Mapping the Research Theme and Method: A Corpus Based Approach to Abstract of Arabic Education Undergraduate Program

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Abstract

This research aims to describe the research themes and methods most in-demand and explain the representation of research mapping in the Arabic Education undergraduate program in Universitas Islam Negeri Maulana Malik Ibrahim Malang through linguistic corpus analysis. This study is essential to provide a real portrait of the reality of research trends among students. A quantitative approach is used to describe the frequency of words based on the Antconc application's linguistic corpus. Meanwhile, a qualitative approach is used to represent the meaning of corpus-based findings. The data are taken from Arabic abstracts on digital library. The results showed that the research theme most interested chosen by students in the last 5 years was the learning cluster, namely materials and textbooks, the language skills cluster, namely speaking skills, and the language element cluster, namely vocabulary. This shows that students tend to research vocabulary-based speaking skills material. The research method most widely used by students is Research and Development (R&D). Students tend to develop teaching materials or dictionaries, which are a trend of research methods. These mapping results are expected to be material for evaluation to determine the Arabic language research policies for lecturers and departments. For students and further researchers, it can be used as a basis and consideration for the description of the state of the art in choosing themes and research methods.

Keywords: Arabic corpus; Arabic education; research theme; research method.

Introduction

In the academic environment at higher education, including the Arabic Education program it is commonly known that one type of writing is developed and cultivated as a manifestation of academic work, namely scientific work or academic writing.[1] Both lecturers and students are obliged to write scientific papers. For lecturers, they must at least fulfill one of the demands that are part of the 3 obligations of higher education, namely conducting research and reporting their research results in writing at least once a year. Meanwhile, students at the undergraduate level are required to write simple scientific papers in the lecture process as subject assignments, and more complex scientific works resulting from research reports as a final project in completing the study[2].

To fulfill this assignment, several stages must be passed by every student who will conduct research. Among the initial stages that must be carried out by researchers or students are the selection of themes, titles, and research approaches[3]. The process of determining the theme and research approach through several stages, selecting themes by students through student observations and interests, discussions with friends and lecturers, submitting themes to majors to direction, and supervisors' approval.

Likewise, Arabic education students must write a thesis in Arabic which is included in the Arabic language education study using certain research methods. Research on the Arabic education study area [4], [5], [6], in Indonesia was conducted by several researchers from 2007 to 2008[7], [8], [9], [10]. The dynamics and

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[1] Li Shih Huang, "Seeing Eye to Eye? The Academic Writing Needs of Graduate and Undergraduate Students from Students' and Instructors' Perspectives," *Language Teaching Research* 14, no. 4 (2010): 517–39, https://doi.org/10.1177/1362168810375372.

[2] Lynne Hammann, "Self-Regulation in Academic Writing Tasks," *International Journal of Teaching and Learning in Higher Education* 17, no. 1 (2005): 15–26.

[3] Alister Cumming et al., *No Title*الملاحق, *University Business*, vol. 1, 2008, https://doi.org/10.4324/9780203927984.

[4] Muhbib Abdul Wahab, "Peta Wacana Studi Bahasa Arab Di UIN Jakarta (Analisis Substansi Dan Metodologi Skripsi Mahasiswa Jurusan PBA-FITK)," *Narasi* 4, no. Desember (2007): 1–19, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/28268/3/Muhbib Abdul Wahab-FITK.pdf.

[5] Muhbib Abdul Wahab, "Tantangan Dan Prospek Pendidikan Bahasa Arab Di Indonesia," *Afaq Arabiyah* 2, no. 1 (2007): 1–18, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/28299/3/MUHBIB ABDUL WAHAB-FITK.pdf.

[6] Muhbib Abdul Wahab, "Revitalisasi Metodologi Penelitian Sebagai Basis Pengembangan Pendidikan Bahasa Arab," 2015, 1–18, http://repository.uinjkt.ac.id/dspace/bitstream/123456789/28453/3/MUHBIB ABDUL WAHAB-FITK-2015.pdf.

