Prescriptive and Descriptive Alliteration in the Development of the Arabic Language, Comparative Study of Learning Theories and Grammar

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ملخص

يحاول هذا البحث تحليل الخصائص الوصفية والتوجيهية لقواعد اللغة العربية. وبعد ذلك، يحاول هذا البحث اكتشاف نقاط الضعف في القواعد النحوية الوصفية والنحوية والتوجيهية. ومصادر البيانات المقالات التي تتعلق بالوصفية والتوجيهية في اللغة العربية. وأما الطريقة المستخدمة في هذا البحث فهي أبحاث المكتبات، وأما تقنيات تحليل البيانات فتستخدم تحليل المحتوى. أظهرت نتائج البحث أن المصطلحين التوجيهي والوصفي يستخدمان كتمييز بين النحو القياسي والقواعد البديلة. يتم تعريف القواعد القياسية على أنها صيغ ثابتة ومحددة ومنهجية في القواعد. ويتم تعريف القواعد البديلة على أنها بنية مرنة للغة لتسهيل استخدام اللغة وفهمها، مع مراعاة عناصر تطوير اللغة. كما توصلت نتائج البحث إلى وجود ثماني فرق بين النظرية الوصفية والتوجيهية كنظرية تعلم ، وأربع عشرة خاصية من خصائص الوصفية والتوجيهية كقواعد اللغة العربية، بالإضافة إلى ستة أمور في ضعف النحو التوجيهي والنحو الوصفي. كان استخدام المصطلحات الوصفية

والتوجيهية في اللغة العربية جديدا نسبيا لأن استخدام هذين المصطلحين بشكل
أكبر كنظريات في التعليم. يسعى هذا البحث إلى تحديد الاختلافات بين الوصفية
والتوجيهية كنظرية التعلم. علاوة على ذلك.

الكلمات الرئيسية: الوصفية، التوجيهية، النحو، اللغة العربية

Abstract

The use of prescriptive and descriptive terms in Arabic is relatively new because these two terms have been used more as theories in education. This research seeks to identify the differences between prescriptive and descriptive as a learning theory. Furthermore, this research attempts to analyze the prescriptive and descriptive characteristics of Arabic grammar. Then, this research tries to detect weaknesses in prescriptive grammar and descriptive grammar. The method used in this research is library research, meanwhile data analysis techniques use content analysis. The primary data source is in the form of journal articles that examine prescriptive and descriptive matters. Secondary sources are website articles that support research.The research results show that the terms prescriptive and descriptive are used as a distinction between standard grammar and alternative grammar. Standard grammar is defined as formulas in grammar that are fixed, definite and systematic. Alternative grammar is defined as a flexible structure of language to facilitate the use and understanding of language, taking into account elements of language development. The research results also found 8 points difference between prescriptive and descriptive as a learning theory, 14 characteristics of prescriptive and descriptive as Arabic grammar, as well as 6 weaknesses in prescriptive grammar and descriptive grammar.

Keywords: prescriptive, descriptive, arabic grammar, arabic language

Introduction

Prescriptive and descriptive words are unknown in Arabic grammar. English first used prescriptive terms as a study of grammar that inherited the grammatical rules of Latin-Greek grammar. Descriptive in English is described as the study of grammar that has undergone adaptation to environmental conditions at a certain time. On the other hand, the emergence of Arabic linguists who attempted to reform Arabic grammar gave rise to a new rule structure. This is the basis for researchers to examine the use of prescriptive and descriptive terms in Arabic. This research is relatively new because no other researcher has linked prescriptive and descriptive words into Arabic grammar.

Even though they have been used earlier in English language studies, the terms prescriptive and descriptive are more often used as theories in education. Bruner stated that prescriptive is a learning theory, while descriptive is a learning theory (Periera, 2015). The main goal of prescriptive learning theory is the application of optimal learning methods. The main purpose of descriptive learning theory is to explain the learning process (Kismiati et al., 2021). Learning theory pays attention to how educators influence students to make it easier for them to learn (Krismawati, 2021). Learning theory pays attention to the relationship between variables that

determine learning outcomes (Tawhid, 2020). In other words, prescriptive learning theory prioritizes goal achievement (Rajab et al., 2023), while descriptive learning theory prioritizes results in the learning process (Marzuenda, 2020).

