

## Innovation of assessment instruments based on a pragmatics approach on the Mufradat tests

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### ABSTRAK

Penelitian ini dilatarbelakangi kelemahan metode konvensional pembelajaran mufradat di Pondok Modern Al-Furqon yang berfokus pada hafalan tanpa menilai kemampuan siswa menggunakan kosakata secara komunikatif. Penelitian ini bertujuan mengembangkan inovasi instrumen penilaian berbasis pragmatik untuk meningkatkan kompetensi siswa dalam penggunaan mufradat konteks nyata. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model ADDIE. Hasil penelitian menunjukkan instrumen yang dikembangkan berupa tes tulis (pilihan ganda, isian singkat, pencocokan gambar) dan tes lisan (simulasi dan dialog) valid dan reliabel secara teknis serta pedagogis. Implementasi skala kecil mengungkap peningkatan signifikan pada kemampuan siswa dalam menerapkan mufradat secara pragmatik, meskipun terdapat beberapa kendala seperti kebutuhan waktu lebih panjang untuk tes lisan. Kesimpulan dari penelitian ini adalah bahwa instrumen berbasis pragmatik efektif dalam mendukung tes pembelajaran bahasa Arab yang lebih aplikatif. Implikasi hasil ini adalah pentingnya integrasi pendekatan pragmatik dalam pembelajaran mufradat untuk meningkatkan keterampilan komunikatif siswa dalam berbahasa.

### ABSTRACT

This study addresses the limitations of conventional vocabulary teaching methods at Pondok Modern Al-Furqon (Al-Furqon Modern Islamic Boarding School), which focus on rote memorisation without assessing students' ability to use vocabulary communicatively. This research aims to develop a pragmatics-based assessment instrument to enhance students' competence in applying vocabulary in real-life contexts. The study adopts a Research and Development (R&D) approach with the ADDIE model. The findings indicate that the developed instrument, consisting of written tests (multiple-choice, short answers, matching pictures) and oral tests (simulations and dialogues), is valid and reliable, both technically and pedagogically. Small-scale implementation revealed significant improvements in students' ability to apply vocabulary pragmatically, although some challenges, such as the extended time required for oral tests, were identified. The study concludes that the pragmatics-based instrument effectively supports more applicable Arabic language learning. The implications highlight the importance of integrating pragmatic approaches in vocabulary teaching to improve students' communicative skills in the target language.



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## INTRODUCTION

Arabic language learning has a strategic role in Islamic education because this language is the vital key to understanding the Qur'an, hadith, and other Islamic literature (Gajah et al., 2023; Pikri, 2022). In the Arabic language curriculum, mastery of vocabulary (*mufradat*) is the primary foundation that supports the ability to communicate effectively. Without adequate vocabulary mastery, speaking, writing, reading, and listening skills will be challenging to develop optimally (Fitriani & Hilmi, 2022; Setiadi et al. 2023). However, these efforts still face various challenges, especially related to teaching methods. Arabic teaching approaches in diverse educational institutions are often stuck in traditional methods. One of the main problems is the learning and evaluation of *mufradat*, which tends to focus on memorization and simple written tests (Faridah & Fajar, 2022).

These tests usually only measure the extent to which students can remember the literal meaning of words without paying attention to students' ability to use the vocabulary contextually in real situations (Djumingin, 2017; Furoidah & Jum'ah, 2022). This leads to students' low communicative competence, especially in understanding and using Arabic outside the classroom. To overcome these weaknesses, the pragmatic approach offers a more relevant and applicable solution by emphasising the use of language in a social and communicative context.

To answer this problem, the pragmatic approach provides a potential solution to overcome this problem. This approach emphasises aspects of language use in social and communicative contexts, making it more relevant to the needs of language learners in the modern era (Kuswoyo, 2015; Norwahyudi & Fatih, 2024). Therefore, innovation in pragmatics-based *mufradat* teaching and assessment methods is the choice of this research. Furthermore, *mufradat* learning does not only function as a linguistic tool.

It has a vital role in language acquisition as vocabulary is a fundamental element in the communication process. In Arabic language learning, *mufradat* not only functions as a linguistic component but also as a tool to understand the cultural and social context surrounding its use (Rojana, 2024).

