DISCOURSE MESSAGE OF MODERATION IN ARABIC BOOK MADARASA TSANAWIYA

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Abstract, The study of discourse moderation messages Discourse as a unified language unit which is realized in written form with a complete mandate. The messages conveyed in this study are represented by words and sentences related to values and science. The purpose of this study is to present the message of moderation. The study method in this study used a qualitative method with descriptive analysis with data sources from the Arabic language book Mts (Madarasa Tsanawiyah). The results of this study, namely the values of moderation in the Mts Arabic book are messages to be conveyed to students.

Keywords : Discourse, Message, Moderation, Language, Arabic

Introduction

The sentence is a syntactic unit that is used directly by humans in language, so traditional grammarians define the sentence by relating its function as a means of interaction and completeness of the message. For example, they define that: "a sentence is an ordered arrangement of words that contains a complete thought". Even in Arabic classes, you get a definition in the form of, a sentence is a sentence made up of two or more words that contain meanings that are written or spoken intentionally (Qosim, 2012).

In later grammatical developments, the sentence is not the largest syntactical unit as many people have considered it until now. Phrases or sentences are just elements that make up a larger linguistic unit called speech. Evidence that a sentence is not the largest unit in syntax, there are many sentences that are separate from the sentences around it, so the

sentence becomes a unit that is not independent, cannot be understood in its solitude, and the sentence has no meaning , it only has meaning when it is in context. along with the surrounding phrases (Chaer, 1994).

Humans live in the world of speech, the universe is the universe of speech. Speech is a sequence of sounds of the speech apparatus process that are very individual in nature, not exactly the same for everyone and not collective. If it is equated through a concept so that it can be understood, can be established in a consciousness and become common property, it is called language. Language is used as a communication tool to convey meaning to others both orally and in writing, human beings never stop talking, therefore their function is very important, without language all forms of community activities will be paralyzed.

Universally existing languages have similarities in many ways, but no two languages are exactly alike in structure and form, but these similarities can be found in concepts. The similarity of this concept is not only found in words, but also in the expression of broader syntactic units, such as clauses, sentences or speech. Some languages have sentence patterns SVO, VSO, SOV, etc.

Discourse is the highest level in the linguistic hierarchy and is not a random collection of sentences, but a unit of meaning that is continuously located and forms a unified and unified whole (Djajasudarma, 2012). Basically, speech emphasizes that the fullest, highest, or largest linguistic unit above a sentence or clause with high cohesion and continuous coherence that has a real beginning and end is conveyed orally and in writing. As a more complete linguistic unit, in this speech there are complete concepts, ideas, thoughts or ideas that can be understood by the reader (in written speech) or by the listeners (in spoken speech), without a doubt.

Regarding the written speech contained in the book in Arabic Madrasah Tsanawiyah published by the Ministry of Religion of the Republic of Indonesia. The language expressions in the Arabic book have a message of restraint for readers or students to translate the message of restraint contained in the book. Throughout the Arabic book there is a reflection of the message that is represented through words or phrases. Is there not a reason and a meaning for what was created?

Based on the above background, the author tries to study and find out what the messages of the Arabic Language Book are with the moderation of Message Study Speech.

Method

Speech does not have a single characteristic, speech can have more than one characteristic (exposure type). It depends more on the situation that arises and the style used by the writer or speaker (Djajasudarma, 2012). Discourse is language that is functional in context. The study of speech related to the meaning contained in written or spoken speech. Discourse analysis, the pragmatics of discourse according to Yule (1996) is a study of the meaning that is not in the discourse (neither written nor spoken nor what is in the mind of the speaker or writer). This meaning is formed by the speakers of the language associated with the speaker's psychological concept of speech, including prior knowledge, beliefs, and expectations.

The understanding that speech is the most complete linguistic unit and is the highest unit in the grammatical hierarchy is an understanding that comes from utterances, speech is the most complete linguistic unit in the grammatical hierarchy is the highest grammatical unit and largest (Djajasudarma, 2012). This speech is delivered in the form of a message of moderation written through an Arabic book published by the Ministry of Religion of the Republic of Indonesia.

The relationship between pragmatics and discourse is to see the intention contained in a sense or intention in the discourse. Djajasudarma (2012) states that pragmatics is related to discourse in terms of its relationship with the study of language and context, which means that in pragmatics all aspects are studied in terms of their relationship with the context of language. communicative, with meaning even with the topic that is property, in pragmatics including meanings that cannot be reached directly, but through the truth condition (meaning) of the sentence that is pronounced.

