

THE DEVELOPMENT OF ARABIC LANGUAGE TEACHING MATERIALS BASED ON LANGUAGE SKILLS

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ABSTRACT

This study aims to develop Arabic teaching materials based on language skills that are valid, practical, and effective. The research method used is Research and Development (R&D) with the ADDIE development model, which consists of the stages of analysis, design, development, implementation, and evaluation. This approach was chosen to produce practical teaching materials that support the mastery of four language skills holistically: listening, speaking, reading, and writing. In listening skills, strategies such as pre-listening, while-listening, and post-listening were developed, supported by digital media such as podcasts, videos, and interactive applications. For speaking skills, activities such as pair conversations, group discussions, and role-playing were applied to enhance students' confidence and fluency. Reading skills focused on critical and analytical reading techniques using authentic texts, while writing skills were developed through process writing approaches, creative writing, and academic writing. The development of these teaching materials showed a significant improvement in students' Arabic language abilities, as tested through expert validation, limited trials, and effectiveness evaluation. Thus, these teaching materials are feasible for implementation in Arabic language learning to enhance comprehensive language competencies.

Keywords: Arabic language; teaching materials; language skills

1. INTRODUCTION

The Arabic language plays an essential role in Islamic education, both in understanding sacred texts such as the Qur'an and Hadith and in deepening the study of Islamic sciences. In the context of formal education, teaching Arabic often faces various challenges, including low student interest, limited learning resources, and a lack of innovation in teaching materials tailored to students' needs (Yusuf, 2018). Therefore, the development of Arabic teaching materials based on language skills becomes crucial to enhance students' competencies in listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Designed with a language skills-based approach, such materials can help students acquire functional proficiency in Arabic, rather than merely understanding grammar (*nahwu* and *sharaf*). This approach enables students to practice using Arabic in everyday contexts, making learning more meaningful and applicable. This aligns with the views of education experts, who emphasize that Arabic language learning should focus on mastering practical skills that support communication needs (Mahmoud, 2021).

On the other hand, the development of teaching materials often faces challenges such as the lack of relevant technology usage, unengaging learning media, and monotonous teaching approaches. Many teaching materials fail to meet the needs of modern students, as they lack the

integration of appealing visual and audio elements (Al-Baghawi, 2017). In fact, the use of technology-based learning media has proven effective in increasing students' interest and motivation to learn.

The teaching of the Arabic language holds significant importance, particularly in the context of understanding Islamic religious texts, cultural studies, and global communication. The development of teaching materials for Arabic language learning has become a crucial task to ensure students not only understand linguistic rules but also acquire practical communication skills. Teaching materials should aim to enhance four core language skills: listening (*istima*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), allowing students to use Arabic effectively in real-life situations (Haryanto, 2023).

Incorporating language skills into teaching materials helps students transition from theoretical knowledge to practical application. This approach is aligned with modern educational perspectives that emphasize communicative competence and learner engagement. The need for such materials is further highlighted by the challenges faced in traditional Arabic teaching methods, which often focus excessively on grammar (*nahwu* and *sharaf*) while neglecting functional language use (Brown, 2024).

Therefore, the development of Arabic language teaching materials based on language skills aims to address this gap. It provides learners with opportunities to practice and refine their language abilities in meaningful contexts, ultimately fostering confidence and fluency in using Arabic. Such efforts are expected to contribute significantly to improving the overall quality of Arabic language education (Rodgers, 2014).

Furthermore, research indicates that language skills-based learning requires careful planning, including student needs analysis, creative teaching material design, and continuous evaluation. The use of project-based learning (PBL), for instance, has been identified as one of the effective approaches to developing interactive teaching materials that are relevant to students' needs (Supriyadi, 2020).

Thus, the development of language skills-based teaching materials not only supports the improvement of students' language proficiency but also addresses various challenges that have long existed in the process of teaching Arabic in formal educational institutions. This effort requires collaboration between teachers, teaching material developers, and the utilization of technology to ensure that learning becomes more effective and innovative (As-Samarqandi, 2019).

