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A Lexical-Semantic Analysis of Arabic Vocabulary Used by Students in the Classroom at MAN 1 Kerinci

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ABSTRACT
This study aims to describe the use of vocabulary based on a lexical-semantic analysis in Arabic language learning by students at MAN 1 Kerinci. The lexical-semantic analysis in this study focuses on the forms of vocabulary, relationships between meanings including synonymy, antonymy, polysemy, homonymy, and hyponymy as well as the appropriateness of vocabulary use based on meaning and context. This study employs a qualitative approach using descriptive methods. The data sources consisted of students' spoken and written utterances during the Arabic language learning process. Data were collected through observation, documentation, and interviews, then analyzed through the stages of data reduction, data presentation, and the drawing and verification of conclusions. The results of the study indicate that the vocabulary used by students reflects various lexical relationships, namely synonymy, antonymy, polysemy, hyponymy, and homonymy, each with distinct usage characteristics. Students were relatively capable of recognizing basic meanings and relationships between words, particularly antonymic relationships and the grouping of words based on semantic categories. However, inaccuracies were still found in the use of vocabulary words that have similar meanings, multiple meanings, or the same form but different meanings. The research findings indicate that students' use of vocabulary reflects their understanding of word forms and the semantic relationships among those words, while the accuracy of their usage depends on their ability to understand the context.

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INTRODUCTION

Language is a communication system that plays a fundamental role in human life. Through language, people can convey ideas, thoughts, feelings, experiences, and information to others (Agustia et al., 2025). In the context of education, language functions not only as a tool for communication but also as a means to acquire, understand, develop, and convey knowledge. Language proficiency is related to

mastery of various linguistic elements, one of which is vocabulary (Setyaki et al., 2023). Vocabulary mastery is a crucial component of language learning because the ability to understand and use language is influenced by one's ability to recognize meanings and use words appropriately according to the communicative context (Imron & Fajriyyah, 2021). Arabic, as one of the languages taught in madrasahs, holds a significant position in Islamic studies and the development of language skills. Arabic language instruction at the Madrasah Aliyah level is focused on developing listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) skills, all of which require vocabulary mastery as one of the fundamental building blocks of language proficiency (Muttaqin et al., 2025).

Vocabulary is one of the key components of Arabic language learning because it serves as the foundation for students to understand texts, form sentences, convey ideas, and communicate (Munthe et al., 2022). Mastery of vocabulary is not only related to the ability to memorize word forms and know their equivalents in Indonesian, but also includes the ability to understand meanings and use words appropriately in context (Imron & Fajriyyah, 2021). A systematic review of vocabulary learning strategies underscores the importance of vocabulary mastery in Arabic language learning, as well as the need for strategies that support the process of acquiring and using vocabulary (Jufrih et al., 2025). Thus, vocabulary instruction should be directed toward functional mastery—that is, students' ability to use vocabulary to understand and construct meaning in communication. Students who know the meaning of a word are not necessarily able to use that word appropriately because word usage is related to context, relationships with other words, and the intended meaning (Kurnia et al., 2025).

The aspect of meaning in the use of vocabulary is closely related to the study of lexical semantics. Lexical semantics is a branch of semantics that focuses on the meaning of lexical units and the semantic relationships between them (Ahmad et al., 2023). In Arabic, semantic relationships can take the form of synonymy, antonymy, polysemy, homonymy, and hyponymy. Synonymy refers to the relationship between words that share similar or closely related meanings; antonymy indicates opposing meanings; polysemy refers to a single word form having multiple interrelated meanings; homonymy indicates identical forms with different meanings; and hyponymy indicates the relationship between general and specific meanings (Syuhada & Ridho, 2025). Understanding these relationships plays a crucial role in vocabulary usage because students need to distinguish between word meanings and select vocabulary appropriate to the context. Thus, mastery of vocabulary should be understood not only in terms of the number of words known but also in terms of students' ability to understand semantic relationships and use vocabulary appropriately.

In the process of learning Arabic, students' use of vocabulary can provide insight into their understanding of word meanings. When students use vocabulary in both spoken and written language, their usage reveals how they select words, understand their meanings, and place them in specific contexts (Mardiyah & Sofa, 2025). Errors in vocabulary usage do not always indicate that students do not know the meaning of a word, but may indicate difficulty in distinguishing between words that have similar or opposite meanings, have multiple meanings, or have the same

form but different meanings. These conditions can affect students' accuracy in understanding texts and conveying ideas in Arabic (Fitri et al., 2025). Therefore, vocabulary usage needs to be examined from a lexical-semantic perspective to gain insight into the nature of the semantic relationships that emerge and the accuracy of vocabulary usage based on meaning and context.