As an analytical model, van Dijk's model in Erianto (2006) elaborates the elements of discourse so that they can be used and applied in practice. The structure of discourse analysis is divided into three levels. First, Macro Structure; it is the general meaning of a text that is

understood by looking at the topic of a text. Second, superstructure is the structure of a text, how the structure and elements of discourse are organized in the text as a whole. Third, Micro Structure; meaning of discourse that can be observed through the analysis of words, phrases, propositions, and clauses.

Regarding the model framework used in this article, two model frameworks are used, namely the microstructure and the macrostructure.

Result and Discussion

The foundation for understanding speech has been built before by linguists. In this case, the author summarizes the history of speech recognition as the highest and largest syntactic unit, the meaning of speech, the scope of speech, the definition of speech, the structure of speech, the organization of speech. speech and its characteristics. . In addition, modern linguistic theory is also reviewed to obtain an adequate theoretical framework for this writing reference.

Speech Moderation message in the Arabic book Madrasah Tsanawiyah published by the Ministry of Religion of the Republic of Indonesia. As a study and information in this discussion, the author will describe the findings of the data contained in the Arabic book of Madrasah Tsanawiyah. The author will describe and explain sentences that contain moral messages.

According to the theory discussed when analyzing the text, the author focuses on various discursive strategies to describe the pragmatic structure or linguistic structure of the Arabic book Madrasah Tsanawiyah.

Madrasah Tsanawiyah Arabic book.

1. Macro Structure

   Thematic elements refer to the general description of a text, which can also be referred to as the main idea. The word theme is also referred to as a topic. The topic describes what the author wants to convey.

In the Arabic book Madarasa Tsanawiyah found several themes that contain moral messages, including:

a. Value of Diversity

The value of diversity is an essential value that is useful for maintaining community diversity, increasing national solidarity and upholding the Unitary State of the Republic of Indonesia. The value of diversity as a guide to determine good or bad behavior in the life of a multicultural society.

Data 1

Kosakata Lain — الْمُفْرَدَات الْأُخْرَى

الرَّقْم	الْجُمْلَة	التَّرْجَمَة
١	جِئْتُ مِن سُوْمَطَرَا الْغَرْبِيَّة	Saya datang dari Sumatera Barat
٢	مَعْهَدِيْ فِيْ جَاوَا الشَّرْقِيَّة	Ma'hadku di Jawa Timur
٣	بَيْتِيْ فِيْ مَالُوْكُوْ الشَّمَالِيَّة	Rumahku di Maluku Utara
٤	ذَهَبْتُ إِلَى مَالَانْق الْجَنُوْبِيَّة	Saya pergi ke Malang Selatan
٥	أَسْكُنُ فِى جَاكَرْتَا الْمَرْكَزِيَّة	Saya tinggal di Jakarta Pusat
٦	سَمَارَانْق عَاصِمَةُ جَاوَا الْوُسْطَى	Semarang ibukota Jawa Tengah
٧	جَنُوْب شَرْق آسِيَا	Asia Tenggara
٨	الشَّرْقُ الْأَوْسَطُ	Timur Tengah
٩	مَشَيْتُ جِهَةَ الشَّرْقِ	Aku berjalan ke arah Timur
١٠	مَشَيْتُ جِهَةَ الغَرْبِ	Aku berjalan ke arah Barat

Data 1 in the Arabic language book, Madarasah Tsanawiyah, describes introductions from various regions in Indonesia, such as from West Sumatra, East Java, North Maluku, South Malang, Central Jakarta, Central Java, Southeast Asia, and the Middle East.

b. Togetherness Value

The meaning of shared values in this concept is an activity that is carried out together and has a common goal. The value of this togetherness can be seen in the following data 2.

Data 2

2. Terapkan contoh berikut !

a. Kelompok : 1

No	Nama	Jabatan	Tugas
1	Faruq Baharudin	Koordinator	Mengkoordinir dan bertanggung jawab atas kelompoknya
2	Hanis Setyawati	Anggota 1	Menyusun kalimat yang diawali dengan kata اسمى dan أنا
3	M. Azzam Alaa'uddin Nauval Al-Faruq	Anggota 2	Menyusun kalimat yang diawali dengan kata هنا dan هو
4	Arina Hilya Muhammad Fimanamina	Anggota 3	Menyusun kalimat yang diawali dengan kata هذه dan هى
5	Nadine Yaa Muhammad	Anggota 4	Menyusun kalimat yang diawali dengan kata ذلك dan تلك

c. Responsibility

This sense of responsibility is shown by the author of Madarasah Tsanawiyah's Arabic language book in giving his knowledge to the community. The message contained in the following text discourse.

