# A CEFR-Based Analysis of Speaking Proficiency in 9th Grade Arabic Textbooks

## Resgi Widati Tria Lis Utami[a]*, Muhammad Jafar Shodiq[b]

*[a,b] Department of Arabic Education, Faculty of Education and Teacher Training,*
*Universitas Islam Negeri Sunan Kalijaga*
*Jl. Marsda Adisucipto, Yogyakarta, Indonesia*

### ABSTRAK

This research was conducted because there is no availability of learning materials that are able to support the needs of students in improving their understanding and skills of Arabic, especially in *mahārah kalām* . The research method used is library research with primary data in the form of Arabic teaching materials and secondary data in the form of relevant scientific articles. Data analysis techniques in this study consisted of data collection, data reduction, data display, and drawing conclusions. The results of this study indicate that the Arabic language textbooks for class IX for junior high schools published by KEMENAG in 2020 meet the eligibility standards of books according to the BSNP. And in the CEFR realm, the Arabic textbook contains language proficiency levels at A2 and B1 in *mahārah kalām*. The results of this research can add to teachers' insight regarding the availability of learning media that is appropriate to the learning level students in *mahārah kalām.*

**KATA KUNCI :**    CEFR; Arabic textbook; Speaking skills; KEMENAG.

## مستخلص البحث

أجريت هذه الدراسة بسبب عدم توفر المواد التعليمية القادرة على دعم احتياجات الطلاب في تحسين فهمهم ومهاراتهم في اللغة العربية، وخاصة في مهارة الكلام. طريقة البحث المستخدمة هي البحث المكتبي مع البيانات الأولية في شكل مواد تعليمية باللغة العربية والبيانات الثانوية في شكل مقالات علمية ذات صلة. وتألفت تقنيات تحليل البيانات في هذه الدراسة من جمع البيانات، والحد من البيانات، وعرض البيانات، واستخلاص النتائج. تشير نتائج هذه الدراسة إلى أن كتب اللغة العربية للصف التاسع للمدارس الإعدادية التي نشرتها KEMENAG عام 2020 تلبي معايير الأهلية للكتب وفقًا لـBSNP. وفي مجال CEFR، يحتوي الكتاب المدرسي باللغة العربية على مستويات الكفاءة اللغوية في A2 وB1 في مهارة الكلام. نتائج هذا البحث يمكن أن تضيف إلى رؤية المعلمين فيما يتعلق بتوفر وسائل التعلم المناسبة لمستوى التعلم للطلاب في مهارة كلام.

**الكلمات الرئيسية :**    CEFR، كتاب مدرسي، مهارة الكلام، KEMENAG .

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* Corresponding Author:
*Email* : 22204021028@student.uin-suka.ac.id

## Introduction

Teaching materials play an important role in achieving learning success. This happens because teaching materials can support the learning process and help students understand the subject matter being taught (Rosilia et al., 2020). In addition, teaching materials can also be used as a means to improve the quality of learning (Shofiyani & Rahmawati, 2020). According to Nissa & Dimas (2022), teaching materials are media and learning tools used to help students achieve learning goals. Meanwhile, according to Syafi'i, teaching materials are a message that must be conveyed to students by education providers (Oktariyani & Juwita, 2020).

Generally, the teaching materials used in an educational institution are printed teaching materials in the form of books and supporting teaching materials in the form of Student Worksheets (Rispatiningsih & Lestari, 2020). These teaching materials are used by educational units after being declared appropriate by the Ministry of Education and Culture (Azhari, 2018). Unfortunately, until now there are still many teaching material books that contain pornographic content, radicalism, and things that are not following the rules and standards of other curriculum contents (Mokoagow et al., 2021). So it takes the accuracy of educational institutions in choosing teaching materials.

If a teacher does not find teaching materials that suit the needs of students and curriculum demands, then the teacher is advised to make teaching materials themselves (Nurohmah et al., 2020). In learning Arabic, the teaching materials that are prepared must cover the four core lessons of Arabic language students, including: *mahārah istima'*, *mahārah kalām*, *mahārah qirā'ah*, and *mahārah kitābah*. Of the four *mahārah*, at least students get one of the main *mahārah*, namely *mahārah kalām* (Kholison et al., 2023).

