An Analysis of Arabic Writing Skills *(Mahārah al-Kitābah)* in *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah* Based on the Reference Framework for Teaching Arabic to Non-Native Speakers (IMTA') with Multiple Teaching and Assessment Strategies

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Abstract	This study aims to analyze *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah* using the IMTA' Reference Framework for Teaching Arabic to Non-Native Speakers (Development – Instruction – Training). Employing a qualitative descriptive method with a content analysis approach, the research finds that the book fully conforms to the IMTA' framework**.** The approach used in this research is qualitative, employing the content analysis methodology. This study utilizes a single instrument, namely documentation, supported by several scholarly references. Based on the collected data, several stages of data analysis were carried out**.** Based on the analysis, formal writing skills fall under the category of *Mustawā al-Tamayyuz* (Excellence Level), while non-formal writing skills are categorized under *Mustawā al-Tahyiī'ah* (Preparation Level). Furthermore, the stages of writing-skill development are situated within cognitive processes and coherence, which correspond to *Mustawā al-Kifāyah* (Proficiency Level). Furthermore, five stages in the writing process have been analyzed using the IMTA' framework, and five corresponding strategies for developing writing skills have been identified, all of which align with the principles of the IMTA' framework.
Keywords	Analysis; IMTA'; Writing Skills.

INTRODUCTION

After several years of studying and deepening my knowledge of the Arabic language, I still encounter obstacles in mastering and using it for proper and effective communication. The learning journey began in Madrasah Ibtidaiyah (MI), continued through Madrasah Tsanawiyah (MTs), and progressed to Madrasah Aliyah (MA). In total, it encompasses 12 years of Arabic language education, involving various curriculum models and learning achievement targets in Arabic language instruction (Nurdianto & Ismail, 2020). The process of teaching Arabic to non-native speakers is inextricably linked to various challenges that necessitate thoughtful consideration, thorough research, and focused attention. As is widely recognized, the curriculum is one of the most essential elements in the educational process. It is undeniable that the curriculum forms the core of education itself, as no educational process can exist without a curriculum (Rosyad et al., 2024).

One of the prominent forms of art in the Islamic tradition is the art of calligraphy. Calligraphy has emerged and developed significantly over time. This is evident in the architecture of many mosques, which are adorned with decorative calligraphic inscriptions often featuring verses from the Qur'an, prophetic traditions (ḥadīth), or other beautiful and motivational expressions (Efendy, 2016). Writing is a skill that requires consistent practice and a long-term commitment; it cannot be mastered in a short period. Through writing, creative ideas can be expressed and articulated. Writing serves as an essential means of implementing and conveying one's abilities to the public (Setyowati, 2020). As with other forms of literacy, writing becomes a medium of communication that transcends the limitations of space and time (Nilma Wahyuni Nasution, 2024). Writing is also a communicative skill that functions within social life, both individually and collectively. It is regarded as the highest form of thought expression, as it integrates language proficiency and cognitive processes simultaneously (Mahyaddin et al., 2024).

The Reference Framework for Teaching Arabic to Non-Native Speakers is a systematic guideline designed to enhance the effectiveness of the Arabic language teaching and learning process for non-native speakers. This framework serves as a foundation for designing curricula, assessing language proficiency, and developing instructional strategies that are aligned with learners' needs and backgrounds. Arabic possesses complex linguistic and sociocultural characteristics, such as the distinction between *Fusha* (Modern Standard Arabic) and various local dialects. Therefore, teaching Arabic to non-native speakers requires a different approach compared to other foreign language instruction. This reference framework is designed to address these

challenges by offering a structured, gradual, and integrated learning model (Mustaufiy, 2020).

This framework adopts proficiency levels based on international standards, such as the CEFR (Common European Framework of Reference for Languages), which range from A1 (beginner) to C2 (advanced), while adapting them to the context and characteristics of the Arabic language. It encompasses four core skills—listening, speaking, reading, and writing—as well as other linguistic components such as grammar, vocabulary, and cultural competence. Furthermore, the framework promotes the use of communicative and contextual teaching methods, along with the integration of technology and authentic media to create meaningful and relevant learning experiences (Mitrajati et al., 2025).

