

Lexicographical Features of the *Kawkabān Fath al-Qarīb* Dictionary: Microstructure, Macrostructure, and Pedagogical Implications

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Article History:

Received : 22 April 2026

Revised : 18 May 2026

Published : 01 June 2026

Keywords:

Arabic Lexicography; Kawkabān Dictionary; Ladislav Zgusta; Mahārah al-Qirā'ah; Tamyiz Method.

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DOI: 10.32332/ijalt.v8i01.13419

Abstract : Dictionaries play a critical role in Arabic language learning, particularly in supporting reading comprehension of classical Islamic texts. However, thematic dictionaries integrated into specific teaching methods, such as the *Kawkabān Fath al-Qarīb* dictionary used in the *Tamyiz* Method, remain largely unexamined from a lexicographical standpoint. This study analyzes the microstructural and macrostructural features of the *Kawkabān Fath al-Qarīb* dictionary and their pedagogical implications within the *Tamyiz* Method, using Zgusta's lexicographical framework. Data were drawn from 56 entries selected through stratified purposive sampling across nine letters of the Arabic alphabet and analyzed using content analysis with five coding indicators: meaning, lemma consistency, grammatical information, usage examples, and semantic relations. The findings reveal that all entries consistently present basic meanings and lemma consistency (100%), while grammatical information, usage examples, and semantic relations are entirely absent (0%). Macrostructurally, the dictionary employs a hybrid alphabetical and root-based arrangement coherent with the method's pedagogical progression. This study contributes to Arabic pedagogical lexicography by demonstrating that the dictionary's structural limitations reflect a deliberate functional orientation rather than lexicographical deficiency. Future thematic dictionaries should incorporate grammatical categories and semantic relations to support deeper and more transferable vocabulary acquisition.

INTRODUCTION

In Arabic language learning among non-native speakers, difficulty in understanding texts is a persistent challenge, particularly with classical and religious works that demand mastery of a large and specialized vocabulary.¹ Studies have demonstrated that receptive vocabulary knowledge is a fundamental

¹ Muthoifin Muthoifin and Mariam Elbanna, "Arabic Language Learning in Religious Contexts: Challenges and Opportunities," *International Journal of Society, Culture & Language* 14, no. 1 (2025): 95-113, <https://doi.org/10.22034/ijsc.2025.2076763.4249>.

factor in reading comprehension among Arabic foreign language learners, with limited lexical mastery significantly constraining their ability to understand texts.² This situation becomes even more complex in the context of classical Islamic texts, which require specialized instructional support to help non-native learners develop adequate reading skills,³ including texts such as *Fath al-Qarīb* that require specialized lexical knowledge.

A number of studies have shown a significant relationship between vocabulary size and text comprehension, with learners who have a larger vocabulary tending to demonstrate higher levels of reading comprehension⁴. In second language acquisition studies, vocabulary mastery is not only understood as the number of words known (breadth of vocabulary), but also encompasses the depth of understanding of meaning, usage, and semantic relationships between words (depth of vocabulary)^{5 6}. Both of these aspects play a crucial role in helping learners understand texts more comprehensively. Therefore, providing learning resources that support effective vocabulary mastery is a crucial aspect of Arabic language learning, particularly in the development of *mahārah al-qirā'ah*. In this regard, the quality of a dictionary as a primary learning resource is determined not only by the number of entries it contains, but also by how it organizes linguistic information including the presentation of meaning, grammatical categories, and semantic relationships between words⁷.

Dictionaries help learners identify the meanings of unfamiliar vocabulary, facilitate text comprehension, and encourage independent learning⁸. In addition, learner dictionaries play an important role in enriching students' scientific and academic terminological repertoire, particularly in formal Arabic learning contexts⁹. From a modern lexicographical perspective, dictionaries are no longer viewed merely as lists of words accompanied by definitions, but as scholarly

² Messouab Imad, "Receptive Vocabulary Knowledge and Reading Comprehension: The Case of Arabic as a Foreign Language," *International Journal of Arabic Linguistics* 10, (2024): 53–66, <https://doi.org/10.34874/PRSM.ijal-vol10.46963>.

³ Anwar Sidik and Rina Ristiyani, "Training On Reading Classical Islamic Texts for Students of MAS Tahfidz Rokan Hulu to Improve Qirā'ah Skills," *Jurnal Dedikasia: Jurnal Pengabdian Masyarakat* 5, no. 1 (2025): 75–91, <https://doi.org/10.30983/dedikasia.v5i1.9639>.

⁴ Saeed Abdullah Alzahrani, Sabariah Md Rashid, Yong Mei Fung, and Ilyana Jalaluddin, "The Relationship between Vocabulary Size and Reading Comprehension: A Case Study on Saudi High School EFL Learners." *Psychology and Education Journal* 58, no. 4 (2021): 315–319, <https://doi.org/10.17762/pae.v58i4.4560>.

⁵ Xian Zhang, "Vocabulary Knowledge towards L2 Reading and Listening Performance," *Reading in a Foreign Language* 37, no. 2 (2025): 109–126, <https://doi.org/10.64152/10125/67500>.

