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ANALYSING THE TYPES OF *JIHAH* AUXILARY WORDS IN THE FORM FOUR ARABIC TEXTBOOKS FOR THE DINI INTEGRATED CURRICULUM

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Abstract: The *Jihah* Auxiliary Words are types of words that change the original meaning of Arabic verb phrases (*Madhi* and *Mudhari*) to new meanings in grammatical clauses in a sentence. This study aims to analyse the types of *Jihah* Auxiliary Words in the *al-Lughah al-'Arabiyyah al-Mu'asirah* (LAM) textbook for form four. The study found 6 types of *Jihah* auxiliary words in the Dini Integrated Curriculum (KBD) form four textbook, which are الْمُتَجَدِّدُ, الـمُنتَهَى بِالـحَاضِر, الـمَقَارِبَة, القَرِيبُ, البَعِيدُ and الـمُحتَمَلُ. The most frequent is الـمُنتَهَى بِالـحَاضِر with 61.9%, followed by الْمُتَجَدِّدُ and القَرِيبُ with 14.3%, الـمَقَارِبَة is 4.7% and lastly, البَعِيدُ and الـمُحتَمَل with 2.4%. This finding indicates that the الـمُنتَهَى بِالـحَاضِر is the frequently used *Jihah* auxiliary word, while البَعِيدُ and الـمُحتَمَل is the least used in this textbook of LAM form four. This study's implication is teachers and students should be exposed to this type of *Jihah* auxiliary words so that they can understand the changes in the meaning of the sentence structure.

Keywords: *Jihah* Auxiliary Words, types of *Jihah* Auxiliary Words, Zaman, LAM textbook

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PENGENALAN

The verb system in Arabic is unique compared to other languages as it has an internal structure and specific features comprising several subjects (*Ifrad, Thaniyah* dan *Jama'*), gender (*Tadhkir* atau *Ta'nith*), pronoun (*Dhomair*) and time (*Madhi, Mudhari'* dan *Amr*) (Muhammad Afiq & Hakim 2018). When it comes to time, there will undoubtedly be confusion between *az-zaman* (الزمان) and *az-zaman* (الزمن). This study's arguments involve *az-zaman* (الزمن), which refers to tense or *Zaman*, a grammatical aspect used to express the past, present or future (Sitti Nor Thurayya & Harun, 2021).

According to Tamam Hassan (1985) *Zamanul Fi'il* was categorised into two parts, which is *al-Zaman al-Sorfi* (morphology) dan al-*Zaman al-Nahwi* (syntax). The *al-Zaman al-Sorfi* is a form of verb determined through word formation where the presence of grammatical aspects cannot be seen explicitly. Setiyada (2011) stated that there are three forms of verbs related to time, which are *Fi'il Madhi*, *Fi'il Mudhari'* and *Fi'il Amr.* For example, the word فَتَحَ (opens) shows the grammatical aspect in the form of the time when an action occurred in the

past or indicates 'has opened'. However, this paper does not emphasise *al-Zaman al-Sorfi.* Instead, it focuses more on *al-Zaman al-Nahwi*.

Al-Nuhas (1995) defined *al-Zaman al-Nahwi* as a *Jihah Auxiliary Words*, they are verbs which presence is determined in the sentence structure by adding adjunct words and auxiliary words, which change the meanings of *fi'il* comprising the *Zaman* form of verbs, *Madhi, Hal* and *Mustaqbal*. The auxiliary words and particles are closely linked to the knowledge of syntax, which brings varied functions and meanings depending on the messages the sentence intends to deliver. (Fachruzi, 2016). This shows that the *Jihah* Auxiliary Words can be identified and comprehended through the formation of complete sentences complemented with auxiliary words like *qad* and *kāna* or time-related adjunct words like *al-yaum* (today) dan *al-ams* (yesterday) along with verbs that give different meanings.

Most classical Arabic scholars highlighted and discussed issues like *i'rab, al-ishtiqaq* and *al-balaghah* to solve problems faced by non-Arabic native speaker students in understanding basic Arabic grammar (Harun, 2018). In this regard, attention given to these issues has sidelined other aspects with no direct link to them, like *Jihah Auxiliary Words* in the teaching of grammar. Nonetheless, non-native Arabic speaker students should be exposed to *Jihah Auxiliary Words* to increase their understanding of the use of these words.

