

## **Arabic Reading and Writing at Education Based on the Common European Framework of Reference (CEFR)**

**Umm Sa'idah<sup>✉1</sup>, Muhammad Arief Budiyanto<sup>2</sup>, Saidna Zulfiqar Bin Tahir<sup>3</sup>**

<sup>1,2</sup>State Islamic Institute, Institut Agama Islam Negeri Ambon, Indonesia

<sup>3</sup>Iqra Buru University, Indonesia

### **Abstract**

Learning is a combination formed from several elements, including materials, which can influence the achievement of learning objectives. Material elements include: textbooks, so that research on the design of Arabic reading and writing materials for beginners based on the Common European Framework of Reference (CEFR) is worth doing. This study aims to determine: (1). Design of Arabic reading and writing materials for beginners based on CEFR at MTS Khoiru Ummah, Central Maluku Regency. (2). Supporting and inhibiting factors in designing Arabic reading and writing materials for beginners based on CEFR at MTS Khoiru Ummah, Central Maluku Regency. This research is a development research. Research and development include one of the methods to obtain certain new results, models, methods, strategies, ways, designs, or steps with descriptions and development of results and trials to obtain maximum results. Learning reading and writing skills continues to experience curriculum development from time to time. CEFR theory has contributed to the development of the curriculum design for learning these two Arabic language skills. This CEFR-based curriculum is designed by determining the limits of learning objectives at levels A1 and A2. CEFR has 6 levels, the lowest A1 and the highest C2 in the order of A1, A2, B1, B2, C1, and C2. Levels A1 and A2 are designed for beginners in every foreign language learning based on this theory. At the beginner level, students are able to distinguish the sounds of hijaiyah letters, read and write words that are heard and seen, write and read simple phrases and sentences found around them well. Teaching materials are presented in the form of a communicative approach to make students more active and participate in the learning process by using modern learning media either in the form of materials or learning applications that support the achievement of goals. While the evaluation is presented by paying attention to the differences in students' intellectual abilities. Namely starting from easy questions then increasing in difficulty according to level. So that the curriculum for reading and writing language is presented in gradual teaching materials with familiar themes and following the development of the era and the environment of the students. Supporting and inhibiting factors in designing Arabic reading and writing materials based on CEFR at MTs Khoiru Ummah, Central Maluku Regency. a. Supporting Factors, 1) There is a curriculum used by MTs based on the 2013 curriculum for junior high school/MTs level and will implement the Merdeka curriculum at MTs. 2) Teaching staff in accordance with their fields, 3) Textbooks used. The school facilities and environment are very supportive in learning Arabic for beginners because students are required to be in the dormitory. b. Inhibiting Factors, 1) The level of student ability

was not identified at the time of input or at the time of registration and entrance exams for MTs..2) The teaching materials in the textbooks used do not focus on reading and writing lessons, making it difficult for students to master Arabic reading and writing skills..

**Keywords:** *Arabic Reading, and Arabic Writing, Material Education, CEFR*

Copyright (c) 2024 **Umm Sa'idah**

✉ Corresponding author :

Email Address : [ummusaidaharief@gmail.com](mailto:ummusaidaharief@gmail.com)

## INTRODUCTION

Learning is a combination formed from several human elements, materials, facilities, equipment, and procedures that influence each other in achieving learning goals. Humans are involved in a teaching system consisting of systems, teachers, and other personnel such as laboratories. Materials include: books, blackboards, chalk, photography, slides, films, audio and video tapes. Facilities and equipment consist of classrooms, audio visual equipment and computers. And procedures include: schedules and methods of delivering information, practice, learning, exams and so on.<sup>1</sup>

"Learning is changing". The meaning of learning is changing in this case means an effort to change one's behavior. Thus learning can change the behavior of individuals who learn. Changes can be related to the addition of knowledge alone but also in the form of skills, abilities, attitudes, understanding, self-esteem, interests, character, self-adjustment.<sup>2</sup>

In order for someone to truly learn, they must have a goal. The goal of learning a language is as a means of communication between members of society in the form of symbols of sounds produced by the human vocal tract. <sup>3</sup>But language is not only expressed through speech, but can also be expressed through writing, painting, or other expressions, as is the case with Arabic. Arabic has a special feature among other languages in the world because it functions as the language of the Qur'an and Hadith and other books.<sup>4</sup>

Arabic in the government's view is a foreign language. This is proven, for example, in the government regulation of the Minister of Religious Affairs of the Republic of Indonesia number 2 of 2008 concerning the Competency Standards and Standards of Islamic Religious Education and Arabic. In the regulation it is stated that the objectives of the Arabic language subject are:

1. In order to develop Arabic language skills, both orally and in writing, which include four language skills, namely listening (istima'), speaking, reading (qira'ah), and writing (kitabah).

<sup>1</sup>Oemar Hamalik, *The Teaching and Learning Process* . Jakarta: Bumi Aksara, 2003.

<sup>2</sup>Sardiman, *Interaction and Motivation in Teaching and Learning* , (Jakarta: PT Raja Grafindo Persada, 2007), p. 21.

<sup>3</sup>Gorys Keraf, *Composition as an Introduction to Language Skills* , (Flores: PT Nusa Indah, 1994), p. 1.

<sup>4</sup>Mukhlis Fuadi, *Automation of Arabic Harakat using Java Programming* , (Malang: UIN Press, 2010), p. 25.

2. It can create awareness of how important Arabic is as a foreign language as the main learning tool, especially in studying the source books of Islamic teachings.
3. As a development material in understanding the relationship between language and culture and can expand cultural horizons. Thus, students are expected to have cross-cultural insights and involve themselves in cultural diversity.<sup>5</sup>

If someone wants to have language skills, then he can master the four skills, namely listening skills (*maharah al-Istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*), the four writing skills are very necessary both in school life and community life. Students really need writing skills, because by having writing skills they will be able to copy, take notes and tools to complete school assignments. In community life, someone needs writing skills to send letters, fill out forms, or take notes. Thus writing skills are very important and very much needed in community life.

