Students' Perception of the Development of a Digital Dictionary of Arabic Idioms Based on Corpus Linguistics

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Abstract

The role of dictionaries in Arabic learning is vital, given their function in explaining terminology, improving information accessibility, and facilitating better communication and understanding. This study aims to analyze students' needs for a digital dictionary of Arabic idioms as a supporting means to improve student competence in written and oral aspects in the Department of Arabic Language Education, State University of Malang Undergraduate Program. The research method applied is descriptive qualitative, with a sample of 62 students, representing 14.69% of the total 422 undergraduate students of the Department of Arabic Language Education. Data collection was carried out through distributing questionnaires regarding the need for a digital dictionary of Arabic idioms. The results of the questionnaire analysis show the importance of developing the *Al-Misbah* dictionary as an additional tool that can enrich learning to speak and write Arabic in the lecture environment effectively. This dictionary is expected to help students understand the use of idioms better so that they can be applied appropriately in everyday life.

Keywords: *students' perception, Arabic idiom, al-misbah digital dictionary, corpus linguistics*

Introduction

Dictionaries are a primary and ongoing need for foreign language learners and are significant for anyone who uses the language (Suryadarma et al., 2019). According to Nasywan (Abdul Wahab, 2017), using dictionaries by non-Arabic students is very important in learning Arabic because it can allow students to become independent in learning, even enrich the vocabulary and understand other linguistic elements contained in dictionaries as references. Bilingual dictionaries are tailored to meet the needs of learners so they can more efficiently acquire the language they are learning (Granger & Lefer, 2016). The use of digital dictionaries is growing in popularity due to their efficiency and effectiveness in response to the growing demand from the generation of digital natives who are skilled in technology (Arifin & Mulyani, 2021). A Digital Dictionary can help students search for vocabulary without wasting time (Hanif et al., 2023). The use of digital dictionaries in the Arabic language education

process shows progress, but unfortunately, there has not been adequate development related to digital dictionaries that focus on learning idioms (Nisa & Jatmika, 2023). Even though idioms are an important part of learning Arabic besides *nahwu* and *sharf*, unfortunately, they are often overlooked because the tendency to use idioms is relatively high in the realm of oral and daily communication (Mahridawati, 2015).

Research from Suryadharma & Fakhiroh (2020) shows that the design of the Indonesian-Arabic bilingual dictionary with a linguistic corpus approach is carried out optimally and produces the vocabulary that most often appears and is used in agro-industry. (Ilham, 2023) In his research, the use of the Arabic-Indonesian Digital Dictionary as a Learning Resource at Ibnu Khaldun IT Junior High School showed that the digital dictionary is very helpful in learning Arabic and is effectively used by most students. In Research by Hanif et al. (2023), The study results show that the Digital Dictionary developed based on the Gagne and Briggs model has proven effective in improving student learning achievement. Research (Putri Alamanda et al., 2024) concluded that using Android-based digital dictionary applications is very effective and preferred by teachers and students, increasing the enthusiasm for learning and independent learning in students. In research (Djuredje et al., 2022), The results showed that the learning media based on the Kodular application for persuasion texts in grade VIII students of SMP/MTs was declared "Very Feasible" based on expert validation and student trials, so it was suitable for use in the teaching-learning process.

Learning Arabic at the State University of Malang has challenges, especially in understanding and using Arabic idioms appropriately and effectively. The comprehension of idioms in Arabic learning is often overlooked. However, idioms are an important element alongside *nahwu* and *sharf* because they are frequently used in everyday oral and written communication (Mahridawati, 2015). In previous studies, common problems in understanding Arabic were highlighted, namely (1) lack of mastery of vocabulary and terminology, (2) difficulty in translating idioms due to various factors such as limited knowledge of translation strategies, cultural differences, and weaknesses in linguistic/pragmatic competence (Gozali, 2013; Menacere, 2002; Al Kayed, 2023). For example, the meaning of a combination of words رغب في is different from رغب إلى and رغب عن. The first indicates liking, the second indicates dislike or hatred, and the third indicates begging or asking (Mahridawati, 2015).

