



Analysis of Arabic Language Textbooks Published by Quadra in 2022 for Class XI of Islamic High School Based on Common European Framework of Reference for Languages

Rizqi Nur Fitriarsi^{*1}, Nurhidayati², Muhammad Alfani³, Salma Lulu Maknuna⁴,
Abdelrahman Ibrahim⁵

^{1,2,3}Arabic Language Teaching State University of Malang, Indonesia.

⁴Arabic language Teaching Sunan Kalijaga State Islamic University of Yogyakarta, Indonesia.

⁵Arabic Language Teaching of Permata Insan College University Sains Islam of Malaysia, Malaysia.

Correspondence Address: rizqi.nur.2302318@students.um.ac.id

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Abstract

Textbooks play a crucial role in the Arabic language learning journey for non-Arabic-speaking students at the Madrasah Aliyah level. A well-structured textbook can act as a teaching aid and a roadmap for mastering language competencies that align with both national and international standards, such as the Common European Framework of Reference for Languages. One such textbook is “اللغة العربية ٢” published by Quadra in 2022 for Year 11 students. However, research on this textbook remains limited. This study aims to examine the alignment of the textbook's content with established standards while investigating indicators of speaking skill competence based on the Common European Framework of Reference for Languages. Using a descriptive qualitative approach and content analysis methods, the primary data source is “اللغة العربية ٢” supplemented by relevant literature. The findings indicate that the textbook meets standards for linguistic accuracy, material presentation, and visual layout. The speaking competencies are aligned with levels A2 and B1 of the Common European Framework of Reference for Languages. Topics like shopping and health correspond to level A2, promoting direct communication, while travel and technology fit level B1, encouraging extended speech and structured expression of experiences and opinions. Future research should explore other language skills within the same textbook for a comprehensive evaluation.

Keywords: Common European Framework, Speaking Competence, Textbook

ملخص

تلعب الكتب الدراسية دورًا حيويًا في تعليم اللغة العربية للطلاب غير الناطقين بها في مرحلة المدرسة الثانوية الإسلامية. فالكتاب المدرسي المعد بشكل منهجي لا يُعد مرجعًا للتدريس فحسب، بل يُوجّه أيضًا نحو تحقيق الكفاءات اللغوية بما يتماشى مع المعايير الوطنية والدولية، مثل الإطار الأوروبي المرجعي المشترك للغات، الذي يُؤكد على إتقان المهارات اللغوية بشكل تدريجي وقابل للقياس. يُعد كتاب “اللغة العربية ٢”، الصادر عن دار كوادرا عام ٢٠٢٢ لطلاب الصف الحادي عشر، أحد الكتب المستخدمة على نطاق واسع. ومع ذلك، فإن الدراسات التي تتناول هذا الكتاب ما تزال محدودة. تهدف هذه الدراسة إلى تحليل مدى توافق محتوى الكتاب مع معايير الكتب الدراسية المعتمدة، بالإضافة إلى فحص مؤشرات الكفاءة في مهارة التحدث الواردة فيه، وذلك استنادًا إلى الإطار الأوروبي المرجعي المشترك للغات. وقد استخدمت الدراسة منهجًا وصفيًا نوعيًا باستخدام أسلوب تحليل المحتوى. وتتمثل البيانات الرئيسية في كتاب “اللغة العربية ٢” كوادرا، ٢٠٢٢، مدعومة بالمراجع الأدبية ذات الصلة. أظهرت نتائج الدراسة أن الكتاب يلبي الجوانب اللغوية وتقديم المادة والصياغة البصرية بشكل جيد. كما أن كفاءات التحدث

فيه تُطابق المستويين^٢ و ب١ من الإطار الأوروبي المرجعي المشترك للغات. فالموضوعات مثل التسوق، الصحة، والأديان تُجسّد المستوي^٢، لأنها تُشجّع على التواصل البسيط والمباشر، بينما تُجسّد موضوعات مثل السفر، الحج، والتكنولوجيا المستوي^٢، لأنها تُنمّي الحديث الممتد والتعبير عن الخبرات والخطط المستقبلية والآراء بطريقة منظمة. كخطوة تالية، يمكن للباحثين مستقبلاً التركيز على تحليل مهارة لغوية أخرى ضمن نفس الكتاب، لتقييم مدى توافق المادة مع الإطار الأوروبي المرجعي المشترك للغات بشكل أكثر شمولاً ولكن ضمن نطاق مدرّس ومحدّد.

