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Effectiveness of Using Beginner-Level Indonesian Language Textbooks to Improve Vocabulary Understanding for Arabic Speakers

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Abstract
The purpose of this study was to describe (1) a beginner-level Indonesian language textbook for Arabic speakers, (2) the effectiveness of a beginner-level Indonesian language textbook to improve Arabic speakers' vocabulary comprehension. This study was a type of experimental research before the experiment involving a single-group pretest-posttest design. The results showed that (1) this beginner-level BIPAR book consists of five chapters covering important topics in daily life, such as introductions, family, daily activities, traveling, and food and drinks, (2) The pretest results showed that the average initial ability of participants was below the expected standard (average score of 48.07 with the highest score of 87 and the lowest score of 20). However, after learning using the BIPAR book, the posttest results showed a significant increase with an average score of 84.20 (the highest score of 100 and the lowest score of 67). This increase reflects the effectiveness of the textbook in improving participants' understanding. The results of the statistical test using the paired sample t-test method showed a significant difference between the pretest and posttest scores. With a t-count value of -9.668 which is greater than the t-table, and a significance value of 0.000, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This shows that the use of the BIPAR Beginner Level textbook has a significant influence in improving the language skills of training participants.

Keywords: *Textbook, Indonesian for Arabic Speakers, Vocabulary, BIPA.*

Introduction

Textbooks have a very important role in the learning process, including in the context of learning Indonesian for Foreign Speakers (BIPA). They serve not only as sources of information but also as structured tools to aid teachers in delivering material effectively and in a structured manner. In the context of BIPA, good textbooks must meet the competency standards set by the government, as regulated in Permendikbud No. 27 of 2017, ensuring that the learning materials are aligned with the learners' needs.(Fahri & Supriadi, 2023).

The quality of textbooks greatly influences the success of the learning process. A study shows that textbooks function as a curriculum that influences what and how teaching materials are delivered in the classroom.(Rahma & Suwandi, 2021). Therefore, choosing the

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right and quality textbooks is very crucial. Good textbooks must include relevant content, appropriate methodology, and cultural content that can enrich students' learning experiences.(Rahma & Suwandi, 2021; Sudaryanto & Widodo, 2020). This is in line with Richards' (2015) view which states that textbooks are an important instrument in measuring students' learning success. (Shaputra, et al., 2021). The importance of possessing a rich and precise vocabulary for foreign language acquisition and effective communication is undeniable. (Lestari et al., 2024).

In addition, textbooks also function as a guide for teachers in carrying out the process of delivering material in class. With textbooks, teachers can plan and implement learning in a more focused and systematic way.(Wahdaniyah et al., 2023). Well-designed textbooks can increase students' learning motivation and help them understand the material better.(Siahaan et al., 2021). Research shows that textbooks based on certain learning models, such as Problem Based Learning, can increase student engagement and their learning outcomes.(Aprilia et al., 2021).

In the context of learning Indonesian for Arabic Speakers (BIPAR), textbooks must also consider cultural aspects that are relevant to the local context. Textbooks that integrate Indonesian cultural values can help students understand not only the language, but also the social and cultural contexts that surround the use of the language.(Wulan & Susanto, 2023). This is important to create a holistic and immersive learning experience for foreign learners.

Overall, textbooks are a vital component in BIPAR learning that not only supports language teaching, but also enriches students' understanding of culture and social context. Therefore, the development and selection of appropriate textbooks must be a priority in efforts to improve the quality of BIPA learning in Indonesia.

BIPAR learning in Indonesia has undergone significant development, along with the increasing global interest in Indonesian language and culture. The BIPAR program aims to improve Indonesian language skills for non-native speakers, as well as help them adapt to Indonesian academic culture.(Masitoh et al., 2023; Muzaki, 2023). In this context, various educational institutions in Indonesia, including universities, have attempted to attract more foreign students by offering BIPA programs integrated with cultural activities.(Masitoh et al., 2023; Puspita et al., 2021).

One of the approaches adopted in BIPA learning is the use of audiovisual media based on tourism news, which has proven effective in improving students' listening skills.(Graduates & Khaerunnisa, 2022). In addition, a communicative-contextual approach that integrates local wisdom has also been proposed as a relevant learning strategy, considering the importance of cultural context in the learning process.(Amin, 2021; Melati et al., 2022). This approach not only helps students understand the language, but also provides insight into Indonesia's rich and diverse culture.

However, BIPAR learning also faces various challenges, especially in the context of psycholinguistics. Each BIPA learner has a different first language (B1) background and learning goals, which can affect their learning process.(Fitria, 2023; Purnamasari, 2021). In addition, during the COVID-19 pandemic, BIPAR learning shifted to an online format, which brought new challenges such as limited internet access and the need to adapt to new technologies.(Maharany et al., 2021). However, this situation also opens up opportunities to increase the number of foreign students interested in learning Indonesian.(Maharany et al., 2021).