Several previous studies have conducted content analyses of textbooks related to the teaching of *maharah* (language skills). One such study, study aimed to analyze the writing skill content in an Arabic language textbook published by the Indonesian Ministry of Religious Affairs in 2020, to assess its alignment with the standards for Arabic textbook development. Using a descriptive-analytical method with a qualitative approach, the research examined the extent to which the book's content aligns with established standards. The findings revealed that, out of seven writing skill content standards proposed by Abdurrahman Fauzan, three were fully met, three were not yet present in the textbook, and one required further development (Syukron et al., 2023).

The first study, This research employed a library research method, using primary data from the writing tasks in the student worksheets and secondary data from books and articles related to the teaching of speaking and writing skills(Hidayah, 2024). The analytical technique used was descriptive analysis. The findings indicated that several tasks in the student worksheets, such as items 4 and 6, aligned with Al-Khuli's categories of writing skill tests—for instance, tasks that assess the ability to construct sentences according to specific grammatical rules and those that evaluate the ability to copy text accurately. However, some tasks focused more on other skills, such as grammar, translation, and reading, and were thus less suitable for evaluating writing ability. The study recommends that test items should be better aligned with the specific goal of assessing students' writing competence effectively (Hasbi et al., 2024).

The second study is a library study that utilizes qualitative data by analyzing instructional materials. The findings indicate that the instruction of writing Hijaiyyah letters for the development of maharah kitabah (writing skills) in early childhood teaching materials involves several components: adding diacritical marks to letters, imitating letter forms, connecting letters, and

writing letters based on designated topics. The process includes selecting and introducing specific Hijaiyyah letters, demonstrating how to write them, and connecting them according to the chosen instructional focus. The instruction of Hijaiyyah letters aligns with the essential components of writing skill development outlined in the teaching material (Rahman, 2021).

In this study, the researcher will discuss the analysis of *maharah al-kitābah* (writing skills) in the book *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment* by Khatim Khusain Bases, based on the IMTA' framework. The reference framework for teaching Arabic to non-native speakers plays a crucial role in developing writing skills, one of the four fundamental language competencies. Within this framework, writing is not merely viewed as the end product of language learning, but rather as a cognitive and communicative process that must be gradually and systematically developed through writing approaches, instruction, and training. Addressing the academic gap in this area is highly important, considering the absence of a systematically structured Arabic reference framework for teaching Arabic to non-native speakers (Sanah & Hamid, 2020).

Based on the background previously explained, the objective of this research is to examine the extent to which the content of writing skills in the book *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah* by Khatim Khusain Bases aligns with the IMTA' framework for teaching Arabic to non-native speakers. The analysis focuses on four key aspects: learning objectives, types of exercises, teaching strategies, and evaluation methods.

METHOD

Approach and Method: The approach used in this research is a qualitative one, employing the content analysis methodology. This method is selected to analyze and interpret the contents of the book *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment* by Khatim Khusain Bases, specifically in the context of teaching *maharah al-kitābah* (writing skills). The content will be analyzed using the theoretical foundation of the *Reference Framework for Teaching Arabic to Non-Native Speakers (Development – Instruction – Training),* also known as IMTA'. Subjek dari penelitian ini adalah buku *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment* by Khatim Khusain Bases, dan landasan teori Reference Framework for Teaching Arabic to Non-Native Speakers (Development – Instruction – Training)" IMTA'.

The sample in this study is the content of the book *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment* by Khatim Khusain Bases. This study employs a single instrument, namely documentation, supported by several scholarly references. Based on the collected data, several stages of data analysis were carried out. The data were analyzed using the content analysis method by categorizing the writing skills content found in the book according to the seven indicators of instructional material development derived from the IMTA' framework. The researcher identified, coded, and interpreted the content to assess its alignment with the standards of Arabic language instruction for non-native speakers.