الكلمات المفتاحية: الإطار الأوروبي المرجعي المشترك للغات، الكتاب الدراسي، الكتاب الكلام

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Introduction

Speaking of the existence of textbooks, textbooks are crucial in the world of education because they function as guidelines for teachers in delivering material and for students in understanding and mastering the subject matter.¹ Furthermore, textbooks also facilitate a more structured, effective, and efficient learning process, both in face-to-face and independent learning settings.² This means that textbooks help teachers determine the material to be taught and facilitate students' preparation or review of material that has been or will be studied. It can be concluded that textbooks are books designed for a specific field of study and are compiled regularly by experts to support the learning process with specific instructional objectives. Therefore, textbooks contain information, discussions, and evaluations of material that align with the curriculum, and are equipped with teaching aids that are easy to understand for both students and teachers in schools and universities.³

The importance of textbooks is further reinforced by regulations governing their quality. Developing sound and credible textbooks will significantly improve the quality of education in Indonesia. In line with Minister of Education and Culture Regulation No. 8 of 2016, textbooks must meet four main aspects: content, language, presentation, and graphics.⁴ Therefore, developing textbooks for non-Arabic speakers must address several essential criteria to support the learning process effectively and efficiently.⁵

¹ Laila Faoziyah and Nailul Izzah, "Analysis of Arabic Language Textbooks for Madrasah Aliyah Class XI Based on the 2013 Curriculum" Mantiq Tayr: Journal of Arabic Language 1, no. 2 (5 Juli 2021): 117–132. DOI: <https://doi.org/10.25217/mantiqutayr.v1i2.1480>

² Afdhal Fikri Mirma, Talqis Nurdianto, and Zainal Abidin Hajib, "Analysis of Textbook 'Ilmu Saraf Untuk Pemula' Third Edition Written by Abu Razin and Ummu Razin (Development Textbook Principles)," Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature 6, no. 1 (30 April 2023): 91–104. DOI: <https://doi.org/10.22219/jiz.v6i1.22562>

³ Habib Abdul Halim, "Analisis Kesilapan Bahasa Pada Buku Ajar Bahasa Arab Kurikulum 2013 Terbitan Toba Putra," MIYAH: Jurnal Studi Islam 14, no. 2 (11 Agustus 2018): 58–80. DOI: <https://doi.org/10.33754/miyah.v14i2.148>

⁴ Nur Achmad Prihantoro, "Analisis Isi Buku Teks Pelajaran Ilmu Pengetahuan Sosial Kurikulum 2013 Kelas VII SMP/MTs," The Indonesian Journal of Social Studies 1, no. 1 (14 April 2017): 1–10. DOI: <https://doi.org/10.26740/ijss.v1n1.p1-10>

⁵ Agus Supriyanto and Kuntoro Kuntoro, "Analisis Buku Teks Bahasa Indonesia SMP Kelas VIII Terbitan Kemendikbud Edisi Revisi Tahun 2017 (Kesesuaian Isi, Pembentukan Karakter, dan Kompetensi Abad 21)," Metafora: Jurnal Pembelajaran Bahasa dan Sastra 8, no. 1 (1 April 2021): 15–28. DOI: <https://doi.org/10.30595/mtf.v8i1.10105>

In line with the explanation above, the development of textbooks for non-Arabic speakers requires several essential criteria, namely: First, textbooks need to have clear and measurable learning objectives, so that they can produce real language competency in students.⁶ Second, the language used in textbooks should be standard Fusha Arabic, so that students are accustomed to the standard language of native speakers.⁷ Third, the material presented must be relevant to the characteristics of students, including their cultural background, age, ability level, and learning interests.⁸ In addition, the presentation of cultural values is an essential aspect in enriching students' understanding of Arabic in its original context.⁹ Fourth, socio-cultural and psychological aspects also need to be considered so that the material provided is appropriate to the students' cultural context.¹⁰ The presentation of material is also carried out systematically and in stages through selection, gradation, and repetition that facilitates understanding. Fifth, textbooks should develop language skills in an integrated manner, covering listening, speaking, reading, and writing, and provide adequate practice for each of these skills.¹¹ Additionally, quality textbooks can be supplemented with supporting materials, such as dictionaries, writing exercises, and audiovisual aids, to enhance the learning process. A variety of texts and exercises is essential to increase student motivation and engagement in language learning.¹² From the explanation above, it is clear that textbooks are closely correlated with language skill development for non-Arabic learners. This is particularly relevant to Arabic language lessons in schools, which aim to develop both oral and written communication skills.

Speaking skills are one of the most critical aspects of Arabic language mastery.¹³ At the Islamic High School level, students' speaking skills are assessed not only by their fluency in pronouncing words but also by their accurate use of language structures, their confidence in expressing their opinions, and their ability to interact in real-life communication situations.¹⁴ This aims to ensure that students are not only technically proficient but also able to communicate confidently and communicatively in real-life situations.

