Analysis of Teaching Materials for Arabic Textbooks for Islamic Junior High School Based on CEFR Standards

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Abstract

Today Arabic is no longer the language of the Islamic holy book but has become an international language, the ministry of religion revised the curriculum by adding a special point, namely Arabic learning is directed at communicative. The research method used is content analysis with a qualitative approach. The data collection technique is documentation, while the aim is to determine the suitability of MTs textbooks with CEFR standard measuring instruments. From the results of the analysis it was found that the content of the MTs Arabic textbook material was generally at the level of A1-A2 on the CEFR standard, this level was in accordance with the needs of MTs students, but in terms of presentation it was still not appropriate because the portion of the material was still dominated by understanding the text. it is necessary to readjust the preparation of material that focuses more on the Arabic language needs of students and more contextual and provides a larger portion of language skills practice activities.

Keywords: Arabic *textbook, CEFR standard, Arabic teaching materials*

Introduction

Today, Arabic is an important language whose function is not limited to the comprehension of Islamic religious knowledge; it has also become an international language (Hamidah, 2019a; S. Mustofa et al., 2021a; United Nation, 1974) in addition to the language of science, mass media, technology, and other fields (Hamidah, 2019b; S. Mustofa et al., 2021b). Due to the importance of learning Arabic, it is now being taught in Indonesian schools from Raudhatul Athfal on up to tertiary institutions (Rani, 2017). Additionally, the ministry of education and culture, which is a non-religious educational

institution, is teaching Arabic as well as the ministry of religion, which is a sign of the urgency of the Arabic language (Hamidah, 2019a; Izzuddin et al., 2020).

The growth of Arabic learning in Indonesia has relatively extensive historical roots, which corresponded with the overwhelming entrance of Islam in the archipelago in the 14th-17th centuries AD. Muslims were initially taught Arabic informally in surau or pesantren (Hefner, 2009; Kusuma, 2015). But now, not only in the informal, but also the formal environment (Hamidah, 2019a; T. Mustofa, 2017). In this regard, the Ministry of Religion Affairs as a government entity that ensures the study of Arabic has produced a curriculum for learning Arabic at all madrasah levels, namely: 1) Ibtidaiyah; 2) Tsanawiyah; and 3) 'Aliyah (KMA 183, 2019), in addition to publishing the textbook (Siregar et al., 2022).

Textbooks play a crucial part in learning of Arabic (Ahmed, 2017); they serve not only to bridge the curriculum but also to execute learning strategies (Al-zanaty, 2022; Goullier, 2006; Mithans, 2020). In addition, it serves as a resource and learning medium that facilitates effective and efficient learning activities (Mawanti, 2020). Therefore, when developing Arabic textbooks, several factors must be taken into account so that the book is deserving of being the primary learning resource that Arabic students may use as a trusted guide. By doing a content analysis and comparing the results to other Arabic standards from across the world, it is possible to determine the caliber of Arabic textbooks that have been published and utilized (Goullier, 2006; Richards, 2001) so that there is no skill gap and to be aware of the demands of the most up-to-date Arabic language materials, because Arabic is not only a requirement for Indonesian and Muslim learners, but for learners throughout the globe.

The standard is a broad framework that describes what a student must know (al Hudaibi et al., 2017; Taha, 2015, 2017) and what they are able to perform (al Hudaibi et al., 2017; Taha, 2015, 2017). In other words, the standard outlines the required degree of performance, which may include competence as well as other domains such as knowledge, experience, etc. (Glaesser, 2019). There are several Arabic proficiency standards in the globe, including: 1) American Council on The Teaching of Foreign Languages atau ACTFL; 2) Common European Framework of Reference atau CEFR; 3) National Capital Language Resource Center or NCRLC; 4) NSW Education Standards Authority or NESA; 5) United Nations Language Framework; 6) Taha Hanada Standard etc (al Hudaibi et al., 2017; Hasanah et al., 2021; NESA, 2019; Taha, 2015, 2017; United Nation, 1974).

