Ferdinand de Saussure's Structuralism Theory and Its Relevance in Arabic Language Learning

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	Abstract
Keywords: Structuralism Theory, Relevance, Arabic	Saussure's theory of structuralism provides an important foundation in linguistics, with concepts such as cyclic and diachronic, langue and parole, signifiant and signifié, and syntagmatic and paradigmatic dimensions, which are relevant in Arabic language learning to understand the structure and use of language. The purpose of this study is to find out how relevant Ferdinand de Saussure's theory is in Arabic language learning. The method presented in this research is titled library research. So that the data obtained comes from Ferdinand de Saussure's structuralism theory and Arabic language learning. The results of this study show that the application of Saussure's structuralism theory in Arabic language learning helps students to understand the language system as a whole, enriching their understanding of language structure and contextual language use.
	Abstrak
Kata Kunci: Teori Strukturalisme, Relevansi, Bahasa Arab	Teori strukturalisme Saussure memberikan fondasi penting dalam linguistik, dengan konsep-konsep seperti sikronik dan diakronik, langue dan parole, signifiant dan signifié, serta dimensi sintagmatik dan paradigmatik, yang relevan dalam pembelajaran bahasa Arab untuk memahami struktur dan penggunaan bahasa. Tujuan dari penelitian ini untuk mengetahui bagaimana relevansinya teori Ferdinand de Saussure dalam pembelajaran Bahasa Arab. Metode yang dihadirkan dalam penelitian ini bertajuk pada penelitian pustaka. Sehingga data yang diperoleh berasal dari teori strukturalisme Ferdinand de Saussure dan pembelajaran Bahasa Arab. Hasil penelitian ini menunjukkan bahwa penerapan teori strukturalisme Saussure dalam pembelajaran bahasa Arab membantu siswa untuk memahami sistem bahasa secara

keseluruhan, memperkaya pemahaman mereka terhadap struktur bahasa dan penggunaan bahasa secara kontekstual.

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Introduction

Along with the development of language, linguistics has also experienced rapid progress, producing new theories in response to the limitations of old theories in accommodating current language phenomena. This is what gave birth to a new direction in the field of linguistics known as modern linguistics. One manifestation of modern linguistics, which is considered the first revolution in linguistics, is the school of structuralism introduced by Ferdinand de Saussure. af(Nashoih, 2018)Structural linguistics describes a language based on its structure and unique characteristics. Ferdinand de Saussure stated that linguistics is an independent science because the research materials use autonomous language.(Hasibuan, 2015)

Ferdinand de Saussure, an academic from Switzerland, was a major figure in the development of modern linguistics and had expertise in analyzing the meaning in texts and the symbols that accompany them. This view emerged as a result of concepts related to language and the study of language, especially in the form of symbol and code systems. Ferdinand de Saussure is recognized as one of the great figures in the field of linguistics and as a pioneer of structuralism. (Husein & Mushonif, 2023) Linguistics produces descriptive data of language, which can be considered as the basis of language teaching. During the course of language studies, various linguistic schools emerged which played an important role and had a significant influence on the thinking of linguists. One example is the structural flow, which emerged and persisted for quite a long time.(Puspitasari, 2019)

Each language has its unique characteristics, including Arabic which specifically has linguistic characteristics that are closely related to the teaching process. Understanding these characteristics is very important as a step to ensure

we know effective strategies and techniques in learning Arabic.(Isbah, 2023) The Arabic language has very prominent features and is one of its characteristics, such as the existence of words that are amazing and interesting to learn. It includes grammatical structures that play a very important morphological role in syntactic structures.(Tungkagi et al., 2022) However, to what extent can Saussure's concept of structuralism help students understand and master the complex structure of the Arabic language.

Structural linguistics attempts to describe a language based on the characteristics or characteristics it has. This concept emerged from views in language studies introduced by Ferdinand de Saussure. This theory regarding language structure then becomes the basis for producing language descriptions that can be applied for relevant purposes.(Chaer, 2007) It is necessary to evaluate the extent to which structuralism theory can be applied in the context of Arabic language teaching. How concepts such as linguistic signs, structure, and relationships between languages can be applied effectively to help the Arabic language learning process.

