Research Article

Development of an Arabic writing skills textbook based on collocations

Achmad Tito Rusady [a,1,*] **, Rizki Gumliar** [b,2]

[a] Department of Arabic Education, Faculty of Islamic Studies, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No.246, Malang, East Java 65144, Indonesia

[b] Department of Islamic Family Law, Imam Syafi'I Islamic Studies College, Jl. MH. Thamrin No.5, Jember, East Java, Indonesia

[1] atito@umm.ac.id*; [2] rizki@iou.edu.gm

*Corresponding author

Abstract: This study aims to develop Arabic writing skills teaching materials based on collocations, assess their feasibility, and evaluate their effectiveness. Collocations are combinations of words that naturally and correctly go together according to the cultural norms of native speakers. This research and development utilized the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The study results revealed: (1) The Arabic writing skills teaching materials were developed with fourteen topics based on collocations, starting with short texts, presenting a column of collocating words, guided exercises conducted through discussions among students and/or with the lecturer, detailed explanations with examples from the Qur'an, hadith, and Arabic news, followed by exercises and concluded with motivational statements; (2) Feasibility was obtained from expert validation and student feedback after field practice, with the data showing that the developed textbook is highly suitable for publication and teaching; (3) Effectiveness was determined by comparing pretest and posttest results, with statistical analysis using SPSS indicating a significant difference.

Keywords: Arabic writing skills; collocation; teaching materials

1. Introduction

One of the essential elements that must be included in Arabic language teaching materials is *tsaqafah* (cultural element), which provides content related to Arabic linguistics, following the patterns and natural usage of native speakers (Al-Ghali & Abdullah, 1991; Syaifullah & Izzah, 2019). The cultural element is crucial because it helps Arabic language learners understand and use the language in a way that mirrors native speakers. Neglecting this element can lead to dysfunction in communication with native Arabic speakers, even if the grammar is correct. Native speakers may find Arabic that lacks the cultural context unfamiliar and awkward.

A theory that falls under the cultural element is the theory of collocation. Collocation is derived from the English term "collocation," a theory used to identify the natural pairing of words in line with the culture of native speakers (Kridalaksana, 2008). For instance, in Indonesian, the word ″*mati*″ (die) collocates with ″*lampu*″ (lamp) when referring to a power outage, not ″*meninggal lampu*″ (pass away lamp). For instance, in Indonesian, the word ″*mati*″ (die) collocates with ″*lampu*″ (lamp) when referring to a power outage, not ″*meninggal lampu*″ (pass away lamp). Another example is the word ″*cukur*″ (shave), which pairs with ″*rambut*″ (hair) or ″*bulu*″ (fur), but not with ″*rumput* (grass), "*kain*" (cloth), "*pohon*" (tree), or "*ilalang*" (weeds)." In Arabic, an example would be the word ″توفيَ″ (passed away), which collocates with humans, as in ″تُوُفِّيَ أَبِيْ″ (my father passed away). This word does not collocate with animals. Another example is the word ″شَاهِقٌ″ (tall),

which is naturally paired with "جبل" (mountain) but not with people, animals, or plants (Dimyathi, 2017).

Errors in the aspect of collocation are still found in the writing skills of second-semester students in the Arabic Language Education (PBA) program at Universitas Muhammadiyah Malang. These errors in collocation fall under the category of *lughawiyah* (linguistic errors), alongside errors in nahwiyah (syntax), sharfiyah (morphology), and imlai'yah (spelling) in writing mistakes. (Roviin & Hafidz, 2020). From the data obtained by the researcher on the errors made by second-semester students in the Arabic Language Education (PBA) program at Universitas Muhammadiyah Malang (UMM), it was found that *lughawiyah* errors accounted for 80%, dominating the other types of errors: *nahwiyah* 20 %, *sharfiyah* 10 %, and *imla'iyah* 10 %, as illustrated in Figure 1.
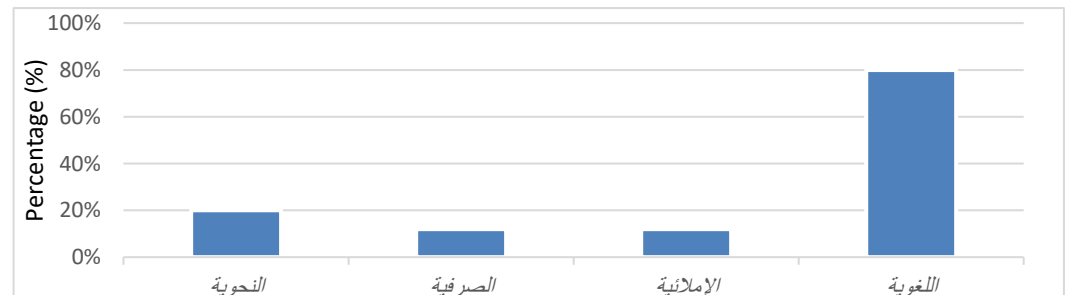

