The Role of Morphology and Syntax on Arabic Language (A Literature Review)

Aidillah Suja
STAIN Sultan Abdurrahman Kepulauan Riau, Bintan, Indonesia
aidillahsuja87@gmail.com

***Nukman**
STIT Ibnu Rusyd Tanah Grogot, Indonesia
nukmanyazid@gmail.com

Ganjar Yusup Sofian
Universitas Islam KH. Ruhiat, Cipasung, Indonesia
ganjarys@gmail.com

Uril Bahruddin
Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
urilbahruddin@pba.uin-malang.ac.id

Ahmad Fadhel Syakir Hidayat
Universitas Islam Negeri Sultan Aji Muhammad idris, Samarinda, Indonesia
syakirhidayat887@gmail.com

Ali Ridho
Institut Agama Islam Negeri Manado, Manado, Indonesia
ali_ridho46@yahoo.com

***correspondence author**

Abstract

This study aims to describe the role of morphology and syntax in Arabic language functions. This type of research is a literature study; data collection is done by searching and constructing various sources, both books and journals and research that has been done. The technique applied to analyze the data is content analysis. This analysis process involves several stages. First, the researcher performs editing, which involves reviewing the data that has been obtained. Next, the organizing step is carried out, where the data that has been collected is rearranged according to the predetermined framework. Finally, the inference stage was carried out, which involved further analysis of the results of the

data compilation. The results show that morphology and syntax play a role in language functions of communication, self-expression, and analysis, reflected in the ability to speak, write, read, and understand texts.

Keywords: Arabic Language, Morphology, Syntax

ملخص

هذا البحث يهدف إلى وصف دور الصرف والنحو في وظائف اللغة العربية. يعتبر هذا البحث دراسة أدبية، حيث يتم جمع البيانات من خلال البحث وبناء مصادر متعددة، مثل الكتب والمجلات والأبحاث السابقة. التقنية المستخدمة لتحليل البيانات هي تحليل المحتوى. ينطوي هذا التحليل على عدة مراحل. أولاً، يقوم الباحث بمراجعة البيانات التي تم الحصول عليها. ثم يتم تنفيذ خطوة التنظيم، حيث يتم إعادة ترتيب البيانات التي تم جمعها وفقًا للإطار المحدد مسبقًا. وأخيرًا، تم تنفيذ مرحلة الاستنتاج، والتي تشمل تحليلًا أعمق لنتائج تجميع البيانات. أظهرت النتائج أن الصرف والنحو يلعبان دورًا في وظائف اللغة في التواصل والتعبير الذاتي والتحليل، مما يعكس القدرة على التحدث والكتابة وقراءة وفهم النصوص.

الكلمات الرئيسية: اللغة العربية، الصرف، النحو

Abstrak

Penelitian ini bertujuan untuk menjelaskan peran morfologi dan sintaksis dalam fungsi bahasa Arab. Jenis penelitian ini adalah kajian literatur; pengumpulan data dilakukan dengan mencari dan menyusun berbagai sumber, baik buku maupun jurnal serta penelitian yang telah dilakukan. Teknik yang diterapkan untuk menganalisis data adalah analisis konten. Proses analisis ini melibatkan beberapa tahap. Pertama, peneliti melakukan penyuntingan, yang melibatkan tinjauan data yang telah diperoleh. Selanjutnya, tahap pengorganisasian dilakukan, di mana data yang telah dikumpulkan disusun kembali sesuai dengan kerangka yang telah ditentukan. Akhirnya, tahap inferensi dilakukan, yang melibatkan analisis lebih lanjut terhadap hasil penggabungan data. Hasil menunjukkan bahwa morfologi dan sintaksis berperan dalam fungsi bahasa dalam komunikasi, ekspresi diri, dan analisis, yang tercermin dalam kemampuan berbicara, menulis, membaca, dan memahami teks.

Kata kunci: Bahasa Arab, Morfologi, Sintaksis

A.   Introduction

Arabic morphology and syntax are central to the Arabic language (Hidayat et al., 2024; Sari et al., 2021). As the basic sciences of the Arabic language, they serve as essential tools for learning and understanding Arabic and play a key role among

various other disciplines related to this language (Sholikha, 2018; Ulfah et al., 2024). Morphology is the discipline that studies the structure of words in Arabic, including all related changes, including additions and subtractions (Purnama et al., 2024; Salsabila et al., 2024). Syntax, on the other hand, is the branch of science that aims to determine the final position of each word in a sentence, recognize the final harakat, and understand the rules explaining how words are used in sentences as well as knowing how to i'rob them (Amalia et al., 2024; Ulum & Nuriyah, 2023). Therefore, Morphology and Syntax have a complementary role in the Arabic language.