CEFR's successful application to European languages has led to its translation and application to 45 other languages, including Arabic, for which there is a considerable demand even today (Mohamed, 2021). The distinction between CEFR (Glaesser, 2019; Goullier, 2006; Nurdianto, 2021) and other international standards: 1) Context-based teaching materials: where textbooks can offer crucial information for comprehending and evaluating language choices. Therefore, the content must be tailored to the characteristics of users with particular restrictions and their language-use requirements. 2) The CEFR is competency-based, meaning that in terms of its structure, the skills are essentially divided into two categories: general competence and communicative language competencies, each comprising further subcategories. These are declarative

knowledge, skills and knowledge, "existential" competence, and learning capacities. Communication language proficiency involves: (1) linguistic competence; (2) sociolinguistic competence; and (3) pragmatic competencies, each with further subdivisions (Glaesser, 2019; Goullier, 2006); 3) Language activities as a focal point for analyzing learning strategies. The CEFR presents an example of a learner wishing to study a language who is an adult going abroad. In language activities, oral reception involves listening to recorded telephone conversations, followed by oral interaction involving the production of dialogues on the same topic but between different individuals, visual reception of advertisements depicting apartments for rent, and written production in the form of letters. about holidays. Textbooks should employ a functional situational curriculum design and a communicative language instruction methodology (Al-Jarf & Mingazova, 2020).

This research focuses on the examination of textbooks for learning Arabic at the MTs level, using the Common European Framework of Reference (CEFR) as one of the references for learning Arabic throughout the globe. This research intends to evaluate the compatibility of MTs-level Arabic textbooks with CEFR, so that the advantages of these textbooks extend beyond educational institutions that employ them, It informs the appropriateness of the books it uses with international institutions, but also serves as input to compilers and/or publishers in order to enhance the quality of MTs-level Arabic textbooks in line with the most recent global advancements. The CEFR standard was selected because the spirit of the KMA 183 curriculum aligns with the CEFR formulation, meaning that Arabic language instruction is focused on context, learning competence, and an action-based language competency approach (Goullier, 2006).

Previous research (Mappiara et al., 2020) indicated that this Arabic textbook for MTs is adequate from a psychological standpoint for the development of MTs-aged children and suited for beginning foreign language learners (Shaalan 1, 2005). Arabic language study with the CEFR design facilitates school implementation (Rohman & Ilham, 2021). This is because the CEFR curriculum is regarded equivalent to other existing language curricula, making learning simple, enjoyable, and more relevant (Nurdianto & Ismail, 2020), The CEFR curriculum is also suggested for usage at institutions due to the current emphasis on competency-based education (Nurdianto, 2021).

Method

This research utilizes descriptive analysis with a qualitative methodology. This research gives a summary of a symptom or phenomenon. In addition to factual data and documents, the researcher is crucial to qualitative research. Documentation of Islamic MTs textbooks produced in 2020 by the Directorate of KSKK Madrasah Directorate General of Islamic Education, Ministry of Religion Affairs, used as the data gathering tool for this research. The research aimed to determine whether the 2019 KMA 183 curriculum textbooks for learning Arabic from MTs met CEFR requirements.

Result and Discussion

CEFR standard

Based on an analysis of documents received from the CEFR parent book of the European language assembly, the CEFR A1-C2 standard description reaches the following conclusions:

Level	Description
A1	• He can understand and apply familiar terms and simple words to suit his demands in daily life. • He can describe himself and others and ask and respond to queries about their personal status, such as where they reside. • Can respond quickly if others talk slowly and clearly and is willing to assist.
A2	• Can comprehend subject-related statements and common terms with direct meaning (about people, family, shopping, work, geographic location, close proximity) • Can communicate in simple and recurring situations requiring direct exchange of particular information on well-known issues. • He can speak face-to-face about his background, environment, and topics of interest at reasonable rates.
B1	• They can comprehend fundamental concepts from clear literature and common themes such as job, school, and leisure. • Able to deal with any scenario in the travel/speaking field • It is capable of generating simple, interrelated writings about known or personal topics. • Capable of describing events, experiences, and aspirations Capable of providing clarifications and explanations in opinion and plan summaries
B2	• He is able to comprehend the essential points of difficult writings on actual or abstract subjects, including technical talks in his field of expertise. • Can automatically and fluently comprehend and converse with speaking people with minimal effort on both sides. • Because he can explain his conciliator from modern situations while highlighting his strengths and faults, he is able to present several subjects in a straightforward and comprehensive manner.
C1	• He can comprehend lengthy, diverse texts with finer meanings and more complex styles and infer their meanings. • It can convey naturally and fluently, without the need to hunt up sentences. • Able to utilize language for social, intellectual, and professional objectives with flexibility and proficiency.

