The priority of istima' skills in arabic learning

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ABSTRACT

Istima' is a very important activity in our lives, and a means for the first time in human life to be able to reach the stage of good community interaction. This research is a library research, which examines various books and the results of previous research that discuss the same theme to obtain a theoretical basis for the problem under study. The objective of Istima' learning is to enrich children's vocabulary so that it helps students when learning to read and write. The istima lesson' is considered by most teachers to not need to be taught because it is already implicit in the other three components of language skills. The urgency of learning istima' skills before other language skills can be observed from the process of language development in children before they can read and write, they can speak first, what they talk about, of course not deviate from what they listen to everyday.

Introduction

Istima' is the activity of understanding subject matter by listening to it and understanding it(R. Sari & Muassomah, 2020). The aim of helping students understand the language used orally. When his listening ability is not good, he will be less than optimal in understanding a language. Istima' is a very important activity in our lives, and the first means in human life to be able to reach the stage of good social interaction. With istima' activities, everyone will gain new vocabulary, understand language styles, language forms, and grammar, as well as other people's speaking skills, such as kalam, qiro'ah, and kitabah(Baroroh & Rahmawati, 2020).

Istima' can also be interpreted as a process of listening to spoken symbols with full attention, understanding, appreciation and interpretation to obtain information, grasp the content and understand the meaning of communication that is not conveyed by the speaker through speech or spoken language. Istima' is also the first means that humans use to connect with fellow humans in certain stages, through Istima' we know mufradat, forms of amount and tarakib.

Istima' is the activity of understanding subject matter by listening to it and comprehending its content (R. Sari & Muassomah, 2020). The primary aim of this activity is to help students grasp the language that is used orally. When one's listening ability is not well-developed, their understanding of a language may be compromised, leading to less than optimal communication skills and comprehension. This highlights the importance of cultivating good listening skills, as it directly influences a person's ability to understand and use language effectively.

Istima' is not just an educational tool but a crucial activity in daily life. It is the first step in developing good social interactions and communication skills. Through istima', individuals can acquire new vocabulary, understand various language styles, forms, and grammar, and learn from others' speaking abilities, such as kalam (speech), qiro'ah (reading), and kitabah (writing)

(Baroroh & Rahmawati, 2020). Furthermore, istima' involves more than just passive listening; it requires active engagement to interpret and appreciate the meaning behind spoken words. By practicing istima', humans can effectively connect with others, understand complex communication, and enhance their overall language proficiency by learning important elements like mufradat (vocabulary), forms of jumlah (sentences), and tarakib (structures).

Research Methods

This research is library research(R. K. Sari, 2021), namely reviewing various books and previous research results that discuss the same theme to obtain a theoretical basis for the problem being studied. The main source of this research is the book Idho'at. And equipped with secondary sources in the form of journals which also discuss four Arabic language skills and other sources that support this research.

Research data analysis uses content analysis techniques through the following steps: 1) Determine the research objectives to be achieved. 2) Formulate the meaning of important terms in detail. 3) Determine the unit to be analyzed. 4) Collect relevant data. 5) Building a rational concept for or showing the relationship between one term and another term, or one concept with another concept that supports the achievement of research objectives. 6) Formulate category coding. 7) Planning conclusions.

Risults and Discussion
Definition of Istima'

Linguistic experts distinguish between listening (sima'), Istima' (istima'), and listening seriously (inshot)(Anisa et al., n.d.). Hearing is the process of listening to sounds or you can also receive sounds accidentally and without paying attention, such as listening to noise or the hustle and bustle of the street. Meanwhile, Istima' requires deliberateness and attention in listening to everything, and serious listening is a higher level above Istima' which requires more concentration and attention from the speaker.

There are four elements in the Istima' process, these elements are very closely related and one cannot be left out. Including understand the general meaning, interpret conversations and interact, evaluate and criticize the conversation, and combines the content received with the individual experience that has been had.

Istima' is basically passive-receptive in the sense that the initiative to interact does not originate from personal desires, but from other people, where we reach a level of curiosity to understand the conversation and its dialectic, so we are interested in Istima' and listen to the conversation until get good knowledge and interaction results(Aziza & Muliansyah, 2020).

