



## The Analysis of Vocabulary Material in Arabic Language Textbook at Islamic Junior High School by Sarmedi

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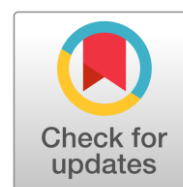
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### Abstract

**Purpose** - This paper aims to identify the model of the Arabic language textbook and analyze the vocabulary material.

**Design/methodology/approach** - This research method used library research, the data from Arabic textbook material for the IX grade in junior high school by Sarmedi and using content analyzing.

**Findings/results** - The results of this study show that; (1) the Sarmedi's textbook for IX grade Arabic book consists of four chapters; (2) The vocabulary materials identify the vocabulary learning based on meaning limitation, vocabulary in context, translate in vocabulary teaching and difficulty level. Vocabulary teaching materials can affect student learning achievement if the standard of cognitive competence is clear at every grade level.

**Originality/value** - This research has implications for strengthening vocabulary in textbooks and correcting errors in writing vocabulary.

**Paper type** - Research paper

**Keywords:** Arabic Textbook, Analysis Vocabulary, Teaching Material.

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## Introduction

Arabic is one of the foreign languages that is widely studied by Indonesian people. Therefore, it is necessary to study the existence of appropriate language learning for non-Arabic people. Learning foreign languages, including Arabic, can be studied in various methods. Vocabulary is one of the language elements that must be possessed by foreign language learners, including Arabic (Kosmas and Zaphiris 2020). An adequate vocabulary of Arabic can support a person in communicating and writing in that language (Mulu et al. 2022) (Hamat and Hassan 2019). Thus, it can be said that speaking and writing, which are language skills, must be supported by knowledge and mastery of productive and actual vocabulary (Sari and Margana 2019) (Payne 2020).

The addition of one's vocabulary is generally considered an important part, both in the process of learning a language or developing one's ability in a language that has been mastered. The students often taught new words as part of certain subjects and many adults consider vocabulary formation as an interesting and educational activity. Beside the fact before, we need the suitable method in the context of learning Arabic vocabulary.

Arabic subjects are taught since elementary school or *Madrasah Ibtidaiyah* (MI), then at *Madrasah Tsanawiyah* (MTs) and *Madrasah Aliyah* (MA). This is in line with the objectives of learning Arabic at the basic level, so the students know and recognize Arabic, which is directed at encouraging, guiding, developing and fostering abilities and fostering a positive attitude towards Arabic both receptively and productively. Reservative ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a means of communication both orally and in writing. Arabic language skills and a positive attitude towards Arabic are very important in helping students to understand the sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic books relating to Islam for students (Mustofa, Febriani, and Ibrahim 2021).

However, what is more important in language learning is the accuracy of the models, methods, and teaching materials. As stated by Dahendar (Albab 2021), the study of analysis of teaching materials for textbooks on Arabic subjects in high grade *Madrasah Tsanawiyah*. In the other study, teaching materials accordance with the conditions of students greatly influenced the learning process (Hamid, Hilmi, and Mustofa 2019). If the teaching materials used are suitable for students, it will be easy to deliver the material.

In line with this opinion, the other study showed that teaching materials greatly affect students in achieving learning goals (Verawati et al. 2022). In addition, teaching materials can help and facilitate teachers in delivering material. Furthermore, the finding study identify that the presence of books as teaching materials greatly influences and determines student learning outcomes (Hamid, Hilmi, and Mustofa 2019). He also wrote that the handbook for Arabic language teachers and students of class XI 2013 curriculum printed by the Ministry of Religion was considered good, so it was worthy of being used as teaching material even though there were still things that needed to be corrected.

Several analyzes of vocabulary in teaching materials use various theories, such as BNSP stating that teaching materials must meet the material, linguistic, presentation and graphic aspects (Uzum et al. 2021). Apart from this aspect, Muslich (Albab 2021) explains this aspect with several indicators, such as the aspect of content suitability, there are three indicators, namely the conformity of the material with Competency Standards, the accuracy of the material and the learning support material. Meanwhile, the feasibility aspect of presentation has three indicators, namely elements of presentation technique, presentation of learning and completeness of presentation. As for language suitability, there are three indicators, namely suitability of language use to student development, communicative use of language and language use that meets regulatory requirements and integration of the flow of thinking. Through this foundation, the researcher identified book analysis based on the presentation of vocabulary in teaching materials. Based on some of this literature, this article aims to identify the model of Sarmedi's Arabic textbook and analyze the vocabulary material.

