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A DICTIONARY OF BILINGUAL MORPHOSYNTAX INDONESIAN-ARABIC: LEXICOGRAPHIC STUDIES

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ABSTRACT

This study is aimed to describe the lexicography of a bilingual Indonesian-Arabic dictionary, specifically in the field of morphosyntax. This research is a qualitative descriptive research. The establishment of this dictionary was carried out based on the needs of the University of Sumatera Utara (USU) Arabic Literature Study Program students who took Arabic morphosyntax courses. The students' need for this dictionary is known through a questionnaire given to them. This research was conducted using the lexicographic stages. The results of the analysis showed that the students urgently need an Indonesian-Arabic morphosyntactic dictionary. The researcher then describes the lexicography of the dictionary, namely the stages of its preparation and the content of the dictionary in the form of macrostructure and microstructure of the dictionary. The macrostructure of the dictionary is alphabetically arranged and the microstructure consists of semantic information, definitions, and examples. The results of the study indicate the students' need for a special dictionary in a morphosyntactic field. It can be achieved and they can well use the dictionaries.

Keywords: Lexicography, Dictionary, Arabic Morphosyntax.

1. INTRODUCTION

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Dictionaries are one of the supporting media in foreign language learning for students at the Arabic Literature Study Program, the University of North Sumatra (USU) because dictionaries can help students understand the terms contained in certain courses. There are new dictionaries which only enhance the existing dictionaries and there are dictionaries which only summarize or even explain the predecessor dictionaries. Almost every dictionary has certain characteristics that distinguish it from the previous dictionaries.

Many Arabic-Indonesian and Indonesian-Arabic translation dictionaries have been found, even Arabic dictionaries with a digital (virtual) system that are easier to access via electronic devices also exist. Arabic dictionaries that exist as a product of the creativity of linguists are very diverse, depending on the purpose of compiling the dictionary and its appearance which is adapted to the needs of the community. The special bilingual dictionary from Indonesian-Arabic in linguistics is still neglected because apart from not being included in the curriculum, the interest of foreign language teachers in compiling this special dictionary is also very minimal (Sayed : 2013; Qāsimī, 1991).

In terms of the number of languages used, the dictionary can be classified into (a) a single language dictionary (*al-mu'jam al-uhādi al-lughah*) which is a dictionary that explains the meaning of words or terms in a language with that language (b) bilingual (*al-mu'jam alsunai al-lughah*) is a dictionary that explains the meaning of words or terms in other languages (Hayani, 2019; Hermawan, 2017; Mulyani et al., 2018, Taufiqurrochman, 2010). The vocabulary in a special dictionary is defined and adapted in a particular field. Special dictionaries receive less attention, this can be seen in the absence of such special dictionaries available in the market, especially Indonesian-Arabic bilingual dictionaries specifically in the field of morphosyntax. The Indonesian-Arabic bilingual dictionary specifically in the field of morphosyntax referred to here is a special dictionary that contains entries in the form of Arabic morphosyntactic terms.

The dictionary that will be created is based on the needs of students in USU's Arabic Literature Study Program who take morphology and syntax courses who have different Arabic educational backgrounds. This dictionary can be considered as a supporting medium in learning Arabic morphosyntax for students. The results of a questionnaire conducted on Arabic Literature students who took the course showed that 94% of students who took the course did not have an Arabic morphosyntactic dictionary. but they have an Arabic-Indonesian dictionary (83%).

Furthermore, Sayed (2013) states the students have difficulty in finding and understanding the entries they are looking for so that students are reluctant to open a dictionary because it takes a long time to find meanings. In addition, Arabic dictionary users must master the science of *sharaf* if they want to find Arabic terms related to morphology (Wahida : 2017). Therefore, the role of a bilingual dictionary is needed in helping students understand and communicate in the target language. According to Rustandi (2016) the attitude of dictionary users from Arabic to Indonesian has a level of efficiency in using a dictionary (57.14%).

Dictionary users are inefficient in using dictionaries because it is difficult for them to find basic words, and equivalents, they do not know the context and cultural structure of the target language. Intensity is the

infrequent or minimal time to open the dictionary. The users do not know the context of using the entry in the sentence. Furthermore, in terms of weight, a complete dictionary tends to be thick and difficult to carry everywhere. The dictionary users have difficulty in using a dictionary, both in the morphological, syntactic, and semantic aspects. In addition, there is no room for lexicography (Applied Linguistics) in the curriculum and the lack of interest from teachers in compiling bilingual dictionaries for beginners, though dictionaries have an important role in learning foreign languages at various levels of education.