Special Skills Goals'

The aim of Istima' learning is to enrich children's vocabulary so that it helps students when learning to read and write. The Istima' lesson is considered by most teachers to not need to be taught because it is implicit in the other three components of language skills. There are also people who think that "hearing" or "Istima'" is something that is reflexive, like just "breathing". So, Istima' is something that naturally works, moves, and does not need to be taught. However, on the other hand, there is also an opinion that Istima' needs to be taught because without Istima' ability it will not be possible to obtain other skills. Istima' is basically a basic skill that underlies other skills (reading, writing, speaking)(Hamidah & Marsiah, 2020).
a. Main Goals of Istima' Learning
b. The main aim of Istima' is to capture, understand, or appreciate the messages, ideas, concepts implied in the material being listened to(Indriani Permata Kusumadewi et al., 2022).
1) Get the Facts
Fact gathering can be done in various ways. Fact or information gathering activities through Istima' can take various forms. For example, listening to radio, television, delivering papers in seminars, scientific speeches, conversations in the family, conversations with neighbors,

conversations with work friends, classmates, etc. Many activities for collecting facts or information among pupils and students are carried out through Istima'.

The facts obtained through Istima' activities are then complemented by reading activities or conducting experiments.

2) Analyze the Facts

The facts or information that have been collected need to be analyzed. There must be a clear connection between the elements of fact, the causes and effects contained therein. What the speaker conveys must be related to Istima's knowledge or experience in the relevant field.

3) Evaluate the Facts

The third objective in an Istima' process is to evaluate the facts presented by the speaker. In this situation listeners often ask a number of questions such as:

a) Are the facts presented true?

b) Are the facts presented relevant?

c) Are the facts presented accurate?

If the facts conveyed by the speaker are in accordance with the reality, experience and knowledge of the listener, then the facts can be accepted.

4) Get Inspiration

Sometimes people attend a convention, scientific meeting or certain banquet, not to seek or obtain facts. They Istima' other people's conversations solely for the purpose of seeking inspiration. Listeners like this are usually people who don't need new facts. What they need is suggestion, encouragement, encouragement, or inspiration to solve the problems they are facing. They really expect speakers who are inspirational, suggestive and full of original ideas. This kind of discussion can arise from respected figures, from company directors, accomplished orators, advertising figures, salesmen, etc.

5) Entertain Yourself

A number of listeners come to attend performances such as cinema, plays or conversations to entertain themselves. These are people who are tired and fed up. They need physical and mental refreshment so that their condition recovers. That's why they Istima' for the purpose of entertaining themselves. The targets they choose are certain, for example Istima' talking about funny stories, funny conversations from comedians, watching hilarious performances like those presented by the Srimulat Group.

6) Improve Speaking Ability

Another goal of Istima' is to improve speaking skills. In this case the listener pays attention to a speaker in terms of:

a) How to organize the discussion material

b) How to deliver the discussion material

c) How to attract the listener's attention

d) How to direct the listener's attention

e) How to use tools such as microphones, props, etc.

f) How to start and end a conversation

b. Special Learning Goals Istima'

Apart from these general objectives, there are also various specific objectives, which give rise to various types of Istima', namely:

1) Extensive Istima'

Extensive Istima' (extensive listening) is a type of Istima' activity regarding things that are more general and freer in a statement, not necessarily under the direct guidance of a teacher.

The most basic use is to capture or recall familiar or unknown material in a new environment in a new way. The advantage of reminding students of old material is that they see it naturally in its original and natural environment, not merely in the classroom setting, where it was first formally presented. Those included in the extensive Istima' group are as follows.

2) Social Istima'

Social Istima' (social listening) or conversational Istima' or polite Istima' (courteous listening)

usually takes place in social situations where people chat or chat about things that attract the attention of everyone present and each other. listen to each other to make reasonable responses, follow things of interest, and show reasonable concern.

It can be stated that social Istima' includes at least two things, namely Istima' being polite and attentive to the conversation and Istima' and understanding the speaker's roles in the communication process.

3) Secondary Istima'

Tarigan stated that "secondary Istima' (secondary listening) is a type of Istima' activity incidentally (casual listening) and extensively (extensive listening)." This Istima' is more general in nature without any guidance. What the listener hears is not the main goal. One example is enjoying music while participating in writing or painting activities.

4) Aesthetic Istima'

Aesthetic Istima' or appreciative Istima' is the final phase of coincidental Istima' activities and is included in extensive Istima'. Aesthetic Istima' includes Istima' music, poetry, enjoying stories, puzzles that can appreciate a certain thing. Aesthetic Istima' aims for students to be able to Istima' music, poetry and drama. So you can enjoy and appreciate the stories in the plays read or told by teachers or students.

