The Role of Arabic Lexicons in Teaching *Ta'bîr* Material at the Islamic Boarding School for Girls

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Abstract

This research highlights the importance of the Arabic lexicon in teaching and studying *ta'bîr* courses in *Ma'had al-Imarat* Bandung. This qualitative research depends on a field study and a descriptive analysis. This importance is due to three aspects: The first is the *ta'bîr* courses of materials prescribed in any Arabic language learning institutes to develop students' four skills. The second is that lexicons are tools for teaching and learning the Arabic language, especially in the subject matter of *ta'bîr*. The third is that the Arabic lexicon is one of the primary sources people refer to correct their linguistic knowledge. The results indicate that language acquisition is the most important of that knowledge. Furthermore, in acquiring the Arabic language, many factors are linguistic and non-linguistic. Dictionaries are considered one of the primary tools in language acquisition in studying the subject matter of *ta'bîr*.

Key words: *Arabic Lexicons, Expression (Ta'bir) Material, Lexicon, Arabic Teaching*

Introduction

The development of science and technology today is going very fast. Therefore, it must be accompanied by the development of thinking patterns and the means that you use. Language is one of the main means of thinking and communicating ideas scientifically (Hidayat, 2018). Centuries have passed and the Arabic language is still developing today. Lexicons were composed to preserve the originality of the language, to serve as references in correcting errors and linguistic differences, and to preserve them from loss. The Arabic lexicon grew based on the concept of eloquence, specific standards and principles, and various sources which the lexical schools were be outstanding in classification and composition to realize the benefits that maintained by the user of the lexicon throughout the ages that was cut by the lexical composition.

There are many scientific treasures in Arabic language, and the ancient Arabic lexicons are at the forefront. Through it, the Arab wealth was preserved for centuries; where the ancient lexicons have being a basic reference for the Arabic language through the ages, and its primary role is to preserve this verbal wealth, and to preserve the cultural heritage of all kinds. And if it were not for these dictionaries, this wealth would be lost; because linguists and its users do not dispense with referring to these lexicons, they are a linguistic industry, and a means aim to collect and describe language.

In order to meet the needs of Muslims for institutions to learn Arabic within the Islamic culture, the Asia Muslims Charity Foundation (AMCF) established Ma'had al-'Imarat in Bandung in cooperation with the Islamic Union Association. Thousands of students have graduated from this institute and have become teachers of Arabic and preachers to the outskirts of the villages to spread the *da'wah*.

The female students of Ma'had al-Imarat learn academic materials in the Arabic language, including the written and oral expression material. This material is taught to develop language proficiency of female students. So, female teacher required the female students to carry Arabic lexicons to help them study towards searching for the meanings of vocabulary, synonyms, antonyms, and information on literature such as proverbs and wisdom in al-Munjid lexicon.

A Dictionary is the *"heart"* of language studies, including Arabic, or in other words *a vital necessity for foreign language learners*, because it is impossible to master a foreign language if there is no knowledge of vocabulary. The dictionary was originally a written culture or print culture that emerged as a form of effort to preserve the language of a nation. The terms are often found to coincide with both spoken and written discourse. It also requires special attention in dictionaries (Rahman and Abd. Safa, 2020).

A good sense is the complement in knowing good and smooth words, and distinguishing the ugliness and compulsion. Because the words are sounds, so the one that make musical sound of nightingale, and put the sounds of owls and crows off, will deprive his hearing of the word if it is strange and discordant in letters. Do you not see that the words *"Al-Muzna"* المزنة and *"Al-Dima"* الديمة for the rainy cloud, both of them are easy, sweet and calm to the hearing, unlike the word *"Al-Bu'aq"* البعاق which in its meaning; It is ugly and ringing in the ears, and the likes of that are many in the vocabulary of the language, we can perceive it with our sense (al-Jârim and Amîn, 1999).