Discussing the role of morphology and syntax in Arabic is very important in linguistics, especially in Arabic studies. Morphology covers word structure and morpheme forms, while syntax studies the rules of word arrangement in sentences. With its rich morphological structure and unique syntactic system, Arabic offers many research challenges and opportunities. The root system and patterns in Arabic allow for the formation of various words from a single root and variations in sentence structure and strict grammatical case. This research contributes to language teaching, text translation, and developing language technologies such as natural language processing. It also opens up new insights into the study of comparative linguistics. The importance of this research is not only limited to theoretical understanding but also has practical implications in education, information technology, and cultural studies.

So far, existing studies have yet to respond to the crucial aspect of the important role of Morphology and Syntax, especially in the function of Arabic. Existing studies need to see the fundamental problems in the role of Morphology and Syntax in Arabic language functions. Three trends of existing studies can be mapped. First, studies focus on analyzing the implementation of Morphology learning with certain learning methods and media (Rois et al., 2023). Second, studies that tend to analyze errors and problems related to syntax (Mahdi et al., 2022; Suja et al., 2022). Third, studies tend to analyze the implementation of Morphology and Syntax learning simultaneously with certain learning methods and media (Muklason et al., 2023). From these three trends, the issues of the role of Arabic Morphology and Syntax in the function of Arabic have not been discussed thoroughly.

The purpose of this paper complements the shortcomings of previous studies that should have thoroughly analyzed the issues of the role of Morphology and Syntax in the function of Arabic. The role of Morphology and Syntax in the function of Arabic needs to be analyzed, considering Morphology and Syntax as a tool for learning and understanding Arabic. In line with that, two questions can be formulated: (1) how is the role of Morphology in Arabic; (2) how is Syntax in Arabic. The answers to these two questions provide an in-depth understanding of the basis for formulating policies and learning Arabic linguistics in the future.

This study is based on an argument that Morphology and Syntax have an important role in the functioning of the Arabic language. Morphology in Arabic is considered a rich and dense system, so morphology in Arabic is an integral part of orthographic knowledge (Khoury-Metanis et al., 2018; Taha & Saiegh-Haddad, 2017), which allows one to write words correctly and read texts with good understanding. On the other hand, knowledge of syntax can resolve ambiguities in understanding what has been read, especially when reading the Quran and Hadith, so anyone who understands syntax well will easily understand and analyze an Arabic text, including the Qur'an and Hadith (Abu-Rabia, 2021; Khaldieh, 2001). Thus, Morphology and Syntax have an important role in the function of the Arabic language.

B. Method

The research method applied in this study is a literature study with a descriptive analysis approach. In this method, data is obtained through understanding and analyzing the theories in various literature relevant to the research. The literature study process consists of four stages: preparing the necessary equipment and resources, compiling a list of relevant literature, organizing a schedule, and reading and recording research materials (Zed, 2018). Data was collected by searching and extracting information from various sources, such as books, journals, and previous studies that have been conducted.

The data analysis technique used was content analysis. The researcher followed a series of stages in this analysis process, starting with editing, which involves reviewing the data that has been collected. The next step is organizing, which involves re-organizing the data according to a predetermined framework. Finally, the inference stage involves an in-depth analysis of the results of the data arrangement by utilizing the principles, theories, and methods established by the researcher, which ultimately results in a conclusion as an answer to the research problem formulation (Sholihin, 2020). This research will present scientific arguments based on the results of research in the field of literature as well as the results of the thoughts of researchers on the topic of the role of Arabic Morphology and Syntax in the function of the Arabic language.

C. Results and Discussion
1. Arabic Language

The word "language" comes from the word "لغة", which comes from " لغا - يلغو - لغوا." In its terms, "language" has been defined in several ways. Mustafa Al-Ghalayain's book "Jami' al-Durus" says, "Language is a set of words used by every group to express their purpose."(Al-Ghalayain, 2007) Ahmad Mukhtar Omar says, "Language is any speech, writing, or sign used by any group to express their purpose." Aristotle calls it a "symbol." However, the most famous definition is that

of Ibn Jini: "Language is the sound used by any group to express their purpose" (Asy'ari, 2017; حاتم وخالد, ٢٠١٢).

According to Wiratno Santosa, 2014, language is a human communication system in which people express themselves through organized sounds or written expressions (Wiratno & Santosa, 2014). According to Richards & Schmidt, 2018, language is a human communication system consisting of sound and writing systems that form larger units such as words, sentences, and utterances. The term can also refer to non-human communication systems, such as the "language" of bees (Richards & Schmidt, 2018; Wiratno & Santosa, 2014).