One of the *mahārah* that must be mastered by Arabic students is *Mahārah kalām* (Ritonga et al., 2022). *Mahārah kalām* is the *mahārah* most often used in human daily life as a communication tool (Nasikin et al., 2023). However, Arabic speakers often encounter various kinds of problems in *mahārah kalām* (Faridah, 2022). This happened because there were not enough learning media facilities available in educational institutions (Satrio, 2021). In addition, the teaching materials used have not been able to support the needs of students in improving Arabic language comprehension (Rohman

& Rosyadi, 2021). Thus, further analysis is needed regarding the suitability of teaching materials and the level of *mahārah kalām* of students.

The language competency standard that can be used to answer these problems is the Common European Framework of Reference for Language (CEFR) (Rohman & Rosyadi, 2021). The CEFR is a guide used to measure the English proficiency of foreigners in Europe. Then translated and applied to 40 world languages, one of which is Arabic (Nurdianto & Ismail, 2020). Another definition of CEFR is a reference in mapping foreign language competencies that have been used and recognized by the international community (Nurdianto & Ismail, 2020). CEFR divides foreign language competence into 6 levels, namely: A1, A2, B1, B2, C1, and C2 (Zaenuri et al., 2020).

Research related to the analysis of learning teaching materials using CEFR has been carried out by previous researchers. The research was conducted by Salim Saputra and Tulus Musthofa with the title "Analysis of Muhammadiyah High School/SMK Muhammadiyah Arabic textbooks on *mahārah kalām* according to the common European framework of reference (CEFR) standard". The results of this study indicate that the Arabic textbooks published by the PP Muhammadiyah Elementary School Board meet several aspects, such as: material aspects, linguistic aspects, material presentation aspects, and graphical aspects. Meanwhile, based on the CEFR standard reference, the textbook contains levels of *mahārah kalām* A1, A2, and B1 (Saputra & Musthofa, 2022).

Research conducted by Ahmad Juliar Fahri and Rinaldi Supriadi with the title "Implications of CEFR on my friend's Indonesian textbooks for level 1 Arabic speakers". The results of this study indicate that my best friend Indonesia textbook contains CEFR which presents four Arabic language skills. The textbook also fulfills material aspects, grammatical aspects, and cultural aspects, and is equipped with attractive and interactive digital learning access (Fahri & Supriadi, 2023). Then, research conducted by Afifah Vinda Prananingrum and Abid Nurhuda. The research entitled "Analysis of the textbook Al-'Arabiyyatu Baina Yadaik by Abdurrahman Ibn Ibrahim Al-Fawzan, et al". The results of this study indicate that the textbook Al-'Arabiyah Baina Yadaik consists of four language *mahārah* and three language elements, such as: *al-ashwāt*, *al-tarākib*, and *al-mufradāt*. In addition, the textbook complies with CEFR standards at B1 and B2 levels (Prananingrum & Nurhuda, 2021).

From previous studies, it can be seen that research related to the analysis of CEFR-based textbooks has not been widely carried out. Thus, the difference between

this research and previous research is in the object being analyzed. Where in this study the researchers focused on Arabic textbooks for class IX for junior high schools published by the Ministry of Religion of the Republic of Indonesia in 2020. The textbook is a textbook that is used as a reference for Arabic subjects for educational institutions throughout Indonesia (Syaifuji et al., 2021). In addition, the book is a compulsory textbook for all students and educators written by Yushi M. Mahmudah. The purpose of this study was to find out the relevance of the contents of the book and material to the correct book standards according to the BSNP and to find out the standards for achieving Mahārah kalām competence in the CEFR.

## Method

The research method used in this research is library research. Library research is a research conducted by examining and studying various kinds of literature (Jaya, 2020). Library research is research based on the results of studying various related library materials (Ainiy & Isnainiyah, 2022). The data collection technique in this study is in the form of documentation. Documentation techniques are used to obtain data sets needed by researchers (Jaya, 2020).

