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Criticism of Vocabulary Materials in Arabic Language Learning Books for Foreign Languages

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ABSTRACT

The vocabulary aspect is the most important part of learning any language, because the richness of vocabulary will have a good impact on the ability to communicate with the language being learned. In line with that, proportional content of learning resources related to vocabulary is an important thing to pay attention to, therefore, in this article will be presented criticism of Arabic learning resources from the aspect of vocabulary content contained in Arabic textbooks for foreign speakers. The research was conducted by literature review, to facilitate the author in conducting this study, publish or perish and Vosviewer were used. Data sources are books, articles published in various journals. The results of the analysis prove that Arabic textbooks need to be reformulated from the vocabulary aspect, this is because the vocabulary content has not shown proportionality according to each level, the gradation of each level is not strong, the use of vocabulary that is not in accordance with the character of the learner. The limitation of this research is in the aspect of data analyzed in the form of literature data, therefore enthusiasts of Arabic language learning studies can deepen it by conducting empirical studies.

Evaluation; Arabic Vocabulary, Material Teaching

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مستخلص البحث

المفردات من أهم شئ في تدريس أي لغة ، لأن ثراء المفردات سيكون له تأثير جيد على القدرة على التواصل باللغة التي تتم دراستها . وانطلاقاً من هذا ، يعد محتوى مصادر التدريس المتناسبة المتعلقة بالمفردات أمراً مهماً يجب الاهتمام به ، لذلك ، سنقدم في هذه المقالة نقداً لمصادر تدريس اللغة العربية من جانب محتوى المفردات الموجودة في الكتب المدرسية العربية للناطقين لغيرها. تم إجراء هذا البحث باستخدام مراجعة الأدبيات ، ليسهل على الكاتب تنفيذ هذا البحث Publish or Perish استخدام برنامج Vosviewer . تشمل مصادر البيانات الكتب والمقالات المنشورة في مجلات مختلفة . نتائج التحليل أن كتب اللغة العربية بحاجة إلى إعادة صياغة من ناحية المفردات ، وذلك لأن محتوى المفردات لم يظهر بعد التناسب حسب كل مستوى ، والتدرج في كل مستوى ليس قويا ، واستخدام المفردات لم يتم بما

يتناسب مع شخصية الدارس . وتكمن حدود هذا البحث في أن جانب البيانات التي تم تحليلها هو بيانات أدبية ، وبالتالي يمكن للمهتمين بدراسات تدريس اللغة العربية عميقا من خلال إجراء دراسات تجريبية.

تقويم : المفردة :المادة التعليمية

كلمات أساسية

INTRODUCTION

One of the benchmarks of language proficiency is the level and richness of vocabulary, therefore learning and increasing knowledge of L2 vocabulary is the most important part of learning a foreign language (Ghalebi et al., 2020); (M. Ritonga et al., 2022). However, despite the importance of vocabulary in language learning, language learners do not always make vocabulary a priority in foreign language learning (Almusharraf, 2018); (Afifah et al., 2020). That vocabulary is not a top priority in foreign language learning can also be seen in the various language learning resources used (A. W. Ritonga et al., 2021); (Ulfa et al., 2022)

Arabic textbooks used in Indonesia are very diverse, and the presentation pattern in each of these learning resources varies (Hizbullah et al., 2019); (Harisca et al., 2023). Related to the presentation of material on vocabulary aspects, Bergström et al emphasized that language learning materials are presented should be in accordance with users and their intuition, and the vocabulary contained in learning materials should support learners' ability to read (Bergström et al., 2023). Kim emphasized that the vocabulary presented in each language learning topic should be proportional (Kim, 2020a), Meanwhile, Natio revealed that the vocabulary taught in foreign language learning, in addition to being in accordance with the character of students, must also pay attention to the level of use in their daily lives (Nation, 2022).

On the other hand, there is a fundamental difference of opinion in L2 vocabulary learning, the difference in question is whether the vocabulary is learned and taught implicitly or explicitly. Al-Obaydi based on his research revealed that foreign language vocabulary will be easier for learners to understand when it is taught implicitly. (Al-Obaydi, 2020). While Mirzaii based on the results of his research concluded that learning L2 vocabulary both implicitly and explicitly both have a positive impact (Mirzaii, 2023). When educators are more likely to teach L2 vocabulary implicitly or explicitly, the learning resources must also cover all materials including vocabulary, grammar and other language elements. However, when L2 vocabulary is taught explicitly, the content of learning resources focuses on vocabulary aspects.