⁶ I. S. P. Nation, *Learning Vocabulary in Another Language* Cambridge: Cambridge University Press, 2001.

⁷ B.T.S. Atkins and Michael Rundell, *The Oxford Guide to Practical Lexicography* Oxford: Oxford University Press, 2008.

⁸ Farhan Mubarak Lubis and Hisyam Zaini. "Penggunaan Kamus Dwibahasa sebagai Sumber Belajar dalam Penguasaan Kosakata Bahasa Arab Mahasiswa Prodi Biologi UINSU Medan." *ALACRITY: Journal of Education* 4, no. 2 (2024): 425–438, <https://doi.org/10.52121/alacrity.v4i2.368>.

⁹ Abdenour Djemiai, "The Role of the Arabic School Dictionary in Enriching the Learner's Scientific Terminological Repertoire," *AL-Lisaniyyat* 28, no. 1 (2022): 139–76, <https://doi.org/10.61850/allj.v28i1.48>

products designed to meet the specific needs of users¹⁰. Learner dictionaries are specifically developed to assist foreign language learners by presenting information that is more structured, easily accessible, and relevant to the learning context^{11,12}. Therefore, the quality of a dictionary is determined not only by the number of words it contains, but also by how linguistic information is organized¹³, such as the presentation of grammatical categories, usage examples, and semantic relationships between words aspects that directly shape its utility as a learning resource¹⁴.

Studies on bilingual Arabic-Indonesian lexicography also emphasize the importance of systematic morphosyntactic organization in dictionary compilation to improve accessibility and learners' understanding of lexical information¹⁵. In the practice of Arabic language instruction in Indonesia, the *Tamyiz* Method serves as a formulation of the foundational theory of "quantum *nahw sharf*" with a text based approach that emphasizes practical understanding of language structure¹⁶. This method integrates the use of thematic dictionaries as part of the learning process, so that learners do not merely study grammatical rules in the abstract, but directly relate them to the texts they are studying. This approach positions the dictionary as a vital tool that supports contextual vocabulary comprehension. One of the dictionaries used is *Kawkabān Faḥ al-Qarīb*, specifically designed to help learners understand the vocabulary in the *Faḥ al-Qarīb* text contextually, following the sequence of the text's discussion¹⁷. According to Abaza, the *Tamyiz* Method recommends the use of the *Kawkabān Faḥ al-Qarīb* dictionary alongside the studied text. However, the method does not explicitly detail how the dictionary should be used instructionally¹⁸.

¹⁰ Fuertes-Olivera, Pedro A., ed. *The Routledge Handbook of Lexicography*. London: Routledge, 2018

¹¹ Ryan Nurdiana, "Komponen Mu'jam Al Lughah Al Arabiyyah Al Mu'ashiroh (Studi Analisis Ditinjau Dari Ilmu Leksikografi)," *Tarling: Journal of Language Education* 7, no. 1 (2023): 97-112, <https://doi.org/10.24090/tarling.v7i1.8184>.

¹² Ahmad Yanif Firdaus, Mohammad Ansori, and Sovia Fahraini, "Arabic Lexicography Study in the Context of Applied Linguistics for Modern Arabic Language Learning," *Al-Wasil: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2025): 47-61, <https://doi.org/10.30762/alwasil.v3i1.5650>.

¹³ Ica Amellia, Abdul Muntaqim Al Anshory, and Rohmatullah Salis, "Analisis Komponen Kamus Arab-Indonesia Karya Mahmud Yunus Perspektif Ali Al-Qasimy/Analysis of the Components of Kamus Arab-Indonesia by Mahmud Yunus Based on Ali Al-Qasimy's Perspective," *Lughat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 2 (2024): 242-256, <https://doi.org/10.36915/la.v5i2.113>.

¹⁴ Fuertes-Olivera, Pedro A., ed. *The Routledge Handbook of Lexicography*. London: Routledge, 2018

¹⁵ Khairina Nasution, Rahlina, and Rahimah, "A Dictionary Of Bilingual Morphosyntax Indonesian-Arabic: Lexicographic Studies," *Journal of Language and Linguistic Studies* 17, no. 4 (2021): 2697-2706, <https://jlls.org/index.php/jlls/article/view/4364/1280>.

¹⁶ M. M. Abaza, *Tamyiz: Anak Kecil saja Bisa, Yang Pernah Kecil Pasti Bisa, Pintar Terjemah Qur'an dan Kitab Kuning*. Indramayu: Tamyiz Publishing, 2018.

¹⁷ Azizurrahman, Adi Fadli, and Erma Suryani, "Tathbiq Thariqah Al-Tamyiz Fi Ta'lim Qawaid Al-Lughah Al-'Arabiyyah Li Tarqiyah Mahāah Qirāah Kutub Al-Turās," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 2 (2024): 164-179, <https://doi.org/10.15642/alfazuna.v8i2.3917>.

