The Analysis of Arabic Language Textbook for Class II Elementary School

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Abstract
Textbooks are one of the learning resources used in the learning process. As the main learning resource, textbooks serve as a medium for educators and students in an effort to achieve learning objectives. This study aims to describe errors in textbooks. The focus of the research was done by looking at syntactic errors, vocabulary, and writing Arabic words. The source of the data in this research is the Arabic book for Class II Madrasah Ibtidaiyah written by Sunaryo Putro published by PT. Tiga Serangkai of Independent Libraries, Solo. The research method used content analysis with the analytical technique to record the types of errors contained in the textbook. The results showed that there were 13 errors in the textbook that the author examined with details of 3 errors in syntax, in the form of an error in the final vowel of a word that is not in accordance with its maqam i'rab, 3 errors in vocabulary (mufradat) which is the vocabulary in the book not in accordance with the actual meaning, as well as 7 errors in writing words that do not refer to the writing of Arabic words that are good and correct, in accordance with the rules of Islamic science. This study recommends further research to analyze more varied sample of teaching materials with the other research methods.

Keywords: error analysis, arabic language, textbook

Analisis Bahan Ajar Bahasa Arab untuk Kelas II Madrasah Ibtidaiyyah

Abstrak
Buku ajar merupakan salah satu sumber belajar yang digunakan dalam proses pembelajaran. Sebagai sumber belajar utama, buku ajar berfungsi sebagai media bagi pendidik dan peserta didik dalam upaya mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan kesalahan dalam buku ajar. Fokus penelitian dilakukan dengan melihat kesalahan sintaksis, kosakata, dan penulisan kata bahasa Arab. Sumber data dalam penelitian ini adalah buku bahasa Arab untuk Kelas II Madrasah Ibtidaiyah karangan Sunaryo Putro yang diterbitkan oleh PT. Tiga Serangkai Pustaka Mandiri, Solo. Metode penelitian yang digunakan adalah metode analisis konten dengan teknik analisis yang digunakan adalah mendata jenis

kesalahan yang terdapat dalam buku ajar tersebut. Hasil penelitian menunjukkan bahwa terdapat 13 kesalahan dalam buku ajar yang penulis teliti dengan rincian 3 kesalahan dalam sintaksis, berupa kesalahan harakat akhir sebuah kata yang tidak sesuai dengan maqam i'rabnya, 3 kesalahan dalam kosakata (mufradat) yang mana kosakata yang ada pada buku tersebut tidak sesuai dengan makna yang sebenarnya, serta 7 kesalahan dalam penulisan kata yang tidak merujuk kepada penulisan kata bahasa Arab yang baik dan benar, sesuai dengan kaidah ilmu imla'. Penelitian ini merekomendasikan penelitian selanjutnya untuk menganalisis sampel bahan ajar yang lebih bervariasi dengan metode penelitian yang lebih kompleks. Penelitian ini merekomendasikan penelitian lanjutan untuk menganalisis sampel yang bervariasi dengan metode yang beragam.

Kata kunci: *analisis kesalahan, bahasa arab, buku ajar*

1. INTRODUCTION

The use of learning resources is very important in the implementation of the learning process. Mabrurrosi (2020) revealed that learning resources are materials that can be utilized and needed to help teachers and students in the learning process. In line with that, Martatik, (2018) defines learning resources as all sources, in the form of data, people or certain forms that can be used by students in learning, either separately or in combination, making it easier for students to understand the lessons presented.

According to the Association for Educational Communications and Technology, learning resources are everything or resources that can be utilized by teachers, either separately or in combination with the aim of increasing the effectiveness and efficiency of learning objectives (Sasmita, 2020).

Learning resources can be in the form of textbooks, print media, electronic media, resource persons, the natural environment and other sources that can increase the effectiveness of the teaching and learning process (Albab et al., 2021). In line with the explanation, Subiyakto & Mutiani (2019) stated that learning resources include anything that can be used to help each person and display their competence. Among these learning resources, textbooks or textbooks are the most widely used and most widely used learning resources. This is confirmed by Halim, (2018) that textbooks are very important to achieve the Basic Competencies (KD) and Core Competencies (KI) of students.