Arabic learning methods have attracted the attention of language learning experts, who have conducted various research and studies to assess the effectiveness and success of various learning methods. (Sam, 2016) In examining existing Arabic language teaching methods, it is important to explore how structuralism theory can be harmonized or enrich existing learning approaches.

In the era of globalization, Arabic is becoming increasingly important, especially in the context of the study of religion, culture and international relations. Therefore, it is important to evaluate the extent to which Saussure's structuralism theory can support the needs of Arabic language learners in facing this global challenge.(Ridlo, 2015)

Thus, based on the above background, the researcher concludes that a solution is needed to provide the application of this theory in Arabic language learning to enrich students' ability to understand and use Arabic more contextually. This is similar to the research of (Wibawa & Natalia, 2021)who

analyzed the semiotics of ferdinand de saussure structuralism in the film berpayung rindu. This similarity is in the form of similarity in studying the theory of structuralism ferdinand de saussure, but the object of study is different, the research is on the movie berpayung rindu, while the researcher takes the object on Arabic language learning. Second,(Permata, 2015) research, which examines Noam Chomsky's generative-transformative theory and its relevance in Arabic language learning. The difference that really underlies the research with the research that the researcher wants to do is the theory used, the theory used by researchers is the theory of structuralism ferdinand de saussure, while the research conducted by Bagus Andrian Permata uses the generative-transformative theory of noam Chomsky, which is equally relevant to Arabic language learning.This research aims to explore the relevance of Ferdinand de Saussure's structuralism theory in the context of Arabic language learning. The main focus is to identify how concepts such as signs, syntagmatic relations, and paradigmatics can be applied in teaching and learning Arabic.

Method

This research uses a descriptive qualitative research design, in this article, data was collected using the library research method from various sources related to linguistic analysis of the modern structural figure Ferdinand de Saussure from articles and other journals regarding understanding Ferdinand de Saussure's structuralism concepts which will be applied in an Arabic language context, with reference to current linguistic literature and Arabic language educational sources. Descriptive-qualitative research is research that aims to describe or describe findings about a concept objectively and naturalistically or as it is according to field conditions.(Untung & Ta'rifin, 2019)

Result and Discussion

Ferdinand de Saussure's Structuralist Theory

The term "structure" first appeared at a linguistic congress held in The Hague in 1928. Structure refers to a collection of various elements that are related

to each other. Pradopo states that structure is a combination of elements that are organized and interrelated so as to create a reciprocal relationship to form a complete meaning. Structural is an analytical approach to literary works that includes an attitude of objectivity, certainty and non-involvement.(Rene Wellek dan Austin Warren, n.d.) This term is related to the explanation of language introduced by Ferdinand De Saussure. The structural approach to language is defined as a system that contains special characteristics or elements.(Muwaffa, 2021)

The approach introduced by Ferdinand de Saussure, namely the structural approach, can be used as a model or approach for other sciences. Structuralism theory is a development and improvement of formalism theory.(Sangidu, 2018) The theory of formalism emerged in Russia in the 19th century as a response to positivism. According to Luxemburg, formalism is a theory that opposes the tendency of thought in Russia which sees literature as an expression of a view of life or a climate of feeling in society. However, this group is not homogeneous. Major figures in formalism include Tynjaniv, Roman Jakobson, and Victor Sjklovski.

The study of structuralism covers a very broad domain and involves various literary and linguistic experts. In terms of substance and expert views, structuralism can be interpreted in various aspects, such as: (i) movements of thought, (ii) methods, (iii) evolution in linguistic studies from Saussure to Jacobson, and (iv) polemical studies of poetry theory which involved Jacobson and Levi-Strauss fighting Riffaterre with his superreader concept.(Scholes, 1977) Therefore, discussions about structuralism take quite a long time because they are related to many aspects of literary life. Structuralism is a methodology with ideological implications that integrates all sciences into a new belief system.(Manshur, 2019)