In addition, languages are signs humans or people use to communicate, so they can be generally understood as anything society can use to express feelings and communicate. As for the Arabic language, it is anything that can be used by Arabs to express feelings and communicate.

2. Morphology

Morphology is a branch of linguistics that studies the transformation of word forms and their components, called morphemes. In word formation, morphology involves a variety of theories, including affixation, reduplication, acronymization, word combinations in composition, and changes in word function through conversion. Affixation is the process of forming words by adding elements inserted in the word, which can be divided into three categories: prefixes, infixes, and suffixes. Meanwhile, reduplication forms words by doubling or repeating part or all of the base word. Acronymization, conversely, is word formation by combining two or more words into one word with grammatical meaning. In morphology, the main concern is with morphemes and words. Morphemes are the smallest grammatical units with meaning and can be roots (bases) or affixes. The difference between roots and affixes lies in the ability of roots to be the basis of word formation and carry grammatical meaning, while affixes cannot stand alone as the basis of words (Shobirin, 2020).

In Arabic, the science of morphology is known as "علم الصرف" or "Science of As-Sharf." As-Sharf is a branch of Arabic language science focusing on word formation and how words change form in various grammatical contexts. It involves understanding changes in verbs, nouns, and other words related to aspects such as plurals, time, number, and gender. The science of As-Sharf is an important part of the science of Arabic grammar and plays a key role in understanding and analyzing Arabic texts.

The word "sharf" has the lexical meaning of 'alteration' and has a similar function to morphology, which examines the structure and form of words. As explained by Al-Ghalayaini, the science of al-sharf is defined as the study of word roots to understand the forms of Arabic words, with a special focus on the aspects of tashrif, i'lal, idhgham, ibdal, which help in understanding how words are formed before being used in sentences (Al-Ghalayain, 2006). Muhajirunnajah, states that

Sharf is a discipline that examines the basic principles in the process of word formation, including affixes. Sharf guides how each word should be formed in terms of its form. In other words, sharf provides rules regarding how words should be formed before they are used in relationship with other words (Muhajirunnajah, 2019). Arabic has a variety of very flexible word formation patterns, both through the derivation method (tashrif isytiqaqy) and the inflection method (tashrif i'raby). With these two methods, Arabic becomes very rich in terms of vocabulary (Muhajirunnajah, 2019).

In his preamble, K.H Moch Anwar, which was interpreted in the 2017 translation of Matan Kailani and Nadzam Al-Masud (page iii), states that shorof is considered the basis of all knowledge, as it has a major role in shaping the structure of each sentence. Each sentence, in turn, reflects various types of knowledge (Lathifah Insani et al., 2022). Not understanding shorof will result in difficulties in determining the meaning and transformation of words, as shorof examines the structure of each word. In learning short (tashrif), it is important to understand a word's basic form or origin, as this is the basis of many possible sentence variations. For example, the word "hit" can change to "blow," "hit!", "hit," and so on (Lathifah Insani et al., 2022).

Arabic is a language that follows a pattern of roots and forms. Most Arabic words, including verbs and nouns, form morphemes from roots. Roots usually consist of three or four consonants. The root morpheme represents the general meaning of a word. Form morphemes provide precise lexical meaning and grammatical information, as well as specifying person, number, gender, and time (Qaddur, 2008; Wattad & Abu Rabia, 2020).

Arabic morphology is built from two key systems: derivation and declension. Derivation morphology involves adding morphemes to the base verb, مجرد (mujarrad), which consists of three or four root consonants. New verbs are produced by using the root together with additions and changes added to the same basic root, مزيد (mazeed). When morphemes are added to the root base, they produce new meanings for existing words or change their grammatical category. For example, the word كاتب (kaatibun) (one who writes) comes from the root ك ت ب (write) with the addition (ا) (Wattad & Abu Rabia, 2020; خليل, ١٩٩٨). At the same time, declination morphology is related to grammar and depends on the word's grammatical role. Verb declination is systematic and related to person, number, gender, and time. Nouns have masculine or feminine forms, where the feminine form is created by adding a certain ending to the masculine form (Bishara & Weiss, 2017; Wattad & Abu Rabia, 2020).

