes: the role of the book, the selection of the theme of the book, the types of book, the procedures for the book. Writing Skills (Kitabah) is the last language skill after istima', kalam, and qira'ah. Writing skills include three things, namely the ability to write correctly (forming the alphabet) or improve khat, spelling, and expressing thoughts and feelings through writing which is commonly called composing (al-insha' at-tahriry).

In composing (al-insha' at-tahriry) there are two ways of writing practice. The first writing is guided writing (al-kitabah al muqayyadah/al-kitabah al muwajjahah). al-kitabah al muqayyadah/al-kitabah al muwajjahah is carried out after students take the Qawaid al Imla' wa Al Khat course. The exercises that can be selected to carry out guided writing are as follows:

1. Make similar sentences with predetermined examples (الجمال الموازية). Students are asked to write several sentences that are similar to the sentences that have been determined. For example: كتب الولد درسه . then students can write: كتبت البنت درسها.

2. Make such paragraphs with predetermined examples (الفقرة الموازية). Students are given one paragraph and students are asked to rewrite the writing of the paragraph by changing one of the main sentences in it. For example: if the paragraph contains a person named Hatim (male), then they are asked to change the name Maryam (female). So, it will automatically change the fi'il, dhamir, shift, and others related to Hatimn (male) adjusted to Maryam (female).

3. Complete the sentence (اكمل الجمل), in which the teacher gives a part of the sentence, then students are asked to complete the sentence to become a mind idea or supporting points, for example: إن تسألني _____

There are several things that must be considered when giving writing assignments to students, namely:

1. Guided writing exercises must be adjusted to the level of student knowledge.
2. Guided writing exercises are carried out after a verbal explanation from a teacher about how to do the exercises.
3. After students have finished doing the exercises, a teacher must make corrections to students' writing mistakes.
4. A teacher must discuss student writing errors with the student working on it, and ask the student to correct the mistakes that have been made.

the second is free writing (al kitabah al hurroh). There are several possibilities of free writing themes, namely:

1. Story Theme: writing stories that can be implemented can write fictional or non-fictional stories. The fi'il that is usually used is fi'il madhi, because the story is an event that has actually happened or not.
2. The theme describes: provides a descriptive theme, whether it describes the present, past or future. And these are events that actually occur in everyday life. But it is also possible for these events to occur in an imaginary world.
3. Presentation theme: for example giving an opinion in terms of understanding, analysis or comparison.
4. The theme of the debate: for example giving an opinion that is contrary to the theme, the writer must have a special opinion to convince the reader in a calm and scientific way.
5. Summarizing: students are asked to read an Arabic text which must then be summarized by focusing on the main idea. Can also be asked to carry out the summary with certain limits, for example asked to summarize the Arabic text into a third, or a quarter of a word of a sentence.

To practice free writing (al kitabah al hurroh), there are several things that must be considered, namely:

1. The teacher starts with the theme of description because it is the easiest form of free writing.
2. Next the teacher continues on the story theme because the story theme is the second easy theme after the description theme.
3. Only then can the teacher carry out the theme of the presentation and debate at the last meeting. Because it is seen that the two themes have a high level of difficulty, that is, one must be equipped with a lot of reading references.
4. It is then possible to summarize the description themes and stories that have been made. (Khuli, 1986).

Some of the explanations above are the basis for the INSTRUMENT EXERCIS INSTRUMENT OF ARABIC WRITING SKILL by a lecturer who teaches Arabic writing skills in the Arabic Language and Literature Study Program, Kiai Haji State Islamic University, Achmad Siddiq Jember.

To produce an Arabic script requires a combination of several skills and abilities. Because someone will not produce a quality writing without some basic skills that must be mastered by a student, namely students understand the purpose of learning Arabic writing skills, students have understood how to compose a good and correct Arabic sentence, students must be active in reading new articles related to writing drafts, and students must always hone their skills in writing Arabic.

Therefore, a teacher of Arabic writing skills must prepare instruments that can be used to practice the basic skills that must be possessed by students learning Arabic writing skills and instruments that can measure the process of students' Arabic writing abilities.

Based on the results obtained from observations, interviews and documentation, the following Arabic writing practice instruments were obtained.

TABLE 1		
INSTRUMENT EXERCIS INSTRUMENT OF ARABIC WRITING SKILL		
NO	INSTRUMENT	MEASURED TARGET
1	Mechanism training	Instill habits by providing stimulus to get the right response
2	Selecting answer	Distinguish between idhafah dan na'at man'ut
3	Formal Practice	Make examples of idhafah and na'at man'ut
4	Finding fi'liyah sentence and ismiyah sentence	Understanding of jumlah fi'liyah and jumlah ismiyah
5	Picture description	Express the sentence based the picture has seen
6	Communicative training	Grow student's creative power to speak according to correct tarkib
7	Finding the main idea and the supporting details of the paragraph	Understanding of the main idea and the supporting details of the paragraph
8	Picture sequence essay	Application of paragraph
9	Summarize the paragraph	The student's response to what they read
10	describing theme	Express the paragraph based defined theme
11	Writing news	Express the sentence based the context of the reality
12	Writing short story	Express the sentence based the context of the imagination
13	Writing opinion	Grow student's creative power to write and student's response according to correct tarkib
14	Presentation	Measuring cognitive, affective and psychomotor
15	Creating a Wall Magazine	Measuring the creativity of the team in making a good and beautiful Arabic writing

Discussion

Before entering the training mechanism, students need to understand the purpose of learning Arabic writing skills. By understanding the learning objectives, it will increase the enthusiasm of students to continue learning both inside and outside the classroom.

