

## Exploring of Arabic Textbook for MA KMA 183 in 2019 Based on Mackey's Theory and ACTFL Standards

### Husnatul Hamidiyyah Siregar

Universitas Islam Negeri Maulana Malik Ibrahim Malang

Email: [husnatulhamidiyyah@gmail.com](mailto:husnatulhamidiyyah@gmail.com)

### Moh. Ainin

Universitas Negeri Malang

Email: [moh.ainin.fs@um.ac.id](mailto:moh.ainin.fs@um.ac.id)

### Muassomah

Universitas Islam Negeri Maulana Malik Ibrahim Malang

Email: [somahwibisono@gmail.com](mailto:somahwibisono@gmail.com)

### Dadang Firdaus

Universitas Islam Negeri Sultan Syarif Kasim Riau

Email: [dadang.firdaus@uin-suska.ac.id](mailto:dadang.firdaus@uin-suska.ac.id)

### Rendi Pramadi

Universitas Al-Azhar As-Syarif Kairo Mesir

Email: [pramady389@gmail.com](mailto:pramady389@gmail.com)

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### Abstract

*This study aims to explore Arabic textbooks by looking at four elements, namely selection (material selection), gradation (ordering), presentation, and repetition in Arabic textbooks for Class XI MA Curriculum KMA 183 in 2019 according to the theory of William Francis Mackey and explore Arabic language skills on textbook content according to the ACTFL standard perspective. This study uses qualitative research methods with descriptive analysis techniques and content analysis sourced from documentation data in Arabic textbooks for Class XI MA Curriculum KMA 183 in 2019, related books, articles, and journals. The results of the study show that the Arabic language textbooks for class XI KMA 183 in 2019 as a whole have met the criteria of Mackey's theory in four aspects. In the element of selection, the book has met three criteria for validity in the content and components of the book, including the parts of learning objectives, the level of students' abilities, and the type of language used. Furthermore, the gradation aspect of each subject matter in chapters 1 to 6 consists of listening, speaking, reading, writing, and tarāḳib skills, each related to and supporting one another with deductive and inductive sequencing methods. In the presentation aspect, three procedures are used in the book: differentiation, intensive and pictorial procedures. Each stage of the book presentation uses two languages, Arabic and Indonesian, utilizing the help of image object media to make it easier for students to understand the material. In the aspect of repetition, several tadribāt and materials are presented repeatedly with different themes in each chapter in the four Arabic language skills. The analysis of Arabic skills on Arabic books for class XI KMA 183 in 2019 according to the ACTFL standard perspective is divided into three levels: intermediate, low, mid, and high. Each group is classified according to the content of the material, indicators, and evaluation of learning in each of the four mahārah in six chapters, namely mahārah istimā', kalām, qirā'ah, and kitābah.*

**Keywords:** ACTFL, Arabic Language, Text Book, Mackey's Theory

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi buku ajar bahasa Arab dengan cara melihat empat unsur yaitu seleksi (pemilihan materi), gradasi (pengurutan), presentasi, repetisi dalam buku ajar bahasa Arab Kelas XI MA Kurikulum KMA 183 tahun 2019 menurut teori William Francis Mackey dan mengeksplorasi keterampilan bahasa Arab pada isi buku ajar menurut perspektif standar ACTFL. Penelitian ini menggunakan metode penelitian kualitatif dengan teknik analisis deskriptif dan analisis konten yang bersumber dari data dokumentasi pada buku ajar bahasa Arab Kelas XI MA Kurikulum KMA 183 tahun 2019, buku, artikel dan jurnal yang terkait. Hasil dari penelitian menunjukkan bahwa buku ajar bahasa Arab kelas XI KMA 183 tahun 2019 secara keseluruhan telah memenuhi kriteria teori Mackey dalam empat aspek. Pada aspek seleksi, buku telah memenuhi tiga kriteria keabsahan pada isi dan komponenen buku diantaranya pada komponen tujuan pembelajaran, tingkat kemampuan siswa, tipe bahasa yang digunakan. Selanjutnya pada aspek gradasi setiap materi pelajaran pada bab 1 sampai 6 terdiri dari keterampilan menyimak, berbicara, membaca, menulis dan *tarāḳib* yang masing-masing setiap keterampilan berkaitan dan mendukung satu sama lain dengan metode pengurutan deduktif dan induktif. Pada aspek presentasi ada tiga prosedur yang digunakan pada buku yaitu prosedur differensiasi, ontensive dan piktorial. Setiap tahapan presentasi buku menggunakan dua bahasa yaitu bahasa Arab dan bahasa Indonesia dengan menggunakan bantuan media obyek gambar untuk memudahkan siswa dalam memahami materi. Pada aspek repetisi, ada beberapa *tadribāt* dan materi yang disajikan secara berulang dengan tema yang berbeda pada setiap babnya dalam empat keterampilan bahasa Arab. Adapun analisis keterampilan berbahasa Arab terhadap buku bahasa Arab kelas XI KMA 183 tahun 2019 menurut perspektif standar ACTFL terbagi menjadi tiga tingkatan yaitu intermediate low, mid dan high. Setiap tingkatan diklasifikasikan sesuai muatan materi, indikator, dan evaluasi pembelajaran pada setiap empat *mahārah* dalam enam bab, yaitu *mahārah istīmā'*, *kalām*, *qirā'ah*, and *kitābah*.

**Kata Kunci:** ACTFL, Bahasa Arab, Buku Teks, Teori Mackey

### Introduction

The development of Arabic learning in Indonesia has not shown satisfactory results caused of several factors such as an unrepresentative curriculum, teachers, and textbooks.<sup>1</sup> Books as learning materials are an essential source and reference for a teacher and a source for students in studying the subject matter. In the process of learning to teach Arabic as a second foreign language, it can cause several problems because of a textbook.<sup>2</sup> Chambliss and Calfee explain that textbooks are student tools that have extraordinary power over

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<sup>1</sup>Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

<sup>2</sup>Cahya Edi Setyawan, Luthfi Abdul Basit, and Muhamad Fathoni, "Telaah Bahan Ajar Bahasa Arab 'Ayo Fasih Berbahasa Arab' Madrasah Aliyah Kelas XII Karya Hasan Saefullah (Tinjauan Materi Berdasarkan Teori Mackey)," *Prosiding Konferensi Nasional Bahasa Arab IV*, 2018, 1-10.

students' knowledge and influence certain values.<sup>3</sup> A good Arabic book can be assessed from the four aspects of the book assessment initiated by BNSP, namely terms of content, presentation, language, and visual elements.

In addition, there are several special characteristics of textbooks as stated by Muchlis that textbooks are arranged according to the applicable curriculum, have a goal that is the main focus, there is a presentation about lesson content, student learning activities are the main orientation, books can be used as guidelines. In learning activities and the manifestation of books must follow the student's ability level.<sup>4</sup> The urgency of textbooks in learning has been to make the learning process work and connect teachers and students to produce the desired goals.<sup>5</sup> Books have tremendous power to change students' brains.<sup>6</sup> Therefore, textbook analysis is needed as initial capital to determine quality teaching materials so they can achieve maximum learning goals.