Morphology of Arabic, which is considered a rich and dense system, some authors argue that morphological units in Arabic are an integral part of orthographic knowledge (Khoury-Metanis et al., 2018; Taha & Saiegh-Haddad, 2017). Moreover, morphology is considered part of the organizational principles of

the mental lexicon and thus significantly contributes to the visual recognition of words (Saiegh-Haddad & Joshi, 2014). This is especially true for derivational morphology, which is considered the core of the linguistic and orthographic forms of words in Arabic (Khoury-Metanis et al., 2018). In line with this statement, Wattpad Abu Rabia, 2020 stated that the morphological structure of a word plays a central role in the organization of the mental lexicon and word identification (Deutsch & Frost, 2003; Wattad & Abu Rabia, 2020). The mental lexicon is a repository of words that provides fundamental linguistic and conceptual knowledge. It is used to produce and understand language and find logical explanations for new linguistic input (Wattad & Abu Rabia, 2020).

From the above statement, there is no doubt that Arabic morphology has an important role in the function of the Arabic language. The study by Khoury-Metanis et al., 2018 concluded that Arabic morphology is important in improving writing proficiency for Arabic learners (Khoury-Metanis et al., 2018). Wattad Abu Rabia's research, 2020 concluded that Arabic morphology is important in improving reading proficiency. On the other hand, Bishara Weiss, 2017 in their article stated that morphology is important in developing reading skills because it contributes to vocabulary expansion and good ability in reading and writing (Bishara & Weiss, 2017).

3. Syntax

Syntax is one language discipline that studies the structure of sentences, clauses, and phrases. Syntax is concerned with the layout and arrangement of words in a sentence (Suja, 2022). Syntax is the study of grammar that focuses on the interaction between words in conversation. It observes the language structures that exist between words in conversation. In Arabic, the arrangement of words in sentences and the relationship between sentences in a paragraph is a subject studied in Nahwu. This connection affects the grammatical structure and the final harakat of each word, known in Arabic as "i'rab"(Suja, 2022; Umroh, 2018).

In Arabic, syntax is the science that studies the position of words in a sentence and their change or permanence in terms of final harakat. It enables an understanding of the laws of endings of words in structured Arabic. It explains how nouns (isim), verbs (fi'il), or particles (hurf) can be combined to form sentences and helps in determining the state (i'rab) of the final letter in a word (Ulum & Nuriyah, 2023). The goal of learning Arabic syntax is to prevent errors in using Arabic in oral and written communication. In addition, the goal is to facilitate an accurate understanding of the meanings of the Qur'an and the Hadith of Prophet Muhammad. As the Qur'an and As-Sunnah are the primary sources of law in Islam, the various discussions and developments of Islamic law originate from the correct understanding of these two sources (Ulum & Nuriyah, 2023).

The role of Arabic syntax is very important, this is because it deals with the syntactic relationships that exist between words in sentences. Knowledge of Arabic

syntax can resolve ambiguities in understanding what has been read, especially when reading the Quran and Hadith (Abu-Rabia, 2021; Khaldieh, 2001). Tong et al.'s study of fifth-grade students in Hong Kong. They examined the relationship between syntactic awareness and reading comprehension. They found that their performance in syntax tasks was similar to their reading comprehension level (Tong et al., 2017). Akbari's study of Persian-speaking students in their first year of paramedic studies and taking English as a second language courses found that syntactic knowledge was a better predictor of comprehension and, therefore, could be used to indicate success in reading (Abu-Rabia, 2021; Akbari, 2014).

4. Language Function

Language is a communication tool. Moreover, language is a tool to convey views and arguments to others. Therefore, language plays an important social role in communication with society in general (Mailani et al., 2022). Fatimah states that language is a tool of communication and understanding that serves the communication process. Humans use language as one of the main tools to express experiences, feelings, and views. The main function of language lies in its ability to communicate, making it one of the most frequently used tools for this purpose (فاطمة, ٢٠١٧). According to Az-Zahrah, the function of language is a tool for communicating between individuals within the framework of dialog based on evidence and logical arguments, which makes it more efficient and modern (Az-Zahrah, 2019). According to Muhammad Mustafa Zaidan and Muhammad al-Sayyid al-Sharbini, 1965 the function of language is a tool of communication and understanding. Language connects people, linking past, present, and future, and serves as a medium of communication and interaction within society (محمد ومحمد, ١٩٦٥).

The role of language has undergone significant changes in this modern era. Since the 20th century, language has become a serious research subject and attracts interest from various circles. Nowadays, philosophers use language analysis approaches to address fundamental philosophical issues. For example, philosophical issues that include fundamental questions such as existence, reality, substance, matter, causality, the meaning of statements, and their verification, as well as other fundamental questions, can be explained using language analysis. This approach is known as Analytical Philosophy, which developed in Europe, especially in the UK, in the 20th century and was carried out by historians of philosophy (Azhar, 2010).