In accordance with the data contained in table 1 above, the purpose that will be described as well as expert opinion on the types of instruments mentioned. First, the mechanism exercise, basically this exercise aims to instill habits by providing a stimulus to get the correct response, these exercises can be given verbally or in writing (Namaziandost et al., 2018) and integrated with speaking and writing skills training (Sadiku, L., 2015)

This mechanism exercise can be used by teachers in learning Arabic writing skills by selecting the mechanism training model to be used, biased by writing or orally. Example teacher gives one text. Then students are asked to analyze and distinguish between isim, fi'il and letters. When students are able to choose an isim, the teacher asks whether I'rob is from that isim, is it rofa' nashob or jer. Then the teacher asked the reason why it was determined I'rob rofa', nashob or jer. Likewise with determining fi'il and letters. While Suzuki et al emphasized that mechanism training is one of the efforts to optimize second language practice for students. (Suzuki et al., 2019). Therefore mechanism training is needed in training students' Arabic writing skills.

Vince explained that one indicator of the ability of students in the vocabulary and grammar aspects. (Vince, 2003). The second is an exercise in determining idhafah and na'at man'ut. The teacher prepares a text in which there are idhafah and na'at man'ut. Then students are asked to choose which is idhafah and which is na'at man'ut. When there were some students who were confused about choosing between idhafah and na'at man'ut, the teacher explained the basic differences between idhafah and na'at man'ut. That is, it begins with an explanation that there must be 4 compatibility between na'at and man'ut'. The four suitability are 1) I'rob (rofa', nashob, or jar), 2) mufrod, tatsniyah, and jama', 3) mudzakkar and muannats, 4) nakirah and ma'rifat. Then proceed with the explanation of isim shift. After students understand the kinds of nouns, then emphasize that when there are two word arrangements, then look at the second word, when the second word is isim shifah, and there is a compatibility of the 4 concordances between na'at and man'ut, then you can it is certain that the arrangement is the arrangement of na'at man'ut. Apart from that, it is also necessary to explain the arrangement of mudhof and mudhof ilaih. That mudhof cannot accept ٱ and tanwin. So that students can distinguish between the arrangement of idhafah and na'at man'ut.

The third is the practice of making idhafah and na'at man'ut arrangements with the image guide displayed in power point. Then after the students finished doing the exercises, each student was asked to present in front of the class, and other friends were asked to comment on the presentations from their friends.

Finding fi'liyah sentence and ismiyah sentence, is the teacher preparing a paragraph in which there are fi'liyah sentences and ismiyah sentences. Then the teacher asks students to determine which are fi'liyah sentences and ismiyah sentences. When there is an error in determining a fi'liyah sentence or an ismiyah sentence, it is necessary to explain the difference between a fi'liyah sentence and an ismiyah sentence, that is displaying the two sentences, and students are asked to think for a moment the difference between the two. Then the teacher explained that to distinguish between fi'liyah sentences and ismiyah sentences, you must pay attention to the words that are at the beginning of the sentence. If the beginning of the sentence is the word fi'il then it is called a fi'liyah sentence, but if the beginning of the sentence is isim then it is called an ismiyah sentence.

To realize meaningful exercises in language learning, teachers can use various media that are better known by students. (Son, 2008). To ensure students' understanding of fi'liyah sentences and ismiyah sentences, it is continued with the fifth exercise, namely describing pictures. Students are given several pictorial questions and then asked to make sentences according to what they see.

The sixth is Communicative training. As a target language and has not been known by students, learning languages such as Arabic should be dominated by communication exercises, for that teaching material also needs to be designed. (Firiady, 2008). Each student conducts a debriefing with his neighbor regarding the rules of good and correct Arabic grammar. When asked, the friend next to him could not answer, so his friend re-explained the material that was not understood.

The seventh is the Finding main idea and the supporting details of the paragraph. Soedarso said that in one paragraph there is a main sentence or key sentence. The paragraph's key sentence contains a statement about the dominant noun or personal pronoun that is the topic (generally, outline) of the paragraph. Other sentences describe, or provide examples of, the main idea. (Soedarso, 2010). The teacher divides students into several groups, then the teacher gives an article text, then one article is divided into several paragraphs for each group. Furthermore, each group was asked to analyze each paragraph in terms of the main idea and supporting details of the paragraph.