¹⁸ M. M. Abaza, *Tamyiz: Anak Kecil saja Bisa, Yang Pernah Kecil Pasti Bisa, Pintar Terjemah Qur'an dan Kitab Kuning*. Indramayu: Tamyiz Publishing, 2018

Although dictionaries play a significant role in learning¹⁹, studies on the Tamyiz Method have primarily focused on its effectiveness in improving learning outcomes such as vocabulary mastery²⁰ and reading skills, with limited attention given to the lexicographical features of the dictionaries used within the method. On the other hand, lexicographical research on Arabic learner's dictionaries generally emphasizes the analysis of dictionary structure and types²¹, without specifically examining thematic dictionaries integrated into specific learning methods. Thus, previous research has tended to focus on the pedagogical aspects of the learning method, while the dictionary as a lexicographical product has not been analyzed in depth in the context of its classroom use.

Previous research in the field of Arabic lexicography has generally focused on the structural and qualitative analysis of bilingual dictionaries, including Arabic-English lexicographical works examining their organizational systems, definitional adequacy, and pedagogical limitations, as demonstrated by Lecheheb²² ²³. Furthermore, existing studies have largely highlighted the pedagogical functions of dictionaries in foreign language learning, without specifically evaluating thematic dictionaries integrated into specific learning methods. In this context, studies on learner's dictionaries based on *pesantren* or classical texts remain very limited, particularly those employing a systematic lexicographical approach such as Zgusta's framework.

More specifically, studies analyzing the lexicographical quality of thematic dictionaries integrated into teaching methods, such as *Kawkabān Fath al-Qarīb*, remain very limited. In fact, thematic dictionaries compiled from texts possess unique characteristics compared to general dictionaries, whether in terms of vocabulary selection, organizational structure, or intended use²⁴. Arabic lexicography has historically developed through various organizational systems

¹⁹ Ramadhan Nur Ilham, "Pemanfaatan Kamus Digital Bahasa Arab-Indonesia Sebagai Sumber Belajar Di SMP IT Ibnu Khaldun," *Journal of Education Research* 4, no. 4 (2023): 1932-1942, <https://doi.org/10.37985/jer.v4i4.632>.

²⁰ Adhe Nor Aidah, Ahmad Fadhel Syakir Hidayat, and Maryam Nur Annisa, "Pengaruh Metode Tamyiz Terhadap Penguasaan Kosakata Mata Pelajaran Bahasa Arab Siswa Kelas V SDI Al-Azhar 47 Samarinda," *Borneo Journal of Islamic Education* 3, no. 1 (2023): 101-116, <https://doi.org/10.21093/bjie.v3i1.6468>.

²¹ Ismi Latifah Fauziah and Syihabuddin, "Lexicographic Analysis of Al-Mu'jam Al-'Arabiyy Baina Yadaik: A Study on Its Type and Features." *Ajamiy: Jurnal Bahasa dan Sastra Arab* 14, no. 2 (2025): 574-585, <https://doi.org/10.31314/ajamiy.14.2.574-585.2025>.

²² Hayat Lecheheb, "Challenges in Bilingual Arabic Lexicography: An Analytical Examination of the Modernization and Updating Gap in Light of Ramadan Muhammad Ali AlBadri's 'Reference Dictionary,'" *Aleph: Langues, Médias et Sociétés* 11, no. 3-1 (2024): 225-45. <https://aleph.edinum.org/12063>.

²³ Rahmawati Fitrianiingsih, "Development and Implications of Arabic-Indonesian Dictionaries on Arabic Language Learning," *Jurnal An Nazhair: Journal Of Arabic Education* 1, no. 1 (2024): 11-21, <https://doi.org/10.20414/nazhair.v1i1.14>.

²⁴ Anis Nurma Sabila and Abdul Muntaqim Al Anshory, "Komponen Dan Metode Penyusunan Kamus Hifdz Al-Mufrod (Memorizing Vocabulary)," *Madah: Jurnal Bahasa Dan Sastra* 14, no. 1 (2023): 34-47, <https://doi.org/10.31503/madah.v14i1.538>.

that reflect both linguistic traditions and users' practical needs²⁵. Therefore, an analysis of this dictionary is important not only from a lexicographical perspective but also from a pedagogical one, particularly in understanding how the dictionary supports the process of learning to read Arabic. This study therefore seeks to address this gap by conducting a systematic lexicographical analysis of the *Kawkabān Fath al-Qarīb* dictionary, focusing on its microstructural and macrostructural features and their pedagogical implications within the *Tamyiz* Method.

This study employs the lexicography framework proposed by Ladislav Zgusta. This framework provides a systematic approach to evaluating the quality of a dictionary through two main aspects, macrostructure and microstructure. Macrostructure pertains to the overall organization of the dictionary, including the entry arrangement system, lexical coverage, and relationships between headwords²⁶. Meanwhile, microstructure pertains to the information presented within each entry, such as definitions, grammatical categories, and examples of word usage. Through the analysis of these two aspects, a dictionary's quality can be assessed in terms of consistency, comprehensiveness, and ease of access for users. This approach is relevant for analyzing learner dictionaries because it demonstrates the extent to which the dictionary meets users' needs in the context of Arabic language learning²⁷.