Previous research on Arabic vocabulary has shown that vocabulary studies have been conducted from various perspectives. Susanto examined vocabulary learning using the mimicry memorization method and demonstrated that understanding meaning, repetition, pronunciation, and practice in using words are crucial components of vocabulary acquisition (Susanto, 2021). Nurrokhmatulloh and Wahyuni examined the relationship between vocabulary mastery and translation ability in Arabic language learning. This research indicates that vocabulary mastery is linked to students' ability to understand and translate linguistic meaning. These findings reveal that vocabulary mastery is not only related to the ability to recall word meanings but also to the ability to understand and process meaning in language use (Nurrokhmatulloh, 2025). Meanwhile, Salsabila and Fithriyana examined the relationship between meanings in Arabic, focusing on musytarak lafzi, mudhad, and ambiguity, and demonstrated that these relationships are tied to contextual language comprehension (Salsabila & Fithriyana, 2025). These studies indicate that research on vocabulary has largely focused on strategies, methods, and improving vocabulary mastery, whereas research on semantic relations tends to treat linguistic phenomena or texts as the objects of analysis. This situation suggests that there is room for research to examine semantic relations through the use of vocabulary generated directly by students during the Arabic language learning process.

This research gap forms the basis for this study to focus on students' vocabulary usage from a lexical-semantic perspective. This study differs from research that focuses on the effectiveness of teaching methods, media, or strategies because it does not test specific interventions to improve vocabulary mastery. It also differs from studies of semantic relations that use texts as the primary source, as the research data are derived from students' spoken and written utterances during the Arabic language learning process. This focus allows for an analysis of how meaning relationships are realized through students' use of vocabulary and how students use words based on their meaning and context. Thus, vocabulary is treated not merely as learning material but as linguistic data that can illustrate students' understanding of lexical meaning.

MAN 1 Kerinci was chosen as the context for this study because Arabic language instruction at madrasahs requires students to understand and use a variety of vocabulary in accordance with the instructional material. During the learning process, students use vocabulary when answering questions, reading texts, constructing sentences, engaging in conversations, expressing opinions, and completing oral and written assignments. Based on initial observations, there are differences in students' abilities to understand and use vocabulary. Some students are already able to use vocabulary according to its meaning and context, while others still make mistakes in word choice and the interpretation of certain vocabulary words. This situation indicates that the issue of vocabulary mastery is not only related to the number of words mastered but also to the understanding of meaning and the ability to use vocabulary in the appropriate context. A lexical-semantic analysis of students'

vocabulary usage can provide insight into the relationships between meanings that emerge and the ways in which vocabulary is used in Arabic language learning.

Based on the above description, this study aims to describe the use of Arabic vocabulary by students at MAN 1 Kerinci based on a lexical-semantic analysis, identify the forms of semantic relations that emerge in vocabulary usage, and analyze the appropriateness of vocabulary usage based on meaning and context. This study is expected to contribute to the development of linguistic research, particularly lexical semantics in Arabic language learning. The research results can also serve as evaluation material for teachers in developing vocabulary instruction that not only emphasizes mastery of word forms and translations but also pays attention to meaning, relationships between words, and the context of their use. Thus, the study titled "A Lexical-Semantic Analysis of Arabic Vocabulary Used by Students in Learning at MAN 1 Kerinci" aims to provide an understanding of students' vocabulary usage based on lexical meaning aspects within the context of Arabic language learning.

METHODS

This study employs a qualitative approach using descriptive methods to examine students' use of vocabulary from a lexical-semantic perspective in Arabic language learning at MAN 1 Kerinci. This study focuses on: (1) the forms of vocabulary used by students, (2) the lexical meaning relationships present in vocabulary usage, including synonymy, antonymy, polysemy, homonymy, and hyponymy; and (3) the appropriateness of vocabulary usage based on lexical meaning and contextual usage (Nopriansyah et al., 2026). The research subjects consisted of Arabic language teachers and 11th-grade students at MAN 1 Kerinci who were directly involved in the Arabic language learning process, while the research object was the students' use of vocabulary in spoken and written discourse during the learning process (Dalimunthe et al., 2025). Data were collected through observation of the learning process, semi-structured interviews, and documentation in the form of students' assignments, teaching materials, learning notes, and other relevant documents (Oktari et al., 2026).