2. METHODS

This study employs the Research and Development (R&D) method to produce Arabic language teaching materials based on language skills that are valid, practical, and effective. The development process follows the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. Each stage is conducted systematically to ensure that the resulting teaching materials meet the learning needs and can enhance students' language skills (Nur Fadhillah, 2020).

The R&D approach was chosen because this research aims to create an applicable product, namely teaching materials that support the holistic development of students' language skills (listening, speaking, reading, and writing). The resulting product is also tested through expert validation, trials, and effectiveness evaluation before being implemented on a broader scale (Sugiyono, 2018).

3. RESULTS AND DISCUSSION

Development of Listening Skills

Teaching listening skills (istima') is a crucial component in mastering the Arabic language. This skill serves as the foundation for understanding spoken language, which plays a significant role in daily communication. In the context of Arabic language learning, the primary challenge in teaching istima' lies in creating authentic, engaging, and relevant listening experiences for students. To address this challenge, innovative strategies and media are needed.

1. Listening Learning Strategies

a. Pre-Listening Activities

This strategy aims to prepare students before listening to the main material. Activities include:

- 1) Providing an overview (preview) of the topic to be listened to.
- 2) Offering a list of key vocabulary relevant to the material.
- 3) Asking prompting questions to build context.
- 4) This strategy helps students focus their attention and predict the information they will hear (As-Samad, 2018).

b. While-Listening Activities

In this stage, students are encouraged to actively engage in understanding the content of the material by:

- 1) Taking notes on key points while listening.
- 2) Answering questions based on the content of the audio.
- 3) Identifying repeated words or phrases to understand the main idea.

c. Post-Listening Activities

After listening, students are engaged in reflection and evaluation through:

- 1) Group discussions to analyze the content of the material.
- 2) Reassignments, such as summarizing or presenting the information heard.
- 3) Relating the material to real-life situations.

2. Media for Listening Learning

a. Digital Audio Media

The use of podcasts, conversation recordings, or Arabic lectures is a highly effective media. These media provide students with access to a variety of Arabic accents and intonations, helping them understand the variations in spoken language. For example, apps like Tandem or Mishkat offer authentic recordings that are relevant.

b. Educational Videos

Videos that integrate visual and audio elements, such as short films, news, or animated stories in Arabic, can enhance student engagement. Videos provide visual context that helps students understand the content of conversations more easily. This media can also be accessed through platforms like YouTube and learning apps (Yusuf, 2020).

c. Interactive Apps and Audio Games

Apps like *Duolingo* and *Memrise* offer interactive listening exercises based on games. With features such as voice recognition and context-based listening practice, these apps enhance student motivation to learn.

d. Simulation Environment

The creation of simulations such as audio-based role-plays, where students listen to specific situations like at a market or in a school, helps them understand Arabic in real-life contexts. These simulations can be created with the help of software like Audacity to produce specific audio recordings.

3. Integration of Technology in Listening Learning

The use of Learning Management Systems (LMS) like Google Classroom or Moodle allows teachers to upload audio materials, assign listening tasks, and manage feedback effectively. This technology also enables students to learn independently outside the classroom.

4. Evaluation in Listening Learning

To ensure the success of the strategies and media used, continuous evaluation is necessary. Evaluation can be carried out through:

- a. Task-based listening tests, such as answering questions or filling in the gaps (gap-fill).
- b. Observing student participation during discussions or listening activities.
- c. Direct feedback from students regarding their learning experience.

Listening learning (*istima*) in Arabic requires a combination of carefully designed strategies and media. With the integration of technology and innovative approaches, listening learning can be significantly enhanced, creating an engaging and effective learning experience.

Development of Speaking Skills

Speaking skills (*maharah kalam*) are a crucial aspect of Arabic language learning. The main goal is to enhance students' ability to express ideas and communicate effectively in the language. Well-planned and engaging activities can help students practice pronunciation, vocabulary, grammar, and build confidence in speaking (As-Saadawi, 2020).

