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# Assessment Instruments for *Tarkib* and *Mufrodat* in the Ministry of Religion's Arabic Language Textbook

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## ABSTRACT
*This research aims to analyze the evaluation instruments for sentence structure (tarkib) and vocabulary (mufrodat) in the Arabic language textbook for ninth grade published by the Ministry of Religious Affairs, section al-Haflu bi maulidi ar-Rasul ﷺ. The approach used is qualitative descriptive and content analysis to assess the alignment of the questions with the theory formulated by Muhammad A'li Al-Khuli in his book Al-Ikhtibaarot Al-Lughowiyyah. This research uses the Miles and Huberman data analysis model, which includes data collection, reduction, presentation, and verification to obtain valid and systematic findings. The research results reveal that the details of the analyzed questions can be classified into categories of question items as outlined in the book Al-Ikhtibaarot Al-Lughowiyyah, showing a combination of various types of question items. Out of a total of 51 items, there are 31 items of composition and vocabulary according to the evaluation categories formulated by Muhammad A'li Al-Khuli in Al-Ikhtibaarot Al-Lughowiyyah, 26 composition items and 5 vocabulary items, while the rest do not conform to the evaluation categories according to Muhammad A'li Al-Khuli in his book. This study emphasizes the importance of developing evaluation instruments that are in accordance with linguistic theory to be effective in measuring the achievement of student competencies in learning Arabic.*

***Keywords**: Evaluation; Composition; Tarkib; Vocabulary; Mufrodat*

## ABSTRAK
*Penelitian ini bertujuan untuk menganalisis instrumen evaluasi soal tarkib (struktur kalimat) dan mufrodat (kosakata) pada buku ajar bahasa Arab kelas IX terbitan Kementerian Agama bagian al-Haflu bi maulidi ar-Rasul ﷺ. Pendekatan yang digunakan adalah deskriptif kualitatif dan analisis konten untuk menilai kesesuaian soal dengan teori yang dirumuskan oleh Muhammad A'li Al-Khuli dalam bukunya Al-Ikhtibaarot Al-Lughowiyyah. Penelitian ini menggunakan teknik analisis data model Miles dan Huberman, mencakup pengumpulan, reduksi, penyajian, dan verifikasi data untuk memperoleh temuan yang valid dan sistematis. Hasil penelitian mengungkapkan bahwa rincian soal-soal yang dianalisis dapat diklasifikasikan ke dalam kategori butir soal sebagaimana tercantum dalam buku Al-Ikhtibaarot Al-Lughowiyyah, dengan menunjukkan adanya kombinasi berbagai jenis bunud soal. Dari total 51 butir soal, terdapat 31 soal tarkib dan mufrodat sesuai dengan kategori evaluasi yang dirumuskan oleh Muhammad A'li Al-Khuli dalam Al-Ikhtibaarot Al-Lughowiyyah, 26 soal tarkib dan 5 soal mufrodat, sedangkan sisanya tidak sesuai dengan kategori evaluasi menurut Muhammad A'li Al-Khuli di dalam kitabnya. Penelitian ini mempertegas pentingnya pengembangan instrumen evaluasi yang sesuai dengan teori linguistik agar efektif dalam mengukur pencapaian kompetensi siswa dalam pembelajaran bahasa Arab.*

***Kata-kata Kunci**: Evaluasi; Struktur Kalimat; Tarkib; Kosakata; Mufrodat*

## INTRODUCTION
Mastery of *tarkib* (sentence structure) and *mufrodat* (vocabulary) are two fundamental components in learning Arabic. These two aspects play a complementary role in building comprehensive language skills, enabling learners to understand, interpret, and communicate ideas more effectively. Mastery of vocabulary allows learners to recognize and use words in context, while understanding sentence structure helps them construct sentences accurately based on Arabic grammar rules (Ashari & Anwar, 2024; Fauzan et al., 2020; Fauziah et al., 2024; Mustofa & Arsita, 2023; Nurhidayati et al., 2022). These skills have a crucial role, not

only in developing reading, writing, speaking and listening skills, but also in deepening understanding of religious texts and Arabic cultural heritage (Beha et al., 2025; Tribudiarti et al., 2023). In order to support optimal mastery of these four skills, effective and targeted learning tools are needed, one of which is through the use of quality textbooks.