Data 3

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Dilindungi Undang-Undang

MILIK NEGARA
TIDAK DIPERDAGANGKAN

Disklaimer: *Buku Siswa ini dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Agama, dan dipergunakan dalam penerapan Kurikulum 2013. Buku ini merupakan "Dokumen Hidup" yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.*

In data 3 the author gives an appeal to the reader and gives a reminder to the reader as a form of responsibility to prepare the book for the application of the 2013 curriculum.

d. Respect And Appreciation

The honor in this case is a form of gratitude to those who have given encouragement to the author of Madarasah Tsanawiyah's Arabic language book.

Data 4

مقدمة

Bismillahirrahmanirrahim

Alhamdulillahi rabbil 'alamin, puji syukur hanya milik Allah SWT yang telah menganugerahkan hidayah, taufiq dan inayah sehingga proses penulisan buku teks pelajaran PAI dan bahasa Arab pada madrasah ini dapat diselesaikan. Shalawat serta salam semoga tercurah keharibaan Rasulullah SAW. *Amin*.

Seiring dengan terbitnya KMA Nomor 183 Tahun 2019 tentang Kurikulum PAI dan Bahasa Arab pada Madrasah, maka Kementerian Agama RI melalui Direktorat Jenderal Pendidikan Islam menerbitkan buku teks pelajaran. Buku teks pelajaran PAI dan Bahasa Arab pada madrasah terdiri dari; al-Qur'an Hadis, Akidah Akhlak, Fikih, SKI dan Bahasa Arab untuk jenjang MI, MTs dan MA/ MAK semua peminatan. Keperluan untuk MA Peminatan Keagamaan diterbitkan buku Tafsir, Hadis, Ilmu Tafsir, Ilmu Hadit, Ushul Fikih, Ilmu Kalam, Akhlak Tasawuf dan Bahasa Arab berbahasa Indonesia, sedangkan untuk peminatan keagamaan khusus pada MA Program Keagamaan (MAPK) diterbitkan dengan menggunakan Bahasa Arab.

Perkembangan ilmu pengetahuan, teknologi dan komuniskasi di era global mengalami perubahan yang sangat cepat dan sulit diprediksi. Kurikulum PAI dan Bahasa Arab pada madrasah harus bisa mengantisipasi cepatnya perubahan tersebut di samping menjalankan mandat mewariskan budaya-karakter bangsa dan nilai-nilai akhlak pada peserta didik. Dengan demikian, generasi muda akan memiliki kepribadian, berkarakter kuat dan tidak tercerabut dari akar budaya bangsa namun tetap bisa menjadi aktor di zamannya.

2. Micro Structure

a. Semantics

Semantics is a linguistic study that studies meaning in language.

1) Background

It is a part of the text that can influence the meaning to be conveyed, the setting is a reflection of the author's ideology. In this Madarasah Tsanawiyah Arabic Book, it contains information about teaching places. Until the publication of Madarasah Tsanawiyah's Arabic Language Book to prepare for the implementation of the 2013 curriculum. The author hopes that the publication of the book can be useful and become an incentive for students to learn Arabic.

2) Details

Is a control of the information presented by the author. The author conveys information about the importance of Madarasah Tsanawiyah Arabic Language Books.

Data 5

A. Kompetensi Inti

No	Kompetensi Inti
1	Menghargai dan menghayati ajaran agama yang dianutnya
2	Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4	Mengolah, menyaji, dan menalar dalam ran ah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