The data in this study consisted of primary data and secondary data. The primary data in this study is in the form of Arabic textbooks for class IX for junior high schools published by the Ministry of Religion of the Republic of Indonesia in 2020. Meanwhile, the secondary data in this study are in the form of scientific articles relevant to Arabic textbooks. The data analysis technique in this study uses the model developed by Miles and Huberman. According to Sugiyono, Miles and Huberman's model is data analysis by collecting data, data reduction, data display, and drawing conclusions (Azmi et al., 2022).

Collecting data is a step to collect all information in the field. The more information is collected, the more research data is obtained. Collecting data in this study was carried out by analyzing Arabic textbooks for class IX for junior high schools published by the Ministry of Religion of the Republic of Indonesia in 2020. Then, the data that has been collected is summarized according to the needs of the researcher. This research focuses on the *mahārah kalām* of students, so the data taken in is data related to the *mahārah*. Next is the data display. Data display can take various forms such as short descriptions, charts, flowcharts, and relationships between categories. Where the data in this study is presented in the form of a brief description. Meanwhile, the conclusion is the conclusion of all the data that has been presented in the study.

## Results

Teaching materials are materials or subject matter used by teachers and students in learning activities (Zaki, 2021). Teaching materials or also called textbooks are arranged in a complete and systematic manner. Teaching materials are also equipped with learning tools that can make it easier for students to learn inside and outside the classroom (Riham Lailatul Wachdah, 2020). Therefore, the existence of teaching materials is very important in supporting a learning activity. Included in learning Arabic.

Textbooks are said to be good and of good quality if they meet the eligibility criteria for books by educational units and are in accordance with the curriculum used. BSNP has set these criteria in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 Article 3 paragraph 5. The regulation states that the contents of textbooks must meet four aspects, namely: material aspects, linguistic aspects, material delivery aspects, and aspects graphics (Azhari, 2018). Then Muhtarom et al., (2022) details the four aspects as follows:

1. Material Aspect

    BSNP classifies the material aspects that must be included in the teaching material book in three ways, namely: there is alignment of the material with the core competencies and basic competencies as contained in the curriculum used, accuracy in choosing the strength of the material (concepts, discourses, theories, examples, and exercises)., and the compatibility between the supporting material and the development of science. According to Fahrudiin (2020), a material aspect is said to be appropriate if it has supporting subject matter, completeness and correctness of the material, systematics, and is presented in a simple and complex manner so that it attracts attention and is easily understood by students.

2. Linguistic Aspect

    The systematics of language in a textbook must be in accordance with the level of ability of students, can be read easily by readers, and contains interesting systematics of writing and language. A writing and language is said to be interesting if the language rules used are in accordance with the applicable writing rules, such as: using uppercase and lowercase letters, spacing, italics, boldface, and so on. BSNP classifies linguistic elements in

making textbooks. The three linguistic elements that must be included are: using communicative language, using language appropriate to the developmental level of students, and using language that has standard requirements, sequences, and interrelationships. The linguistic aspect is said to be appropriate if it has convenience, attractiveness, and understandability of the language.

3. Material Delivery Aspects

According to BSNP, several aspects that must be understood in conveying or presenting material in a textbook are: it must attract and attract the attention of students, the scope of the design must be logically sequenced starting from general factors and logical factors, and organize the lesson material in a systematic way of writing that is guided by from various aspects of development and ability levels of students.

4. Graphic Aspects

The graphical aspect consists of several things, namely: setting the book size format, paper type, book cover formation, and book content design. Other elements that must be listed are typography, such as: typeface, corps, arrangement width spacing, and arrangement shapes. In this aspect, the ink used must be clear, even, and not penetrate the page. In addition, tidiness in printing and finishing quality must also be considered.

In addition to fulfillment in terms of feasibility, a teaching material must also pay attention to several things. Some of these things are the level of thinking, language skills, and psychology of students. One of the language proficiency assessment standards that can be used is the CEFR. CEFR or Common European Framework of Reference is a framework of reference in language learning that has been recognized internationally (Rohman & Rosyadi, 2021).