Reigeluth explains that perspective learning theory is goal oriented, while descriptive learning theory is goal free (Widodo et al., 2018).This means that prescriptive learning theory is intended to achieve goals (Sufiyana, 2017), while descriptive learning theory is intended to provide results (Mawardi et al., 2021). For this reason, the variables observed in perspective learning theory and descriptive learning theory are different. The variable observed in prescriptive learning theory is the optimal method for achieving goals (Magdalena et al., 2021), while the variables observed in descriptive learning theory are learning outcomes as a result of the interaction between methods and conditions (Mulyadi et al., 2015). It can be said that prescriptive learning theory reveals the relationship between learning activities and the psychological condition of students. This is different from learning theory which reveals the relationships between phenomena within students (Herminingsih et al., 2022).

Based on the information above, the preposition of prescriptive learning theory is to do this (Jannah, 2016). Learning improvement and retention are determined as desired learning outcomes, the elaboration model as a model for organizing learning content or materials, and has the opportunity to become an optimal method for achieving the desired learning outcomes(Hermansyah & Aras, 2019). The preposition of descriptive learning theory is if-then (Mufdalifah, 2014). The learning organization model or elaboration model is treatment, under the characteristics of lesson content, to provide change (actual outcomes) in the form of increasing learning acquisition and retention.

This research seeks to identify the differences between prescriptive as a learning theory and descriptive as a learning theory. This first objective needs to be carried out based on the consideration that prescriptive and descriptive words are most widely used as theories in education. Next, the researcher tries to analyze the prescriptive and descriptive characteristics of Arabic grammar, which is the main objective of this research. After that, the researcher then tried to detect weaknesses in prescriptive grammar and descriptive grammar.
The hypothesis of this research is prescriptive which is defined as standard grammar, while descriptive grammar is intended as alternative grammar which is flexible and adapts to current developments.

Method

The object of this research is prescriptive and descriptive in the study of learning theory and grammar. The method used in this research is library research. The primary data source is in the form of journal articles that examine prescriptive and descriptive matters. Secondary sources are website articles that support research. Data collection utilizes documents. The data analysis technique used is content analysis.

Results and Discussion

1. **Prescriptive and Descriptive as Learning Theory**

The differences between prescriptive and descriptive learning theory are explained in this below:

Prescriptive Learning Theory:

a. Learning theory is goal oriented, namely to achieve goals.
b. The main goal is to establish optimal teaching methods
c. Pay attention to how educators influence students so that the learning process occurs.
d. Focus on efforts to control variables in learning theory to facilitate the learning process.
e. Mention learning methods.
f. Revealing the relationship between learning activities and the psychological condition of students,
g. Revealing the relationship between learning activities and the psychological condition of students

Descriptive Learning Theory

Descriptive learning theory is goal free, namely to provide results.
The main goal is to provide a learning process.
Pay attention to how students learn.
Focus on the variables that determine learning outcomes.
Has no relationship with learning methods.
Revealing the relationship between phenomena within students.
The preposition of learning theory is if-then.
It is only basic research carried out by scientists

2. **Prescriptive and Descriptive Characteristics as Arabic Grammar**

The characteristic differences between prescriptive grammar and descriptive grammar are as follows:

Prescriptive Grammar:

a. Focuses on understanding and strictly applying grammar rules
b. Understanding grammar rules
   Prescriptive grammar places emphasis on understanding and rigorous application of grammatical rules, including sentence structure, grammar, morphology, and syntax.
c. Regularity and consistency
   Prescriptive grammar helps provide a structured framework for language learning. Clear and consistent grammar rules provide strong guidance for participants in understanding and applying the language correctly.
d. Increased understanding of language related to language structures and components
   In prescriptive grammar, students are given a deeper understanding of the structure and components of language, such as syntax, morphology, and grammar. This helps students recognize sentence patterns, relationships

between words, and more complex language structures, which is a strong basis for understanding and producing language well.

e. Improved language analysis skills

Prescriptive grammar involves understanding grammatical rules and applying them in appropriate contexts. This can help students develop strong language analysis skills, such as recognizing and correcting grammatical errors, identifying correct sentence structures, and understanding the meaning contained in the use of words and phrases.

f. Understand the value of precision and correctness of language

In some contexts, such as in scientific writing, law, or official print media, accuracy in the use of language is very important. Prescriptive grammar places emphasis on precision and accuracy in language use, which can help students understand and apply rules appropriately in that context.

g. Correct use of grammar

Prescriptive grammar emphasizes correct use of grammar and following established rules. For example, nouns must match verbs in terms of form and number.