⁶ Irsal Amin, "Buku Al-Arabiyyah Baina Yadaik Pada Program Intensif Language Learning Pusat Pengembangan Bahasa IAIN Padangsidimpuan," TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman 07, no. 1 (1 Juni 2021): 61–74. DOI: <https://doi.org/10.24952/tazkir.v7i1.3817>

⁷ 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 (18 Januari 2018): 1– 20. DOI: <https://doi.org/10.24014/af.v17i1.5123>

⁸ M Kholison et al., "Pengembangan Bahan Ajar Bahasa Arab Dengan Pendekatan Kemahiran Berbicara," Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab 4, no. 1 (27 Maret 2023): 90–102. DOI: <https://doi.org/10.35316/lahjah.v4i1.90-102>

⁹ Aris Junaedi Abdilah and Mohamad Zaka Al Farisi, "Systematic Literature Review: Problematika Pembelajaran Bahasa Arab di Sekolah," Ukazh: Journal of Arabic Studies 4, no. 1 (27 Juli 2023): 39–51. DOI: <https://doi.org/10.37274/ukazh.v4i1.744>

¹⁰ M. Suthalis and Eva Novaria, "Pembelajaran Multikultural: Memahami Diversitas Sosiokultural Dalam Konteks Pendidikan," Jurnal Ilmu Pendidikan dan Psikologi (JIPP) 1, no. 3 (31 Juli 2023): 112–120. DOI: <https://doi.org/10.61116/jipp.v1i3.181>

¹¹ Maghfiroatul Hasanah et al., "Insha' Textbook Design to Improve Writing Skills for Class IV Regular & III Intensive TMI Al-Amien Prenduan Students," Mantiqutayr: Journal of Arabic Language 4, no. 2 (25 October 2024): 757–771. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.5036>

¹² Selvi Rizkian and Dwi Sulistyorini, "Media Rollade Sebagai Pendekatan Inovatif Dalam Pembelajaran Berdiferensiasi untuk Meningkatkan Kemampuan Menulis Teks Tanggapan," Journal of Language Literature and Arts 4, no. 11 (24 Oktober 2024): 1138–1148. DOI: <https://doi.org/10.17977/um064v4i112024p1138-1148>

¹³ Juwairiyah Siregar, Masrun, and Hikmah, "Analisis Bentuk Soal Keterampilan Berbicara Dalam Al-'Arabiyyah Bayna Yadaik Kitab Ath-Tholih Ats-Tsanī," Mantiqutayr: Journal of Arabic Language 4, no. 2 (31 Juli 2024): 676–688. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4614>

¹⁴ Alfiannor Fathoni, "Analisis Buku Ajar Bahasa Arab Kelas XI Madrasah Aliyah K-13 Revisi KMA 183 Terbitan Karya Toba Putra," Kilmatuna: Journal Of Arabic Education 03, no. 01 (1 April 2023): 12–20. DOI: <https://doi.org/10.55352/pba.v3i1.84>

The textbook “اللغة العربية ٢”, published by Quadra Inti Solusi in 2022 for Islamic High School Grade XI, was written by Hj. Ulyah. This book is one of the Arabic language textbooks used in the learning process at the Islamic High School level. This book is designed to support systematic mastery of Arabic and is aligned with KMA 183 of 2019, making it easier for students to comprehend Arabic material comprehensively. From the explanation above, there has been no description of textbooks suitable for the level of students’ Arabic language proficiency. Therefore, the textbook “اللغة العربية ٢” published by Quadra needs to be reviewed and analyzed, so an appropriate standard reference is required through an authorized institution. One of them is the Common European Framework of Reference for Languages, an international standard developed by the Council of Europe to objectively and consistently measure and describe language proficiency levels. The Common European Framework of Reference for Languages divides language proficiency into six levels, ranging from A1 (beginner) to C2 (proficient), covering four core skills: reading, writing, listening, and speaking.¹⁵ These standards serve not only as assessment instruments but also as guidelines for curriculum design, the development of learning materials, and international language tests.¹⁶ Thus, this reference creates alignment between learning objectives, the teaching process, and the evaluation of learning outcomes, making language learning more structured and measurable.¹⁷

This study aims to explore whether the book’s content and materials align with established textbook standards and to determine the level of students’ Arabic speaking competency based on the Common European Framework of Reference for Languages. This study focuses on analyzing the material and subject matter of speaking skills in the book “اللغة العربية ٢” published by Quadra in 2022, to assess the material’s suitability for the Common European Framework of Reference for Languages competency standards. Although numerous studies have discussed the analysis of Arabic textbooks, research on the textbook “اللغة العربية ٢” published by Quadra in 2022 for grade XI Islamic High School remains limited. Therefore, this study is essential to conduct, especially in analyzing the suitability of the speaking skills material based on the Common European Framework of Reference for Languages standards.