While more recent lexicographical frameworks have emerged since Zgusta's foundational work, notably the user needs perspectives proposed by Hartmann and James²⁸, the function theory developed by Tarp²⁹, and the learner dictionary design principles outlined by Atkins and Rundell³⁰, Zgusta's framework remains particularly suitable for evaluating the structural features of traditionally compiled bilingual thematic dictionaries. Unlike function-based frameworks that prioritize user consultation behavior in varied contexts, Zgusta's categories of microstructure and macrostructure provide a systematic basis for examining the internal architecture of a dictionary as a lexicographical object. Given that the *Kawkabān Fath al-Qarīb* dictionary was compiled within a traditional *pesantren* based pedagogical context, not as a digital or user-tested resource, Zgusta's structural framework offers the most appropriate analytical lens for this study.

²⁵ Niken Nur Hanifah, "The Origin of Arabic Lexicography: Its Emergence and Evolution." *Huruf Journal: International Journal of Arabic Applied Linguistic* 1, no. 2 (2021): 238-251, <https://doi.org/10.30983/huruf.v1i2.4932>.

²⁶ Ladislav Zgusta, *Manual of Lexicography*. The Hague: Mouton, 1971.

²⁷ Michael Rundell, "Dictionary Use in Production." *International Journal of Lexicography* 12, no. 1 (1999): 35-57, <https://doi.org/10.1093/ijl/12.1.35>

²⁸ R.R.K. Hartmann and G. James, *Dictionary of Lexicography* London: Routledge, 2002.

²⁹ Sven Tarp, *Lexicography in the Borderland between Knowledge and Non-Knowledge* Tübingen: Max Niemeyer Verlag, 2008.

³⁰ B.T.S. Atkins and Michael Rundell, *The Oxford Guide to Practical Lexicography* Oxford: Oxford University Press, 2008.

This study aims to analyze the lexicographical quality of the *Kawkabān Fath al-Qarīb* dictionary within the *Tamyiz* Method using Zgusta's framework, specifically by examining its microstructural features, macrostructural organization, and the pedagogical implications of its lexicographical characteristics. Specifically, this study seeks to answer three research questions, namely how the dictionary performs in terms of microstructure, how its macrostructure supports or limits learner access, and to what extent its lexicographical limitations can be justified pedagogically. This study contributes theoretically to Arabic lexicography scholarship and practically to the development of more effective learner dictionaries for Arabic language instruction.

METHOD

This study employs a descriptive qualitative approach using content analysis, supported by simple quantitative tabulation. Although this study focuses on qualitative analysis, simple quantitative tabulation is used to support the description of patterns in the occurrence of indicators within the data. This approach draws on Klaus Krippendorff's concept of content analysis, which views text as a data source for generating systematic and replicable inferences³¹. The lexicographic analysis framework utilizes Zgusta's theory, specifically regarding microstructure and macrostructure. Microstructure refers to the internal organization of each lexical entry, including the presentation of the lemma, its definition, grammatical information, usage examples, and semantic relations. Macrostructure refers to the overall arrangement and selection of headwords within the dictionary. In this study, the five coding indicators: lemma consistency, meaning, grammatical information, usage examples, and semantic relations are operationalized directly from Zgusta's concept of microstructure, serving as the analytical unit for evaluating each entry.

The research data consists of lexical entries found in the *Kawkabān Fath al-Qarīb* dictionary, a classical Arabic-Indonesian bilingual dictionary derived from the kitab kuning tradition and commonly used as a learning reference in Islamic boarding school (pesantren) education in Indonesia, which is included in the book *Metode Tamyiz* by Abaza MM. The research population consists of 394 main headwords. From this population, 56 entries were selected using a stratified purposive sampling technique based on the Arabic alphabet, specifically by considering the distribution of initial letters and lexical form variations, such as verbs, nouns, and derived forms³². This technique was used to ensure adequate

³¹ Klaus Krippendorff, "Content Analysis," in *International Encyclopedia of Communication*, ed. Wolfgang Donsbach Oxford: Blackwell, 2008.

³² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. Thousand Oaks: SAGE Publications, 2014.

coverage of initial letter distribution and lexical form variations within the population, thereby making the sample analytically sufficient for identifying lexicographic patterns in the dictionary, though not statistically generalizable. The final sample represents 9 letters of the Arabic alphabet, selected based on the distribution of headwords in the population and the diversity of lexical forms available under each initial letter. These nine letters *Alif, Ba, Ta, Tsa, Jim, Ha, Dal, Fa,* and *Qaf* were prioritized as they collectively yield the widest variation of root verbs, derived verbs, singular nominals, and plural nominals within the population, thus providing sufficient structural diversity for lexicographic analysis, comprising 18 root verb entries / *Fi'l Māḍī* (32%), 4 derived verb entries (7%), 32 singular nominal entries (57%), and 2 plural nominal entries (4%) as presented in Table 1.