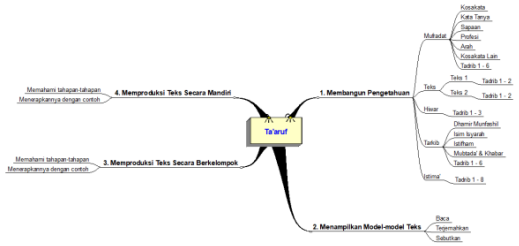
B. Kompetensi Dasar

KOMPETENSI DASAR		KOMPETENSI DASAR	
3.1	Memahami fungsi sosial, struktur teks dan unsur kebahasaan (bunyi, kata, makna dan gramatikal) dari teks sederhana yang berkaitan dengan tema التعارف yang melibatkan tindak tutur memperkenalkan diri dan orang lain, menanyakan asal negara/daerah dengan menggunakan kata tanya (هل - من أين)	4.1	Mendemonstrasikan tindak tutur memperkenalkan diri dan orang lain, menanyakan asal negara/daerah dengan menggunakan kata tanya (هل - من أين)baik secara lisan maupun tulisan.
3.2	Menganalisis gagasan dari teks sederhana yang berkaitan dengan tema التعارف dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal المبتدأ (ضمير) + الخبر	4.2	Menyajikan hasil analisis gagasan dari teks sederhana yang berkaitan dengan tema التعارف dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal المبتدأ (ضمير مفرد) + الخبر

C. Deskripsi KD

1. Siswa diharapkan memiliki pengetahuan dan keterampilan di dalam memahami fungsi sosial, struktur teks dan unsur kebahasaan (bunyi, kata, makna dan gramatikal) dari teks sederhana yang berkaitan dengan tema التعارف yang melibatkan tindak tutur memperkenalkan diri dan orang lain, menanyakan asal negara/daerah dengan menggunakan kata tanya (هل - من أين)
2. Siswa diharapkan memiliki pengetahuan dan keterampilan di dalam menganalisis dan menyajikan gagasan dari teks sederhana yang berkaitan dengan tema التعارف dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal المبتدأ (ضمير) + الخبر

D. Peta Konsep



In data 5, the author explains the purpose of the book and explains the objectives of learning Arabic.

3) Mean

Is an element that sees whether the text made by the author is conveyed explicitly or implicitly. The element of intent in the introduction is conveyed explicitly. One of the texts contained in the Arabic book is about the explanation of learning material.

Data 6

Keterangan :

Untuk pertanyaan "siapa namamu", kata tanya yang dipakai adalah ما , bukan من . Hal ini disebabkan yang ditanya adalah bukan orangnya, melainkan namanya, dan nama termasuk benda yang tidak berakal. Sehingga bentuk kalimatnya adalah ما اسْمُكَ ؟ , bukan مَنْ اسْمُكَ ؟ . Hal ini akan menjadi lain ketika kita memasuki struktur Bahasa Indonesia. Ketika kita berkenalan dengan seseorang dan ingin menanyakan namanya, maka kata tanya yang kita gunakan adalah "siapa namamu". Barangkali kebiasaan inilah yang menjadikan kita bertanya-tanya, menggapa yang di pakai dalam Bahasa Arab

1. **Lakukan tahapan-tahapan berikut !**

1. Buat kelompok yang terdiri 4 – 5 anggota dengan 1 koordinator
2. Pelajari kembali kosakata, ungkapan, struktur, contoh kalimat sederhana secara bersama-sama dari teks-teks yang ada di halaman sebelumnya
3. Buat perencanaan produksi teks
4. Tentukan jenis teks dan tema yang disepakati
5. Berikan tugas ke masing-masing anggota untuk menyusun 1 - 2 kalimat yang baik dan benar di lembar kertas dengan memberikan 1 - 2 kunci kata yang berbeda antar satu dengan lainnya, supaya tidak sampai muncul kalimat yang sama.
7. Tashih atau koreksi masing-masing tulisan tersebut sesuai dengan karakter jenis teks dan susunan kalimatnya, dengan memperhatikan struktur kalimat yang sudah di ajarkan
8. Tulis kembali kalimat-kalimat yang sudah ditashih tersebut menjadi paragraf yang utuh dengan tulisan yang benar dan rapi (tanpa ada coretan/kesalahan), dan dokumentasikan untuk proses pembelajaran selanjutnya

The information displayed in the text is explicit, so easy to understand.

b. Syntax

It is about the language unit of the sentence. In this case, how words or sentences are arranged into a unified meaning. The elements of the syntax are:

Data 7

The use of reading texts in data 7 explains the use of Arabic syntax and then students read and study the text.

Conclusion

In accordance with the data presented in the text analysis above, in general, the Tsanawiyah madrasah's Arabic books about humans and science. The message conveyed

from the relationship between humans and science is reflected in the attitude and nature of the book's material. The value of moderation in the madasrasah tsanawiyah Arabic language book is displayed in the form of a text that consists of words, sentences and paragraphs.

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