Several previous studies on the content analysis of textbooks about Common European Framework of Reference for Languages standards demonstrate the relevance and urgency of this research. Research by Etna Purbarani (2023) suggests that developing a Common European Framework of Reference for Languages based BIPA teaching material model with a 5C approach can be a solution to address the mismatch between academic mastery of Indonesian and its

¹⁵ Council of Europe, *Common European Framework Of Reference For Languages: Learning , Teaching , Assessment*, (Strasbourg: Cambridge University Press, 2020), hlm. 170.

¹⁶ Sudaryanto and Pratomo Widodo, “Common European Framework of Reference for Languages (CEFR) dan Implikasinya Bagi Buku Ajar BIPA,” *Jurnal Idiomatik: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 3, no. 2 (2 Desember 2020): 80–87. DOI: <https://doi.org/10.46918/idiomatik.v3i2.777>

¹⁷ Neus Figueras, David Little, and Barry O’Sullivan, “*Aligning Language Education with the CEFR: A Handbook*,” (Scotland: British Council, 2022), hlm. 5–10.

communicative use in real-life society, particularly for B1 level learners.¹⁸ A similar study was also conducted by Tofan Gustiawan (2023). The study's results showed that the role-playing method was effective in providing direct experience for BIPA Common European Framework of Reference for Languages level B1 learners in pronouncing complex vocabulary and long sentences, as well as enhancing their oral understanding of Indonesian culture. Because it emphasises the importance of teacher creativity in processing culture into role-play scripts as a language acquisition strategy.¹⁹ Meanwhile, research by Resgi Widati (2024) confirmed that the Arabic language textbook for grade IX Junior High School, published by the Ministry of Religious Affairs in 2020, meets the book eligibility standards according to BSNP. In the Common European Framework of Reference for Languages realm, the Arabic language textbook contains language proficiency levels A2 and B1 in the speaking skill subject.²⁰

By referring to these studies, the analysis of the textbook “اللغة العربية ٢” in the context of speaking skills based on Common European Framework of Reference for Languages is very relevant and necessary to answer the research questions: 1) Are the contents of the book and the materials presented applicable to the established book standards? 2) At what Common European Framework of Reference for Languages level are the students' Arabic speaking competencies in the book?

Method

This study uses a qualitative descriptive approach with a content analysis design. Content analysis is a method operationally used to conclude by identifying specific characteristics contained in a particular message, such as communication, written information in a text, books, magazines, newspapers, television advertisements, radio news, or other documented objects, carried out objectively, generally, and systematically.²¹ The qualitative descriptive approach aims to describe phenomena in detail and depth.²² The subject of this study is an Arabic textbook published by Quadra in 2022 for grade XI Islamic High School entitled “اللغة العربية ٢”. The data in this study consists of primary and secondary data.²³ Primary data were obtained from the textbook “اللغة العربية ٢” which was analyzed, specifically in the sections related to material, exercises, and

¹⁸ Etsa Purbarani, Liliana Muliastuti, and Siti Farah, “Pengembangan Model Materi Ajar Bahasa Indonesia Bagi Penutur Asing (Bipa),” *BASA: Journal of Language & Literature* 1, no. 2 (31 Oktober 2021): 50–60. DOI: <https://doi.org/10.33474/basa.v1i2.13715>

¹⁹ Tofan Gustiawan et al., “Pengembangan Keterampilan Berbicara Bagi Pemelajar Bipa Tingkat B1 (Cefr) di Universitas Atma Jaya Yogyakarta Melalui Metode Bermain Peran,” *PRASI: Jurnal Bahasa, Seni, dan Pengajarannya* 18, no. 2 (1 Desember 2023): 112–125. DOI: <https://doi.org/10.23887/prasi.v18i02.62397>

²⁰ Resgi widati tria lis Utami and Muhammad jafar Shodiq, “A CEFR-Based Analysis of Speaking Proficiency in 9 Th Grade Arabic Textbooks,” *Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 8, no. 1 (29 Juni 2024): 81–95. DOI: <https://doi.org/10.17977/um056v8i1p81-95>

²¹ Almira Ulfa Keumala and Ramadhan Razali, *Ragam Analisis Data Penelitian (Sastra, Riset dan Pengembangan)*, (Madura: IAIN Madura Press, 2022), hlm. 17.

²² Juliar Ahmad Fahri and Rinaldi Supriadi, “Implikasi CEFR Pada Buku Ajar Sababatu Indonesia untuk Penutur Bahasa Arab Level 1,” *Madah: Jurnal Bahasa dan Sastra* 14, no. 1 (1 April 2023): 103–111. DOI: <https://doi.org/10.31503/madah.v14i1.552>

²³ Sahrul Muhamad, “Telaah Buku Teks Bahasa Arab Madrasah Aliyah (Studi Analisis Buku Ajar Kelas 12 KMA 183 2019),” *Al-Mashadir: Journal of Arabic Education and Literature* 2, no. 1 (30 Juni 2022): 71–84. DOI: <https://doi.org/10.30984/almashadir.v2i01.253>

competencies, specifically those related to speaking skills. Meanwhile, secondary data were obtained from various relevant literature sources.