h. Prohibition of the use of slang or slang

Prescriptive grammar may prohibit the use of slang words in formal communication. This means the use of popular terms or informal expressions should be avoided.

i. Correct use of spelling

Prescriptive grammar often emphasizes the use of correct spelling. This means following established spelling rules and avoiding common spelling mistakes.

j. Restrictions on the use of loan words

Prescriptive grammar may encourage the use of native Indonesian words and limit the use of loan words from foreign languages.

k. Accurate use of punctuation marks

Prescriptive grammar encourages the use of punctuation marks appropriately in accordance with applicable grammatical rules.

l. Focus on thoroughness and caution

Prescriptive grammar teaches students to pay attention to details and understand nuances in language. Students are taught to avoid grammatical errors and use words correctly, thereby increasing the quality and accuracy in language use.

m. Strengthen writing skills

By focusing on strict grammatical rules, prescriptive grammar helps improve students' ability to write well. Students are taught to recognize and apply correct sentence structures, appropriate word usage, and consistent grammar in their writing. This is important in building fluency in writing and being able to convey thoughts and ideas clearly and regularly.

n. Preparation for formal language use

Prescriptive grammar is suitable for preparing students for formal language use, such as in academic writing, official letters, or other official situations. Strict grammar rules help students develop fluency in using formal language. In this

context, an emphasis on strict grammatical rules is essential to produce clear and effective communication.

Descriptive Grammar:
a. Analyzing language as it is, without passing judgment on the correctness or incorrectness of the use of that language.
b. Understanding of variation language
   Descriptive grammar allows students to understand variations in language, whether in terms of dialect, language style, or the use of language in different social contexts. Grammar descriptive language helps students appreciate and understand the diversity of languages that exist in society.
c. Describes language change
   Descriptive grammar looks at changes in language over time. By analyzing historical data, researchers can trace the development and evolution of language and understand the factors that influence these changes.
d. Increased understanding of language structure and function
   Through structural analysis, descriptive grammar can reveal linguistic patterns and rules contained in language. This helps in understanding how language is used to convey meaning and interact effectively.
e. Focus on description and analysis
   Descriptive grammar focuses on the description and analysis of language, including language structure, function, and change. This provides deep insight into language systems and how language functions in various communicative contexts.
f. Describe the language used in real contexts
   Descriptive grammar allows researchers to understand how language is used by native speakers in real communication situations. The data analyzed includes dialect variations, language styles, and language use in various social contexts.
g. Dialect variation research
   Descriptive grammar studies language variations that occur in different geographic areas. This involves examining differences in pronunciation, vocabulary, and grammatical structure associated with a particular dialect.
h. Analysis of language change
   Descriptive grammar analyzes changes in language over time.
   This includes changes in grammar, vocabulary, pronunciation, and style reflected in historical narratives and linguistic documents.
i. Study of social varieties of language
   Descriptive grammar examines how language use differs in specific social and cultural contexts. It involves the study of language differences related to factors such as social class, age, gender, or ethnic background.
j. Analyze language styles
   Descriptive grammar analyzes language styles used in various communicative contexts. This involves research into the use of language in formal writing, informal conversation, mass media, or literary genres.
k. Mapping language variation

Descriptive grammar attempts to map broad variations in language.
This involves creating a language atlas or linguistic survey to visualize regional or social differences in language use.

l. Maintain links to social and cultural contexts

Grammar descriptive considers the relationship of language to the social context, culture and identity of the speaker. By taking these factors into account, descriptive grammar helps understand how language plays a role in establishing and maintaining the identity of groups and societies.

m. A deeper understanding of the language

Descriptive grammar provides an opportunity to understand language in more depth. By analyzing the structure, function and variation of language in detail, descriptive grammar allows us to gain richer insight into how language works and is used in different contexts.

n. Development of linguistic research

Descriptive grammar makes a valuable contribution to linguistic research. Through the analysis of collected language data, this approach provides insight into existing linguistic features, language changes over time, as well as language variations in different social contexts.