The CEFR provides a common basis for elaborating language syllabuses, curricula, manuals, exams, textbooks, etc. across Europe (Da Silva Lemos & Elysa, 2021). The CEFR is divided into 6 scales, namely: A1 and A2 which are for the beginner level, B1 and B2 are for the intermediate level, and C1 and C2 are for the advanced level (Kurniasih, 2021). These scales define the level of language proficiency of foreign language learners with four language proficiency (Kurniasih, 2021). Nurdianto (2020) describes the general competencies of CEFR at each level as follows:

1. **A1** (Beginner): able to use and understand everyday expressions to express basic needs; able to introduce himself and answer simple questions about himself, where he lives, people he knows, and his belongings; and able to understand conversations that occur slowly, clearly, and simply.

2. **A2** (Elementary): able to understand sentences and frequently used expressions, such as personal information, family, and local geography; able to communicate in simple matters directly and routinely; and able to explain aspects of personality and environment in simple terms.

3. **B1** (Intermediate): able to understand the main points related to things that usually happen at school, work, free time, and so on; able to handle most conditions that occur when traveling to Arabic-speaking areas; able to write simple sentences related to interesting things; and able to write and speak briefly regarding experiences and events, dreams, hopes, and aspirations accompanied by reasons and explanations.

4. **B2** (Upper Intermediate): able to understand the main ideas in complex texts on concrete, abstract, and discussion topics; able to speak fluently and spontaneously with native speakers so there is no tension; and able to explain various topics, strengths, and weaknesses of a problem clearly and in detail.

5. **C1** (Advanced): able to understand the main ideas in complex texts in concrete, abstract, and discussion topics; able to speak fluently and spontaneously with native speakers without tension for either party; and able to explain various topics, strengths, and weaknesses of a problem clearly and in detail.

6. **C2** (Proficient): able to understand almost everything heard and read easily; able to summarize information from various oral and written sources and be able to present it in a coherent form; as well as being able to express himself in complex cases in detail, spontaneously, and very fluently.

CEFR in this study is used as a reference to determine the standard of achievement of *mahārah kalām* competencies in the textbooks used by students. Speaking is an oral expression of active language activities by speakers of the language. In Arabic, the meaning of *mahārah kalām* is the speed in expressing ideas both in thoughts and feelings. *Mahārah kalām* can also be interpreted as an accuracy and correctness in sorting vocabulary using Arabic verbally (Kholison et al., 2023). *Mahārah*

*kalām* is divided into three kinds of levels, namely *al-Mubtadi'*, *al-Mutawassit*, and *al-Mutaqaddim*.

The *al-mubtadi'* level is the level where the teacher can start learning activities by providing a number of questions that will be answered by students. From these answers students learn to choose and say words, compose sentences, and express an idea. At this level, a teacher must prepare various kinds of questions that will be answered by students until they are able to make perfect topics. After that, a teacher can give assignments related to the contents of the reading text to answer some oral exercises, memorize dialogues, or answer oral questions.

The level of *al-mutawassit* is a continuation of the level of *al-mubtadi'*. At this level *mahārah kalām* learning activities are carried out by playing roles. In addition, learning is also carried out by discussing or talking about certain topics or events experienced by students. Then, students can explain a summary of the news they hear either from television, radio, and others. At this level, a learner is expected to be able to convey information simply.

The *al-mutaqaddim* level is the highest level in *mahārah kalām* learning. At this stage, a student is trained to be able to speak on a topic according to the teacher's choice. The topics used are topics that are interesting and familiar to the lives of students. Then, students express their ideas related to the free topic that has been chosen. Nurdianto (2020) explains some of the competencies of *mahārah kalām* in Arabic based on the CEFR as follows:

**Table 1. Competence *Mahārah Kalam* Arabic Language**

| Level | *Mahārah Kalām* |
|---|---|
| A1 | I am able to use simple phrases and sentences to describe where I live and the people I know |
| A2 | I am able to use a series of phrases and sentences to describe in simple terms the conditions of my family and others, living conditions, my educational background and my current or most recent job. |
| B1 | I am able to connect simple phrases to describe an experience, event, goal, and ambition. <br> I am able to briefly reason and explain ideas. |
| B2 | I am able to provide clear and detailed descriptions of various subjects of interest. <br> I am able to explain an idea regarding the topical problematic that gives the advantages and disadvantages of various options. |
| C1 | I am able to provide clear and detailed descriptions of complex subjects. |

| C2 | I am able to give a description or an idea clearly and fluently. So that the interlocutor can pay attention and remember the important points given. |
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a. **Description of the Arabic Textbook Ministry of Religion of the Republic Indonesia**

This textbook is a class IX junior high school Arabic textbook published by the Ministry of Religion of the Republic of Indonesia in 2020. The textbook was written by Yushi M. Mahmudah with the editor Named Muh. Wahib Dariyadi. The teaching material book consists of 6 learning themes. Each theme is equipped with core competencies, basic competencies, communicative expressions that are appropriate to the subject matter and learning concept maps. Each subject matter in this textbook consists of learning objectives, learning strategies and steps, as well as learning activities, such as: provision of vocabulary (المفردات), reading materials (النص), dialog scripts (الحوار), and grammar (التراكب). Then to ensure students' understanding, this textbook is equipped with exercises (التدريبات) and evaluation in the form of tests. At the end of this textbook there is a mini dictionary in the form of a collection of verb vocabulary related to the material available in each theme. The following is an overview of the material along with achievement indicators for *mahārah kalām* competencies contained in Arabic textbooks for grade IX junior high schools.

**Table 2. Material and Indicators of Achievement of Speaking Competence Textbook of the Ministry of Religion for Class IX junior high school 2020**

| No. | Material | Speech Competency Achievement Indicator |
|-----|----------|------------------------------------------|
| 1. | رأس السنة الهجرية <br> Islamic New Year | Students are able to dialogue about رأس السنة الهجرية correctly and simply using grammatical arrangements <br> الضمائر ,الفعل الماضي ,الفعل المضارع <br> Students are able to convey information verbally regarding رأس السنة الهجرية correctly using grammatical arrangements <br> الضمائر ,الفعل الماضي ,الفعل المضارع |

| | | |
|---|---|---|
| 2. | الحفل بمولد الرسول ص.م<br><br>Celebration of the birth of the Prophet Muhammad S.A.W. | Students are able to carry out dialogues about الحفل بمولد الرسول ص.م correctly and simply using grammatical arrangements<br><br>كان واسمها وخبرها المفرد<br><br>Students are able to compose words and sentences about الحفل بمولد الرسول ص.م correctly and simply using grammatical arrangements<br><br>كان واسمها وخبرها المفرد |
| 3. | نزول القرآن والعيدان<br><br>Nuzulul Qur'an dan Two Hari Raya | Students are able to carry out a dialogue about نزول القرآن والعيدان correctly and simply using a grammatical arrangement of prohibitions for doing something<br><br>لا الناهية/لم + الفعل المضارع – المزيد من الفعل الثلاثي (ماض ومضارع ومصدر)<br><br>Students are able to ask and answer questions related to نزول القرآن والعيدان correctly using the grammatical arrangement of prohibitions to do something<br><br>لا الناهية/لم + الفعل المضارع - المزيد من الفعل الثلاثي (ماض ومضارع ومصدر) |
| 4. | جمال الطبيعية<br><br>Natural beauty | Students are able to carry out dialogues about جمال الطبيعية correctly and simply using grammatical arrangements<br><br>فعل الأمر وتصريفه<br><br>Students are able to convey information verbally regarding جمال الطبيعية precisely and simply using grammatical arrangements<br><br>فعل الأمر وتصريفه |
| 5. | خلق العالم<br><br>Universe creation | Students are able to carry out dialogues about خلق العالم correctly and simply using grammatical arrangements<br><br>الموصول (الذي، التي، الذين، اللاتي)<br><br>Students are able to convey information orally related to خلق العالم in a precise and simple manner using grammatical arrangements<br><br>الموصول (الذي، التي، الذين، اللاتي) |
| 6. | الحفاظ على البيئة | Students are able to carry out dialogues about الحفاظ على البيئة correctly and simply using grammatical arrangements |

| | Protecting the environment | اسم التفضيل (أفعل + من / جمع)<br><br>Students are able to convey information verbally related to الحفاظ على البيئة precisely and simply using grammatical arrangements<br><br>اسم التفضيل (أفعل + من / جمع) |
|---|---|---|