A newer perspective posited by contemporary linguists like Tamam Hassan (1985) and al-Nuhas (1995) asserted the importance of summarising the *Jihah* Auxiliary Words as this concept in Arabic is still disorganised despite the long use of Arabic in oral and printed forms of communication (Wahab, 2015). Furthermore, Tamam Hassan (1998) considered the concept of *Jihah* Auxiliaries Words to be important in mastering the Arabic language and categorised *Jihah* Auxiliary Words into 16 categories in Arabic grammar. A 2023 study by Khairul Anuar & Harun listed the types of *Jihah* Auxiliaries Words in detail by making a comparison between Arabic and English. Thus, the findings of the study were used as the coding for this study to analyse the content of form four Arabic textbooks on the use of *Jihah* Auxiliary Words.

The understanding of *Jihah* Auxiliary Words is considered necessary in learning Arabic grammar. It helps students to determine the time depicted in the sentence based on the word form without involving the structure of the sentence but, it also provides exposure to the meaning of verb tense details clearly from the structure of the complete sentence. This is because the use of *Jihah* Auxiliary Words cannot be determined by looking at the form and pattern (Wazan) of verb alone without looking at their position in the sentence (Harun, 2018). As stated by Sitti Nor Thurayya & Harun (2021), the understanding of *Jihah* Auxiliary Words will help interpret reading texts or speeches better than when they are applied in life through communicating and writing.

Next, each language presents *Jihah* Auxiliary Words, but most of them use al-Ziyadah (additions), al-af'al al-Musa'idah (auxiliary words) or in Malay, known as '*kata bantu aspek'* and Qarinah Zharfiyah (adverb). However, a study by Wan Rohani et al. (2020) showed students' weaknesses in differentiating the use of the auxiliary word qad (قد) in the context of sentences such **قد أذهب** إلى الـــجامعة كلّ يوم while the use does not carry the real meaning for 'affirmation'. This shows that students are not clear in distinguishing the use of the auxiliary word قد in the context of the sentence and lack understanding of the true meaning of the sentence, whereas the use of the auxiliary word قد with the *Fi'il Mudhari'* means "sometimes"

and is not suitable for use in the context of the sentence. So, it can be understood that the *Jihah* auxiliary word is an important topic in understanding the use of auxiliary words and the meaning of delivering Arabic sentences in detail.

However, there is less emphasis on *Jihah* Auxiliary Words in learning Arabic at school. Based on the Curriculum and Assessment Standard Document (DSKP) (revision 2022) for the subject of al-Lughah al-Arabiyyah al-Mu'asirah (LAM), the entire learning topic for *Qawaid* and *Nahu* Arabic involving the time can be divided into *Fi'il Mādhi, Fi'il Mudhari'* and *Fi'il* Amr. Exposure to *Jihah* Auxiliary Words is important to enable students to master Arabic grammar better and understand the meaning of the use of the verb in different contexts. The lack of emphasis on *Jihah* Auxiliary Words may limit students' ability to write and speak effectively in Arabic.

However, the role of textbooks is important because it is one of the teaching materials used as the main reference for teachers and students. Meanwhile, this study can be used as a reference for teachers in applying *Jihah* Auxiliary Words to help students master the four language skills, especially writing and speaking. The *Jihah* Auxiliary Words can also improve students' understanding in understanding the text and build complete Arabic sentences. Therefore, this study took the opportunity to analyse the content of the form four LAM textbook based on the *Dini Integrated Curriculum (KBD)* to identify the types of *Jihah* Auxiliary Words.

RESEARCH OBJECTIVE

Specifically, this study aims to analyse the types of *Jihah* Auxiliary Words used in Form 4. al-Lughah al-Arabiyyah al-Mu'asirah (LAM) textbook.

METHODOLOGY

This study used the qualitative method, specifically the content analysis research design, to examine the types of *Jihah* Auxiliary Words found in the Form 4 al-Lughah al-'Arabiyyah al-Mu'asirah (LAM) textbook. This textbook was chosen as the subject of the study because it is a source of reference for Form 4 students who have been exposed to Fi'il Madhi, Fi'il Mudhari' and Fi'il 'Amr in the verses in the Qawaid section in Form 3. This shows that this exposure provides an important foundation for students to understand *Jihah* Auxiliary Words. In addition, starting in Form 4, students will learn the Nahu and Sorof divisions of the Arabic language. As the *Jihah* Auxiliary Words are not presented explicitly in the textbook, this study aims to examine the extent of its implicit use.