In the national context, the Arabic language curriculum has been formulated specifically by the government, either the Ministry of Religion or the Ministry of Education and Culture for the school level. The study of Arabic textbooks is adapted to the national curriculum that the Ministry of Religion has set. The book the researcher will study is the Arabic language textbook for class XI MA KMA 183 in 2019 as an improvement from the previous textbook in the 2013 curriculum.

In discussions in the international context about Arabic language skills contained in textbooks as a second language, the researchers chose the American Council for Teaching Foreign Language proficiency standard guidelines which have advantages. The advantage is that ACTFL classifies students' language skills based on four skills.<sup>7</sup> The four language skills presented in the ACTFL guidelines can be used as comparison material for the analysis of

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<sup>3</sup>Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141, <https://doi.org/10.29240/jba.v2i2.552>.

<sup>4</sup>Dehendar Ulil Albab, "Analisis Buku Ajar Bahasa Arab Mi Kelas Iv Kurikulum 2013 Terbitan Kemenag Ri Tahun 2020," *Jurnal Al-Maqayis* 5, no. 1 (2021): 1, <https://doi.org/10.18592/jams.v6i2.5217>.

<sup>5</sup>Afifa Wijdan Azhari, "Analisis Buku Ajar Bahasa Arab Kelas Vi Madrasah Ibtidaiyah Terbitan Karya Toha Putra," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 125-36, <https://doi.org/10.17509/alsuniyat.v1i2.24360>.

<sup>6</sup>Roviin Roviin, "Analisis Buku Teks Al 'Arabiyah Li Al Nasyi' in Karya Mahmud Ismail Shini, Dkk," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 01 (2018): 36-53, <https://doi.org/10.24042/albayan.v10i01.2594>.

<sup>7</sup>Azza Aulia Ramadhani, "Analisis Kebutuhan Belajar Untuk Menyusun Perangkat Pembelajaran Bipa Tingkat Pemula Yang Berorientasi American Council for Teaching Foreign Language (Actfl)," *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya* 23, no. 2 (2017): 19-28, <https://doi.org/10.33503/paradigma.v23i2.326>.

Arabic textbooks which contain four skills (*mahārah*) as well, namely *mahārah istimā'*, *kalām*, *qirā'ah*, and *kitābah*. The American Council on the Teaching of Foreign Language (ACTFL) as a standard used in foreign language learning, applies five levels in each language skill, starting from the highest level, namely distinguished, superior, advanced, intermediate, and novice (beginner). ACTFL also explains in more detail about creativity and innovation skills. First, think critically and innovatively in the work environment. Second, being able to develop, implement, and express ideas to others. Third, be open and sensitive to different perspectives. Fourth, these creative ideas are expected to be able to contribute where the innovation is created.

According to the context of the analysis of Arabic textbooks, the researcher found several previous studies. First, the content analysis research on the book *Durūs al-lughah al-'Arabiyyah* Mackey's theoretical perspective shows the results of the analysis conducted by researchers on the book *Durūs al-lughah al-'Arabiyyah* 2013 The seventh-grade curriculum, according to Mackey's view has been following four aspects, namely selection, gradation, presentation, and repetition. The advantages of *Durūs al-lughah al-'Arabiyyah*'s book with the BSNP (National Education Standards Agency) assessment instrument include; lies in the depth and breadth of the material, while the shortcomings of this *Durūs al-lughah al-'Arabiyyah* book lie in the same thing as indicators of all themes, incorrect giving of harakat, choice of answers to practice questions that do not match the questions, does not provide an index, glossary, and list of Arabic transliterations.<sup>8</sup> Second, it relates to the feasibility analysis of the content and material in the *Al-Lughah al-'Arabiyyah Al-Mu'asyirah* textbook. The assessment results show that the book can be categorized as a good and appropriate textbook because it meets the criteria for four main aspects, namely selection, gradation, presentation, and repetition or conditions above. The advantages of the book are the book approach that pays more attention to helping students arrive at learning goals; namely understanding scientific insight literature (*al-nushûsh al-islâmiyah*) and socio-religious in Arabic as well as a communicative approach in studying Arabic culture, while our weakness is the absence of interesting images (visualizations) that can foster their motivation in studying the book.<sup>9</sup>

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<sup>8</sup>Sopiah, Khoifumina Yuniar Rajatni, and Agus Riyadi, "Durusul Lughah Al-Arabiyah's Book Content: Mackey's Perspective," *Annals of the University of Craiova for Journalism, Communication and Management* 7 (2021): 102–8, <https://doi.org/10.5281/zenodo.5790274>.

<sup>9</sup>Toni Pransiska, "Buku Teks Al-Lughah Al-'Arabiyyah Al-Mu'ashirah Bagi Penutur Non Arab Desain, Kontruksi Dan Implementasi," *Al-Fikra : Jurnal Ilmiah Keislaman* 17, no. 1 (2018): 1, <https://doi.org/10.24014/af.v17i1.5123>.

The next research is research on the analysis of MI textbooks with ACTFL standards. The study results show that the teaching materials contained in MI Arabic textbooks for grades 1, 2, and 3 reflect ACTFL standards at a low novice level. Apart from being an authentic learning resource and promoting innovative learning, these textbooks can also be practiced by teachers with formulated instructional ideas and strategies. The study findings reflect pedagogical discussions about teaching Arabic as a foreign language and allow teachers to build their creativity to practice contextual and transformative learning based on the standards formulated in textbooks.<sup>10</sup> Based on the descriptions of several previous studies, this study is different in terms of exploring and analyzing the feasibility of the contents of the 2019 MA KMA 183 textbook with two indicator tools, namely the Mackey theory and the ACTFL standard.

Arabic textbooks for class XI MA KMA 183 in 2019 can be classified by researchers at the intermediate level in three standard forms: intermediate low, intermediate mid, and intermediate-high, after reviewing the indicators, materials, evaluations, and learning patterns set in the book content domain. William Francis Mackey has his view on how to analyze a textbook material that should be used by looking at four elements: selection (material selection), gradation (ordering), presentation, and repetition.<sup>11</sup> Then, the problem formulation in this research is 1) How is the exploration of the Arabic textbook for Class XI MA KMA 183 in 2019 in Mackey's perspective?; 2) How is the analysis of the Arabic language skills material in the 183-year-old MA KMA Arabic language book from the standpoint of the ACTFL standard?

## Method

This study uses a descriptive qualitative research method to describe the phenomenon in depth. The analysis technique used is descriptive and content analysis to produce an objective, systematic description by collecting data or information that is explained and analyzed systematically. To obtain valid data in this study using appropriate data collection methods, namely documentation aimed at the decomposition and explanation of data sources. The data sources used were Arabic textbooks for Class XI KMA 183 in 2019, books, articles, and journals related to the analytical approach to Arabic teaching materials. The researcher used the Mackey approach to analyze the textbook

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<sup>10</sup>Iffat Maimunah, Moh Ainin, and Anwar Sanusi, "Analisis Buku Ajar MI Berstandar ACTFL" 4, no. 2 (2022): 52-64.