Unfortunately, traditional methods are still widely used by teachers and pay little attention to the pragmatic dimension of teaching *mufradat*. In the conventional model, students are often asked to memorise a list of vocabulary without understanding its use in a particular sentence, dialogue, or communication situation (Suranto & Gumiandari, 2024). As a result, students may know the literal meaning of words, but cannot use them appropriately in conversation or writing.

This finding is further strengthened by observations results through interviews conducted by researchers at the Pondok Modern Al-Furqon (henceforth, Al-Furqon Modern Islamic Boarding School) related to the evaluation of *mufradat* assessment at the institution that found the shortcomings because the assessment of the *mufradat* aspect is combined with an oral exam at the end of the semester (Febriyani, personal communication, 2024), and the tests only assess the extent to which students can remember the literal meaning of words, and not their ability to use the vocabulary contextually. This creates a gap between theoretical mastery of *mufradat* and its application in real situations.

Therefore, this study is essential because it offers an innovative solution in the form of a pragmatic approach to *mufradat* learning and assessment. This approach can help students understand the meaning of words and apply them in socially and culturally relevant communication. As support, various studies have been conducted to explore learning and evaluation methods in *mufradat* tests in Arabic. The following are some previous studies related to this research.

The first is a study entitled "*Standardization of Arabic Language Test Questions For Class XII Man 1 Pekanbaru Based On The Perspective Of ACTFL*", by Rika Noverma, et al. The research focuses on describing the semester exam test questions in class XII MAN 1 Pekanbaru to measure the competence of Arabic language values in general, not focusing on one maharah or specific. It also analysed these questions from the ACTFL perspective (Noverma & Darmawan, 2024s). This study focused on one aspect of assessment, *mufradat*, with a pragmatic approach.

The second is research entitled "*The Impact of Muhadatsah Usbu'iyah on Mastery of Mufradat of the Students of Pesantren An-Nur*" by Rizqiyah Rosanda. This study focuses on the role or

impact of one of the routines in An-Nur boarding school institution, Muhadatsah Usbu'iyah, on learning *mufradat* (Rosanda & Anwar, 2024). This research has similarities in the object of discussion, namely learning *mufradat*, but Rizqiyah provides no element of discussion related to learning evaluation.

The third is the research entitled "*Application of Direct Method with Flashcard Media to Improve Mufradat Mastery of Class VII Students of MTsN Palopo*" by Kartini. The research focuses on teaching media in the form of flashcards to improve the mastery of *mufradat* of class IV students of State Islamic Junior High School Palopo (Kartini et al., 2024). This research is equally focused on the aspect of *mufradat*, but the current study focuses on assessment and evaluation innovations, not on teaching media.

Fourth, the research with the title "*Analysis of Evaluation Instruments on Tarkib and Mufradat Questions in Class VIII of the 2020 Ministry of Religion Book*" by Fachrul. The research has little similarity with the current research, namely focusing on the form of evaluation in the aspect of *mufradat* (Fachrul, 2024). However, what distinguishes the previous one and the current study is that the previous one is in the form of an analysis of evaluation instruments in a book, while this study is an innovation in the pragmatic approach to the *mufradat* test assessment instrument.

However, the weakness of previous studies is the lack of focus on the integration between *mufradat* and pragmatics in learning evaluation. This study aims to fill the gap by developing a pragmatics-based *mufradat* test model that not only measures vocabulary mastery but also students' ability to use the vocabulary in diverse communication contexts, so it becomes the novelty of this research. This weakness opens up space to develop.

Different from the previous studies, the novelty of this research lies in the development of a *mufradat* test based on a pragmatic approach, which has not been widely applied in Arabic language learning. Unlike the conventional method, this test model not only evaluates the mastery of literal vocabulary but also the ability of students to use the vocabulary contextually (Nugraheni et al., 2024). Thus, this study provides a new perspective in Arabic language learning that highlights more on communicative and applicative aspects.

This research uses pragmatics theory as the primary foundation. As a branch of linguistics, pragmatic assessment emphasises the importance of language use in authentic and meaningful social contexts, in line with the principles of communication in second language learning (Darong, 2020; Hermawan, 2021; Mognon et al., 2021; Youn, 2015). In the context of Arabic language learning, this theory is relevant to explain how students can use vocabulary appropriately in various communication situations. In addition, this study also adopts the concept of second language acquisition, especially in the aspect of vocabulary acquisition and its use in real interactions in second language acquisition (Dey et al., 2024).