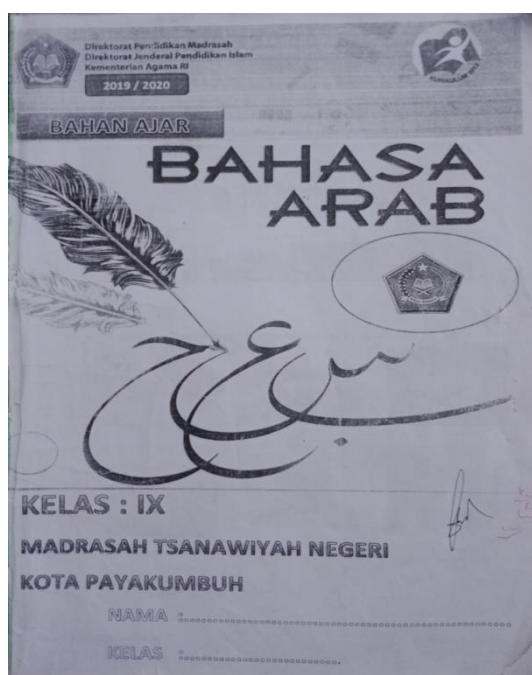
## Method

This research used library research based on manuscript processing with several stages; 1) collecting research materials, such as books, articles, and some other literature that supports this research; 2) reading library materials from research materials that have been collected to generate new ideas following the research being carried out; and 3) making research notes from all stages of the study (Husna et al. 2022).

The source of the research data comes from the Arabic book of Madrasah Tsanawiyah at the Payakumbuh City. Then, this book is used as a primary data source to analyze the suitability of the content with students' learning conditions. Furthermore, the researcher also made several relevant books and articles as secondary data.

## Result and Discussion

The Arabic language book referred to in this paper is an odd semester IX grade Arabic book written by Sarmedi. This book begins with a cover, which contains the words "Directorate of Madrasah Education, Directorate General of Islamic Education, Ministry of Religion of the



Republic of Indonesia 2019/2020", Arabic language, 2013 curriculum, and the symbol of the ministry of religion. In the first semester, this book identify the several theme, such as Islamicnew year, birthof the Prophet, The revelationof the Qur'an and The chopsticks.

### *The Description of Textbook*

In the first chapter, it begins by describing the chapter title " رأس السنة الهجرية الجديدة ", then proceeds with 2 illustrations which contain the phrase Happy Islamic New Year and several pictures which are intended as prerequisite material and motivation before entering the core material. Here students are asked to pay attention to the pictures that have been provided in the book. Among some of the pictures are pictures of cavalry, a meeting of two groups, crowds in the mosque and others.

The material in chapter 1 consists of:

### **1. المفردات**

Mufradat is presented in tabular form as many as 17 pieces of vocabulary, which contains mufradat about ماض and مضارع along with the meaning of each vocabulary. However, this material only describes vocabulary about verbs and does not include vocabulary

about isim. Then also presented some expressions related to chapter titles as many as 12 pieces as well as pictures illustrating some of these expressions to be matched between the two.

As for the exercise, it consists of 2 parts. First , this exercise consists of 5 questions. The form of the exercise is to fill in the blanks or blanks in a sentence (problem) by choosing the appropriate vocabulary according to the question and it has been provided. Second, the exercise consists of 5 questions. The form of the exercise is to fill in the blanks or blanks in a sentence (question) by choosing the appropriate vocabulary for the question and it has been provided in a box next to the question.

## 2. القراءة

On the material القراءة presented a text entitled "extraordinary historical events" as much as 3 paragraphs. Then proceed with the exercise which consists of 2 parts. *First*, this exercise consists of 5 questions. The form of the exercise is to determine whether a sentence is true or false. *Second*, this exercise consists of 5 questions. The form of the exercise is to answer questions based on pre-existing texts.