From the results of the initial interview conducted by the researcher with the Arabic language teacher at MTs Khoiru Ummah Central Maluku, he said that in MTs grade VII and grade VIII writing and reading skills are very low, there are still students who have difficulty distinguishing letters that sound almost the same (*Makhorijul Huruf*), while in writing there are still many students who are still wrong in writing the length of the short, Qamariyah and syamsiyah letters, writing sentences more than one sentence. <sup>6</sup>The failure in learning Arabic, especially writing skills, includes factors from within students who consider Arabic a difficult subject, and external factors, namely the teaching and learning atmosphere is less interesting due to the lack of learning media. From the results of this interview, it is considered necessary to design learning materials to be more interesting for students by using *the Common European Framework of Reference* (CEFR).

Hearing the term *Common European Framework of Reference* (CEFR) comes to mind the English language learning framework with six levels. Now many other foreign languages are gradually starting to apply this framework in their language learning, including Arabic. The lowest level is A1 and the highest is C2 in the order A1-A2, B1-B2, and C1-C2. These six levels of language proficiency are divided into three main ones: beginner, intermediate, and advanced. This foreign language learning framework developed by the European Union began in 1989 and 1996 and then issued reference results in the form of a printed guide in 2001 in the English version.<sup>7</sup>

The CEFR book contains 9 chapters translated into 40 languages other than English including being translated into Arabic so that it becomes a reference for CEFR-based Arabic language learning, then the book *al arabiyyah baina yadaik* (العربية بين يديك) was published in 3 volumes published in 2005. The book *al Arabiyyah baina yadaik* has implemented 6 levels of Arabic language learning for non-Arabic speakers in 3 volumes by implementing 2 levels in each volume. This textbook has been

<sup>5</sup>Acep Hermawan, *Arabic Language Learning Methodology*, (Bandung: Rosdakarya, 2014), p. 57.

<sup>6</sup> Tetek, Arabic Teacher MTs Khoiru Ummah, *Interview*, May 12, 2022

<sup>7</sup>T. Nurdianto, (2020). CEFR-Based Arabic Language Learning Competency. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3 (3).

continuously improved with evaluation and development so that it becomes 8 volumes.

This book covers many competencies and skills in learning Arabic, including language competencies including nahwu, sharaf, and balaghah. While skills include listening ( *istima* ), speaking ( *kalam* ), reading ( *qiraah* ), and writing ( *kitabah* ). This book is interesting to study and teach in schools, Islamic boarding schools, ma'had, and universities, both in formal and non-formal learning.

Research on Arabic language learning remains interesting for two reasons. Namely the unique Arabic language and the people in Indonesia. The purpose of Indonesian people learning Arabic is because there are religious and non-religious goals. While problems in learning and teaching Arabic are still found, this does not only apply to Arabic but learning other foreign languages also encounters problems that need to be resolved wisely.

The people of Indonesia have a culture and civilization that has characteristics and features that are different from the culture and local wisdom in Arab and Middle Eastern countries.

### 1. *Common European Framework of Reference (CEFR)*

Learning CEFR based Arabic language brings method learning with nuance new different with method normal learning used in institutions or agency formal and non-formal education in Indonesia. Framework learning CEFR based can made into as reference in development curriculum Arabic language learning or design test development ability Arabic for No Arab with do adjustment from Lots side . Adjustment That covering description competence Arabic grammar in knowledge nahwu ( syntax ), science sharaf morphology ), science rhetoric (semantics), science *dilalah* ( lexicology ) and relationships each level with the language theories that influence it .<sup>8</sup>

Interesting thing in implementation Arabic language learning CEFR based is involvement between mutual competence related One with competence other in every level . There are two competencies namely (1) competence Language in a way general (non- communication ) and (2) competence communicate . Every competence Contents describe mastery that must be owned students at every level .<sup>9</sup>In the research English: Nurdianto explain important competencies be noticed for the party that designs and develops curriculum learning Language Arab CEFR based .

In research Treasures about framework Foreign Language teaching levels A1 and A2 based on CEFR. It is stated that Arabic language learning based on CEFR pays attention to aspect competence linguistic , cultural and communicative . For guard achievement learning , CEFR pays attention to appropriate content , purpose and level with level . The learning process involving teachers , students , curriculum , and environment with use approach general For achievement

---

<sup>8</sup>E. Aly, *CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula* . November , (2018), p. 0–38.

<sup>9</sup>T. Nurdianto, *Basic Competencies in Learning Arabic: Common European Framework of Reference (CEFR)* (1st ed.). Zahir Publishing. 2020.

objective learning . Skills language and communication served with themes about life daily .<sup>10</sup>

framework also became reference in compile TOSA ( *Test of Standard Arabic* ) in Indonesia which reveals difference in each level of the section test ability skills . skills listen to stated level A1-C1, skills reading level B1-C1, while Grammar skills ( nahwu ) level A1-B2. Composition steps test ability CEFR based Arabic is a good start with repair understanding in a way comprehensive and integrative about CEFR and its implementation in Arabic so that TOSA can improved and developed For his future term .<sup>11</sup>

In English , CEFR is also used for diagnosis of ability write student Language English For speaker No Language English .<sup>12</sup>Foreign language learning theory This CEFR- based is also necessary development and customization with object the language studied and taught by the participants as well as adapt development time and technology contemporary .<sup>13</sup>

Development material learning CEFR based Arabic still required especially in learning skills in Arabic as reference communicative and standardized learning internationally measurable and achievable assessed . Especially study design curriculum reading and writing Arabic based language CEFR framework for levels A1 and A2 so design curriculum this is what makes the difference study This with Lots study about the previous Arabic CEFR .