As the highest learning resource, the use of textbooks or textbooks must be in accordance with the correct writing rules. In learning foreign languages, especially Arabic, the use of textbooks is very important as the main learning resource. As stated by Pahlefi (2020) with the existence of textbooks, learning programs can be carried out more regularly. Furthermore, Amalia (2018) added that textbooks can also be used to explain material, give assignments and determine learning strategies.

This is stated in Permendikbud Number 8 of 2016 that textbooks are the main learning source to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education and Culture to be used in education units. As a medium and source of learning, textbooks are able to transform knowledge and life

values related to the basic competencies being taught.

Arabic textbooks as learning resources for non-Arabs, Wachdah (2020) made the following criteria; first, the contents of the textbook, namely the Arabic language textbook, must be in accordance with the scientific truth of the content and the harmony of the content based on the system adopted by the community in the school where the school is located. Second, the accuracy of the coverage related to the content of teaching materials as deep and as wide as the content or material, as well as the strength of concepts based on scientific fields in Arabic. The depth and breadth of teaching materials will determine the level of teaching materials that will be developed for students according to the ability and level of education being pursued. Third, the accuracy of the material, including logical explanations, coherent presentation of material, examples of illustrations that make it easy to understand, tools that make it easier, a clear and consistent format, appearance or packaging, and illustrations. Fourth, the completeness of components, namely teaching materials can function as the main component, complementary components, and components of the evaluation of learning outcomes.

Thus the Arabic language textbook must be in accordance with the correct rules and grammar, the vocabulary contained in the book must be in accordance with the actual meaning and the writing of every word in the textbook as far as possible escapes errors and is in accordance with the rules of the imla 'science of science who studies the procedures for writing Arabic script.

Seeing the importance of the textbook, which is the main source for students in the teaching and learning

process so that learning objectives can be achieved properly. For this reason, the validity of the textbook needs to be analyzed, both in terms of content and presentation. Moreover, Arabic textbooks are served for elementary level students, considering that Arabic has been taught since an early age in Indonesia.

Arabic is a subject that is often taught in schools. Within the Ministry of Religion, Arabic must be taught at all levels of education, starting from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiah (MTs), and Madrasah 'Aliyah (MA). In schools under the auspices of certain Islamic religious organizations, Arabic is taught at the elementary (SD), middle (SMP) and upper (SMA) levels.

At Madrasah Ibtidaiyah (MI) Arabic serves as the language of religion, science and communication (Mabrurrosi, 2020). Therefore, learning Arabic is always related and mutually supportive with other Islamic religious subjects. Through Arabic, students are expected to be able to understand simple Arabic readings.

To achieve this goal, it is necessary to analyze errors in Arabic textbooks. Error analysis is a very important part of second language acquisition (Pardamean, 2020). Error analysis is an attempt to find out and explain errors in the use of foreign languages, both in terms of vocabulary, morphosyntactic or word writing. According to Brown, as quoted by Ariyanti (2019), error analysis is an analysis of a student's language errors, both foreign languages, second languages and languages in general. In line with the above opinion (Hidayah & Asyrofi, 2018) states that the analysis of linguistic errors is a process based on an analysis of the errors of students or someone who is studying a language.

Dulay as quoted by Nurwicaksono & Amelia (2018) divides the taxonomy of language errors into four areas, namely: (1) linguistic category taxonomy, (2) performance category taxonomy, (3) comparative category taxonomy, and (4) communication effect taxonomy. The context that the author is aiming for in this research focuses on the taxonomy of linguistic categories which includes the phonological order, morphology, syntax, semantics, and discourse structure. This refers to Tarigan's statement as quoted by Agustina & Oktavia (2019) that language errors based on linguistics can be divided into several errors, namely phonology, morphology, syntax (phrases, clauses, sentences), and semantics.

Research on the analysis of teaching materials has been carried out by Albab et al., (2021) which describes errors in the Arabic language textbook for class V Madrasah Ibtidaiyah published by the Ministry of Education of the Hidayatullah Central Executive in 2020. The purpose of this study was to describe the form of morphological errors and the form of syntactic errors. Hereinafter referred to as morphosyntactic errors contained in the textbook. It was found in this study 10 errors, namely 3 syntactic errors and 7 morphological errors.