<sup>11</sup>William Francis Mackey, *Language Teaching Analysis* (London: Longman, 1978).







components and ACTFL to measure the standard of language skills in the Arabic Arabic language book Class XI KMA 183 in the Year 2019.




## Result and Discussion

### Exploring of Arabic Textbook for MA KMA 183 in 2019 Based on Mackey's Theory

Discussion of the results of the analysis of this book is as follows: this book has met good criteria in terms of material, which follows the scientific foundation and includes material accuracy, material coverage, and support of the theory.

**Table 1.** Analysis of Arabic Text Book Based on Component Mackey's Theory

Component	Picture	Explanation
Selection		Objectives adjusted to basic competencies and indicators
		The material and <i>tadribāt</i> are adjusted to the ability level of students from easy, medium, and difficult
	-	Does not include time allocation
		The languages used are Arabic, <i>Fusha</i> , and Indonesian.
Gradation		The grouping of each chapter/theme has four components: <i>mahārah</i> <i>lugawiyah</i> and <i>tarākib</i> on material and <i>tadribāt</i>
		Gradation of material and <i>tadribāt</i> in the form of deductive and inductive
Presentation		Procedures for differentiation, the first language (Indonesian) is used in the explanation of tarakib, types of text, concept maps, and summaries

		<p>Ontensive procedure, using image objects in vocabulary, text, <i>qirā'ah</i>, and dialogue. Actions in the form of questions and answers, storytelling</p>
		<p>The pictorial procedure only uses image media as visual media</p>
<p>Repetition</p>		<p>Repetition is seen in several indicators of <i>mahārah lugawiyyah</i> which are repeated in each chapter/theme</p>

### Selection

The selection process for teaching materials is guided by at least three main elements: learning objectives, the level of students' abilities, and the time required. The selection process in making any textbook, including language learning, is very urgent with the assumption that it is not possible to teach all the material in one discussion and certain fabrics are less relevant to the ability level of specific students.<sup>12</sup> In addition, the time used to study each subject is also an essential factor, which is why the material in each textbook must be appropriately selected. The selection of the material in the book contains the criteria that must be included in the section according to Williams Francis Mackey, namely:

a. Learning objectives

The purpose of learning Arabic in the Arabic language book for Class XI MA KMA 183 in 2019 refers to the basic competencies and achievement indicators that are written before the presentation of the material from each chapter. Each item of KD is the basis for formulating learning objectives, including the four skills of Arabic and *Tarāḳib*. Judging from the KD and achievement indicators that have been set, the formulation of the purposes of learning Arabic in the Arabic language book Class XI MA in each chapter includes: a) determining the correct/false utterances heard b) pronouncing vocabulary c) imitating utterances d) pronouncing utterances e) tell the situation/activity according to the context f) make sentences using the available

<sup>12</sup>Slamet Mulyani, "Metode Pembelajaran Gramatika Bahasa Arab ( Telaah Buku Al-Lubab Quantum Reading Book Karya Ahmad Fakhruddin )," *Akademika: Jurnal Keagamaan Dan Pendidikan* 16, no. 2 (2020): 16.

words g) arrange sentences into paragraphs of text. Teachers and students must know the learning objectives to know what skills they will acquire after carrying out the learning process. So learning Arabic is one of the active and core subjects that interacts between various interrelated components to achieve learning objectives in teaching students.<sup>13</sup> Curriculum design implements a student center learning approach. In the end, this textbook can be used as a learning resource and the teacher is no longer the leading actor in learning.<sup>14</sup>

b. Student Ability Level

The Arabic learning materials described in the Arabic language book for class XI MA KMA 183 in 2019 have been adjusted to the level of students' abilities. This is following the division of themes studied in two semesters. In the first semester, there are three chapters with each theme entitled *التسوق، الصحة، السفر*. Each chapter consists of material and evaluation covering four aspects of Arabic and tarakib language skills. Likewise, the theme in the second semester, entitled *الحج العمرة، لوجيا الإعلام الإتصال، الأديان إندونيسيا*. When viewed from the level of ability of students, teaching materials are divided into two, namely three themes in the first semester, which include practical and simple themes that are accurate to the context of life and daily events, making it easier for students to be active and communicative. Furthermore, in the second semester, there are three themes related to aspects of Muslim worship rituals, technological developments, and religion. This theme certainly stimulates students to be proficient in critical thinking and solving cultural, social, and religious development problems. Each material, vocabulary, and *tadribāt* of every aspect of Arabic language skills on each theme is described from the easiest to the most difficult levels. This is in line with the principle of developing Arabic teaching materials on linguistic and educational principles.

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<sup>13</sup>Nandang Sarip Hidayat, "Problematika Pembelajaran Bahasa Arab," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 82–89, <https://doi.org/10.47435/naskhi.v2i1.290>.

<sup>14</sup>Laila Faoziyah and Nailul Izzah, "Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum | Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kelas XI Berdasarkan Kurikulum 2013," *Mantiqū Tayr: Journal of Arabic Language* 1, no. 2 (2021): 117–32, <https://doi.org/10.25217/mantiqutayr.v1i2.1480>.



The linguistic principle must pay attention to the language used and contain elements of language skills and the material starting from the easy to the more complex.<sup>15</sup> Concerning the *tadribāt* aspect or evaluation questions presented in the Arabic language book KMA 183 has paid attention to aspects of 21st-century learning which have: 1) ICT and media literacy skills (ICT and media literacy skills), 2) critical thinking skills (critical thinking skills), 3) problem-solving skills (problem-solving skills), 4) effective communication skills (effective communication skills); and 4) collaborative skills.<sup>16</sup> To develop critical thinking skills, five lessons can be taken, namely: (1) determining learning objectives, (2) teaching through inquiry, (3) practice, (4) reviewing, improving, and increasing understanding, and (5) practice feedback and assess learning.<sup>17</sup> Even though ICT literacy skills and ICT media have not been seen comprehensively, in listening skills, the teacher instructs students to listen to the material records of special *mahārah*, which is of course, better than using recorded media (audio-lingual). The level of students' ability is also related to the selection of vocabulary, grammar, and types of text functions which are described in a complex manner in the book's contents. This is in line with Mulyanto's expression that the selection of material to be taught is both in terms of grammar, vocabulary, meaning, semantics, and grammar.<sup>18</sup>

c. Allocation of study time

Regarding the allocation of study time in the Arabic book for Class XI MA KMA 183 in 2019, it is not stated in detail. The percentage of study time is of course, adjusted by the teacher in the series of lesson plans. As regulated in the Regulation of the Minister of State for Education of the Republic of Indonesia (Permendiknas) number 22 of 2006 concerning Content Standards which refers to Government Regulation Number 19 of 2005 concerning National Education Standards, it is stated that the learning load for face-to-face activities per learning hour in each academic unit is determined as follows: SD/MI/SDLB

<sup>15</sup>Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

<sup>16</sup>Cahya Edi Setyawan, "Arah Perencanaan Pembelajaran Bahasa Arab Abad 21," *Jurnal Komunikasi Dan Pendidikan Islam* 9, no. 1 (2020): 55–82.