1. Activities for Speaking Skills

a. Pair Conversation

This activity involves a conversation between two students on a specific topic, such as introductions, hobbies, or travel. The teacher provides a list of relevant phrases or guiding questions related to the conversation theme. The goal is to improve speaking fluency and the use of relevant vocabulary.

b. Small Group Discussion

Students are divided into small groups to discuss an issue, such as the environment, education, or Arab culture. They are asked to express their opinions using Arabic. The goal is to practice argumentation skills and sentence structure.

c. Short Presentation

Students are asked to prepare and deliver a presentation on a specific topic, such as the biography of an Arab figure, tourist destinations, or a short story. The goal is to practice pronunciation, grammar, and public speaking skills.

d. Role-Play

Students role-play in specific situations, such as being a customer in a restaurant, a traveler at an airport, or a shopper in a market. The goal is to practice speaking skills in real-life contexts.

e. Storytelling

The teacher provides a short story or video, then students are asked to retell the content of the story in their own words. The goal is to practice memory and sentence construction skills.

2. Assessment of Speaking Skills

The assessment of speaking skills is conducted to evaluate students' ability to communicate effectively. Some components that are typically assessed include (Yusuf, 2021):

a. Fluency

Assessing how well students can speak without long pauses or hesitation. Fluency indicates the students' mastery of vocabulary and their confidence in speaking.

b. Grammar Accuracy

The evaluation is based on the accuracy of sentence structure in accordance with Arabic grammar. For example, whether students use verbs, nouns, or particles correctly.

c. Pronunciation

Pronunciation includes the clarity of articulation of the Arabic letters, intonation, and accent. For example, difficult letters such as "ع", "ح", or "غ" are often the focus of this assessment.

d. Content Relevance

The content of the conversation is assessed based on how well students can convey ideas according to the given topic or question.

e. Interaction and Responsiveness

Assessing students' ability to respond to questions, present arguments, or continue conversations with others. Some instruments that can be used in the assessment of speaking skills include:

- 1) Assessment Rubric, a rubric with clear indicators for fluency, grammar, pronunciation, and content.
- 2) Oral Test, students are asked to answer questions directly or deliver a short speech.
- 3) Observation, teachers record students' speaking abilities during discussions or other class activities.
- 4) Peer Review Feedback, students provide evaluations based on their peers' performance.

Development of Reading Skills

Reading skills (*maharah qira'ah*) are one of the main aspects in Arabic language learning that help students understand the content of texts and develop insights into Arab culture. Two

important aspects in the development of these skills are critical and analytical reading techniques, as well as the use of authentic texts.

1. Critical and Analytical Reading Techniques

Critical and analytical reading aims to train students to understand the meaning of a text in depth, evaluate information, and develop logical and argumentative thinking skills.

a. Critical Reading Techniques

This technique teaches students to:

- 1) Identify Main Ideas and Supporting Ideas, students are encouraged to find the main idea in each paragraph and the relationship between these ideas.
- 2) Evaluate Facts and Opinions, train students to distinguish between fact-based information and the author's opinions in the text.
- 3) Analyze Text Structure, understand the organization of the text, such as the introduction, body, and conclusion, to recognize the logical writing pattern.

b. Analytical Reading Techniques

This technique helps students to:

- 1) Interpret New Vocabulary, learn the meaning of vocabulary based on the context within the text.
- 2) Examine Language Style and Rhetoric, identify the use of metaphors, figures of speech, and distinctive language structures.
- 3) Connect with Prior Knowledge, students are asked to relate the content of the text to their personal experiences or prior knowledge.

c. Steps for Critical and Analytical Reading Instruction

- 1) Pre-Reading, the teacher provides an overview of the text, including the reading objectives and guiding questions.
- 2) While Reading, students read the text with a focus on specific tasks, such as identifying main ideas or new vocabulary.
- 3) Post-Reading, a class discussion is held to analyze the content of the text and provide evaluation of the information presented.