Structuralism carries certain values that can be clearly seen in the structuralists' responses to epistemological problems, especially in the context of the relationship of the human subject to systems of perception and language, as

well as to the objective world.(Scholes, 1977) From an epistemological point of view, the concept of structure basically refers to the idea that a work or event in society becomes a whole because of the reciprocal relations between its parts and between the parts and the whole. This relationship is not only positive, such as equality and harmony, but also negative, for example disagreement and conflict. This understanding of structure makes structuralists emphasize the relationships between the various layers in a literary work.(Luxemburg, Jan van, Mieke Bal, 1986) So, a structure can be observed from various perspectives. Something is said to have structure if it consists of parts that are functionally connected to each other. These parts depend on the way you look at the object.(Keraf, 1986) In other words, structure refers to the way a building, organism, or entire entity is constructed as a whole.(Ehrmann, 1970)

Structuralism is an approach to looking for reality not in individual elements, but in the relationships between these elements. In this context, Wittgenstein stated that the world is a totality of facts, not a totality of thoughts, and facts are what state or create problems. Structuralism is considered as an object that interacts with other objects, where every relationship between objects has a connection. The state of an object is always connected to its structure. In structuralism, form is part of the structure, and the fact structure (in literary texts) carries the structure of the problem as part of the overall problem in the literary facts. In this context, structuralism seeks to explore the relationship between the literary system and the culture that is part of it. Structuralism also approaches the world of text by always considering the semantic aspects of each textual feature.(Scholes, 1977)

Besides that, structuralism has a special place in literary research, because it seeks to form a model of the literary system itself as an external reference for individual research. Structuralist thinking is based on the idea of a complete system, which can organize itself, being an entity that adapts to new conditions by changing its features, while still maintaining a systematic structure. Every literary unit, from individual sentences to entire sequences of words, can

be understood in the context of the system concept. Specifically, individual works, literary genres, and literature as a whole can be seen as part of an interrelated system, and literature as a system exists within the framework of a larger system, namely human culture.(Scholes, 1977)

A view of structuralism from another perspective can also be found in the formula proposed by Barthes. According to him, structuralism is a mode that functions to analyze cultural artifacts using contemporary linguistic methods. In other words, Saussure's systematic linguistic concept is generally considered to be the basis of the structuralist approach.(Jefferson, Ann, 1987) In Saussure's linguistic perspective, language is considered as a system in which all elements are mutually compatible, and the value of an element depends on its simultaneous coexistence with all the other elements.(Saussure, 1983)

Ferdinand De Saussure's ideas about structuralism

The unique characteristics of a language are the focus of attention in the field of structuralist linguistics, which is a new view introduced by the figure of modern linguistics, Ferdinand de Saussure. De Saussure's views in his book "Course de Linguistique Generale" include concepts such as (1) synchronic and diachronic studies, (2) the difference between langue and parole, (3) the difference between signifiant and signifié, and (4) the relationship between syntagmatics and paradigmatic.(Widiantana & Putrayasa, 2023)

1) Synchronic and Diachronic Studies

The terms synchronic and diachronic first appeared in the 19th century. Ferdinand de Saussure, a Swiss linguist who is also recognized as the father of modern linguistics, introduced these two terms. Initially, Saussure was a diachronic linguist who studied Indo-European languages.(Assyifa & Taufiq, 2021) He then tried to develop a new approach in linguistics which he called the synchronic approach.

Saussure grouped linguistics into two main categories, namely synchronic (static) and diachronic (evolution). Synchronic linguistics is the study of language

at a particular point in time, while diachronic linguistics is the study of the history or evolution of language. According to Saussure, change originates from the diachronic dimension of social activity. These changes occur in individual speech patterns before they become more widely accepted as part of the language. Speaking is an oral and auditory communication activity between individuals. Language, in Saussure's view, is a set of rules that enable individuals to understand each other.(Syukri, 2019)

Synchronic aspect refers to the unchanging aspect of a concept or word; in this context, the word system is static. In contrast, diachronic aspect refers to the aspect of a group of words that each develops and changes freely in its own unique way.(Mujahid, 2019)