5) Istima' is passive

Passive Istima' (passive listening) is the absorption of teachings without conscious effort which usually marks efforts when studying less carefully, in a hurry, memorizing by heart, practicing casually, and mastering a language. To do this, it is necessary to use certain useful techniques, including:

a) Give your brain and ears lots of Istima' opportunities.

b) Calm and relaxed.

c) Do not put up barriers to sound.

d) Give your ears and brain enough time.

e) Give the brain and ears a chance to work, while doing something else.

6) Intensive Istima'

Intensive Istima' is directed at an activity that is much more supervised, controlled towards one particular thing(Mufidah et al., 2019). This activity requires guidance from the teacher. One simple way to train this type of Istima' is to ask students to do Istima' without giving written text once or twice, for example a text about a paragraph that contains several connecting sentences.

The student's task is to fill it in without Istima' recording again. Then provide written text by leaving blank the places where the sentence connectors are. The student's task is to fill it in without Istima' recording again.

Perhaps in intensive Istima' activities, it can be said to be Istima' activities or listening perfectly, but not necessarily understanding the meaning. Because Istima' meaning is an important skill to develop, one must be fully aware of the actual content contained in the message and that it is within the intellectual reach and maturity of the student(Ma'rifatul Faiqoh & Baroroh, 2020).

The types of Istima' included in the intensive Istima' group are as follows:

a) Critical Istima'

Critical Istima' (critical listening) is "a type of Istima' activity to look for errors or errors and even good and correct points in a speaker's speech, with strong reasons that can be accepted by common sense.

Critical Istima' tends to examine the location of deficiencies and errors in someone's speech because in critical Istima', all utterances or verbal information are listened to to obtain the truth.

b) Concentrative Istima'

Concentrative Istima' is often also called a study-type listening or Istima' which is a type of study. The activities included in this concentrative Istima' are:

(1) Follow the instructions contained in the discussion.

(2) Looking for and feeling relationships such as class, place, quality, time, sequence and cause and effect.

(3) Obtain or obtain certain items of information.

(4) Gain deep understanding and understanding

(5) Feel and appreciate the speaker's ideas, targets and organization.

(6) Understand the sequence of the speaker's ideas.

(7) Look for and record important facts.

(8) Creative Istima'

Creative Istima' (creative listening) is an Istima' activity that can result in the listener enjoying the imaginative reconstruction of sounds, sights, movements and feelings that describe the beauty stimulated by what they listen to.

c) Exploratory Istima'

Exploratory Istima' (exploratory listening) is a type of intensive Istima' activity with the aim and purpose of investigating something more focused and narrower." In Istima' like this, the listener alerts his attention to experiencing and finding interesting things as additional information about a topic.

d) Interrogative Istima'

Tarigan states the meaning of interrogative Istima' as follows.

Interrogative Istima' (interrogative listening) is a type of intensive Istima' activity that requires more concentration and selection, focusing attention and selecting points from the speaker's speech, because the listener will ask many questions.

In this interrogative Istima' activity, the listener narrows and directs his attention to obtaining information by interrogating or questioning the speaker.

e) Selective Istima'

Selective Istima' (selective listening) is the Istima' of a discourse which is accompanied by a certain selection of language in addition to the content of the message." In Istima' selective listeners may be faced with unnecessary messages(Nurul Fawzani et al., 2022).

Istima Skills Steps

The stages that can be carried out in istima' training are as follows:

a. Introduction (identification) exercises

Istima' (istima') proficiency in the first stage aims to enable students to identify Arabic sounds correctly. This introductory exercise is very important because the sound system of Arabic is very different from Indonesian and regional languages known to students. One advantage for Arabic teachers is that generally Indonesian children, especially Muslim ones, have been exposed to Arabic sounds since childhood, through lessons in reading the Koran and praying. However, this does not reduce the importance of the exercise, because it turns out that their introduction was not complete(Eka Utari Handayani & Nurul Huda, 2019).

There are sounds in Arabic that are the same as the sounds of the student's language, some are similar and some are completely unknown (foreign). Based on this fact, teachers must pay special attention to sounds that are similar and that are completely unfamiliar to students.