The primary data in this study are derived from two main sources that serve as the core of the analysis. The first source is the book *Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment* authored by Khatim Khusain Bases. This book contains the design of instructional materials, teaching techniques, and assessment strategies related to the instruction of *Mahārah al-Kitābah* (writing skills). It functions as the central object of analysis to examine how writing skills are presented, developed, and evaluated within the learning process. The second primary source is the *Reference Framework for Teaching Arabic to Non-Native Speakers (Development – Instruction – Training) "IMTA'"*, which is used as an official benchmark. The IMTA' framework provides standardized competencies, indicators, and instructional guidelines that support the evaluation of the book's alignment with recommended practices in teaching Arabic writing skills to non-native speakers (Maulana & Ibrahim, 2023).

The secondary data in this study are obtained from various supporting literature sources that strengthen the analysis and provide a comprehensive theoretical foundation. These sources include books that discuss theories of Arabic language instruction, particularly those focusing on the development of *Mahārah al-Kitābah* (writing skills), foreign language teaching strategies, and modern instructional approaches such as communicative, integrative, and task-based learning (Syagif, 2018).

FINDING AND DISCUSSION

Findings

According to the book *"Tanmiyat Mahārāt al-Qirā'ah wa al-Kitābah: Multiple Strategies for Teaching and Assessment" by Khatim Khusain Bases, writing plays a crucial* role in psychological therapy. Through writing, individuals can express themselves, their problems, and psychological pressures, which can in turn help improve both their mental and intellectual well-being. Furthermore, writing

holds significant educational value in the learning process, as it helps to develop students' cognitive abilities(Priyatmi, 2021). The act of writing provides a space for students to think, reflect, select, organize, and express ideas in a correct and creative manner(HS, 2020). Writing also strengthens vocabulary, language style, structure, and sentence composition skills. Through writing, students can cultivate the artistic value of their expression in various forms such as essays, articles, diaries, notes, ideas, letters, and more (Ḥusain, 2011).

The Teaching of Mahārah Kitābah in the Book *Tanmiyah Mahārah al-Qirā'ah wa al-Kitābah* by Khatim Khusain Bases

There are seven categories of *maharah kitābah* (writing skills) according to Khatim Khusain Bases: 1) Writing and language skills, 2) The definition of writing and written expression, 3) General writing skills, 4) Writing between communicative and creative functions: functional writing and creative writing, 5)The nature of the writing process, 7) Approaches to writing instruction: the traditional approach and the conventional approach, 8) A proposed model for developing writing skills (Husain, 2011).

The Teaching of *Mahārah Kitābah* (Writing Skills) Based on the Theory of the Reference Framework for Teaching Arabic to Non-Native Speakers (Development – Instruction – Training), known as IMTA'.

The Reference Framework for Teaching Arabic to Non-Native Speakers adopts a proficiency-level restriction approach based on an agreed-upon reference framework. The aim is to ensure that each linguistic level has clear criteria and a vision that can be utilized for designing textbooks, exams, proficiency-level tests, and other tools. This framework also facilitates a clear distinction between language levels through the use of specific color codes assigned with particular meanings. When applying these colors, it is essential to note that they follow a natural gradient from light to dark, representing progression.(CEFR, 2018).

It is important to note that colors such as red, for example (in a "vertical representation" system), are often used to indicate warnings or danger. As a result, in certain cultures, red may carry negative connotations that could hinder learners' motivation. This cultural perception can potentially impact learners' progress in acquiring the Arabic language. Below is a table illustrating the color-coding system, showing the meaning of each color in relation to linguistic proficiency levels.