In the increasingly globalized and digitalized era of information and communication, the role of language as a means of communication has undergone significant changes. Linguists predict that if the philosophical aspect of language is properly developed, it will open the door to scientific discoveries that were previously unthinkable. Language today has a more profound role than ever before, and much research and analysis of language is being done to gain a deeper

understanding. Language is a tool to analyze various new findings and knowledge, ranging from simple to complex. Language studies not only focus on language as an object but also as a foundation for discovering new knowledge (Dasuki, 2018).

In terms of its function, language is used to convey goals or fulfill functions in social interactions within the framework of cultural situations and contexts (Butt et al., 2000). In social semiotics, language is considered a series of social signs used to represent the reality of experience, logic, social reality, and symbolic reality. Within the framework of this concept, language acts as an area where the expression and potential of meaning are realized. On the other hand, the sources of meaning come from situational and cultural contexts (Wiratno & Santosa, 2014).

Meanwhile, Butt et al., 2000 stated that language has three main functions, namely 1) representational function - we use it to encode our experience of the world; language conveys a picture of reality. Thus, it allows us to encode the meaning of experiences that realize the domain of discourse (EXPERIENTIAL MEANING). 2) Interpersonal function - we use it to encode interactions and show how defensible our propositions are. Thus, it allows us to encode the meaning of attitudes, interactions, and relationships that realize the subject of discourse (INTERPERSONAL MEANING). 3) Textual function - we use it to organize our expressive and interpersonal meanings into a linear and coherent whole. Thus, it allows us to encode the meaning of text development that realizes the mode of discourse (TEXTUAL MEANING) (Butt et al., 2000).

5. **The Role of Morphology and Syntax in the Function of the Arabic Language**

This research describes how Arabic morphology plays a role in language function and how Arabic syntax contributes to language function. The results show that both morphology and syntax have roles in language function.

The first research objective is fully confirmed: the role of morphology in language function can be demonstrated from literature from several studies stating that morphology in the Arabic language is an integral part of orthographic knowledge (Taha & Saiegh-Haddad, 2017). Orthographic knowledge comprises the rules and conventions for spelling words in a particular language. This includes writing letters, punctuation, spelling, word segmentation, and all other aspects related to how words and sentences are written in a specific language. Orthography is a crucial aspect of written language as it helps ensure consistency and understanding in written communication. Orthography plays a key role in clear and effective writing.

Orthographic errors can disrupt text comprehension and reduce the message's clarity. Thus, a good understanding of morphology enables one to perform language functions, namely communication and self-expression. Moreover, morphology is considered part of the organizational principles of the mental lexicon and thus significantly contributes to visual word recognition

(Boudelaa, 2014). The morphological structure of a word plays a central role in the organization of the mental lexicon and word identification (Deutsch & Frost, 2003). The mental lexicon is a repository of words that provides fundamental linguistic and conceptual knowledge for producing and understanding language (Wattad & Abu Rabia, 2020).

The mental lexicon is a place where we store all words and their meanings. It is like a personal dictionary containing all the words learned in life. When hearing or reading a word, we search for it in our mental lexicon to understand its meaning. The mental lexicon also helps us when we want to pronounce words or combine them into sentences.

Therefore, it can be said that the mental lexicon is a personal "dictionary" in our minds that helps us understand and use words in language. Given the role of morphology as part of the principles and central to the mental lexicon, it is understood that morphology significantly influences communication, enabling individuals to produce words both orally and in writing, express thoughts well in written language, and understand what is communicated orally and in writing (Abu-rabia & Abu-rahmoun, 2012). Some studies supporting this research include the work of Salim Abu Rabia and Nariman Abu-Rahmoun, which states that there is a significant relationship between morphological awareness and reading ability, as well as the studies by Wattad & Abu Rabia and Bishara and Weis, which also link morphology with reading ability. Khoury et al.'s study concludes a significant relationship between morphology and writing ability (Bishara & Weiss, 2017; Wattad & Abu Rabia, 2020). The study by Boudelaa reveals that morphology plays a role in speaking and reading abilities (Boudelaa, 2014).

The second research objective is also fully confirmed: the role of syntax in language function can be demonstrated from literature from several studies stating that Arabic syntax aims to prevent errors in both spoken and written Arabic and to facilitate the understanding of the meanings of the Quran, Hadith, and other Arabic books and texts. Therefore, a good understanding of Arabic syntax enables individuals to perform language functions such as communication, self-expression, and analysis. One aspect of Arabic syntax is related to the relationships between words in a sentence and their knowledge. Syntax should address ambiguity in reading comprehension, particularly in Classical Arabic texts and the Quran. For example, non-Arabic readers trying to understand Classical Arabic texts will use a philological approach that relies on "syntax" to construct meaning (Khaldieh, 2001). This means they use syntax to analyze Arabic texts, including the Quran and Hadith.