As for the students of the Arabic language in Indonesia, their ability in the Arabic language varies, some of them speaks fluently and does not write well, and some of them are familiar with grammatical and morphological rules, and some of them are largely weak in language skills. But the use of the Arabic lexicon in learning and teaching Arabic is very broad and there is no doubt about it; Therefore, the researcher limits the research study to the material of *ta'bîr* only.

Based on the search, it can be said that this research has not yet been carried out. However, the authors found that there are several studies that are similar to the

research that has been carried out such as an article written by Hastang (2017), a student of the State Islamic High School of Watampone in 2017, with the title "The effectiveness of an Android application-based Arabic dictionary in translating *Qirâ'ah*. This research used the descriptive qualitative method. And the results of the research are that in terms of translating Arabic texts or discourses, at the beginner level it takes a tool in the form of learning media in the form of a dictionary to help in finding the meaning of each or part of the mufradat in the qiraah lesson text. The Android-based Arabic dictionary application is very effectively used as a learning medium in translating in the aspect of finding the meaning of vocabulary in *Qirâ'ah* lessons.

There is also Wahida (2017) whose article entitled: "Arabic Dictionary as a Learning Resource (Study of the Use of Printed Dictionaries and Digital Dictionaries)", and the results of his research explain that using online dictionary and software considered to be easily, effective, and efficient without mastering neurology first. In addition, an article published under the title "Use of Digital and Printed Dictionaries on Mastery of hànzi" written by Widyaningsih (2019), shows that digital dictionaries have an influence in increasing mastery of hànzi compared to printed dictionaries. Because the use of a digital dictionary is more time efficient and the writing of hànzi on the digital dictionary is clearer.

Based on the previous studies that have been mentioned, it's known that there is no research that uses *Mu'jam 'Arabiy* as a correlation object of research with *maddah ta'bîr* and *Ma'had al-Imarat* for girls in Bandung as research field studies; although previous research has similarities with the research that the author has done in terms of approach and method. Therefore, there is still an opportunity to conduct research with the title *" The Role of Arabic Lexicons in Teaching Ta'bîr Material".*

This research is very important to do considering that the same problems always arise but are not completely resolved, it is hoped that there will be follow-up in the form of developing an electronic-based thematic lexicon. Because of the modern era, human need for something practical and effective so that the presence of a digital Arabic lexicon can help students.

This article presents about the Concept and Importance of *Ta'bîr* Material, the Concept of Arabic Lexicons, Factors Leading to Neglect the Role of Arabic Lexicon during Teaching and Learning the Arabic Language especially in *ta'bîr* material, and the Role of Arabic Lexicon in Teaching and Learning Expression Material at *Ma'had Al-Imarat* for girls in Bandung.

Method

The approach that becomes the source of thought in carrying out this research is a qualitative approach, namely the view that the research has an inductive qualitative workflow and is closely related to natural objects because it is carried out naturally. Given that the approach is qualitative, the method used in this study is a descriptive

method. According to Sugiyono (2017: 9), the qualitative approach is closely related to the descriptive method. The descriptive method is a method that describes the symptoms that occur in the present qualitatively to solve qualitative problems. This method is realized in the analysis of qualitative data from field studies and literature reviews.

Also using a descriptive analytical approach, namely analyzing educational issues that focus on explaining the role of the Arabic lexicon in the *ta'bîr* course in the teaching and learning process at Ma'had al-'Imarat for girls in Bandung.

The location of this research was carried out in *Ma'had al-Imarat* for girls in Bandung. As for the time the research was carried out as long as the researchers were involved in the teaching process of *maddah ta'bîr*. The research subjects were all female students of *Mahad Al-Imarat* in Bandung who studied *maddah ta'bîr*.

This type of research data is qualitative. Qualitative data involves information regarding the role of Arabic lexicons in teaching and learning *ta'bîr* material. The technique used in collecting research data is library research by collecting references in the form of books, journals, and other sources in order to collect theoretical data related to the problem. Meanwhile, to collect field data, the researcher used interview, notes, and observation techniques.