The data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and the drawing and verification of conclusions. Data obtained through observation, interviews, and documentation were selected, coded, categorized, and organized in accordance with the research focus (Miles & Huberman, 2014). The analysis aimed to identify lexical relationships in students' vocabulary usage, including synonymy, antonymy, polysemy, homonymy, and hyponymy, as well as to analyze the appropriateness of vocabulary usage based on meaning and context. The analyzed data were then presented descriptively to identify patterns in vocabulary usage and the forms of semantic relationships found. Conclusions were drawn and verified through ongoing data comparison (Fitri et al., 2026).

Data validity was tested through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from Arabic teachers and students, while methodological triangulation was conducted by comparing data from observations, interviews, and documentation (Sugiyono, 2019). This process was carried out to ensure data consistency and

strengthen the interpretation of students' vocabulary use based on a lexical-semantic perspective. The study was conducted in accordance with research ethics principles by explaining the research objectives and procedures to participants, obtaining their consent, maintaining the confidentiality of their identities, and using the collected data solely for academic purposes.

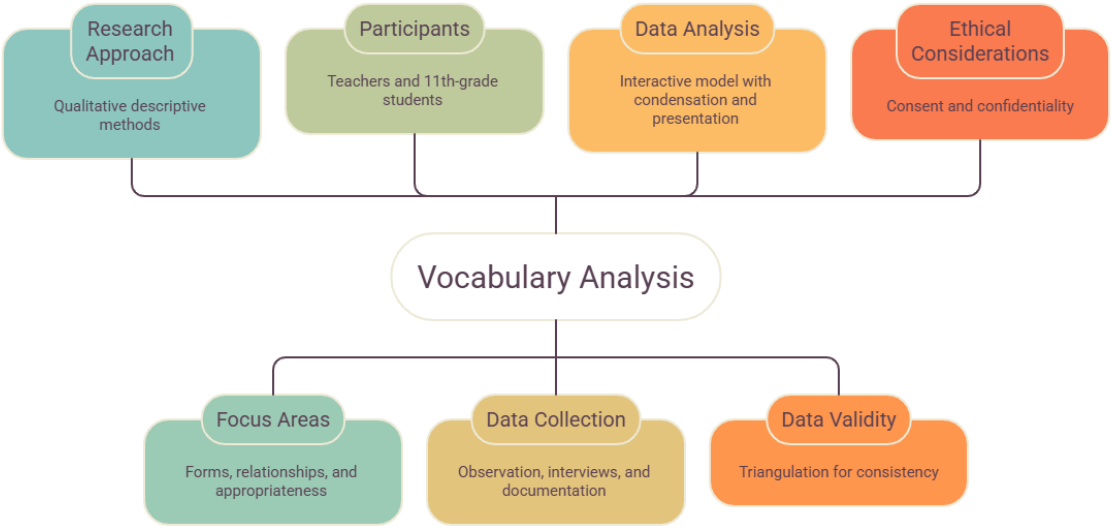


Figure 1. Comprehensive Vocabulary Analysis Framework

RESULT AND DISCUSSION

After conducting an in-depth study through observation, interviews, and documentation of the Arabic language learning process at MAN 1 Kerinci, a set of data regarding students' use of vocabulary was obtained. This data was then systematically analyzed based on the research focus, taking into account the forms of vocabulary used, the lexical relationships that emerged, and the appropriateness of vocabulary use based on meaning and context. The results of the analysis indicate a diversity of vocabulary forms and semantic relationships used by students during learning activities. These findings are further elaborated in an integrated manner through a discussion that draws on the lexical-semantic perspective and previous research, thereby providing a more comprehensive picture of vocabulary use among students at MAN 1 Kerinci.

1. Forms of Vocabulary Used by Students in Arabic Language Learning

The research findings indicate that students at MAN 1 Kerinci use various forms of vocabulary in their Arabic language learning activities. Based on observations, interviews, and documentation, the vocabulary used by students consists not only of individual words but is also used in phrases and simple sentences. This vocabulary appears when students answer the teacher's questions, engage in conversations, read texts, construct sentences, complete exercises, and convey ideas both orally and in writing. The use of this vocabulary demonstrates that it is an integral part of learning activities, as students need it to understand instructions, respond to questions, and express information related to the learning material.