Table 1. Sampling Distribution by Initial Letter and Lexical Form

Initial Letter	Root Verb (<i>Fi'l Māḍī</i>)	Derived Verb	Singular Nominal	Plural Nominal	Total
ا / أ (Alif)	3	0	8	0	11
ب (Ba)	2	0	6	0	8
ت (Ta)	1	0	1	0	2
ث (Tsa)	1	0	3	0	4
ج (Jim)	3	1	2	1	7
ح (Ha)	1	1	3	1	6
د (Dal)	1	0	2	0	3
ف (Fa)	2	1	2	0	5
ق (Qaf)	4	1	5	0	10
Total	18 (32%)	4 (7%)	32 (57%)	2 (4%)	56 (100%)

Data was collected using documentation techniques. Analysis was conducted by coding each entry based on five indicators, lemma consistency, meaning, grammatical information, usage examples, and semantic relations. Meaning refers to the presence of a basic definition in the entry. Lemma consistency refers to the uniformity of the lemma's presentation format. Grammatical information includes part-of-speech markers or morphological descriptions that are explicitly stated. Usage examples refer to the presence of sentences or contexts in which the word is used. Semantic relations include relationships between word meanings, such as synonymy or derivation. Each indicator is coded as present or absent for each entry to facilitate systematic pattern identification. The "present" category is assigned if the indicator appears

explicitly in the entry, while "absent" is assigned if the indicator is not found or not clearly stated in the lexical presentation. Coding was conducted by a single researcher. To improve coding stability, all 56 entries were coded twice at a two-week interval, and results from both rounds were compared entry by entry. No discrepancies were found between the two coding rounds, suggesting consistency in the researcher's coding decisions over time. However, because the study employed only one coder, formal inter-rater reliability coefficients such as Cohen's Kappa or Krippendorff's alpha could not be calculated. This limitation is acknowledged, and future studies are recommended to involve multiple coders to strengthen methodological reliability. In addition, this study does not include user data such as interviews, observations, or learning tests, nor does it measure learning effectiveness. The analysis is limited to the lexicographical structure of the dictionary itself.

RESULT AND DISCUSSION

This section presents the results of an analysis of 56 lexical entries selected from the *Kawkabān Faḥ al-Qarīb* dictionary. The analysis was conducted based on five lexicographical indicators, meaning presentation, lemma consistency, grammatical information, usage examples, and semantic relations. The distribution of occurrences for each indicator is presented in Table 2:

Table 2. Distribution of Lexicographic Indicators in the Dictionary

Aspect	Present	Absent	Percentage
Meaning	56	0	100%
Lemma Consistency	56	0	100%
Grammatical Information	0	56	0%
Usage Examples	0	56	0%
Semantic Relations	0	56	0%

Based on Table 2, all entries in the dictionary demonstrate the presence of basic meanings (100%) and consistency in the presentation format of headwords (100%). However, no grammatical information, usage examples, or semantic relationships were found in the entire analyzed data (0%). This indicates that the dictionary focuses on presenting basic meanings without additional lexicographical information. Although some entries display morphological variations or derivatives, these forms are not accompanied by explicit grammatical explanations, and their semantic relationships are not elaborated upon. This pattern is consistently found across various types of entries, including both verbs and nouns. Some entries display variations in derived forms that

implicitly contain grammatical elements, but these are not explicitly stated in the entry presentation.

In addition to the microstructural analysis of the dictionary, this study also examines macrostructural aspects of the dictionary, including the lemma organization system, word-root grouping, lemma coverage, consistency of entry format, and usage guidelines. The results of this analysis are presented in Table 3:

Table 3. Macrostructural Characteristics of the Dictionary

No	Macro Aspect	Status	Description of Findings
1	Lemma Ordering System	Present	Lemmas are arranged alphabetically based on the Arabic alphabet from <i>alif</i> to <i>ya</i> .
2	Root Word Grouping	Present	Derivative forms are clustered within a single entry.
3	Lemma Coverage	Present	Thematic dictionary; vocabulary is strictly limited to the book <i>Faḥ al-Qarīb</i> .
4	Entry Format Consistency	Present	The patterns for <i>Fi'l Māḍī</i> , <i>Fi'l Muḍāri'</i> , and <i>Maṣḍar</i> are consistent, although the specific forms and number of derivatives vary.
5	Usage Guidelines	Present	The dictionary is integrated into a textbook that includes a preface and instructional explanations.

Based on Table 3, the dictionary exhibits macrostructural characteristics that are systematic yet do not fully adhere to a single model. The arrangement of entries generally follows the alphabetical order of the *Hijaiyyah* script, while remaining integrated with the textual structure of the *Faḥ al-Qarīb*. This indicates that the dictionary employs a hybrid system, combining both an alphabetical and a text based approach. Furthermore, the grouping of derivatives within a single entry reveals a tendency toward root-based organization, although this is not accompanied by an explicit explanation of semantic relationships. Thus, the dictionary's macrostructure is designed to facilitate quick access to meanings while remaining aligned with the learning context of the *Tamyiz* Method.

Table 4. Representative Entries and Coding Results

Lemma	Meaning	Grammar	Example	Relationship	Notes
أَخْرَجَ - يُأَخِّرُ - تَأَخَّرَ	✓	X	X	X	Here is a derivative (تَأَخَّرَ), but the semantic relationship is not explained.
تَأَخَّرَ	✓	X	X	X	There is a derivative (أَخْرَجَ), but the semantic relationship is not explained.
أُمَّ - يَوْمٌ - أُمَّ - - وَأَمَامَةً وَأُمُومَةً	✓	X	X	X	The entry contains several derived forms, but the relationships are not explained.