The synchronic approach is an approach that focuses on analyzing language within a certain period of time.(Chaer, 2007) Within this limited period of time, language is explained in terms of how it works and its use by its speakers. In other words, synchronic linguistics studies language based on contemporary language phenomena spoken by speakers at that time.(Parera, 1991)

Diachronic language studies, on the other hand, are studies of language from time to time used by its speakers. In this case, diachronic studies seek to explore language (or languages) over an unlimited time span; starting from the beginning of the language's birth until perhaps its extinction (if it has become extinct) or even up to the present day. In the context of this research, language is viewed as an entity that experiences developmental phases that reflect the evolution of the language.

The difference between synchronic and diachronic analysis can be distinguished in the following table:

Table 1

Synchronic analysis	Diachronic analysis
Synchronic analysis is the study of language at one particular time	Diachronic analysis is the study of language development and change

without regard to its historical development. The focus is on the structure of the language at a particular time. For example: The study of Arabic grammar in the 21st century	over time. It examines the evolution of language throughout history. For example: The study of how Arabic vocabulary evolved from the pre-Islamic era to the present.

Thus, Saussure presents the view that the meaning or significance of signs is based on their relationship to each other. The relationships between signs form the structure of language. Synchronic reality lies in the structure of language at a particular point in time, while diachronic reality lies in changes in language over a period of time. Saussure emphasized that language can be understood as an inner duality, which is manifested through the interaction of synchronic and diachronic, signifying, syntagmatic and associative signs.

2) Difference between Langue and Parole

Langue is the totality of habits that a society has in communicating between one expression (parole) and another, thus forming a collective understanding in society.(Dozan & Habibi, n.d.) Langue is also a collective phenomenon and a system, as a social fact that involves unconscious rules and norms between individuals. This is a picture of the results of collective thinking which has an internal nature in each individual or may be collective, because it cannot be reached or changed by each individual.(Hamzah & Ardi, 2021)

Parole is an expression carried out by each individual and is part of a system that forms collective norms in society. It includes the use or realization of langue by individual members of a language communit.(De Saussure & Hidayat, 1988) Parole is concrete, personal, dynamic, agile, social, and occurs at a certain time, place and atmosphere. Parole is someone's utterance, namely what is said and what is heard by the party responding to the utterance.(Adiwijaya, 2011)

According to de Saussure, langue (rules) dominates parole (language practice). Without mastery of the langue, a person cannot participate in langage practices in the language community. Therefore, we will not be able to participate in the practice of Urdu language parole without prior mastery of the langue of Urdu langage. This concept can also be applied to nonverbal phenomena.

De Saussure gives a very famous example, namely "the game of chess". The players, as a "community of chess players", master the rules of the game, called langue. This langue includes rules about how to move each type of chess piece, such as the "horse" which follows the movement of the "letter L", the "king" which can only move one square at a time, the "queen" which can move through all squares except walking. diagonally, and so on. These rules direct how chess players should play their pieces, which are called parole.(De Saussure & Hidayat, 1988)

The difference between langue and parole can be distinguished in the following table:

Table 2

Langue	Parole
Langue is a collective system of language, including rules, structures and conventions shared by all speakers of a language. It is the abstract aspect of language that is learned and used commonly. For example: In Indonesian, grammar rules such as the use of prefixes and suffixes, or sentence formation rules	Parole is the individual use of language in real situations, i.e. the way one applies langue in speaking or writing. It is the concrete manifestation of language. For example: A speaker uses Indonesian to write a letter or speak in daily conversation.

3) Difference between Significant and Significe

According to Saussure, language is a system of signs. This sign system can be represented in various forms, both written words and sounds. Human voices or sounds can only be considered language or function as language if they express, convey, or state certain ideas or meanings. Therefore, this sound must be part of a system of conventions, an agreement, and part of a sign system. The term "sign" used by Saussure is general and can refer to what others call a sentence, clause, phrase, or morpheme.(Saussure, 1983) And it will not be separated from what Saussure called signifie and signifiant.