Table 1. Forms of Vocabulary Used by Students

No	Vocabulary	Transliteration	Meaning	Category	Example of Use
1	كَبِيْرٌ	kabīr	large	Adjective/size	al-baytu kabīrun
2	صَغِيْرٌ	ṣaghīr	small	Adjective/Size	al-baytu ṣaghīrun
3	كِتَابٌ	kitāb	book	Object	hādhā kitābun
4	قَلَمٌ	qalam	Pen	Object	hādhā qalāmun
5	أَبٌ	ab	father	Family	hādhā abī
6	أُمٌّ	umm	mother	Family	hādhihi ummī
7	كَتَبَ	kataba	to write	Action	kataba aṭ-ṭālibu
8	قَرَأَ	qara'a	to read	Action	qara'a aṭ-ṭālibu

Based on the data collected, the vocabulary used by students can be grouped according to semantic fields. In the vocabulary related to qualities and size, the following words were found: kabīr (كَبِيْرٌ) 'large,' ṣaghīr (صَغِيْرٌ) 'small,' ṭawīl (طَوِيْلٌ) 'long/tall,' qaṣīr (قَصِيْرٌ) 'short,' jadīd (جَدِيْدٌ) 'new', and qadīm (قَدِيْمٌ) 'old'. In the context of the school environment, vocabulary such as kitāb (كِتَابٌ) 'book', qalam (قَلَمٌ) 'pen', maktab (مَكْتَبٌ) 'desk/office', madrasah (مَدْرَسَةٌ) 'school', and faṣl (فَصْلٌ) 'class' are found. Meanwhile, in the context of family members, students use vocabulary such as ab (أَبٌ) 'father', umm (أُمٌّ) 'mother', akh (أَخٌ) 'brother', and ukht (أُخْتٌ) 'sister'. These patterns indicate that students' use of vocabulary is related to the themes found in their learning materials and their communication environment.

In the category of activities and actions, students used a number of verbs related to daily activities and learning activities, such as *kataba* (كَتَبَ) 'to write', *qara'a* (قَرَأَ) 'to read', *jalasa* (جَلَسَ) 'to sit', *dhahaba* (ذَهَبَ) 'to go', *akala* (أَكَلَ) 'to eat', and *syariba* (شَرِبَ) 'to drink'. The use of these verbs indicates that the *mufradat* mastered by the students were not limited to nouns but also included verbs used to express activities. In addition, students used vocabulary related to objects, places, people, and conditions in accordance with the learning materials. This variation indicates that students' *mufradat* repertoire encompasses several word classes that function in the formation of Arabic sentences. In terms of their use, the *mufradat* identified in the study appeared both in simple utterances and in sentence constructions. For example, the word *kitāb* did not only appear when students stated its meaning as 'book', but was also used in expressions or sentences such as *hādhā kitābun* (هَذَا كِتَابٌ) 'this is a book'. Similarly, the word *kabīr* was used in the construction *al-baytu kabīrun* (الْبَيْتُ كَبِيْرٌ) 'the house is big'. The use of these words in sentence constructions indicates that students had begun to connect vocabulary with communicative functions and sentence structures. Therefore, the forms of *mufradat* identified in this study are important to examine not only in terms of their lexical forms but also in terms of how the words are used in students' spoken and written language.

From a lexical-semantic perspective, the diversity of these lexical forms serves as the basis for analyzing the semantic relationships among the vocabulary used by students. The words kabīr and ṣaghīr, for example, are not merely two distinct lexical items but form an antonymic relationship because they have opposite meanings. Similarly, the use of vocabulary with closely related meanings can be analyzed

through synonymy, while vocabulary in a general-to-specific relationship can be analyzed through hyponymy. Meanwhile, words with more than one meaning can be analyzed through polysemy or homonymy based on the characteristics of their form-meaning relationships. Thus, identifying lexical forms is the first step toward understanding the structure of semantic relationships found in students' vocabulary usage.