إِمَامٌ	✓	X	X	X	There is a derivative (إِمَامٌ), but the semantic relationship is not explained.
بَعْضٌ	✓	X	X	X	The entry only presents the basic meaning without additional information.
بَعْضٌ	✓	X	X	X	Derivatives are present (بَعْضٌ), but the semantic relationship is not explained.
بَاضٌ - يَبِيضُ - بَيْضٌ	✓	X	X	X	Derivatives are present (بَيْضٌ), but the semantic relationship is not explained.
بَيْضٌ	✓	X	X	X	There are derivatives (بَاضٌ), but the semantic relationship is not explained.
حَبٌّ - يَجِبُ - حَبٌّ	✓	X	X	X	The entry includes several derivatives, but the relationships are not explained.
مَحْبُوبٌ	✓	X	X	X	There are derivatives (حَبٌّ), but the semantic relationship is not explained.

Table 4 shows that the absence of grammatical information, usage examples, and semantic relations occurs consistently across various types of entries, including both verbs and nouns. This pattern is evident not only in standalone entries but also in entries containing multiple derived forms of the same root. Thus, the absence of these indicators does not depend on the type of entry but applies uniformly across the entire data set analyzed.

In some cases, entries include morphological variations such as the past tense, present tense, or other derived forms. However, these forms serve only as lexical variations, not as explanations of linguistic structure. Furthermore, no borderline cases were found that partially met the indicators for grammatical information or semantic relations. Although some entries contained words derived from the same root, the semantic relationships between these forms were not explicitly explained, and thus did not meet the criteria for semantic relations. This indicates that the absence of these three indicators is systematic, not incidental.

These findings suggest that the dictionary prioritizes concise and practical explanations of meanings³³. The absence of grammatical information, usage examples, and semantic relationships can be understood as a consequence of the dictionary's design, which is oriented toward the learning needs of the *Tamyiz*

³³ Tika Fadilla, Muhamad Zacky Mubarak, and Darsita Suparno, "The Arrangement of an Arabic Dictionary for Ibtida'iyah Students: A Lexicography Perspective." *Litteratura: Jurnal Bahasa Dan Sastra* 1, no. 2 (2022): 123-139, <https://doi.org/10.15408/ltr.v1i2.25737>.

Method, where more detailed linguistic explanations are likely deferred to the classroom learning process.

The findings of this study indicate that all 56 entries in the *Kawkabān Fath al-Qarīb* dictionary consistently include the basic meaning and lemma consistency (100%), while grammatical information, usage examples, and semantic relations are completely absent (0%), indicating a very strong pattern of structural uniformity. At the descriptive level, such results appear simple and predictable. However, from a lexicographical perspective, this uniformity is actually important to interpret further because it indicates a very specific design orientation. In this context, the binary findings are not merely a list of the presence or absence of dictionary features, but clues about the pedagogical function the dictionary aims to achieve³⁴.

This consistency indicates that the *Kawkabān Fath al-Qarīb* dictionary was designed primarily as a tool for quickly grasping meaning to support the reading of the *Fath al-Qarīb* text within the *Tamyiz* Method learning environment. Although this functional orientation may support rapid text comprehension, it also reduces opportunities for learners to develop deeper lexical awareness independently. Without grammatical labels, semantic relations, or contextual examples, learners may remain dependent on teacher explanation rather than the dictionary itself as an autonomous learning resource. Thus, the dictionary's primary function is not to provide comprehensive linguistic information as a general reference dictionary would, but rather to help students recognize the meanings of vocabulary directly while reading the text. In the theory of pedagogical lexicography, dictionaries designed for specific instructional tasks often have a different design logic from general reference dictionaries. Therefore, the absence of grammatical information or semantic relations cannot be understood merely as a deficiency, but also as a consequence of a deliberately limited functional orientation³⁵.

A closer analysis of several entries reveals that the basic definitions provided are generally accurate enough for immediate reading but remain limited in terms of lexicographical depth. Most entries provide only a single Indonesian equivalent without contextual explanation, nuances of meaning, or elaboration on technical terms. This pattern is particularly evident in fiqh terms such as *حَدَّث*, *جَمَاع*, and *رُكُوع*, which are presented through short translation equivalents without

³⁴ Encep Rustandi, "Persepsi dan Problematika Penggunaan Kamus Dwibahasa Bahasa Arab-Indonesia Tinjauan Leksikografi Pedagogi," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (2024): 415-36, <https://doi.org/10.35931/am.v7i1.3120>

³⁵ Mafatihatul Maqhfiroh et al., "Analisis Makrostruktur Dan Mikrostruktur Kamus Pelajar Eka Bahasa : Kajian Terhadap Kamus Bahasa Indonesia Untuk Pelajar, Cambridge School Dictionary, dan Mu'Jam Al-Muhit," *STILISTIKA: Jurnal Pendidikan Bahasa Dan Sastra* 19, no. 1 (2026): 33-49, <https://doi.org/10.30651/st.v19i1.28396>.

clarification of their technical scope in Islamic jurisprudence. For example, the term حَدَّث in fiqh includes specific classifications such as ḥadath aṣghar and ḥadath akbar, yet these distinctions do not appear in the dictionary entry. As a result, learners may understand the general meaning of the word while still lacking the conceptual precision required for interpreting legal discussions in the source text. This suggests that the dictionary prioritizes immediate meaning recognition over deeper semantic and conceptual explanation.