Thus, this study has the following objectives: (1) developing a *mufradat* test model based on a pragmatic approach that can be used in Arabic language learning, and (2) guiding Arabic language teachers to integrate the pragmatic approach into their learning methods. It is also hoped that this research will contribute at least being able to providing a more effective evaluation tool to measure students' competence in using vocabulary communicatively and improve the quality of Arabic language learning through an approach that is more relevant to the needs of students in real situations.

## METHODS

### A. Research design

The method used in the implementation of this research uses the R&D (Research and Development) method, where in this method, development is carried out to produce certain products (Gustiani, 2019; Sahir, 2021). In this study, the R&D method was used to produce a *mufradat* test instrument with a pragmatic approach that could be used by the educational institutions of Al-Furqon Modern Islamic Boarding School. The general description of the Research and Development method can be seen in the following figure (Sugiyono, 2016).

Figure 1 illustrates the flow of steps of the Research and Development method, starting from analysing potential problems to finding the major problem to be solved with the designed

product. The next step is to collect data related to the needs and specifications of the product (Purnamasari, 2019).

The next stage is the product design, where the researchers design the product. Then, once the design stage is completed, product design validation is carried out to assess the feasibility and suitability between the design and product needs. After that, the next step is to test the use of the product, followed by product revision to fix errors and defects in the resulting product. The design, revision, and testing stages are carried out repeatedly to find design and implementation errors in the resulting product before mass production (Sugiyono, 2016).

In addition to the Research and Development method, this study also employed the ADDIE method in terms of developing a *mufradat* test instrument with a pragmatic approach (Prasetyo et al., 2020). The ADDIE (*Analysis, Design, Development or Production, Implementation and Evaluation*) method is a method commonly used in developing learning media (Aldoobie, 2015). The overview of the ADDIE method is in the following figure (Najuah et al., 2021; Rahmayanti et al., 2023).

Figure 2 demonstrates how the ADDIE method consists of 5 stages of implementation, namely analysis to conduct an in-depth analysis of the needs, business processes, learning materials, and other things deemed necessary (Ridhahani, 2020; Mayfield, 2011). In this case, the researcher identified needs through interviews and observations of students and teachers of Arabic language and management of the target institutions.

The next stage, namely design, is carried out to map the needs of the product and design the system or product developed (Indarto et al., 2024). In this study, the *mufradat* test product was designed with a pragmatic approach system in accordance with the results of the analysis, and it was at this stage that this report was written.

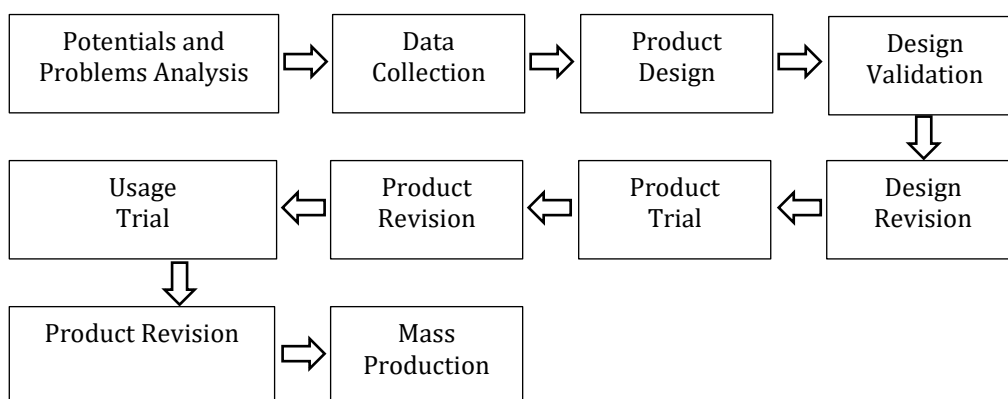


Figure 1. Flow of the R&D steps



Figure 2. Stage of implementation of the addie model

Then, at the development stage, the product design is tested and validated by being implemented into a prototype product. In this study, the researchers asked experts to validate the accuracy of content, language, and product design. Implementation is a stage where the product is implemented on a product ready for use (Zulfikar, 2022). This study initially expected that the results of the design and development would be able to be implemented in initial trials in a small scope and field tests in a larger scope, but this study only covered the small-scale implementation.