## 2. Teaching Materials

Teaching materials are everything used by teachers to be delivered to students in order to achieve certain competency or ability qualities, as previously designed. <sup>14</sup>To achieve this, content is needed which is generally in the form of cognitive recordings written in textbooks, modules, dictations, reference books, or others that are still relevant to what the students need.<sup>15</sup>

Teaching materials can be used as an indicator of the success of learning, but in reality it is not always like that, teaching materials are still very rare and limited.<sup>16</sup>

Teaching materials can be used as teacher presentation materials in front of the class and can be used as guidelines in other learning activities with the note that they can achieve targets and objectives. Teaching materials can collect

---

<sup>10</sup>R. Khasanah, *FOREIGN LANGUAGE TEACHING FRAMEWORK LEVEL A1-A2 IN CEFR STANDARDS (A STUDY OF LANGUAGE PHILOSOPHY APPROACH)* . State Islamic University Sunan Kalijaga Yogyakarta, 2019.

<sup>11</sup> Zaenuri, M., Kholis, M. N., & Barokah, A. Analisis Soal TOSA (Test of Standard Arabic) Mengacu Pada CEFR (Common European Framework of Reference For Language). *An Nabighah: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 22(02), 2020. hlm. 169–190.

<sup>12</sup> A. Huhta, Ullakonoja, R., & Alderson, J. C. 2014 *Using the CEFR in diagnosing writing in a second or foreign language*, 2014.

<sup>13</sup> T. Modern, & Journal, L. *The CEFR and the Need for More Research Author ( s ) : J. Charles Alderson Published by : Wiley on behalf of the National Federation of Modern Language Teachers Associations Stable URL : <https://www.jstor.org/stable/4626093> REFERENCES Linked references ar. 91(4), 2020, hlm. 659–663.*

<sup>14</sup>English For Young Learners , Jakarta. Bumi Aksara. 2010.

<sup>15</sup>Suyanto, English For Young Learners...

<sup>16</sup>Muhammad Yaumi, *Principles of Learning Design* , Jakarta. Kenvana. 2013.



information, messages, which are to be presented in front of students, so that teachers can make the material efficient by adjusting the time and can improve teacher skills in teaching.<sup>17</sup>

Well-packaged teaching materials can help students learn according to their abilities. Students who have high absorption abilities in learning can maximize their ability to learn. For students who have slow absorption, teachers can teach repeatedly, this is the advantage of teaching materials, flexible, completed with the available time. Teaching materials provide opportunities for students to learn according to their abilities. Well-packaged teaching materials can provide optimal learning services.<sup>18</sup>

Teachers can design Arabic language teaching materials well so that learning objectives can be achieved and experience improvement and development, especially in formal and non-formal educational institutions. Because in essence, language is oral speech or speaking. Nowadays, the world of work is very dependent on communication skills, especially foreign languages. One of them is Arabic language skills.

Madrasahs under the auspices of the Ministry of Religion mostly still use old references, which are taken raw from the book without any development at all, even though teachers can design with a new model so that the material can be adjusted to current conditions, what is important is the achievement of learning objectives, namely that students are able to communicate using Arabic and understand its rules.

## RESEARCH METHODS

This research is a qualitative research with a descriptive analysis approach<sup>19</sup> as the main reference is the CEFR book to analyze reading and writing skills competencies for beginner levels. While supporting references are books, scientific articles and other sources relevant to the title of this research.

Research and development includes one of the methods to obtain certain new results, models, methods, strategies, ways, designs, or steps with descriptions and development of results and their trials to obtain maximum results. While this research reaches the level of design of teaching materials for reading and writing that are validated by experts in their fields.<sup>20</sup>

There are four stages in this study: data collection, data reduction, data display, and conclusion or data verification.<sup>21</sup> First, Data collection through data document collection related to learning to read and write Arabic based on CEFR. Second, selecting data and documents related to the research title. Third, data presentation in

---

<sup>17</sup> Muhammad Yaumi, *Principles of Learning Design* ...

<sup>18</sup> Muhammad Yaumi, *Principles of Learning Design* ...

<sup>19</sup> F. Nugrahani & M. Hum, *Qualitative Research Methods*. In Solo: Cakra Books, 2014.

<sup>20</sup> Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*. In Alfabeta, cv. 2016.

<sup>21</sup> Suwendra, IW *Qualitative Research Methodology in Social Sciences, Education, Culture and Religion*. Nilacakra, 2018.

the form of tables and schedules to facilitate reading and description. Fourth, temporary findings which are the initial results of this study.

The development steps include validation of initial findings involving experts, improvements and final findings after improvements from validation. The final stage of this research is a curriculum product that still needs to be translated into a textbook that does not reach the product or theory test but develops educational theory to improve the quality of learning. The first curriculum improvement and revision is carried out based on input and comments from experts to issue the results of the second curriculum. Expert input and comments are the main ones in improving the curriculum through questionnaires. <sup>22</sup>The final stage is a curriculum design product for reading and writing levels A1 and A2.

Data collection was conducted by analyzing the CEFR book as a primary source and other secondary sources. Data analysis was conducted to describe the elements in developing a CEFR-based reading and writing curriculum. The results of the first curriculum design compiled based on CEFR theory were validated by experts to obtain input and improvements. Suggestions, criticisms and input from experts used open and closed questionnaires. The open questionnaire was to provide space for experts to provide comments for curriculum improvements. While the closed questionnaire provided an assessment of items including objectives, strategies, materials, methods and media, and learning evaluation.<sup>23</sup>

## RESEARCH RESULT

Design material Learning Read And write Language Arabbased on CEFR at MTs Khoiru People Maluku Middle

*Common European Framework of Reference (CEFR)* used For learning, teaching and assessing foreign language skills for speakersnot English in Europe. This standardization is important to develop in Europe Which speak official Language English so that required a regulations measuring English language proficiency in Europe have had a positive impact in social communication, education and work <sup>26</sup>. In its development, CEFR become framework alternative learning Language foreign besides Language English, and translated into 40 foreign languages in the world including Arabic <sup>27</sup>. This framework is slowly starting to be studied by Indonesian scholars and taught in several universities in Indonesia in the form of courses andTopic research in seminar international.