<sup>17</sup>Husnatul Hamidiyyah Siregar and Humairatuz Zahrah, "Arabic Teacher Website as a Learning Media During the Covid-19 Pandemic Hots, Mots or Lots," *The 4th Proceeding International Conference on Arabic Language and Literature (ICALL) 2021* 1933, no. 1 (2021).

<sup>18</sup>Setyawan, Basit, and Fathoni, "Telaah Bahan Ajar Bahasa Arab 'Ayo Fasih Berbahasa Arab' Madrasah Aliyah Kelas XII Karya Hasan Saefullah (Tinjauan Materi Berdasarkan Teori Mackey)."

with a duration of 35 minutes; SMP/MTs/SMPLB with a duration of 40 minutes; SMA/MA/SMALB/SMK/MAK lasts 45 minutes.<sup>19</sup>

d. Language Type

The language used to describe the material in Class XI MA KMA 183 Arabic book in 2019 uses Arabic *Fusha* and Indonesian. *Arabic contains all aspects of Fusha and tarāḳib Arabic skills. Fusha Arabic is used in all explanations of the material presented as much as 80%, and the rest is Indonesian.* At the same time, Indonesian is used in writing skills in describing the components of text types and in *tarāḳib* elements to explain the use of *Naḥwu Sharaf* grammatical rules in Arabic sentences. The use of Arabic in this book has taken into account the development factor of teaching materials as explained by Hamid that the use of language to be formatted and consistent must include the selection of language variety, word selection, use of effective sentences, and the preparation of meaningful paragraphs.<sup>20</sup>

The choice of Arabic words or vocabulary is relevant to the theme and commonly heard language, and the Arabic text is written using many effective sentence formulas. Paragraph preparation is also adjusted to the type and function of the text of each theme, namely descriptive text, procedures, recounts, and expositions.

### Gradation

Gradation is the preparation of material in stages, starting from easy material to more complex material until it finally becomes too difficult. Because the material cannot be delivered at once.<sup>21</sup> According to Mackey, there are two main aspects of gradation: grouping (grouping) and gradation (strengthening).

- a. In the aspect of grouping, each subject matter in chapters 1 to 6 consists of listening, speaking, reading, writing, and *tarāḳib* skills, each related to and supporting one another. In listening skills, some vocabularies are presented with illustrated pictures and questions to make it easier for students to complete *tadribat* and understand the meaning of the vocabulary they hear. In reading

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<sup>19</sup>Apri Wardana Ritonga, "Analysis of Arabic Textbook 'Takallam Bil 'Arabiyyah Volume 6' Based on Mickey's Theory," *Tanwir Arabiyyah: Arabic as Foreign Language Journal* 1, no. 1 (2021): 25-32.

<sup>20</sup>Khairi Abu Syairi, "Pengembangan Bahan Ajar Bahasa Arab," *Dinamika Ilmu* 13, no. 1 (2013): 51-66.

<sup>21</sup>Nurul Hadi, "Analisis Isi Buku Ajar Bahasa Arab (Pendekatan Saintifik Kurikulum 2013) Kelas I Madrasah Ibtidaiyah Terbitan Kementerian Agama Republik Indonesia 2014," *Ijaz Arabi Journal of Arabic Learning* 1, no. 1 (2018): 37-51, <https://doi.org/10.18860/ijazarabi.v1i1.4930>.

skills, students are required to pay attention, read Arabic texts, answer questions according to the text, and determine the truth and error of a sentence. The *tarākib* or grammatical aspects are associated with the themes studied both in the material content and evaluation so that the teacher is not too complicated to explain the *Nahwu/Sharaf* rules in detail. Grammatical material is also determined according to the needs of students on the theme of the language skills being studied. Students can adjust the controls of *nahwu Sharaf* in a paragraph or sentence. In the aspect of writing skills, an explanation of the type of text, its parts, and functions is described so that students can write an Arabic text by adjusting the type of text and classifying each feature and function of the text in Arabic text paragraphs. In speaking skills, students are instructed to make dialogues according to the pictorial themes that students can choose. This is in line with learning Arabic at Madrasah Aliyah, which is that students can express their thoughts in Arabic as the only means for students when they want to communicate with the community, either by speaking or writing.<sup>22</sup> The ultimate goal of pronunciation practice is the pronunciation of expressions (*ta'bīr*) which is to convey ideas or thoughts to others.<sup>23</sup> Each presentation of the material contained in Class XI MA KMA 183 Arabic textbook in 2019 has been grouped formatively so that it can meet the standards for preparing teaching materials which include general presentation organization; presentation organization per chapter; the presentation considers the meaning and usefulness; involve students actively; develop the process of knowledge formation.<sup>24</sup>

- b. The aspect of sequencing (gradation) explains the subject matter sequentially from one chapter to the next. As in the grouping aspect, this Arabic textbook material also uses deductive and inductive sorting methods. In listening skills, students are expected to be able to classify vocabulary with pictures presented in the book and be able to determine the right and wrong of a sentence. Command questions on listening skills using the deductive method. This is in line with the characteristics of the deductive method, including (a) the goal is more specific,

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<sup>22</sup>Ramah and Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013."

<sup>23</sup>Muhammad Ahsanul Husna et al., "Implementasi Materi Mahārah Al-Kalām Dalam Actfl Pada Pondok Pesantren Salaf," *Indonesia Arabi : Journal of Arabic Studies* 7, no. 1 (2022): 38–50, <http://dx.doi.org/10.24865/ajas.v7i1.485>.

<sup>24</sup>Umi Hanifah, "Pentingnya Buku Ajar Yang Berkualitas Dalam Meningkatkan Efektivitas Pembelajaran Bahasa Arab," *Jurnal Ilmu Tarbiyah* 3, no. 1 (2014).

(b) the application is easy and fast, (c) it makes it easier for students to understand quickly, (d) keep verbal from mistakes with examples that have been taught, (e) does not emphasize memorization.<sup>25</sup> In writing skills, students must understand the types of texts like texts in other foreign languages. Students can distinguish descriptive texts, procedures, recounts, expositions, and their respective functions and components. In writing skills, the inductive method is used with exercises to determine the details of the type of text in paragraphs of a text. The inductive method encourages students to participate in the conclusion actively.<sup>26</sup> In the aspect of rules/ *tarākib* it is the same as listening skills where the material is presented first, followed by a description of several examples of *Naḥwu Ṣaraf* rules. Students learn the rules from the easy to the most difficult such as: 'adad-ma'dud, jar and 'aṭaf letters, isim nakirah and ma'rifah, tashrif fil madhi, taṣrif fi 'lu al-muḍari', jumlah al-ismiyyah and jumlah al-fi'liyyah. Based on the evaluation aspect, there is also sorting of exercises assisted by image media to concrete exercises without media assistance. Concerning the preparation of teaching materials, inductive things such as examples, activities, schemes, pictures, and the like are presented at the beginning, then supplemented with general things such as rules, texts, and the like.<sup>27</sup>

### Presentation

Presentation is how the material that has been selected and grouped can be delivered and understood by students. This presentation is related to the teaching of Arabic which involves two-sided expression. Mackey suggests four models of representation, namely: a) Differentiation procedure, which is a way of explaining a rule by translating its explanation into the learner's first language, b) Authentic producer, an exact procedure using objects, actions, and situations to explain, c) Pictorial procedures is the use of images.<sup>28</sup>

Presentation or presentation of material in the Arabic language book Class XI MA KMA 183 in 2019 in terms of several system models proposed by Mackey:

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<sup>25</sup>Neli Sa'adah and Khasan Aedi, "Pengaruh Metode Deduktif Dengan Menggunakan Media Kartu Dalam Memahami Jumlah Fi'liyyah," *El-Ibtikar* Vol 7, no. No 2 (2018): 1-17.