The eighth is Picture sequence essay. According to Taufik, picture sequence essay is an activity that can be applied in guided writing (al-insha' al-muwajjah). (Taufik, 2016). That is providing exercises in the form of pictures given to each student, and the teacher instructs them to tell the pictures that have been received.

The ninth is Summarize the paragraph. That is beginning with the teacher showing an Arabic paragraph, then instructing him to conclude the text that has been read. This instrument is to measure students' reading skills. Because of reading skills are closely related to writing skills. Because with so many readings that we can understand, it can enrich references and references for a writer.

The tenth is describing the theme, namely by describing the theme that has been given by the instructor, with paragraphs containing mind ideas and supporting details. While maintaining the proper and correct arrangement of Arabic grammar.

Writing news is expressing factual events or incidents. News is written to provide reports of facts and ideas that can hold the reader's attention. News can also be said to be an event or life that really happened in a new time, which has a surprise value, so that it satisfies the curiosity of many people. The facts disclosed in writing news must be about factual events or incidents. (Satini et al., 2015). Before writing a story, one must have sensitivity to an event or phenomenon that is around the writer. Apart from that, in writing news, a writer's creativity is also needed in concocting a news title in order to arouse the curiosity of a reader.

Writing short stories According to KBBI or the Big Indonesian Dictionary, short stories are stories or short stories with a number of words less than 10,000 with a single impression and the story is centered on one character. A short story is a story with a word count of 5000 words or about seventeen quarto pages. Short stories are fictitious stories whose truth is uncertain and the stories are relatively short and short stories are not an argumentative analysis. (Achmad, 2015). This exercise is an exercise for students to actualize their imagination in the form of stories. In making a story a writer needs to imagine his thoughts

so that he can create a story that makes a reader curious about reading the story until the end of the story.

Writing opinion is a writing exercise that can be used to train one's ability to comment on another person's opinion in paragraph form. In paragraphs each sentence contains one main idea, preferably not too long, a maximum of 8 words. When writing long sentences, it is better to add a few commas (,) to make it easy to understand and comfortable for the reader. Paragraph is a logical and systematic arrangement of several sentences that have a unified mind. In general, the length of the paragraph consists of 3 to 7 sentences. (Setyawati & Rustanta, 2022). In writing an opinion, a writer must start from reading articles related to the opinion that will be written. Because it will be the basis for the author in commenting on other people's opinions. So that writing skills really need reading skills.

Fourth, namely Presentation, students present the results of opinion writing that has been written, namely by displaying it on a power point slide. Then other friends can ask, comment and give input on the opinions made. This exercise can measure students' cognitive, affective and psychomotor abilities.

The last exercise is Creating the wall magazine. There are several reasons that form the basis of the importance of coaching for students in writing and making wall magazines, namely:

1. Optimizing the exploration of students' writing potential and creation in order to build a writing culture among students
2. Students can produce written works and wall magazines that can be published regularly and read by many people in the madrasah environment, and
3. Students can use social media to publish their works.
4. There is continuity of writing activities and wall magazines managed by students with guidance from the madrasah. (Hakim, 2018).

Even though creating the wall magazine is the last exercise, this exercise can train the continuation of Arabic writing practice. Because the wall magazine that has been made must be updated regularly, maybe once every two weeks or once a week. In addition, students can also publish their works on social media. This creating the wall magazine exercise can Measure the creativity of the team in making a good and beautiful Arabic writing.

The following is product documentation from the results of the Arabic wall magazine produced from the Arabic Writing skills course.



Figure 1. Arabic wall magazine

The assignment of making wall magazines begins with dividing class students into two (2) groups. Then determine the group coordinator who will manage the manufacture of Arabic wall magazines. The first step that must be taken by the group coordinator is to determine the theme, which will be the theme of the Arabic wall magazine that will be made. The

second step is dividing group members into 12 posts, namely a) greetings from the editor; b) news; c) articles; d) opinion; e) inspirational figures; f) short stories; g) poetry; h) humour; i) Comics; j) aphorisms; k) book reviews; l) wall magazine corner. The third step determines the deadline for the collection of Arabic wall magazine writings. The fourth step is decorating the wall magazine.

So that in making a wall magazine there needs to be a shared commitment and good cooperation between team members, so that the wall magazine is made interesting for readers to read.

Conclusion

The Evaluation Proses Of Arabic Writing Skills Based Wall Magazine is training students to continue writing Arabic on a regular basis, this magazine can also train students' ability to work together in a work team. To realize the graduates expected by the profile of graduates from the Arabic Language and Literature Study Program, Kiai Haji Achmad Siddiq Jember State Islamic University -Researcher- must have good skills in writing Arabic and must also be able to work with a team in creating a work. So it is necessary to carry out further research related to how to make an ideal Arabic wall magazine.

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