	• Capable of producing clear, coherent, and thorough writings on complicated topics utilizing a variety of techniques to connect text segments in a suitable manner.
C2	• He comprehends whatever he hears or reads with ease. • Capable of summing up information from a wide range of audiovisual and textual sources • Can construct arguments by displaying cohesion • He can communicate himself naturally, fluently, and precisely, and he can discern between fundamental and supplementary meanings in more complicated circumstances.

MTs Arabic Material Based on CEFR Standards
Class VII Based on CEFR is at level A1 − A2

	MTs	CEFR	Bab
Listening	Istima's activities aim to differentiate sounds and comprehension of daily words and phrases in basic and familiar classroomand home environ-ments.	(A1) When individuals talk slowly and clearly, I am able to identify recognizable words and phrases that pertain to me, my family, the real objects around me, and my rigid surroundings.	1-6
speaking	Kalam exercises only disclose simple terms that have been practiced at school and at home in relation to everyday life.	(A1) When the other participant in the conversation is willing to repeat what he said a little more slowly or in a different way, and is also willing to assist me prepare my response, I am able to comprehend in a more straightforward manner.	1-6
reading	Read basic and familiar texts that provide information on a variety of everyday school, home, and social community activities.;	I am also able to ask and answer basic inquiries pertinent to a firsthand knowledge of a requirement or issue.	1 part 2 and a whole other chapter
Writing	Kitabah records different subjects pertaining to the home environment, school environment, and society, but does it in plain, everyday language.	(A2) I am able to read brief and simple texts because I can obtain information from readily available sources such as advertising, brochures, menus, and tables;	1-6

From the table above, the Arabic material for MTSs class VII based on the CEFR level is: 1) A1 = *istimâ'; kalâm; qirâ'ah*; the book because the material in the three skills covers the scope of understanding and mastery of everyday words/ expressions in the school and home environment which are still very simple and familiar; 2) A2 = *Qirâ'ah* and

kitâbah because they are still as in point 1, only in more detail and there is a penetration of community themes which have a slightly wider scope but still use simple sentences/expressions.

Image 1
Some materials in arabic textbook of MTs Class VII

Class VIII Based on CEFR is at level A1 – B1

	MTs	CEFR	Chapter
Mendengar		(A1) When individuals talk slowly and clearly, I am able to identify recognizable words and phrases that pertain to me, my family, the real objects around me, and my rigid surroundings.	1-6
Berbicara	*Kalâm* activities consist of expressing simple phrases/sentences using a variety of themes in each chapter, including time, school environment, hobbies, occupations, and health.	(A1) When the other participant in the conversation is willing to repeat what he said a little more slowly or in a different way, and is also willing to assist me prepare my response, I am able to comprehend in a more straight forward manner. I am also able to ask and answer basic inquiries pertinent to a firsthand knowledge of a requirement or issue.	1-6
Membaca	Simple and well-known *qirâ'ah* practices that inform daily life. The text's content is a reaction to an event that expresses desires for	(A2) I am able to read brief and simple texts because I can glean information from readily available sources such as advertising, brochures, menus, and tables;	1 dan 2

	basic societal topics, such as hobbies and religion.	I am able to comprehend SMS texts written in simple language. (B1) I can comprehend content that consists primarily of ordinary language or business-related terminology; I also comprehend the event, emotion, and want descriptions in private communications.	3,4 dan 5
Menulis	*Kitâbah* tasks include producing basic and guided activity plans, forms, and letter templates.	(A1) As a holiday greeting card, I am able to put a few basic phrases on a postcard. I may also fill out the hotel form with information such as my name, address, nationality, etc.	1-6

