Al-Quran Verse Imitation Approach in The Construction of Arabic Sentence Pattern

Norfazirah Binti Zakaria, Nik Farhan Mustafa, Mohd Sukki bin Othman

Faculty of Language and Communication, University Putra Malaysia, 43400 Serdang, Selangor, Malaysia
Email: fazirah303@gmail.com, farhan@upm.edu.my, shauqi02@upm.edu.my

Abstract
The studies on Arabic writing skills in Malaysia are very extensive and dynamic. Although various dimensions have been studied and explored, students' lack of skills in constructing Arabic sentence pattern remains a major issue. In this matter, an effective and deliberate approach to learning Arabic will help students to overcome this issue. Hence, this study focuses on an Arabic learning method; an imitation approach; which is a part of the features in the Social Learning Theory (Bandura, 1963), in helping students to construct a sentence pattern using the students' existing knowledge, the Quranic verses. Therefore, this study was conducted in order to identify the students' ability in constructing the nominal sentence and the verbal sentence through the imitation of Quranic verses and to examine the aspects of mistakes that often take place in the Quranic verses imitation. A total of nine (9) respondents from Form Four students were directly involved in this study. This study which applied a qualitative approach had collected data through questionnaire and a series of interviews. The result shows that the respondents found it easier to build nominal sentence patterns compared to verbal sentence patterns. The respondents that were able to build good Arabic sentence pattern were those who excelled in the Quranic verses memorisation. Other than that, this study also records four (4) types of mistakes that frequently occurred in the imitation process of Quranic verses such as spelling errors, unnecessary addition of 'ال' in certain words, incorrect use of *madd* letter as well as inaccurate use of verbs. Thus, it is hoped that this study will help educators to improve the quality of teaching besides providing them with other possible method in facilitating students to enhance the mastery of writing skills, especially in the construction of (Arabic) sentence pattern.
Keyword: Arabic Writing Skills, Imitation Approach, Arabic Sentence Pattern.

Introduction
The goal of learning Arabic for the secondary level in Malaysia is to educate students so that they are able to master the four language skills, which are listening, speaking, reading and writing as well as applying it in certain situations using correct grammar and according to true Islamic manners. Out of these four language skills, writing skill has its own position in the formal education system as they become the main medium of assessment.

Writing is a productive language skill (Muda, 2015). This means, if the students are weak in the aspect of writing, they are not necessarily able to be excellent students in the exam despite the fact that they can speak Arabic well and fluently (Ahmad, 2003). Writing a sentence requires students to think, reason, organise and work on ideas before they are turned into facts or complete stories. Students must also be able to write words correctly besides acquiring a lot of Arabic vocabulary to write correct short sentences (Samah, 2012).

Through the highlights of the study that has been conducted, writing skills among students are found to be at a weak level. Among the problems that students often face is that they cannot convey their ideas in the form of complete sentences using the correct method and sentence structure because they get confused in writing simple sentences (Mat Isa, Abdul Rahman, Ku Azizan, & Jamali, 2016). This explains that students' ideas are too abstract and unfocused in addition to the lack of vocabulary have caused this to happen. Therefore, it is very important to state that the teaching techniques in writing skills need to be diversified as an effort to help students learn writing skills especially in sentence construction.

Problem Statement
In learning a language as a second language, writing is one of the important skills that must be mastered by all students (Mohamed, 2001). This is because, students can take note and pour all thoughts and ideas into written form through this skill. However, writing skill is a complex skill that involves the integration of various skills (Mahmood & Zailani, 2017). It is also a skill that is difficult to be taught and mastered by students because this skill involves the most complex level of literacy (Karim, 2004). Writing skill becomes more complicated to master when it involves learning in a foreign language such as Arabic. Based on some of these difficulties, the findings of previous studies show that students in Malaysia are still weak in producing good Arabic writing (Ahmad, 2003; Abdullah, 2003; Norudin et al., 2014).

In general, there are many studies that had been conducted to identify the causes of writing weaknesses in Arabic. Among the findings in previous studies is that many students cannot distinguish between single sentence and compound sentences, do not know the differences of sentence types, are not able to construct correct sentences and are inefficient in differentiating between correct and wrong sentences (Ahmad, 2003). Other than that, the inability of students to construct sentences according to the correct grammatical structure is a common problem in writing this language (Abdullah, 2003). Students' writings are also difficult to read and understand because they often use the method of translating words from their mother tongue (Norudin et al, 2014). In fact, there are also words that are written out of its context because they use the literal method of translation. In addition, this weakness is also associated with the teacher's teaching methods (Ahmad, 2003). In the teaching of grammar and morphology, teachers are advised not to only explain the method in isolation to enable students to build the correct sentence structure, but teachers also need to emphasise the usage of it in the teaching and learning process. (Shaiful Baharum & Samah, 2015).