1. The Use of Authentic Texts in the Classroom

Authentic texts are original materials created for native Arabic speakers, not specifically designed for language learning. Utilizing these texts is highly effective for developing reading skills as they provide real-world context.

a. Types of Authentic Texts

- 1) Newspaper Articles, provide current information while training students to understand formal language.
- 2) Short Stories or Poetry, enhance imagination and expand vocabulary knowledge.
- 3) Advertisements or Posters, help students grasp concise messages using distinctive language styles.

- 4) Religious Texts, verses from the Qur'an or simple hadiths to introduce classical Arabic language.
- b. Strategies for Using Authentic Texts
- 1) Selecting Texts Based on Skill Level, teachers choose texts with a difficulty level appropriate for the students' abilities.
 - 2) Interactive Approach, teachers incorporate activities such as group discussions or text-based games to enhance student engagement.
 - 3) Technology Integration, digital texts from news websites or Arabic learning applications can be utilized in lessons.

Developing Writing Skills

Writing skills (*maharah kitabah*) are an essential component of Arabic language learning, enabling students to express ideas in written form with correct grammar and vocabulary. These skills encompass two main dimensions: creative writing and academic writing. Below are approaches and strategies for effective teaching of writing skills.

1. Approaches to Teaching Writing

Effective approaches to teaching writing skills involve various methods, including:

a. Process Writing Approach

This approach emphasizes the importance of the stages of writing:

- 1) Pre-Writing, brainstorming ideas, creating outlines, and discussing topics.
- 2) Drafting, encouraging students to write without focusing on errors to foster creativity.
- 3) Revising, editing the content to improve clarity, grammar, and structure.
- 4) Publishing, showcasing students' work through mediums such as school magazines or class blogs.

b. Communicative Approach

This approach views writing as a communication tool. Teachers encourage students to write for specific purposes, such as letters, emails, or short stories, to help them understand the context of using Arabic.

c. Genre-Based Approach

This approach involves teaching various types of texts, such as narratives, descriptions, or arguments. Students are taught the structure and linguistic style of each genre.

d. Technology-Based Approach

Using digital tools and platforms like blogs, discussion forums, or collaborative tools like Google Docs motivates students to write in a more interactive manner.

2. Teaching Creative and Academic Writing

a. Creative Writing

Creative writing helps students develop imagination and freely use language skills. Examples of creative writing activities include: Short Stories is writing stories based on a specific

theme. Simple Arabic poetry composing poetry with specific rhyme patterns. Dialogues is Writing conversations that involve various emotional expressions.

b. Academic Writing

Academic writing focuses on formal, systematic, and data-based compositions. Examples of academic writing activities include:

- 1) Summarizing Articles: Analyzing Arabic-language articles and summarizing their content.
- 2) Writing Opinions: Composing opinion pieces supported by data and logical arguments.
- 3) Creating Reports: Preparing reports on the results of simple research or observations.

4. CONCLUSION

Mastering Arabic requires the integration of four fundamental language skills—listening, speaking, reading, and writing—each of which demands tailored strategies and innovative media. Listening skills are developed through a structured process involving pre-listening preparation, active engagement during listening, and post-listening reflection, supported by digital tools like audio, videos, and interactive apps. Speaking skills, on the other hand, are honed through activities such as discussions, role plays, and presentations, with assessments focusing on fluency, grammar, and interaction. Similarly, reading skills are enhanced through critical and analytical approaches using authentic texts that help students understand main ideas, interpret vocabulary, and distinguish facts from opinions. Writing skills are cultivated through creative and academic practices, with an emphasis on process writing and genre-based approaches, further supported by technology to encourage expression and structural precision. The integration of modern technology, including digital platforms, language apps, and Learning Management Systems (LMS), plays a pivotal role in motivating students and enhancing the learning experience across all four skills. Continuous evaluation through tests, observations, and feedback ensures the effectiveness of these approaches. By combining innovative strategies, creative media, and technological tools, educators can create a comprehensive framework for Arabic language learning that fosters holistic development and prepares students for real-world communication and application.

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