This research is motivated by the difficulty of students looking for meanings or morphosyntactic terms in lectures, reluctance to open an Arabic-Indonesian (Indonesian-Arabic) dictionary because it takes a long time and the lack of knowledge of students looking for basic forms morphologically. This study discusses a special dictionary, namely the dictionary (*takhashshusi*), which is a dictionary that only collects words that are in one particular discipline. It is not enough to use a dictionary in this way without knowing the meanings in the lexicon. For example, to find out the terms found in Arabic morphosyntactic, such as morpheme words and verbal sentences in Arabic, it is not enough to just use an Indonesian-Arabic translation dictionary, but also to be assisted with a special Indonesian-Arabic morphosyntactic dictionary.

Based on the description above, it is necessary to make a bilingual Indonesian-Arabic dictionary specifically in the field of Morphosyntax. Morphosyntax is the study of changes in form caused by morphological and syntactic demands. The grammatical information contained in the bilingual Indonesian-Arabic dictionary specifically in the field of morphosyntax is in the form of grammatical meanings and some is in the form of definitions. Morphosyntax is a change in form caused by syntactic demands. Morphosyntax in Arabic includes (1) concordance characteristics (2) noun and verb cases (3) and verb mode (Hayuning Parasati and Kuswardono, 2019). Morphosyntax consists of morphology and syntax. Arabic morphology discusses the morphological process (*Al-Isytiqaq*), namely the formation of new words from other words. Syntax is a grammatical study to determine the final sound of an Arabic word in a larger building structure. The studies on the art of compiling a dictionary have already been done. The study of dictionary compilation related to Arabic lexicography has been reviewed by (Hayani, 2019; Malinda, 2017; Begmatofa and friends, 2019). The Arabic-Indonesian Bilingual dictionary has been studied by Rustandi (2016) and the android-based Indonesian-Arabic dictionary application has been studied by Dardanila et al (2018). The research that discusses the Indonesian-Arabic bilingual dictionary specifically in the field of morphosyntax has not been conducted.

2. LITERATURE REVIEW

The art of compiling language dictionaries using a certain systematic is called lexicography. According to the idea of Fitrah (2019), Utami (2019) and Taufiqrochaman (2010), lexicography is part of applied linguistics which is defined as the knowledge and art of compiling language dictionaries using certain systematics to produce a quality dictionary product that is easy and complete. Utami (2019) adds

lexicography is a dictionary-making technique based on lexicology, semantics, morphology, syntax, and metallexicography which includes how to make dictionaries and prepare entries.

There are five stages carried out in the lexicographic process, namely (1) the phase of preparation (2) the acquisition of the material and the data (3) the treatment of the material and the data, (4) the evaluation of the material and the data, and (5) preparation of the print process. The preparation stage of the process includes planning the period of making and drafting the dictionary. Planning a dictionary concept means determining the function of the dictionary, the information to be created in the dictionary, and the design of the dictionary. Furthermore, the material and data are collected from various sources in the form of oral or written. The material and data are, then, reviewed and selected and evaluated.

If these steps have been carried out and all the contents of the dictionary are considered to have been prepared properly and correctly, the next step is to prepare to print it. Utami (2019) also added each dictionary contains at least a list of words containing information. The arrangement of word lists in a dictionary is known as a macrostructure. Setiawan (2015) said macrostructure is a way of arranging entries including sub-entries in a dictionary. Furthermore, Yeka (2016) added microstructure refers to the information provided by each entry arranged in a dictionary. Microstructure is all the information written after the main points. The information in an entry varies widely. The arrangement of the information is influenced by the type of dictionary and can be determined by lexicography. Furthermore, Hartman (2001) divides weak information into two, namely formal information and semantic information. Formal information is more related to grammatical information, while semantic information is related to meaning information. Each entry in the entry will have two components of that information. In addition to determining the macrostructure and microstructure, the determination of the corpus is also an important stage in lexicography. Corpus is collected and limited according to need. Setiawan (2015) also said in general the lexicographer's corpus is limited by the time of collection, which means that time is the first consideration in collecting the corpus.

3. METHOD

This research is a library research with a qualitative approach. Bungin (2008) explained that research design with a qualitative approach is flexible, not too detailed, it is not customary to define a concept, and it provides the possibility for changes when more basic, interesting and unique facts are found in the field. The method used in this study is a qualitative descriptive method.