Based on the chart above, the CEFR level-appropriate Arabic materials for class VIII MTSs are as follows: 1) A1 = *kalâm* and *kitâbah* because the material covers understanding and mastery of everyday words/expressions that are still relevant to class VII themes but lead to more specific language themes, namely about student activities and hobbies, as well as hobbies and professions for students and the general public, but the content of the material is still very basic and familiar.; 2) A2 = *Qirâ'ah* chapters 1 and 2 because the information is more extensive and in-depth than before on a variety of issues, yet is still recognizable and straightforward; 3) B1 = *Qirâ'ah* chapters 2,4 and 5 because the material is in the scope of understanding feelings and desires.

Image 2
Some materials in arabic textbook of MTs Class VIII

Class IX Based on CEFR is at level A1 – B1

	MTs	Level CEFR	Bab
Mendengar	*Istimâ'* in all chapters because *istimâ's* efforts involve diverse religious and environmental concerns.	(B1) I am familiar with the fundamentals of common discourse on topics that commonly arise at work, school, entertainment places, etc; Numerous radio and television shows on real-life concerns or personal or professional matters are easily understood by me. This is when the language is spoken clearly and somewhat slowly.	1-6
Berbicara	Kalam throughout all chapters because kalam activities consist of expressing relatively easy, familiar, and directed expressions/sentences, namely about daily activities in the school environment pertaining to committee commemorations and the school environment;	(A1) I can comprehend in a simpler manner when the other participant in a conversation is willing to repeat what he said a little more slowly or in a different manner, as well as assist me in formulating what I wish to say; I am also able to ask and respond to simple inquiries relating to a recognized need or topic.	1-6
Membaca	*Qirâ'ah* in all chapters due to the text's religious and environmental diversity.	(B1) I can comprehend content that consists primarily of ordinary language or business-related terminology; I also comprehend the event, emotion, and want descriptions in private communications.	1-6
Menulis	Apart from translation tasks, kitabah is used in all chapters since it assembles phrases that are not sequential and provides straight forward responses to questions concerning the environment and the observance of Islamic holidays. *Kitâbah* in all chapters of the translation assignment for	(A1) As a holiday greeting card, I am able to put a few basic phrases on a postcard. I may also fill out the hotel form with information such as my name, address, nationality, etc; I can compose small notes and brief news articles	1-6 In addition to translation assignments

	composing sentences with the subject of Islamic holidays and the environment.	I can also compose a modest personal thank-you speech.	

Based on the table above, the Arabic material for class IX MTSs according to CEFR level is: 1) A1 = kalam; *Kitâbah* because the material covers the range of comprehension and mastery of ordinary terms and expressions pertaining to school activities/programs/agenda; 2) A2 = *Qirâ'ah* and *kitâbah* because it is still the same as in point 1, only more detailed, and there is a penetrating theme of the community that is quite large in scope but still employs simple language and idioms; 3) B1 = *Istimâ'* and *qirâ'ah* because the breadth of the subject encompasses religious and environmental concerns that frequently arise in society.
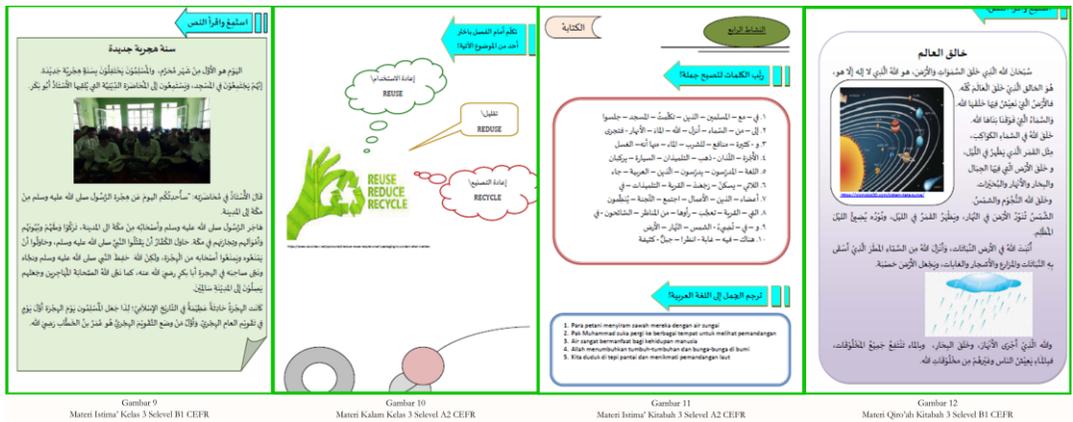
Image 3. Some materials in arabic textbook of MTs Class IX