[7] Ubaid Ridlo, "Bahasa Arab Dalam Pusaran Arus Globalisasi: Antara Pesismisme Dan Optimisme," *Ihya Al-'Arabiyah* 1, no. 2 (2015): 210–26, http://ejournalpba.org/index.php/ihya/article/view/92.

maps of Arabic Education studies that revolve around linguistic learning and studies, either done with quantitative or descriptive. qualitative approaches, no one has studied them using linguistic corpus analysis.From some of the studies above, it can be seen that several studies on discourse and mapping of Arabic research themes have been carried out using several qualitative descriptive methods and have not been specifically studied using a linguistic corpus. Meanwhile, in the study of the linguistic corpus, no one has yet touched the study of abstract mapping research as the study's data to analyze the themes and research methods.

This indicates that linguistic corpus analysis is a new thing that deserves to be done and developed. The use of the corpus for research mapping, although it is quite popular in many circles, still needs to be socialized and encouraged among Arabic teaching practitioners and researchers in Indonesia. As something new, it is only natural that this approach still needs time to be recognized, studied, understood, and used in the learning and research process in the Arabic language. Therefore, it is necessary to make general use of the corpus in various scientific fields of Arabic with possible approaches or analysis options in research and generated from the use of the corpus for the benefit of Arabic language learning and research.

In line with this phenomenon, the corpus is a systematic collection of electronic texts, which is then used in language teaching and learning[11]. The corpus provides original and potentially rich and interesting material. There is a fundamental difference between the textual and discourse nature and the communicative nature of language learning and research. This corpus contains textual accounts of the discourse's situation and recontextualization of these notes, which is important if something can be learned from them. It cannot be easy and requires pedagogical resources[12]. The linguistic corpus is a technology-

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[8] Abdul Ghofur, "Dinamika Kajian Pendidikan Bahasa Arab Dalam Skripsi Mahasiswa Prodi Pendidikan Bahasa Arab," *Arabiyatuna* 1, no. 1 (2017), http://journal.staincurup.ac.id/index.php/arabiyatuna.

[9] Khafid Asyari, "Tahlil Madhmun Wa Tharaaiq Al Bahts Fi Ta'liifi Al Risalah Al Jamiiyah Qism Ta'lim Al Lughah Al Arabiyah Bi Jamiah Sunan Ampel Al Islamiyah Al Hukumiyah Surabaya" (UIN Sunan Ampel Surabaya, 2017), http://digilib.uinsby.ac.id/19088/.

[10] Zeiburhanus Saleh, "Pendidikan Bahasa Arab Dan Social ; Kajian Terhadap Realita , Orientasi Dan Tantangan Pendidikan Bahasa Arab," *Turats*, 2016, http://ejournal.iain-tulungagung.ac.id/index.php/taalum/article/download/356/289.

[11] Nina Vyatkina and Alex Boulton, "Corpora in Language Learning and Teaching: Discussant's Summary," *Language and Learning Technology* 21, no. 3 (2017): 1–8.

[12] H. G. Widdowson, *Defining Issues in English Language Teaching* (Oxford: Oxford University Press, 2003).

based linguistic analysis method that can be useful in learning and teaching. In the last 30 years, its use in the classroom has increased and developed[13].

As time goes by and technological advances, many corpus software have emerged, including the concordance program software, which is in great demand by language researchers. This program can search and display (retrieve) phrases/words to calculate the frequency of phrases. And choose phrases by category. The implementation of this program has been done a lot in several language teaching in the lecture bench. As a result, the students' interest in using the corpus software was very high. This is because this software is easy to use and can perform the analysis process quickly [14].

In essence, corpus data provide a lot of convenience in a study and study of languages. As for constructing a corpus, several processes must be taken, including selecting the type of data, categorizing the data, determining the corpus' size, and making a copyright application. The main steps that can be taken by language reviewers who want to construct a corpus are identifying with certainty the type of corpus you want to make, determining the number and size, determining the data source to be used, collecting data, and finally analyzing the corpus that has been produced. [15].

Therefore, this study is essential to be carried out to provide a real portrait in general of the reality of the orientation and research trends that are developing among students and university students. More specifically, the data regarding the research products on Arabic Education produced can be compiled into a map of the variety and distribution of materials for learning corpus Arabic, specifically in the tertiary institution as an object of learning and further research.[16] Thus, this research aims to describe the research themes and methods most in-demand and explain the representation of research mapping in the Arabic Education undergraduate program in the State Islamic University of Maulana Malik Ibrahim Malang through linguistic corpus analysis. The availability of an Arabic research corpus in Arabic Education can later be used as a database for Arabic studies research corpus, which can be used for the

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[13] Samina Dazdarevic and Fahreta Fijuljanin, "Benefits of Corpus-Based Approach To Language Teaching," *Balkan Distance Education Network - BADEN News Letter Year III*, no. 7 (2015).