- المستوى الأول : مستوى التهيئة
- المستوى الثاني : مستوى الكفاية
- المستوى الثالث : مستوى التميز
- المستوى الرابع : مستوى الفصاحة

Beginning Learner *Al-Mustawā Al-Awwal: Mustawā Al-Tahyī'ah*

This level represents the phase of breaking down barriers between the learner and the Arabic language, and marks the stage of initial linguistic performance. At this stage, learners begin to perceive the sounds of Arabic, train their ability to distinguish and pronounce them, even if still in a very limited capacity(Wahyuni et al., 2025). This stage also supports a positive approach toward Arabic grammar, the development of writing skills in Arabic, and the initial awareness of the learner's own capacity to acquire the language.

1. The skill of producing Arabic, both orally and in writing:
   a. At this stage, learners are expected to be able to speak in Arabic and write Arabic symbols (speaking–writing), through vocabulary supported by images. Alternatively, this can also be achieved by presenting audio examples, which learners then transcribe through dictation."
   b. At the beginner level, when speaking or writing, learners at this stage can be understood to a certain extent by listeners or readers who are familiar with their language use, as they are beginning to grasp the linguistic system of the Arabic language
2. Receptive skills in Arabic, both oral and written
   a. During the receptive phase of learning, novice learners demonstrate the ability to write basic Arabic vocabulary about common themes such as food, drinks, clothing, and household objects (Al-Khalīj, 2023).

Intermediate-Level Language Learners *Al-Mustawā Al-Thānī: Mustawā Al-Kifāyah*

This proficiency level is characterized as the initial stage of limited linguistic performance, where language learners interact with elements of everyday life that are separate from general routines, usually related to personal life within their immediate environment. Consequently, the context of usage remains very basic—similar to common daily situations and not in-depth(Nufus, 2024). This level is broader than the pre-beginner stage, as it marks the beginning of actual language use by the learner, and foreign learners of Arabic begin to utilize the language actively. It also serves as the starting point for non-native learners studying Arabic, regardless of their age or educational background—whether at the elementary level, secondary (preparatory) programs, high school, university, or even postgraduate studies.

1. Productive Skills in Arabic: Speaking and Writing**:**

   a. At this stage, when speaking or writing, the language produced by learners becomes reasonably comprehensible, particularly to listeners or readers who are familiar with the learners' language use. This is due to their emerging mastery of the Arabic linguistic system at this level.

   b. At this level, learners can engage in more confident and sustained conversations. They can respond to questions directed at them using more descriptive language (in terms of vocabulary and structure). They are also capable of writing short texts on specific topics that include some detailed information, using relatively simple expressions and with limited coherence between ideas, yet still maintaining relevance to the topic (Al-Khalīj, 2023).

Third-Level Learners – The Stage of Proficiency *Al-Mustawā Al-Thālith: Mustawā Al-Tamayyuz*

This level of fluency is characterized by the learner's ability to use more developed language. The learner is capable of producing sentences and linking them sequentially, as well as composing paragraphs that include explanations and details in a simple style. Learners begin to reach this stage after successfully mastering the objectives of the previous proficiency level—specifically, upon achieving at least 70% competence across the four language skills (listening, speaking, reading, and writing). This development is reflected in the gradual improvement of vocabulary and grammatical structures, as well as increased fluency in speaking, listening, reading aloud, and expressive writing.

1. The skill of producing Arabic, both orally and in writing:

   a. At the advanced proficiency level (Distinguished Level), learners can handle complex topics related to work or everyday life, both in formal and informal settings. They can convey

information, write simple reports, or provide explanations of maps and graphs by the end of this level**.**

b. When speaking or writing, the learner's language is generally understandable to listeners or readers who are familiar with the learner's style, both orally and in written form.

c. At this level, the learner can use a wide range of vocabulary, structures, and language styles, allowing both their writing and speech to reflect deeper thinking and to convey ideas in a more structured and varied manner (Al-Khalīj, 2023).