This method is based on the use of data obtained from the literature related to morphology and syntax in order to obtain research results that can assist students in studying morphology and syntax. The stages carried out in this study began with analyzing the needs of students of the Arabic Literature Study Program at the University of North Sumatra who took morphology and syntax courses. This is done so that the compiled dictionary can meet the needs of USU Arabic Literature Study Program students. To get data about whether or not students need the dictionary, the researchers used a questionnaire filled out by 67 students.

The questionnaire used is a closed questionnaire, namely by giving several questions to students. Furthermore, data is collected in the form of words that will be used as special dictionary entries, using documentation techniques. This documentation technique is used to examine, capture and collect data in the form of a language corpus (Aprilia, 2020). The data was obtained from journals, research results, textbooks, papers, scientific reports, printed dictionaries and textbooks on morphology and syntax. Furthermore, the data is selected according to the needs, namely the selected vocabulary related to morphosyntactic.

Other data will then be provided such as definitions and examples whether in sentences or not (Yusuf: 2014). While the data recording format refers to the standard *Al-Khuli* dictionary (A Dictionary of Theoretical Linguistics, English-Arabic). For data analysis used the stages in the formation of lexicography. This means that the words that have been collected are sorted alphabetically, which is called the macrostructure of the dictionary and is equipped with information called the microstructure of the dictionary. The data is then ready to be published into a dictionary. In this case, the Indonesian-Arabic bilingual dictionary specifically in the field of morphosyntax is given meanings and applied to lexicographic theory. Furthermore, the data dictionary is printed conventionally and digitally. Thus, data analysis consists of three interrelated processes, namely data reduction, data presentation, and verification/drawing conclusions. Data reduction is a form of data analysis in the form of selecting, focusing, grouping, and discarding words as well as compiling data whose ultimate goal is to conclude data in the form of a special Arabic dictionary. The next step in the data analysis process is the presentation of the data, namely categorizing all the data, which data in what form and which groups should be included. (Bungin: 2010).

4. Results and Discussion

4.1. Results

The results of this study are in the form of a dictionary which can be considered as a way to develop innovation, science and technology, social, and culture. This dictionary consists of 31 pages and the entries consist of A-Z with a vocabulary of 248 vocabularies. The data obtained are as follows in Table 1:

Table 1. Amount of data by entry

A	12 Data	N	16 Data
B	9 Data	O	1 Data
C	0 Data	P	13 Data
D	11 Data	Q	1 Data
E	0 Data	R	2 Data
F	27 Data	S	13 Data
G	1 Data	T	4 Data
H	5 Data	U	0 Data

I	47 Data	V	20 Data
J	8 Data	W	0 Data
K	25 Data	X	0 Data
L	1 Data	Y	0 Data
M	31 Data	Z	2 Data

4.2. Discussion

The dictionary described above is the Indonesian-Arabic Bilingual Dictionary Special for the Morphosyntactic Field, arranged alphabetically. This dictionary is given a lexical meaning and some is given a definition along with examples. This dictionary entry consists of the source language being Indonesian and the target language being Arabic. This research is one of the results of lexicographic research in which the composition is in the form of macrostructure and microstructure of a dictionary. The macrostructure is the arrangement of the dictionary which is alphabetically done and the microstructure consists of definitions and grammatical information. This dictionary can be considered as a supporting medium in learning Arabic morphosyntax.

Data is collected through journals, books, dictionaries, and other scientific works. Meanings, definitions, and examples are written in Arabic. The making of this dictionary is based on the student's need for a bilingual Indonesian-Arabic dictionary through a questionnaire given to students. The results of the questionnaire given to Arabic Literature students who took the morphosyntactic course showed that 94% of the students who took the course did not have an Arabic morphosyntactic dictionary. This dictionary is useful to help students who take morphosyntactic courses to understand the use of terms used in morphosyntax. The number of temporary words contained in this dictionary is about 248 words. The draft of this Indonesian-Arabic Bilingual Dictionary will then be made into a digital dictionary. The digital dictionary referred to here is a dictionary derived from a conventional dictionary which is converted in the form of a PDF file. The advantage of this dictionary is that it can display a dictionary according to the original and the search process is easier than using a conventional dictionary.