The data collection technique was conducted in several stages. First, the researcher read, reviewed, and studied the textbook “اللغة العربية ٢” in depth. Second, a documentation study was conducted, in which the researcher identified and collected all materials, exercises, and competencies related to speaking skill from each material unit in the textbook. Third, each relevant section was analyzed in terms of Common European Framework of Reference for Languages indicators. Fourth, the textbook’s content was classified and categorized according to the Common European Framework of Reference for Languages levels for speaking skills. Fifth, the results of the analysis were then presented narratively and descriptively based on the Common European Framework of Reference for Languages levels. This content analysis research design aims to systematically analyze and describe the material and competencies of speaking skill in the textbook using the Common European Framework of Reference for Languages.

Result and Discussion

The textbook “اللغة العربية ٢”, published by Quadra in 2022 for grade XI Islamic High School, was written by HJ. Ulyah is one of the textbooks published by Quadra Inti Solusi. This book is compiled based on the 2019 KMA, which indicates that the material and presentation have been adjusted to the core and basic competency standards stipulated in the KMA and those set by the Ministry of Religious Affairs. In this book there are 6 chapters in 2 semesters, namely: 1) التسوق (Shopping), 2) الصحة (Health), 3) السفر والسياحة (Travel and Tourism), 4) الحج والعمرة (Hajj and Umrah), 5) التكنولوجيا والإتصال (Technology and Communication), 6) الأديان في إندونيسيا (Religions in Indonesia).

Each chapter is equipped with learning objectives that align with the Core Competencies and Basic Competencies, which are the core competency standards and basic competencies of the material being taught. Interestingly, this book presents the material in four Arabic language skills: reading, listening, writing, and speaking. Then there are vocabulary and reading materials. Next, a dialogue script is given, followed by exercises for each language skill. Additionally, there is a provision for applying grammar or grammar material to the discussed theme. Furthermore, in each theme, words of wisdom from the verses of the Quran aim to reflect on the verse and, at the same time, build the character of the learner. At the end of each theme, students are given a summary of the material and reflections to help them reflect on their learning. Finally, a barcode and a mini dictionary are provided as a collection of vocabulary that has been taught in each theme.

Speaking skill refers to a person’s ability to express thoughts, ideas, and feelings verbally in Arabic accurately and correctly, by proper grammar and vocabulary.²⁴ This speaking skill is a fundamental yet crucial aspect of language learning, as speaking is the primary means of social

²⁴ Boutaina Guebba, “The Nature of Speaking in the Classroom: An Overview,” Middle East Research Journal of Linguistics and Literature 1, no. 1 (15 Desember 2021): 9–12. DOI: <https://doi.org/10.36348/merjll.2021.v01i01.002>

interaction. Furthermore, speaking is used more frequently than reading or writing.²⁵ Moreover, the goal of developing speaking skills is to enable a person to communicate effectively, accurately, and in a socially acceptable manner.

In the learning process of speaking skill, various methods are employed that emphasize two aspects: communicative and productive.²⁶ The communicative approach to learning Arabic emphasizes the use of language as a two-way communication tool, not just memorizing or writing, so that students practice speaking more directly.²⁷ This is achieved through dialogue, discussion, and pronunciation exercises in contexts relevant to everyday life.²⁸ Then the productive aspect. This means that the student's speaking process emphasizes the student's ability to produce Arabic speech actively, not only understanding or receiving information, by listening and reading alone but also actively participating in speaking activities and interacting directly in Arabic.²⁹ Such as pair conversations, role plays, and group discussions, which systematically improve language fluency and accuracy. Therefore, this involves pronunciation practice, vocabulary, and understanding of grammar in the context of honest communication, so that speaking skills develop optimally.³⁰

The Common European Framework of Reference for Languages is an international framework developed by the Council of Europe, used in the teaching and learning of foreign languages.³¹ This framework is used to measure and describe a person's level of language proficiency in various skills, including reading, writing, listening, and speaking.³² The function of this reference framework facilitates a systematic and standardized process of learning, teaching, and assessing foreign languages.³³ The Common European Framework of Reference for Languages divides language proficiency levels into six levels: A1 and A2 (beginners), B1 and B2 (intermediate or independent), and C1 and C2 (proficient or fluent).³⁴ Each level describes different communicative abilities and language comprehension. The Common European Framework of Reference for Languages provides descriptive standards for levels of ability that encompass both oral and written

²⁵ Mohammad H. Al-Khresh, Ahmad Khaerurrozikin, and Abdul Hafidz Zaid, "The Efficiency of Using Pictures in Teaching Speaking Skills of Non-Native Arabic Beginner Students," Universal Journal of Educational Research 8, no. 3 (17 Januari 2020): 872–878. DOI: <https://doi.org/10.13189/ujer.2020.080318>