The research instrument used to analyse the content is a coding form. The coding form was completed during the data collection process to record the types of *Jihah* Auxiliary Words found in the LAM Textbook Form 4. This study performed coding and content analysis for each page by extracting each verb first and then carefully selecting sentences containing *Jihah* Auxiliary Words and categorising them according to their respective types in the form. The type is based on the 16 types of *Jihah* Helpers in Anuar and Harun's study (2023). Table 1 presents the coding form for *Jihah* Auxiliary Words in Form 4 LAM textbook Form 4, which consists of sentences, pages, patterns, types and meanings:

Table 1: Coding form for *Jihah* auxiliary word type

الـــجمل	الصفحة	الـــجهة	زمن الفعل	الـــمعنى

In addition, an expert validation review was carried out to determine the validity and reliability of this study. The study measured the instrument for its content validity. Two experts consisting of university lecturers in the field of Arabic language were appointed to review the findings of the content analysis. This validation process was carried out through an expert evaluation form where the experts chose to agree or disagree and shared some notes on the items' validity. Based on the result of the expert evaluation, improvements were then made. These include correcting spelling errors, diacritic errors, addition of words and so on.

The content analysis of this study was based on calculations and measurements for coding text content into specific categories and then analysing the frequency of each category (Nik Aziz, 2016). Therefore, the results of this content analysis were analysed descriptively based on frequency and percentage to determine the types of *Jihah* Auxiliary Words in the textbook.

FINDINGS AND DISCUSSION

Overall, this content analysis of the Form 4 LAM textbook used descriptive analysis by looking at frequency and percentage. The textbook has 152 pages with 10 main topics for learning Arabic. Each page in the LAM textbook was reviewed 3 times to avoid bias and errors in calculations. The results of the Form 4 LAM textbook content analysis are seen in Table 1. Table 1 presents the frequency and percentage of the types of *Jihah* Auxiliary Words in the textbook content.

Table 2: Frequency and percentage of the types of *Jihah Auxilary Words*

LAM Form 4 Arabic Textbook		
Types of Jihah Auxilary Words	Frequency	Percentage
الماضي (Past Tense)		
الْمُتَجَدِّدُ (كان يفعل)	6	14.3%
الـــمُنتَهَى بِالـــحَاضِرِ (قد فعل)	26	61.9%
الـــمَقَارِبَة (كاد يفعل)	2	4.7%
Amount	34	80.9
المستقبل (Future Tense)		

القَرِيبُ (سيفعل)	6	14.3%
البَعِيدُ (سوف يفعل)	1	2.4%
الـــمحتمل (قد يكون)	1	2.4%
Amount	8	19.1
Total Amount	42	100%

Based on Table 1, there are two categories pertaining to zaman (age) in the Form 4 LAM textbook consist of: (i) Madhi and (ii) Mustaqbal. In the form four LAM textbook, *Zaman Madhi* recorded a frequency of 34 verses with a percentage of 80.9% consisting of 3 types namely الْمُتَجَدِّدُ, بالـــحَاضِر الـــمُنتَهَى and الـــمَقَارِبَة while *Zaman Mustaqbal* recorded a frequency of 8 verses with a percentage of 19.1% consisting of 3 types, القَرِيب, البَعِيدُ and الـــمُحتَمَل. This shows that Zaman Madhi is more frequently used with 80.9% compared to Zaman Mustaqbal with 19.1%.

Firstly, for Zaman Mādhi, 3 types of *Jihah* Auxiliary Words are found to be used in the LAM Textbook Form 4, namely الْمُتَجَدِّدُ, بِالـــحَاضِرِ الـــمُنتَهَى and الـــمَقَارِبَة:

1. In the *Jihah* Auxiliary Words for types of الْمُتَجَدِّدُ, there are as many as 6 sentences with a percentage of 14.3%. This type of الْمُتَجَدِّدُ has a form of verb pattern with an auxiliary word that is كان + يفعل. This shows that the action has been done repeatedly or continuously in a certain period in the past (Anuar & Harun, 2023). Verses with this type of *Jihah* Auxiliary word were found in the textbook on pages 19 and 77:

   a. Page 19:

   بَيْدَ أَنَّـــهُمْ **كَانُوا يُعْرَفُونَ** فِي مَـــجَالٍ مُعَيَّنٍ يُنْسَبُ إِلَيْهِم

   In this verse, the *Fi'il Mudhari'* يُعْرَفُونَ means "they (previous scholars) are being known", but accompanied by the auxiliary word كان shows that it had taken place in the past. So, the action of this verse had been known in the past, specifically, "However, they had been known in various appropriate fields".

   b. Page 77:

   مَنْ **كَانَ يَعْبُدُ** مُـــحَمَّدًا

   Similarly, this verse explains the action of يَعْبُدُ based on the meaning of "being worship". However, from the syntactic point of view, it refers to something that

has been happening in the past with the auxiliary word كان. So, the meaning of this verse indicates ‘had been worshiping’, specifically "Anyone who had been worshiping Muhammad".