These findings suggest that a 100% “basic meaning” indicator does not automatically imply that the lexical information provided is complete. The meaning provided is better understood as an initial layer of meaning access that aids in navigating the text, rather than as an in-depth lexicographical explanation. In vocabulary acquisition theory, there is a distinction between recognizing the general meaning of a word and understanding its semantic behavior and broader usage³⁶. This dictionary appears to support the former need more than the latter.

An interesting difference is also evident between verbal and nominal entries. Although none of the entries contain explicit grammatical information, the verb entries are consistently accompanied by conjugation patterns such as (رَكَعَ-يَرْكَعُ) or (جَلَسَ - يَجْلِسُ - جُلُوسٌ). This triadic structure is not labeled grammatically, but it implicitly presents the core morphological patterns of the Arabic language. Research on the acquisition of Arabic morphology shows that repeated exposure to root and derivation patterns can help learners gradually build morphological awareness, even without explicit grammatical explanations³⁷. In the context of the *Tamyiz* Method, these patterns likely serve as a supplement to the morphological exercises students receive in class³⁸.

In contrast, noun entries do not show a similar structure. Words such as رُكُوعٌ, جُلُوسٌ, or مَأْمُومٌ simply given their Indonesian equivalents without any derivational relationship to their base verb forms. There is no indication of plural forms, morphological categories, or root relationships. This difference in treatment suggests that verbal morphology is apparently considered more important in supporting text comprehension than nominal morphology. However, the absence of explicit derivational relationships between verbs and nouns also highlights the dictionary's limitations in presenting the morphological

³⁶ Zhang, “Vocabulary Knowledge towards L2 Reading and Listening Performance.”

³⁷ Naila Tallas-Mahajna, Sharon Armon-Lotem, and Elinor Saiegh-Haddad, “Emergence of Verb-Pattern Morphology in Young Arabic Speakers: Morphological and Semantic Features,” *Frontiers in Psychology* 14, (2023): 01-13, <https://doi.org/10.3389/fpsyg.2023.1127640>

³⁸ Rahmad Hidayat and Muhammad Ihsanul Arief, “Implementasi Metode Tamyiz Dalam Pembelajaran Terjemah Alquran Di Sekolah Dasar, Sekolah Menengah Pertama, Dan Sekolah Menengah Atas Islam Sabilal Muhtadin Banjarmasin,” *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 5 (2022): 1876-1895, <https://doi.org/10.35931/aq.v16i5.1245>.

structure and dynamic meaning relations that more comprehensive Arabic dictionaries typically provide

From a macrostructural perspective, this dictionary employs a hybrid system that combines the Hijaiyyah alphabetical order with root-based grouping. This model differs from both modern alphabetical dictionaries and classical Arabic lexicons, which are entirely root-based³⁹. For beginner learners, this system has the potential to cause navigation difficulties because users must be able to identify the root of a word first before finding the entry they are looking for. A student encountering the form *يَجْلِسُ*, for example, needs to know that the word must be looked up under the base form *جَلَسَ*. Research on the problems of Arabic dictionary use in Indonesian learning contexts indicates that navigational challenges are among the most frequently reported difficulties encountered by learners.

Nevertheless, this hybrid structure remains consistent with the *Tamyiz* Method learning system. In this method, learners are indeed trained to recognize word roots and morphological patterns before reading texts. Assuming that users already possess the ability to identify word roots, grouping derivatives based on roots can actually help learners understand relationships between words and reduce repetitive searches. This indicates that the macrostructure design of a dictionary does not stand alone but is closely tied to the pedagogical context in which the dictionary is used⁴⁰.

The lexical scope of the dictionary also reflects a very specific focus. This dictionary was not designed as a general Arabic dictionary, but rather as a companion for reading *Fath al-Qarīb*. Since that text is replete with Shafi'i *fiqh* terminology, the dictionary provides vocabulary directly relevant to the needs of reading that book. In the context of Islamic boarding schools, this approach is quite functional because learners do need quick access to technical terms rarely found in general dictionaries. However, this very limited scope also has consequences. Learners may find it difficult to apply the vocabulary to texts outside of *Fath al-Qarīb*. The absence of semantic relationships or word-family information may hinder long-term vocabulary development, especially if learning relies solely on brief translation equivalents. Thus, this dictionary better supports the mastery of receptive vocabulary for reading needs rather than the development of broader productive competencies.

³⁹ Wilsa Martiana and Husnatul Hamidiyyah Siregar, "Evolusi Leksikografi Arab: Analisis Model Penyusunan Kamus Dari Tradisi Klasik Hingga Korpus Digital," *INCARE:International Journal of Educational Resources* 6, no. 3 (2025): 289–302, <https://doi.org/10.59689/incare.v6i3.1299>.