## 3. التركيب

This material is entitled "الفعل الماضي الفعل المضارع" which is intended to discuss the two materials. However, what is presented is only a discussion about الفعل الماضي while the الفعل المضارع material is not presented. Then before the exercise is presented there is a sub-chapter on ملاحظة which after being observed like the material has not been completed, it only includes "how to express the date using العدد علي وزن فاعل and no explanation of the material is presented. The exercise consists of 3 parts. Exercise 1 consists of 5 questions, the form of the exercise is to choose the correct one from the 3 vocabulary words contained in brackets. Exercise 2 consists of 5 questions, the form of the exercise is to determine the appropriate dhomir with the fiil in the question. Exercise 3 consists of 5 questions, the form of the exercise is to answer questions.

## 4. الحوار

This material is presented with a short conversational text to practice. Then proceed with the exercise which consists of 2 parts. As for exercise 1, it consists of 6 questions, the form of the exercise is to exchange questions and answers as exemplified. While exercise 2 consists of 5 questions, the form of the exercise is the same as exercise 1, namely exchanging questions and answers as in the example.

## 5. الكتابة

This material is immediately presented with 2 exercises. The first, the exercise consists of 5 questions with the command to complete it according to the desired dhomir about the question. the second part of the exercise consists of 5 questions, as for the form of the question is to change فعل المضارع to فعل الماضي

### *The Second Chapter*

This chapter identify the theme of “الحفل بذكرى مولد الرسول صلي الله عليه وسلم”. Under the chapter title there is an image illustrating an event celebrating the Prophet's birthday. Then presented some illustrations related to the title of the chapter . Among the illustrations presented are pictures of someone who is giving a speech, assemblies, invitations and others.

The material in this chapter consists of:

#### 1. المفردات

Vocabulary material begins with the presentation of verbs. Which is presented using a table, in loading فعل المضارع and فعل الماضي and their meanings, which are 16 pieces. Then proceed with the presentation of 20 adjectives which are presented using a table. However, in adjectives, the vocabulary is not accompanied by its meaning. Furthermore, several expressions related to the chapter title , totaling 12 expressions, are presented as well as several illustrative images to be adjusted between the two.

The exercise consists of 3 parts. Exercise 1 consists of 5 questions, the order of the questions is to fill in the blanks from the questions with the appropriate vocabulary and have been provided in the box next to the questions. Exercise 2 consists of 5 questions, while the form of the exercise is to fill in the blank words from the questions by choosing the appropriate vocabulary above the questions. then the 3rd exercise consists of 5 questions, as for the order of the question is to choose the right verb to complete the question.

#### 2. القراءة

On the material القراءة presented a text entitled "History of the life of Muhammad SAW" as much as 4 paragraphs. Then proceed with the exercise which consists of 2 parts. First, this exercise consists of 5 questions. The form of the exercise is to answer questions according to the existing text. Second, this exercise consists of 5 questions. The form of the exercise is to determine the correct and incorrect sentences.

#### 3. التركيب

In this material discussed is material about كان with some examples of its use. then proceed with the exercise as much as 3 parts. Part 1 of the exercise consists of 5 questions, the form of the question is to translate sentences into good Indonesian. Part 2 of the exercise consists of 5 questions, while the form of the question is to enter كان into a sentence along with the necessary changes to the question. Part 3 of the exercise consists of 6 questions, with the form of the question using كان correct and in accordance with its dhomir.

#### 4. الحوار

The conversation material in chapter 2 is presented directly with exercises without giving material or notes first. The exercise consists of 3 parts. the first, the exercise consists of 6 questions, the order of the questions is to exchange questions with answers as shown earlier. The second part, the exercise consists of 6 questions, with the form of practice being to exchange questions with answers as shown earlier. The third part, the exercise consists of conversational texts with question commands to practice the conversational texts with friends.

#### 5. الكتابة

material is immediately presented with 2 exercises. The first exercise consists of 8 questions with the command question is to answer questions with complete answers as shown in the example. The second exercise consists of 7 questions, while the form of the question is to translate sentences into the correct Arabic language while paying attention to the use of كان related to the translation.