In the process of mastering the writing skill of a language, sentence construction is the initial stage that students need to grasp. Students can learn good writing skill if they are capable to construct sentences. This is because writing skill requires the mastery of some basic things

such as the abilities to write words, use sentences and communicate or convey expressions so that the sentences can be written well (Samah, 2012). In this case, the students' skill in constructing sentences based on nominal sentence pattern and verbal sentence pattern is also considered as an important mastery so that they are proficient in writing essays (Isa, 2011).

For the purpose of making the students better in writing using good sentence patterns, the teaching approaches used are very important so that the learning objectives can be achieved. In the delivery of a lesson, specifically in the teaching of Arabic, the use of appropriate and interesting methods should be given priority. Therefore, the imitation approach is seen as one of the teaching methods that can be applied in the teaching of writing based on Social Learning Theory (Bandura, 1963). This is evidenced by studies that have been done in languages other than Arabic, including the study of Saeidi & Sahebkheir (2011); Abbuhl (2011) and Matthey (2010). A study on the imitation approach in Arabic was conducted by Nurbayan (2011) and Abd Aziz (2015). Their studies have used essay models to be imitated by students. In Malaysia, the issue of constructing sentence patterns using imitation approaches, especially the imitation of Quranic verses, is still not well received and needs to be given more attention.

Besides that, a learning process will be more interesting and easier to be learnt by a student when the process uses the students' prior knowledge. In fact, every human being has an existing information stored in their memory. This information results from any event that has occurred in a person, which is then activated, and subsequently utilized in new situations (Rumelhart, 1980). Even students who learn Arabic in Malaysia get very excited when they learn the Arabic which is a language associated with the existing knowledge within themselves, especially the verses of the Quran (Mustapha, 2010).

The use of the Qur'an for the purpose of teaching Arabic language knowledge has been applied a long time ago, especially grammar has received major attention by the scholars of Arabic grammar (Mustapa, Zailani, Ab.Ghani, Hashim, & Shaadon 2012). Therefore, the verses of the Qur'an that are often read or memorised by students are considered as existing information that can be utilized for learning Arabic, including in mastering writing skills. Therefore, based on some of the above statements, this study was conducted to investigate the imitation approach of Quranic verses in the construction of Arabic sentence patterns by students in one of the secondary schools in Malaysia.

Research Questions
How do students use the imitation approach of Quranic verses in constructing nominal sentence pattern and verbal sentence pattern?
What are the errors that occur in the imitation process of Quranic verses?

Objectives of the Study
1.3.1   Identify the use of imitation approach of Quranic verses in constructing nominal sentence pattern and verbal sentence pattern among students.

1.3.2 Study the errors that occur in the imitation process of Quranic verses.

Literary Study

Issues in Learning the Skill of Arabic Writing

The issue that is the essence of this study is related to the problems that arise in learning Arabic writing skills. The entire discussion will summarise the findings of previous studies as a starting point to investigate students' mastery in the construction of Arabic sentence patterns which is the foundation of mastering writing skill. The results of the summary found that there are five (5) main weaknesses faced by students in Malaysia while learning these skills as illustrated in the following diagram:
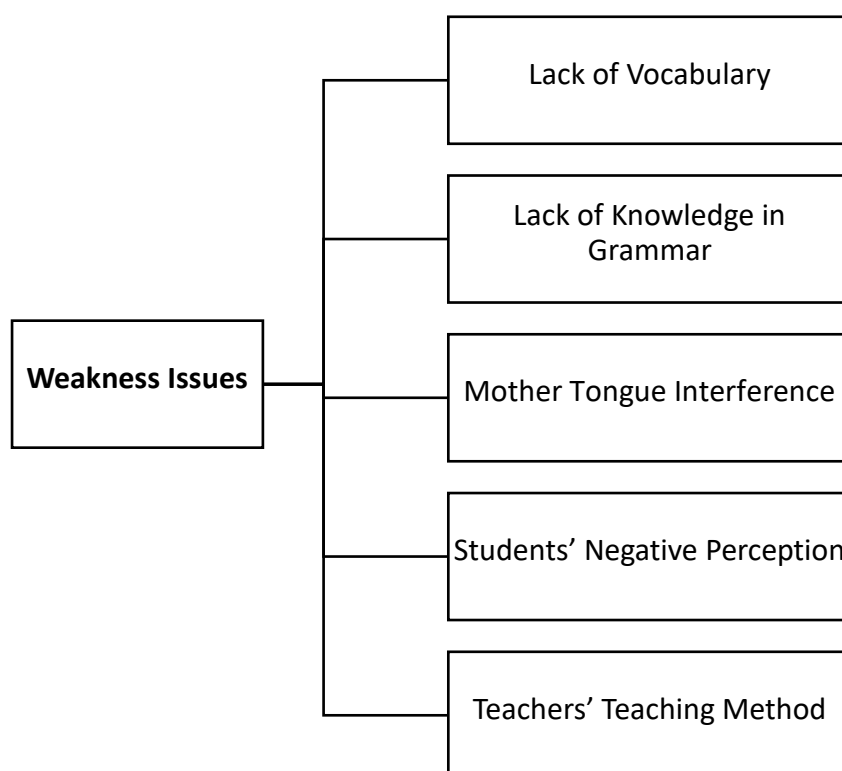

Figure 2.1. Issues in Learning the Skill of Arabic Writing

Imitation

In the current learning of languages, several teaching methods have been introduced including imitation. Imitation is a social process or action of a person to imitate others, be it appearance, lifestyle, or even anything that other people have by involving the senses as a recipient of stimuli. Imitation first appears in the family, neighbours and then in the community.