The CEFR Framework provides guidance and outlines for preparation curriculum customized with Language object learning. Characteristics The leveling of the CEFR is different from the foreign language learning framework. others <sup>28</sup>. His presence No something the perfect one without lack But need get criticism For develop it become more Good In the future. Critical questions about

<sup>22</sup> F. Nugrahani , & M. Hum, *Research Methods Qualitative* . In Solo: Cakra Books , 2014.

<sup>23</sup> English: Sarifudin, Evendi, HH, Jumasa, MA, Surjono, HD, Hasana, SN, Maharany, ER, Setiawan, A., Wigati, S., Sulistyaningsih, D., Putri, NW, Dwijayanti, R., Wisudawati, W., Sulistyowati, E., Rusli, M., Hermawan, D., Supuwiningsih, N., Simarmata, J., Mujiarto, Agung, AAG, ... Samatowa, U. (2020). Quantitative, Qualitative, and R & D Research Methods. In *JPM: Journal of Mathematics Education* .

CEFR are interesting to discuss. in circles academics, practitioner, And researcher. What his contribution on learning Language foreign <sup>29</sup>.

From objective general learning Language foreign based on CEFR, levelingmeasuring language skills based on CEFR is important to explain,such as CEFR-based speaking skills, writing skills, and ability general in learning Language Arab based on CEFR. From sixlevel ability speak foreign based on CEFR on design curriculumlearning skills read And write Language Arab based on CEFRat levels A1 and A2 which are derived from the general competencies at that level.As for competence on level A1: Student capable understand And use say, phrase, And expression daily For disclosedneed base. Capable introduce self to person other And answer simple questions about himself, where he lives, people he knows and items owned and found around the place of activity. Able to understand communication with others as long as the conversation is slow And conversation partner willing help to understand it.

Meanwhile, competency level A2: Students are able to understand sentences and expression Which often used related with field Which most relevant immediately (such as Information personal and family which is very fundamental, shopping, geography local, work). Capable communicate in tasks simple and routine that requires simple and easy exchange of information. directly on common and routine matters. Able to describe in detail simple aspects of his personality and the environment with which he directly interacts.

In the development of the Education curriculum, the culture of the language owner and culture student as strength social own influence so that become considerations in compiling learning materials <sup>30</sup>, in addition to carrying out needs analysis <sup>31</sup>. The following is a derivation of the main competencies based on CEFR level A1 And A2 on skills read and write on level Which The same:

Level	Description CEFR	Read	Write
A1	<ul style="list-style-type: none"> <li>- Able to understand and use expression daily For disclosedneed base .</li> <li>- Capable introduce self to person other and answer question simple about himself , place where he lives , person Which known and goods - goods Which owned .</li> <li>- - Able to understand communication with other people origin with the conversation that very slow and partner talk willing help For understand it .</li> </ul>	<ul style="list-style-type: none"> <li>- Capable read Name - the name that easy known</li> <li>- Capable read the words- words and sentences Which very simple , like announcemen tand posters or in catalog</li> </ul>	<ul style="list-style-type: none"> <li>- Being able to write very short and simple sentences, for example sending holiday greetings</li> <li>is very important. short</li> <li>andsimple, for</li> </ul>



			<p>example send Congratulatio ns</p> <p>holiday.</p> <p>andsimple, for example send Congratulatio ns</p> <p>holiday.</p>
A2	<ul style="list-style-type: none"> <li>- Able to understand sentences and expressions Which often used related with field the most relevant with immediately (eg. Information personal and avery nice family basic , shopping , geography local , work ).</li> <li>- Able to communicate in tasks simple and routine requiring exchange information that simple and directly about things Which common And routine.</li> </ul>	<ul style="list-style-type: none"> <li>- Capable reading text which is veryshort andsimple .</li> <li>- Capable read information specific and can predicted in material daily simple like advertisement , posters, menus food and schedule And I can read letter personal short simple .</li> </ul>	<ul style="list-style-type: none"> <li>- Able to write notes and message short and simple related to with things Which need quick .</li> <li>- Able to write letter personal which is very simple , for example thank you love to somebody For something .</li> </ul>

Table 2: Competence read And write CEFR level A1 And A2

The difference between levels A1 and A2 is seen in the depth and breadth discussion and study materials at each level. The higher the level, the the higher the level of difficulty and the more demands for competency achievement at each level. This system avoids repeating the discussion of the material, its scope and depth, and the breadth of its reach at the previous level. In acquisition vocabulary every level increase the amount from level previously Also.

### 1. Read Language Arab

Reading is an important activity in obtaining information and knowledge. In teachings Islam, revelation First down is read. Skills read in Language Arab called *the great recitation* is the participant's skill in searching for and obtaining information general and detailed information from written reading objects <sup>32</sup>. The uniqueness of reading Arabic is different from reading Latin text. Reading

Arabic text is different from reading Latin text. Arabic starts from right to left, whereas Latin script is read from left to right. right.

Among the difficulties for beginners in reading Arabic texts is that the error is phonological, namely an error in pronouncing unpronounceable letters in accordance with the exit or *the magharijul letter* <sup>33</sup>, And student No know the meaning of the words read. Students need to know strategies in reading Arabic with metacognitive, cognitive, and social mediation. Teacher skills influence success in the process of learning to read so that learning objectives are achieved with maximum <sup>34</sup>.

Difficulty reading Arabic involves many factors such as factors of students with low motivation to read Arabic, teacher factors who do not master the reading text, methodology reading learning Which No appropriate, And material teach Which No in accordance with level ability student <sup>35</sup>. From problem on alternative the solution is There needs to be an Arabic reading curriculum that is appropriate to the level ability students, in particular level beginner.