Digital dictionaries based on corpus linguistics are emerging as a promising alternative to helping students better understand and use Arabic idioms (Ismail Jarad, 2017). The corpus facilitates word search, keywords, concordance, collocation, and easy viewing of language usage in specific contexts (Hidayat & Saifullah, 2019). The use of corpus linguistics technology can improve the idiom interpretation skills of EFL students, as demonstrated in educational experiments, which validate the hypothesis of its effectiveness (Osipova, 2020). From this, it is clear that corpus linguistics can be used to study and implement various linguistic studies, both theoretical and applied, in Arabic language learning, including in developing Arabic idiom dictionaries.

This study aims to analyze students' needs for a digital dictionary of Arabic idioms as a supporting alternative in improving student competence in writing and oral language at the Department of Arabic Language Education, State University of Malang, which is carried out through a needs questionnaire. The results of this study are expected to provide information on the importance of developing a digital dictionary of Arabic idioms for students to complement their learning needs.

Method

This study uses a qualitative descriptive approach to examine the perception of students of the State University of Malang who are learning Arabic language education by developing a digital dictionary of Arabic idioms based on a corpus linguistics, focusing on undergraduate students. Data was obtained from 62 students. This data represents 14.69% of the total 422 students. The data collection method was online.

Data was obtained through observation and distribution of questionnaires, which were given to students through Google Forms. The questionnaire used is a dichotomous scale (Sugiyono, 2015). Furthermore, the data collected from the questionnaire was analyzed by considering the demographics of students and their perspectives on developing a digital dictionary of Arabic idioms. The data analysis model follows the framework proposed by Miles and Huberman (quoted in Moh. Ainin, 2010), which consists of four main stages: data collection, data reduction, data presentation, and conclusions. Sebagaimana

Figure 1. Research Flow Diagram

The results of this analysis are presented in a pie chart equipped with percentages, then simplified in the form of tables to illustrate students' perceptions of the development of a digital dictionary of Arabic idioms based on corpus linguistics.

Result and Discussion

This study aims to analyze students' need for Arabic idiom dictionaries to support lectures in *maharah al-Kalam* and *maharah al-Kitabah* to effectively improve the Arabic language competence of Arabic Language Education students of State University of Malang. The data collection instrument used is a needs questionnaire. The needs questionnaire was distributed to undergraduate students at the State University of Malang who had received maharah qira'ah and kitabah courses, with a sample size of 62 out of 422 students. For data on the results of filling out the questionnaire for student needs, you can see Table 1 below.

Table 1. Results of Filling in the Student Needs Questionnaire

No	Indicator	Persentase				
		Totally Agree	Agree	Disagree Less	Disagree	Strongly Disagree
1	Students have a special dictionary of printed uslub (idioms)(Arabic-Indonesian).	11,3%	37,1%	19,4%	25,8%	6,5%
2	The use of Arabic idiom dictionaries will make it easier for students to apply them to the context of everyday conversation or writing	25,8%	43,5%	14,5%	14,5%	1,6%
3	The use of Arabic idiom dictionaries will make it easier for students to apply them to the context of everyday conversation or writing	1,6%	37,1%	30,6%	25,8%	4,8%
4	Students have difficulty understanding the meaning of the use of Arabic idioms	30,6%	45,2%	19,4%	4,8%	0
5	It is important to have a reference source specific to understanding Arabic idioms, especially in the context of lectures.	72,6%	22,6%	1,6%	1,6%	1,6%
6	The learning resources used so far are sufficient to understand the use of uslub (idioms) properly and correctly.	6,5%	29%	29%	19,4%	16,1%
7	The need to have access to specialized idiom dictionaries based on the linguistic corpus to enrich the understanding of Arabic	69,4%	24,2%	3,2%	3,2%	0
8	The a need to digitize idiom dictionaries (Arabic-Indonesian) to facilitate their use.	75,8%	21%	3,2%	0	0
9	Developing a digital dictionary of idioms based on the linguistic corpus can help UM Arabic education students improve their understanding and mastery of idioms in Arabic.	69,4	27,4%	0	3,2%	0

10	Developing a digital dictionary of idioms based on the Linguistic Corpus will support the teaching and learning of Arabic at UM.	74,2%	24,2%	0	1,6%	0