Based on the CEFR reference above, the suitability of the content of the MTS Arabic textbook teaching materials is as follows:
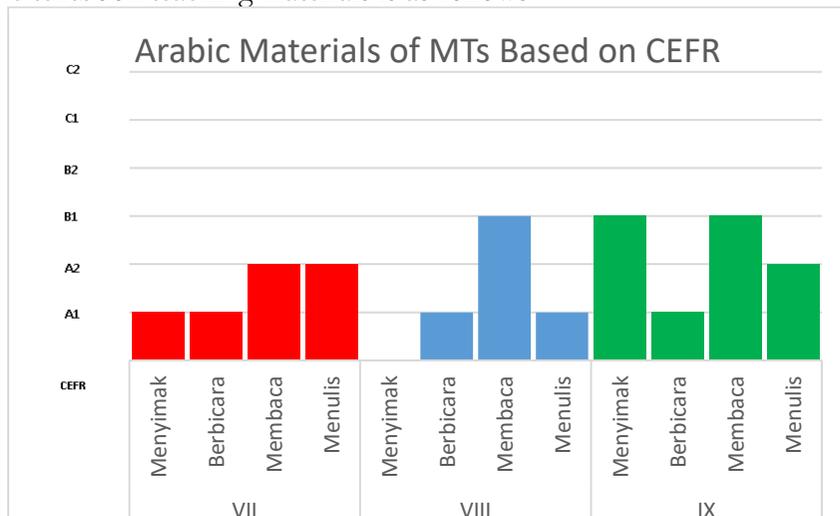
Image 4. Conclusion all level of arabic materials of MTs based on CEFR

Presentation of MTs Arabic Textbook Materials Based on CEFR Standards

This presentation of the subject is indicative of other chapters, where the presentation of the other chapters is similar.

1. Class VII
(Chapter 1 Introduction Theme)
a. Vocabulary and Phrases

هو، هي، هذا، هذه، طالب، طالبة، عاملون: تلميذ/ تلميذة، مدير/ مديرة، شرطي/شرطية، مهندس/مهندسة، ما اسمك، من أين أنت، نهار سعيد، إلى اللقاء

Exercise

اختر الصحيح مما بين القوسين!

... ؟ الحمد لله (السلام عليكم- كيف حالك – إلى اللقاء)

هذا صديقي ... طالب (هو – هذا – اسمي)

عين الكلمة الغريبة

هو – هي – أنت – هذا (...)

b. Reading

أنا طالب، اسمي عزام. وهذا محمود، هو طالب، هو صديقي. أنا طالبة، اسمي حلية، وهذه رفيدة، هي طالبة، هي صديقتي ....

Exercise

اختر أصح الأجوبة وفقا للنص السابق!

اسمي ...، أنا (عزام – محمود – فوزان – صديقي)

اسمي حلية، أنا ... (طالبة – رفيدة – قانتة – صديقتي)

املأ الفراغ بضمير مناسب (هو/هي/أنت/أنتِ/أنا)

... طالب، اسمي عزام

هذا محمود، ... طالب

c. Speaking

أجرِ الحوار السابق أما الفصل بين طالبين من الطلاب الفصل. ثم استبدل اسم عزام/ نوفل بالأسماء والمعلومات الحقيقية للمتحاورين من الطلاب والطالبات!