²⁶ Naila Tallas-Mahajna, Duaa Abu Elhija, and Abeer Asli-Badarnah, "Representation of Arabic Narratives in Digital Media - A Case Study," NALANS: Journal of Narrative and Language Studies 10, no. 20 (20 Desember 2022): 188–205. DOI: <https://doi.org/10.59045/nalans.2023.4>

²⁷ Imelda wahyuni, *Pendekatan Komunikatif Dalam Pembelajaran Bahasa Asing*, (Kendari: SulQa Press, 2022), hlm. 124.

²⁸ Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)," Definisi: Jurnal Agama dan Sosial-Humaniora 1, no. 1 (31 Januari 2022): 55–64. DOI: <https://doi.org/10.1557/djash.v1i1.16716>

²⁹ Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharab Al-Kalam di Kelas Bahasa Center for Languages and Academic Development," Jurnal Pendidikan Agama Islam Al-Thariqah 5, no. 2 (17 Desember 2020): 56–63. DOI: [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838)

³⁰ Erta Mahyudin et al., *Strategi Mengembangkan Keterampilan Berbahasa Arab Aktif Produktif dan Reseptif*, (Jakarta: Publica Indonesia Utama, 2025), hlm. 47.

³¹ Hilmi, "Metode Inovatif Pembelajaran Maharab Kalam," Jurnal Intelektualita 10, no. 1 (2 Maret 2021): 180–192. DOI: <https://doi.org/10.22373/ji.v10i01.10664>

³² Europe, *Common European Framework of Reference For Languages: Learning, Teaching, Assessment*, (Strasbourg: Cambridge University Press, 2020), hlm. 178.

³³ Talqis Nurdianto and Noor Azizi bin Ismail, "Pembelajaran Bahasa Arab Berbasis Common European Framework of Reference for Language (CEFR) di Indonesia," Al Mahāra: Jurnal Pendidikan Bahasa Arab 6, no. 1 (1 Juni 2020): 1–21. DOI: <https://doi.org/10.14421/almahara.2020.061-01>

³⁴ Habibur Rohman and Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Common European Framework of Reference (CEFR) untuk Meningkatkan Keterampilan Bahasa Arab Siswa," Al Mahāra: Jurnal Pendidikan Bahasa Arab 7, no. 2 (14 Oktober 2021): 1–21. DOI: <https://doi.org/10.14421/almahara.2021.072-01>

aspects.³⁵ These criteria serve as a theoretical reference in this study. In line with the objectives of this study, the researcher will focus the discussion solely on speaking skills, as per the desired area of analysis. Below, the Common European Framework of Reference for Languages standards for assessing general language skills, along with their descriptors at each level, will be explained.³⁶

Table 1. Common European Framework of Reference for Languages for Assessing General Language Skills

No	Level	Descriptor
1	A1	<ol style="list-style-type: none"> 1. Understand basic expressions in everyday language for limited communication. 2. Able to interact with others by introducing oneself or asking questions about residence and ownership of goods. 3. Communication is done slowly but quickly.
2	A2	<ol style="list-style-type: none"> 1. Comprehend sentences that convey information related to personal life, family, and the surrounding environment. 2. Capable of engaging in basic communication within familiar and everyday contexts. 3. Able to express immediate personal needs using straightforward language.
3	B1	<ol style="list-style-type: none"> 1. Understand the main points regarding the school environment, holidays, buying and selling, and similar matters. 2. Able to communicate with local people while traveling. 3. Able to convey hopes, desires, ideals, experiences, and other events verbally or in writing accompanied by reasons and explanations.
4	B2	<ol style="list-style-type: none"> 1. Understand communication in a particular field and be able to discuss it in detail and clearly. 2. Able to communicate spontaneously and fluently without significant pauses. 3. Able to explain a topic from an in-depth personal perspective, including its advantages and disadvantages.
5	C1	<ol style="list-style-type: none"> 1. Able to analyze scientific texts and understand the meaning contained therein. 2. Able to communicate spontaneously and clearly with varied expressions without asking for further explanation. 3. Able to communicate academically, socially, or professionally well, clearly, and in detail, and produce structured and

³⁵ Muhammad Zaenuri, Muhammad Nur Kholis, and Anisatul Barokah, "Analisis Soal TOSA (Test of Standard Arabic) Mengacu Pada CEFR (Common European Framework of Reference For Language)," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 22, no. 02 (31 Desember 2020): 169–190. DOI: <https://doi.org/10.32332/an-nabighoh.v22i02.2219>

³⁶ Topal İ H, "CEFR-Oriented Probe into Pronunciation: Implications for Language Learners and Teachers," *Journal of Language and Linguistic Studies* 15, no. 2 (2019): 420–436. DOI: <https://doi.org/10.17263/jlls.586087>

communicative writing or text.