Khaldieh found that syntactic awareness plays a role in reading comprehension, indicating that syntax is used as a tool for analyzing a text or reading material (Khaldieh, 2001). Tong et al.'s study found that understanding conjunctions systematically contributes to the comprehension of verbs (Tong et al.,

2017). Additionally, Midyan Surya Ishak confirmed that there is a significant relationship between syntactic mastery and writing ability (Ishak, 2018), as did Haerul Ahyar's research, which found a positive relationship between syntactic mastery and writing ability (Ahyar, 2018).

In another study by Ying Guo et al., it was stated that morphological and syntactic awareness plays a role in reading ability (Guo et al., 2011). The same was noted in Abu-Rabia's study, which found that morphology and syntax play a role in reading ability (Abu-Rabia, 2021). However, this study has not found literature specifically identifying the role of morphology and syntax in listening ability, which is also part of the language function from the communication perspective. It may be beneficial for future research to explore how morphology and syntax contribute to listening ability.

D.   Conclusion

Observing the research findings and discussion of the results leads to several conclusions. First, there is a role for morphology in language functions, including communication, self-expression, and analysis, as reflected in the abilities of speaking, writing, reading, and understanding texts. Second, there is a role for syntax in language functions, including communication, self-expression, and analysis, as reflected in the abilities of speaking, writing, reading, and understanding texts. However, along with these findings, the author has not found studies related to the role of morphology and syntax in listening ability.

References

Abu-Rabia, S. (2021). Syntax Functions and Reading Comprehension in Arabic Orthography. *Reading Psychology*, *42*(7), 700–729. https://doi.org/10.1080/02702711.2021.1912866

Abu-rabia, S., & Abu-rahmoun, N. (2012). *The Role of Phonology and Morphology in the Development of Basic Reading Skills of Dyslexic and Normal Native Arabic Readers. 3*(7), 1259–1268.

Ahyar, H. (2018). Penguasaan Mufrādat dan Qawā'id Sebagai Upaya Meningkatkan Keterampilan Menulis Bahasa Arab. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *4*(2), 259–274. https://doi.org/10.14421/almahara.2018.042-06

Akbari, Z. (2014). The Role of Grammar in Second Language Reading Comprehension: Iranian ESP Context. *Procedia - Social and Behavioral Sciences*, *98*(2000), 122–126. https://doi.org/10.1016/j.sbspro.2014.03.397

Al-Ghalayain, M. (2006). جامع الدروس اللغة العربية *Jami' Ad-Durus Al-Lughah Al-Arabiyyah*. Dar Al-Fikr.

Al-Ghalayain, M. (2007). *Jāmi' Ad-Durūs Al-'Arobiyah*. Dar Al-Fikr.

Amalia, D. R., Huda, M., Sugirma, S., & ... (2024). Implementation Implementation of Imam Al-Ghazali's Perspective Character Values in Nahwu Learning at UMALA: Character Values in Nahwu Learning. *... , Dan Sastra Arab*. https://ejournal.unida.gontor.ac.id/index.php/lisanu/article/view/10702

Asy'ari, H. (2017). نظرية نشأة اللغة وتقرّعها في التراث العربي. *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, *5*(1), 98–115. https://doi.org/10.21274/tadris.2017.5.1.98-115

Az-Zahrah, D. (2019). The Role of Language and Communication. *Silsilat Al-Awar*, *3*(10), 132–149.

Azhar, I. N. (2010). Peranan filsafat dalam mengembangkan linguistik. *Pamator*, *3*(1), 1–12.

Bishara, S., & Weiss, I. (2017). Correlation between phonological and morphological awareness and the reading of punctuated and non-punctuated words in Arabic as first language and Hebrew as second language. *Cogent Education*, *4*(1), 1–15. https://doi.org/10.1080/2331186X.2017.1322028

Boudelaa, S. (2014). Is the Arabic Mental Lexicon Morpheme-Based or Stem-Based? Implications for Spoken and Written Word Recognition. In *Handbook of Arabic Literacy* (Vol. 9, pp. 31–54). https://doi.org/10.1007/978-94-017-8545-7

Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar An Explorer's Guide* (2nd ed). Macquarie University.