Related to morphosyntax, this has also been studied by Syaifuji et al., (2021). The author analyzes morphosyntactic errors in the Arabic Language Textbook class X MA Published by the Ministry of Religion in 2020. The purpose of this study is to identify errors and make justification efforts so that there are no misunderstandings among students. The study resulted in the percentage of errors found at the morphological level of 66% while at the syntactic level of

34%, with the number of morphological errors greater than the number of syntactic errors.

The analysis of Indonesian errors has also been investigated by Pandeangan et al., (2020) who have described Indonesian errors made by students in elementary schools (SD) in general. The focus of the research was on language errors in writing skills. This descriptive research uses relevant journals as a source of research. The results showed that there were student errors in writing including spelling errors, word selection errors and sentence selection errors.

Based on existing research, in-depth and holistic research is still needed regarding the analysis of syntactic errors, vocabulary meaning errors and Arabic word writing errors in Arabic textbooks for class II Madrasah Ibtidaiyah written by Sunaryo Putro published by PT. The Three Solo Independent Libraries in 2020. It aims to provide recommendations for teaching materials used in Madrasah.

2. METHOD

This research approach uses a qualitative design in the form of a text study through content analysis. The qualitative approach aims to explore phenomena holistically and in depth (Bogdan & Sari, 1982). While the analysis used is content analysis. The researcher examines an Arabic textbook for class II as an analysis sample regarding Arabic errors regarding syntax errors, vocabulary, and writing Arabic words.

The selection of class II textbooks was taken randomly as the primary data source. While secondary data was obtained through papers, scientific journals, and legislation related to teaching materials applied to Arabic language learners.

The stages of the research used can be described as follows. First, the researchers identified language errors in Arabic textbooks through three categories, namely related to the analysis of syntactic errors, vocabulary meaning errors and writing errors in Arabic words in Arabic textbooks for class II Madrasah Ibtidaiyah written by Sunaryo Putro published by PT. Tiga Serangkai of Solo Independent Libraries in 2020. Second, researchers classify according to 3 forms of error. Third, the researchers classiefied the findings in a table for grouping syntactic errors, vocabulary and word writing. Fourth, the researchers analyzed the errors and described the syntax, vocabulary and correct word writing. Fifth, the researchers presented the research findings.

3. FINDINGS AND DISCUSSION

The textbook under study was an Arabic book for class II Madrasah Ibtidaiyah written by Sunaryo Putro published by PT. Tiga Serangkai of Independent Solo Library in 2020. There are three types of errors in this book which are described as follows.

3.1 Syntax Error

The term syntax in Arabic is called the science of Nahwu. Nahwu science examines the position of words in sentences and their final vowels, whether they change (i'rab) or remain (bina) (Al-Ghalayaini, 2008). The rules by which the final laws of Arabic words are known are in a structured state. So by understanding the science of nahwu, it can be seen how the changes in the final vowel of a word in Arabic are known.

In the textbook there are three syntactic errors, namely in words, sentences, and sentences صِلِ الأَحْرُفَ and sentences الآتِيَةَ لِتَكُوْنَ كَلِمَاتٍ صَحِيْحَةً page 40.

The underlined word is not structurally correct because the final vowel in the word is kasrah. The word occupies a position as an attribute that follows the previous word, such as كَلِمَاتٍ which word occupies the law i'rab manshub as khabar kana (خبر كان) and the sign nashab for it is fathah. So the correct pronunciation for the word is صَحِيْحَةً.

The next word in the page 61 as مَنْ قَلَّ صِدْقُهُ قَلَّ صَدِيْقَهُ, the underlined word with the word fathah on the letter "ق" while the correct pronunciation is dhammah because the word occupies the position of i'rab marfu'u because the word is a fa'il or subject of the word fi'il (verb) "قَلَّ".