Based on the description above, the existence of Arabic learning resources used in various educational institutions in Indonesia needs to be critically examined for its content, especially from the aspect of material related to vocabulary. This study needs to be done considering that vocabulary is one aspect that supports speaking skills, reading skills and other abilities. While existing studies are still limited to the preparation of Arabic textbooks, studies that criticize existing textbooks are inadequate. Therefore, this paper focuses on criticizing Arabic learning resources used in Indonesia, especially in the aspect of vocabulary content.

METHOD

This research uses qualitative methods, the use of qualitative is because the research material is words and sentences. The research was conducted through library research, namely researchers examining data sourced from literature rather than empirical research. Library research is carried out because of its suitability with the research objectives described earlier, namely conducting a critical study of Arabic language learning resources. The data source of this research is Arabic textbooks used in Indonesia as the main source. Secondary sources are books related to research content, articles published in various journals both nationally and internationally.

Data collection is done by carefully reading the research sources, then classifying the data according to the content studied. To facilitate researchers in collecting and classifying data, this research uses Publish or Perish and Vosviewer. The use of these two tools is to facilitate researchers in finding sources relevant to the research, determining the classification of articles sourced from Google Scholar, Scopus, WoS, SciendoDirect and others. The use of these two tools is also intended to facilitate researchers in mapping existing research results related to the research theme. The data were critically analyzed, meaning that the existing Arabic learning resources were studied in depth with reference to the concepts and theories of textbook preparation.

RESULTS&DISCUSSION

Textbook Evaluation

The word "Evaluation" according to language comes from English; evaluation from the origin of the word value which means value or price. In Arabic, value is called *alqimah* or *altaqdir* which means research (evaluation). Meanwhile, literally, educational evaluation in Arabic is called *al-taqdir al-tarbiyah* which deals with educational affairs. According to the term, some experts express their views regarding the understanding of evaluation that evaluation is an action or procedure in determining the value of something (Wanzer, 2021); (Fey & Matthes, 2018).

The purpose of evaluation textbook: 1. Assess the acquisition of goals. That is, the relationship between learning objectives, evaluation methods, and how students learn. 2. Measuring various types of different lesson perspectives. 3. Support student learning. 4. Make evaluation results the basis of curriculum transformation. 5. Ensuring the progress of assessment results (Solikhah, 2020); (Islam, 2021); (Royani et al., 2020); (Hayati & Yusuf, 2021).

Textbooks are one of the many components of the learning system that play an urgent role in achieving competency standards and basic competencies. In education, the most frequently used reading source is textbooks. Not only at school level education but in lectures and lecturers also use textbooks as support for the material. Indicators of learning achievement are the existence of teaching materials (Divayana et al., 2020); (Khalid et al., 2023); (A. W. Ritonga, 2021). However, the reality seems to show otherwise, the existence of teaching materials is very lacking especially when analogous to the improvement of

printed teaching materials, audio, visual, video technology products (M. Ritonga et al., 2020); (M. Ritonga et al., 2023), and network systems improved by liberal countries.

Textbooks are one of the most successful tools in the learning procedure (Behnke, 2018). A textbook is a unit of learning related to information, discussion and evaluation. A structured textbook can make it easier for students to master the material so that it can motivate the achievement of learning objectives (Gu et al., 2015); (Mithans & Grmek, 2020); (Roberts et al., 2021); (Masa'deh et al., 2022). Therefore, textbooks must be systematically structured, appealing, high readability, easy to understand, and follow existing writing requirements.

Arabic Vocabulary (*Mufradat*) and Learning

Mufradat is one of the elements of language that is so urgent because it acts as a creator of expressions, sentences and discourse. Such is the urgency of vocabulary, that some have the opinion that learning a foreign language must begin with introducing and teaching vocabulary (Maskor et al., 2016); (S & Baroroh, 2020). However, learning vocabulary is not the same as learning the language itself (Kim, 2020), because vocabulary will not mean and provide understanding to readers or listeners if it is not arranged in a correct sentence according to standard grammatical and semantic systems.