<sup>26</sup>Cahya Edi Setyawan, "Pembelajaran Qawaid Bahasa Arab Menggunakan Metode Induktif Berbasis Istilah-Istilah Linguistik," *Al-Manar* 4, no. 2 (2015): 81-95, <https://doi.org/10.36668/jal.v4i2.54>.

<sup>27</sup>Setyawan.

<sup>28</sup>Setyawan, Basit, and Fathoni, "Telaah Bahan Ajar Bahasa Arab 'Ayo Fasih Berbahasa Arab' Madrasah Aliyah Kelas XII Karya Hasan Saefullah (Tinjauan Materi Berdasarkan Teori Mackey)."

- a. The rules of the Arabic language (the science of *Naḥwu* and *Ṣaraf*) aim to maintain and prevent oral and written language errors, in addition to creating habits of language fluent. The differentiation process (explanation in the first language) in Arabic textbooks using Indonesian in the introduction to KD, indicators, maps concepts, summaries, and explanations of the rules. The use of Indonesian in several aspects makes it easier for students to understand the learning objectives and the substance of the *naḥwu* and *sharaf* grammatical rules.<sup>29</sup> Learning aspects of tarakib using Indonesian because it may be difficult to understand the rules with the full use of Arabic. Furthermore, in the other four skills, the presentation of the material uses Arabic entirely. Then the teacher may be able to provide an explanation using the mother tongue, meaning that the teacher continues to use Arabic and sometimes is assisted by Indonesian. Breen and Candlin that the teacher has a role in facilitating communication between all students in the class and between participants in the text accompanied by various activities.<sup>30</sup>
- b. Extensive procedures (using objects or actions), in terms of intensive processes in teaching materials, some vocabulary and sentence structures are required with the help of media objects or actions. For example, in the first chapter, there is vocabulary on listening skills about التسوق, which contains pictures of fruits, vegetables, and those related to the market. In reading skills, there is also the use of image objects to make it easier for students to absorb the meaning of the text by contemplating events in the visual image. And in the use of actions, there are speaking skills, there are pictures and command sentences, asking for help, asking, answering and of course the need for expressive actions both kinesthetic movements, facial expressions, and other body parts to make it easier for students to display productive and expressive sentences. Expressive learning is one of the somatic learning models that stimulate students to seek information

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<sup>29</sup>A Mualif, "Metodologi Pembelajaran Ilmu Nahwu Dalam Pendidikan Bahasa Arab," *Jurnal AL-HIKMAH* 1, no. 1 (2019): 26–36.

<sup>30</sup>Ahmad Muradi, "Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab," *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (2014), <https://doi.org/10.15408/a.v1i1.1129>.

with kinetic power so that learning will take place actively, live, synergize and have fun.<sup>31</sup>

- c. Pictorial procedures (help using media). The pictorial process contained in the Arabic language textbook contains a teaching model that uses blackboard media, and stationery. Maybe the teacher can use audio-lingual media by using a record (voice recording), especially in the maharah istima' aspect. Media images are also presented on maharah istima' as a guide to help in knowing the vocabulary, pictures on some qira'ah texts, and also pictures of dialogue on speaking skills. In general, the Arabic language book for Class XI MA KMA 183 in 2019 has not combined material with learning media as a whole. Based on the shortcomings of this book, teachers should take the initiative to innovate the delivery of teaching materials with the help of learning media such as audiolingual media, visuals of which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, television, and computers. The use of learning media helps students improve understanding, present material/data interestingly, and make it easier to interpret data and condense information.<sup>32</sup> The Arabic learning media you want to use should also pay attention to the selection standards, including adjusting the type of media to the subject matter, being affordable, and the availability of hardware for learning media.<sup>33</sup>

## Repetition

Repetition is a means to help students practice or apply more active exercises. Repetition is a means to help students practice applying several chapters that have been learned into real language, with several categories and variations, repetition in deepening language skills. The repetitions presented in this Arabic book can be seen in the evaluation section of *mahārah istimā'*, *kalām*, *qirā'ah*, and *kitābah*.

The repetition of *mahārah istimā'* occurs in each chapter in the material and tadrib sections. This can be seen in the learning indicators. Namely, students can identify and

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<sup>31</sup>Husnatul Hamidiyyah Siregar, Nur Hadi, and Danial Hilmi, "Analisis Pembelajaran Berbasis SAVI (Somatic, Auditori, Visual Dan Intelektual Dalam Maharah Kalam," *Shaut Al-'Arabiyah* 9, no. 1 (2021): 32–42, <https://doi.org/10.24252/saa.v9i1.20588>.

<sup>32</sup>Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129, <https://doi.org/10.32332/an-nabighoh.v20i01.1131>.

<sup>33</sup>Ikhwan Nur Rois and Cahya Edi Setyawan, "Penggunaan Aplikasi Telegram Sebagai Media Pembelajaran Pada Mata Pelajaran Bahasa Arab Peminatan Di MAN 1 Kulon Progo," *Proceeding of Annual International Symposium on Arabic Language, Culture and Literature* 1, no. 1 (2021): 59–68.

determine the Arabic vocabulary that is heard according to the picture; this indicator is repeated in the first theme/chapter of the third *السفر* and fourth *العمرة* with the same *tadribat* form even though the material themes are different. Furthermore, on the indicators students can identify facts from the text/dialogue heard; repetition also occurs in the first theme/chapter *التسوق*, second *الصحة*, third *السفر*, and fourth *الحج العمرة*. The next indicator is that students can complete the answer sentences from the text that is heard repeated in the second theme/chapter *الصحة*, and the sixth *الأديان*. Based on these three indicators, there have been repetitions in each chapter with the same indicators and forms of exercise even though the material themes are different.

The repetition of *mahārah qirā'ah* occurs in each chapter in the material and *tadrib* sections. This can be seen in the indicators of students paying attention, reading, and understanding the text. The first indicator is repetition in each chapter, namely from the first chapter to the sixth chapter, where each chapter has a *qirā'ah* text which is presented with the same command sentence although with different themes and types of text, namely descriptive, recount and exposition texts. Furthermore, the indicators of students being able to determine the wrong and correct sentences according to the *qirā'ah* text and able to correct incorrect sentences also occur in repetitions in the first, second, third, fifth, and sixth chapters. The indicators that occur repetition or repetition are in the first, second, third, fifth, and sixth chapters. Then, these three indicators are repeated in repetitions described in each chapter/theme on *mahārah qirā'ah*.