To address these complexities, the development of effective teaching materials remains a priority, that are appropriate to students' needs is also an important focus in BIPAR learning. Effective teaching materials must consider the characteristics of students and their cultural context, and follow the competency standards set by the government.(Fahri & Supriadi, 2023; Rahma & Suwandi, 2021). Research shows that many students have difficulty in understanding Indonesian reading texts, which indicates the need for curriculum development that is more responsive to their needs.(Mufidah et al., 2023; Nursyairofi et al., 2020).

Overall, BIPAR is a strategic initiative to internationalize the Indonesian language, with various approaches that prioritize cultural aspects and local contexts. Although there are

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challenges to be faced, the potential to improve the quality of learning and attract more foreign learners remains wide open.

Method

This study used a quantitative experimental method with a pre-test and post-test design in one group (one-group pre-test post-test design). This design was used to measure the effectiveness of using a Beginner Level Indonesian Language textbook in improving vocabulary comprehension for Arabic speakers. The subjects of the study were 20 Arabic speakers who were learning Indonesian at a beginner level (Beginner Level). The criteria for selecting subjects were native Arabic speakers, did not have Indonesian language skills or were at the beginner stage, and were willing to follow the entire series of learning and evaluation.

The instruments used in this study were: (a) Pre-test: Indonesian vocabulary comprehension test given before the subject used the textbook, (b) Post-test: The same test was given after the subject completed learning using the Beginner Level Indonesian textbook for a certain period, (c) questionnaire: Used to measure students' responses to the use of the textbook in terms of ease, interest, and effectiveness in learning vocabulary, and (d) observation: The researcher observed the learning process to see students' participation and involvement during the learning process.

Results

a. Description of BIPAR Textbook for Beginners

The Indonesian Language Book for Beginner Arabic Speakers is a book compiled by Mohammad Ahsanuddin, Rozalia, Syathar, and Nararya. The purpose of compiling this book is as teaching material for Indonesian Language training for Arabic speakers held annually by the Arabic Literature Department. This beginner level BIPAR textbook consisted of five thematically organized chapters, namely (1) Hello, let me introduce myself, (2) this is my family, (3) daily activities, (4) I want to go for a walk, and (5) food and drink.

In terms of structure and content design, this book is designed to help native Arabic speakers learn Indonesian from a beginner level. Each chapter has clear learning objectives, complemented by activities that support language skills such as reading, writing, listening, and speaking. For example, in Chapter 1 titled "Hello, Let Me Introduce You!", learners are taught basic vocabulary, simple grammar such as the use of pronouns, and daily introduction dialogues.

The book also emphasizes Cultural Context: The module not only teaches the language, but also introduces relevant aspects of Indonesian culture. For example, in Chapter 1, there is a section on "Indonesian Attitudes When Getting to Know Others" which provides students with insight into the customs and manners of Indonesian culture.

This book also provides opportunities for learners to communicate. This book contains various dialogues, introductory exercises, and communication activities that are relevant to everyday life, such as activities at home, family, and daily activities.

Attractive Visualization: Many sections use supporting images that make it easier for students to understand, such as the use of images to introduce family members, daily activities, and food and drinks.

a. Effectiveness of using textbooks

The researcher gave a test to all BIPAR training participants. The test was given twice, namely a pretest and a posttest. After giving the pretest to the participants, the researcher then taught the book from chapter one to chapter 5. After the learning was completed, the researcher gave a posttest question to find out the difference between the pretest and posttest results. The results can be seen in the table and description below:

Pre-test score list

No	Initials	Pre-test Value
1.	MIMH	34
2.	RS	37
3.	MAA	40
4.	RH	60
5.	SSA	79
6.	RT	33
7.	AASAS	20
8.	KMQ	57
9.	PRIEST	87
10.	LH	45
11.	ML	30
12.	LDA	20
13.	JMS	55
14.	HIRE	65
15.	AMS	34
16.	SK	44
17.	NFA	74
18.	TAA	43
19.	DMA	51
20.	ZA	33
21.	FMH	45
22.	MI	58
23.	AL	70
24.	AM	35
25.	NH	57
26.	SM	40

27.	YMIM	39
28.	EM	56
29.	Ahh	76
30.	NTAAA	25

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai_pre	30	20,00	87,00	48,0667	17,67900
Valid N (listwise)	30				

Based on the descriptive statistical data presented, here is the analysis:

1. **Number of Samples (N)**: There were 30 samples used in this analysis, meaning that the pretest data was taken from 30 participants.

2. **Minimum Value**: The lowest pretest score was 20, indicating that there were students with very low abilities or who did not understand the material well before being taught.