Learner at the Fourth Proficiency Stage*: Al-Mustawā Al-Rābi': Mustawā Al-Faṣāḥah*

This stage is characterized by the learner's ability to master most of the linguistic system in the Arabic language and to use it with full awareness. The learner demonstrates a significant improvement in language skills and linguistic performance. They can speak with a high level of fluency, using a broad and effective range of language styles. They can also describe events in the past, present, and future, employing a variety of sentence structures and forms, while achieving a high level of clarity.

1. The skill of producing Arabic, both orally and in writing:

   a. At the end of this stage, learners will be able to write or speak by producing original texts, using appropriate vocabulary, logical and clear sequencing, as well as well-organized and accurate structures to express meaning precisely.

   b. By the end of this stage, learners are also able to write or retell a story they have heard or read. Utilizing their proficiency in classical Arabic, they can produce various forms of literary works, such as stories, articles, or poetry

   c. At this stage, learners demonstrate clear diversity in their narrative style and language register. They are capable of adjusting their writing or speech according to the type of audience they are addressing.

   d. Learners are also able to independently and efficiently review, revise, and reorganize their written or spoken output.

2. Receptive skills in Arabic, both oral and written

   At this stage, learners can naturally comprehend subtle details and implicit or implied meanings. They can understand the dominant relationships within a text or conversation (both written and spoken) that possess a high level of abstraction, such as academic discourse, complex conversations or dialogues, as well as content from radio programs, television broadcasts, and

academic lectures, with ease and accuracy(Al-Khalīj, 2023).

Discussion

In IMTA', formal writing is categorized within the third stage of learning, *Mustawā Al-Tamayyuz* (the proficiency level of excellence). At this stage, learners are guided to connect sentences and form coherent paragraphs. Furthermore, the sentences are constructed using vocabulary that the learners have already mastered. This aligns with IMTA', formal writing is categorized within the third stage of learning, *Mustawā Al-Tamayyuz* (the proficiency level of excellence). At this stage, learners are guided to connect sentences and form coherent paragraphs. Furthermore, the sentences are constructed using vocabulary that the learners have already mastered. This aligns with the research conducted by Munawarah, which states that formal writing skills are intended for advanced learners. These learners are expected to be able to write paragraphs, letters, various types of essays, and reports (Munawarah 2021). Furthermore, in IMTA', non-formal or creative writing is categorized at the beginner learner stage, *Mustawā Al-Kifāyah* (the competency level). At this stage, learners are guided to express ideas, write short texts, and convey detailed information using simple expressions. This is in line with the research conducted by Kharashi, which states that formal writing skills are highly effective in assisting non-Arab learners in developing their writing abilities (Nasirudeen et al., 2024)

Furthermore, the book *Tanmiyah Mahārah al-Qirā'ah wa al-Kitābah* by Khatim Khusain Bases explains several stages in the writing skill development process, namely through cognitive processes and coherence processes. In the cognitive process, learners connect various skills they have mastered with their writing skills. Moreover, in the coherence process, learners can create integration or harmony throughout the writing process, enabling them to produce well-structured expressions. In IMTA', the above processes are categorized under both levels of **Mustawā Al-Kifāyah** (competency level)(Mutiara et al., 2025). At this stage, learners are capable of writing expressions that correspond to their understanding and maintain coherence in their writing. This research, conducted by Aulia Rahmah, suggests that writing skills can be easily acquired if a child possesses certain foundational skills. This study demonstrates that if a child can automatically master reading skills, they will also be able to master writing skills. Furthermore, in terms of coherence, children can write in forms such as Arabic letters (huruf hijaiyah), connect the letters, select appropriate letters, and align the letters properly (Rahman, 2021).