The third word that is syntactically incorrect is هَيَّا نَقْرَأ. The word نَقْرَأ is fi'il mudhari or present continuous tense. The principle of fi'il mudhari iis mu'rab, the meaning that the vowel or the last line of fi'il mudhari' changes depending on 'amil or the word that precedes it. If fi'il mudhari is not preceded by any word or is located at the beginning of the sentence, the i'rab law will be marfu' which is usually marked with harakat dhammah. However, the final harakat will turn into a fathah if the fi'il mudhari' is preceded by the letter nashab, namely أَنْ، لَنْ، إِذًا، كَيْ and changes to sukun if it is preceded by a jazm letter like لَمْ، لَمَّا، لاَ النَّاهِيَة، اللام الأمر. The word هَيَّا in the sentence هَيَّا نَقْرَأ not is a jazm letter, so it can't function as a letter that spells out or makes the fi'il mudhari' with the meaning of sukun because هَيَّا is a letter.

Even though it sounds normal هَيَّا نَقْرَأ in the pronunciation of Arabic kalam, but in writing it must still be in

accordance with the rules that apply in Arabic as described above. Furthermore, the errors in the syntax are summarized in the following table.

This study shows in nahwu study. Nahwu is one of the basic parts of Arabic grammar which discusses the position of words in sentences and the form of letters or the final vowel of a word. This study also be called the Arabic grammatical science where the first discussion is about the position of words in a sentence and the final vowel, both those that can change called i'rab and those that don't change called bina, secondly, discuss the rules which by using this knowledge it will be known about the final laws of Arabic words in a structured state, these three sciences show us how to combine nouns (*ismun*), verbs (*fi'lun*) or particles (*letters or harfun*) to form useful sentences (*complete sentences*) as well as to know the state (i'rabnya) of the final letter of a word (Ihwan et al.,, 2022).

The purpose of studying nahwu is to protect the tongue from errors in pronouncing Arabic and to understand the Qur'an and Al-Hadith correctly, both of which are the main sources of Islamic law.

From the description above, it can be concluded that it is important to understand the rules or structures of the Arabic language properly and correctly. Because these basic rules are the essence of learning Arabic, especially for beginners or basic levels. For language learners, both policy makers, developers of teaching materials or educators must understand this so that in compiling teaching materials in this case writing textbooks should avoid mistakes.

Table 1. *Syntax error*

No	Word	Page	Error word	The correct word
1	صَحِيْحَةٍ	40	Error the *harakat*	صَحِيْحَةَ
2	صَدِيْقَهُ	61	Error the *harakat*	صَدِيْقُهُ
3	هَيَّا نَقْرَأ	3,71, 113	Error the *harakat*	هَيَّا نَقْرَأ

3.2 The Error Word

Vocabulary is a collection of words that a person is familiar with (Fu'adah, 2021) and the types of words where the pronunciation or writing is in accordance with the standard rules of the language (Amelia, 2021). In mastering foreign language vocabulary, in addition to memorizing and practicing the new vocabulary in daily conversation, of course the vocabulary used must have the correct meaning and meaning.

In the textbook that the author studied, there were three vocabulary words that were inappropriate or did not match the pictures in the textbook. First on the word مَحْفَظَةٌ which is interpreted as a bag and affixed with a picture of a backpack commonly used by school children. The correct vocabulary for the picture is حَقِيْبَةٌ, while the exact meaning or meaning for مَحْفَظَةٌ wallet.

Figure 1. *The vocabulary* مَحْفَظَةٌ *contained in the Arabic language textbook for class II Madrasah Ibtidaiyah*

Figure 2. *The correct figure for* **مَحْفَظَةٌ**

The second incorrect vocabulary is in the word **جَوَّالَةٌ**. The true meaning of the word for **جَوَّالَةٌ** is handphone, while in the textbook that the author studied was defined as a motorbike. The word motorcycle in Arabic is **دَرَّاحَة نَارِيَة**.
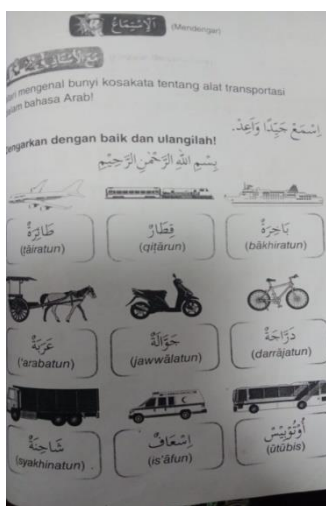