In practice, Arabic language evaluation instruments have various forms, such as multiple choice, essay questions, matching, to the use of visual media. For example, in the Arabic language textbook for grade VII published by the Ministry of Religion, there are various types of assessment instruments used to evaluate mastery of vocabulary, including pictures (cards), essay questions, multiple choice, and word matching (Puspita & Syihabuddin, 2021). This diversity aims to adapt to the characteristics of the material and the needs of students pedagogically.

However, there are still problems related to the suitability between the presentation of *tarkib* and *mufrodat* materials in textbooks with linguistic theories that have been recognized by experts. This inaccuracy has the potential to hinder the effectiveness of students' second language acquisition. Therefore, a review and improvement of textbook materials is needed so that they are in line with appropriate and relevant linguistic principles (Hidayah et al., 2023).

In addition, *tarkib* learning at the elementary education level still faces a number of challenges, such as students' inability to distinguish between types of *tarkib* and low learning motivation. This shows that the *tarkib* learning approach or strategy currently applied is not fully optimal, so that it is necessary to develop methods that are more appropriate to the level of students' cognitive development (Khairi et al., 2023). One of the factors that contributes to the mastery of *tarkib* is the existence of a conducive learning environment, accompanied by the use of technology that also strengthens the effectiveness of this method (Beha et al., 2025). The use of visual media, such as images, plays a role in increasing students' understanding and interest in *tarkib* material (Suriani et al., 2024).

Evaluation instruments play an important role in measuring the extent to which students are able to understand, compose and create sentences in Arabic with the correct rules. However, in practice, the evaluation instruments for *tarkib* and *mufrodat* still have various obstacles, ranging from sentence composition, inappropriate vocabulary.

Although many studies have been conducted on the evaluation of Arabic language learning, the understanding of learning evaluation, especially in compiling questions that are in accordance with the criteria of *tarkib* (sentence structure) and *mufrodat* (vocabulary) in Arabic, is still inadequate. Therefore, this study aims to analyze the evaluation instruments of *tarkib* and *mufrodat* in the Arabic language textbook of the Ministry of Religion for grade IX.

Previous studies have shown that the evaluation of Arabic language skills in the MA level Madrasah Exams for the 2020-2021 and 2021-2022 academic years indicates variations in the form and focus of testing. The results of the study of the 2020/2021 exam questions show that the *tarkib* component consists of 24 questions, while the *mufrodat* component includes 16 questions. The results of the analysis of the 2021/2022 exam questions revealed a decrease in the number of questions in both aspects, with 16 questions for *tarkib* and only 5 questions for *mufrodat* (Ibadurrahman et al., 2024). These findings point to differences in approaches to measuring Arabic language competency from year to year. However, there are shortcomings in writing the article, namely the focus of the study is limited to comparing the number of questions between academic years, without an in-depth analysis of the quality or criteria of good questions in *tarkib* and *mufrodat* materials. This study has not evaluated the extent to which these questions meet the aspects of validity, reliability, level of suitability with learning objectives, and level of difficulty that is proportional to student competence.

The study of the evaluation instruments of *tarkib* and *mufrodat* in the Arabic language textbooks for grade IX published by the Ministry of Religion has significance in assessing the effectiveness of learning. The purpose of this analysis is not only to ensure the suitability of the *tarkib* (grammatical structure) and *mufrodat* (vocabulary) questions in the Arabic language textbooks for grade IX of the Ministry of Religion, but also to evaluate the effectiveness of the instruments in measuring student achievement, as well as providing input for improving the textbooks and assessment instruments in the future.