### **B. Research subjects**

Every study has research subjects, which according to Suharsimi Arikunto, to provide a partition or limitation of research subjects as objects, things, or people where data for research variables exist and are at issue. Research subject is an informant or resource person (Arikunto 2013). In this study, the research subjects consisted of santri/students of the Al-Furqon Modern Islamic Boarding School, Arabic language teachers, and Arabic language education experts, or experts who were involved in their work related to the application of the pragmatic approach in learning Arabic *mufradat* aspects.

### **C. Research instrument**

This study covers research instruments, which are in accordance with their understanding, namely a tool used to measure observed natural and social phenomena that are narrative and descriptive, in the form of observation sheets, interview guides, and documentation (Sugiyono, 2016). This study uses interviews to explore the experiences, perceptions, and views of students and teachers, as well as observation to directly observe the learning process and implementation of pragmatics-based *mufradat* tests, and documentation to analyse learning materials, teaching notes, and *mufradat* test instruments.

### **D. Data collection procedure**

The procedure of data collection is the most strategic step, because the main purpose of research is to obtain data for further research (Sugiyono, 2016). The data collection procedures of this study are the R&D research method with basic ADDIE (Hidayat & Nizar, 2021; Mayfield, 2011), namely: Analysis, Design, Development, Implementation, and Evaluation. Then, the existing data is analysed to reduce and limit the findings so that it becomes an organised, structured, more organised, and more meaningful data (Moleong, 2021). In other words, data analysis simplifies the data obtained into a form that is easier to understand and translate so that it can be implemented.

## **RESULTS**

### **1. Definition of pragmatic approach**

Pragmatics, in Nurgiyantoro's view, is related to questions of how pronunciation relates to human experience outside the language and how people communicate information about thoughts and feelings through appropriate language (Nurgiyantoro, 2018). In other words, pragmatics is a procedure or task that requires the testee to produce sequences of language elements following the real use of the language and, at the same time, also requires them to connect these language elements with extralinguistic contexts, such as situation, time, place, and number of speech partners (Hermawan, 2021).

Thus, tests with a pragmatic approach seek to measure language skills, namely how capable the testee is of using language elements in accordance with the context of their designation. The context of use is intended as certain situations or scenes that require appropriate communication patterns, such as question, command, and news patterns.

This study aims to develop an innovative *mufradat* test assessment instrument based on a pragmatic approach in Arabic language learning at Pondok Modern Al-Furqon, using the ADDIE model, namely Analyze, Design, Develop, Implement, and Evaluate (Aldoobie, 2015; Najuah et al., 2021). The research process is divided into several stages, presented systematically based on the ADDIE model as follows.

#### **1. Analysis stage**

At this stage, the research began by conducting a needs analysis of Arabic language learning at Al-Furqon Modern Islamic Boarding School, especially related to the mastery of *mufradat* by students. The results show that although students had sufficient mastery of *mufradat* in the

conventionally conducted exams, then continued the caregiver of the language section revealed that the oral exams conducted so far did not separate daily memorisation testing and did not provide an opportunity to measure students' overall communication skills (Hidayah, personal communication, 2024), they had difficulty in applying the vocabulary in real communication situations. Many students can only memorise vocabulary without being able to understand and use it in the appropriate social context (Febriyani, personal communication, 2024).

Furthermore, the results of interviews with the care of students in the language section revealed that the *mufradat* test so far focuses more on testing, which was made at one time in the oral exam, so that the memorisation of vocabulary obtained every day was not tested separately and, in practice, the exam does not provide an assessment of students' ability to communicate using it (Cahyo G, personal communication, 2024). In addition, the tests used a discrete approach, which is evident in the questions asked, such as simply interpreting Arabic vocabulary into Indonesian.

This finding highlights the importance of developing innovations in test instruments on *mufradat* assessment that emphasise the understanding and use of *mufradat* in pragmatic situations, namely in real and contextual communicative contexts and in the application stage of separate exam time (Noviyenti & Anwar, 2023; Ubaidillah, 2020; Youn, 2015).

## **2. Design stage**

Based on the results of the needs analysis, the innovation of developing a *mufradat* test assessment instrument is designed with a pragmatic approach that focuses on understanding context, this instrument not only tests mastery of vocabulary but also students' ability to use the vocabulary in relevant and meaningful sentences or dialogs (Jaya et al., 2022; Pavlů, 2009). The instrument is designed to measure students' ability to use vocabulary in various contexts, such as daily conversation, insya' writing, sentence complements, and word equations (Nguyen, 2023).