Table 2. *Alphabetically Macrostructured Dictionary*

adjective	/na'at/
Adverb	/zarfun/
Affix	/zā'idatun/
Affixation	/iḍāfatun azzawā'id/
Root	/jizrun/
Allomorph	/al alūmūrf/
Assimilation	/mumāsīlatun/

The examples above are an illustration of the macrostructure of a bilingual Indonesian-Arabic dictionary specifically in the field of morphosyntax. Examples of Arabic morphosyntactic terms:

Table 3. Arabic Morphosyntactic Terms

1. Free Morpheme :/murfīmun munfasilun/
murfīmun hurun/

Definition

/murfīmun yumkinu isti'māluhu mustaqillan
'an sawāhu, ay annhu yaqūmu bi dauri al-
kalimati-al mustaqilati/ mišlu : /waladun,
jalasa/.

Word /waladun/ in the example above, it is a free morpheme because it can stand alone in a sentence
Example/ana waladun/

2. Suffix :/Lāḥiqatun/

Definition

/murfīmun muqayyidun yuḍafu ʔila ʔākhiri al
kalimati litakwini kalimatin musytaqatin zāti
ma'nān mukhtaliḥin/ mišlu : /jalasā/.

Word /jalasā/ above this is a perba masala of the past which consists of the morphemes of the base of the past subjek as a subject marker. This suffix indicates a third person, dual and indicates masculine gender.

3. Subject :/Mubtadaʔu, musnadun ʔilayhi/

Definition

/alʔismu allazī tubdaʔu bihi al jumlatu wa
tukhbaru 'anhu. Wa qad yakūnu min nāhiyyati
al ma'na fā'ilan au maf'ūlan bihi au ʔadatu al
fi'li au makānihi au zamānihi/ mišlu : /al
tālibātu masrūraturun/.

Judging from a review of word syntax functions /al tālibātu/ in the above example it serves to be the *mubtada* (subject) which is in the place of *rafa*.

4. Noun Phrases: /'ibāratun ismiyyaturun/

Definition

/Majmū'atun kalmātin raʔsiha isimun wa tatawāla fi jumlatin mā// Majmū'atun kalmātin tu'malu 'amalu al ismi dūna au taqūna jumaylata/mišlu :/ bābu al faṣ li, 'isyriṅna kitāban/

Examples of noun phrases */bābu al faṣ li/* above it consists of the words */bābu/* as a core element and a word */al faṣ li/* as an illuminator (modifier).

5. Abstract Noun: */Maṣdar/***Definition**

/ismun yadullu 'alā al-ḥadaṣi mujarradi min al-zamāni, miṣlu : rujū'un/

The example of masdar above comes from the *fi'il tsulasi mujarrad* (the basic form of raja'a 'he has returned' with the pattern of *fu'ūlun*).

6. Composition: */murakkabun /***Definition**

/kalimatun tatakawwanu min raʔsin wa muḥaddadin wa qad yakūnu al-murakkabu ismān, miṣlu : kīsul hawaʔi /

The word *kīsū* in the example above is the core element of the word *al-hawaʔi* as the explanatory element. These two words form a new meaning that is supported together, namely 'air bag'.

5. Conclusions

The compilation of this dictionary follows the lexicographic stages by Utami (2019) through several stages, namely: (1) Preparation, the process includes planning the period of making and the concept of a dictionary; (2) collecting materials and data from various sources in the form of oral and written; (3) reviewing and selecting materials and data; (4) evaluate materials and data as well as; and (5) preparation for printing it. This type of dictionary is in the form of a bilingual Indonesian-Arabic dictionary. This dictionary consists of macrostructure and microstructure. The macrostructure contains a list of words containing information arranged alphabetically. Macrostructure is a way of arranging entries including sub entries in a dictionary. The microstructure is placed after the macrostructure entry. The microstructure contains grammatical

information. The grammatical information contained in this dictionary is the terms contained in Arabic morphosyntax. In addition, definitions and examples of words are also given. The definition of each entry is adapted to the morphosyntactic context and is presented in Arabic with the aim of increasing students' vocabulary/mufradat in Arabic. In terms of its contents, this special dictionary related to scientific fields is called the morphosyntactic term dictionary. This dictionary was created based on the needs of students taking Arabic morphosyntax courses at USU's Arabic Literature Study Program. Students' need for a bilingual Indonesian-Arabic dictionary is known through a questionnaire distributed to the students taking Arabic morphosyntactic courses. The results of the questionnaire showed that 94% of students who took Arabic morphosyntactic courses needed an Arabic morphosyntax dictionary.

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