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| 6 | C2 | <ol style="list-style-type: none"> 1. Understand the content of communication very easily. 2. Able to analyze and summarize information from various oral and written sources and then present it coherently. 3. Able to communicate expressively in complex situations with detail and automatically. |
|---|----|---|

Based on Table 1 above, it is clear that the Common European Framework of Reference for Languages consists of six levels of language proficiency, ranging from A1 to C2. At level A1, learners can understand basic expressions and interact in simple ways. Level A2 enables understanding of everyday sentences and communication in routine situations. Level B1 demonstrates the ability to understand general topics and express opinions and experiences. At level B2, learners can discuss fluently and explain personal views in detail. Level C1 reflects the ability to understand complex texts and communicate spontaneously and structuredly in a variety of contexts. Meanwhile, at the highest level, C2, individuals demonstrate proficiency in comprehending information thoroughly and communicating effectively in complex situations.

Then the textbook “اللغة العربية ٢” for the eleventh grade contains six main chapters, each designed with specific speaking competency achievement indicators speaking skill. Below is a summary found in the book.

Table 2. Materials And Competency Achievement Indicators in The Book

Lesson	Title of Material	Speaking Competency Achievement Indicators
1	التسوق (Shopping)	<ol style="list-style-type: none"> 1. Students practice dialogues about shopping in traditional and modern markets in everyday life.-day with confidence 2. Students can demonstrate the speech acts of using the numbers ألف, مليون, مليار, بليون correctly in describing the shape, weight, nature, and characteristics of an object verbally and correctly. 3. Students can orally convey ideas from Arabic questions and statements on the theme of traditional markets and supermarkets with the correct use of large numbers.
2	الصحة (Health)	<ol style="list-style-type: none"> 1. Students can practice dialogues about dialogues about health and other things.- matters related to the hospital. 2. Students can demonstrate the speech act of asking about conditions and health and expressing empathy when visiting sick people by using حروف الجر (prepositions) and (conjunctions) correctly.

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| 3 | السفر والسياحة
(Travel and Tourism) | <p>3. Students can memorize prayers for the sick and translate them well.</p> <p>1. Students can have dialogues about traveling in everyday life with confidence.</p> <p>2. Students can demonstrate the speech acts of saying goodbye and saying goodbye and welcome by paying attention to the form, meaning, and function of the grammatical structure of isimnakirah and isimma'rifah orally.</p> <p>3. Students can express their ideas based on Arabic questions and statements related to the theme of وسائل المواصلات، المناطق السياحية، السفر والسياحة correctly.</p> |
| 4 | الحج والعمرة
(Hajj and Umrah) | <p>1. Students can dialogue about the theme of Hajj and Umrah correctly and adequately.</p> <p>2. Students can demonstrate the speech act of stating and asking about actions or events in the past by using تصريف الفعل الماضي اللغوي correctly.</p> <p>3. Students can express ideas from Arabic questions and statements on the theme of الحج والعمرة، مكة orally correctly.</p> |
| 5 | تكنولوجيا الإعلام والاتصال
(Technology and Communication) | <p>1. Students can have dialogues about broadcasting technology and communication correctly and adequately.</p> <p>2. Students can demonstrate the speech act of stating and asking about events in the present and the future by paying attention to the form, meaning, and function of تصريف الفعل المضارع اللغوي correctly.</p> <p>3. Students can correctly convey ideas orally from Arabic questions and statements about information and communication technology.</p> |
| 6 | الأديان في إندونيسيا
(Religions in Indonesia). | <p>1. Students can have a dialogue about religion in Indonesia correctly and adequately.</p> <p>2. Students can demonstrate the speech act of giving and asking for information about several religious teachings in Indonesia by paying attention to the form, meaning, and function of الجملة الاسمية و</p> |

الجملة الفعلية correctly.

3. Students can express ideas from questions and statements on the theme of الأديان في إندونيسيا correctly.

Based on Table 2, the book “اللغة العربية ٢” for the XI grade contains six main chapters designed to enhance students’ speaking skills. Each chapter explores different themes, including shopping, health, tourism, Hajj and Umrah, communication technology, and religion in Indonesia. Students are trained to engage in dialogues according to the theme, using the correct Arabic language structures such as *fi’il madhi*, *fi’il mudhari*, *jumlah ismiyah*, and *jumlah fi’liyah*, and to express ideas orally with confidence and accuracy.