3. **Maximum Value**: The highest pretest score was 87, indicating that there were several students who already had a fairly good understanding of the material before being given the lesson.

4. **Average (Mean)**: The average pretest score was 48.07, which shows that in general the initial abilities of the training participants were below the expected standard, with a score approaching 50% of the maximum possible score (100).

5. **Standard Deviation (Std. Deviation)**: The standard deviation value is 17.679, which indicates that there is a fairly large variation or spread of values among participants. A high standard deviation indicates that the initial abilities of the participants are very diverse, with some participants having high abilities and some other participants having much lower abilities.

These data show that before being given the learning, the participants' abilities varied greatly. The majority of the participants were at a low to medium level of understanding (average below 50), with some showing better understanding (with a maximum score of 87). The high variation also indicates that there were significant differences in ability levels among the participants.

After conducting the pretest, the researcher continued learning with the BIPAR beginner level book from chapter one to chapter five. After the learning was carried out, the researcher then gave a retest (posttest). The following is a list of post-test scores.

No	Initials	Post-test Value
1	MIMH	70
2	RS	75
3	MAA	73
4	RH	67
5	SSA	80
6	RT	89

	AASAS	90
	KMQ	87
	PRIEST	77
	LH	91
	ML	87
	LDA	85
	JMS	90
	HIRE	100
	AMS	92
	SK	85
	NFA	79
	TAA	88
	DMA	83
	ZA	78
	FMH	98
	MI	87
	AL	67
	AM	87
	NH	83
	SM	94
	YMIM	90
	EM	81
	Ahh	97
	NTAAA	76

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
nilai_post	30	67,00	100,00	84,2000	8,70355
Valid N (listwise)	30				

Based on descriptive statistics of posttest scores, the following is the analysis:

1. **Number of Samples (N)**: There are 30 samples, the same as the pretest data. This means that the posttest data were taken from the same participants to ensure the validity of the comparison of the results.

2. **Minimum Value**: The lowest posttest score was 67, indicating that after the learning was given, all participants achieved a score above 50. No participants obtained a low score, indicating a significant increase in learning outcomes.

3. **Maximum Value**: The highest score on the posttest was 100, indicating that some participants were able to achieve perfect results after learning. This indicates that the material taught was successfully understood very well by certain participants.

4. **Average (Mean)**: The average posttest score was 84.20, which was significantly higher than the average pretest score (48.07). This indicates a significant improvement in participants' abilities after receiving the training, with the average approaching a perfect score.

5. **Standard Deviation (Std. Deviation)**: The standard deviation value of the posttest is 8.70355, which is much lower than the standard deviation of the pretest (17.679). A lower standard deviation indicates that the participants' scores are more even after the learning, meaning that the differences between one participant and another are not too far apart. All participants managed to show improvement, despite differences in individual abilities.

These data show that after learning using the applied method or textbook, there was a significant increase in ability among the participants. The average score increased from 48.07 in the pretest to 84.20 in the posttest, which means that overall the participants experienced a good increase in understanding.

The lower standard deviation in the posttest indicates that learning outcomes are more consistent across all participants, with smaller variations in scores. This indicates that the learning method used not only improves participants' general understanding, but is also able to reduce the ability gap among participants. In conclusion, the learning provided is very effective in improving students' abilities.

The results of statistical data processing assisted by the SPSS application are presented in the following data form.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai_pre	48,0667	30	17,67900	3,22773
	nilai_post	84,2000	30	8,70355	1,58904

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Nilai_pre & nilai_post	30	-,100	,599

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Nilai_pre - nilai_post	-36,13333	20,47157	3,73758	-43,77754	-28,48912	-9,668	29	,000

The results given are from the Paired Samples T-Test, which is used to compare the average of two paired data sets, namely pre and post values. Here is an explanation of the results:

1. **Mean**: The mean value of the difference between the pre and post values is -36.13333. This shows that, on average, the post values are higher than the pre values (since a negative value indicates a decrease from pre to post).
2. **Std. Deviation**: The standard deviation of the difference is 20.47157, which shows the variation between the differences in pre and post values.
3. **Std. Error Mean**: The standard error of the mean difference is 3.73758, which measures the precision of the estimate of the mean difference.
4. **95% Confidence Interval of the Difference**: The 95% confidence interval for the mean difference is from -43.77754 to -28.48912. This means that we are 95% confident that the true mean difference is between these values. Since this interval does not include 0, we can be confident that there is a significant difference between the pre and post values.
5. **t**: The t-value is -9.668, which indicates the strength of the difference between the two data sets. A very negative t-value indicates a large difference.
6. **df (degrees of freedom)**: The degrees of freedom (df) is 29, indicating the number of sample pairs used in this t-test, which is 30 pairs (30-1 = 29).
7. **Sig. (2-tailed)**: The p-value is 0.000, indicating that the difference between the pre and post values is highly statistically significant. Since this value is well below the common threshold of 0.05, we can conclude that there is a significant difference between the pre and post values.