[14] Wirza Yanty, "Aplikasi Software Concordance Program Dalam Pengajaran Dan Penelitian Bahasa," *Majalah Ilmiah UNIKOM* 7, no. 2 (2007): 217–22.

[15] Sue Atkins, Jeremy Clear, and Nicholas Ostler, "Corpus Design Criteria," *Literary and Linguistic Computing* 7, no. 1 (1992): 1–16, https://doi.org/10.1093/llc/7.1.1; Latifa Al-Sulaiti and Eric Steven Atwell, "The Design of a Corpus of Contemporary Arabic," *International Journal of Corpus Linguistics* 11, no. 2 (2006), https://doi.org/10.1075/ijcl.11.2.02als.

[16] Nur Hizbullah et al., "Source-Based Arabic Language Learning: A Corpus Linguistic Approach," *Humanities and Social Sciences Reviews* 8, no. 3 (2020): 940–54, https://doi.org/10.18510/HSSR.2020.8398.

development of Arabic in Indonesia in general and the development of Arabic language studies and learning with a multidisciplinary approach.

This study uses 2 approaches, namely, a quantitative approach and a qualitative approach. A quantitative approach is used to describe numbers from the frequency of word occurrences and word clusters based on linguistic corpus[17]. Meanwhile, a qualitative approach is used to understand and represent the meaning of corpus-based findings. A quantitative approach with descriptive analysis by displaying word frequency and word clusters with Antcont corpus analysis, followed by mapping and qualitative analysis to interpret the corpus analysis results.

The data source is in the form of documentation taken from the library web http://etheses.uin-malang.ac.id, the number of abstract population 2015-2019 in Arabic that is published in the digital library is the abstract of the S1 thesis, the number of which is 499 abstracts and 79.771 words, by taking a sample of 250 thesis abstracts of under graduate Arabic Language Education at the State Islamic University of Maulana Malik Ibrahim Malang. Abstracts are selected randomly in stages (stratified random sampling), which is random from each S1 stratum (50 abstracts per year).

The final project's abstract data in the form of pdf format converted into Microsoft Word, MS Word application, and the standard conversion mechanism using UTF-8 text encoding, which is prepared for analysis.[18] Process and corpus processing mechanisms with the simple application of AntConc. A simple corpus processing application can be downloaded for free from the website http://laurenceanthony.net/software/antconc/.[19] Followed by data grouping and corpus analysis in word clusters (Cluster/N-Gram) to determine the frequency of word clusters that occur most frequently.[20] Mapping and quantitative descriptive classification of corpus-based findings. Representative discourse analysis of the results of the corpus-based findings mapping.

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[17] Laura Gavioli, "Corpus Analysis and the Achievement of Learner Autonomy in Interaction," *Linguistic Insights Studies in Language and Communication*, 2009, http://www.mendeley.com/research/corpus-analysis-achievement-learner-autonomy-interaction.

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[19] Laurence Anthony, "AntConc" (Tokyo: Faculty of Science and Engineering Waseda University, 2019).

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Result and Discussion

Mapping of Research Theme and Its Representation

For undergraduate students, writing the final project is a representation of the learning experience during lectures. Writing a thesis, thesis, and dissertation is complex and requires a long process, starting with choosing a theme. This theme's choice is by the student's interest and interest in a material obtained during lectures, followed by the submission process to the department or study program. The process of choosing this theme was much influenced by lecturers when giving courses and inspiration from previous research, supervising lecturers' directions, and study program directions. In general, the study program has not provided a written policy regarding the theme trend's direction. Still, technical guidance is given to students to provide an overview of the study area of Arabic learning.