Figure 1. Diagram Percentage of the Four Types of Writing Errors in the

The *lughawiyah* errors is an error that occurs in the aspect of choosing word equivalents/collocation which specifically falls into semantic errors (Parhan & Maksum, 2022). So based on the data presented above, the researcher is interested in (1) developing Arabic writing skills teaching materials based on collocations for second-semester students in the Arabic Language Education (PBA) program, (2) determining the feasibility of these collocation-based Arabic writing teaching materials for second-semester PBA students, and (3) measuring the effectiveness of the collocation-based Arabic writing teaching materials for second-semester PBA students.

Among the related studies, one titled " مشكلات الترجمة من ناحية الاقتران اللفظي في تفسير "في ظلال القرآن"' (Translation Issues Regarding Verbal Collocation in the Interpretation of "In the Shade of the Qur'an") reveals a comparison between the Malaysian Malay translation and the Indonesian Malay translation. The study found that there were still errors in translation related to collocation because the translators did not adapt the source language style (Arabic). The ideal translation should make readers feel that they are reading the original content rather than a translation. The researcher also emphasized that merely mastering grammar (*nahwu*) is insufficient for translation; proficiency in collocations is also crucial (Kamalie, 2010). The study entitled " المصاحبة اللغوية وأثرها في تحديد الدلالة في القرآن الكريم" (Linguistic Collocation and Its Impact on Determining Meaning in the Holy Qur'an) reveals that collocation elements within the Qur'an are found at various levels, such as nominal patterns and verbal patterns. The researcher also discusses the interpretation of each verse analyzed with respect to its collocational aspects (Fattah, 2007).

The study titled " المصاحبة اللفظية في الأحاديث النبوية الشريفة" (Verbal Collocation in the Noble Hadiths) reveals a semantic analysis of the prophetic hadiths, showing that various collocations are present in the hadiths. These collocations aim to ensure that the messages and meanings within the hadiths are understood in detail (Hamdillah, 2017). The study titled " المصاحبة اللغوية وأثرها الدلالي: دراسة المصاحبة اللغوية وأثرها الدلالي ، دراسة في نهج البلاغة" (Linguistic Collocation and Its Semantic Impact: A Study of Linguistic Collocation and Its Semantic Impact in Nahj al-Balagha) reveals various collocational elements in the book Nahjul Balaghah, corresponding to themes related to divinity, prophethood, astronomy, guidance, misguidance, worship, matters of the unseen, and other subjects (Al-'Amiry, 2013). The study titled "Translating Collocations in Legal Texts from Arabic into English: Case Study

of the Algerian Constitution" reveals that there are several errors in the collocations within the Algerian legal texts. These errors are attributed to a lack of knowledge about Algerian cultural context (Henka, 2014).

The study titled "Arabic Loanword Collocations in BBC International Online Daily News" found that there are differences in collocational elements between BBC news in Arabic, English, and Indonesian. These differences frequently occur in the patterns of nominal + nominal and adjective + nominal collocations (Nadia, 2018).

The study titled "Phenomena Between Idioms and Collocations: An Analysis of Structural and Semantic Translation" reveals the differences between idioms and collocations, which are often mistakenly considered the same. Collocation refers to natural word pairings whose meanings can be understood directly without interpretation. In contrast, idioms are word combinations where the meaning is not readily comprehensible and requires interpretation or an understanding of the cultural context of the target language (Sa'ad et al., 2015).