## 2. Read Language Arab CEFR Level A1

The objectives of learning Arabic based on CEFR with terms student "capable" packed in Language communicative so that learning Language Arab more effective And application No theoretical. Description level A1 is student capable read What is the name Which easy known, words And sentence Which very simple, like announcement And poster or in catalog. Objective learning Reading Arabic based on CEFR level 1, students are able to achieve objective with study materials on table the following:

No	Objective	Study materials
1.	Distinguishing the sounds of Arabic letters	Distinguishing the sounds of adjacent letters (ث - س - ص), (ح - خ - هـ), (د - ذ - ض - ظ), (ط), (ز - ز - ظ), (ع - ا), (ق - ك)
2.	Distinguishing punctuation marks	Full stop (.), comma (,), question mark (?), exclamation mark (!)
3.	Knowing the signs of harakat and the signs of mād	Fathah (َ), kasrah (ِ), dhammah (ُ), and breadfruit (ْ). Mad sign; alif (ا) after fathah (َ), wawu (و) after dhammah (ُ), and ya` (ي) after kasrah (ِ)
4.	Able to read with the help of harakat	Read simple words or sentences slowly with the help of harakat then reduce the number of harakat gradually.
5.	Reading familiar words without the help of harakat	Reading short advertisements, business cards, simple postal letters,

		short emails, or special event invitations
6.	Reading simple expressions of respect	Exchanging daily greetings and salutations, asking about conditions and circumstances, health, farewells, asking permission, receiving permission, and other everyday expressions.
7.	Understanding simple written announcements	Announcements that are usually used inside or outside the classroom.
8.	Understanding a person's age and place of residence information	Reading short excerpts of information/expressions from newspapers or magazines
9.	Reading to get information	Weather information on social media or television and brief information about historical places around, nationally and internationally.
10.	Finding important information from the text read	Reading a food menu, selecting a hotel from a catalogue in addition to understanding additional information related to the information list read.
11.	Understanding the price list	Price list of goods, food list, transportation list, travel pocket book and others.
12.	Reading simple words or phrases that are commonly used and often encountered in everyday life.	Saying greetings and answering them ( (السلام عليكم – وعليكم السلام), tarhib sentences ( (مرحبا – أهلا وسهلا – أهلا بك), respect ( صباح الخير – مساء الخير – صباح النور – مساء (إلى اللقاء – مع السلامة), goodbye ( (في أمان الله), and prayer ( (في أمان الله).
13.	Reading text with pictures	Pre-learning activities
14.	Knowing the actors, place and time contained in the reading text	Reading simple and short conversational texts or scripts.

15.	Knowing the elements in a story	Reading a story script and determining the elements in the story such as the actors, place and time of an event.
16.	Knowing the flow of events	Knowing the chronology of events from the text read.
17.	Knowing time expressions in written texts	Using catalogs and illustrated stickers that show the meaning of time:
18.	The relationship between reading and daily activities	Reading texts related to daily life activities
19.	Able to answer simple questions	Become a question from a simple reading text.
20.	Understand the information at the registration site	Read the registration flow information somewhere.
21.	Understanding basic information on computer programs	Read basic computer information such as duplicate (نسخ), paste (لصق), print (طباعة), file (ملف), save (حفظ).
22.	Understanding travel route instructions text	Such as traveling from one place to another by certain means of transportation.
23.	Understanding short letters	Reading electronic mail (email) or postal mail.
24.	Understanding personal letters	It is a short letter written by hand with simple sentences.
25.	Understanding information that contains code with the help of information	This is a code that contains images, codes, or other instructions that connect the code with the available wording.
26.	Able to read with a musical scale	Read interrogative sentences with a questioning tone, sentences of admiration with the mark of admiration (amazement).
27.	Understand simple numbers in the text you read.	Reading single numbers 0-9, tens numbers 10-90, and hundreds numbers.

28.	Understanding time adverbial expressions in texts or conversations	Reading days, weeks, months of the Gregorian and Islamic calendars.
29.	Understand cause and effect relationships in text or conversation	The existence of the words 'because truly' (لأنَّ) and 'therefore' (لذلك).
30.	Understanding connecting letters in reading	و - ف - ثم - أو - أم - أيضا

Table 3: Objectives and study materials for reading learning at level A1 based on CEFR

### 3. Reading Arabic CEFR Level A2

At level A2, the objectives and study materials of learning are broader and deeper in scope than level A1 by maintaining curriculum synergy and avoiding repetition of learning materials with the same depth and breadth. While the reading competencies of level A2 are as follows;

No	Objective	Study materials
1	Understand expressions that indicate the time of the text/script being read.	Among the expressions that indicate time such as; morning (صباحا), afternoon (مساء), noon (ظهرا), evening (ليلا), tomorrow (صباح الغد), next month (الشهر القادم), last Sunday (الأحد الماضي), winter (الشتاء), coming summer (الصيف القادم), at 6 am (الساعة السادسة صباحا), and so on
2.	Understanding letters sent from friends..	Reading simple and short postal mail or email submissions from the theme
3.	Reading simple texts or conversations	You can choose a theme that is close to students' daily lives, such as: family, school, university and the surrounding environment.
4.	Able to know and differentiate between various hobbies	Find the word that means hobby and differentiate it from other hobbies.
5.	Following the reading with monkey voice	Read the text slowly and naturally.



6.	Understand expressions by reading fractional numbers, tens, and hundreds.	Counting tens from 30-100, hundreds from 100-900, thousands from 1000-10000 in even numbers
7.	Finding information in simple everyday reading texts	Such as finding information in reading in the form of addresses, typical foods on a menu, fat or protein content in food composition, information about a person in a telephone list, flight schedules (المغادرة) and plane arrivals (الهبوط).
8.	Sequencing the events that occur in the reading text	By paying attention to words that indicate order, such as: the first (أولاً), the second (ثانياً), the third (ثالثاً), the last (أخيراً), then (ف), after that (بعد ذلك), and before that (قبل ذلك).
9.	Able to determine the main elements of a story or story	Answering the questions what (ماذا), who (من), when (متى), where (أين), how (كيف), and why (لماذا)
10.	Know the expressions that indicate choice	Using the words 'I chose' (أَفْضَلْتُ) or 'he chose' (يُفَضِّلُ) or similar in reading texts or conversations about food, in restaurants, or choosing
11.	Able to extract important simple information from the social media read	Such as names of objects, numbers, pictures from catalogs, newspapers, advertisements and others.
12.	Knowing the expressions that indicate possible/impossible	Using the words 'I can/is capable' (أَسْتَطِيعُ) or 'he can/is capable' (يَسْتَطِيعُ).
13.	Knowing comparative expressions	Comparing two things, things, or people at different times.
14.	Knowing the place, time, and actors in the story being read.	Read texts or conversations and summarize events, actors, places and times.
15.	Draw conclusions from the reading	Students learn to paraphrase such as:  'I have been to Indonesia' with another expression 'I went to Indonesia last year'
16.	Understand reading texts with the help of diagrams, pictures, and tables.	Reading bulletin boards containing simple information, tables, diagrams that contain numbers.