As the main instrument in this research is the researcher. Researchers are located as key instruments as data collectors and know the state of the field to obtain in-depth and comprehensive data (Evananda et al., 2018). Sugiyono (2017) mentions that qualitative researchers are often called human instruments, because researchers function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and draw conclusions from their findings.

Data analysis is the process of organizing data collected from field notes, observations, interviews, and others, in order to obtain a deep, meaningful understanding and new findings. In accordance with the nature of qualitative research, the process takes place following a systematic logical flow from the data collection stage to the determination of conclusions.

After the data is considered perfect, the researcher performs data processing such as checking the correctness of the data, compiling the data, classifying the data, correcting unclear interview answers and analyzing the data so that it becomes a research report.

Result and Discussion

The Concept and Importance of Ta'bîr Material

Creative language skills and more determined by internal factors so that the relevance and effectiveness habituation activities with stimulus-response-enforcement training models become a problem that arises (Asnawi, 2009). It is a material for describing what a person senses of thoughts and

feelings and formulating them in speech or writing. It is a summary acquired from all branches of the language throughout the period of learning or life (Hawamida**t**, 2005). We can say that language is synonymous with expression.

Expression is broader than *insyâ*, because it covers all areas of life. As for *insya'*, it is the narrowest circle of expression, and it is a workmanship. Hence, the term expression was the clearest indication and the most comprehensive circle of creation, and it includes approval life and interaction with society in between that creation is limited to the written side (Syafi'I & Helwani, 2019).

An expression is spoken or written language. So, expression and language are blended. So that, it is impossible to separate one process from the other (Abdu ar-Rahman, 2012). We can find some books or references for this material entitled "Teaching the Arabic Language to Speakers of Other Languages", which is written by more than fifty teachers, experts and specialists (Specialist, 2004).

Expression occupies a prominent place among the branches of language, as it is the very ends. And expression is the total entrance to the language (Rizcy et al., 2019). Some psychologists see that thinking and expression are two manifestations of a single mental process (al-Hâsyimî, & 'Abdu ar-Rahman, 2010).

The expression has two pillars on which it is built: *the moral pillar* and *the linguistic (verbal) pillar. The moral pillar* is the intellectual content that consists in the human soul of the meanings and perceptions that he wants to express, and the student derives his ideas from his experiences, readings, and his school and social environment. As for *the linguistic or verbal pillar*, it is the appearance that looms through words, sentences, structures and methods by which he escapes from meanings and ideas, and the student is provided with these phrases and methods over time as a result of reading, listening and practice (al-Hâsyimî, & 'Abdu ar-Rahman, 2010).

Modern education experts have identified three conditions that must be in the field of expression (Yusuf, 2011): the existence of the article (the subject of the expression), the second is the presence of technical means, and availability of the element of desire / motive for expression.

Expression is divided into two parts: *oral expression or conversation*, and *written expression or construction*. One of the objectives of the oral conversation exercises is to accustom the student to speak in an easy, eloquent language. Eloquent speech is what was clear in meaning, easy to pronounce, and well-formed. Therefore, every word must be in conformity with the morphological analogy, coherency in meaning, and understandable. The eloquent is words which are clear and apparent come to be understandable, and the writers and

poets used to apply them in proper place. It is an adjective describing the word, speech, and speaker, according to the writer's use of the word alone, or casted with its similarity (al-Hasyimi, 1999).

Oral expression paves the way for written construction. The book is the primary source and the most important means of intellectual nourishment that his imagination needs (al-Hasyimi, 1999).