#### *The Analyze of Third Chapter*

This third chapter begins by explaining the chapter title, " نزول القرآن ". Here students are asked to pay attention to the pictures that have been provided in the book related to the chapter title. Among some of the pictures are Hira Cave, the Koran, and others.

The material in this chapter consists of:

#### 1. المفردات

The vocabulary material in this chapter is presented in 2 forms, namely اسم and فعل. vocabulary for verbs consists of 10 pieces which are presented using a table which contains مصدر, مضارع and meaning. next اسم presented as many as 12 pieces consisting of vocabularies and their meanings. The vocabulary material is equipped with several expressions consisting of 10 pieces as well as illustrated images which will later help students match the expressions with the existing pictures.

The form of evaluation of this material is an exercise consisting of 2 parts. the first part of the exercise consists of 5 questions, the form of the exercise is to choose the right word in brackets to fill in the blank words to make a perfect sentence. The second part, the exercise consists of 5 questions in the form of incomplete sentences and then asked to fill in the blank words with the words provided above the questions to match the verbs in the questions.

## 2. القراءة

This material contains a reading text entitled "The descent of the noble Qur'an". This reading text consists of 4 paragraphs that tell about the events of the revelation of the Qur'an. Then followed by exercises as a form of evaluation consisting of 2 exercises. Exercise 1 consists of 7 questions, with the order to answer questions based on the existing text. Exercise 2 consists of 5 questions, while the form of the exercise is to determine whether a sentence is true or false according to the reading text.

## 3. التركيب

In this material, what is presented is (laa nahiyah and laa nafiyah) which is presented in tabular form. Then accompanied by notes related to the material (laa nahiyah and laa nafiyah).

The evaluation form consists of 2 forms of exercise. The first exercise consists of 5 questions with a question command to choose the right word in brackets to complete the question. the second exercise consists of 5 questions, the form of the exercise is to translate sentences from Arabic to Indonesian.

## 4. الحوار

In this material the reader will immediately be faced with 2 kinds of exercises. Exercise 1 consists of 5 questions, while what the question wants is to make questions and answers according to the desired questions. Then exercise 2 consists of 5 questions with the same command as exercise 1, which is to make questions and answers as desired by the questions.

## 5. الكتابة

In this material presented are 2 exercises with 2 forms. First, the exercise consists of 5 questions, with the question command to enter لالالناهيية into the sentence while still understanding the changes of the sentence when entered by لالالناهيية. The second exercise consists of 5 questions, while the command for the question is to answer questions with complete answers.

### *The Analyze of Fourth Chapter*

The fourt chapter is the last chapter of the Arabic language learning material for class 9 at MTsN based on the 2013 curriculum. This chapter presents some material with the title

Al-Adan. So, all the material in this chapter cannot be separated from the discussion about Al-Adan. At the beginning of the sarmedi chapter , it means to show a picture that shows the atmosphere of Lebaran, in which there are greetings. However, in reality there is no picture as intended. There are only 2 happy holidays expressions. As in the previous chapters, this chapter also presents some illustrative pictures related to the holiday along with an explanation of the pictures.

This chapter presents some material including :

### 1. المفردات

The vocabulary material in this chapter is divided into 2 groups, namely adjectives and verbs. Vocabulary about adjectives is presented in the form of a table which contains 16 vocabularies and their plurals but does not contain the meaning of these vocabularies. Then presented some vocabulary about verbs that are presented in the form of a table as many as 10 pieces with the form of presentation in the form of مصدر, مضارع, ماضي and its meaning. The evaluation form of this material consists of 2 exercises. Exercise 1 consists of 5 questions, the command for the question is to fill in the blank words with the correct words with the words provided next to the questions. Exercise 2 consists of 5 questions, while what is expected from this exercise is the ability to choose the right words to complete the sentences in the questions with the words provided in brackets.