Based on the description above, it can be seen that the quality of the material presented in the Arabic language textbook for class IX for junior high schools was published by the Ministry of Religion of the Republic of Indonesia in 2020. From the aspect of content, the material contained in the textbook is in harmony with core competencies and basic competencies, made using the correct references, consists of things that are familiar to students, and can foster motivation to learn. From the linguistic aspect, the texts available in the textbooks are communicative, informative, and educative. Unfortunately, most of the available texts are presented without a vowel. So that students find it difficult to study the textbook individually. From the aspect of material delivery, the material presented is coherent. Meanwhile, from a graphical perspective, this book is presented in a nice and attractive book design and format. So that this book meets the eligibility standards of books that can be used according to the BSNP.

b. **Compatibility of *Mahārah Kalām* Achievement Based on CEFR**

After knowing the relevance of the contents of the book and material with the BSNP standards. Next is to find out the standard of achievement of *mahārah kalām* competence in the Arabic textbook based on CEFR. The following is the suitability of *mahārah kalām* achievement with CEFR.

**Table 3. *Mahārah Kalām 's* Achievements based on CEFR**

| No | *Mahārah Kalām 's* Achievements | Compatibility with CEFR | | | | | |
|---|---|---|---|---|---|---|---|
| | | A1 | A2 | B1 | B2 | C1 | C2 |
| 1. | Students are able to carry out dialogues related to learning themes precisely and simply using the grammatical arrangements they have learned. | | √ | | | | |
| 2. | Students are able to convey information verbally related to learning themes appropriately using the grammatical | | √ | | | | |

| | arrangements that have been learned. | | | | | | |
|---|---|---|---|---|---|---|---|
| 3. | Students are able to arrange words and sentences related to learning themes precisely and simply using the grammatical arrangements they have learned. | | √ | | | | |
| 4 | Students are able to ask questions, answer questions, and explain things related to learning themes appropriately using the grammatical arrangements they have learned. | | √ | | | | |

From the table above, it can be seen that the level of achievement of *mahārah kalām* class IX in Arabic textbooks published by Ministry of Religion in 2020 is at level A2 and B1. In the CEFR, level A2 is the level for beginners and level B1 is the level for intermediate. Where at this stage, students can use sentences to simply describe the conditions around them and provide a brief explanation regarding an idea or event. So, the textbooks used by class IX for junior high school students are appropriate. The results of this research support previous research conducted by Salim Saputra and Tulus Musthofa. Where, *mahārah kalām* in the textbooks used by junior high school students in CEFR are at beginner and intermediate levels namely A1, A2, and B1 (Saputra & Musthofa, 2022).

## Conclusion

Arabic textbooks for class IX for junior high schools published by the Ministry of Religion in 2020 have met the eligibility standards for textbooks in terms of content or material, language, delivery or presentation of material, and graphics. Meanwhile, in the CEFR domain, the Arabic textbook contains A2 and B1 language proficiency levels in *mahārah kalām* . Level A2 is the level where a learner can use a series of phrases and sentences to describe in simple terms the conditions of family and other people, living conditions, my educational background and my current or most recent job. Whereas at level B1 is the level where students can connect simple phrases to describe an experience, event, ideals, and also ambition. At this level, students are also able to give reasons and explanations related to ideas briefly. Furthermore, an analysis

of CEFR-based Arabic textbooks can be carried out on other Arabic-language *mahārah*, such as: *mahārah al-istimā', mahārah al-qirā'ah*, and *mahārah al-kitābah*.

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