In the book *Tanmiyah Mahārah al-Qirā'ah wa al-Kitābah* by Khatim Khusain Bases, the approaches to writing discussed include the following: First, the traditional approach. This approach emphasizes that writing is not merely copying words or jotting them down on paper, but rather a process that produces a complete written language product. Furthermore, this approach highlights that writing involves the cognitive activities of generating ideas and the technical skills necessary to produce effective and coherent texts(Nufus, 2024). Learners are also required to develop their ideas systematically in writing, resulting in clear and meaningful compositions. Second, the conventional approach views writing as a staged process that moves from the surface level of the text toward a deeper level of meaning through various stages. In other words, this writing process includes thinking, organizing, and developing ideas until a complete and meaningful text is produced. This process is flexible and recursive, allowing the writer to continuously revise and refine their writing until the desired outcome is achieved (Ḥusain, 2011).

In the book *Tanmiyah Mahārah al-Qirā'ah wa al-Kitābah* by Khatim Khusain Bases, several stages in the learning process of writing skills are explained. The first stage is the pre-writing activity. Pre-writing activities represent a crucial initial phase in the writing learning process. At this stage, students are guided to prepare all aspects that will support the success of their writing. In the approach of *Tanmiyah Mahārah al-Qirā'ah wa al-Kitābah*, pre-writing activities do not only focus on topic selection but also encompass a series of cognitive and linguistic activities that comprehensively build writing readiness. Within the IMTA' framework, pre-writing activities are categorized under the initial stage *Mustawā Al-Tahyī'ah* (Preparation Level). At this stage, learners are capable of writing basic signs in Arabic. This aligns with research by Hanif Syukron, which states that pre-writing activities begin with exercises in writing Arabic letters, diacritics (harakat), and sounds. These exercises assist learners in understanding how to write Arabic letters and diacritical marks as well as write (Syukron et al., 2023). The second stage is the early writing phase, where learners are capable of writing on a topic developed into a paragraph. In this process, learners express the ideas and information they possess in the form of gradually structured sentences. This stage requires considerable attention as it involves constructing a complete thought framework—comprising an introduction, the main body, and a conclusion. In the IMTA' framework, early writing falls under the second level, *Mustawā Al-Kifāyah* (Competency Level)(Dania et al., 2023). Learners are also able to write short texts on specific topics that include several detailed pieces of information, using simple expressions with weak cohesion between ideas, but still relevant to the topic. This aligns with

research by Zakiah Mardiah, who emphasizes that writing skills are honed through varied writing exercises(Abdul et al., 2024). In the writing exercise method, learners are assigned a range of tasks, from writing simple sentences to more complex texts, such as paragraphs, short essays, or reports. These exercises are typically designed to cover various aspects of writing, including grammar, sentence structure, idea development, narrative flow, and the use of appropriate vocabulary (Nasution et al., 2023).

The third stage is the pause and reading phase. This stage serves as a reflective break in the writing process. Learners are asked to pause their writing activities and reread what they have written. The purpose is to allow them to examine the flow of ideas, coherence between sentences, and clarity of thoughts. By reviewing their own writing, students begin to recognize errors or deficiencies in sentence structure, word choice, or the relevance of the content to the main topic. This stage also trains students to become critical readers of their own work. In the IMTA' framework, this category falls under the third stage, *Mustawā Al-Tamayyuz* (Excellence Level)(Ikhlasulamal, 2022). At this stage, learners are already capable of selecting vocabulary appropriate to their writing and determining the main ideas within their text. This aligns with research by Fikriyah Mahyaddin, who emphasizes that learners must be guided during the maharah kitabah (writing skills) learning process to avoid mistakes in Arabic letter formation and sentence grammar. She also advocates providing exercises such as reading qawaid nahwu (grammar rules) and sharaf (morphology) to prevent common errors in Arabic writing (Mahyaddin et al., 2024).