## METHOD

This study applies a qualitative descriptive approach with a content analysis method as the main technique in examining the data. The primary data source comes from the analysis of Arabic language textbooks for grade IX published by the Ministry of Religion, especially the section containing the questions. Meanwhile, secondary data was obtained from various literature, including books and journals

that discuss the evaluation of *tarkib* and *mufrodat* in Arabic language learning questions. This approach aims to understand the evaluation pattern in Arabic language teaching, with the Miles and Huberman model data analysis technique which includes the stages of data collection, reduction, presentation, and verification (Rijali, 2019). The data obtained includes the presentation of the suitability of *tarkib* and *mufrodat* questions. In conducting the research, the researcher held a discussion with an expert in the field of Arabic language learning evaluation, namely a lecturer who teaches the Arabic Language Learning Evaluation Development course at UIN Sultan Syarif Kasim Riau.

## RESULT AND DISCUSSION

### Result

Evaluation is a systematic process that includes measuring and assessing the effectiveness of learning. Evaluation not only functions as a measuring tool for academic achievement, but also as a means to identify various obstacles in the learning process and determine steps to improve the quality of education. *Tarkib* is a word structure in Arabic that forms sentences according to grammatical rules, while *mufrodat* is vocabulary that is the basis for communication. Both have an important role in mastering Arabic as a whole.

This paper shows that the evaluation of *tarkib* and *mufrodat* in the Arabic language textbook for grade IX of the Ministry of Religion still has inconsistencies with valid linguistic theory. Therefore, revision and development of evaluation instruments are needed to ensure that Arabic language learning runs more effectively and in accordance with academic standards.

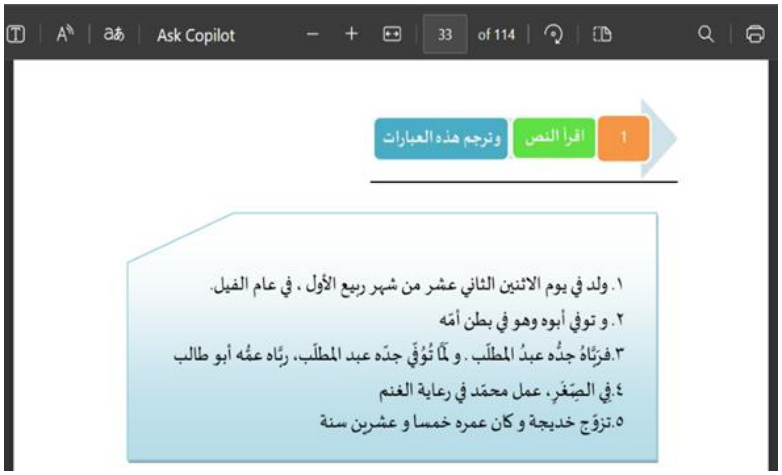
This study analyzes the evaluation instruments in the Arabic language textbook for grade IX of the Ministry of Religious Affairs, especially the second lesson entitled *al-Haflu bi maulidi ar-Rasul* ﷺ. The evaluation instruments include sentence structure (*tarkib*) and vocabulary (*mufrodat*). Of the 51 questions analyzed, only 31 are in accordance with valid evaluation criteria, consisting of 26 *tarkib* questions and 5 *mufrodat* questions, using item analysis based on the theory of Muhammad A'li Al-Khuli in *Al-Ikhtibaarot Al-Lughowiyyah*, while the remaining questions do not meet the criteria for good questions according to Al-Khuli. The results show that revision and development of the evaluation instrument are still needed to make it more in accordance with the characteristics of effective questions in learning Arabic. The results of the author's analysis are described as follows:




**Picture 1**. Ministry of Religion Arabic language textbook for class IX page 23

In the evaluation of *tarkib* and *mufrodat* analyzed in *ad-Darsu al-Tsani* with the theme *al-Haflu bi maulidi ar-Rasul* ﷺ there are 7 types of question orders that can be seen from the picture above. The question item *at-Tadriibu al-Awwal* in the first picture on page 23 is instructed to translate 10 Arabic *mufrodat* (vocabulary) into Indonesian. This question item can be categorized as "*Ikhtibaar asy-Syarh*", but the example of the question item applied is not in accordance with that formulated by Muhammad A'li Al-

Khuli in his book *Al-Ikhtibaarot Al-Lughowiyyah*, because *Ikhtibaar asy-Syarh* is more about explaining the *mufrodat* rather than interpreting. The question item *at-Tadriibu al-Tsani* is instructed to fill in the blanks with the appropriate words with a total of 5 questions. This question item can be categorized as the "*Ihktibaar al-Isytiqaq*" *mufrodat* question item. This question item is considered very valid according to the criteria for a good question because one of the characteristics of a good question is that it provides more answers than the question given.