The teacher can present Istima' lessons directly using Usan, but it is better if the teacher can use a recording tape with a tape recorder or in a language laboratory. These recordings are important because students will hear truly accurate speech models, directly from native Arabic speakers. By using this recording tape, the teacher will avoid fatigue and also from the possibility of errors or inaccuracies in speech, which if this happens will result in 'down and down' errors.

This recognition exercise (identification) can take the form of listening exercises to differentiate (discrimination exercises) using techniques to contrast pairs of almost identical utterances. For example: The teacher says or plays a recording, students are asked to guess whether what they hear is the sound A or B.

b. Practice listening and imitating

Even though Istima' exercises aim to improve hearing, in practice they are always followed

by pronunciation and comprehension exercises, in fact the latter is the ultimate goal of Istima' training. So after students become familiar with the sounds of Arabic through the utterances they hear, they are then trained to pronounce and understand the meaning contained in these utterances. In this way, Istima' lessons simultaneously train receptive and productive abilities.

In the initial stage, students are trained to listen and imitate. This activity is carried out by the teacher, when introducing new words or sentence patterns, or during time specifically set aside for Istima' practice. This imitation exercise focuses on language sounds that are foreign to students, as well as on the pronunciation of long and short vowels, bertasydid and non-tasydid, which are not known in Indonesian.

These listening and imitating exercises will be more efficient and effective if done in a language laboratory, because various techniques can be practiced. Besides that, the exercises can be done individually at the same time, and students can compare their own speech with the model of speech they are imitating. Students can correct speech using self-correction.

c. Practice listening and understanding

The next stage, after students know the sounds of language and can pronounce them, Istima' training aims to enable students to understand the form and meaning of what they hear. Listening exercises for understanding can be done using various techniques, including:

1) practice seeing and hearing (انظر واسمع)

The teacher listens to the material that has been recorded, and at the same time shows a series of pictures that reflect the meaning and content of the material heard by the students. These images can be in the form of film-strips, slides, wall pictures and so on.

2) Practice reading and listening (اقرأ واسمع)

The teacher listens to the recorded reading material and students read the text (silently) following the material that is heard. At the initial level, students' vocabulary is still limited. Therefore, short material must be chosen, perhaps in the form of everyday conversations or simple expressions that are not too complex.

3) Practice listening and demonstrating (اقرأ ومثّل)

In this exercise, students are asked to carry out movements or nonverbal actions in response to stimuli played by the teacher. This activity is not limited to everyday expressions used by teachers in the classroom such as:

اقرأ – أقفل الكتاب – اجلس – اكتبوا – امسح السبورة – افتح الشباك

The three types of training just mentioned are preliminary training for the next type of training, namely training in understanding (فهم المسموع) which is more extensive.

4) Practice listening and understanding

Ultimately, listening to something is to gain information. The information may be explicit/explicit, stated clearly. But it may also be implied/implicit, which requires further observation and assessment.

To get accurate information, in the sense of being precise and useful, a listener must be clever at selecting and remembering important information and ignoring what is not important, then drawing conclusions.

This means that Istima' is a skill that can be achieved only through practice. The aim of Istima' training at this stage is so that students have the skills to understand the content of an oral text and are able to critically understand the content it contains, both express and implied.

At this stage, students are shown oral texts (read directly by the teacher or via recording tape).

They were asked to Istima', understand and then answer questions that had been prepared previously to test their understanding.

Istima' Learning Principles

Dalam hubungannya dengan latihan mendengarkan untuk pemahaman ini perlu pay attention to the following things:

a. Listeners receive information through a series of language sounds with the arrangement

of tones and pressure in the placement of joints (junctures). Changes in the arrangement of sound elements can change the relationship between parts of a sentence or the meaning of the sentence as a whole. We often come across interrogative sentences whose form and wording are the same as news sentences, but are different because the sentence songs used in Istima' lessons must foster students' ability to interpret the meaning of sentences through sound elements(Alfianor, 2022).

b. In conversational speech or in spoken text, there is usually a main idea and supporting ideas. Students should be trained to be able to differentiate main ideas from general ideas, examples and illustrations. For example, by observing transitional expressions, such as in Arabic: لأنه, رغم أن, لذلك, لأن and so on.

c. When choosing oral texts, teachers should pay attention to the following things:

1) age and interests of students

2) the vocabulary that students have

3) the level of maturity and speed of students in following oral texts.