Data gathered from student research provide valuable insights into the current use and availability of dictionaries and highlight student trends regarding learning resources, especially in the context of lectures. Most students, 62.9%, believe using a dictionary of Arabic idioms will facilitate their application in everyday conversation or writing. This perception confirms students' views on the practical value of using idiom dictionaries in everyday life. With dictionaries, users can easily search for previously unfamiliar words, thus facilitating a better process of communication and language understanding (Akbar, 2015). Furthermore, about three-quarters, as many as 75.8% of students, feel it is important to adapt the Arabic-Indonesian idiom dictionary into a digital format, indicating strong support for the dictionary digitization initiative to improve accessibility and affordability. Digital or electronic dictionaries are more efficient regarding time, space, and usage than printed dictionaries (Ferrett & Dollinger, 2021).

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In addition, awareness of the importance of access to idiom dictionaries based on the linguistic corpus is high among students, with more than two-thirds of students, 69.4%, highlighting the need for such resources to enrich their understanding of Arabic. This understanding underscores the need for dictionaries based on the corpus linguistics as a tool to deepen understanding of Arabic. So, as many as 69.4% of students support the development of a digital idiom dictionary based on the corpus linguistics, which indicates a significant impetus for efforts to develop more sophisticated dictionaries to improve Arabic comprehension (Hanif et al., 2023).

Furthermore, more than two-thirds of students, 74.2%, believe that developing a digital idiom dictionary based on the corpus linguistics will support the teaching and learning Arabic in the university environment. This belief confirms students' expectations of the important role of digital dictionaries in improving the quality of Arabic learning in higher education environments (Taufiqurrochman & Shirotol Mustaqim, 2023).

The percentage data above shows that PBA UM students generally support using dictionaries, both in print format and especially digital, to understand and

master idioms in Arabic. PBA UM students realize the importance of dictionaries based on corpus linguistics in deepening their understanding of Arabic. Therefore, developing more sophisticated digital dictionaries is becoming increasingly fundamental to support Arabic language learning in the university environment.

This dictionary is compiled using corpus linguistics, that is, with the Sketch Engine program. Corpus linguistics is an approach in linguistics that utilizes data collected from various language sources stored in a "corpus", which includes a variety of language uses, both oral and written (Azzahra, 2020). This approach aims to achieve wide language variation and avoids emphasizing specific language use, such as individual dialects (Perdana Prasetya et al., 2020).

Corpus linguistics selects texts from authentic, original, and methodically collected written and spoken language. It offers advantages to its users and provides a list of words and frequencies that users can access, facilitating the display and organization of data in a way that simplifies pattern identification (Swarniti, 2021). On the other hand, it automatically generates a list of linguistic associations (Hizbullah et al., 2020). O'Keeffe et al. define a corpus as a collection of oral and written data stored on a computer and analyzed quantitatively or qualitatively using analysis software ("Effect of Corpus-Based Activities on Learning Verb–Noun Collocations in Saudi EFL Classes," 2022)

Corpus linguistics has four main features: (1) It is based on an empirical approach, and (2) it uses a representative sample of the target language stored as an electronic database (corpus). (3) utilizing computer software to calculate linguistic patterns as part of the analysis, (4) relying on quantitative and qualitative analysis techniques to interpret the findings (Admin & Amirudin, 2017). The Arabic Corpus in Indonesia serves as the main data bank, presenting linguistic facts about the Arabic activities of Indonesian speakers over time (Hizbullah et al., 2019). The increase in corpus data, which can be seen from the number and volume of archives, indicates the productivity and dynamics of the corpus, this information is available in the corpus web data collection table that is constantly updated regularly (Hizbullah et al., 2019). Several things that must be considered in the development of the corpus: a) planning and designing the corpus, b) selection of data sources, c) obtaining permission from the data owner, d) data collection and coding process, and e) corpus management (Ahsanuddin et al., 2020).

Most corpus linguistics programs provide several useful features in analyzing language (Paul Baker, Andrew Hardie, 2006): (1) Corcondance displays a list of word frequencies in various contexts, allowing researchers to see words before and after keywords. (2) Collocation displays words that often appear together in the context of a certain sentence. (3) Word *List provides* a list of all words in a text corpus, which can be sorted alphabetically or by frequency of occurrence, often used in the preparation of dictionaries. (4) N-Grams are a series of two or more words that often appear together in a text with significant frequency.