Expression is the purpose of language lessons because it is based on all of them in training the students on proper oral and written expression. Oral expression and written expression cannot be separated during education. The differences between the two expressions are that oral expression requires intuitive speed and improvisation, and the learner does not have time to correct the phrase, while in written expression there is sufficient time for reflection, concentration, revision and correction. Linguistic wealth as vocabulary, combinations, expressions, and how they are organized into syntactic structures are the ammunition on which the written expression is based (al-Hasyimi, 1999; Bahroni et al., 2019). The importance of expression material is as follow:

a) Training the students to form words to become sentences, linking sentences together to become paragraphs, and linking paragraphs together to form the topic,

b) The most important objectives of the study of languages; because it is the means of understanding and it is one of the sides of the understanding process (Zulkarnaini & Fahrurrazi, 2019),

c) Expression is a means of individual communication with others, and a tool for strengthening intellectual and social ties between individuals (Mubârak, 2018). Therefore, studying the material of expression is necessary,

d) It covers two language skills, namely speaking and writing, and the perfection of both depends on the two other language skill that are listening and reading (Nisa, 2018),

e) The inability to express has a significant impact on female students' failure, loss of self-confidence, and delay in their social and intellectual development,

f) Inaccuracy in expression results in missed opportunities and loss of interest because it is a means of communication between the individual and the group. Through it, they will understand what he means,

g) Expression is the mainstay of a person in realizing his personality, his personality and his interaction with the others,

h) The expressive word is the mainstay of the pioneers and leaders, and if they did not possess it, they would not have taken the path to the minds and hearts,

i) Developing the female student's linguistic sense, and thus have the ability to express her idea in a proper manner, and

j) It stimulates students' tendencies towards reviewing, reading, taking lessons, values and positive trends.

The Concept of Arabic Lexicons

There are several terms in Arabic that are used to refer to dictionaries, namely *mu'jam, qamus, fihris, mausu'ah* (encyclopedia) and musrid (index, glossary) (Setiyawan, 2016). The lexicon in Arabic literal: It clearly derives of the word عجم which means it does not benefit clarity, but rather indicates ambiguity. So, how can the lexicon be one of its derivatives? It is known that one of its main objectives is making easy and simple (Abu Syarifaṯ et al., 1989).

It was mentioned in the book entitled العين "Al-Ain" by al-Khalil bin Ahmad al-Farahidi that the word (عجم) means the non-Arabs (al-Farâhîdî, 1980).

As for lexicon in the terminology: it is a book that includes the words of the Arabic language with an explanation that removes its vague, in addition to containing the appropriate information that is useful to the researcher and helps the student to reach his goal. It is primarily concerned with the terms of a particular subject or science (Fauziah & Latifah, 2020).

Therefore, the issue of developing lexicons remains an endless work in any language, with the aim of keeping pace with this language and its ability to achieve the demands of thought and civilization in various intellectual, scientific and social fields. In the other way, it can be said that the lexicon is a list of lexical entries that classify, in one way or another, the experiences of society, as a subject of a chain of ideas, which expressing the lexicographer's thought and the approach he took in arranging, clarifying or interpreting it.

The "lexicon" also represents a reference that includes terms of a science, arranged in a special order, with the definition of each word, mentioning its synonym in another language, or indicating its derivation or use, or its multiple meanings.

The "lexicon" معجم is also called "dictionary" قاموس, but we must know the difference between them. There is a kind of relationship between the term "lexicon" and the term "dictionary." This is represented by the fact that the two terms are often confused. So, we can see in *Lisan al-Arab* it was stated the following:

A man dips in the water: if the water is absent in it. And the bucket is dipped in the water if it is absent in it. Qamus is the great sea, and every mu'jam indicates expansion it can be said as qamus (Ibn Mandzhur, n.d.).

Etymologically, the word *dictionary* comes from the Arabic word, namely *Qaamus (plural Qawaamus).* Arabic absorbs dictionary words from Ancient Greek, **okeanos**, which means "ocean". Dictionary word equivalents in English is a dictionary derived from Latin, namely dictionarium. This word derived from the word *dictio* which means "word" or "to say". Its equivalent in Dutch is *woordenboek*, which is distinguished from *woordenschat*, in Indonesian it is paired with vocabulary or vocabulary (Saptiani, 2016).