The difference between signifiant and signifie can be distinguished in the following table:

Table 3

Signifiant	Signifie
Signifiant is an independent sign system and is a combination of signifier and signifier. The signifier is the sound image that arises in the human mind. For example: the sound of a fire truck is different from the sound of an ambulance.	Signifiers are notions or impressions of meaning that reside in the human mind. For example, the sound of the call to prayer in the mosque means that it is time to pray and the sound of the bell at school indicates that the lesson has begun or the lesson is over.

4) Syntagmatics and Paradigmatics

Syntagmatics is the link between a series of concrete and real expressions, and involves the relationship between elements contained in a sequence of speech. This syntagmatic relationship occurs between elements in a speech that are arranged sequentially. Kridalaksana explains that syntagmatic relationships are linear.(Lukman, 2015)

Paradigmatics is a relationship between language elements in the entire language system that can replace each other and has a relationship between elements contained in a speech and similar elements that are not contained in the

speech in question. According to Kridalaksana, paradigmatic relationships are relationships between language elements at a certain level and other elements outside that level that can be exchanged.(Kridalaksana, 2008)

The difference between syntagmatic and paradigmatic can be distinguished in the following table:

Table 4

Syntagmatic	Paradigmatic
Syntagmatics refers to the relationship between language elements arranged linearly in a sentence or utterance. These elements combine following grammatical rules to form a meaningful structure. For example: in the sentence "I write articles," there is a syntagmatic relationship between "I," "write," and "articles" in the sentence pattern SPO (Subject - Predicate - Object).	Paradigmatic is the relationship between language elements that can replace each other in a certain context without changing the syntactic structure. These elements are in one category and can be interchanged to provide variations in meaning. For example: in the sentence "I write articles," the word "I" is interchangeable with similar sentences. Because the word element "Saya" is an animate noun that functions as the subject in the sentence, the word "Saya" can be interchanged with the words "adik," "Budi," or "Orang" that are not the subject of the sentence.

Learning Arabic as a Foreign Language

Middle Semitic languages show linguistic diversity involving a variety of languages, including Arabic, which is related to Hebrew and Neo Arami. Within the Middle Semitic language group, Arabic distinguishes itself as the

most widely spoken language worldwide, recognized as an official, everyday language in more than 25 countries. The majority of Arabic speakers are found in the Middle East and North Africa.(Syah, 2019)

Difficulties in learning foreign languages, including Arabic, are understandable because Arabic is a foreign language, and the relevance of the linguistic phenomena of the two languages, namely Indonesian and Arabic, cannot yet be found. Robert Lado stated that linguistic phenomena that are identical to the first language will facilitate the learning process, while different phenomena can become a barrier in understanding a foreign language.(Lad, 1979)

Characteristics of the Arabic Language

Arabic, a Semitic language with a long history and significant influence in the Arab and Muslim world, exhibits a number of characteristics that reflect its linguistic complexity and richness. Here are some of the main characteristics of Arabic:

1) Sound

Sounds in Arabic can show closeness to sounds in the learner's language, but on the other hand, there are also sounds that have no equivalent in the learner's language. In theory, sounds that have no equivalent in the learner's language can be more difficult for the learner to understand than sounds that have an equivalent. Therefore, the solution is to provide intensive practice and varied examples of speaking for certain words or sentences.(Al-Khuli, 1989)

The sounds or phonetics in Arabic display different and varied characteristics in the way they are pronounced. Each sound has its own characteristics, such as the sound system of the halqiyah/throat letters, the nature of the sound between the two lips, the sound system involving the nose, the sound system of letters that are close together in the way they are pronounced, and various other sound systems that can make pronunciation difficult.(Hidayat, 2012)

2) Vocabulary

Vocabulary in Arabic is called "mufradât" and is one of the three aspects of the Arabic language, namely the Al-Ashwat Aspect (sound), the Al-Mufradat Aspect (vocabulary), and the Al-Qawaid Aspect (grammar). In the context of teaching a language, mastery of vocabulary or vocabulary becomes an inseparable thing.(Tarigan & Ariani, 2015)