Dasuki, M. R. (2018). Perdebatan Para Filsuf Tentang Bahasa: Mula Awal Munculnya Kajian Filsafat Bahasa. *Proceedings Universitas Pamulang*, *1*(1), 1–7.

Deutsch, A., & Frost, R. (2003). Lexical organization and lexical access in a non concatenated morphology. In J. Shimron (Ed.), *Language Processing and Acquisition in Languages ofSemitic, Root-Based, Morphology* (pp. 165–186). John Benjamins Publishing Company.

Guo, Y., Roehrig, A. D., & Williams, R. S. (2011). The relation of morphological awareness and syntactic awareness to adults' reading comprehension: Is vocabulary knowledge a mediating variable. *Journal of Literacy Research*, *43*(2), 159–183. https://doi.org/10.1177/1086296X11403086

Hidayat, A. F. S., Rahman, R. A., Ahmed, B. M. B., & Wargadinata, W. (2024). Attempts to Unravel and to Overcome The Educational Issues of Nahwu (A Multi-Site Descriptive Study at UINSI Samarinda and UNSIQ Wonosobo). *Al-Jawhar: Journal of Arabic Language*, *2*(1), 1–18.

Ishak, M. S. (2018). Hubungan Antara Penguasaan Sintaksis Dan Penguasaan Nahwu Terhadap Kemampuan Menulis Teks Bahasa Arab Pada Mahasiswa Jurusan Pendidikan Bahasa Arab IAIN Pontianak. *Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *3*(1), 51–74. https://doi.org/10.15642/alfazuna.v3i1.267

Khaldieh, S. A. (2001). The Relationship between Knowledge of I c raab , Lexical Knowledge, and Reading Comprehension of Nonnative Readers of Arabic . *The

Modern Language Journal, *85*(3), 416–431. https://doi.org/10.1111/0026-7902.00117

Khoury-Metanis, A., Asadi, I. A., & Khateb, A. (2018). The contribution of basic linguistic skills to handwriting among fifth-grade Arabic-speaking children. *Writing Systems Research*, *10*(2), 95–110. https://doi.org/10.1080/17586801.2018.1540375

Lathifah Insani, Abdur Rahim, & Ahmad Asrof Fitri. (2022). Pembelajaran Shorof Program Metode Sebarkan (Semangat Belajar dan Bahasa Arab) di Sekolah Islam Online. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, *2*(4), 129–147. https://doi.org/10.56910/pustaka.v2i4.192

Mahdi, R., Amin, I., Latif, A., Shiddiq, J., Fadhel, A., & Hidayat, S. (2022). Analisis Kesalahan Tata Bahasa dan Diksi para Debator dalam Debat Ilmiah Bahasa Arab Muktamar ITHLA IX. *Al-Ma'Rifah*, *19*(1), 1–12. https://doi.org/10.21009/ALMAKRIFAH.19.01.01

Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, *1*(1), 1–10. https://doi.org/10.35335/kampret.v1i1.8

Muhajirunnajah. (2019). Penerapan Pembelajaran Shorof Bagi Pembelajar Tingkat Pemula Menggunakan Metode Pemerolehan Bahasa. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *5*(1), 117–140.

Muklason, A., Riksakomara, E., Mahananto, F., Djunaidy, A., Vinarti, R. A., Anggraeni, W., Nurita, R. T., Utamima, A., Basara, N. R., Nuriman, M. A., Jayanty, A., Khofifah, N., Laila, N., Mahatta, H. M., Ananda, M. F., Wibowo, T. R., Hisyam, M., & Kamil, M. Z. A. (2023). Pembuatan Media Pembelajaran Digital Interaktif untuk Materi Pembelajaran Bahasa Arab (Nahwu dan Shorof) untuk Santri Milenial. *Sewagati*, *7*(3). https://doi.org/10.12962/j26139960.v7i3.505

Purnama, E., Utama, F. T., Jalili, A., & Suja, A. (2024). The Effect of Picture Media on The Mastering Arabic Vocabulary in The 2nd Grade of Islamic Primary School Manarul Ilmi Al-Fajr Tanjungpinang. *… : Samarinda International ….* https://journalweb.org/ojs/index.php/El-Syaker/article/view/282

Qaddur, A. M. (2008). *Mabadi' al-lisaniyyat* (Issue 3).

Richards, J. C., & Schmidt, R. (2018). *Language Teaching and Applied Linguistics* (Vol. 5).

Rois, A., Farhisiyati, R. H., Azizah, N., & Wonosobo, U. S. A. (2023). *Metode Pembelajaran Klasik Ilmu Shorof Pada Mahasiswa Pendidikan Bahasa Arab FITK UNSIQ Wonosobo*. *07*(01).