The word dictionary means the middle or great sea. Finally, it means every linguistic book that contains a group of words arranged and explained. Therefore, it is necessary to distinguish the two terms "lexicon and dictionary".

Because, the dictionary is used to denote a book or authorship that has an educational and cultural goal. It combines a list of lexical units that already exist in a tongue. It also is a subject to lexical unit for a specific arrangement and explanation. So, it corresponds to "Dictionnair" in the French.

As for the term "lexicon", it is more appropriate to denote the supposed and unlimited total of lexical units possessed by a particular linguistic group in its entirety, due to the enormous generative power of the language, and it corresponds to "Lexique" in the French.

In the history of the development of the Arabic lexicon, there are at least five models systematics *(nidzhâm tartîb)* which has been used by Arabic lexicologists in compiling dictionaries pronunciation, namely: *nidzhâm al-Shauty* (phonetic system), *nidzhâm al-fabâ'I al-Khâsh* (alfabateist system specific), *nidzhâm al-Qâfiyah* (rhyme system), *nidzhâm al-fabâ'I al-'Âm* (general alphabetical system), and *nidzhâm al-nutqi* (articulation system)(Susiawati, 2017).

Language development is related to cognitive development, meaning that intellectual/cognitive factors are very influential on language development. The presence of Arabic dictionaries in various forms, of course, becomes a means to increase the learner's mastery of vocabulary, which in Arabic is known as mufradat. Someone who has a very limited vocabulary will find it difficult to convey his intentions and desires and unable to issue ideas and thoughts (Nengrum & Arif, 2020).

The function of the Arabic lexicon in learning Arabic is one type of learning resource Arabic, as a supporting tool for increasing Arabic vocabulary, and also as a collection of Arabic vocabulary lists accompanied by translations, their use, and word changes.

Factors Leading to Neglect the Role of Arabic Lexicon during Teaching and Learning

No one denies the importance of the role of Arabic lexicons in teaching and learning the Arabic language, because it is the main tool for acquiring the Arabic language, but unfortunately, there are obstacles and impediments when applying this, whether by teachers or students.

The result is that the role of Arabic dictionaries is neglected during the teaching and learning activity, so they are unable to use it for various reasons. The reasons in the field can be briefly mentioned on the following points are (Syafi'I, 2019): There is no will from both teachers and students to buy and have an Arabic lexicon, limited material capacity due to high price, or the teachers do not guide students on how to use it, so they have no knowledge (Rustandi, 2016), the teacher does not have the scientific ability to use it because each lexicon is different from the rest in use, laziness in using it and they use more electronic tool, because it is easier and faster, and most using Google because the language ability of teachers or students is at a weak level.

It is worthwhile for all Arabic language teachers to solve these issues and remove obstacles in cooperation with the students so that the educational goals are achieved, including avoiding the weak language proficiency of the students.

The Role of Arabic Lexicon in Teaching and Learning Expression Material

One of the primary objectives of teaching Arabic to non-native speakers is to develop the student's ability to understand the Arabic language when he listens to it, and to develop his ability to correctly pronounce the language and speak with Arabic speakers newly expressive in meaning and sound in performance. The factors that lead to the success of teaching writing and speaking skills in this institute include the curriculum, objectives, teachers and students, study materials, method, media, learning environment and assessment.

The achievement of the students in both writing and speaking skills indicates a good level and this is achieved by increasing their interest to speak Arabic with their friends and colleagues inside or outside the classroom, and the positive changes of the new students appear in their courage when speaking the Arabic language (Saefulloh, 2019).

When a foreigner learns the Arabic language without hearing directly from a native Arabic speaker, she begins to be able to use the Arabic lexicon to look up the meaning of the word. Without a lexicon, it is difficult to correctly and accurately identify any words. She can know this by inheritance from the teachers, but of course it will take quite a while (Suhaimi, 2011).