### 2. القراءة

In this material, 2 reading texts are presented that discuss 2 holidays, namely Eid al-Fitr and Eid al-Adha. This reading text consists of 6 paragraphs. Next , 2 exercises are presented as a form of evaluation of this material. Exercise 1 consists of 5 questions, while the command for the question is to answer questions based on pre-existing texts. Then exercise 2 consists of 5 questions, the command of the question is to determine whether a sentence is true or false based on the reading text.

### 3. القراءة

الفعل الثلاثي المازيد is the topic of discussion in this chapter. الفعل الثلاثي المازيد divided into three types, namely 1 letter, 2 letter, and three letter. Each of these materials has an exercise as a form of evaluation.

### 4. التركيب

The conversation material presents 2 exercises to be practiced, the first exercise contains instructions to ask and answer questions when as many as 5 questions. the second exercise contains commands for making a simple conversation.

## 5. الكتابة

This writing material is divided into 2 parts. Part 1 contains instructions for translating questions into correct Arabic. However, the questions presented are also in Arabic. So, the question order does not match the questions that have been provided. Then exercise 2 consists of 8 questions, while the form of the question command is to tell about what is done on holidays every year.

## 6. درس إضافية

In this chapter there is additional learning material, as for what is discussed in this material, namely about the names of the Christian month and the names of the Hijri months and graded numbers.

### ***The Analysis of the Arabic Textbook by Sarmedi***

In this case, the analysis that the author will do in this paper is an analysis of Sarmedi's odd semester grade IX Arabic book on mufradat material *based* on things that are fundamental in vocabulary learning ( *mufradat* ) .

According to Ahmad Djanan Asifuddin, vocabulary learning ( *al-mufradât* ) is the process of delivering learning materials in the form of words or vocabulary as an element in learning Arabic (Hijriyah, 2018: 34). Therefore, learning Arabic held at an educational institution needs to equate it with learning some relevant sentence patterns.

Among the characteristics of learning is the existence of integrated learning components. The learning components in question are objectives, teaching materials/materials, methods and media, evaluation, students/students, and the presence of educators/teachers. (Riyana, tt: 3)

The material is the core given to students during the teaching and learning process, so the material must be made systematically so that it is easily accepted by students. Then it can be explained that the material is all the lesson materials given by the teacher to students in the teaching and learning process in order to achieve learning objectives.

In learning vocabulary ( *mufradat* ) there are several things that must be considered, as follows (Effendy, 2005: 97-98):

- 1) Vocabulary learning ( *al-mufradât* ) does not stand alone. Vocabulary ( *al-mufradât* ) should not be taught as a stand-alone subject but is closely related to the learning of *muthâla'ah*, *istimâ'*, *insyâ'*, and *muhâdatsah*.

- 2) Meaning limitation. In learning vocabulary, the meaning should be limited according to the context of the sentence, considering that one word can have several meanings. For beginners, it is better to teach the meaning according to the context so as not to break the attention and memory of students. Meanwhile, for an advanced level, the explanation of meaning can be developed armed with insight and a broader horizon of thinking about the meaning of the word in question.
- 3) Vocabulary in context. Some vocabulary in a foreign language (Arabic) cannot be understood without knowledge of how to use it in sentences. Vocabulary like this should be taught in context so as not to obscure students' understanding.
- 4) Translate in vocabulary teaching. Learning vocabulary by translating words into the mother tongue is the easiest way, but it contains several weaknesses. These weaknesses, among others, can reduce the spontaneity of students when using them in expressions when dealing with objects or word objects, weak attachment power in students' memories, and also not all foreign language vocabulary has the right equivalent in the mother tongue. Therefore, this translation method is recommended as the last weapon in vocabulary learning, used for abstract words or words that are difficult to demonstrate to find out their meaning.
- 5) Difficulty level. When viewed from the level of difficulty, Arabic vocabulary for students in Indonesia can be divided into three, including:
  - a. Easy words, because there are similarities with words in Indonesian, such as: كتاب، علماءرحمة،كرسي
  - b. Words that are moderate and not difficult even though there are no similarities in Indonesian, such as: سوق، مدينة،ذهب

Words that are difficult, both because of their shape and pronunciation, for example: انزلق،تدهور،استولى

Based on the author's analysis related to the mufradat material in *Sarmedi*'s odd semester 9th grade Arabic book, the presentation of mufradat material *in* this book has been integrated with other materials such as *Qiraah*, *kitabah*, and *hiwar materials*. The integration of *mufradat* material with other materials as contained on page 2( *mufradat* ) and pages 5-6(*qiraah*), page 15( *mufradat* ) and page 24( *book* ).