**Picture 2.** Ministry of Religion Arabic language textbook for class IX page 25

The first question item in the second picture on page 25 is instructed to translate *al-I'baaroot* with a total of 5 questions. This question item cannot be categorized in one of the characteristics of question items formulated by Muhammad A'li Al-Khuli in his book *Al-Ikhtibaarot Al-Lughowiyyah*, because translating text is not from the criteria of good Arabic language questions and does not fall into the criteria of *tarkib* question items.




**Picture 3**. Ministry of Religion Arabic language textbook for class IX page 27

The first question item in the third picture on page 27 is instructed to insert the word "**كان**" in a sentence with a total of 15 questions. This question item can be categorized as a *tarkib* question type on "*Ikhtibaar mal'u al - Faraagh*". The criteria form of this question item fills in various types of words such as *jar* letters, *jamz* letters, *a'thof* letters, *syart* letters including the *Naaqis* verb "**كان**". Then the first question item in the fourth picture on page 29 is instructed to arrange sentences into perfect small paragraphs with a

total of 6 questions. This question item is categorized as a *tarkib* question item "*Ikhtibaar al-Tartiib*", as categorized by Muhammad A'li Al-Khuli in his book *Al-Ikhtibaarot Al-Lughowiyyah*.




**Picture 4.** Ministry of Religion Arabic language textbook for class IX page 29

Then the first question item in the fourth picture on page 29 is instructed to arrange sentences into a small perfect paragraph with a total of 6 questions. This question item is categorized under the "*Ikhtibaar al-Tartiib*" question items, as categorized by Muhammad A'li Al-Khuli in his book *Al-Ikhtibaarot Al-Lughowiyyah.*




**Picture 5.** Ministry of Religion Arabic language textbook for class IX page 31

The first question item in the fifth picture on page 31 is instructed to arrange sentences into perfect sentences with a total of 5 questions. This question item is categorized as an "*Ikhtibaar al-Tartiib*" *tarkib* question item, and in the second question item you are instructed to translate Indonesian into Arabic with a total of 5 questions. This question item cannot be categorized into one of the characteristics of the question items formulated by Muhammad A'li Al-Khuli in his book *Al-Ikhtibaarot Al-Lughowiyyah*.

## Discussion

### Understanding Evaluation

In evaluation studies, there are three concepts that have related meanings but have different characteristics, namely measurement, assessment, and evaluation. Measurement refers to the process of comparing an object with a certain standard and is generally quantitative. Assessment, on the other hand, is the process of determining the quality of an object based on good and bad criteria, which tends to be qualitative. Meanwhile, evaluation covers both aspects by integrating measurement and assessment to obtain a more comprehensive picture of the object being studied (Ridho, 2018).

Learning evaluation is a crucial aspect in the education system that functions to assess the effectiveness of the teaching and learning process and identify various obstacles that have the potential to hinder the achievement of educational goals. Through evaluation, educators can measure the level of achievement of student competencies, examine the effectiveness of learning strategies applied, and identify aspects that require improvement to optimize learning outcomes (Azzahra & Baroroh, 2024). Evaluation is not only limited to measuring academic achievement, but also includes the process of collecting, analyzing, and interpreting data to obtain a comprehensive understanding of student development and the achievement of learning objectives holistically (Susiawati et al., 2022).