The findings indicate that the vocabulary used by students varies based on semantic field, part of speech, and context of use. This variation serves as an important basis for analyzing students' ability to understand lexical meaning. Vocabulary mastery is demonstrated not only by the number of words students can list but also by their ability to use those words in appropriate forms and contexts. This aligns with Geeraerts' view that lexical semantics focuses on word meaning and the semantic relationships that form the lexical structure of a language. Thus, the vocabulary forms identified in this study were further analyzed based on synonymy, antonymy, polysemy, hyponymy, and homonymy to gain insight into students' use of lexical meaning (Geeraerts, 2017).

2. Lexical Meaning Relationships in the Use of Vocabulary

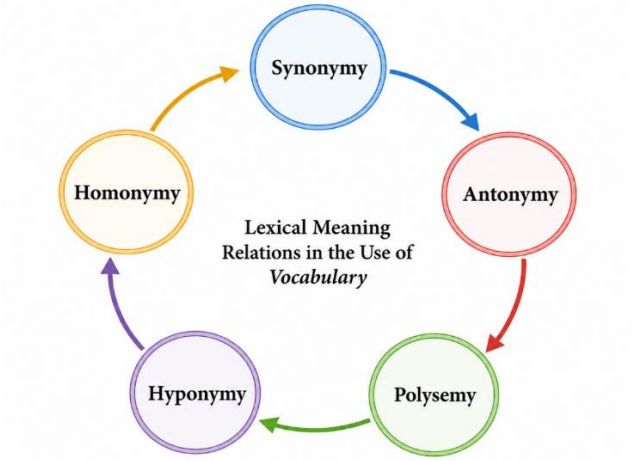


Figure 2. Lexical Meaning Relations in The Use of Vocabulary in Arabic

The results of the analysis of the vocabulary used by students at MAN 1 Kerinci reveal several lexical relationships in vocabulary usage during the Arabic language learning process. These lexical relationships include synonymy, antonymy, polysemy, hyponymy, and homonymy. These five types of relationships were found to vary in intensity and characteristics. To provide an overview of the findings regarding lexical meaning relationships before delving into them in greater depth, the results of this identification are presented in Table 2.

Table 2. Lexical Semantic Relations in the Use of *Mufradat*

No.	Semantic Relation	Form of *Mufradat*	Characteristics	Findings on Usage
1	Synonymy	Vocabulary with similar meanings	Similarity/closeness of meaning	Found in students' use, but word selection was not

				always appropriate to the context
2	Antonymy	*kabīr–ṣaghīr*	Contrast in meaning	Relatively easy for students to understand and use
3	Antonymy	*ṭawīl–qaṣīr*	Contrast in meaning	Used in exercises and conversations
4	Antonymy	*jadīd–qadīm*	Contrast in meaning	Students were able to recognize the meaning pair
5	Polysemy	Vocabulary with several related meanings	One form has several meanings	Students tended to use the meaning they were most familiar with
6	Hyponymy	*ab, umm, akh, ukht*	General–specific relationship	Students were able to group vocabulary according to categories
7	Homonymy	Same form with different meanings	Similarity of form	Found less frequently and still caused difficulties for students

1) Synonymy

The analysis of the vocabulary used by students revealed the presence of synonymic relationships—that is, relationships between words that share similar or closely related meanings. These relationships were observed in the students' use of vocabulary when answering questions, reading texts, engaging in conversations, and constructing sentences. The presence of synonymy indicates that students have recognized that a concept can be represented by more than one lexical form with closely related meanings. In the context of vocabulary mastery, this ability demonstrates that students not only store vocabulary as pairs of forms and meanings but also begin to establish relationships between words based on shared meaning. Alsuhaibani identifies synonymy as one of the key phenomena in the study of the Arabic lexicon because these relationships reveal the diversity of lexical choices available for conveying meaning (Alsuhaibani, 2024).

However, the research findings indicate that students' ability to recognize semantic proximity is not always accompanied by accuracy in word selection. Some students can understand the general meaning of a word but still struggle to determine the most appropriate word when placed in a specific context. This suggests that similar translations do not necessarily mean that two words can be used interchangeably in all contexts. Vocabulary selection is still influenced by the context of the sentence, the function of the word, and the meaning intended to be conveyed. Therefore, the use of synonyms in the research data indicates a grasp of semantic relationships while also showing that students' understanding of the differences in the use of synonymous words still needs to be strengthened.