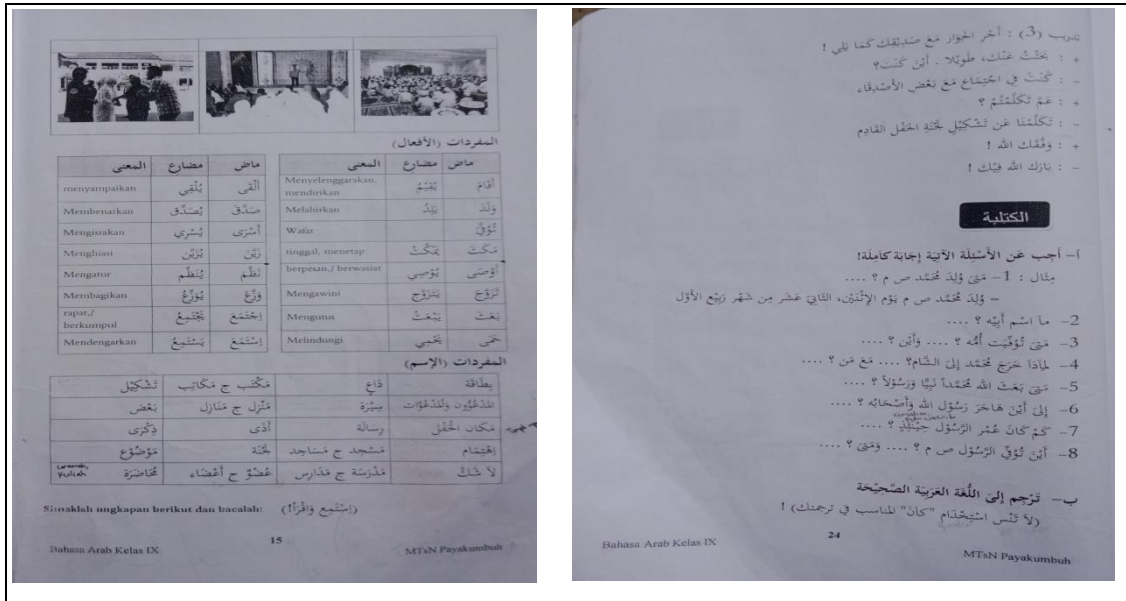


Figure 2. The Description of Textbook

The relationship between *mufradat* and meaning, in this book has been adapted to the intended context, because each *mufradat* presented is in accordance with the discussion in the chapter. Like the *mufradat* found on page 15 has been adapted to the context of *qiraah* found on page 19 .