The study titled "مفهوم المتلازمات الاصطلاحية في معجم المتقن" (The Concept of Terminological Collocations in the Mujam al-Mutqin) finds that both collocations and idioms are present in Arabic dictionaries that suitable for references in understanding collocations and idioms (Majid & Ad-Dakheel, 2015).

The dictionary titled "معجم الحافظ للمتصاحبات العربية عربي – إنجليزي" (Al-Hafiz Dictionary of Arabic Collocations: Arabic-English) by Dr. Al Thahir bin Abdissalam Hasyim Hafizh, Lebanon 2004, is a collocations specialized dictionary. It comprises 374 pages with format of word – collocations – the English meaning – example sentences in Arabic (Hafizh, 2004).

Based on a review of previous research related to collocations, no studies have developed collocations in the form of teaching materials for specific *maharah* (skills). Therefore, the novelty of this research is the development of collocation-based teaching materials specifically applied to *maharah kitabah* (Arabic writing skills).

2. Materials and Methods

2.1 Research Approach

This research employs a mixed-method approach, combining qualitative and quantitative research methods, using the R&D with ADDIE models (Analysis, Design, Development, Implementation, Evaluation) by Dick and Carry (Matsum & Sarmita, 2022; Winarni, 2018), The details are as follows;

a. Analyst تحليل   : Analyzing literature, situation, problems, and student needs regarding the developed teaching materials.
b. Design تصميم   : Designing themes, material format, and the appearance of the teaching materials based on the results of the analysis stages.
c. Develop تطوير   : Developing the design into teaching materials, validated by experts in educational media, language, and content.
d. Implementation تطبيق   : Testing the product in the classroom to evaluate its effectiveness.
e. Evaluation تقويم   : Evaluating each step or process and making changes or corrections based on feedback.

These steps are summarized in Figure 2.

2.2 Research Subject

The subjects of this study are all second-semester students of the Arabic Language Education program at Universitas Muhammadiyah Malang, totaling 30 students from the 2018 cohort.

2.3   Data Collection

Data collection was conducted through the following methods; 1) Observation of the curriculum for *Kitabah* II to obtain data of type and level of writing skills to be applied in the second semester. 2) Interviews with the lecturer of *Kitabah* II to gather information regarding the issues and challenges of teaching materials for second-semester PBA students from the lecturer's perspective. 3) Using a questionnaire to gather data on students' needs regarding the development of teaching materials, as well as pretests and posttests to assess the effectiveness of the developed teaching materials.
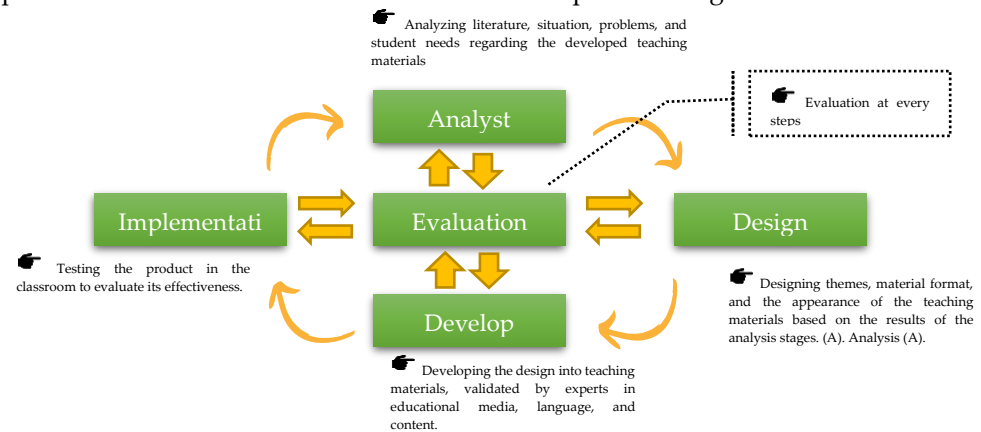
Analyzing literature, situation, problems, and student needs regarding the developed teaching materials

Evaluation at every steps

Analyst

Evaluation

Implementati

Design

Develop

Testing the product in the classroom to evaluate its effectiveness.