The teaching principle: from easy to difficult, from short to long, from concrete to abstract, should be used in this connection.

d. A reasonable speed is of course the ultimate goal of this Istima' lesson, but for the initial stages there is no harm in slowing down your speech a little. What is slowed down is not the utterance of the words, but the extended pauses. The presentation of oral texts for the initial levels needs to be repeated, up to three times if necessary.

e. The use of visual aids has many benefits and can help speed up understanding. But there are times when these props are deliberately not used so that students do not rely too much on the signals they get from these props. In other words, students are expected to understand spoken texts only from the signals they receive through the ear gate.

f. For advanced levels, situations need to be made closer to everyday situations. Distractions, such as background music or the sound of other people having a conversation, need to be deliberately included in the recording. This certainly makes it difficult to understand the spoken text that is being presented, but that is the reality of everyday life.

g. Teachers should write down key words before the lesson starts and explain their meaning. Of course, not all new words can be said to be keywords and explained to students, because the opportunity to guess the meaning of words from sentence relationships also needs to be given to them.

h. Teachers should convey to students clearly what they have to do. Clear instructions will stimulate students and increase their enthusiasm for trying to understand the oral text presented by the teacher.

i. To find out the extent of students' understanding of what they hear, each material presented should be equipped with questions. The systematics of questions for this Istima' lesson will be explained later.

j. Students' responses or answers can vary. For initial levels, answers can be in the form of: pictures, verbal answers in Indonesian. For intermediate or advanced level students, answers are in oral or written form in Arabic. But it needs to be emphasized that the main goal is not the essence of the answer itself, but the understanding that students show towards the oral text presented(Kholis et al., 2020).

Istima' Learning Strategy

In general, istima' learning is delivered using audio media. This is because bringing in natiq ashli is not easy, meanwhile if it is done by a direct teacher who incidentally is not a native Arab, there is usually a difference in accent from the original language(Ningtyas, 2022). Audio media commonly used are tape recorders, CDs, and language laboratories. However, if we look at it from efficiency considerations, tape recorders and CDs are media choices that are quite cheap and effective to use. In this article, we will explain 3 types of istima' learning strategies using audio tape recorder or CD media(R. Sari & Muassomah, 2020).

Istima' abilities are quite diverse and multilevel. The simplest, istima' is intended to provide students with Arabic sounds for them to imitate and memorize. In developing this strategy, the

focus is more on aspects of understanding and re-expressing what one has heard, both in oral and written form.

Some strategies that can be developed in istima' learning are:

a. Strategy 1 (True or False)

This strategy aims to train the ability to listen to reading and understand the content of the reading globally. In this strategy, what is needed is a recording of the reading and pieces of text related to the content of the reading to be shared with students. The steps are:

1) Share pieces of text equipped with alternative right or wrong (B/S) answers.

2) Listen to readings or texts via cassette or CD and students are assigned to capture the general content of the reading.

3) After the reading is finished, students are asked to read the statements that have been distributed, then give a true or false answer to the statement. If the statement matches the content of the reading you heard, it means it is correct, and if it does not match then the answer is wrong.

4) Ask each student to submit their answer.

5) Listen to the tape again so that each student can match the answers they have written.

6) Provide clarification of all the answers so that all students know the truth of their respective answers.

b. Strategy 2

This strategy places more emphasis on the aspect of the ability to understand the content of the reading and answer the questions that accompany each reading. The steps are:

1) Listen to texts that have been recorded on cassette or CD.

2) Ask all students to listen and note down important things.

3) Ask all students to answer the questions presented at the end of the reading. Answers can be submitted orally or in writing.

4) Ask each student to present their answer (presentation).

5) Provide clarification at the end of the session regarding student answers.

c. Strategy 3

This strategy not only focuses on aspects of the ability to understand the content of the reading, but also the ability to re-express what one has heard in one's own language. The steps are:

1) Listen to the text that has been recorded on cassette or CD.

2) Assign each student to note down the key words while listening.

3) Once finished, students are asked to re-express the contents of the reading in oral or written form.

4) Ask each student to convey (present) the results in turn.

5) Provide clarification on student work results to strengthen student understanding.