Figure 3. *The vocabulary* **جَوَّالَةٌ** *contained in the Arabic language textbook for class II Madrasah Ibtidaiyah*

Figure 4. *The correct figure for* **جَوَّالَة**

The next error is on page 91 of the word أَثَاثُ المَنْزِلِيّ, which is interpreted as "household furniture". The Arabic word for "household furniture is" الأَثَاثُ so it's not right to use أَثَاثُ المَنْزِلِيّ as "household furniture".

More details for these vocabulary errors are illustrated in the following table.

Table 2. *The error of vocabulary*

No	Word	Page	The Error	Correct word
1	مَحْفَظَةٌ	25	Error Vocabulary	حَقِيْبَةٌ
2	جَوَّالَةٌ	73	Error Vocabulary	دَرَّاحَة نَارِيَة
3	أَثَاثُ المَنْزِلِيّ	91	Error Vocabulary	الأَثَاثُ

From the description above, it can be seen that there are some vocabulary errors. The form of the error is in the inappropriateness of the vocabulary with the pictures contained in the textbook.

Vocabulary is one of the elements of language. In addition to vocabulary, vocabulary is also the main element in using language.

Vocabulary is the main part that must exist in the preparation of a sentence in every language. Its existence is one of the determinants of the assessment of the quality possessed by a speaker or writer in their interactions.

In writing textbooks where textbooks are the main learning resource for students, the accuracy of the material is a must in the textbook. From the description of the error analysis above, it can be seen that there are vocabulary that is not precise in

meaning or meaning. A very real example is in the word جَوَّالَةٌ, This word means motorbike. This is a wrong thing because the real meaning of the word is a mobile phone.

Mistakes in interpreting the meaning of the word جَوَّالَة happens often. Based on previous observations and mini-researches, in this case it is a hereditary error. Some students, whether they are modern boarding school students or Salaf boarding schools, as well as students at the madrasa level interpret the word جَوَّالَة on a motorbike. This error does not stop because there has not been a thorough evaluation of the error.

3.3 Error in Writing Words

Writing Arabic words or known as maharah kitabah is a writing skill. Writing skills in Arabic require students to be able to write words and sentences in Arabic according to existing rules (Atika & Muassomah, 2020). Writing matters is regulated since how to write letters and this is learned in the science of Imla '. The science of Imla 'is part of the science of Arabic which discusses the basics of correct writing. In the science of Imla 'is learned the rules of writing Arabic words. Starting from the introduction of the letters hijaiyah, alif layyinah, ta' marbuthah, ta' mabshutah, ha, letters that are added and omitted.

Based on the results of the author's study, there are several errors in writing or imla '. These errors consist of errors in the pronunciation of words, such as the lack of writing hamzah letters, and errors in placing the hamzah letters.

Table 3. *The error in writing words*

No	Word	Pages	The Error	The correct word
1.	أَيْنَ	7,29,41,99,100,109	There is no *hamzah* letter	أَيْنَ
2.	الاتية	8,13,13,15,19,34,36,38,41,53,59,81,84,86,88,89,102,103,105,108,116,117,118,121,122,123,126,127,128,130,131,132,136,137	There is no sign of mad	الآتية
3	إِمْلَاء	26,34,35,48,96,97,116	*Hamzah* location error	إِمْلَأٌ
4	مَا هَذِه	31,54,62,78,100	The final *harkah* error	مَا هَذِهِ
5	إِلَى	33	There is no *hamzah* letter	إِلَى
6	أَلَى	113	*Hamzah* location error	إِلَى
7	اَشْجَارٌ	119	There is no *hamzah* letter	أَشْجَارٌ

Arabic has a branch of science in writing called the science of Imla '. This science studies the theory of writing Arabic letters and words, for example how to write each letter located at the

beginning of a word, in the middle, or at the end of a word, or the writing of hamzah, when the hamzah is written or omitted. This is all studied in the science of Imla'. In writing textbooks, this should be a high concern for writers.