These findings highlight the importance of teaching synonyms in a way that goes beyond simply providing equivalent meanings. Teachers need to introduce vocabulary words with similar meanings through various sentences and usage contexts. Students should be guided to compare these words based on context so they can choose the appropriate vocabulary. Subur et al. demonstrate that synonyms and antonyms can be used as part of Arabic vocabulary learning techniques for Madrasah Aliyah students (Subur et al., 2021). Thus, the synonymic relationships in the vocabulary usage of students at MAN 1 Kerinci not only reveal the semantic aspects of the vocabulary they have mastered but also provide a pedagogical foundation for developing context-based vocabulary learning.

2) Antonyms

The relationship between antonyms is more clearly evident in the vocabulary discussed in the section on individual words, particularly kabīr–ṣaghīr (كَبِيْرٌ–صَغِيْرٌ), ṭawīl–qaṣīr (طَوِيْلٌ–قَصِيْرٌ), and jadīd–qadīm (جَدِيْدٌ–قَدِيْمٌ). These three pairs demonstrate the relationship of contrasting meanings that students use in learning activities. Students can identify pairs of opposite words when given questions or exercises and use some of these pairs in sentences and conversations. The use of antonyms indicates that students understand the meaning of a word through its relationship with other words that have opposite meanings. These relationships constitute a form of lexical organization that helps students understand vocabulary more systematically.

The students' ability to use the pairs kabīr–ṣaghīr, ṭawīl–qaṣīr, and jadīd–qadīm indicates that oppositional relationships are relatively easy to identify when the differences in meaning are clear. Students not only know the meaning of each word but can also connect the two words as pairs of meanings. This shows that vocabulary learning through semantic relationships can help students build a network of meanings. Subur et al. also found that the use of antonyms is one of the techniques in Arabic vocabulary learning at the Madrasah Aliyah level. These findings reinforce the idea that presenting vocabulary in opposing pairs can be part of the process of developing mufradat mastery (Subur et al., 2021).

Nevertheless, the research data indicate that students' ability to identify pairs of antonyms does not fully reflect their ability to use the vocabulary appropriately in context. Based on the observation results, students were relatively capable of recognizing pairs of words with contrasting meanings, such as *kabīr–ṣaghīr* (كَبِيْرٌ–صَغِيْرٌ), *ṭawīl–qaṣīr* (طَوِيْلٌ–قَصِيْرٌ), and *jadīd–qadīm* (جَدِيْدٌ–قَدِيْمٌ), particularly when the teacher directly asked them to provide the antonyms. However, when these vocabulary items were used in sentences or communicative situations, differences emerged in students' ability to determine the appropriate use of each word according to the context. The word *kabīr*, for instance, is not limited to the meaning 'big', as its use depends on the object or condition being described in a sentence. This finding indicates that mastery of antonymy cannot be adequately assessed solely through the ability to recall word pairs, but should also be examined in terms of students' ability to understand contrasting meanings and use them appropriately in context. Therefore, the teaching of antonyms should be directed toward activities that integrate the identification of word pairs, comprehension of meaning, sentence construction, and communicative use. Antonymy in this study therefore serves two functions: as a lexical semantic relation identified in students' use of *mufradat* and as a pedagogical resource for

expanding students' vocabulary networks and strengthening their ability to use *mufradat* according to meaning and context.

3) Polysemy

Polysemy occurs when words with more than one meaning all of which are related are used. Unlike synonyms and antonyms, whose semantic relationships are relatively easy to identify, polysemy requires students to consider context when determining the meaning of a word. The research findings indicate that some students tend to associate a single word form with the meaning they encounter most frequently. When the same form appears in a different context, students have difficulty determining the appropriate meaning. These findings indicate that students already possess knowledge of basic lexical meanings, but their ability to understand variations in meaning based on context still needs to be strengthened. Geeraerts identifies polysemy as one of the key phenomena in lexical semantics because it demonstrates the existence of multiple related meanings within a single lexical form (Geeraerts, 2017).

Students' difficulty in understanding polysemy demonstrates that the meaning of a word cannot always be determined solely through translation. The same word can take on different interpretations when used with different linguistic elements. Therefore, students need to pay attention to the relationship between the word under study and other words in the sentence. Subur et al. explain that studies of the Arabic lexicon must take into account the phenomenon of polysemy and word usage in linguistic data. In this study, students' tendency to rely on a single, familiar meaning suggests that vocabulary instruction still needs to provide more opportunities for using words in varied contexts (Subur et al., 2021).