The meaning of imitation in learning is a process of cognition of students to perform an action as done by the model using the senses as a recipient of stimuli with the ability to perform the actions. In this case, the teacher is considered a model in classroom learning. Also, imitation will not happen by itself. Someone needs an excuse to imitate something else. This process of learning using imitation (copying) can have a positive impact and vice versa.

Based on this definition, it can be concluded that imitation is an action in learning done by students with the help of teachers as models. It is known as learning through observation by students and then the students repeat the same action based on the observed model.

Methodology
Research Design
In conducting a research, the appropriate research design is very important to ensure the results of the study findings (Chua, 2011). It means, if the research design is carefully constructed, the information obtained is in accordance with the research questions to be known and it shows that the method used in collecting data is effective (Konting, 2009).

Besides that, the selection of a qualitative research design should place the researcher in the empirical world that connects the research question with the data (Punch, 2001). Qualitative case studies are usually conducted because researchers are interested in exploring, interpreting and gaining an in depth understanding of a case, not to test a hypothesis (Lebar, 2017).

Therefore, this study uses a qualitative approach in the form of a case study to see the respondents' acceptance of the imitation method.

Study Respondents
The sampling method used in this study is in the form of purposive sampling (Chua, 2011). This sampling method means that the sample is intended or that is actually selected because it meets all the criteria, properties and contains information as required in the study (Darusalam & Hussin, 2016). Coinciding with this method, the researcher has selected nine (9) respondents namely four (4) male students and five (5) female students consisting of form four students with the help of class teachers and subject teachers al-Lughah al- ' Arabiyyah al-Mu'asirah (LAM).

Research Instruments
Selection of eight (8) pattern forms taken from the nominal sentence pattern and verbal sentence pattern found in the Curriculum Standard Document (DSK) Early Integrated Curriculum (KBD) for the subject of al-Lughah al-'Arabiyyah al-Mu'asirah (LAM). The following is a table of nominal sentence pattern and verbal sentence pattern:

Table 3.1　　　Nominal Sentence Pattern

No.	Nominal Sentence Pattern	Example of Quranic Verse
1	N + N (الاسم + الاسم)	وَٱلْأَخِرَةُ خَيْرٌ وَأَبْقَىٰ ١٧
2	N + V (الاسم + الفعل)	نَحْنُ خَلَقْنَٰكُمْ فَلَوْلَا تُصَدِّقُونَ ٥٧
3	N + JARR PARTICLE + N (الاسم + الحرف + الاسم)	فَهُوَ فِى عِيشَةٍ رَّاضِيَةٍ ٧
4	N + V + JARR PARTICLE + N (الاسم + الفعل + الحرف + الاسم)	وَٱلشَّمْسُ تَجْرِى لِمُسْتَقَرٍّ لَّهَا

The table above shows the four types of nominal sentence pattern found in DSK KBD for LAM subjects along with one (1) example of Quranic verse that meets the criteria for each nominal sentence pattern.

Table 3.2   Verbal Sentence Pattern

No.	Verbal Sentence Pattern	Example of Quranic Verse
1	V + N (الفعل + الاسم)	وَقَالَ ٱلۡإِنسَٰنُ مَا لَهَا ٣
2	V + N + N (الفعل + الاسم + الاسم)	وَأَخۡرَجَتِ ٱلۡأَرۡضُ أَثۡقَالَهَا ٢
3	V + N + JARR PARTICLE + N (الفعل + الاسم + الحرف + الاسم)	فَضَرَبۡنَا عَلَىٰٓ ءَاذَانِهِمۡ فِي ٱلۡكَهۡفِ سِنِينَ عَدَدًا ١١
4	V + N + JARR PARTICLE + N + N (الفعل + الاسم + الحرف + الاسم + الاسم)	وَجَعَلۡنَا فِيهَا جَنَّٰتٍ مِّن نَّخِيلٍ وَأَعۡنَٰبٍ وَفَجَّرۡنَا فِيهَا مِنَ ٱلۡعُيُونِ ٣٤

The table above shows the four types of verbal sentence pattern found in DSK KBD for LAM subjects along with one (1) example of Quranic verse that meets the criteria of each verbal sentence pattern.

Selection of Quranic verses from eight (8) surahs in the Quran to be imitated by students. The chapters used in this study are surah Yāsin, surah al-Mulk, surah al-Kahf, surah al-Wāqi'ah and four (4) surahs from Juz 'Amma; namely surah al-A'lā, surah al-Qāri'ah, surah al-Mutaffifin and surah al-Zalzalah. The selection of these chapters is based on surah memorisation of form four students who use KBD, namely surah Al-Mulk and surah Yāsin. Meanwhile, surah al-Kahf and surah al-Wāqi'ah are chapters that are recited weekly by students. The selection of four (4) surahs from Juz 'Amma is because it meets the criteria of the nominal sentence pattern and the verbal sentence pattern in the study.