In terms of content, this book has utilized appropriate sources and effectively stimulates students’ learning motivation. From a linguistic perspective, the texts presented strongly support comprehension of the material, as they are both communicative, informative, and educational in nature. The material is also presented systematically, is easy to understand, and is interactive. The material provided is very relevant to the daily lives of the students. From a graphical aspect, the font size has been adjusted to suit the characteristics of Islamic High School students, and the illustrations used effectively convey the intended messages. When viewed in terms of its functions, this book has played a role in developing the four competencies in Arabic language skills for students, as evidenced by exercises that encourage students to familiarize themselves with using Arabic as a means of communication. Additionally, aspects of Arab and Islamic culture are well presented in this book.

Next, referring to the Common European Framework of Reference for Languages in terms of speaking skills, the materials and speaking competencies in the book “اللغة العربية ٢”, published by Quadra in 2022, are at levels A2 and B1. This aligns with the Common European Framework of Reference for Languages descriptors in speaking skills.³⁷ Here is the explanation:

Table 3. Common European Framework of Reference for Language Reference Table in Speaking

Category	Level	Deskriptor
Active Speaking	A2	Able to communicate in simple and routine situations, which require direct exchange of information on familiar topics
	B1	Able to participate in conversations on topics of personal interest or related to aspects of daily life, such as talking about family, hobbies, work, travel, and current issues.
Productive Speaking	A2	Able to use phrases and sentences to explain family, other people, place of residence, education, and current tasks

³⁷ M Raju et al., “Employing CEFR Speaking Rubrics to Paul-Elder Critical Thinking Framework to Assess Undergraduate Level Students Speaking Skills,” *Journal of Engineering Education Transformations* 38, no. 2 (1 October 2024): 197–209. DOI: <https://doi.org/10.16920/jcet/2024/v38i2/24202>

- B1 Able to speak in a continuous context by describing events and experiences and conveying hopes, dreams, and plans briefly. Moreover, Able to expressively tell the contents of a film or book
-

Based on Table 3 above, in the category of active speaking at level A2, students can communicate in simple and routine situational contexts that require direct information exchange regarding previously known topics. This aligns with the Arabic language learning materials in the book “اللغة العربية ٢”, such as التسوق (shopping), الصحة (health), and الأديان في إندونيسيا (religions in Indonesia), which correspond to the characteristics of communication in everyday situations. In this theme, students are expected to convey and respond to information using simple expressions and sentence structures. For example, in the shopping topic, students can ask direct and precise questions about prices and quantities of goods.

Meanwhile, at the active speaking level B1 category, learners can participate in conversations related to personal interests and aspects of daily life, such as discussions about family, hobbies, work, travel, and current events. In line with this, topics such as السفر والسياحة (travel and tourism), الحج والعمرة (hajj and umrah), and تكنولوجيا الإعلام والاتصال (media and communication technology) require active participation in more complex and continuous conversations. For example, in discussions about travel and tourism, learners are encouraged to share their personal experiences and plans in greater depth, allowing their active speaking skills to develop significantly.

In the category of productive speaking at level A2, the descriptor explains that at this level, students can use phrases and sentences to describe their family, others, places of residence, education, and tasks they are currently undertaking. Based on this descriptor, topics such as health and religion in Indonesia support the development of this ability because they provide familiar and practical contexts. For example, in health-related topics, students can discuss their health conditions and inquire about the well-being of others. Meanwhile, in the context of Indonesia's religions, students are encouraged to explain religious activities in simple terms.

At the B1 level, students can speak in a continuous context by describing events and experiences, as well as briefly conveying their hopes, dreams, and plans. In addition, students are also able to narrate the content of a film or book expressively. In line with this descriptor, themes such as travel, pilgrimage, and technology are relevant to hone this ability because students are encouraged to speak more coherently, connect several ideas, and express their personal views in a structured manner.

Closing

Textbook analysis based on national and international standards plays a crucial role in ensuring the quality and relevance of learning materials, particularly in language proficiency. This study highlights the textbook “اللغة العربية ٢” published by Quadra in 2022 for grade XI Islamic High School by Hj. Ulyah. The analysis reveals that the textbook is systematically structured and meets the requirements stipulated in KMA 183 of 2019. The speaking competencies and exercises in this textbook are presented in a varied, communicative, and productive manner, indicating that the

speaking skills material is at the Common European Framework of Reference for Languages A2 and B1 levels. This is evidenced by the presence of practical dialogues, contextual vocabulary, and interactive exercises that support the development of basic and intermediate speaking skills. This finding is significant because it demonstrates that the textbook is not only aligned with the national curriculum but also has international relevance, as it maps to the Common European Framework of Reference for Languages standards. With its presentation of relevant themes, structured grammar, and adequate learning media support, this textbook makes a significant contribution to improving students' Arabic speaking skills. Therefore, these findings are worth noting as a reference for the development of similar textbooks, as well as providing an empirical basis for educators, researchers, and curriculum developers to create teaching materials that align with the needs of 21st-century learning.

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