In Arabic language learning, evaluation includes assessing four basic language skills, namely listening, reading, speaking, and writing. In determining the type of test that is appropriate to the skills being measured, teachers must be creative. This can include oral, written, speaking practice, and the use of interactive digital media. Challenges in Arabic language evaluation include students who are not motivated to learn, time constraints, and lack of learning support resources. Therefore, to improve the quality and effectiveness of Arabic language learning evaluation, technology-based evaluation tools and creative methods are needed (Fauzi et al., 2020; Rizal et al., 2021).

Educators can use a variety of assessment methods to assess learning. Evaluation is divided into two main categories, namely tests and non-tests. Test techniques are usually in the form of written exams with various types of questions, statements, or tasks that are intended to measure how well students understand the lesson. Meanwhile, non-test techniques are used to evaluate individual aspects, such as attitudes, behaviors, social interactions, and personality of students, both in the context of individual and group learning, in order to obtain a comprehensive picture of student development. This approach helps teachers understand student development comprehensively in the context of education (Rahman & Nasryah, 2019). Evaluation instruments function as measuring tools to collect and manage information related to student learning outcomes, enabling educators to assess the effectiveness of learning and design strategies to improve the quality of education (Yustuti et al., 2022).

Especially in education, evaluation is a comprehensive process involving measurement and assessment to gain a comprehensive understanding of something. Evaluation is used in learning to assess the effectiveness of the teaching and learning process, measure students' achievement of competencies, and find obstacles and needs for improvement to improve the quality of education. In addition to academic results, evaluation includes students' attitudes, personalities, and social development through tests and non-test methods. Thus, teachers can create more targeted, innovative, and flexible learning strategies for various problems, including teaching foreign languages such as Arabic.

Considering the importance of evaluation in textbooks for students, especially in learning Arabic, this study attempts to analyze the evaluation questions contained in the Arabic language textbook for grade IX published by the Ministry of Religion. Evaluation in textbooks plays an important role in measuring students' understanding and competence in the material that has been studied, as well as helping educators identify aspects that need to be improved in order to increase the effectiveness of learning. Therefore, the analysis of the evaluation questions in this textbook aims to determine the extent to which these questions are able to test students' Arabic language skills, especially in *tarkib* and *mufrodat*. In addition, this study will also examine the suitability of these questions with the standard questions formulated by Muhammad A'li Al-Khuli in his book entitled Al-Ikhtibaarot Al-Lughowiyyah with the aim of contributing to creating a more optimal and interactive learning experience for students. Thus, the results of this analysis are expected to provide more insight.

**Understanding *Tarkib* (grammatical)**

*Tarkib* in Arabic is a term that refers to the arrangement or structure of words in a sentence, whether in the form of phrases or complete sentences. In the science of nahwu and shorof, *tarkib* studies how words are arranged to form meaningful language units (Ibadurrahman et al., 2024). *Tarkib* can also be said to be a composition of words that provide perfect understanding or benefit, usually called the sum of mufidah (perfect sentences) or kalam. The sum of *mufidah* consists of two or more words, and each word in a perfect sentence is part of the sum of *mufidah* (Muhammad Reizkie Fachrul, 2024). In other words, *tarkib* is the process of arranging words according to the rules of Arabic grammar to form correct and meaningful sentences according to the rules of the language.

Grammatically, *tarkib* plays a crucial role in learning Arabic, as it is the foundation for understanding and forming effective and efficient sentences. Mastering *tarkib* helps students understand the function of each word in a sentence and how the words relate to each other to form a complete meaning. Understanding *tarkib* allows one to improve their reading, writing, and communicating skills in Arabic correctly, as well as understanding fundamental texts such as the *Al Qur'an, hadith*, and Islamic scientific literature.

The main objective of tarakib learning is not just for students to be able to memorize various forms of sentence structures, but for them to truly understand their meaning in depth and be able to explain them correctly. Mastery of Arabic sentence structures is the main basis for developing receptive and productive skills, supporting the ability to listen, read, speak, and write effectively. In order to measure the extent of students' understanding of these sentence structures, an appropriate evaluation instrument is needed that is in accordance with learning objectives.