Designing themes, material format, and the appearance of the teaching materials based on the results of the analysis stages. (A). Analysis (A).

Developing the design into teaching materials, validated by experts in educational media, language, and content.

Figure 2. ADDIE R&D steps

2.3   Data Analysis Method

The qualitative analysis technique, derived from the analysis of the syllabus (SLP), teaching materials, interviews with lecturers, and students' responses regarding the feasibility of the teaching materials, is conducted by interpreting the data based on literature reviews and related sources. This approach follows the data processing principles developed by Miles and Huberman (Wijayanto, 2020). The quantitative data analysis technique is conducted using the digital calculation tool SPSS to assess the feasibility of the teaching materials as evaluated by experts in design, language, and media.

3. Results

3.1   Second-Semester PBA Students' Teaching Materials

It was found that the teaching materials used are from the book " العَرَبِيَّةُ لِلْأَغْرَاض الْمُتَخَصِّصَةِ" (Arabic for Specialized Purposes), which consists of 8 units spanning a total of 191 pages. The 8 units cover the following themes; (1) *Al-Syabab* (Youth); (2) *Al-'Inayah bi al-Shihah* (Health Care); (3) *Al-Tiknulujiy* (Technology); (4) *Al-Tarbiyah wa al-Ta'lim* (Education and Teaching); (5) *'Ulum al-Lughah al-'Arabiyah* (Arabic Language Sciences); (6) *Al-'Arabiyah li al-Shihafah* (Arabic for Media); (7) *Al-'Arabiyah li al-Safar* (Arabic for Travel); (8) *Al-Tarwih 'an al-Nafs* (Recreation and Relaxation).

Each unit consists of: 1) reading texts, and 2) exercises. This book does not provide specific material on *kitabah*; instead, it includes exercises related to writing. In the writing exercises (Arabic writing), instructions such as "summarize the above text" and "write in your book about one of the following topics!" are given. According to the researcher, these instructions are not appropriate for the level of writing skills required in *Kitabah* 2, which emphasizes *kitabah muwajjahah* (guided writing). Instead, the instructions correspond to *Kitabah* 3, which focuses on *kitabah hurrah* (free writing). At the *Kitabah* level 3, students are expected to write Arabic accurately and correctly, free from errors in diction selection. (Zayd, 2011). Thus, *Kitabah* Level 2 is the appropriate level for introducing collocations and practicing sentence construction with collocations.

3.2   *Kitabah II Semester Learning Plan (SLP)*

As stated in the SLP for Kitabah II in the PBA program at Universitas Muhammadiyah Malang, the level of writing applied is Kitabah II, which focuses on kitabah al-muwajjahah (guided writing). Whereas Kitabah III is implemented for the following semester, and Kitabah IV, the final level for writings skills, is studied for the semester after Kitabah III. It was found that there is a discrepancy between the teaching materials and the RPS for Kitabah II. In which the teaching materials are more aligned with Kitabah III, featuring activities such as summarizing (resume) and free writing (insya').

3.3   *Analysis of Student Needs for Teaching Material Development*

The analysis of student needs for the development of teaching materials was conducted using a questionnaire with 7 items on a Likert scale, and 18 suggested reading text titles. Based on the results of the distributed questionnaire, the percentage data is presented in Table 1.

Table 1. percentage of UMM PBA students' needs for textbook development

No	Indicator	Percentage
1.	Student's knowledge about collocations	64 %
2.	Student needs for learning Arabic writing based on collocations	95 %
3.	Positive student responses regarding the potential titles of reading texts for the book to be developed.	86 %

Based on Table 1, this indicates that the students' need for teaching materials on Arabic Writing Based on Collocations is very high, providing a strong rationale for its development.