عرف بصديقك أو صديقتك كما في المثال

حافظ/أمين/صديقي = ياحافظ! هذا أمين، هو صديقي

فريدة/ عائشة/ صديقتي

d. Grammar
Dhomir munfasil, isim isyarah, istifham, mubtada' and khobar
Exercise

اختر الصحيح مما بين القوسين!

هو ... (طالبة – طالب – فاطمة – صجيقتي)

هي ... (طالبة – صديقي – يوسف – طالبة)

عين المبتدأ والخبر من الكلمات التي تحتها خط

أنت عائشة : مبتدأ

هي <u>زاهدة</u> : ....

اختر أصحّ الأجوبة!

ما هذا؟ هذا ...

أ. قلم، ب. نوفل، ج. حسن، د. عمر

من هذه ؟ هذه ...

أ. نافذة، ب. ساعة، ج. صورة، د. حسنة

e. Listening

Listen to the sounds of the Arabic letters mentioned by your ustadz, then match them with the available answers and write the appropriate answer!

ح – هـ - خ – أ = هـ

ج – ز - ذ – س = ...

Listen to the following 2 words! Which of the following is a mudzakkar noun?

طالب – طالبة

مدرسة – مدرس

f. Writing
- Create groups of 4-5 members with 1 coordinator
- Re-learn vocabulary, expressions, structures, simple sentence examples together from the texts on the previous page
- Make a text production plan
- Determine the type of text and the agreed upon theme
- Give the task to each member to arrange 1-2 sentences that are good and correct on a sheet of paper by giving 1-2 key words that are different from one another, so that the same sentence does not appear.
- Tashih or correction of each of the writings according to the character of the type of text and its sentence structure, taking into account the sentence structure that has been taught
- Rewrite the sentences that have been recited into complete paragraphs with correct and neat writing (without any scribbles/errors), and document them for the next learning process

اسمي فاروق بحر الدين، أنا طالب في هذه المدرسة. هذا صديقي، اسمه عزام، هو طالب أيضا في هذه المدرسة. هذه صديقتي، اسمها حلية، هي طالبة أيضا في هذه المدرسة. ذلك نوفل، هو أخي، تلك نادني، هي أختي.

The subject offered in chapter 1 about this introduction for class VII content does not yet correspond to the CEFR standard theme, The subject in CEFR is a theme that focuses on situations that produce issues and wants in various figures in order for them to be able to communicate within the context of a certain location. The theme in chapter 1 for seventh grade might be utilized as a subtheme of the educational environment that emphasizes introductions. Regarding the material's substance, the material does not lead students' expressions according to the context of the topic. However, rather to the framework of grammar and text comprehension, In that chapter, there is grammar material that discusses *mubtada'-khabar*. Then the language proficiency material is entirely directed at understanding examples of *mubtada'-khabar,* which is primarily an understanding of gender conformity, causing the text to become very rigid, which is not reflective of the text's overall introduction theme. Therefore, the material can be adjusted by showing the figure of a student who introduces himself, at least once in an introduction, informing his name, address, nationality or ethnicity, which elementary school he graduated from. Then, it may be that the home address is distant from school, causing frequent difficulties in getting there, or it may be that other students have the same address, but their parents have a vehicle.

2. Class VIII
(Chapter 1 Clock/Time Theme)
a. Vocabulary (watch, listen and repeat)

الساعة الواحدة، الحادية عشر، الساعة الواحدة نهارا

Exercise

صل بين العدد وكتابته!

Ask and answer with your friends in turn!

كم الساعة الآن؟ الساعة الآن السابعة وخمس دقائق

b. Speaking

أجرِ الحوار مع زميلك!

كم الساعة الآن؟

السادسة والنصف

أجب عن الأسئلة الآتية وفقا للصورة!

كيف يذهب محمد إلى المدرسة؟ ...

c. Grammar

عدد ترتيبي

للمذكر : الأول، الثاني، وللمؤنث : الأولى، الثانية

Exercise

هات أسئلة للأجوبة الآتية!

.... ؟ سأقرأ في المكتبة خمسين دقيقة

اختر الصحيح مما بين القوسين!