And one of the means used in the expression material is the Arabic lexicons, which are an essential tool during the teaching or learning activity. Even if the course is equipped with a "lexicon of new words", the students are still in dire need of other Arabic lexicons to differentiate between synonyms and put any word in a proper context (Arifudin, 2020).

It is not strange that the female students carry the Arabic lexicon every day, and those who do not have the lexicon should go to the library to lend it. The view is normal, as the female students are in the library while learning, and they are busy turning the pages of the lexicon; and maybe this is rarely found in other places.

The role of the Arabic Lexicon in learning and teaching Ta'bîr material consists of: to understand the vocabulary of Arabic poems and proses; to write down the Arabic language for fear of losing some of its vocabulary, especially in the lives of its eloquence, to adjust the words correctly before entering the sentences, and to know their correct pronunciation (al-Ghulâyain, 1984), to explain of the origin of the word, its derivations, its conjugations, its plurals and sources, its history and development, and the difference in its use.

Not only that, its *role also includes*: to locate some geographical locations and historical cities, to memorize a huge amount of poetic evidence, by collecting the poems of some of the Companions, to acquire a great linguistic wealth, especially when the word has multiple meanings and its meanings differ, to help in develop overall efficiency, to bring the method of Arabic learners of non-native speakers closer to the pronunciation of words as the Arabs pronounce.

The next point of the role of the Arabic lexicon in the *ta'bîr* material is: to represent a good resource to know the conjunctions of the new word or the preposition accompanying the word, to support the process of self-learning through the use of dictionaries themselves, to help in perfection in spelling and dictation skills, to develop confidence in the student in using Arabic and searching for the meanings of what she does not know from her words.

The general roles are to develop the students' linguistic repertoire through explanations, comments and realizing what the student thinks usefully; and the teachers help visualize the kinds of styles and some words that we didn't find them nowadays, to reveal the meaning of a word in two or more languages, to provide basic grammatical information such as: transitive and intransitive verb and to determine some terms.

Consciously, we will see the function of learning media will appear real, as it allows the student to use more than one sense in her learning, and this multiplicity in the use of the senses helps to increase understanding, especially as it is windows of knowledge for human, and the greater the number of receiving windows, the easier and better the process learning and cognition (Ma'rûf, 2008).

The role of Arabic lexicons in teaching or learning the expression material does not depend on these points, but rather extends to various materials, and it is sufficient to mention them for the purpose of representation, but not limitation. Especially in the study of the reading material, the Arabic lexicon plays an important role in how to use it, because the purpose of this article is not limited to the efficiency of reading only, but also to the competence in understanding what is read (Ahmad, 1979).

Conclusion

After the study was presented, we can conclude the most important things on the following points: a) The process of learning a foreign language, especially Arabic, for Indonesians is a conscious effort to form and build new habits; b) Extensive training in expression helps the students to think quickly, face emergency verbal situations and other mental skills; c) The process of teaching writing and speaking skills requires a good and complete design; d) The use of media, such as lexicons, helps the students to learn well and improve their skills to reach the desired goals; e) Lexicon is one of ready-made media to serve and assist anyone who wants to be served at any time. It is unlike the teacher, who is limited in service and assistance; f) With lexicons, students acquire vocabulary in particular and language skills in general; g) Neglecting the role and importance of lexicons in the activities of teaching or learning Arabic leads to errors in the use of the correct words for its meanings; h) Teachers should encourage students to use lexicons, both paper and electronic; i) The library is a required facility in any educational institution; and j) The teachers of the expression material should put a special lexicon of the correct styles accompanying the course in the form of a pocket to make it easier for students to carry it, and it will be at the lowest price for printing it. Because in fact, most Arabic teachers care more about the oral than the written; although written expression is subordinate to oral expression but there is no separation between them.

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