17.	Understand simple information about travel routes from one place to another.	Reading the bulletin board for the journey to the hospital with a map of the location of the rooms, post office, market, shopping center, in addition to traffic sign information such as: stop (إقف), be careful (انتبه), turn right (انعطف اليمين), no stopping (ممنوع الوقوف), parking lot (موقف السيارة), bus terminal (موقف الباصات), and others.
18.	Determine the title of the text being read	Giving a title to a simple reading text
19.	Find the meaning of unknown words from reading text	Students practice using dictionaries arranged alphabetically because they are easier to use to find the meaning of unknown words in reading or conversation.
20.	Determining the main idea in reading texts or simple conversations	Drawing conclusions from the reading text as the main idea in the text/conversation
21.	Find the meaning of unknown words from reading text	Students practice using dictionaries arranged alphabetically because they are easier to use to find the meaning of unknown words in reading or conversation.
21.	Reading in sequence or continuously	Students read texts in series
22.	Finding relationships or results of events from the text read	Connect one event to another to find a simple conclusion.
23.	Determine the title of a short and simple poem	Reading simple modern poetry that is not difficult to read and understand
24.	Understanding simple and short news	Reading newspapers or magazines that are accompanied by pictures with viral titles.
25.	Distinguishing between formal and informal expressions	Knowing the formal or informal forms of expressions that are viral in society
26.	Distinguishing the social roles of society in reading	Reading texts that explain the role of characters in society, the role of father, mother, child in the family.
27.	Distinguishing events that will happen (future)	By using the letter <i>sin</i> (س) for events that will occur in a shorter period of time and <i>saufa</i>

		( سوف ) indicates that the event will occur in a longer period of time.
28.	Pay attention to the sound of voice intonation ( <i>nagham</i> ) in reading	The intonation of interrogative sentences, warning sentences, admiration sentences, and sentences ending with a stop (period) or a comma
29.	Understanding personal letters and simple statements	Reading simple and short personal letter texts
30.	Understanding the limits of opening words in reading texts	Finding the opening sentence in the reading text
31.	Distinguishing between various types of reading texts	Choose readings that are appropriate to the level
32.	Pick up important information in the reading	Like a general statement about what is contained in the reading text at the front
33.	Follow the written translation of the film clip that is appropriate to the level.	Watching and reading the film translated into written Arabic and shown slowly.
34.	Able to describe events in specific expressions or sentences.	This can be done with the help of pictures, drama, gestures, and others to be able to tell the story.
35.	Able to connect cause and effect from reading	Therefore ( لذلك ), therefore ( ف ), therefore ( لأن ).
36.	Know the function and use of conjunctions in reading texts	Conjunctions such as: and ( و ), then ( ف ), then ( ثم ), or ( أو ), or ( أو ), also ( أيضا ), but ( لكن ), because truly ( لأن ), therefore ( لذلك ), along with that ( مع ذلك ), like this ( هكذا ), and after that ( بعد ذلك ).

Table 4: Objectives and study materials for reading learning at level A2 based on CEFR

From the two competency tables of levels A1 and A2 for reading Arabic based on CEFR, it was found that there were differences in the depth and breadth of learning materials delivered in stages with different understanding demands according to the level. The number of learning objectives for reading at level A2 is greater and deeper than at level A1. This shows the differences in depth and breadth at each level.

#### 4. Writing Arabic

Reading and writing Arabic starts from right to left which differs from Latin letters from right to left. For non-Arabic speakers, it is necessary to understand the characteristics of the Arabic language by knowing the consonants and vowel forms. Learning to write Arabic is related to learning three other skills that are balanced and integrated <sup>24</sup>. Learning Arabic vocabulary helps students to write what they hear and what needs to be written. This provides students with the knowledge that writing skills are trained from beginners to writing hijaiyah letters, vocabulary, phrases, then simple sentences for beginners <sup>25</sup>.

.Many factors inhibiting writing progress require the attention of many parties, especially teachers. Linguistic factors and non-linguistic factors in writing Arabic. Linguistic factors such as understanding Arabic writing procedures, understanding vocabulary, and Arabic language rules in writing. In addition to non-linguistic problems such as different Arabic language education backgrounds, teacher learning methods, learning media and learning motivation.

Teaching materials for learning to write need to be adjusted to the level of student ability. For beginner students, it is not appropriate to emphasize Arabic language rules in learning to write. Teachers need to understand students' writing abilities that are adjusted to the teaching materials. Evaluation of the problem of learning to write Arabic begins with the curriculum design for beginners.

#### 5. Writing Arabic Level A1 Based on CEFR

Arabic writing learning for beginners based on Arabic is not in the form of writing simple sentences but it is known that sentences are composed of words and words are composed of letters, so learning begins with how to write hijaiyah letters at the beginning, middle and end. The following is a table of the Arabic writing learning curriculum for level A1.