Repetition in *mahārah kitābah* can be seen from several indicators, including students being able to arrange random words so that sentences are organized perfectly, repetitions on this indicator are in the first and second chapters/themes. The next indicator is that students can observe the components of the text where the repetition also occurs in the first, second, and third chapters/themes. However, there are differences in the types of texts, which include descriptive, procedure, and recount texts. While in *maharah kalam* there are several repetitions of the indicator, namely a simple question and answer dialogue with friends according to the pictures and examples of questions and answers presented. This indicator is repeated in the first, second, third, and fourth chapters. Furthermore, the indicator Students can make simple conversations from the chosen theme in the picture and have a dialogue with friends which is repeated in the first, second, and third chapters.

Based on the explanation above, repetitions in the Arabic language book Class XI MA KMA 183 in 2019 occurred in every maharah with the same indicators but with different themes. Repetition can be done with receptive exercises and productive exercises. Repetition in *mahārah istīmā'* and *qirā'ah* contains receptive exercises that improve cognitive processes to understand what is conveyed through oral language forms and obtain factual and inferential information from a written text.<sup>34</sup> Based on the description above, this book contains readings (*al-muṭala'ah*) in the form of questions and answers (dialogical) and simple texts about matters related to their lives, namely at school, at home, and in the community.<sup>35</sup>

### Analysis of Arabic Text Book for MA KMA 183 in 2019 Based on ACTFL Standards

The American Council on The Teaching of Foreign Language (ACTFL) applies five levels in each language skill, starting from the highest level, distinguished, superior, advanced, intermediate, and novice. The discussion here is to explore the four language skills in the Class XI MA KMA 183 Arabic language book in 2019 with the perspective of the ACTFL Standard.<sup>36</sup> Each language skill will be classified to an intermediate level standard where each skill will have a different gradation of competence. The intermediate (medium) level is divided into three levels: intermediate low, intermediate mid, and intermediate high.

#### *Mahārah Istīmā'*

**Table 2.** *Mahārah Istīmā'* in Arabic Text Book Based on ACTFL standards

<i>Mahārah</i>	Theme	Material	Indicators/Learning Activities	Standard ACTFL
<i>Mahārah 'Istīmā'</i>	Chapter I التسوق	1. Pictures of vocabulary related to the theme	1. Students can identify and determine the Arabic vocabulary they heard according to the pictures in the book	<b>Intermediate Mid</b>
	Chapter II السفر	2. Determining true or false from the dialogue that is heard	2. Students can identify facts from the dialogue text they heard	
	Chapter IV الحج			

<sup>34</sup>Made Susini and Evirius Ndruru, "Strategi Meningkatkan Kemampuan Berbahasa Inggris," *Linguistic Community Service Journal* 1, no. 2 (2021): 37-48.

<sup>35</sup>Azhari, "Analisis Buku Ajar Bahasa Arab Kelas Vi Madrasah Ibtidaiyah Terbitan Karya Toha Putra."

<sup>36</sup>H Byrnes et al., "ACTFL Proficiency Guidelines," *American Council on the Teaching of Foreign Languages*, 2012, 1-24.



العمرة

Chapter II الصحة	1. Dialogue question and answer	1. Students can complete the answer sentences from the text heard	<b>Intermediate High</b>
Chapter V لوجا الإعلام	2. <i>Istimā'</i> 's text about	2. Students can identify facts from the text they hear and complete sentences with appropriate text	
Chapter VI الأديان إندونيسيا			

The 2019 KMA 183 Arabic textbook which contains *mahārah istimā'* has four *tadribāt* models without any explanation of the previous material. In the first theme, التسوق, third السفر and fourth الحج العمرة using two exercise models, namely 1) students can identify and determine the Arabic vocabulary they hear according to the pictures in the book 2) students can identify facts from the dialogue texts they hear. The ACTFL standards for the three subject themes above are at the Intermediate Mid-level, meaning that students can understand speech in simple sentences, one utterance at the same time in various contexts and topics, although some misunderstandings may occur.

While in the second theme الصحة the fifth تكنولوجيا الإعلام الإتصال uses two exercise models, namely 1) students can identify facts from the text they have heard and complete the appropriate text sentences 2) students can determine the suitability between questions and answers from the dialogue they hear. While in the sixth theme الأديان, uses the *Tadribāt* model, namely 1) students can complete the answer sentences from the text they hear and 2) students can determine the right and wrong of the phrases they hear according to the context and grammatical Arabic. The ACTFL standards on the three subject themes above belong to the Intermediate High level, namely, students can listen and understand and are confident about speech and simple sentences, and can obtain substantial meaning from

related texts even though there are some gaps in vocabulary and spoken language structure. Based on the indicators and standard levels of ACTFL in the three themes of the first semester and three themes in the second semester, there is a gap in the level of ACTFL standard language proficiency, namely in the second theme in the first semester the *tadribat* material has reached the intermediate-high level, while in the third theme in the first semester *Tadribāt* material returns to the intermediate mid. This shows that the material or *tadribat* at *mahārah istimā'* in the first semester is not continuous and consecutive at the standard level of ACTFL. This is following the principle of Arabic learning that there must be continuity between what has been given previously and what he will teach next and there is an increase in the weight of the previous teaching with the next, both in the number of hours and the material.<sup>37</sup>

### Mahārah Qirā'ah

**Table 3.** *Mahārah Qirā'ah* in Arabic Textbook Based on ACTFL standards

Mahārah	Theme	Material	Indicators/Learning Activities	ACTFL Standard
Mahārah Qirā'ah Semester I	Chapter I التسوق	1. <i>Qirā'ah</i> /dialoguetext 2. Determining the correctness of a sentence according to the text 3. Answering questions according to the text	1. Students pay attention, read and understand the descriptive text of <i>qirā'ah</i> or Arabic dialogue 2. Students can determine the wrong and correct sentences according to the qira'ah text and can correct incorrect sentences 3. Students can answer questions according to the understanding of the <i>qirā'ah</i> text	<b>Intermediate Mid</b>
	Chapter II الصحة	4. Vocabulary with pictures	4. Students attention, read vocabulary according to the picture presented	<b>Intermediate Mid</b>
	Chapter III السفر	4. The questions about السفر	4. Students can understand questions and answer according to personal experience	<b>Intermediate High</b>

<sup>37</sup>Karmila Andriana, "Urgensi Perencanaan Pembelajaran Bahasa Arab Dalam Pendidikan Di Sekolah," *Konferensi Nasional Bahasa Arab I*, 2018, 188-97.