⁴⁰ Fadilla, Mubarak, and Suparno, "The Arrangement of an Arabic Dictionary for Ibtida'iyah Students: A Lexicography Perspective."

These patterns suggest that dictionary design is likely based on a principle that could be termed “pedagogical economy,” namely the provision of information deemed sufficient to complete a specific learning task without imposing an excessive information load⁴¹. In the context of the *Tamyiz* Method, the learner’s primary task is to quickly comprehend a text through word for word translation. Therefore, information such as usage examples, semantic relations, or detailed grammatical explanations may be considered less necessary in the process of direct meaning-finding. Research on second language acquisition also indicates that beginner learners are often better served by simple, focused materials rather than overly dense linguistic information⁴². From this perspective, the absence of various lexicographical features can be understood not merely as a shortcoming, but as a deliberate limitation of information. The dictionary’s designers appear to assume that more detailed linguistic explanations will be provided through classroom instruction, morphological exercises, and teacher guidance within the *Tamyiz* learning system.

Nevertheless, these limitations still have important pedagogical implications. This dictionary is quite effective in supporting rapid meaning-making during text reading and aids in the recognition of Arabic verb patterns through implicit conjugation data. However, dictionaries do not yet sufficiently support the development of deep lexical knowledge, derivational relationships, or the use of vocabulary in productive contexts beyond text reading. Therefore, for learners who wish to develop broader Arabic language proficiency, this dictionary still needs to be supplemented with other lexicographic sources that provide usage examples, grammatical categories, and semantic relations.

In this context, the use of Zgusta’s framework remains relevant because it helps to systematically identify microstructural and macrostructural elements. However, this study also indicates that evaluating pedagogical dictionaries requires more than just a structural approach. The theory of lexicographic functions developed by Henning Bergenholtz and Sven Tarp offers a more contextual perspective because it evaluates dictionaries based on their suitability for users’ needs in specific usage situations⁴³. From the perspective of function theory, the *Kawkabān Faḥ al-Qarīb* dictionary can be understood as a structurally

⁴¹ Jasper Degraeuwe and Horacio Saggion, “Lexical Simplification in Foreign Language Learning: Creating Pedagogically Suitable Simplified Example Sentences” *Proceeding* (2022): 98–110, <https://doi.org/10.18653/v1/2022.tsar-1.9>.

⁴² Asbarin, Nabila Nailil Amalia, and Mukhlisoh, “Evaluating the Regular Sharaf Learning Program at the Foundation of Islamic and Arabic Language Learning In Indonesia,” *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 2 (2024): 101–110, <https://doi.org/10.23971/jallt.v2i2.181>.

⁴³ Henning Bergenholtz and Sven Tarp, “Two Opposing Theories: On H. E. Wiegand’s Recent Discovery of Lexicographic Functions,” *Hermes: Journal of Linguistics*, no. 31 (2003): 171–196, <https://doi.org/10.7146/hjlc.v16i31.25743>.

limited dictionary but one that is sufficiently aligned with specific pedagogical objectives within the *pesantren* learning environment.

Overall, this study demonstrates that a lexicographical analysis of pedagogical dictionaries should not stop at identifying structural features, but must also take into account function, context of use, and learning objectives. The *Kawkabān Fath al-Qarīb* dictionary is not a general reference dictionary, but rather a text-specific pedagogical artifact designed to support a particular learning system. Therefore, its structural limitations are better understood as a consequence of a narrow functional orientation rather than merely technical shortcomings.

CONCLUSION

The *Kawkabān Fath al-Qarīb* dictionary exhibits a highly uniform lexicographical structure, all 56 analyzed entries consistently present basic meanings and lemma consistency, while grammatical information, usage examples, and semantic relations are entirely absent. Macrostructurally, its hybrid arrangement combining *Hijaiyyah* alphabetical order with root-based grouping reflects a design logic that presupposes morphological competence in its users, coherent with the *Tamyiz* Method's pedagogical progression. These features confirm that the dictionary functions as a text-specific pedagogical artifact rather than a comprehensive lexicographical resource.

The structural limitations of this dictionary are best understood not as failures of lexicographical craft, but as consequences of a narrow and deliberate functional orientation. By prioritizing immediate meaning access over depth of lexical information, the dictionary serves its core purpose within the *Tamyiz* learning environment adequately, while simultaneously constraining learners' capacity for autonomous vocabulary development beyond direct text reading. This distinction between functional adequacy and lexicographical comprehensiveness is a contribution this study offers to the broader field of Arabic pedagogical lexicography.

For practitioners, these findings suggest that the dictionary should be used as a complement to, rather than a replacement for, richer lexicographic resources particularly for learners seeking to develop productive vocabulary competence. For dictionary developers, incorporating basic grammatical categories and derivational relationships into future thematic dictionaries would substantially enhance their value without sacrificing accessibility. For researchers, this study underscores the importance of evaluating pedagogical dictionaries within their instructional context and calls for future work involving multiple coders and learner consultation data to deepen both methodological rigor and practical relevance.

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