4) Hyponymy

The relationship of hyponymy was identified through the use of *mufradat* that can be grouped according to the relationship between general and specific meanings. Based on the research data, the vocabulary that appeared during the learning process can be understood not only as individual lexical items but also as parts of particular semantic categories. The vocabulary *ab* (أَبٌ), *umm* (أُمٌّ), *akh* (أَخٌ), and *ukht* (أُخْتٌ), which had previously appeared in vocabulary learning related to family, demonstrate the relationship between specific lexical items and the general category *al-usrah* (الأُسْرَةُ), meaning "family." Similarly, the vocabulary *kabīr* (كَبِيرٌ), *ṣaghīr* (صَغِيرٌ), *ṭawīl* (طَوِيلٌ), and *qaṣīr* (قَصِيرٌ), which were previously identified in the analysis of antonymy, can be placed within a broader category based on their semantic features, namely vocabulary related to qualities or size. Thus, a single lexical item can participate in more than one semantic relationship depending on the analytical perspective. For instance, *kabīr* and *ṣaghīr* form an antonymous relationship because they express contrasting meanings, while they can also be grouped within the broader category of vocabulary related to size or qualities. These findings indicate that students' understanding of *mufradat* involves not only the ability to recognize individual meanings and contrasting relationships between words but also the ability to associate vocabulary with broader semantic categories. This demonstrates the formation of a semantic network in students' *mufradat* knowledge, although this ability still needs to be strengthened through vocabulary grouping activities and the use of words in various learning contexts.

Hyponymic relationships indicate that students' mastery of vocabulary has formed a structured network of meaning. When students group "ab," "umm," "akh," and "ukht" into a single family category, they not only remember the four words separately but also understand the semantic relationships among them. This is important for vocabulary development because new words can be linked to categories they already know. Jamiatunnur, Ritonga, and Hanomi point out that vocabulary instruction should employ strategies that help students understand and develop relationships between words so that vocabulary mastery goes beyond mere memorization (Jamiatunnur et al., 2022).

In Arabic language instruction, hyponymic relationships can be applied by grouping vocabulary based on themes and semantic fields. Teachers can present a general category and then ask students to name members of that category, or provide a set of vocabulary words and ask students to group them by category. These activities can be conducted in speaking, reading, and writing lessons. Thus, the findings regarding hyponymy indicate that students already possess the ability to organize vocabulary based on general and specific relationships, while also highlighting opportunities for developing vocabulary learning strategies based on semantic networks.

5) Homonymy

Homonymic relationships are found in more limited numbers compared to synonymy and antonymy. Homonymy refers to linguistic forms that are identical or share a similar form but have different meanings. In students' use of vocabulary, this similarity in form can cause difficulties when students attempt to determine meaning based solely on the word's form. Research findings indicate that some students still struggle to distinguish meanings when encountering the same lexical form in different contexts. This suggests that recognizing a word's form does not always lead to the ability to determine its meaning based on context.

These difficulties highlight the importance of context in understanding homonymy. Students need to pay attention to the words surrounding the form in question as well as the overall meaning of the sentence to arrive at the correct interpretation. If students rely solely on memorized meanings, the same word form may be associated with an inappropriate meaning. Therefore, understanding homonymy requires the ability to integrate lexical knowledge with contextual understanding. This demonstrates that mastery of vocabulary cannot be separated from the ability to understand word usage within linguistic constructions.

Findings on homonymy indicate that vocabulary instruction should provide examples of word usage in diverse contexts. Teachers can present several sentences containing the same word form and then ask students to determine the meaning of each form based on the context of the sentence. This activity can improve students' accuracy in understanding meaning and reduce errors caused by similar forms. Thus, homonymy is an important part of vocabulary usage studies because it demonstrates that the relationship between form and meaning is not always straightforward.