From the results, it was found that there was a statistically significant difference between the pre and post values, with the post values being higher on average. Tcount is greater than Ttable so it can be concluded that H1 is accepted and H0 is rejected. This indicates that there is a significant change after the intervention or treatment is carried out. These results indicate that learning using the BIPAR book can improve participants' vocabulary understanding which is very effective and significant for use in learning Indonesian for Arabic speakers.

Discussion

The Indonesian Language Textbook for Arabic Speakers (BIPAR) Beginner Level has a good structure to support learning for students who are native Arabic speakers. This book emphasizes holistic language skills, covering aspects of reading, writing, listening, and speaking. This is in line with the opinion of Rofiuddin et al.(2021)and Rohimah(2018)that the BIPA book emphasizes all language skills by considering the language proficiency level of the learners. From the five chapters presented, it appears that this book compiles the material gradually, starting from introductions, daily activities, to food and drinks—topics that are relevant to students' daily lives.

The use of interesting visualizations is one of the advantages of this book. The material presented with pictures supports the understanding of students who are new to Indonesian. These results support Fatonah's opinion(2017)The material presented with images supports the understanding of students who are new to Indonesian and can help students focus on the material. This helps them to more quickly associate language concepts with familiar visuals. In addition, the integration of Indonesian cultural aspects is also an added value in learning. Students not only learn the language technically, but also understand the social and cultural context of Indonesia, which is very important in improving cross-cultural communication competence.

Effectiveness of Using Textbooks

Based on the results of the research that has been conducted, the effectiveness of using the BIPAR Beginner Level textbook can be seen from the significant increase in scores between the pretest and posttest conducted on 34 participants. The average pretest score was 49.08 with the highest score of 87 and the lowest score of 20. The varying pretest scores

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indicate that most students have different initial understandings of Indonesian before using the textbook.

After implementing learning using the BIPAR book from chapter one to chapter five, the posttest results showed an increase in the average score to 83.32, with the highest score of 100 and the lowest score of 67. This significant difference reflects an increase in student understanding after going through learning with the textbook. These results strengthen the study conducted by Zainuddin(2019)that students' understanding increased after using the textbook.

Statistical Tests and Results Analysis

The results of statistical tests using the paired sample t-test method show that learning using the BIPAR book is effective in improving students' language skills. From the SPSS calculation, the t-count value of 9.996 is greater than the t-table of 1.771, with a significance level of 0.001 which is smaller than 0.005. Thus, H1 is accepted, which means there is a significant increase between the pretest and posttest scores.

This improvement shows that the BIPAR textbook not only helps students understand basic Indonesian vocabulary and grammar, but also effectively supports the improvement of their communication skills. Another factor that supports this effectiveness is the use of a communicative approach in the book, where students are invited to actively participate through dialogue and practical exercises that are relevant to their daily lives. This is in line with the results of research conducted by Purnanto and Mustadi(2018).

Learning Implications

The effectiveness of this textbook opens up wider opportunities in language teaching for foreign speakers, especially for native Arabic speakers. This book not only provides well-structured materials, but also combines cultural and communication aspects in a balanced way. This is important because language is a tool for communication, and understanding the cultural context greatly affects the smoothness of cross-language communication.

Learning using this book can be used as a model for teaching other languages, be it Arabic or other foreign languages, with adjustments to the cultural context and students' needs. Thus, the results of this study provide a real contribution to the development of effective language learning media for students at various levels of education.

Conclusion

Based on the research results and discussion above, the following conclusions can be drawn:

1. Description of BIPAR Textbook for Beginners

This book consists of five chapters covering important topics in daily life, such as introductions, family, daily activities, traveling, and food and drinks. The systematic structure of the book and attractive visualizations make it easier for students to understand the material presented. This book also incorporates relevant aspects of Indonesian culture, introducing students to the social and cultural contexts that are important in cross-cultural communication.

2. Effectiveness of Using Textbooks

The pretest results showed that the average initial ability of participants was below the expected standard (average score of 48.07 with the highest score of 87 and the lowest score of 20). However, after learning using the BIPAR book, the posttest results showed a significant increase with an average score of 84.20 (the highest score of 100 and the lowest score of 67). This increase reflects the effectiveness of the textbook in improving participants' understanding. The results of the statistical test using the paired sample t-test method showed a significant difference between the pretest and posttest scores. With a t-count value of -9.668 which is greater than the t-table, and a significance value of 0.000, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This

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shows that the use of the BIPAR Beginner Level textbook has a significant influence in improving the language skills of training participants.

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