The important objectives of learning vocabulary are (D.B. & D., 2019); (Ghalebi et al., 2020): 1. To introduce new *mufradats* to the learner either in terms of *qira'at* or *fahm al-masnu'*. 2. To train the learners to pronounce the *mufradat* properly and correctly, because it will lead to speaking/reading skills. 3. To understand the meaning of *mufradat*, both in denotative or lexical terms and when used in connotative and grammatical sentence contexts. 4. To be able to interpret and use the *mufradat* to express speech (oral) and *insya'* according to the right situation and conditions (Jamiatunnur et al., 2022). Foreign language learners, namely Arabic, must have one of the elements of language, namely *mufradat*. Having a lot of *mufradat* can help someone related to communication or writing in that language. That way, it can be said that language expertise must be able to write and speak, and must be supported by a lot of knowledge and master a lot of *mufradat* as well.

In choosing the vocabulary to be included in the textbook or to be taught, there are several principles that must be used as a reference, namely: 1. Frequency level (*attawatur*), choosing words that are commonly used, as long as they are still in accordance with the desired (meaning) (Boudelaa & Marslen-Wilson, 2010), and inventorying the words to be used. 2. Arrangement/distribution (*tawazzu'*) prioritizes words that are most widely used in one region and that are found in one country (Moser, 2020), sometimes many words are used in one country but in other countries they are not used. 3. Availability (*matabiyyah*) prioritizes words that are easily available when needed. 4. Familiar (*ulfah*) choosing words that are more familiar in the daily life of students, such as choosing the word "سيف" which is more widely used than the word "مهند" even though it has the same meaning (Zuhdy, 2017).

As for the 5. Comprehensive (*Syumul*) choosing words that cover various aspects at one time, rather than using words that are used at a certain time but limited to certain aspects. Like "بيت" is better to use than "منزل", even though they have different meanings,

but not too far (Khairil et al., 2014). Because the word "بيت" is used in various aspects (Zuhdy, 2017). 6. Urgency (*abammiyah*) choosing words that are most needed or used by the learner, rather than words that are common but rarely needed. 7. Arabism (*'arubah*) choosing Arabic words over other words, for example choosing "الهاتف" over "التلفون", if you can't find the Arabic then use words that are arabized (*mu'arrabah*).

Arabic Textbook and Vocabulary Composition

Education is a conscious and deliberate effort for the realization of situations and teaching and learning processes for students to actively channel their skills to bear religious spiritual capacities, *mujahadah annafsi*, character, skills, noble character, and skills needed by them, society, nation and state (UU No. 20: 2003 related to the National Education System). In the Arabic language book for Madrasah Tsanawiyah grade VII written by Faruq Baharudin published by the Ministry of Religious Affairs of Padang City, it uses K13 in line with KMA number 183: 2019.

Learning objectives are an explanation of the desired learner behavior after the teaching and learning activities take place. The learning objectives in this book that have been listed in the basic competencies are as follows: KD 3.1: Understand the social function, text structure and linguistic elements (sound, word, meaning and grammatical) of simple texts related to the theme *al-ta'aruf*: KD 3.2: Analyze the ideas of simple texts related to the theme of *al-ta'aruf* by paying attention to the form, meaning and function of the grammatical arrangement *khabar+mubtada'*. KD 4.1: Demonstrate the speech acts of introducing oneself and others, asking the origin of the country/region by using interrogative words (هل، من، من اين). KD 4.2: Present the results of analyzing ideas from simple texts related to the theme: التعارف by paying attention to the form, meaning and function of the grammatical structure المبتدأ وخبر.

Learning materials are understanding, behavior and competencies that must be learned by students in order to achieve the predetermined Competency Standards. Teaching materials for learning *mufradat* contained in the Arabic language book of Madrasah Tsanawiyah grade VII as in table 1 below:

Table 1. vocabulary material in Arabic textbooks

Semester 1	Vocabulary
Chapter I: التعارف	اسمي، اسمك.
Chapter II: المرافق المدرسية	إدارة، فصل، بلاط، بستان، حمام، مبنى، مقصف، قاعة، مكتبة، حديقة، سلم، معمل، ملعب.
Chapter III: الأدوات المدرسية	حقيبة، مقلمة، قلم، مرسم، حبر، مسطرة، مبرة، كتاب،

Semester 2	Vocabulary
Chapter IV: العنوان	بطاقة شخصية، مكان الميلاد، تاريخ الميلاد، الشارع، القرية، جيران، المدينة.
Chapter V: البيت	غرفة المذاكرة، غرفة النوم، المطبخ، سرير، خزانة، رف.
Chapter VI: من يوميات الأسرة	أقرأ الجريدة، أكتب الدرس، أجلس على الكرسي، أعد الطعام، أشرب الحليب، أساعد أمي.