3.4   *Teaching Material's Design*

Based on the analysis of the SLP, teaching materials, and student needs, the researcher designed the learning objectives for the developed teaching materials with a total of 14 sessions. The teaching material is titled "Arabic Writing Based on Collocations" and features a predominantly bright green color design because it gives the impression of freshness and contains therapeutic elements (Harini, 2013; Monica & Luzar, 2011; Siallagan, 2020), as shown in Figure 3.
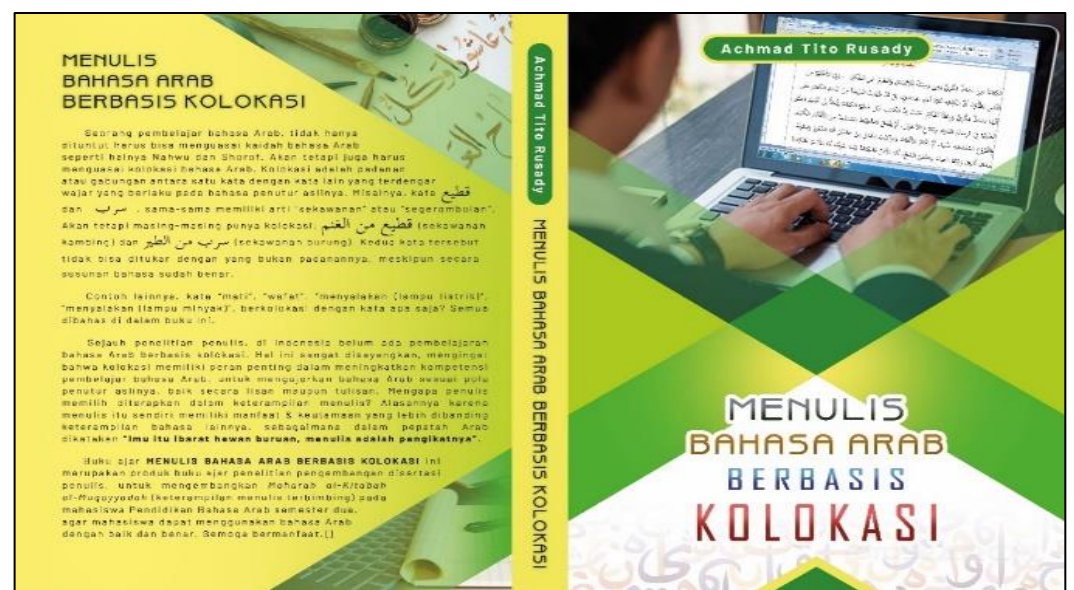

Figure 3. Front and back book covers

The learning objectives are organized in a table consisting of 9 columns and 16 rows, as shown in Figure 4.

Figure 4. Learning objectives

The 14 selected reading text titles are themed around the importance of writing to motivate students. The themes are; (1) The Urgency of Binding Knowledge with Writing; (2) Between Writing and Thought; (3) The Enthusiasm of Scholars in Writing; (4) The Impact of Writing on Health; (5) About the Creation of the Pen; (6) Etiquette of Writing on Social Media; (7) Arabic Calligraphy; (8) When the Pen is Lifted; (9) Benefits from Surah Al-Qalam; (10) Arabic Collocations; (11) The Correlation Between Reading and Writing; (12) The Recommendation to Write Debts; (13) Lessons from Surah Al-Baqarah 183; (14) Between Handwriting and Typing. These topics are intended to motivate the students to write.

The structure of the material is presented with 6 components, which are;
(1) Reading Texts, these are Arabic texts presented according to the 14 themes that have been organized. The texts are selected from both print and electronic Arabic literature to ensure that the language presented is genuinely from native speakers;
(2) Collocation Presentation, this consists of collocations presented in table format. The collocations are selected based on the collocation theory proposed by Dimyathi, as illustrated in Table 2 (Dimyathi, 2017).

Table 2. Dimyathi's collocations table

Verb + Noun. Example: أَتاح + الفرصة
Sentence:
(أتاح المدرس لطلابه فرصة تطبيق أفكارهم)
"The teacher gave his students the opportunity to apply their ideas."
Transitive verb + Preposition. Example: أَخطأ + في
Sentence:
(أخطأت في كتابة الرسالة)
"I was wrong in writing the letter."
Verb + Preposition + Noun. Example: عبس + في وجه.
Sentence:
(عبس أحمد في وجهه عند لقاء جاره)
"Ahmed frowned when he met his neighbour."
Verb + Adverb. Example: غاب + طويلا.
Sentence:
(غاب عن أهله طويلا)
"He hasn't seen his family for a long time"
Noun + Noun. Example: انقطاع + الكهرباء
Sentence:
(أدى ذلك إلى انقطاع الكهرباء)
"It can lead to a power outage."
Verb + Adjective. Example: الحد + الأدنى/الأقصى
Sentence:
(على الحد الأدنى أن تدفع مائة ألف روبية لفتح الحسابات)