Mamduh Nur al-Din, in "Mudzakkarah fi Tadris al-Mufradat," states that mufradat or vocabulary is a very vital aspect of the Arabic language. The reason is because Arabic involves many aspects, including sounds, word structure, sentence structure, and meaning. Thus, understanding and mastering mufradat is an important key in understanding and mastering Arabic as a whole.(Acep, 2013)

3) Aspect of the sentence

1) I'rab

I'rab is a change or alteration of the ending of each word due to different factors that enter it, considering that i'rab is an abstract process of change, it does not look concrete. The change in the end of the word is not visible, suddenly the i'rab sign changes to another i'rab sign.

This definition states that i'rab is within the framework of the provisions of one i'rab sign with another. However, it should be noted that each i'rab, such as i'rab rofa', nashab, jir, and jazm, are provisions that apply after the changes are completed.(Fransisca, 2015)

2) Number of Ismiyyah and Number of Fi'liyyah

The number of ismiyyah (جملة إسمية) is a system of sentence structure that begins with isim (noun); in other words, the content that precedes it is called mubtada' (مبتدأ) or the subject of the sentence. In other words, the number of ismiyyah consists of mubtada' (musnad ilaih or main sentence) and khabar (musnad or predicate), for example:

أحمد طبيب، هو شاهب، الطفل يبكي

are يبكي and شاب، طبيب، الطفل، هو، أحمد is mubtada', while Any word like

khabar. It is called the ismiyyah number because it is preceded by isim (noun). Mubtada' and khabar are the two main elements that make up the number of ismiyyah.

The number of fi'liyah is a sentence that begins with fi'il (predicate) and consists of fi'il and fa'il (subject) or fi'il (verb) and naibul al-fa'il. The rules related to al-sum al-fi'liyah (الجملة الفعلية) involve fi'il and fa'il, which sometimes require maf'ul called fi'il muta'addi, and sometimes do not need it, which is called fi'il laazim, because maf'ul is not an absolute requirement for the formation of the number of fi'liyah. In addition, these rules involve fi'il and naibul fa'il, with the fi'il referred to as fi'il majhul (intransitive).(Fuadz, 2010)

3) Muthabaqoh

Muthabaqoh is a collection of linguistic elements that play several equivalent or similar functions, such as i'rab (rofa, nashab, jarr, jazm), number (mufrad, mutsana, plural), clarity (ma'rifat, nakirah), gender (mudzakar, muannats) and person (mutakalim, mukhatab, unseen).(Basith, 2008)

4) Letter

Letters in Arabic have a very important and complex role, such as in the writing system which is written from left to right, Arabic letters are connected to each other in words, there are 28 letters in the Arabic alphabet, Arabic letters consist of consonants and are indicated by signs. harakat (short vowel) and tasydid sign (doubling of consonants), consonant letters can have the harakat fathah (‑), kasrah (‑), or dhammah (‑) which indicate short vowels, harakat can also be placed above or below the letter .

Its Relevance in Arabic Language Learning

Structuralism theory by Ferdinand de Saussure is an approach to linguistic studies that emphasizes the structure of language systems. Saussure developed his theory in the early 20th century and made a major contribution to our understanding of Arabic language and learning.

De Saussure's opinion regarding sychronic and diachronic studies are the two main approaches in linguistics, including in Arabic language learning. Both these approaches help in understanding and analyzing language from different time perspectives.

Synchronic studies focus on the study of language at a certain point in time without considering developments or changes over time. The aim is to investigate the internal structure of language at a particular moment in time, including grammar, vocabulary and language use. In synchronic studies of Arabic, analysis can focus on grammatical structure, dialect variations, and understanding of current meaning and context. For example, observing how words are used in current communicative situations.

Diachronic studies examine the development and change of language over time, from the past to the present. The aim is to trace the evolution of language, changes in the meaning of words, and the influence of culture and history in language development. In diachronic studies of Arabic, analysis can involve tracing changes in word sounds, shifts in meaning, or the influence of other languages on the development of Arabic from time to time.