Based on the table above, it can be explained in detail related to the *mufradat* material contained in Arabic textbooks for Madrasah Tsanawiyah grade VII. First, in chapter I is material related to *mufradat*. The discussion in this first material is about التعرف which means "Introduction". In this *mufradat* material consists of 27 vocabulary words about introductions. Second, chapter II is entitled *al-marafiq al-madrasah*. The discussion in this material is about المرافق المدرسة which means "Madrasah Facilities". In this *mufradat* material consists of 25 vocabulary words about madrasah facilities. Third, in chapter III there are topics related to *al-adawat al-madrasah*. The discussion on this material is about الأدوات المدرسية which means "School Equipment". In this *mufradat* material consists of 45 vocabularies.

The fourth is as in chapter IV. The discussion on this material is about العنوان which means "Address". In this *mufradat* material consists of 26 vocabulary words about the address. The fifth is the topic *al-bayt*. The discussion on this material is about البيت which means "House". In this *mufradat* material consists of 44 vocabulary words. The sixth as in chapter VI is with the title *min yawmiyat al-usrah*. The discussion in this material is about من يوميات الأسرة which means "Daily family activities". In this *mufradat* material consists of 12 vocabulary.

Based on the data described above, it can be seen that textbooks are an element of urgency in teaching and learning activities. This view is in accordance with what is asserted (Stará et al., 2017) in conclusion, it states that the existence of textbooks is the most important part in an effort to achieve basic competencies and core competencies in each lesson. The important position of textbooks in addition to supporting the achievement of basic competencies, content competencies and competency standards is that textbooks are a reference for educators in presenting each material to be taught to students (Almulla, 2020); (Haulle & Kabelege, 2021); (Falloon, 2020). Likewise, with Arabic language learning as a foreign language, the position of textbooks is very important.

Referring to the theory of textbook preparation, the *mufradat* material contained in Arabic textbooks used for class VII Madrasah Tsanawiyah as the data described above can

be said to still require reformulation. This criticism is based on the view that emphasizes that vocabulary material in textbooks is arranged in stages (Jena & Funk, 2012). In addition, the vocabulary presented in the textbook is considered useful for students (Munthe et al., 2022); (Novianti & Ambarwati, 2023). This means that any vocabulary included in the textbook must consider the usefulness of the vocabulary for learners in their daily communication (Hasmam et al., 2016). This is because vocabulary that is taught but not used in daily communication will lead to the uselessness of the vocabulary for learners (Boenisch & Sachse, 2020); (Hasanah, 2020); (Nikolov & Djigunović, 2023), while the main function of learning L2 is as a means of communication.

Another aspect that needs to be reformulated in this textbook is the amount of vocabulary presented in each material. In this case, the researcher considers that the amount of vocabulary should be tiered, both in terms of the amount of vocabulary and the level of difficulty of the vocabulary contained in the textbook. The number of vocabulary words for the first meeting should be less than the number of words for the second meeting. Likewise, the number of vocabulary words for the second meeting is less than the number of vocabulary words to be taught for the third meeting and so on. The level of difficulty of vocabulary contained in Arabic textbooks should also consider the gradation aspect, so that learners are not burdened with things that are not yet time for them to know.

CONCLUSIONS

Based on the results of the analysis conducted on the research data, it can be concluded that Arabic textbooks for the madrasah Tsanawiyah level, especially vocabulary-related material, need reformulation by paying attention and considering wisely related to aspects of frequency, distribution, availability, familiarity of vocabulary for students, comprehensive, urgency, arabization. These aspects are used as the basis for compiling more relevant and quality textbooks for learning resources for students.

This conclusion is in line with various theories and conclusions of observers of Arabic language learning which emphasize that textbooks in L2 learning are a very important part. In addition, learners' understanding of the L2 vocabulary taught is the basis for having competence in communicating, learners will not be able to communicate with L2 without being supported by a qualified understanding of vocabulary. Because speaking competence is the ability to string together several words so that they become sentences, and the sentences are then conveyed orally which can be understood by the listener.

This research is limited to critical analysis of literature data, while more in-depth research through empirical studies has not been carried out. Therefore, researchers, practitioners and observers of Arabic language education are expected to continue research in the future in the form of empirical studies. This recommendation is based on the idea that the results of analysis through empirical studies have advantages over research and studies conducted in literature.

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