In this study, the theme selection is divided into three clusters: first, the learning cluster; second, the language skills cluster; and third, the language element. Following are the results of the corpus analysis based on the frequency of occurrence of Clusters / N-Grams with a cluster size of 2 words for the learning cluster

مجموعة عناصر اللغة		مجموعة المهارات اللغوية		مجموعة التعليم	
2	الأصوات	23	الاستماع	6	منهج تعليم
131	المفردات	92	الكلاك	110	المواد والكتاب
26	الصرف	67	القراءة	75	طريقة التعليم
90	النحو والتراكيب	68	الكتابة	47	وسيلة التعليم
1	الدلالة			12	التقويم

From the results of the linguistic corpus analysis, it can be described that the cluster mapping of the learning clusters shows that the curriculum (منهج) التعليم has a frequency of appearance of 6 times, teaching materials and textbook (المواد والكتاب) 110 times, learning method (طريقة التعليم) 75, learning media (وسيلة التعليم) 47 times, evaluation (التقويم) 12 times. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:
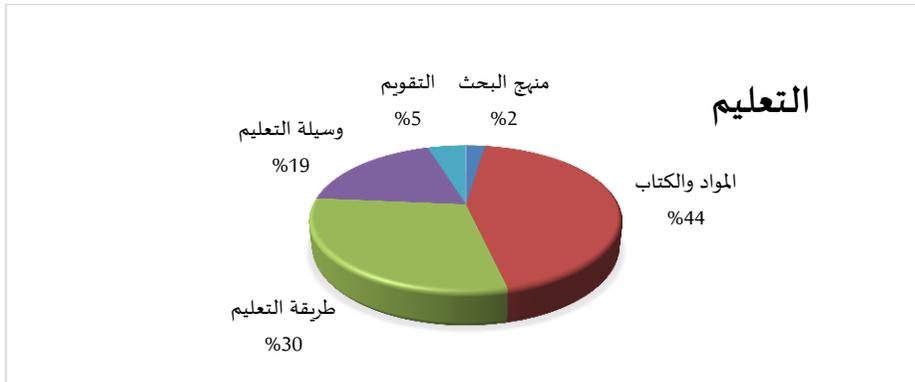
The results of the frequency of emergence of learning cluster research themes were diagrammed and proxied, showed that materials and textbooks appeared the most with a percentage of 44%, learning methods 30%, media 19%, 5% evaluation, and 2% curriculum. Teaching materials and textbooks occupy the highest position, reaching almost 50%, indicating the dominance of students' interest in choosing this theme in the last 5 years.

Based on the analysis of Antconc data from the language skills cluster, it shows that speaking skills have the highest frequency of occurrence with the number of 92 times, followed by writing 68 times, reading 67 times, and listening 23 times. Furthermore, these frequencies are simulated in a combined classification description and are proxied in the diagram below:
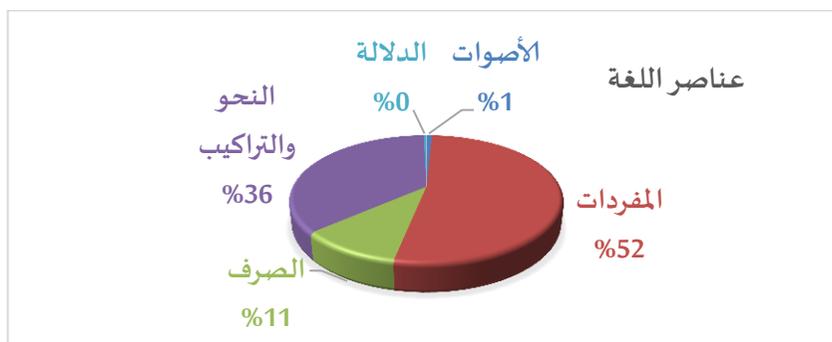

If the frequency of emergence of the research theme of the language skills cluster were diagrammed and proxied, it was obtained that speaking skills were 37% at the most and dominated the research themes compared to another mahurat. The writing and reading skills were balanced by 27%, respectively while listening skills were the least and not much of the students' choice of themes with only 9%.

Speaking skill occupies the highest position (frequency of occurrence 92 times means 37%) compared to the other 3 skills, indicating the dominance of the trend of student interest in choosing this theme in the last 5 years. This

implies that students prefer active, productive skills and view language for oral communication as more dominant.