"The minimum amount you must pay is a hundred thousand rupiah for a down payment."	
Noun + Preposition + Noun. Example: مشكوك + في أمره	
Sentence:	
	(هذا الموظف مشكوك في أمره)
"This employee is in doubt."	
Noun + Preposition. Example: راسخ + في	
Sentence:	
	(إنه رجل راسخ في العلم)
"Indeed, he is a man of solid knowledge."	
Adjective + Noun. Example: كريم + الخلق/الأخلاق/النسب	
Sentence:	
	(هو كريم الأخلاق)
"He is of noble character."	

Based on this theory, the researcher created a collocation table extracted from the related reading text, as shown in Table 3.

Table 3. Collocation table of chapter i in the developed textbook

Noun + Noun	Verb + Noun	Verb + Preposition	No
المَسَائِلَ + النَّادِرَةَ Issues/matter + rare/new	اسْتَحْضَرَ + مَسْأَلَةٌ To extract/observe/present + issues/matter	يَنْبَغِيْ + لِ Behove/Should	1
أدْنَى + تَأَمُّلٍ A glimpse		يَعْتَمِدُ + عَلَى Base + to (rely)	2
		قَيَّدَ + بِ To bind + with	3

(3) Guided Exercise, namely writing exercises based on Kitabah II; al-Kitabah al-Muwajjahah, which are presented in the form of completing sentences with some words omitted, replacing the subject (*fa'il*) and/or pronouns (*dhamir*), multiple-choice questions, and making short sentences (Deviana, 2019). As shown in the example in Figure 5.

Figure 5. Developed textbook's guided exercises

(4) Discussion, involves discussing or elaborating on the collocations presented in the collocation table. The breakdown of collocations is displayed in a table format, accompanied by similar Arabic words to highlight their similarities and differences. These are then reinforced with examples from Islamic sources such as the Qur'an, hadith, and classical Arabic texts. These sources are expected to provide a high level of contextual relevance for use as sentence examples in Arabic communication (Jauhar, 2021). Likewise, Islamic sources are considered crucial for maintaining the strategic position of the Arabic language in the study and development of Islamic sciences, and even in the advancement of Islamic civilization (Wahab, 2014). As shown in Figure 6.

(5) Evaluation Exercise, which involves tasks where students complete a text with missing words. The text used for these exercises is the reading passage presented at the beginning of the chapter. This approach is intended to make the material easier for students and to enhance their enjoyment. As Rosyidi notes, one of the essential elements that should be included in a textbook to make it engaging for students is simplicity (Rosyidi & Ni'mah, 2018).

(6) Motivational words about writing, such as inspiring quotes related to writing, are included with the aim of infusing the textbook with a strong sense of writing motivation. This is intended to help stimulate students' intrinsic motivation to write (Rusady, 2018).

Figure 6. Developed textbook's discussion part

3.5 Teaching Material's Development

After the designing, the researcher proceeded to the next stage, which is development, by creating the materials in printed form to be validated by experts in the fields of media, Arabic language, and content. The media expert validation was conducted by Dr. Abdul Muntaqim, M.Pd from Maulana Malik Ibrahim State Islamic University Malang, who is a lecturer in educational media. Based on the Likert scale evaluation given to the media expert, the result was 91%, interpreted as the product being suitable for use with some suggestions and improvements. The Arabic language expert validation was conducted by Prof. Dr. Faishal Mahmud Adam Ibrahim from Maulana Malik Ibrahim State Islamic University Malang, a native Arabic speaker from Sudan. The Likert scale evaluation presented to the Arabic language expert resulted in 91%, also interpreted as the product being suitable for use with some suggestions and improvements. The content expert validation was conducted by Dr. Ade Destri Deviana, a lecturer in the subject of Kitabah at STIQ Amuntai, South Kalimantan. The evaluation from the content expert resulted in 81%, indicating that the product is good and suitable for use with some suggestions and improvements.