Build test questions using the exercise format found in the Form 1 LAM workbook (KPM, 2015). The question is divided into two parts, namely part A and part B. Part A is a question about the nominal sentence pattern and part B is a question about the verbal sentence pattern.

Analysis of Findings and Discussion
Analysis of the Use of Imitation of Quranic Verses for Nominal Sentence Patterns

The results of the analysis according to the order of four (4) nominal sentence patterns are reported in the following subtopics.

Noun + Noun (الاسم+ الاسم)

Examples of Quranic verses that had been given to students and met the requirements of this nominal sentence pattern were هَـٰذِهِۦ جَهَنَّمُ, وَٱلْأَخِرَةُ خَيْرٌ وَأَبْقَىٰ and هَـٰذَا صِرَٰطُ The majority of students were able to answer this question correctly and managed to imitate the example of Quranic verses given as answers (R1, R3, R5, R7 and R9).

However, there were also students who answered one of the three answers asked using self-constructed verses without imitating the memorised Quranic verses. An example of the answer given was أَحْمَد جَمِيلٌ (R2 / U3).

Some students who gave the wrong answer to this question also used the imitation of Quranic verses, but the Quranic verses did not meet the requirements of the nominal sentence pattern. Examples of their answers were ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ and وَٱلْقُرْءَانِ ٱلْحَكِيمِ (R4 / U3), (R6 / U3) and (R8 / U1, U3).

Nouns + Verbs (الاسم + الفعل)
Examples of Quranic verses that had been given to students and met the requirements of this nominal sentence pattern were نَحْنُ نُجِي ، نَحْنُ خَلَقْنَـٰكُمْ and رَبُّنَا يَعْلَمُ. For this nominal sentence pattern, all students managed to answer this question correctly and only a few students could fully imitate the examples of Quranic verses given (R5, R7 and R9).
The majority of the students used self-constructed verses without imitating the memorised Quranic verses. Examples of the answers given were ((R2 / U6), أَحْمَد يَمْشي (R1 / U6), أَحْمَد يَشْرَبُ and (R4 / U6)), نَحْنُ نَنَام (R3 / U6), مُحَمَّد يَشْرَب (R6 / U6) and نَحْنُ نَلْعَب (R8 / U6).

However, there were also students who answered using the imitation of Quranic verses apart from the example of Quranic verses that had been given, which is أَنْتُم لا تَعْلَمُون (R8 / U4).

Nouns +JARR Particle + Nouns (الاسم +الحرف +الاسم)
Among the examples of Quranic verses that had been given to students and met the requirements of nominal sentence pattern were فَهُوَ فِي عِيشَةٍ رَّاضِيَةٍ and مِن تَسْنِيمٍ وَمِزَاجُهُۥ. The majority of students could answer this question correctly but none of the students managed to fully imitate the Quranic verses to answer these three questions. Most students used self-constructed verses without imitating the memorised Quranic verses. Among the examples of answers given were الكِتَابُ في المكتبة (R2, R9 / U9), أَحْمَد في الفَضْل (R1, R8 / U9), الكِتَابُ على المكتب (R5 / U9) أَحْمَد في المطعم (R6/ U9) and القلم على (R4/ U9) الكِتَابُ في البيت, أَحْمَد في الصُندق (R3/ U9), المكتب(R7/ U9).

However, there were also students who imitated the verses of the Quran to answer this question but did not meet the requirements of the requested nominal sentence pattern; which is وَٱلْأَخِرَةُ خَيْرٌ وَأَبْقَىٰ (R2 / U7).

Nouns +Verbs + JARR Particle + Nouns (الاسم +الفعل +الحرف +الاسم)
Examples of Quranic verses that had been given to students and met the requirements of nominal sentence pattern were نَّحْنُ نَقُصُّ عَلَيْكَ نَبَأَهُم ، وَٱلشَّمْسُ تَجْرِي لِمُسْتَقَرٍّ لَّهَا and رَبُّهُمۡ أَعْلَمُ بِهِم. The majority of the students were able to answer this question correctly and there were students who answered the questions in this section by fully imitating the example of Quranic verses given as answers (R3, R5, and R7).

Besides that, there were also students who answered one of the three answers asked using self-constructed verses without imitation of the memorised Quranic verses. Examples of the answers given were مُحَمَّد أَكَلَ فِي (R8 / U12) and أَحْمَد يَأْكُلُ فِي الْمَدْرَسَةِ (R2 / U12), أَحْمَد يَشْرَبُ فِي الإِدَارَةِ (R9/ U12) اِلْمَطْعَم.

However, there were also students who made the mistake of imitating Quranic verses that did not meet the requirements of the nominal sentence pattern as the answer, which are وَجَعَلْنَا مِنْ بَيْنِ أَيْدِيهِمْ (R8 / U10). أَنْزَلْنَا عَلَى قَوْمِهِ (R1 / U11) and

Analysis of the Usage of Quranic Imitation for Verbal Sentence Patterns
The results of the analysis according to the order of four (4) verbal sentence patterns are reported in the following subtopics.