The method of developing a dictionary based on corpus linguistics is carried out in the following stages:

1. Preparation, including the formulation of dictionary concepts, the creation of instructions, and the template of dictionary drafts.

2. Data Collection and processing includes three stages.

3. The solution involves evaluation by lexicography and linguistics, revision, printing, and registration of intellectual wealth rights (HaKI).

These three stages result from the development of dictionary preparation methods by researchers, which are inspired by the theories of dictionary compilation proposed by (Schierholz, 2015) and (Wiegand, 1998). The point of emphasis is on data collection and processing, where researchers develop dictionary preparation procedures based on corpus linguistic approaches.

There are seven steps in compiling a dictionary of semantic terms with a corpus linguistic approach, outlined below (Suryadarma & Fakhiroh, 2020).

1. A collection of Arabic idioms from various sources, ten books, articles, online journals, as many as 40 Arabic websites, and YouTube videos.

2. Data input and filtering in (doc) format by removing irrelevant redaction elements.

3. Convert files to Plain Text (*txt) with Unicode UTF-8.

4. Corpus linguistics-based data analysis using Sketchengine via the wordlist menu generates a data analysis file in (*xls) format containing Arabic idioms alphabetically.

5. Data cleansing with a focus on Arabic idioms that are more needed in everyday reading and saying.

6. Revision of data and transfer to file (*doc) according to the prepared template.

7. The draft dictionary in (*doc) format can be searched for equivalents.

The *Al-Misbah* Digital Idiom Dictionary Based on Corpus Linguistics has several features such as the following: First, on the initial page of the Al-Misbah application, users are asked to log in with a username and password, and if they do not have an account, users can register first. Second, there is a Main Menu consisting of various options: (a) Application usage instructions, (b) *Al-Misbah* Dictionary, where users can search for the desired idiom along with audio to help with pronunciation, definition, usage examples, and related exercises, (c) Quiz related to idioms, (d) Video Content that displays examples of idioms used on YouTube, (e) Update/Rate to assess user satisfaction, and (f) About, which provides information about the app and developer profile. The development of this idiom dictionary uses codular programming and symbol literacy from the Canva Maker Pro app and Pinterest to make it easily accessible via Android or other software, with electronic link adjustment. The codular program allows the creation of a friendly and intuitive user interface. The app presents a new way for Arabic for non-native learners to quickly and efficiently access idioms and the context in which they are used, which can improve their understanding of real-life situations (Hoendarto et al., 2023).

The development of this application also reflects a response to the demands of the digital age in language learning, where accessibility and efficiency are top priorities (Budiyono, 2020) Through the integration of various multimedia and interactive features, this application not only functions as an ordinary digital dictionary, but also as a comprehensive learning platform that supports the development of Arabic language skills holistically (Sumiarni1 et al., 2024). The hope of developing the *Al-Misbah* dictionary is to effectively meet students' needs as lecture support in speaking and writing skills to improve the Arabic language competence of Arabic Language Education students of the State University of Malang. With the comprehensive features provided, this application is expected to effectively meet the needs of Arabic language learning at the university level.

The successful implementation of this application is expected to be a model for the development of technology-based Arabic learning media that can be adapted and further developed by other educational institutions (Paputungan et al., 2024) This is in line with continuous efforts to improve the quality of Arabic language learning in the digital era, where technological and pedagogical innovations are key in preparing students to face global challenges and increasingly complex international communication needs (Asfar et al., 2024).

Conclusion

The role of dictionaries in Arabic learning is crucial; their function is broad, facilitating understanding of terminology, increasing the availability of information, and improving communication skills and knowledge. Digital dictionaries based on corpus linguistics are a promising solution to help students better understand and use Arabic idioms to enhance student competence in writing and speaking at the Department of Arabic Language Education, State University of Malang Undergraduate Program. The results of the questionnaire analysis show the importance of developing the Al-Misbah based on corpus linguistics. Therefore, it can effectively enrich the learning process of speaking and writing Arabic in the lecture environment. Corpus data is analyzed using the Sketch Engine. To ensure the quality of dictionary products, validity tests will be carried out by experts (including media and material validation) and prospective dictionary users. Thus, using this digital dictionary can be an important progressive step in improving students' Arabic language skills and making a meaningful contribution to their academic development.

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