3.6 Implementation of The Developed Textbook

The next stage is implementation of the product, which involved administering pretest and posttest questions to all 30 students over three online sessions. Due to the university's policy, which mandated online learning from 28th February, 2020, through the research period between March and July, the sessions were conducted virtually. The researcher used Bandicam and Google Forms for this purpose. The analysis to measure the improvement in students' Arabic writing competence based on collocations was obtained by comparing the pretest and posttest using the N-Gain model, as illustrated in Table 4.

Table 4. Comparison results from pretest and posttest with N-Gain formula

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre	25	11.00	75.00	43.5600	15.63138
Post	25	22.00	99.00	70.9200	20.90040
Valid N (listwise)	25				

Based on Table 4, this shows an improvement in students' ability to write Arabic based on collocations. To determine the effectiveness of the product, the researcher tested the following two hypotheses, H0: There is no significant difference in students' collocation-based writing skills before and after the implementation of the material. H1: There is a significant difference in students' collocation-based writing skills before and after the implementation of the material, using the Paired Sample t-Test model with a significance level of 0.05 (α = 5%), as explained in Table 5.

Table 5. Results of the Paired sample t-Test calculation using SPSS 21 on the effectiveness of the textbook

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-25.44000	18.84383	3.76877	-33.21835	-17.66165	-6.750	24	.000

Based on Table 5 indicates that t^{count} value (6.750) is higher than t^{table} value (2.064). This data shows that there is a significant difference between the pretest and posttest scores. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This means that there is a significant difference in students' collocation-based writing skills before and after the implementation of the material.

The feasibility of the developed product was assessed through a questionnaire evaluating respondents' opinions about the product. The results indicate that 99.68% of the 25 students agreed that the textbook should be taught, while 0.32% disagreed. through a questionnaire with 6 out of 7 questions that had been tested with the Product Moment model with the provision that the valid r^{count} value was greater than (>) the r^{table} value =0.3809, as illustrated in the following Table 6.

Table 6. result of question's validity using Product Moment formula

Correlations									
		Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Total Score
Question 1	Pearson Correlation	1	.275	.046	-.046	.173	-.307	-.010	.416*
	Sig. (2-tailed)		.184	.826	.826	.408	.136	.961	.039
	N	25	25	25	25	25	25	25	25
Question 2	Pearson Correlation	.275	1	.200	-.021	-.027	-.217	.114	.403*
	Sig. (2-tailed)	.184		.338	.919	.896	.298	.588	.046
	N	25	25	25	25	25	25	25	25
Question 3	Pearson Correlation	.046	.200	1	.042	.220	.031	.393	.540**
	Sig. (2-tailed)	.826	.338		.843	.290	.882	.052	.005
	N	25	25	25	25	25	25	25	25
Question 4	Pearson Correlation	-.046	-.021	.042	1	.447*	.749**	-.086	.624**
	Sig. (2-tailed)	.826	.919	.843		.025	.000	.683	.001

Correlations

		Ques-tion 1	Ques-tion 2	Ques-tion 3	Ques-tion 4	Ques-tion 5	Ques-tion 6	Ques-tion 7	Total Score
	N	25	25	25	25	25	25	25	25
Question 5	Pearson Correlation	.173	-.027	.220	.447*	1	.397*	-.012	.681**
	Sig. (2-tailed)	.408	.896	.290	.025		.049	.955	.000
	N	25	25	25	25	25	25	25	25
Question 6	Pearson Correlation	-.307	-.217	.031	.749**	.397*	1	-.180	.428*
	Sig. (2-tailed)	.136	.298	.882	.000	.049		.391	.033
	N	25	25	25	25	25	25	25	25
Question 7	Pearson Correlation	-.010	.114	.393	-.086	-.012	-.180	1	.243
	Sig. (2-tailed)	.961	.588	.052	.683	.955	.391		.241
	N	25	25	25	25	25	25	25	25
Skor total	Pearson Correlation	.416*	.403*	.540**	.624**	.681**	.428*	.243	1
	Sig. (2-tailed)	.039	.046	.005	.001	.000	.033	.241	
	N	25	25	25	25	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6, shows that the calculated r-count for questions one through six are greater than (>) the r-table of 0.3809. This shows that these items are valid for the questionnaire used to assess the feasibility of the product. However, for the seventh question, the r-count of 0.241 is less than (<) the critical t-value of 0.3809, indicating that this question is not valid for use in the questionnaire. The product's feasibility is further supported by qualitative feedback from respondents, including comments such as, "I hope this book will be taught this semester so that we can become familiar with appropriate word collocations."