Muhammad A'li Al-Khuli in his book entitled Al-Ikhtibaarot Al-Lughowiyyah formulated several characteristics or types of questions that can be used in presenting *tarkib* or qawa'id evaluation instruments, including: (Ali AlKhuli, 2000): 1) *Ikhtibaar al-Ikhtiyaar min Muta'addid*: The evaluation is in the form of multiple choice, where students choose one correct answer from several available options. 2) *Ikhtibaar Mal'u al-Faragh*: Evaluate by filling in the blanks in sentences or texts using appropriate words, such as the letter *a'thaf* or the letter *jar*. 3) *Ikhtibaar Ta'dil ash-Shighah*: An evaluation that requires students to complete the blanks in the text with the appropriate word form, in order to practice understanding changes in word form. 4) *Ikhtibaar al-Isytiqaaq*: Evaluation that focuses on students' understanding of the process of changing one form of a word into another, such as *isim zaman, isim maf'ul, isim mashdar,* and the nature of *musyabbahah*. 5) *Ikhtibaar al-Damj*: Integrative evaluation includes filling in the blanks with general and specific knowledge through certain instruments. 6) *Ikhtibaar asy-Syakl*: A form of evaluation that emphasizes students on testing the pronunciation (punctuation) of words in the text. 7) *Ikhtibaar al-Ikmal*: The form of evaluation of the test is completing. In this test, students are asked to fill in the blanks in a sentence or text with the correct words or phrases so that the sentence becomes complete and meaningful. This test cannot be separated from vocabulary. 8) *Ikhtibaar Kasyf al-Khata'*: The form of evaluation of the test is completing. In this test, students are asked to fill in the blanks in a sentence or text with the correct words or phrases so that the sentence becomes complete and meaningful. This test cannot be separated from vocabulary. 9) *Ikhtibaar al-I'rob*: The process of assessing or checking the final changes to words in a sentence to ensure that they conform to Arabic grammatical rules and function correctly in the context of the sentence. 10) *Ikhtibaar al-Idhofah*: The process of assessing or checking the suitability of sentences on the words *mudhof* and *mudhof I''laihi*. 11) *Ikhtibaar al-Tartiib*: A type of evaluation that aims to assess students' ability to compose or order words in a sentence or phrase correctly according to grammatical rules. 12) *Ikhtibaar al-Tahwiil*: A test designed to assess students' ability to change or transform a sentence form or language structure into another form according to grammatical rules. 13) *Ikhtibaar al-Shahiih*: Form an evaluation by correcting the wrong word in an underlined sentence, or correcting a sentence if the sentence is found to be wrong. 14) *Ikhtibaar Ikhtiyaar al-Shahih*: The evaluation form is by choosing the wrong word in a sentence that is underlined and then corrected. This test is similar to multiple choice, but this test emphasizes the wrong word and is corrected.

In this research the author uses the fourteen formulations put forward by Muhammad A'li Al-Khuli in his book entitled *Al-Ikhtibaarot Al-Lughowiyyah* in analyzing the details of the *tarkib* (grammatical) questions in the Arabic language textbook for class IX of the Ministry of Religion. There are several question details in accordance with the criteria formulated by Muhammad A'li Al-Khuli.

**Definition of *Mufrodat* (Vocabulary)**

*Mufrodat* or vocabulary is a collection of words that represent the meaning of mufrad, including isim, fi'il, and letters, which play an important role in Arabic language communication. The process of learning *mufrodat* involves interaction between educators and students to introduce, understand, and master vocabulary contextually, so that it can be used appropriately in oral and written communication (Hasyim, 2019; Susanto, 2021). Mastery of vocabulary is the main foundation in learning Arabic because without adequate vocabulary mastery, the ability to understand texts, speak, write and communicate in Arabic will be very limited (Muchtar, 2018).