The purpose of a test should refer to the targets stated in the curriculum. These targets are in the form of Core Standards (SI) and Basic Competencies (KD) (Arifin, 2012; Dilla, 2019). Based on this, the standard targets in the educational institution unit of Al-Furqon modern Islamic boarding house related to the mastery of *mufradat* are as follows (Febriyani, personal communication, 2024). First, the students are able to use the *mufradat* given every morning, as many as 5 vocabulary words in daily conversation. Second, the *mufradat* test instrument consists of two parts, namely written tests and oral tests combined with practical tests, and focuses on the application of *mufradat* in different communication contexts (Hermawan, 2021). The design of this instrument also involves determining assessment criteria that include clarity of vocabulary use, fluency in speaking, and the ability to adapt to the context of the situation (Bilqish et al., 2024; Schmitt et al., 2020).

The design of the type of *mufradat* test instrument that refers to the Arabic language learning book, innovation and operation is as follows (Hermawan, 2021).

### **a. Competencies measured**

In its understanding, basic competence in education is the achievement of student learning outcomes tailored to the level of students, starting from easy to complex abilities (Budiasuti et al., 2021). In this case, the standardisation of mastery of *mufradat* at the *Kulliyatul Muallimin Wal Muallimat Al-Islamiyyah* (KMI) education level refers to three standards, namely (Rusdiansyah, personal communication, 2024): (1) understanding the meaning of vocabulary both similarities, (2) the use of vocabulary in the context of its use or application in tasks, and (3) the ability to write down the *dictated* vocabulary.

### **b. Type of problem**

From the competencies that exist in the education unit of Al-Furqon Modern Islamic Boarding School, especially the *Kulliyatul Mu'allimin wal Mu'allimat Al-Islamiyyah* (KMI), researchers found two types of questions appropriate in achieving assessment standards, namely written tests, which include multiple choice questions; short fill-in questions, which include matching pictures and words; determining sentences according to pictures; sorting words into Mufidah sentences; grouping words; and writing synonyms and antonyms of *mufradat*. Furthermore, the oral test includes simulation or role play and interactive dialogue (Hermawan, 2021).

The description of the questions of each type is as follows.

### 1. Multiple choice questions (written test)

Multiple choice questions have several answer choices or types of questions that ask participants to choose one correct answer from several choices provided (Liu et al., 2024). In this type of question, the male and female students are asked to choose the appropriate vocabulary of a, b, c, d, or أ.ب.ج.د to complete the sentence, as in the example below:

#### Problem 1

يجلس التلاميذ على \_\_\_\_\_ أثناء الدرس.  
 أ. كراسي  
 ب. مطبخ  
 ج. حقائب  
 د. حدائق

#### Problem 2

يذهب أحمد إلى \_\_\_\_\_ كل يوم لشراء الخبز.  
 أ. مدرسة  
 ب. مكتبة  
 ج. سوق  
 د. مسجد

### 2. Short fill-in-the-blank questions (written test)

A short answer question (SAQ) requires a short answer, usually in the form of a word, phrase, or sentence. SAQ questions test understanding or the ability to analyse concisely without a long explanation (Wallerstedt et al., 2012).

In this type of question, the male and female students are asked to fill in the blank sentences using the appropriate *mufradat*. This type of short fill question can be in the form of short fill, matching pictures and words, determining sentences according to pictures, sorting words into *Mufidah* sentences, grouping words, and writing synonyms and antonyms of *mufradat*.

The description of these types of short fill-in-the-blank questions is as follows.




#### 1) Short fill-in question

In this question, the male or female students are to provide short fill-in answers by filling in the blanks with the appropriate answers. For example, the form of the question is as follows:

سافر \_\_\_\_\_ إلى جاكرتا  
 أصلي صلاة المغرب في \_\_\_\_\_

#### 2) Picture and word matching problem

In this test question, the male and female students are to draw a line from the word to the corresponding picture. For example, the form of the question is as follows:

أبي يتناول الفطور مع أمي	<input type="radio"/>	<input type="radio"/>	
كتبت الأستاذة على السبورة	<input type="radio"/>	<input type="radio"/>	
نامت فاطمة على السرير	<input type="radio"/>	<input type="radio"/>	

A blue arrow points from the first radio button to the second one.