Mahārah Qirā'ah Semester II	Chapter IV الحج العمرة	1. <i>Qirā'ah</i> text 2. Fill in the appropriate answers and questions 3. Observing the components of the recount text	1. Students read and understand the <i>qirā'ah</i> text 2. Students can determine the appropriate questions and answers with text 3. Students can classify parts of the recount text and which include orientation, events, and reorientation	<b>Intermediate High</b>
	Chapter IV تكنولوجيا الإعلام الاتصال.	4. Questions about تكنولوجيا الإعلام والاتصال 5. True and false sentences according to the text 6. Determining the components of the exposition text from several sentences	4. Students can understand questions and answer according to personal experience 5. Students can determine the wrong and right sentences according to the <i>qirā'ah</i> texts and can correct wrong sentences 6. Students can determine the sentences in the table presented according to the components of the	<b>Intermediate High</b>
	Chapter VI الأديان	5. Presentation of vocabulary and pictures	5. Students read, pay attention and understand vocabulary according to the pictures presented	<b>Intermediate High</b>

The Arabic textbook 2019 KMA 183 which contains *mahārah qirā'ah* has five *tadribāt* models. In the first theme التسوق, second الصحة and third السفر in the first semester using five training models, namely 1) Students are required to pay attention, read and understand the descriptive text of *qirā'ah* 2) Students can determine the wrong and right sentences according to the *qirā'ah* text and be able to correct sentences wrong 3) Students can answer questions according to the understanding of the *qirā'ah* text 4) Students pay attention, read vocabulary according to the picture presented 5) Students can understand questions and answer according to personal experience. The ACTFL standards in the three lesson themes above include the Intermediate Mid and High levels. The intermediate mid-level is classified into themes one and two, namely students can read and understand short texts that are not too complicated and convey basic information related to topics and students can also

understand short texts in the form of procedures related to known issues. Meanwhile, the third theme is classified at the Intermediate High level, namely, students can fully and easily understand the short text presented and can convey basic information related to the text read.

While in the fourth theme *الصحة*, the fifth *تكنولوجيا الإعلام الإتصال* and the sixth *الأديان إندونيسيا* using the *tadribāt* model, namely 1) Students read and understand the *rekon qirā'ah* text 2) Students can determine questions and answers that are following the text 3) Students can classify the components of the part of the recount text, exposition, and descriptive 4) Students can understand questions and answer according to personal experience 5) Students read and understand *qirā'ah* recount texts 6) Students can determine the wrong and right sentences according to the *qirā'ah* text and can correct wrong sentences 7) Students read, pay attention and understand vocabulary according to the pictures presented. Based on the maharah *qirā'ah* indicator that must be achieved at the second-semester level, it is classified at the Intermediate High standard level, namely, students can fully and easily understand the short text presented and can convey basic information related to the text read. Based on the learning indicators in the first and second semesters there is an increase in qira'ah learning activities. As stated by Amin Santoso that a student can be said to have good reading skills if after an evaluation is carried out and can perform the three indicators (1) sounding the letters, words, and sentences contained in the *qirā'ah* text; (2) recognizing the structure of the sentence, by giving *syakal* to the letters, words, and sentences contained in the *qirā'ah* text; and (3) find the meaning of the text read.<sup>38</sup>

### **Mahārah Kitābah**

**Table 4.** *Mahārah Kitābah* in Arabic Textbook Based on ACTFL standards

<i>Mahārah</i>	Theme	Material	Indicators/Learning Activities	Standard ACTFL
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<sup>38</sup>Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," *Ta'dib: Jurnal Pendidikan Islam* 8, no. 1 (2019): 558-65, <https://doi.org/10.29313/tjpi.v8i1.4315>.

Mahārah Kitābah Semester I	Chapter I التسوق	1. Matching vocabulary 2. Composing words 3. Observing the components of descriptive text 4. Composing sentences	1. Students can pair vocabulary and present it in a written sentence 2. Students can arrange random words so that perfect sentences are arranged 3. students can observe the components of descriptive text including general and specific descriptive and their social functions 4. students arrange sentences into a paragraph	<b>Intermediate Low</b>
	Chapter II الصححة	5. Writing dialogues with procedural texts 6. Expressing explanations about Arabic language rules	5. Students can write dialogues according to the procedural text narratives that have been made 6. Expressing students' understanding of the letters <i>jar</i> and letters <i>aṭaf</i> in 'an	<b>IntermediateHigh</b>
	Chapter III السفر	4. Determine the classification of recount text 5. Arrange sentences according to the picture	4. Students observe several sentences and determine the appropriate classification of recount text components 5. Students make a narrative sentence according to the picture presented and adapt it to the components of	<b>Intermediate High</b>
	Chapter IV الحج العمرة	1. Complete sentences 2. make sentences from vocabulary 3. compose sentences according to the recount text 4. express an	1. Students complete sentences according to the components of recount text 2. Students can make sentences according to the vocabulary presented 3. Students can compose and make their sentences and classify them according to the components of	<b>Intermediate High</b>

Mahārah Kitābah Semester II	explanation of the rules of Arabic	of recount text	4. Express students' understanding of the use of <i>taṣrif al-fi'il al-maḍi</i>
	Chapter V تكنولوجيا الإعلام الاتصال	1. Sentences about أهمية الإنترنت 2. Paragraph about استخدام واتساب	1. Students can arrange random sentences into a paragraph of exposition text 2. Students can answer questions and put answers into a paragraph of exposition text
Chapter VI الأديان في إندونيسيا	1. Composing sentences about الأديان في إندونيسيا 2. Making paragraphs about بلدي إندونيسيا	1. Students can make sentence narratives in the form of descriptive paragraphs 2. Students can make sentence narratives in the form of	<b>Intermediate High</b>

The 2019 KMA 183 Arabic textbook which contains *mahārah qirā'ah* has five material/*tadribāt* models. In the first theme التسوق, second الصحة and third السفر in the first semester using five exercise models, namely 1) Students can pair vocabulary and present it in a written sentence 2) students can arrange random words so that sentences are arranged perfectly 3) students can observe the components of descriptive text, procedures and recounts 4) students arrange sentences into a paragraph 4) students can write dialogues according to the procedural text narration that has been made 5) express students' understanding of the *jar* and *ataf* letters in an article 6) students observe several sentences and determine the classification of the components of the recount text appropriate 7) students complete sentences according to the components of the recount text 8) students make a narrative sentence according to the images presented and adapt it to the components of the recount text. The ACTFL standard in the first theme is classified at the Intermediate Low level, namely, students can fulfill limited practical writing needs, can make statements

and formulate questions on the material, and recombine vocabulary and structures learned. While the second and third themes are classified at the Intermediate High level, namely students can fulfill practical writing needs and can write simple compositions and summaries related to work/school experiences or other topics. They can describe in different time frames events and related situations. Based on these indicators, from the first theme to the second theme, there was a significant increase in the standard level of ACTFL language proficiency, even though it passed the intermediate mid-level.

While in the fourth theme *الصحة*, the fifth *تكنولوجيا الإعلام والاتصال* and the sixth *الأديان إندونيسيا* using five *tadribāt* models, namely 1) students complete sentences according to the components of the recount text 2) students can make sentences according to the vocabulary presented 3) students can compose and make their sentences and classify according to the components of the recount text 4) express students' understanding of the use of *taṣrīf al-fi 'ilu al-māḍi* 5) students can arrange random sentences into a paragraph of expository and descriptive text 6) students can answer questions and write answers into a paragraph of expository and descriptive text. Based on the indicators of *mahārah kitābah* that must be achieved at the second-semester level, it is classified at the Intermediate High standard level, namely, students can meet practical writing needs, and can write simple compositions and summaries related to work/school experiences or other topics. Based on the maharah kitabah indicator above, the Arabic textbook for class XI MA KMA 183 in 2019 has met the indicators of success in writing skills comprehensively, as Amin Santoso's expression formulates indicators of writing proficiency into 3, namely: (1) copying the sounds of letters, words, phrases and sentences with proper spelling and punctuation; (2) re-expressing in writing the message contained in the text; (3) express ideas or opinions in writing.<sup>39</sup>

### Mahārah Kalām

**Table 5.** *Mahārah Kalām* in Arabic Textbook Based on ACTFL standards

<i>Mahārah</i>	Theme	Material	Indicators/Learning Activities	ACTFL Standard
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<sup>39</sup>Ahmad Rathomi, "Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *TARBIYA ISLAMICA Jurnal Keguruan Dan Pendidikan Islam* 1, no. 1 (2020): 1-8.