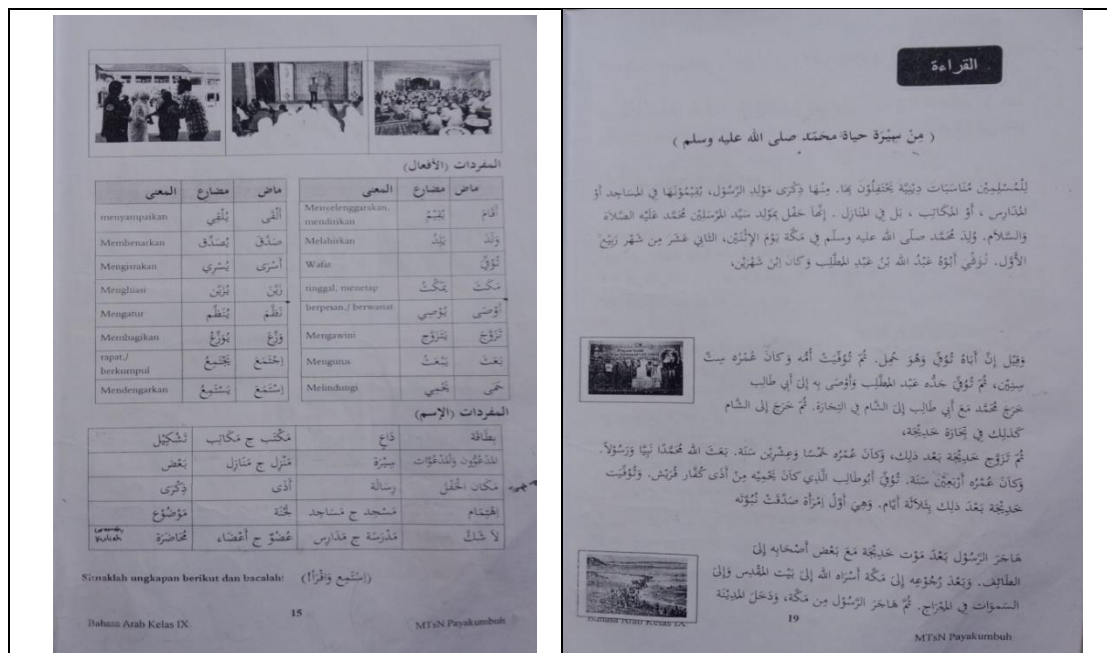
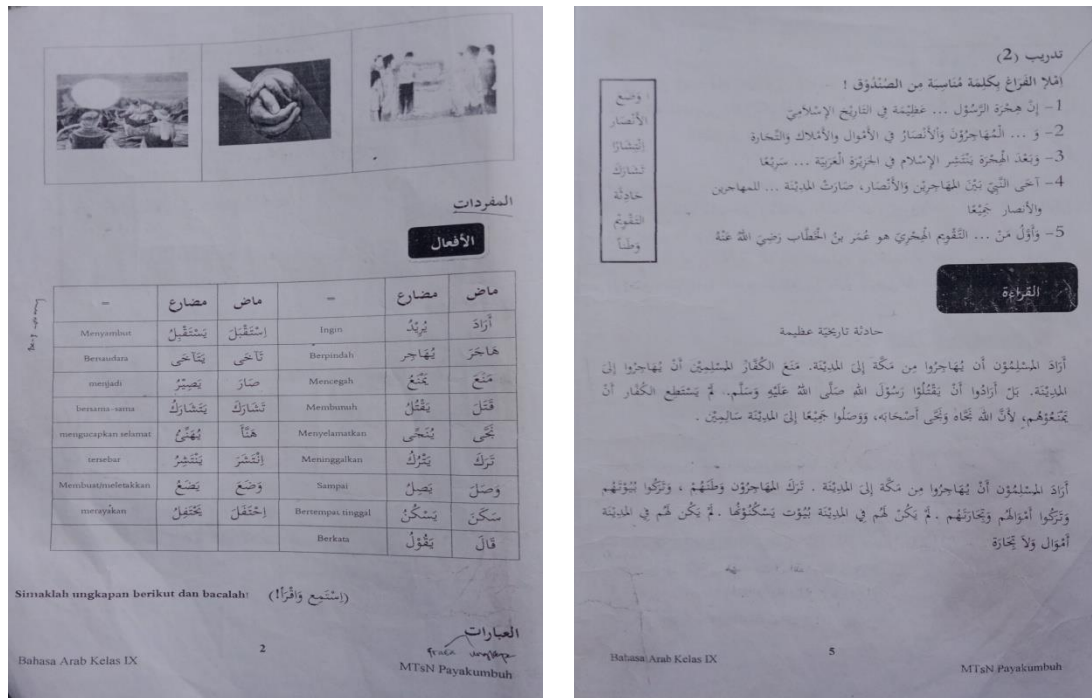


Figure 3. Several Mufradat in the Textbook

In this book there are several *mufradat* that cannot be understood without knowledge of how to use them in sentences. As stated on page 2 and page 5-6. In this case, there are several *mufradats* which in their presentations seem different between the *mufradat* on page