The evaluation stage in this development research is conducted every after completing the four stages by reviewing references and holding discussions with experts.

4. **Discussion**

The Arabic Writing Skills Textbook Based on Collocations is an innovative learning material for Arabic writing skills, as it trains students to use Arabic sentences and expressions as naturally as native speakers. This book is suitable for teaching at the level of *maharah al-kitabah al-muwajjahah* (guided writing), because at this level, students are intensively and repeatedly guided to use one word with its appropriate collocations. The intensive and repetitive guided writing at this level aims to establish a strong habit in students (Amilia, 2018), so that at the next level, *al-kitabah al-hurrah* (free writing), students will have a solid foundation, both accurate and effective.

The Arabic Writing Skills Textbook Based on Collocations supports the realization of cultural elements (*tsaqafah*) (Syaifullah & Izzah, 2019), that should be present in Arabic language learning. In this textbook, Arabic learners are not only required to construct grammatically correct sentences, but also to use word collocations appropriately and naturally, so that their Arabic sentences serve their primary purpose which is communication. In addition to cultural elements, psychological aspects are also essential in Arabic language learning, One of the aims of the psychological aspect is to provide encouragement and motivation for learners to study Arabic (Syaifullah & Izzah, 2019; Rusady, 2021) . The Arabic Writing Skills Textbook Based on Collocations incorporates a substantial portion of motivational content. Each reading text is selected to address the importance of writing from theological, medical, and scientific perspectives. Especially from a theological perspective (Rusady, 2021), this provides a strong appeal, as the primary goal for most Indonesians learning Arabic is often theological, such as understanding Islam, the Qur'an, dhikr, prayer, and similar aspects (Muradi & Ag, 2013).

The Arabic Writing Skills Textbook Based on Collocations helps students avoid communication errors in Arabic caused by patterns from Indonesian language that are transferred into Arabic. This ensures that written communication is understandable to native speakers, and also enhances oral communication, as oral skills are also a productive aspect of language learning. With adequate Arabic collocation input, students can produce accurate outputs in both written and spoken Arabic.

The Arabic Writing Skills Textbook Based on Collocations is easier to teach than an idiom-based textbook because these two terms are fundamentally different. The difference lies in two prominent aspects: flexibility and interpretation. In terms of flexibility, collocations are flexible (Gledhill, 2011), because the paired words can be changed or substituted with other words. For example, the word ضَوْءٌ meaning "light" can be combined with الشمس (moon) to form ضوء القمر "moonlight," or with الشمس (sun) to form ضوء الشمس "sunlight." On the other hand, in idioms, the word ضوء cannot be replaced in the expression الضوء الأخضر "green light," which means approval or permission. The second difference between collocations and idioms is in the aspect of interpretation (Sa'ad et al., 2015). Collocations do not require interpretation, whereas idioms do. This is because idioms are tied to culture, context, and other factors, which means their meanings cannot be directly inferred but rather to consider other things related to the idiom itself.

5. Conclusion

This development research resulted in a textbook created using the ADDIE model, consisting of 14 chapters, each with 14 topics related to writing and its benefits. Each chapter includes; (1) reading texts, (2) collocation tables, (3) guided examples and exercises, (4) discussions, (5) evaluation exercises, and (6) motivational words. The feasibility of the product was assessed through evaluations by media experts, language experts, and content experts, as well as feedback from respondents, showing that the product is highly suitable for use. The effectiveness of the product was measured through pretests and posttests, analyzed using statistical calculations with SPSS, where the t-value (6.750) was higher than the t-table value (2.064), indicating that the product is effective for use. The main outcome of this development is that students' knowledge of Arabic collocations can enhance their ability to write Arabic sentences accurately and correctly.

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