The fourth stage is the revision and editing process. After rereading, learners enter the revision phase, where they make improvements to their writing based on their previous observations and feedback. These improvements may include clarifying ambiguous ideas, correcting sentence structures, adding or removing information, and fixing grammar and spelling errors. Teachers typically provide feedback or corrections either directly or through group discussions. This stage is crucial as it helps students produce more polished and communicative texts (Abdul et al., 2024). This aligns with the research conducted by Eras Tandi Kapang, who emphasizes that during the revision and editing stage, learners review their writing framework in terms of content for improvement steps. Learners may replace, add, move, or remove specific parts of sentences. After the revision stage, the editing phase focuses on the mechanical aspects of writing, such as spelling, punctuation, and language conventions(Tandi Kapang, 2023). Furthermore, the fifth stage is the final stage of the writing process. After going through the processes of rereading

and revising, students rewrite their work in a neat, complete form that is ready to be published or submitted. This final draft represents the culmination of the thinking, organizing, and refining processes undertaken previously. Students are encouraged to pay attention to the neatness of their handwriting, clarity of content, and conformity to linguistic norms. The final product represents the true extent of their writing ability. In the IMTA' framework, this category falls under *Mustawā Al-Faṣāḥah* (fluency level). At this stage, learners demonstrate a clear diversity in their narrative style and linguistic proficiency(Maharani, 2024). They can adjust their writing or speech according to the type of audience they face. Learners are also capable of independently reviewing, correcting, and reorganizing their texts or speeches efficiently (Nuraini, 2022). The sixth stage is the publication stage, where the revised and edited writing is ready to be shared with readers. This stage signifies that the writer (Rahmawati, 2018) has completed the entire writing process, from pre-writing, drafting, revising, and editing, to publishing the final version. In the IMTA' framework, this category falls under *Mustawā Al-Faṣāḥah* (the level of fluency). At the end of this stage, learners are also capable of writing or retelling a story they have heard or read. By utilizing their literary Arabic skills, they can produce a variety of written works, including stories, articles, and poetry. This aligns with the research conducted by Rahmat Sultan Hardi**,** who emphasized that the final stage of publishing written work in writing instruction serves as a form of motivation for students to ensure that their writing is preserved and valued(Hardi, 2024).

Writing is a naturally complex and structured process, consisting of sequential steps that must be properly executed. This cannot be achieved by a student except through consistent training and practice, as well as through the implementation of various writing tasks using effective instructional methods based on a procedural approach to teaching writing. Today, it is well known that there are several methods for developing writing skills. In the book *Tanmiyah Mahārah al-Qirāʾah wa al-Kitābah* by Khatim Khusain Bases, five proposed models for developing writing skills are presented.

Figure 2. Writing Skills Learning Framework
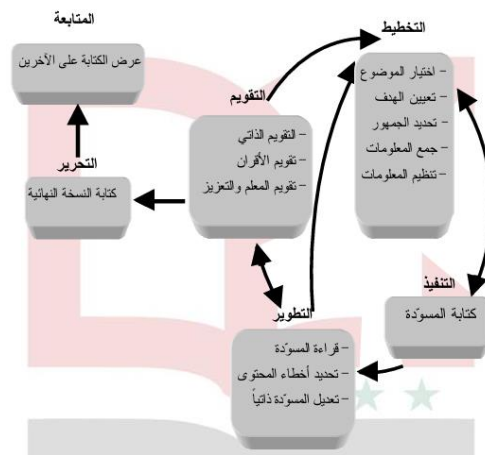
The First Stage: Preparation/Planning Stage Determining and selecting a topic is the initial and essential step in the writing process (Muslim, 2021). This aims to guide students in identifying both the general and specific objectives they wish to achieve, as well as in defining the content of the writing and the target audience. Afterward, students engage in exploratory reading and information gathering, compiling ideas, organizing them, and structuring their thoughts. Next, students move to the implementation stage by writing the first draft (rough draft) (Nuraini, 2019). After completing the draft, they begin rereading it to carry out development and refinement by comparing it with the original plan and identifying any errors. In the IMTA' framework, this initial writing phase falls under the category of "*Mustawā Al-Tahyī'ah*" (Preparation Level)**.** At this stage, learners begin to receive Arabic language sounds, practicing their ability to distinguish and pronounce them, albeit within a very limited range. This stage also serves as foundational support for fostering a positive approach toward Arabic grammar, developing writing skills in Arabic, and nurturing learners' early awareness of their language learning abilities. This aligns with research conducted by Siti Melasari, who emphasized that writing skills at the early stage should focus on formulating lesson plans (*Rencana Pelaksanaan Pembelajaran*, RPP) (Melasari, 2017)**.** The Second Stage: Implementation and Incubation. At this stage, the learner begins to transform the plan previously developed into an actual text (Kinanti, 2021). They start writing the first draft, which incorporates all the steps and processes carried out during the planning stage. In the IMTA' framework, the implementation process is categorized under the "*Mustawā Al-Tahyī'ah*" (Preparation Level)**.** At this stage, learners are capable of writing short sentences that are linked to visual prompts (such as images) or connected to the titles of other texts. This is in line with research conducted by Mardiyah, who