Various Istima' Skills

Istima' skills have various forms, including:

a. Istima' Murakkaz

Istima' in a focused manner, namely Istima' deliberately carried out by someone in their life in learning and in society, for example Istima' speeches, sermons, etc.

b. Istima' Ghairu Murakkaz

Istima' Ghairu Murakkaz is everything that is usually heard in society. Istima; This is what is trained by the audience in material heard through visual or audiovisual media or from public meetings.

c. Istima' Al-Yaqiz

Istima' Al-Yaqiz is the means by which in a conscious state humans can know the things they hear with their own understanding, usually found in conferences and seminars.

d. Istima' An-Naqdy

Istima' An-Naqdy is that for humans it is not enough just to understand and master it, but there needs to be a comparison so that after the comparison a discussion will emerge(Pahlefi, 2022).

The Urgency of Learning Istima' Skills before Other Language Skills

Among the four language skills, "Istima'" can be said to be the main door. A person will not be able to write well if he cannot read. He cannot read aloud if he cannot speak, and it is impossible to speak well if he cannot Istima'(Mardiyah, 2020).

If we observe the process of language development in children, before they can read and write, they can first speak. What they talk about certainly does not deviate from what they see every day.

Based on prophetic history, the first time the Prophet -peace and blessings be upon him- studied Divine Revelation, was with Istima'. Indeed, the first word in the verse that was first revealed was "Iqro'". It's just that when Jibril first asked the Prophet to read, he answered "Ma Ana Biqari (I can't read), then Jibril recited the verse in front of the Prophet, and he was Istima'. That is the urgency of Istima' in language learning, and indeed any learning(Alghiffary, 2019).

Istima' in Arabic is equated with listening, originating from the Istama'a - yastami'u pattern which is derived from sami'a yasma'u which means to hear. Istima' or Istima' is differentiated from Hearing or (Sima') because there is an element of intention. A person hears the sound of gusts of wind and motorbike horns without any intentional element, so it is called hearing (sima') not Istima' (istima'). As for people who listen carefully to what people say, they can be called Istima', because there is intention.

Deliberation, intention or Qashdun is what makes a person focus on paying attention to every word he hears, so that a learning process occurs. All kinds of sounds that enter the ear are ultimately processed into information stored in the brain, and then become a reference for speaking and acting. This is why Istima' is said to be "the door to all knowledge"

Apart from being the door to knowledge, Istima' is also the door to manners and manners. A person who respects other people's words means he respects other people's opinions. This attitude of respecting opinions will give birth to wisdom and wisdom in living life.

Conclusion

Linguistic experts distinguish between listening (sima'), Istima' (istima'), and listening seriously (inshot). Hearing is the process of listening to sounds or can also receive sounds accidentally and without paying attention, such as listening to noise or the hustle and bustle of the street. Meanwhile, Istima' requires deliberateness and attention in listening to everything, and serious listening is a higher level above Istima' which requires more concentration and attention from the speaker.

The aim of Istima' learning is to enrich children's vocabulary so that it helps students when learning to read and write. The Istima' lesson is considered by most teachers to not need to be taught because it is implicit in the other three components of language skills.

The stages that can be carried out in istima' training are as follows; 1) recognition (identification) exercises, 2) listening and imitating exercises, and 3) listening and understanding exercises.

Istima Learning Principles'; 1) Listeners receive information through a series of language sounds with the arrangement of tones and pressure in the placement of joints, 2) Students should be trained to be able to differentiate main ideas from general ideas, 3) In choosing oral texts teachers should pay attention to the age and interests of students, vocabulary students have, the level of maturity and speed of students in following oral texts, 4) The presentation of oral texts for the initial levels needs to be repeated, if necessary up to three times, 5) Students are expected to understand oral texts from the signals they receive through the ear and not too dependent on props, 6) Teachers should write down key words before the lesson begins, 7) Teachers should convey to students clearly what they have to do, 8) Every material presented should be equipped with questions, responses or Students' answers are expected to vary.

Strategy 1 (True or False), Strategy 2, this strategy places more emphasis on the aspect of the ability to understand the content of the reading and answer questions, strategy 3, this strategy emphasizes the ability to restate what one has heard.

Istima' skills have various forms, including; Istima' Murakkaz, Istima' Ghairu Murakkaz, Istima' Al-Yaqiz, Istima' An-Naqdy.

The urgency of learning istima' skills before other language skills can be observed from the process of language development in children before they can read and write, they can first speak, what they talk about, of course does not deviate from what they hear every day.

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