2. Next, the *Jihah* Auxiliary Words for بِالــحَاضِرِ الــمُنتَهَى recorded a frequency of 26 sentences with a percentage of 61.9%. This type of بِالــحَاضِرِ الــمُنتَهَى has the form of a verb pattern with a particle that is قد + فعل. This type shows an action that has been completely happen after the spoken take place (Anuar & Harun, 2023) among the verses of the type بِالــحَاضِرِ الــمُنتَهَى found in the textbook on pages 54 and 65.

   a. Page 54:

وَقَدْ سَافَرْتُ إِلَى مِصْرَ بِالطَّائِرَةِ

In this verse, the *Fi’il Madhi* سَافَرْتُ means "I arrived" and indicates that the action was completed in the past when the new spoken take place and preceded by the particle قد in the verb (*Fi'il Mādhi*). Therefore, the *Jihah* Auxiliary Word type of in this verse indicates (had arrived) that is, “I had already arrived in Egypt by (boarding) a plane".

   b. Page 65:

قَدْ بَعَثَ اللَّه إِلَى هَذِهِ الأُمَّةِ نَبِيًّا

In this second verse, the *Fi’il Mādhi* (بَعَثَ) shows ‘he (Allah S.W.T) sent’, but it had shown that the action was completed in the past when the new speech was made. Therefore, the *Jihah* type of auxiliary word in this verse indicates (had sent) that is, “Allah had sent a Prophet to this Ummah”.

3. The study also found two sentences with the *Jihah* Auxiliary Word for type of الــمَقَارِبَ with a percentage of 4.7%. الــمَقَارِبَة has the form of a verb pattern with an auxiliary word that is كاد + يفعل. This type shows the nearness of the action and does not indicate the past with *Af'al al-Muqorabah* (Anuar & Harun, 2023); the verses with الــمَقَارِبَة were found on pages 38 and 77.

   a. Page 38:

كاد الــمُعَلِّمُ أن **يَكُون** رَسُولًا ..قُمْ لِلمُعَلِّم وَفِّهِ التَّبجِيلَا

In this verse, the *Fi'il Mudhāri' (*يَكُون) shows that 'making', but it has shown that the nearness of the action with the auxiliary word كاد. So, this type of *Jihah* Auxiliary Verb is used in the verse indicates (almost being/as if) that is, "Standing in front of the teacher and glorifying him... The teacher is as if he is a messenger".

b. Page 77:

كَادَتْ تَنْتَشِرُ بَيْنَ النَّاسِ لِعَدَمِ قَبُولِ خَبَرِ وَفَاتِهِ ﷺ

In the second finding of this type, the verb *F'il Mudhāri'* (تَنْتَشِرُ) indicates that it is spreading, but it indicates that the nearness of the action with the auxiliary word كاد. So, the type of *Jihah* Auxiliary Words in this verse shows (almost spread) which means, "Almost spread (the news) among the people because they did not accept (the statement) of the death of the Messenger of Allah (S.A.W)".

For Zaman Mustaqbal, 3 types of *Jihah* Auxiliary Words are found to be used in the LAM Textbook Form 4, namely القَرِيبُ, البَعِيدُ and الـــمحتمل:

4. In the *Jihah* Auxiliary Words القَرِيبُ there are as many as 6 frequency sentences that have this type of verb with a percentage of 14.3%. This type of القَرِيبُ has the form of a verb pattern with a particle that is س + يفعل. Actions of this type indicate that they will occur soon, means the action will do soon (Anuar & Harun, 2023). Verses with this type of *Jihah* Auxiliary Words can be found on pages 108 and 132 of the textbooks.

a. Page 108:

مَا الَّذِي **سَيَحْدُثُ** لَوْ انتَشَرَتْ الرَّشْوَةُ فِي الـــمُجتَمَعِ؟

In this verse, the verb mudhari' يَـــحْدُثُ indicates that something is happening, it can also show the action will happen soon. This is because, preceded by the particle س in this verb (*Fi'il Mādhi*). So, this type of *Jihah* Auxiliary Word in this verse shows (will happen) that is, "What will happen if corruption has spread in the society?".

b. Page 132:

سَيَأْتِيكَ صَدِيقُكَ غَدًا

As for this finding, the *Fi'il Mudhāri'* (يَأْتِي) shows a present or future action. This verse shows that the action will happen soon; this detail is due to the fact that this verb is accompanied by particle س. So, this type of *Jihah* Auxiliary

Word used in this verse shows (will come) that is, "Your friend will come to you tomorrow".