The word writing error table above shows a lot of word writing errors and occurs repeatedly. One example can be taken, namely the word اَيْنَ, for this word there are 6 writing errors on different pages. In this word the error is the absence of the letter hamzah above the letter alif, and it is mandatory to write it down because the word is a combination of the letters *hamzah, ya,* and *nun,*, while what is written in the textbook is a combination of the letters *alif, ya,* and *nun*, and these two letters are clearly different. In table number two, there are 32 errors in the word الا, meaning that the error occurs repeatedly on different pages. The right word is الآتية which is adding a *mad* sign to the letter *alif*. This of course affects the sound of the word and also the meaning of the word.

Another error can be shown in table number 4. The table shows the word مَا هَذِه, for this word in the textbook that the researcher discusses, the letter *mad* is made in the final letter, namely the letter *ha*. This is wrong in terms of writing, because the right thing is the harakat *kasrah* on the word *ha*.

Then at numbers 5 and 6, namely the words إِلَى and أَلَى, the correct writing for these words is writing hamzah under the letter *alif*, and the last number in the table shows the word اَشْجَارٌ, the first letter in the correct one is the letter *hamzah*, while the one in the textbook is the letter *alif*.

Based on the results of the researcher's study, language errors in textbooks are errors that need to be avoided. It is necessary to provide appropriate and correct language material. Errors in writing will lead to different perspectives, points of view and erroneous understanding for students. Thus, an in-depth analysis is needed before the distribution of teaching materials as teaching materials used by each school.

As explained that the importance of textbooks as an intermediary of knowledge to be conveyed to students. The need for teaching materials also affects the achievement of learning objectives (Hamid et al., 2019). So that other studies also recommend the need for a critical study of various angles of the field in the development of teaching materials (Ningsih, 2018). As BNSP has explained that the standardization of teaching materials is very diverse, namely the feasibility of content feasibility, language feasibility, presentation feasibility and graphic feasibility. Through content and linguistic studies, this research shows the findings of language errors from various aspects that need to be developed again in the future. On that basis, in the development of teaching materials it is necessary to focus on the principles and character of the teaching materials, namely Arabic (Syaifullah & Izzah, 2019).

Referring to the findings of this study, this book needs to be revised as an improvement and to minimize errors in vocabulary, syntax and sentence structure, so that students can understand the appropriate teaching materials according to the demands of the applied curriculum. As described, the continuous analysis of teaching materials provides a good understanding of Arabic for learners. In general, teaching materials are packaged in colorful presentations, so

as to increase student motivation in studying Arabic teaching materials.

This finding also supports previous research which revealed the form of difficulty in learning Arabic through linguistic factors, so that errors contained in teaching materials did not have an impact on difficulties in understanding Arabic linguistics (Nurhuda, 2022). Rumfot et al., (2022) revealed that detailed material and teacher teaching methods in the classroom made students enthusiastic and happy to learn Arabic both directly and online (on a network) so that it could be said that students' speaking skills increased in Arabic subjects by textbooks in use today.

4. CONCLUSION

Based on the data classification, both in terms of syntax, vocabulary (mufradat) and word writing, it can be concluded that the tendency of errors in the Arabic language textbook for class II Madrasah Ibtidaiyah (MI) is due to the incompatibility of linguistic rules that have been found in the textbook. In the classification of syntactic errors there are several errors in the final vowel of a word, which is not in accordance with the rules of Arabic writing and will affect the meaning and meaning of the word. At the vocabulary level classification (mufradat) there were some errors of meaning and meaning that were not in accordance with the images listed in the textbook. This will affect students' understanding of their vocabulary understanding. In terms of writing words, there are some errors in writing letters. The writing of letters and vowels that should be in the word is not made. This will affect the students' understanding of their knowledge of writing words in Arabic.

From the author's observations, the factors that influence the occurrence of these errors are internal factors which include the authors of textbooks. This study recommends further researchers to develop Arabic teaching materials for Class II Madrasah Ibtidaiyah so that they become better in content and presentation.

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