Verb + Noun (الفعل + الاسم)
Examples of the Quranic verses that had been given to students and met the requirements of this verbal sentence pattern are وَقَالَ الْإِنَ وَعَدَ الرَّحْمَنُ ، وَصَدَقَ الْمُرْسَلُونَ ، قَالَ قَائِلٌ and. The majority of students were able to answer this question correctly and there were also students who answered the questions in this section by fully imitating the examples of Quranic verses that had been given as answers (R2, R3, R5, R6, R7 and R9).

In addition, there were also students who answered one of the three answers asked using self-constructed verses without imitating the memorised Quranic verses. Examples of their answers were يَأْكُلُ الطَّالِب (R8 / U15) and عَمَلَ الأَطِبَّاء (R4 / U15).

For verbal sentence pattern, none of the students used imitation of Quranic verses other than the examples of Quranic verses that were given.

Verbs + Nouns + Nouns (الفعل + الاسم + الاسم)
For this verbal sentence pattern question, examples of Quranic verses that were given to students and met the requirements of this verbal sentence pattern were وَرَءَا الْمُجْرِمُونَ النَّارَ and وَأَخْرَجَتِ الْأَرْضُ أَثْقَالَهَا. Only some students managed to answer all the questions correctly but they did not use the imitation of the verses of the Quran given completely as answers (R1, R5, R7 and R9).

The majority of students used self-constructed verses without imitating memorised Quranic verses. Among the examples of answers given were يَشْرَبُ أَبُو القَهْوَةَ (R1, R7 / U18), يَأْكُلُ أَحْمَدُ الأُرُزَ (R8/ U18), تَشْرَبُ فاطمَةُ الشَّاي (R5/ U18) and كَتَبَ أَحْمَدُ الرِّا (R3 / U18).
In addition, there are students who used the imitation of Quranic verses other than the example of Quranic verses that had been given, which is آهْدِنَا الصِّرَطَ الْمُسْتَقِيمَ (R4, R6, R8 / U17).

Verb + Noun + JARR Particle + Noun (الفعل + الاسم + الحرف + الاسم)
Examples of the Quran verses that were given to the students and met the verbal sentence pattern required are أَنْزَلَ الرَّحْمَنُ مِن شَيْءٍ ، فَضَرَبْنَا عَلَى ءَاذَانِهِمْ ، حَقَّ الْقَوْلُ عَلَى أَكْثَرِهِمْ فَعَزَّزْنَا بِثَالِثٍ and. أَنْزَلْنَا عَلَى قَوْمِهِ The majority of the students were able to answer this question correctly and there were students who answered the questions in this section by fully imitating the example of Quranic verses given as answers (R3, R5, and R7).

Many students used self-constructed verses without imitating the memorised Quranic verses. Among the examples of answers given were يَمْشِي المعَلِّمُ الى الفَصْلِ ,(R2 / U21) كَتَبَ أَحْمَد في الكِتَابِ (R4 / U20) and يَلْعَبُ فَزُرول في الْمَلْعَب (R8/U21).

Other than that, there were students who made the mistake of imitating Quranic verses by mixing Quranic verses from different surahs and wrote them as answers. Among the examples of their wrong answers are قَالَ رَّبُّهُمْ بِأَعْلَمُ بِهِمْ (R1 / U19), and وَصَدَّقَ ٱلْمُرْسَلُونَ أَنزَلَ ٱلرَّحْمَـٰنُ (R2 / U20).

Verb + Noun + JARR Particle + Noun + Noun (الفعل + الاسم + الحرف + الاسم + الاسم)
Examples of Quranic verses that were given to the students and met the requirements of the verbal sentence pattern asked were أَرْسَلْنَآ إِلَيْهِم ٱثْنَيْن and وَجَعَلْنَا فِيهَا جَنَّـٰتٍ ، وَجَعَلْنَا مِنۢ بَيْنِ أَيْدِيهِمْ سَدًّا There were students who answered the questions in this section by fully imitating the examples of Quranic verses given as answers (R3, R5, and R7).

For this verbal sentence pattern, most students used self-constructed verses without imitating the memorised Quranic verses. Some examples of the answers given were ذَهَبَ أَحْمَد (R4/ U23) نَدْرُسُ الطُّلَاب في الفَصْلِ الكَبِيرَة ,(R2/ U24) يَأْكُلُ أَحْمَد في أَمَامَ الفَضْل ,(R1/ U24) إِلى الْمَسْجِد الكَبِير يَدْرُسُ الطَالِب في مَطْعَمِ الْمَدْرَسَة and (R6/ U24).

Other than that, there were students who made the mistake of imitating Quranic verses by mixing Quranic verses from different chapters and wrote them as answers such as وَصَدَقَ ٱلْمُرْسَلُونَ أَنزَلَ ٱلرَّحْمَـٰنُ (R8 / U23).