Mahārah Kalām Semester I	Chapter I التسوق	1. Pictures and question and answer sentences 2. Pictures and question and answer sentences 3. Pictures about التسوق	1. Simple question and answer dialogue with friends according to the pictures and examples of questions and answers presented 2. Simple question and answer dialogue with friends according to the pictures and examples of questions and answers presented 3. Make a dialogue with friends according to the theme images presented	<b>Intermediate Low</b>
	Chapter II الصحة Chapter III السفر	3. Dialogue theme 4. Expressing the rules of Arabic	3. Students can have a simple dialogue with friends according to the chosen theme 4. Students explain again their opinion about the rules of the letters <i>aṭaf</i> and <i>jar</i> in front of their friends	<b>Intermediate Mid</b>
Mahārah Kalām Semester II	Chapter IV الحج العمرة	1. Pictures and question and answer sentences 2. Pictures of simple dialogue themes 3. Dialogue themes 4. Expressing Arabic language rules	1. Students can dialogue and ask questions according to pictures and themes 2. Students can make conversations simple from the chosen theme in the picture and have a dialogue with friends 3. Students can have simple dialogues with friends according to the chosen theme 4. students explain their opinion about <i>taṣrīf al-fi'īlu al-māḍi</i> rules in front of their friends	<b>Intermediate Mid</b>
	Chapter V تكنولوجيا الإعلام الاتصال	1. Text and image themes 2. Text themes	1. Students can express opinions about the themes and pictures presented, able to converse in a self-composed language 2. Students can express opinions about the presented themes, able to converse in a self-composed language	<b>Intermediate High</b>
	Chapter VI الأديان في إندونيسيا	1. Questions about الأديان في إندونيسيا 2. Themes and pictures about	1. Students can answer questions presented in oral form 2. Students can describe themes in oral narrative form with the	<b>Intermediate High</b>



## التسامح الإسلام

The 2019 KMA 183 Arabic textbook which contains maharah qira'ah has five material/*tadribāt* models. In the first theme التسوق, second الصحة and third السفر in the first semester using five exercise models, namely 1) simple question and answer dialogue with friends according to the pictures and examples of questions and answers presented, 2) students can make simple conversations from the selected theme in the picture and have a dialogue with friends 3) students explain back their opinions about the rules of the letters *ataf* and *jar* in front of their friends. The presentation model is a planned form of speech, presented to an audience, and Horwitz's research also reveals that half of the foreign language learners are afraid to speak a foreign language in front of people.<sup>40</sup>

The ACTFL standard on the first theme is classified at the Intermediate Low level. Namely, speakers can speak uncomplicated communicatively, limited to being creative through language in simple social situations. The conversation is limited to the required topics and target language culture that deals with everyday information. While the second and third themes are classified at the Intermediate Mid-level, speakers can handle uncomplicated communicative conversations in simple social situations and are limited to predictable and concrete conversational exchanges, including personal information, family, interests, physical and social needs, etc. Based on these indicators, from the first theme to the second theme, there was an increase of one level at the standard level of ACTFL language proficiency.

While in the fourth theme الصحة, the fifth تكنولوجيا الإعلام الإتصال and the sixth الأديان إندونيسيا using six *tadribāt* models, namely 1) students can have simple dialogue and question and answer according to pictures and themes 2) students can make simple conversations from the chosen theme in the picture and have a dialogue with friends.

<sup>40</sup>Sally S. Magnan et al., "Student Goals, Expectations, and the Standards for Foreign Language Learning," *Foreign Language Annals* 45, no. 2 (2012): 170–92, <https://doi.org/10.1111/j.1944-9720.2012.01192.x>.

Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action.<sup>41</sup> 3) students re-explain their opinions about the rules of *taṣrīf al-fi'ilu al-māḍi* in front of their friends 4) students can express opinions about the themes and pictures presented, and can converse in self-composed language 5) students can answer questions presented in oral form 6) students can describe the theme in the form of an oral narrative with a broadcast model. The broadcasting model using Arabic is a technique target that provides opportunities for students to use Arabic in natural situations with creative spontaneity and mastery of grammar<sup>42</sup>. Based on the *mahārah kalām* indicator that must be achieved at the second-semester level, it is classified at the Intermediate High standard level; namely, speakers of this level can communicate easily and confidently when dealing with routine tasks and social situations that require the exchange of basic information related to work, school, recreation, their particular interests, and areas of competence.

## Conclusion

Based on the in-depth exploration that has been carried out by researchers on the Arabic language textbook for class XI KMA 183 in 2019, it has fulfilled the concept of Mackey's theory in four aspects. In the aspect of selecting the contents of the teaching material, the book contains selection components from the preparation of basic competencies and indicators that form the basis for formulating learning objectives, the material is following the ability level of secondary students and with the type of two languages, namely Arabic and Indonesian. The gradations in this book have been grouped and sorted according to the four Arabic language skills. Meanwhile, in the pictorial procedure component, the material in the book has not integrated the material and the media as a whole. Furthermore, the repetition component presented in this Arabic book can be seen in the evaluation section of *mahārah istimā'* and *qirā'ah* as receptive language mastery exercises, and *mahārah kitābah* and *kalām* as productive language mastery exercises.

Analysis of Arabic skills in the Arabic language book for class XI KMA 183 in 2019 according to the ACTFL standard perspective is divided into three levels, namely intermediate low, mid and high. These three levels of language proficiency are included in

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<sup>41</sup>Vacide Erdoğan, "Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes," *International Journal of Education and Research* 7, no. 11 (2019): 113–24.

<sup>42</sup>Nurmasiyah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh," *Jurnal.Ar-Raniry.Ac.Id*, 2016, 343–59.

all four *mahārah*. In *mahārah istimā'* and *qirā'ah* all learning indicators in the book are classified at intermediate, mid, and high levels. Meanwhile, in *mahārah*, *kitābah*, and *kalām*, all learning indicators in the book are classified at intermediate, low, mid, and high levels. Each theme from semester one to semester two experienced an increase in the standard ACTFL language proficiency level except for *maharah istima'* from the second theme to the third theme, there was a decrease in language proficiency level from high level to mid-level again. This indicates the need for a more in-depth analysis for improvements to the material. The researcher recommends that the exploration of Arabic textbooks for class XI KMA 183 in 2019 can be continued with the integration of field research at Madrasah Aliyah so that more complex research results can be found on teaching materials and aspects of Arabic language skills according to the needs and level of students' abilities.

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