Based on the analysis of Antconc data from the clusters of language elements, it shows that *ashwat* has an occurrence frequency of 2 times, *mufradat* 131 times, *sharaf* 26 times, *nahwu* 90, and *dilalah* 1 time. Furthermore, these frequencies are simulated in a combined description and proxied in the diagram below:

The results of the frequency of occurrence of research themes for the cluster of language elements are diagrammed and proxied shows that the most mufradats appear with a percentage of 52% more than 50%, followed by nahwu 36%, sharaf 11%, and aswhat only 1%, while dilalah 0%. Mufradat occupies the highest position of more than 50% among other language elements, which receive a small portion, indicating the dominance of the trend of student interest in choosing this theme in the last 5 years and showing no equal distribution of study classifications.

If it continues in the next 5 years, the strong dominance of one particular theme will cause the theme's saturation. Mapping and classification of this theme should be used as evaluation material for supervisors and department or study program supervisors to direct students so that they do not accumulate too much on one theme unless there is a trend at a certain time.

Students tend to choose the theme of linguistic learning, and only a few choose the theme of literacy learning[21], including learning Balaghah and Adab (Arabic literature). The field research trend also dominates the types of research compared to literature research—obtained library research such as curriculum analysis, materials, and textbooks, and character studies. The results of this study are in line with the findings of research by Wahab[22] and Asyari[23], Ghofur[24]

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[21] Wahab, "Peta Wacana Studi Bahasa Arab Di UIN Jakarta (Analisis Substansi Dan Metodologi Skripsi Mahasiswa Jurusan PBA-FITK)."

[22] Wahab, "Tantangan Dan Prospek Pendidikan Bahasa Arab Di Indonesia."

concerning the study of discourse maps of Arabic studies in Indonesia. The PBA research theme's selection was stimulated by a trend from the direction of the lecturer who taught the course, the study program, and the supervisor. No written policy directs students to a certain theme trend in a certain period.

From the perspective of linguistic studies, language learning research is an area of applied linguistics studies.[25] Microlinguistic learning studies such as linguistic elements such as *mufrodat* and *nahwu*, speaking skill are the most popular studies and become a research theme trend, while the *ashwat* and listening skill only get a small portion of student interest.

Mapping of Research Method and Its Representation

The education research approach consists of 2 main paradigms: a quantitative approach that adopts a positivistic understanding and a qualitative approach that adopts an interpretive concept. There are several types of research methods from the two major paradigms, including quantitative research with descriptive quantitative research, experimental research, correlation research, comparative research, survey research, and others. Simultaneously, qualitative research has also produced several research types, including qualitative descriptive research, case study research, content analysis research, inquiry narrative research, ethnography, and others.[26]

Besides, in education and learning practice, there are 2 types of research, namely Research and Development (R & D) and Classroom Action Research (PTK). Of the four research methods, the choice of method is adjusted to select themes and the determination of research objectives. Following are the results of the corpus analysis based on the frequency of occurrence of Clusters/N-Grams with cluster size 2 words for the research method cluster:

منهج البحث	
55	المنهج الكمي
40	المنهج الكيفي

[23] Asyari, "Tahlil Madhmun Wa Tharaaiq Al Bahts Fi Ta'liifi Al Risalah Al Jamiiyah Qism Ta'lim Al Lughah Al Arabiyah Bi Jamiah Sunan Ampel Al Islamiyah Al Hukumiyah Surabaya."

[24] Ghofur, "Dinamika Kajian Pendidikan Bahasa Arab Dalam Skripsi Mahasiswa Prodi Pendidikan Bahasa Arab."

[25] Wolff Michael Roth, *Language, Learning, Context: Talking the Talk*, *Language, Learning, Context: Talking the Talk*, 2010, https://doi.org/10.4324/9780203853177.

[26] Peter Charles Taylor, "Contemporary Qualitative Research," *Handbook of Research on Science Education, Volume II*, 2015, https://doi.org/10.4324/9780203097267.ch3.