Analysis of the Errors in the Imitation Process of Quranic Verses
The analysis of these students' answer errors is accompanied by examples of their answers and actual answers according to the types of errors. The following is a diagram showing the errors of students' answers in the test questions:
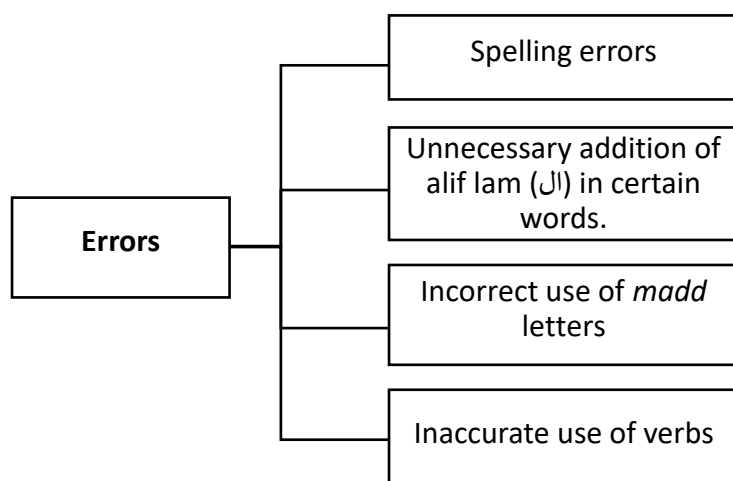

Figure 4.2 Students' Errors in Answering Test Questions
Figure 4.2 shows four (4) student errors in the test questions which are spelling, addition of alif lam (ال) in words, incorrect use of *madd* letters and inaccurate verb usage.

Spelling Errors

Misspellings in writing will result in inaccurate information being conveyed and may not be fully understood. The features of Arabic writing are very necessary so that each spelling is written accurately not only in the form of letters, but also the accuracy is necessary in dots, symbols, *syaddah* and so on.

There are several forms of Arabic spelling errors; among them are the addition of vowel letters, the reduction of vowels or consonants, the reduction of consonant punctuation and the change of letters. Here are some examples of spelling mistakes made by the students in this study.

Examples:

١- فَعَزَّزْنَا **بِثلاثٍ** (فَعَزَّزْنَا **بِثَالِثٍ**)
٢- **وَمِزَاجُحُ** من تَسْنِيم (**وَمِزَاجُهُ** مِن تَسْنِيمٍ)
٣- وَأَخْرَجَتِ الأَرضُ **أَسْقَالَهَا** (وَأَخْرَجَتِ ٱلْأَرْضُ **أَثْقَالَهَا**)

Unnecassry Addition of Alif Lam (ال) in Certain Words
In Arabic, nouns and adjectives can be of a certain form (المعرفة) or indefinite (النكرة). Nouns and adjectives of a certain form begin with the particle alif lam (ال) and cannot accept the *tanwin* line on the last letter. The noun that has Alif Lam (ال) in the Arabic language does not have the same grammatical category in Malay. Therefore, it is the biggest problem of Malay students in terms of learning, understanding and usage compared to the others (Pa, 2001).

In this study, it was found that students added alif lam (ال) in several places. This is likely to happen because the students do not practice writing Quranic verses after memorising the Quranic verses.

Examples:

١- هَٰذَا صِرَط **المستقيم** (هَٰذَا صِرَٰطٌ **مُسْتَقِيمٌ**)
٢- هَٰذِهِۦ **الجَهَنَّمُ** (هَٰذِهِۦ **جَهَنَّمُ**)
٣- وأخرجت الأرض **الأثْقالها** (وَأَخْرَجَتِ ٱلْأَرْضُ **أَثْقَالَهَا**)

Incorrect use of *madd* letters
The sign of *madd* is one of the rules of tajwid in the recitation of the Qur'an. *Madd* rule has many divisions depending on the type of letter that collides and the position of the sentence. Mistakes in the use of this *madd* sign involve the errors made related to the short and long length of recitation of the Quranic verses that involve *harakaṯ*. *Harakaṯ* is the short and long duration of the voice when hiding an Arabic letter in the recitation of the Quran.

In this study it was found that some students made a mistake when rewriting the verses of the Quran without putting a *madd* letter in the right place. This likely happened due to the lack of drills to rewrite the verses of the Qur'an after memorising it. Drilling method is an important method in language skills because skills are necessary to the process of repeating what is learned, spoken or written.

Examples:

١- هَٰذَا **صِرط** (هَٰذَا **صِرَٰطٌ**)

٢- **قل** قائل (**قَالَ قَآئِلَ**)

٣- **وأخراجت** الأرض أثقالها (**وَأَخْرَجَتِ ٱلْأَرْضُ أَثْقَالَهَا**)

٤- وعد **الرحمن** (**وَعَدَ ٱلرَّحْمَـٰنُ**)

Inaccurate Verb Usage

Verbs are all words that indicate the meaning of an action or behaviour that is accompanied by a description of time. Time in Arabic was originally understood from the form of the verb itself because the verb and time are expressed simultaneously. Whereas in the Malay language, verbs and time are two separate things and they are not mentioned at the same time. Thus, the Malay students often face difficulties in mastering verbs in Arabic.