In the context of learning Arabic, students can benefit from combining the two. Synchronic studies help students understand and use Arabic effectively today, while diachronic studies help them understand the historical roots and evolution of the language. The combination of the two can provide a more in-depth and holistic insight into Arabic.

The concepts of langue and parole are an important part of the theory of linguistic structuralism introduced by Ferdinand de Saussure. In the context of learning Arabic, understanding these two concepts can help students understand the language better.

Langue refers to the systematic structure and rules that exist in a language at a collective or system level. It includes grammar, vocabulary, and the rules that form the basis of a language system. In Arabic, langue would include grammatical structure, vocabulary, and generally accepted linguistic norms. For example, rules for sentence formation, verb conjugation, and noun usage.

Parole refers to an individual's use of language, namely the concrete and creative form of language used by a speaker or writer specifically in a particular situation. In the context of Arabic parole, this includes how a person uses vocabulary and grammar personally to communicate. For example, how someone constructs sentences to express ideas or interact in a particular communicative context.

Effective learning involves understanding both of these concepts, so that students can build a strong foundation in the structure of the Arabic language and at the same time develop practical skills in using the language in real communicative situations.

The concepts of signifiant and signifié are key elements in linguistic theory, especially in the thinking of Ferdinand de Saussure, the founder of linguistic structuralism.

Significant refers to the material or physical aspect of a linguistic sign. This is the concrete part of a sign that can be perceived with the five senses, such as sounds, letters, or images.

Signifié refers to the meaning or concept associated with the signifiant. This is the non-physical or abstract aspect of linguistic signs. For the word "كتاب" (book), the signifié is the concept or meaning of the physical object which is a "book" or "book". It is a mental or conceptual representation of the physical object being discussed.

In learning Arabic, understanding the difference between signifiant and signifié can help students understand how words are formed and how meaning is associated with their linguistic form. It can also help in sentence structure

analysis, vocabulary understanding, and word translation between languages. Understanding this concept supports deeper language mastery and allows students to use Arabic better in communication contexts.

The concepts of syntagmatic and paradigmatic are two different dimensions in linguistic analysis, and both have relevance in Arabic language learning.

The syntagmatic dimension relates to the relationship between elements in a linear series or sequence, such as the relationship between words in a sentence. In Arabic sentences, the syntagmatic dimension concerns how words are arranged in sequence to form sentences with meaning. For example, in the sentence "أنا أدرس اللغة العربية" syntagmatics pays attention to the order of the words that form the sentence.

The paradigmatic dimension relates to the relationship between elements that have similar functions and can replace each other, such as the relationship between words that have a similar role or function in a context. In the paradigmatic dimension, attention is paid to words that can replace each other in a particular context. For example, words such as "شربت", "أكلت", and "نمت" have a paradigmatic relationship because they all refer to actions performed by the subject.

In learning Arabic, understanding these two dimensions helps students understand sentence structure, enrich vocabulary, and understand how words can replace each other in various contexts. These two concepts can guide students to understand and use Arabic more flexibly and diversely.

Conclusion

The theory of Structuralism by Ferdinand de Saussure made a significant contribution to linguistic understanding by introducing concepts such as synchronic and diachronic, langue and parole, signifiant and signifié, as well as syntagmatic and paradigmatic dimensions. The relevance of this theory in

learning Arabic lies in a deep understanding of language structure, both in terms of linguistic norms and its practical use in everyday communication.

In learning Arabic, combining sychronic and diachronic concepts can provide a deeper and more holistic insight into Arabic. langue helps students understand grammatical structures and vocabulary systematically, while parole helps them apply this knowledge in real communicative situations. Understanding signifiant and signifié enriches students' knowledge about the relationship between the physical form of words and their meaning. Syntagmatic and paradigmatic dimensions help students understand how words are arranged in sentences and how they can be interchanged in certain contexts.

Overall, the application of Saussure's Structuralist Theory in Arabic language learning helps students build a solid linguistic foundation, increases their understanding of language structure, and allows them to apply this knowledge in various communicative situations. Thus, this theory provides a strong foundation for effective and contextual Arabic language learning.

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