No	Objective	Study materials
1.	Copying hijaiyah letters	Write hijaiyah letters either standing alone or in combination with other letters; in front, in the middle, and at the end of words along with various vowels; fathah, kasrah, dhammah, and breadfruit. Including writing letters that have similarities in writing such as: ( ب - ت - ث ) - ( ح - ح - خ ) - ( د - ذ ) - ( ر - ز ) - ( ي - ي ) - ( س - ش ) - ( ص - ض ) - ( ط - ظ ) - ( ع - غ ) - ( ف - ق ) - ( ه - ه )

<sup>24</sup> Rini, R. (2020). Learning Applicable Arabic Writing Skills. *Al-Muktamar As-Sanawi Li Al-Lughah Al-'Arabiyyah (MUSLA)* , 1 (1), 18–42.

<sup>25</sup> Ahyar, H. (2018). Mastery of Mufrādat and Qawā'id as an Effort to Improve Arabic Writing Skills. *Al Mahāra: Journal of Arabic Language Education* , 4 (2), 259–274.

2.	Get to know basic punctuation	Full stop (.), comma (,), question mark (?), exclamation mark (!)
3.	Write the sound of the word slowly	The activity of writing the sounds of letters or words that are heard slowly so that they can be heard clearly.
4.	Copy simple short reading texts	Writing reading texts or conversations consisting of simple and short phrases and sentences.
5.	Filling out the personal form	Filling out the personal form includes: name, alias, father's name, mother's name, place, date and place of birth, age, occupation, address in the country of residence, citizenship, email, telephone number, and website.
6.	Writing a short letter	In the form of postal letters, emails, congratulatory cards, short messages (SMS) in commemoration of Islamic events or holidays: Eid al-Fitr and Eid al-Adha, the Prophet's birthday, Isra Miraj, Republic of Indonesia's anniversary, weddings, births of babies and condolences.
7.	Writing a letter or short communication that reports a specific condition or personal need.	Writing a shopping list, a thank you note, a sick note, or a text message to meet someone.
8.	Writing simple conversations or texts	Write short stories and conversations about acquaintances, hobbies, or family
9.	Writing answers from reading texts or simple conversations	Answer the questions according to the problem
10.	Introducing yourself in writing	Write in simple sentences about his house, his school, his job, and where he lives.
11.	Telling daily activities in writing	Some conditions about himself, his friends, his family, and his relatives.
12.	Describe the condition of the residence in writing	By using adjectives to describe where he lives, such as: close to (قريب من), far from (بعيد عن), beautiful (جميل), hot (حار), cold (بارد), and so on. Including using adverbs of place, such as: under (تحت), above (فوق), in front (أمام), behind (وراء), and between (بين).



13.	Writing information for others	Filling out forms for other people, such as asking other people about their name, place and date of birth, address, parents' names, email, number of siblings, and hobbies.
14.	Prepare simple schedules and diagrams.	Practice translating reading texts in the form of tables or diagrams.
15.	Using written expressions that indicate time	Focus on writing days, weeks, months, millennia and Islamic years, in addition to the use of words that mean time, such as: day (اليوم), now (الآن), this week (هذا الأسبوع), this month (هذا الشهر), summer (في الصيف), winter (في الشتاء), and so on.
16.	Express information about numbers and numbers	Numbers from 0-30 related to age, telephone number, house number and tens digits 10-90.
17.	Writing down important information from reading sources or sounds heard	Fill in the table with information obtained from what is read or heard.
18.	Complete information that is still unclear with the help of keywords.	Such as writing or completing broken sentences with the help of pictures or tables.
19.	Writing events and chronology in sequence	Write the sequence of the story in order with first (أولاً), second (ثانياً), third (ثالثاً), and so on and pay attention to words that also indicate the sequence, such as: after that (بعد ذلك), before this (قبل هذا), finally (أخيراً), and then (ثم).
20.	Write simple sentences from what you see	In the form of simple activities or composing
21.	Using conjunctions.	و - ف - ثم - أو - أم - أيضا

Table 5: Objectives and study materials for A1 level writing learning based on CEFR

## 1. Writing Arabic Level A2 Based on CEFR

Meanwhile, the curriculum design for learning Arabic writing for level A2 based on CEFR is as follows:

No	Objective	Study materials
----	-----------	-----------------

1.	Fill out the biodata form properly and correctly	That is, filling out the form as exemplified, such as: name, nationality, place and date of birth, father's name, mother's name, address, level of education, email, telephone number, hobbies and occupation.
2.	Writing about himself in handwritten form.	Telling about his hobbies, activities, work or studies.
3.	Write a short statement in normal or emergency situations.	Making appointments with other people, traveling from one place to another, personal information, requesting permission and so on.
4.	Revealing something amazing	Such as amazing animals, fruits, vegetables, landscapes, buildings or others.
5.	Write what you choose and like	By using the words 'I choose ...' (أَفْضَلُ), I like (أُحِبُّ), I don't like (لا أُحِبُّ), I don't choose (لا أَفْضَلُ), I don't want (لا أُرِيدُ).
6.	Short writing about family	Including family members, age, job, hobbies, and favorite foods...
7.	Making future plans	Writing plans to be carried out in the future with simple editing
8.	Writing expressions using time adverbs	Describe activities using time adverbs, such as: morning (صباحا), afternoon (مساء), midday (ظهرا), evening (ليلا), tomorrow morning (صباح الغد), at 7 am (في الساعة السابعة صباحا), sometimes (أحيانا), often (غالبا), occasionally (نارة), every day (كل يوم), forever (أبدا), and others.
9.	Telling or describing a person, object or place.	Using adjectives in your writing, such as big-small, far-near, good-bad, and so on.
10.	Writing numbers as additional information	Knowing information about the prices of goods in shopping places, the size of objects, other information that includes numbers, both fractions and tens (30-90), hundreds (100-900), and thousands.
11.	Write a short letter on a postcard.	Short letters containing news and conditions or writing on postcards.
12.	Writing simple Arabic poetry	Writing simple poetry by paying attention to the tone (bahr) and qafiyah (final letter of the poetry) while paying attention to the beauty of the language required.