The urgency of learning vocabulary lies in its role as a basic requirement for achieving Arabic language proficiency. Good mastery of vocabulary will make it easier for students to understand lessons, read books, and communicate actively and confidently (Muchtar, 2018). On the other hand, minimal mastery of vocabulary can cause students to have difficulty understanding meaning, feel inferior when speaking, and be less able to write in Arabic (Kusumaning et al., 2022). It can be concluded that the role of vocabulary greatly influences a student's mastery of speaking Arabic. Vocabulary is the key to mastering a foreign language (Hikmah et al., 2021).

According to Rusydy Ahmad Tha'imah in Siti Lutfah, there are principles in selecting vocabulary for foreign learners to ensure the relevance and effectiveness of Arabic language learning as follows: (Lutfah, 2021): a) *Frequency*: Prioritize words that have a high frequency of use and often appear in everyday communication. b) *Range*: Choosing vocabulary that is commonly used, both in Arab and non-Arab countries, to improve cross-cultural understanding. c) *Availability*: Emphasizes the selection of simple and easy-to-understand vocabulary, so that it can be used in various media and discourse contexts. d) *Familiarity*: Prioritize the use of words that are commonly known to learners, so that they are easier to integrate into language use. e) *Coverage*: Choose vocabulary with a broad range of meanings, so that it has various meanings and can be used in various situations. f) *Significance*: Prioritize words that have important meaning in communication, while avoiding terms that are less relevant or rarely used. g) *Arabism*: Prioritize the use of original Arabic vocabulary compared to loanwords from other languages that have undergone Arabization.

After determining the criteria of vocabulary that is worthy of being taught, an evaluative strategy is also needed that is able to assess the effectiveness of mastering the vocabulary. In his book entitled Al-Ikhtibaarot Al-Lughowiyyah, Muhammad A'li Al-Khuli proposed several methods for evaluating vocabulary in Arabic that can be used in the presentation of instruments, including (Ali AlKhuli, 2000): First, *Ikhtibaar mal'u al – Faraagh*. Second, *Ikhtibaar Ikhtiyaar al- Muraadhif*. Third, *Ikhtibaar Shurah wa Badaa-il*. Fourth, *Ikhtibaar Ta'riif wa Badaa-il*. Fifth, *Ikhtibaar Kalimat wa Ta'riifaat*. Sixth, *Ikhtibaar Kalimat wa Ma'aan*. Seventh, *Ikhtibaar Kalimat wa Iqtiraan*. Eighth, *Ikhtibaar Kalimat wa Haql*. Ninth, *Ikhtibaar Kalimat wa Faraaghaat*. Tenth, *Ikhtibaar Muzaawijah*. Eleventh, *Ikhtibaar al- Isti'maal fii Jumlah*. Twelfth, *Ikhtibaar asy-Syarh*. Thirteenth, *Ihktibaar al-Isytiqaq*. Fourteenth, *Ikhtibaar Milu al-Faraagh al-Ma'aan*.

In this research the author used the fourteen formulations put forward by Muhammad A'li Al-Khuli in his book entitled *Al-Ikhtibaarot Al-Lughowiyyah* in analyzing the details of *mufrodat* (vocabulary) questions in the Arabic language textbook for class IX of the Ministry of Religion. There are several question details in accordance with the criteria formulated by Muhammad A'li Al-Khuli.

## CONCLUSION

The evaluation instrument of *tarkib* (sentence structure) and *mufrodat* (vocabulary) in the Arabic language textbook of the Ministry of Religious Affairs for grade IX has a crucial role in measuring students' Arabic language competence. The results of the analysis of questions in *ad-Darsu al-Tsani* with the theme *al-Haflu bi maulidi ar-Rasul* ﷺ. There are 51 total questions. There are 31 *tarkib* and *mufrodat* questions according to the evaluation category formulated by Muhammad A'li Al-Khuli in *Al-Ikhtibaarot Al-Lughowiyyah*, 26 *tarkib* questions and 5 *mufrodat* questions, while the rest do not match the *tarkib* and *mufrodat* evaluation category according to Muhammad A'li Al-Khuli in his book. Therefore, further revision and development of the evaluation instrument is needed to be more effective and in line with the principles of the characteristics of the right question bundle.

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