For this verse of the Quran, the students made the mistake of putting the wrong verb in the verse. It is a syntactic error when the students use the plural form of verb for the One God. This happened most likely because the students didn't repeat as much to strengthen the memorisation of the verses of the Quran.

Example:

١- ربهم **يعلموا** بهم (**رَّبُّهُمْ أَعْلَمُ بِهِمْ**)

Discussion

Based on the analysis conducted, the researcher can conclude several things about the construction of sentence patterns by the students through imitation of Quranic verses, which are:

1. The findings for the first objective, overall, it shows that it is easier for the students to construct using nominal sentences pattern through the imitation of Quranic verses, compared to verbal sentences. This coincides with the findings Ahmad (2003) which states that students tend to use nominal sentence pattern compared to verbal sentence pattern as they are influenced by the sentence patterns in Malay language whereby the sentence in Malay often begins with a noun.

2. Other than that, only a few of them were able to build nominal sentence pattern and verbal sentence pattern well using the imitation of Quranic verses. They were excellent students in memorising the Quran. This coincides with the study of Rosidah, (2015) that there is a positive influence between memorising the Quran and the learning performance of Arabic.

3. There were students who made the mistake of imitating the verses of the Quran to build nominal sentence pattern (اسم+ اسم). They imitate the verses of the Qur'an that have the same pattern, but it is not a nominal sentence. Examples: وَٱلْقُرْءَانِ ٱلْحَكِيمِ and ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ This may be due to the fact that students had difficulty understanding the requirement of the question which requires them to construct nominal sentences rather than just stating the nouns. This finding is in line with the study of Hashim (2008) who stated that the most difficult aspect to be mastered by students is focused on grammar (grammar).

4. In addition, the results of the study found that there were a few students who were able to provide answers using imitations of Quranic verses other than the examples of Quranic

verses that had been given. This shows that they were able to apply the knowledge learned well.

Conclusion and Recommendations Required

Based on the findings of the study that has been conducted, it was found that only some students are able to master the construction of nominal sentence patterns and verbal sentence patterns through the imitation of Quranic verses. Students who can construct a nominal sentence pattern and verbal sentence pattern using the imitation of verses of the Qur'an are those who excel in memorising the Qur'an. In addition, it can be concluded that the method of constructing sentences using the imitation of Quranic verses is well received by the students.

There are several suggestions for teaching and learning sentence construction and one of it is using the imitation of Quranic verses which should be accompanied by teaching *imla'* (spelling) to reduce the risk of students making spelling errors while imitating Quranic verses. Students need to be trained to pronounce a word correctly according to the correct *makhraj* of letters and long and short vowels. In addition, teachers should include the element of grammar when implementing teaching using the imitation of Quranic verses. Teachers also need to increase training so that students are more confident in learning as well as diversify the use of sentence patterns so that the students can familiarise themselves to the variety of sentence patterns.

Finally, it is hoped that the results of this study will give an impact and be a reference to all parties in the teaching and learning process and can be given more attention to, especially in the domain of writing skills.

Implications of the Study

In this section, the discussion covers the implications of the study through the discussion of findings of previous studies. Among the implications discussed are theoretical implications and practical implications.

Theoretical Implications

Based on the findings of the study, the researcher found that this imitation theory is very practical in the learning of building Arabic verse patterns through the imitation approach of Quranic verses. This is because this imitation approach provides a basis for students to construct good and accurate sentence patterns according to Arabic style.

In addition, the researcher also found that the verses of the Qur'an are very suitable to be applied in the construction of Arabic sentence by students who are weak in Arabic writing as well as able to attract students to be closer to the Quran.

Practical Implication

The practical implications found by the researcher in this study is teaching of sentence construction does not only focus on the aspects of sentence patterns such as اسم + اسم or فعل + فعل, in fact, it should include the discipline of knowledge such as touching on the two main elements of sentence construction which are subject (المبْتَدأ) and predicate (الخَبَرُ) as well as the grammatical rules related to both of these components.

References

al-Quran al-Karim

Abbuhl, R. (2011). *Using models in writing instruction : A comparison with native and nonnative speakers of english.* Retrieved from http://sgo.sagepub.com.

Abd Aziz, N. H. (2015). Penggunaan Imitasi dalam penulisan karangan bahasa Arab dalam kalangan pelajar universiti. Tesis Sarjana, Universiti Malaya.

Abdullah, N. (2003). *Analisis sintaksis bahasa Arab dan implikasi kesilapannya ke atas makna*. Tesis Sarjana, Universiti Malaya.

Ahmad, Z. A. (2003). *Kemahiran menulis bahasa Arab di kalangan pelajar Melayu: satu kajian kes.* Tesis Sarjana, Universiti Malaya.

Bandura, A. (1963). The role of imitation in personality development. *Journal of Nursery Education, 18*(3): 207–215.