emphasized that instructional implementation, in the form of strategies applied during the learning process, is realized through the learner's ability to develop paragraph structure. This process involves the concrete steps for applying or implementing the instructional design content, particularly through the enactment of classroom action strategies (Melasari, 2017).

The Third Stage: Development Stage The development stage involves careful and active monitoring of the various steps that have been carried out, including planning, critical rereading, and comparing the draft with the initial plan. In the IMTA' framework, this stage is categorized under the "*Mustawā Al-Kifāyah*" (Sufficiency Level). At this stage, learners can expand on their ideas and combine multiple sentences cohesively. This aligns with research by Nazwa Awallul Rahma, who emphasized that strategies in teaching writing skills include developing keywords, expanding topic sentences, and elaborating on titles (Nazwa Awallul Rahma et al., 2024). The fourth stage of evaluation involves assessing the written product, both in terms of its content and the errors that appear in the initial version. This evaluation is conducted based on an approach that assesses content and ideas, utilizing criteria that align with the evaluation of writing performance. In IMTA', this stage is categorized as Mustawā Al-Tamayyuz. At this stage, learners are guided to evaluate the writing they read. This aligns with research written by Kharashi Nasirudeen Abdur Razaq, who emphasized that learning writing skills can be evaluated using a whole language approach in developing several creative writing skills necessary for foreign learners at the intermediate level (Nasirudeen et al., 2024). The fifth stage of editing and follow-up involves finalizing the topic, focusing on the skills required for effective writing appearance and organization. This stage is the result of the writing development process. It reflects the achievement of standards related to content, form, style, and writing process criteria that were carried out in the previous stages (Mitrajati et al., 2025). Following this, there is a follow-up stage, which involves publishing the writing results and sharing them with others, as well as receiving reinforcement through social communication, encouraging students to undertake additional writing tasks. In IMTA', this stage is categorized in Mustawā Al-Faṣāḥah. At this stage, learners are guided to be able to explore writing topics that are deeper, broader, and clearer. Learners are also able to review, correct, and rearrange their writing or speech independently and efficiently. This is in line with research written by Fahmi Amri Harahap, who emphasized that peer review is another strategy that has been proven effective in improving the ability of classmates' writing (Harahap, 2024).

CONCLUSION

Analysis of writing skills (Mahārah al-Kitābah) in the book Tanmiyat Mahārāt al-Qirāʾah wa al-Kitābah by Khatim Khusain Bases shows that this book effectively integrates various teaching and assessment strategies that are in accordance with the reference framework for teaching Arabic to non-native speakers ("IMTAʾ"), which includes aspects of development, teaching, and training. This book offers a comprehensive approach to writing skills, emphasizing the key stages in language learning, from planning and drafting to revision and publication. Writing activities are designed to build communicative, creative, and structured language competencies according to the needs of non-native speaker learners. Through a dual strategy-based approach and linkage to IMTA standards, this book supports the gradual and continuous development of students' writing skills, encompassing both form, content, and style. Therefore, this book can be considered an effective and relevant teaching resource to support professional Arabic instruction for non-native speakers.

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