### 3) Determining the word according to the picture

In this test, the male and female students are to write sentences according to the picture presented. For example, the form of the question is as follows:



### 4) Sorting words

In this test, the male and female students are to sort the existing words into perfect sentences. For example, the form of the question is as follows:

المدرسة - محمد - إلى - ذهب - : ذهب محمد إلى المدرسة  
 : لصديقتها - الرسالة - زينب - كتب  
 : جاكرتا - من - مع - أسرتي - أرجع

### 5) Word grouping test

In this test, the male and female students will be given many random words in one column of the table and to group the words according to their form. For example, the form of the question is as follows:

\_\_\_\_\_ : كتاب  
 \_\_\_\_\_ : قلم

### 6) Synonyms/antonyms of words

In this test, the male and female students are to provide synonyms and antonyms of words as instructed in accordance with the words provided. For example, the form of the question is as follows:

\_\_\_\_\_ : رأى : نظر  
 \_\_\_\_\_ : جلس : قعد  
 \_\_\_\_\_ : ذهب  
 \_\_\_\_\_ : دخل

### 7) Description question (written test)

In this type of question instrument, the male and female students are to write (*number*)/short sentences using the *mufradat* that has been given. The example of the question is as follows:

إجعل جملة مفيدة من الكلمة الآتية !

\_\_\_\_\_ : الطعام -  
 \_\_\_\_\_ : السوق -  
 \_\_\_\_\_ : ضرب -  
 \_\_\_\_\_ : فتح -

### 8) Simulation or role-play (oral test)

In this oral test, there is an innovative pragmatics approach test with the Role-play test system, a form of evaluation that uses simulation or role-playing to assess participants' ability to

deal with specific situations. This test measures interpersonal, communication, problem-solving, and decision-making skills in contexts that resemble real situations (Denvir & Briceland, 2023).

This type of test involves male and female students in the existing test pattern by considering themselves as other people and feeling as if the situation is happening to them (Erlinda, 2019). In this case, Muthola'ah lessons are the basic material for the test with the simulation.

The examples of questions related to simulation or role play are as follows:

- بين لنا القصة الراعي و الذئب وأنت كراعي الغنم
- بين لنا قصة الأسد والفأر وأنت كالفأر

In the two examples above, the oral examiner asks the students to tell the story of the shepherd and the wolf, where the examiner asks the students to play the role of the shepherd, while in the second part, the examiner asks the students to tell the story of the lion and the mouse, and asks the tested students to play the role of the mouse. Then, in this simulation or role-play system, a test can be a dialogue with a specific theme or an order to express something, including asking for goods, asking for permission, and so forth.

Role-play-based examinations or direct practice systems can provide more mastery of the material (Fatimah, 2020). In practice, this can be done with direct examiners or with their peers, so that it can be increasingly seen to what extent the understanding of male and female students in applying the *mufradat* they have mastered.

### C. Test assessment

The third design of the *mufradat* test instrument design is test assessment, a general term that includes all methods used to assess learner test results (Faiz et al., 2022; Suharman, 2018). The points of test assessment are as follows (Hermawan, 2021).

#### a) Assessment criteria

The assessment criteria can be formulated with three assessment standards (Kuswoyo, 2016): (1) accuracy, by noticing whether the words used are in accordance with the existing answers; (2) contextualisation, by observing whether the existing answers are relevant to daily practice; and (3) pragmatic accuracy, by looking at the synchronisation in the oral test of what is said and demonstrated.

#### b) Assessment weight

Assessment weight is the percentage given to each aspect in the assessment to determine its relative contribution to the final score. In an educational context, assessment weights ensure that different components of an evaluation, such as assignments, exams, class participation, or projects, are integrated into a student's final grade according to their level of importance (Hermawan, 2021).

The assessment weight on the *mufradat* test with a pragmatic approach is adjusted to the existing assessment standards at the KMI level unit, where the results of this assessment are a follow-up to the exam committee's decision whether the participant is eligible to take the next stage of the exam or repeat/remedial first (Febriyani, personal communication, 2024). In the formulation of this assessment weight, researchers focus more on the oral test section with the role-play system as the highest part of the assessment because the system is included in the assessment with a *high* level of *thinking skills* (HOTS) (Hermawan, 2021).