Chua, Y. P. (2011). *Kaedah dan statistik penyelidikan buku 2: Asas statistik penyelidikan (Edisi Ke-2).* Kuala Lumpur: Mc Graw Hill Education.

Darusalam, G., & Hussin, S. (2016). *Metodologi penyelidikan dalam pendidikan.* Kuala Lumpur: Universiti Malaya.

Karim, N. S. (2004). *Bahasa Melayu sedekad yang lalu*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Konting, M. M. (2009). *Kaedah penyelidikan pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Lebar, O. (2017). *Penyelidikan Kualitatif pengenalan kepada teori dan metode (Edisi Kedua)*. Tanjung Malim, Perak: Universiti Pendidikan Sultan Idris.

Mahmood, M. U., & Zailaini, M. A. (2017). Kemahiran menulis jumlah bahasa Arab. T*he Online Journal of Islamic Education, 5*(1), 20–27.

Isa, M. S. N., Abdul Rahman, A., Ku Azizan, K. F., & Jamali, H. N. (2016). Menulis ayat Arab melalui teknik sinambungan visual-gambar. *Journal of Social Sciences and Humanities, 3*(3), 195–203.

Matthey, A. (2010). Imitation with intention and memory : An experiment. *Journal of Socio-Economics, 39*(5): 585–594.

Mohamed, A. K. (2001). *Teori pengajaran dan pembelajaran bahasa Arab di sekolah menengah agama di Malaysia.* Skudai, Johor: Universiti Teknologi Malaysia.

Mohd.Isa, G. (2011). *Pembinaan dan penilaian modul pengajaran pola ayat bahasa Arab*. Tesis PhD, Universiti Malaya.

Muda, K. (2015). *Maklum balas penulisan karangan bahasa Arab pelajar tingkatan empat melalui kaedah pembelajaran koperatif*. Tesis Sarjana, Universiti Putra Malaysia.

Mustapha, N. F. (2010). Mengaktifkan maklumat sedia ada: Tips pengajaran membaca yang efektif dan praktikal. Dlm. Che Radiah Mezah (Ed.), *Pengajaran bahasa Arab: himpunan pedoman buat guru dan bakal guru* (Siri 1, 64–74). Serdang: Universiti Putra Malaysia.

Mustapa, N. S., Zailani, S., Ab.Ghani, S., Hashim, U. H., & Shaadon, Z. (2012). Kajian meningkatkan kemahiran asas membaca teks Arab melalui kemahiran membaca al-Qur'an dan kaedah latih tubi. *Persidangan Kebangsaan Pengajaran dan Pembelajaran Bahasa Arab*, (2012), 236-254.

Norudin, N., Din, N. M., Raja Sulaiman, R. H., & Mustafa, Z. (2014). Pengaruh bahasa ibunda terhadap pembinaan struktur ayat bahasa Arab dalam kalangan pelajar Unisza. *Seminar Pengajaran & Pembelajaran Bahasa Arab, (2014)*, 1-10.

Nurbayan, Y. (2011). Using the imitating model techniques on Insya teaching for improving the student's writing ability in thesis. *International Journal for Educational Studies , 4*(229), 99–106.

Pa, M. T. (2001). Perbandingan ciri umum Nahu bahasa Arab dan bahasa Melayu dan kaitannya dengan kesulitan pelajar Melayu mempelajari bahasa Arab. *Jurnal Bahasa Moden, 13*(1): 139-141.

Punch, K. F. (2001). *Introduction to social research – Quantitative & Qualitative approaches*. London: Sage Publication.

Rosidah, H. (2015). *Pengaruh kemampuan menghafal al-Quran terhadap prestasi belajar bahasa Arab siswa Tahfiz MTs. YAPI PAKEM SLEMAN.* Tesis Sarjana, Universitas Islam Negeri Sunan Kalijaga Yogyakarta.

Rumelhart, D. E. (1980) Schemata: the building blocks of cognition. In: R.J. Spiro et al. (eds) *Theoretical issues in reading comprehension*, (1st Edition, 33-58). Hillsdale, NJ: Lawrence Erlbaum.

Saeidi, M., & Sahebkheir, F. (2011). The effect of model essays on accuracy and complexity of EFL learners' writing performance. *Middle-East Journal of Scientific Research, 10*(1): 130–137.

Samah, R. (2012). Isu pembelajaran bahasa Arab. *Persidangan Kebangsaan Pengajaran Dan Pembelajaran Bahasa Arab*, (*2012)*, 286–300.

Samah, R. (2013). *Kaedah pengajaran kosa kata bahasa Arab untuk pelajar bukan Arab.* Negeri Sembilan: Penerbit USIM.

Samah, R. (2012). Pembinaan ayat bahasa Arab dalam kalangan lepasan sekolah menengah agama. *GEMA: Online Journal of Language Studies, 12* (2), 555–569.

Baharum, S. A., & Samah, R. (2015). Persepsi pelajar universiti awam terhadap kesalahan bahasa Arab: Faktor penyumbang dan implikasi. *Sains Humanika, 6*(1): 35–42.