3. Accuracy in the Use of Vocabulary Based on Lexical Meaning and Context

The results of the study indicate that the accuracy of vocabulary use among students at MAN 1 Kerinci is closely related to their ability to understand lexical meanings and adapt them to the context of use. Based on the results of observations,

interviews, and documentation, most students have been able to use vocabulary with concrete meanings that are relatively easy to understand, such as kitāb (كِتَابٌ) 'book', qalam (قَلَمٌ) 'pen', ab (أَبٌ) 'father', umm (أُمٌّ) 'mother', kabīr (كَبِيْرٌ) 'big', and ṣaghīr (صَغِيْرٌ) 'small'. The use of these vocabulary words generally aligns with their lexical meanings because students have developed a fairly strong understanding of the relationship between word forms and their meanings. However, accuracy in usage begins to face challenges with vocabulary words that have similar meanings, multiple meanings, or whose usage depends on context. These findings indicate that mastery of vocabulary is determined not only by students' ability to recall word meanings but also by their ability to understand the boundaries of usage and the functions of words within linguistic contexts.

Inaccurate vocabulary usage is particularly evident when students choose words based on the most common meanings they know without considering the context of the sentence. With synonyms, students tend to assume that words with similar meanings can be used interchangeably. However, similar meanings do not always indicate identical usage. Similarly, with polysemous vocabulary, students tend to use the meaning they encounter most frequently when faced with the same word in different contexts. Difficulties also arise with words that have the same form but different meanings, requiring students to pay attention to the context to determine the intended meaning. These conditions indicate a distinction between mastery of lexical meaning and mastery of lexical usage. Ahmed & Mohamed explain that vocabulary mastery encompasses not only knowledge of word forms and meanings but also knowledge of how words are used in context (Ahmed & Mohamed, 2022). Thus, the accurate use of vocabulary is an important part of vocabulary mastery because students are required to be able to connect form, meaning, and usage simultaneously.

The findings indicate that vocabulary instruction at MAN 1 Kerinci needs to place greater emphasis on the use of vocabulary in context. Teaching should not be limited to providing a list of vocabulary words and their translations but should be followed by exercises in using the words in sentences, dialogues, texts, and real-life communication situations. Teachers can also present several vocabulary words with similar meanings and then ask students to select the most appropriate word based on the given context. For polysemous and homonymous vocabulary, students can be guided to compare several sentences that use the same word form so that they understand the differences in meaning based on context. This approach aligns with the view of Ahmed & Mohamed that vocabulary instruction must encompass knowledge of meaning, form, and word usage (Ahmed & Mohamed, 2022). Thus, the research findings confirm that the accuracy of students' vocabulary use is determined not only by the number of words they have mastered but also by their ability to understand lexical meanings and use them appropriately within the context of Arabic communication.

CONCLUSION

Based on the research findings, the use of vocabulary by students at MAN 1 Kerinci in Arabic language learning reveals five forms of lexical meaning relationships, synonymy, antonymy, polysemy, hyponymy, and homonymy. These five forms were found in the students' use of vocabulary during various learning activities and demonstrate that the students have developed the ability to recognize

meanings and relationships among words. Mastery of vocabulary is not limited to the ability to recall the meanings of individual words but also includes the ability to connect words based on similarities, contrasts, interrelated meanings, and relationships between general and specific categories. These findings indicate that students' use of vocabulary has formed semantic connections that can be observed through various lexical relationships.

The accuracy of vocabulary usage varies depending on the type of semantic relationship. Students are relatively capable of recognizing basic meanings and relationships between words, particularly for words that have clear antonymic relationships and distinct semantic categories. However, inaccuracies still occur when students use words with similar meanings, multiple meanings, or the same form but different meanings. These difficulties are primarily related to the ability to determine meaning and choose vocabulary based on sentence context and usage situations. The research results indicate that mastery of lexical meaning and the ability to use vocabulary contextually are two interrelated aspects of vocabulary mastery. Arabic language instruction at MAN 1 Kerinci needs to address both of these aspects so that students' vocabulary mastery progresses from merely knowing the form and meaning of words to the ability to understand semantic relationships and use vocabulary appropriately in various learning contexts.

DECLARATIONS

Author's Contributions

Gustila Almaida and Syifa Pauzia Habsi: Conceptualization, original manuscript writing, and data accuracy. **Neli Asmaniah**: Methodology, data collection, data analysis, and visualization. **Muhammad Gani and Nilna Aldzakhiroh**: Investigation, manuscript review, language enhancement, and editing.

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The authors declare that this research was conducted without any conflict of interest.

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The authors obtained permission from the research site to conduct the study. The institution approved the implementation of the research and permitted the findings to be used and published for academic purposes.

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