### 3. Development stage

At the development stage, the designed instruments were compiled and adjusted to the context of students at Al-Furqon Modern Islamic Boarding School. The development of this instrument refers to the pragmatics principles, which emphasise the context of communication and the relevance of language use. The development of the instrument pays attention to the students' needs, the characteristics of those from diverse backgrounds, and the learning objectives to achieve. This instrument development approach prioritises students' real experiences communicating in Arabic.

Then, at the development stage, a validity test was carried out to determine the level of reliability or validity of a measuring instrument (Arikunto 2013). This study aims to measure how the *mufradat* test instrument is feasible as a test measuring instrument that meets the objectives, standards, and user needs. This research includes two types of validation, namely the validation

test and the feasibility test (Sugiyono, 2016). In the validity test, the *mufradat* test instrument, based on the pragmatic approach, is suitable and feasible technically and pedagogically.

#### 4. Implementation and evaluation stage

The implementation stage is part of the product application in this study, which is the stage of implementing the developed teaching model design in a real situation in the classroom. The teaching materials are delivered following the learning (Astuti, 2019). In this study, the implementation was carried out on a small scale, without involving all existing classes, namely in one of the classes at the KMI level at the Al-Furqon Modern Boarding School. The results are presented briefly in the research results section of this study.

After being applied or implemented on a small scale, the next stage is evaluation, which is the stage to assess the quality and effectiveness of the design that has been prepared and implemented (Adeoye et al., 2024). The evaluation can also be the beginning to provide feedback on the application of the following teaching material development (Shahat et al., 2023). In this study, the Arabic teacher and the deputy head of the curriculum commented on the evaluation of the implementation results of the *mufradat* test instrument with a pragmatic approach on a small scale.

## DISCUSSION

This study aims to develop a *mufradat* test assessment instrument based on a pragmatic approach. The instrument development process follows the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The following discusses the results of each stage.

### 1. Analysis stage

This stage found that the assessment of Arabic language learning at Al-Furqon Modern Islamic Boarding School applied a discrete approach, so there was room for innovation in the *mufradat* assessment approach. Conventional tests or discrete approaches focus more on memorising vocabulary and less on assessing students' ability to apply *mufradat* in everyday communication.

This finding became the basis for developing pragmatics-based test instruments, which emphasise students' ability to understand and use vocabulary in relevant contexts (Targowski, 2024). A study from Rosanda & Anwar (2024) highlighted the importance of *muhadatsah* activities for *mufradat* mastery, but has not touched on contextualised evaluation. Another one (Noverma & Darmawan, 2024) generally assessed Arabic language test standards without focusing on pragmatic applications in *mufradat*. Thus, the innovation of this study complements the shortcomings by presenting instruments that are technically and pragmatically valid and directly targeting the context of vocabulary use in real life.

### 2. Design stage

Based on the needs analysis, a *mufradat* test assessment instrument based on the pragmatic approach was developed. This instrument consists of two main types of tests: written and oral. The written test includes multiple choice questions, short fillers such as matching pictures and words, determining sentences according to pictures, sorting words into *Mufidah* sentences, grouping words, and writing synonyms and antonyms of *mufradat* designed to measure vocabulary understanding in various situations.

The oral test involves simulation (role-play) and interactive dialogue to assess students' ability to use vocabulary communicatively. The instrument design also includes assessment criteria, namely: accuracy, contextualisation, and pragmatic accuracy. These criteria were formulated to ensure that the assessment reflected students' ability to use vocabulary relevantly and communicatively. In addition, the assessment weight is focused on the oral test, considering that the pragmatic approach emphasises communication skills. The design follows the theory of

the pragmatic approach in assessment, especially the *mufradat* test, which emphasises the practice of use in real and immediate contexts.

### 3. Development stage

At the development stage, the designed instrument was adjusted to the context of Al-Furqon Modern Islamic Boarding School students. It was to fit the characteristics of students and diverse learning needs. The principle of pragmatics becomes the main foundation in this development, emphasising the use of language relevant to real situations.

Expert validation was conducted to assess the suitability of the instrument. This validation involved three experts, namely Arabic language experts, educational assessment experts, and pragmatics experts. Expert validators stated that the validation results showed that this instrument had a high level of suitability in measuring students' communication skills in the *Mufradat* test.