نحن ندرس الدرس ... (الثاني – الاثنين)

d. Reading

اسمي فاتح، أتعلم في المدرسة المتوسطة الإسلامية بجاكرتا. في أيام الدراسية، أستيقظ في الساعة الرابعة صباحا. أذهب إلى المدرسة في الساعة السادسة والنصف.

Exercise

اقرأ الفقرة ثم ضع علامة!

يدرس فاتح خمس حصص في اليوم

بالاشتراك مع زملائك، عين الأسماء والأفعال في الفقرة!

القم ١، الأسماء فاتح، الأفعال أتعلم

e. Writing

اكتب جدول الدراسة!

الحصة والساعة = الأولى/ الساعة، الأيام والدروس/ الاثنين/ الاثنين = ... الثلاثاء =... الأربعاء = ...

أجب عن الأسئلة الآتية بما يناسب حالك

في أي ساعة تذهب إلى المدرسة؟

For class VIII material, the themes presented in chapter 1 do not yet represent the CEFR standard themes because in CEFR the themes must be designed based on the context that raises problems and desires so as to enable students to communicate such as activities in class, activities in the library and others, The content in this MT's chapter, however, is about hours; therefore, the subject of hours is too restricted to be employed as a condition for communication, but it may be used as a grammatical topic with numerical material. Regarding the material's content, the material comprises the text of a student's everyday activities, which appears to have reached the contextual and is formatted for reading and writing in tables. Nonetheless, if the substance of the material is inspected, it is not developed in a communicative framework that addresses the wants and issues of a student., For instance, material design can express the tale of a student who agreed to play football during recess but is unable to do so because the instructor is offering extra classes.

3. Class IX
(Chapter 1 Hijri New Year Theme)
a. Vocabulary (listen and repeat)

ترك – يترك، حفظ – يحفظ، وصل – يصل، نجّى – ينجّي

التقويم، سنة هجرية جديدة، هم تركوا بتوتهم

Exercise

ما معنى هذه المفردات في اللغة الإندونيسية؟

هاجر : ....، ترك : ....، نجّى

املأ الفراغات بالكلمة المناسبة!

الهجرة، المحاضرة، ترك

... النبي و أصحابه وطنهم وأموالهم

b. Listening and reading

اليوم هو الأول من شهر محرم، والمسلمون يحتفلون بسنة هجرية جديدة. إنهم يجتمعون في المسجد، ويستمعون إلى المحاضرة الدينية التي يلقيها الأستاذ أبو بكر...

اقرأ النصّ، ثم قل (ص) إذا كانت العبارات صحيحة، وقل (خ) إذا كانت العبارات خاطئة!

المسلمون يحتفلون بالسنة الهجرية الجديدة في الأول من شهر رمضان

اقرأ النص فأجب عن الأسئلة!

بماذا يحتفل المسلمون في الأول من محرم؟

c. Grammar

الفعل الماضي: فرحان ذهب إلى المدرسة بالأمس

الفعل المضارع : فرحان يذهب إلى المدرسة كل يوم

اقرأ ولاحظ!

هو، فعل، هاجر

هما، فعلا، هاجرا

هم، فعلوا، هاجروا

Exercise

لاحظ التركيب واملأ الفراغات!

هو: حفظ، هم:....، هن:....، أنت : ...

لاحظ التركيب وغير الجمل وفقا لضمائره

دخلتُ الفصل ثم جلستُ على الكرسي و كتبتُ الدرس

أنتِ : : ....

لاحظ التركيب واختر الصحيح!

نحتفل بذكرى هجرة الرسول صلى الله عليه وسلم (أمس - الآن - صباح اليوم) في قاعة المدرسة

d. Reading and listening

صالح: هل احتفلتَ بحلول سنة جديدة؟

صادق: نعم، احتفلتُ في الأسبوع الماضي، في قاعة المدرسة، أنا و أصدقائي نظمنا الكرسي فيها. ..

تبادَل السؤال والجواب!

أردا الرسول وأصحابه / هاجر إلى المدينة

س: ماذا أراد الرسول و أصحابه؟

ج : أرادوا أن يهاجروا إلى المدينة

e. **Writing**

رتب الكلمات الآتية لتكون جملة مفيدة!