5. For the *Jihah* auxiliary word الَبعِيدُ recorded a frequency of 1 time with a percentage of 2.4%. This type of الَبعِيدُ has the form of a verb pattern with an auxiliary word that is سوف + يفعل. This type of *Jihah* Auxiliary Word indicates that the action will do over a longer period (Anuar & Harun, 2023). The type of الَبعِيدُ can be found on page 110 of the textbook.

أَنَّ أَيَّ مَعْلُومَةٍ شَخْصِيَّةٍ سَوْفَ تَكُونُ سِرِيَّةً لَدَى الـــهَيْئَةِ

In this verse, the *fi'il mudhari'* تَكُونُ indicates something that happens/ is happening, and it shows that the action will happen over a longer period. This is due to the verb being accompanied by the auxiliary verb سوف. So, the *Jihah* Auxiliary Word type in this verse indicates (will be) that "Any personal information will be kept secret from the authorities".

6. Finally, the الـــمُحتَمَلُ *Jihah* Auxiliary Word is used once in the textbook with a percentage of 2.4%. The form of the pattern in this type of verb is قد + يكبان. This type of الـــمُحتَمَلُ doesn't show time but indicates the probability of something happening (Anuar & Harun, 2023). This type is found on page 58:

الفَاعِلُ **قَدْ يَكُونَ** أَســـمَاءُ مَبْنِيَّةً

In this verse, the fi'il mudhari' يَكُونَ indicates being, but has shown a change in meaning that is probability of happening; this is due to the verb being complemented by the particel قَدْ. So, this type of *Jihah* Auxiliary Word in this verse shows (sometimes) that "al-Fail sometimes consists of *asma mabniyah*".

Overall, the results of the research analysis found that in this LAM Form 4 Arabic textbook, most of the sentences emphasise the *Jihah* Auxiliary Words in the form of *Mādhi* (past tense) compared to *Hal* and *Mustaqbal*. In relation to that, the type of *Jihah* Auxiliary Word which is the most used is the type الـــمُنتَهى بالـــحاضر. This high frequency shows the importance of this type in learning Arabic. This requires students to master this type of *Jihah* Auxiliary Words because it is emphasised a lot in the content of the LAM Arabic language book for level 4.

Next, الْمُتَجَدِّدُ and القَرِيبُ have the same frequency of 6, although the frequency is lower compared to الـــمُنتَهى بالـــحاضر, it still has importance in learning because of its use in the textbook. The study found الـــمقَارِبة were used twice, while البَعِيدُ and الـــمُحتَمَل was used once. This shows that although the frequency of these three types of *Jihah* Auxiliary Words is low

and their use is limited, exposing them to these words is still important to students to provide knowledge about a variety of *Jihah* Auxiliary Words in Arabic.

Finally, as a result of this content analysis, the study found that the form of the *Jihah* auxiliary verb not only involves the verb known *Fi'il Ma'lum* and the *Fi'il Thulasi* even in the form of the *Fi'il Majhul* as in the example of verse 1(a) يعرفون and *Fi'il Ruba'i* in the example of verse 2(a) سافرت can also indicate a specific *Jihah* Auxiliary Word with addition by auxiliary verb and particle in sentence.

CONCLUSION

The implication is that *Jihah* Auxiliary Words need to be introduced to teachers and students to help them understand this change in meaning in the structure of the sentence because it is used in the content of students' textbooks. In addition, it is recommended that stakeholders consider and improve the textbook to introduce the title of *Jihah* Auxiliary Words as one of the learning requirements to provide students with sufficient understanding of a time detail that belongs to *Fi'il Mādhi* or *Fi'il Mudhari*. This study is limited to the *Jihah* Auxiliary Words in the form of the present tense. This is because the use of the present tense does not have a specific specialisation or formula to show the details of tense, but the use of the verb *Mudhari'* itself. Furthermore, the present tense is not significant in this study. This study can also be used as a reference for teachers and students in the learning and teaching process to improve student understanding. It is recommended that future researchers examine the concept of *Jihah* Auxiliary Words in form three and form five textbooks by comparing the types of *Jihah* Auxiliary Words that are widely used in both textbooks. The development of modern Arabic linguistics needs to be continued so that the use of Arabic words and phrases in text and speech coincides with the intended meaning to be conveyed. This is due to the student's mastery and knowledge of verb tenses and *Jihah* in Arabic will help them identify and understand grammatical structures accurately to avoid them from making mistakes.

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