In addition to expert validation, a feasibility test was also conducted to assess the instrument's technical and pedagogical suitability. The test samples were several Arabic teachers and students of Al-Furqon Modern Islamic Boarding School. Feedback from teachers showed that this instrument can help students better understand the context of vocabulary use. Meanwhile, students revealed that pragmatics-based tests provide a more challenging yet relevant experience than conventional tests.

### 4. Implementation stage

Since this article was written when the research was at the development stage, it can only be on a small-scale initial implementation conducted on a limited basis in one of the KMI Al-Furqon Modern Islamic Boarding School classes. At this stage, the instrument was used in two exam sessions, namely written tests and oral tests. The written test involved multiple choice, short fill-in, and description questions, while the oral test used story-based simulations and thematic dialogues.

The results of the implementation showed that students who previously had difficulty applying *mufradat* in real situations showed an improvement in their ability to use it after using this instrument (Rusdiansyah, personal communication, 2024; Febriyani, personal communication, 2024). This is relevant to the purpose of the pragmatic approach in the *mufradat* tests, which focuses on using *mufradat* in real situations (Saratsli & Papafragou, 2023).

For example, in the simulation test, students are able to use vocabulary in sentences appropriate to the context of the given dialogue and story. This shows that pragmatics-based instruments effectively encourage students to integrate vocabulary understanding with real communication contexts. However, early-stage implementation also revealed some challenges. Some students had difficulty understanding the question instructions, especially in the oral test. In addition, the time needed to conduct the oral test was longer than the conventional test. Therefore, further adjustments need to be made to overcome this obstacle.

### 5. Evaluation stage

The effectiveness of the instrument was evaluated by analysing students' test results. The data showed that the average student score on the pragmatics-based test was higher than the conventional test. In addition, teachers involved in the evaluation process recognised that this instrument provided a more comprehensive picture of students' ability to use *mufradat*.

Feedback from teachers and students is also an essential part of this evaluation. Teachers suggested that this instrument be further developed by adding a variety of questions and improving the layout and instructions (Cahyo, personal communication, 2024; Uli, personal communication, 2024). Meanwhile, students felt that pragmatics-based tests helped them understand the importance of using vocabulary in direct practice (Anastasya, personal communication, 2024; Aziz, personal communication, 2024).

This study provides a theoretical contribution in the form of a *mufradat* test assessment instrument with a pragmatic approach in the form of a test emphasising the importance of context in the use of vocabulary in real situations, as well as an oral test. Practically, the instrument developed can help teachers assess students' ability to use *mufradat* appropriately in appropriate contexts, making it more relevant to communication needs. In addition, this instrument can be an alternative assessment that is applicable and supports Arabic language learning that is more contextual and communicative.

## CONCLUSIONS

This study developed a pragmatic approach-based *mufradat* test assessment instrument for Arabic language learning at Al-Furqon Modern Islamic Boarding School using the ADDIE model (*Analyse, Design, Develop, Implement, Evaluate*). The analysis stage found that conventional tests focused on memorisation without assessing students' ability to use *mufradat* communicatively. The design stage produced instruments in the form of written tests (multiple choice, short fill-in, picture matching, word grouping, synonym/antonym) and oral tests (simulation or role-play) that assess vocabulary understanding in real contexts. Development was conducted with expert validity and feasibility tests to ensure the instruments were technically and pedagogically relevant. Implementation was conducted on a small scale in KMI classes with evaluation including assessment of accuracy, contextualisation, and pragmatic accuracy, as well as assessment weighting focused on the oral test. The results show that this instrument effectively measures students' ability to apply *mufradat* according to context, contributing significantly to the improvement of communicative skills. This research recommends the wide application of the instrument to support pragmatics-based Arabic language learning in a boarding school environment. However, this study has limitations in the scope of implementation, namely limited to one class, and has not evaluated the long-term impact on students' communicative skills. In addition, the oral test aspect needs development in terms of assessment standards. For this reason, further research is recommended to test the instrument on a wider scale and refine the assessment rubric to make it more applicable and consistent in use.

## Author contributions

The researcher made significant contributions to the conception and design of the study. The author was responsible for data analysis, interpretation, and discussion of the results.

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No potential conflict of interest.

## Data availability statement

All data are available from the authors.

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