3. Weaknesses of Prescriptive Grammar and Descriptive Grammar

The weaknesses of prescriptive grammar and descriptive grammar are described as follows:

Prescriptive Grammar:

a. Focus on formal rules

Prescriptive grammar tends to focus too much on the formal rules of grammar, so it can ignore more natural and contextual uses of language. This can make students feel stiff and limited in communicating effectively in real situations.

b. Too theoretical and abstract

Prescriptive grammars tend to teach language theoretically and abstractly, with an emphasis on grammatical structures and complex rules. This can make it difficult for students to connect grammatical concepts with practical use in everyday life.

c. Lack of focus on context and communication

Another disadvantage of prescriptive grammar is its lack of emphasis on context and communication. Language learning should not only be about applying grammatical rules, but also about understanding meaning, social interaction, and the effectiveness of communication in various contexts.

d. Limitations in creativity and expression

Prescriptive grammar tends to limit students' creativity and expression in language use. Too much emphasis on strict grammatical rules can hinder students' ability to be creative and adapt to language in more flexible situations.

e. Does not represent a wide variety of languages

Language is a complex and varied phenomenon. Prescriptive grammar may ignore variations in dialect, style, or different uses of language. This can limit students' understanding of the diversity of languages that exist in the real world.

f. Lack of focus on oral communication
    Traditional grammar often pays little attention to the oral communication aspect of language learning. Too strong an emphasis on grammatical rules can make students less brave enough to speak the target language for fear of making mistakes

Descriptive Grammar:
a. Focus on descriptions, not prescriptions
    Descriptive grammar focuses more on describing language as it exists in real use, rather than providing prescriptive rules about how language should be used. This can be a weakness if the learning goal is to teach language norms that are considered "correct" in a particular context.
b. Does not provide clear guidance in teaching
    Descriptive grammar tends to provide analysis and description of existing languages, but does not provide practical guidance that can be used by teachers in language teaching. This can make descriptive grammar less practical in classroom language learning contexts.
c. Does not discuss psycholinguistic aspects
    Descriptive grammar often does not address psycholinguistic aspects, such as language processing in the human mind, language comprehension and production, and the cognitive factors involved in language use. This can be a weakness in understanding the psychological and cognitive aspects that underlie language use.
d. Limited data and reference sources
    In some cases, especially for languages that are poorly documented or have few reference sources, descriptive grammars can face obstacles in obtaining adequate data. The unavailability of data and reference sources can limit the ability to conduct in-depth and detailed analysis of the language.
e. Generally limited acceptance
    Descriptive grammar is not always widely accepted by all parties concerned, especially in the context of language teaching. Some parties may prefer a prescriptive approach, which provides clear rules and norms regarding language use. This disagreement can be an obstacle to the acceptance and application of descriptive grammar in a wider environment
f. Challenges in knowledge transfer
    The application of a descriptive grammar approach can face obstacles in the transfer of knowledge from the context of analysis to the context of teaching or learning. Applying concepts and findings in practical learning and effective language teaching can be a challenge, especially in the context of formal classroom learning

Prescriptive as grammar, in addition to practicing writing skills, to strengthen skills reading through grammatical rules applied in written texts. Students are taught to recognize and apply grammar rules inworkwrite them yourself. Students are given

intensive exercises and drills to gain fluency in the use of grammar rules. These exercises often focus on recognizing sentence patterns and appropriate word usage. Educators strictly check grammatical errors made by learners and provide corrective feedback. The main goal is to correct mistakes and ensure that students follow correct grammatical rules.

Descriptive grammar does not provide judgment or moral value on language use. In contrast, descriptive grammar aims to describe language as it exists in actual use by native speakers. This helps students understand how language is used in the context of everyday life. Grammar descriptive provides opportunities to maintain and preserve diverse linguistic heritage. In describing and analyzing language variations, descriptive grammar helps in the documentation and maintenance of the cultural and linguistic riches existing in a community. This is important in maintaining language diversity and life in the context of increasingly strong globalization.

Descriptive grammar provides a solid foundation for the development of language technology applications. By understanding language structure in detail, such as syntax and semantics, descriptive grammar enables the development of artificial intelligence systems, machine translation, natural language processing, and more. Using a descriptive grammar approach in developing language technology applications can improve the quality and performance of existing systems.

Conclusion

Prescriptive and descriptive no longer refer to learning theory. Prescriptive refers to learning theory, while descriptive refers to learning theory. In language development, especially Arabic, prescriptive and descriptive terms are used as a distinction between standard grammar and alternative grammar. Standard grammar is defined as formulas in grammar that are fixed, definite and systematic. Alternative grammar is defined as a flexible structure of language to facilitate the use and understanding of language, taking into account elements of language development.

Future research could examine the material differences between prescriptive grammar and descriptive grammar. The material in question can be a study of syntax, morphology, or other studies of Arabic grammar.

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