محرم – جديدة – من – في – المسلمون – هجرية – احتفل – بسنة – الأول

اسأل زميلك عن الأسئلة التالية

يا ... بماذا احتفلت؟ ...

أين احتفلت؟ ...

صف أنشطتك بذكرى سنة هجرية جديدة في بيتك/ مدرستك شفويا أو تحريريا!

صديقي : ...

احتفل بذكري ... في التاريخ ... في ...

For class IX material, the supplied topic is enough to reflect the CEFR standard theme, namely the new year; this theme is appropriate for usage as a condition for communication; nonetheless, communicative contextual requirements are still missing from the material's content. In reading material, namely the behaviors of reading texts about New Year's remembrance and attending religious lectures in which the content has not produced contextual circumstances regarding difficulties and wants. The content should be organized into a paragraph portraying a student who may become the chairman of the New Year's remembrance planning committee, coordinating his friends and perhaps even including his teachers. During the implementation of the project, different issues and requests developed, such as when the invited speaker abruptly canceled and the religion teacher was asked to fill in, or when one of the documentation committee members had trouble acquiring a suitable camera, etc.

The following topics are addressed in the learning activities: Class VII : 1) introduction; 2) school facilities; 3) school equipment; 4) address; 5) house; 6) family activities. Class VIII : 1) time; 2) daily activities; 3) hobbies; 4) sports; 5) profession; 6) visiting the sick. Class IX: 1) new year; 2) the birthday of the Prophet; 3) nuzululqur'an; 4) the beauty of the environment, 5) the creator of nature; 6) protecting the environment. Students in madrasah tsanawiyah schools are doing these activities, and from the standpoint of the material's content, it is in line with what MTs children's level pupils need to learn (Mappiara et al., 2020), However, when it comes to how learning experiences are presented, MTs Arabic textbooks are not as focused on contextual learning as CEFR, and language tasks are not as closely tied to one another.

In general, the presentation of learning activities starts with vocabulary exercises on relevant chapters, then moves on to competence material, which starts with reading texts and is subsequently followed by other abilities. The offered language proficiency material contains the topic of linguistic activities, but the exercise is focused on comprehending grammar, not reflecting representative connected themes, but rather on learning the text's extremely rigorous contents, which leads to grammatical instances.

The CEFR provides an example of a case where a student traveling abroad is an adult who wants to learn a language. In language activities, oral reception begins with the listening of recorded telephone conversations, followed by oral interaction during the production of dialogues on the same topic but between different people, visual reception of advertisements depicting apartments for rent, and written production in the form of holiday-themed letters (Goullier, 2006). Training in language acquisition and production activities is provided through specific assignments, although the relationship between these tasks is evident from the interaction pattern (the two telephone conversations concern the same topic). The vocabulary employed and the resulting linguistic aspects are derived from the instructions and the speech situation. In other terms, a learner is a social actor or agent.

As a result, in addition to curricular standards, there are material content requirements in the CEFR standards, and these material content standards take the shape of a contextual learning approach.

According to the examination of the presentation of the information above, even if the material is developed based on themes of language competency, in reality teaching materials continue to emphasize textual comprehension above contextual comprehension.

Conclusion

Teaching materials in MTs textbooks are usually aligned with CEFR A1-A2 levels for all language skills, as language learning is still focused on mastery of sentences and basic common phrases that are known and commonly used in the school environment, home and community and level B1 for the category of listening and reading skills since the information for these two abilities often originates from the same source and has a more nuanced grasp of discourse about everyday life in the school, home, and community environment. However, the content is not presented contextually and used in the same manner as the CEFR. The design of MTs content is still dominated by the base of textual comprehension in the form of mastery of vocabulary and grammar, with only a small emphasis on mastery of language skills.

So that CEFR standards may be correctly applied to MTs, then, institutional policy treatment is still required; specifically, textbooks must be modified to place greater emphasis on students' contextual Arabic language demands, and the presentation design must give a bigger percentage for students to practice language skills, Moreover, material may only be supplied to students depending on their CEFR-determined language proficiency level.

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