Saiegh-Haddad, E., & Joshi, R. M. (2014). *Handbook of Arabic Literacy: Insights and Perspectives*.

Salsabila, M., Sunarko, A., & Rahman, R. A. (2024). Analysis of Arabic Language Style Errors in Daily Conversations at Darul Amanah Islamic Boarding School Kendal. *El-Syaker: Samarinda International Journal of Language Studies*, *1*(3), 172–182.

Sari, D. R., Fadhel, A., & Hidayat, S. (2021). The Effects of Using Animation Movies Toward Students Understanding on Sharaf Rules At Twelve Grade of Religious Class At MAN 2 Samarinda In Academic Year 2020/2021. *Borneo Journal of Language and Education*, *1*(1), 81–95. https://journal.uinsi.ac.id/index.php/bjle/article/view/5271

Shobirin, M. S. (2020). Jamak Nomina Proses Morfologis Pembentukan Jamak Nomina Dalam Bahasa Arab. *Journal of Educatio n and Management Studies and Management Studies*, *3*(1), 57–66.

Sholihin, M. N. (2020). Peran Ilmu Al-Ashwat dalam Pelafalan Huruf Hijaiyah (KajianTeoritik Linguistik Terapan). *ŚALIĤA | Jurnal Pendidikan Dan Agama Islam*, *3*(2), 110–127.

Sholikha, M. A. (2018). Implementasi Metode Manhaji dalam Pembelajaran Nahwu Shorof di Manhaji Course. *Academica : Journal of Multidisciplinary Studies*, *2*(1), 179–188. https://doi.org/10.22515/academica.v2i1.2249

Suja, A. (2022). *Sintaksis Arab & Kesalahan Umum Dalam Membuat Karangan* (R. Rudwi Hantoro & F. T. Utama (eds.)). STAIN SAR Press.

Suja, A., Setyawan, C. E., & Murdiono, T. (2022). Analysis of Syntax Errors in Writing and Learning Model of Insya'by Students of the Khadimul Ummah Islamic Boarding School Bintan/Analisis Kesalahan Sintaks pada Penulisan dan Model Pembelajaran Insya'oleh Santri Pondok Pesantren Khadimul Ummah Bintan. *Edulab: Majalah Ilmiah Laboratorium Pendidikan*, *7*(1), 1–20.

Taha, H., & Saiegh-Haddad, E. (2017). Morphology and Spelling in Arabic: Development and Interface. *Journal of Psycholinguistic Research*, *46*(1), 27–38. https://doi.org/10.1007/s10936-016-9425-3

Tong, X., Tong, X., & McBride, C. (2017). Radical sensitivity is the key to understanding Chinese character acquisition in children. *Reading and Writing*, *30*(6), 1251–1265. https://doi.org/10.1007/s11145-017-9722-8

Ulfah, D. A., Hidayat, A. F. S., Khair, M., & Nisyam, B. (2024). The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda. *El-Syaker: Samarinda International Journal of Language Studies*, *1*(1), 42–54.

Ulum, M., & Nuriyah, K. (2023). Implementasi Kitab Nubdzatul Bayan Dalam Pembelajaran Nahwu dan Shorrof Bagi Pemula. *Jurnal Educatio FKIP UNMA*, *9*(2), 1126–1132. https://doi.org/10.31949/educatio.v9i2.5215

Umroh, I. L. (2018). Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab. *DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, *5*(2), 68–92.

Wattad, H., & Abu Rabia, S. (2020). The Advantage of Morphological Awareness Among Normal and Dyslexic Native Arabic Readers: A Literature Review. *Reading Psychology*, *41*(3), 130–156. https://doi.org/10.1080/02702711.2020.1768973

Wiratno, T., & Santosa, R. (2014). *Pengantar Linguistik Umum*. Universitas Terbuka.

Zed, M. (2018). *Metode Penelitian Kepustakaan.* Yayasan Pustaka Obor.

حاتم, ج. ع., خالد, خ. م. (٢٠١٢). *طرائق التدريس الشائعة لدى اعضاء هيأة التدريس في جامعة ديالى.* مجلة الفتح.

خليل, ح. (١٩٩٨). *الكلمة دراسة لغوية معجمية.*

فاطمة, ا. ص. (٢٠١٧). التواصل اللغوي ووظائف عملية الاتصال في ضوء اللسانيات الحديثة. *مجلة الأثر,* ٥١—٦٠.

محمد, م. ز., محمد, ا. ا. (١٩٦٥). *سيكولوجية النمو.* مكتبة النهضة المصرية.