147	البحث والتطوير
8	البحث الإجرائي

From the results of the Antconc data analysis from the cluster of research methods used by students, it shows that the quantitative research method has an appearance frequency of 55 times, the qualitative research method is 40 times, Research and Development (R&D) 147 times, and the Classroom Action Research 8 times. Furthermore, these frequencies are simulated in a combined description and proxies in the diagram below:
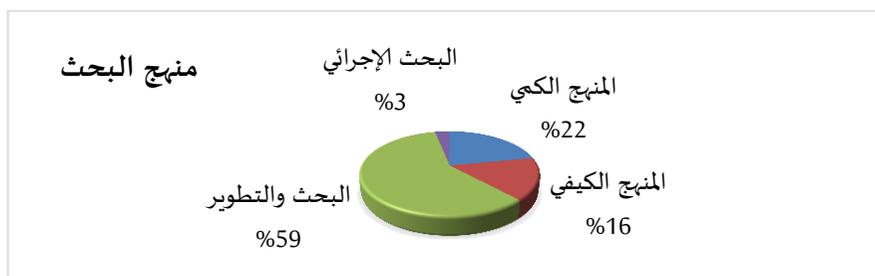
The frequency of occurrence of research methods used by students in diagrams and percentages shows that Research and Development (R & D) dominates the appearance of words 59%, followed by Quantitative Research 22% and Quantitative Research 16%, while Classroom Action Research only 3%. Research and Development (R & D) occupies the highest position with more than 50% use among other types of research methods that receive a small portion, showing the dominance of the trend of student interest in using one type of research method in the last 5 years and showing no equal use of this type of research method. However, its use is based on the determination of research objectives. This is closely related to the selection of themes, which are also dominated by the development of teaching materials and textbooks.

The strong dominance of one particular theme influences the use of one type of research method. If it is continued in the next 5 years, it will cause saturation of themes and types of research. Mapping and classification of this type of research method should be used as evaluation material for supervisors and departments or study programs to direct students to not accumulate too much on one theme and one type of research method unless a trend occurs at a certain time and levels.

For the selection of research methods, more than half of undergraduate students choose to use research and development (R&D); be it the development and preparation of teaching materials, textbooks, dictionaries, and learning media with a wide variety of language skills and language elements at several

levels of education (madrasah, tertiary institutions, Islamic boarding schools, and course institutions) in various perspectives of language theory and learning.

This Research and Development (R & D) method has become a trend of research methods in Arabic Education at the State Islamic University of Maulana Malik Ibrahim Malang for the past 5 years and has been very dominant. The field research trend also dominates the types of research compared to literature research—obtained library research such as curriculum analysis, materials, and textbooks, and character studies. The results of this study are in line with the findings of research by Wahab[27], Asyari[28], Ghofur[29] regarding the study of the discourse map of Arabic studies.

Mapping and classification of this type of research method should be used as material for evaluation and consideration for supervisors and departments or study programs to direct students not to accumulate too much on one theme and one type of research method, unless there is indeed a trend at a certain time and tiered to make the material to determine the direction of the selection policy and the use of this type of research method. Students should also follow existing trends and be able to explore broader and deeper linguistic studies and look for gaps and niches of themes that have not been touched in research.

Conclusion

Based on the results of research and discussion discussions, it can be concluded as follows: Research themes that are of most interest to students of Arabic Education of the State Islamic University of Maulana Malik Ibrahim Malang in the 2015-2019 period in terms of learning clusters, namely the theme of materials and textbooks, in terms of language skills clusters, namely speaking skills, and in terms of language element clusters, namely vocabulary. This shows that students tend to research vocabulary-based speaking skills. The research method most widely used by students is Research and Development (R&D). Students tend to develop teaching materials or dictionaries, a trend of research methods in Arabic education. The donation of using one of these research methods develops and is influenced by the environment and is based on the supervisor and the department's direction.

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[27] Wahab, "Peta Wacana Studi Bahasa Arab Di UIN Jakarta (Analisis Substansi Dan Metodologi Skripsi Mahasiswa Jurusan PBA-FITK)."

[28] Asyari, "Tahlil Madhmun Wa Tharaaiq Al Bahts Fi Ta'liifi Al Risalah Al Jamiiyah Qism Ta'lim Al Lughah Al Arabiyah Bi Jamiah Sunan Ampel Al Islamiyah Al Hukumiyah Surabaya."

[29] Ghofur, "Dinamika Kajian Pendidikan Bahasa Arab Dalam Skripsi Mahasiswa Prodi Pendidikan Bahasa Arab."

The limitation of this research are that it focus on themes that are limited to learning clusters, skills, and language elements and have not seen a wide variety of theme clusters, likewise, with research approaches and methods, not yet in detail about the types of research, data sources, and data analysis. The researcher hopes that from the mapping of the trend map of Arabic education studies in the last 5 years, which is dominated by one theme and one type of research that can cause saturation, the study program can make material for evaluation further research policy.

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