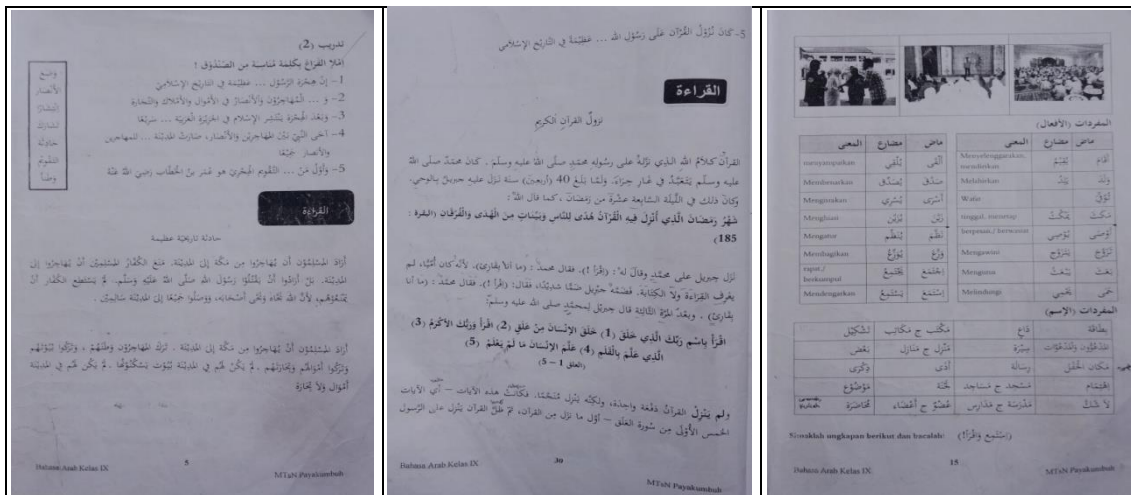
2 and the *mufradat* on pages 5-6. For example, the word مهاجر-يهاجر on page 2 changes shape when on page 5 on the word يهاجروا. Therefore, further explanation is needed so as not to obscure the understanding related to the *mufradat*. This book has provided a solution to this problem, although the presentation lies in the material for the next discussion, namely *tarkib*.



**Figure 4. The Translation of Mufradat**

Some materials *mufradat* in this book has been accompanied by an Indonesian translation in order to make it easier to understand every existing *mufradat*. As stated on pages 2, 27. However, in several other chapters the *mufradat* material does not contain a complete translation, namely on pages 15 and 38.

*Mufradat* in this book when reviewed in terms of difficulty, then it is quite diverse. As the saying goes the companion on page 5 which can be categorized as *mufradat* that is easy to understand, then the word nazl on page 30 which can be categorized as *moderate* and not too difficult *mufradat* because the *mufradat* is quite famous when juxtaposed with the word Al-Qur'an, then the word يُوَصِّي-أَوْصَى on page 15 which can be categorized as difficult *mufradat* because of its pronunciation.



**Figure 5. The Difficult of Mufradat**

The practice for this *mufradat material* is quite monotonous and less varied. There are only two forms of exercise variations used, namely:

1. Fill in the blanks with the correct or appropriate *mufradat*, as on pages 4, 5, 17, 18, 29, 39, 40
2. Choose the right *mufradat* to complete the sentence so that it becomes a perfect sentence, as on pages 18, 29, 39, 40.

## Conclusion

Sarmedi's Arabic book consists of four chapters; رأس السنة الهجرية الجديدة, which consists of 17 *mufradat*, chapter 2 “مولد الرسول صلي الله عليه وسلم بذكر الحفل” which consists of 28 *mufradat*, chapter 3 “نزل القرآن” which consists of 22 *mufradat*, chapter 4 “العيادان” which consists of 26 *mufradat*. The things that are fundamental in learning *mufradat vocabulary*; Vocabulary learning (*mufradat*) does not stand alone, Meaning limitation, Vocabulary in context, Translate in vocabulary teaching, Difficulty level. Semester grade IX Arabic book for *mufradat material* is not fully in accordance with the things that must be in *mufradat learning*, there are still several things that must be completed in order to meet the criteria for proper *mufradat learning*. In terms of the appearance of the book, this book should use several colors (not only black and white) so that it looks more attractive for students to read and learn.

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