13.	Write what you hear or read in correct writing	Either in the form of filling out a biodata form or other information.
14.	Pay attention to Arabic language rules in writing	Pay attention to connected and broken letters, use punctuation and several other general rules.
15.	Telling stories about past experiences in written form	Like the experience yesterday, last week, or last month during holidays or Islamic holidays.
16.	Linking cause and effect in writing	Such as using the expression 'therefore ...' ( لذلك), then ( ف), because truly ( لأن).
17.	Expressing the jobs he can and cannot do.	Such as using the words 'I am able/can ( أستطيع ) or 'I am not able/can't ( لا أستطيع ).
18.	Comparing two things in writing	Comparing two people, two things, two places at different times
19.	Immortalize activities outside the classroom in written form	Writing activities outside the classroom
20.	Transferring information from what is read or heard into a table or diagram form	Writing information from reading texts into table form such as; food lists and prices, public transportation departure and arrival schedules.
21.	Write down daily activities, hobbies and habits related to time.	Like using the words morning ( صباحا ), afternoon ( مساء ), noon ( ظهرا ), evening ( ليلا ), tomorrow morning ( صباح الغد ), at 7 am ( في الساعة السابعة صباحا ), sometimes ( أحيانا ), often ( غالبا ), occasionally ( تارة ), every day ( كل يوم ), forever ( أبدا ), and others
22.	Writing editorial announcements, greeting cards, invitations, stickers, and advertisements in simple form	Writing announcements of an agenda or activity, writing anniversary greeting cards or invitations, stickers, and advertisements in simple form.
23.	Evaluate the writing in more detail in the choice of language and expressions.	Using the Rubik's to evaluate the quality of writing.
24.	Writing events, incidents, or important moments in simple form	Such as celebration days, weddings, births or others

25.	Writing in sequence or orderly	Write the sequence of the story in order with first (أولاً), second (ثانياً), third (ثالثاً), and so on and pay attention to words that also indicate the sequence, such as: after that (بعد ذلك), before this (قبل هذا), finally (أخيراً), and then (ثم).
26.	Summarize or conclude the reading text in the form of simple expressions	Summarize it in the form of one simple phrase or sentence.
27.	Write new text based on keywords and understanding gained from reading.	Some given keywords are then arranged and developed into a simple reading text. This can be done by practicing making simple expressions and sentences.
28.	Writing plans and hopes for the future	Using the letter <i>sin</i> (سـ) for a short future between the spoken word and the desired event and <i>saufa</i> (سوف) for a longer future that will occur from the time of speaking.
29.	Finding an appropriate title for the text he wrote	Give an appropriate title to a simple text written related to an activity or something close to one's life.
30.	Writing a personal biodata ( <i>Curriculum vitae</i> )	Writing your personal biodata includes name, place of birth, address, email and so on, personal information that is generally required to be known.
31.	Writing his life journey in a short and simple way	Write a story about a part of his life journey using simple sentences.
32.	Writing personal opinions on a particular topic	Namely by using the sentence 'I am of the opinion...' ( في رأيي ), or 'I am sure that...' ( أعتقد أن )
33.	Write a short reading text that contains an introduction, body and conclusion.	This short and simple text still pays attention to the opening sentence, content description, and closing sentence.
34.	Writing short stories with the help of diagrams and pictures.	Write a short story by paying attention to 5W 1H (in Arabic): what ( ماذا ), who ( من ), when ( متى ), where ( أين ), how ( كيف ), and why ( لماذا ) by including key words.
35.	Using expressions with conjunctions between	Such as: and ( و ), then ( ف ), or ( أو ), or ( أم ), also ( أيضاً ), but ( لكن ), because verily ( لذلك ),

	words, phrases, and sentences.	Along with that ( مع ذلك ), and like this ( وهكذا ), and after that ( بعد ذلك ).
--	--------------------------------	--

Table 6: Objectives and study materials for A2 level writing learning based on CEFR

## 7. Learning Themes Reading and Writing

This CEFR-based Arabic language learning is designed with the aim of communication so that it does not focus on learning rules alone. The selection of themes that are already familiar to students helps the communication process by using language that is often heard and linking understanding of information with the reality faced by students in their daily lives. So the selection of themes is themes that are close to student activities such as below:

No	Main Theme	Title	Learning Topics
1	Letter sounds	The best of the best	Hijaiyah letters, consonant letters, mad letters, harakat signs, tasydid, al-syamsiyah, al-qamariyah
2	Family and I	Anya and Aestra	Personal introduction, introducing others, getting to know others, asking others, introducing family members, age, hobbies, personality
3	Hobby	الهوايات والاهتمامات	Knowing the types and forms of hobbies, things that people like to do, things that they don't like, television programs, social media, games, friends, films, their friends.
4	Holiday	The first	Weekend holidays, long holidays, beach holidays, mountain climbing, staying out of town, airports, terminals, transportation facilities, payment methods, ticket prices, money exchange, domestic and international travel requirements.
5	Media having fun	The best of the best	Songs, singing, watching movies, social activities, going to shopping centers, to the market, means of communication, and others.
6	Shop	Theotokos	Shopping centers, supermarkets, vegetable markets, fruit markets,



			clothing stores, online shopping, shopping lists, shopping discounts, price catalogs, food and drink menu lists, etc.
7	Job/profession	May Allah bless you	Jobs related to family members and their hobbies
8	House	English	Residences, school dormitories, campus dormitories, apartments, rented houses, and other residences.
9	Activities at school/campus	The Lord of the Rings	Activities at the place of study, time to start studying, time to go home from studying, study friends, physical condition when returning from studying, break time, library and school assignments.
10	Daily activities	The Lord of the Rings	Daily activities from waking up, going to the bathroom, having breakfast, going to work or school, having lunch, praying, going to the library, and going to sleep again.
11	At workplace	The Lord is in heaven	Activities at work, start time, end time, work colleagues, physical condition when returning from work, break time

Table 7: themes and topics for learning Arabic reading and writing at level A1 and A2 Based on CEFR

These themes can still be developed according to the needs to achieve the goals listed above without exceeding the limits so as not to burden students according to their level.

#### 8. CEFR Based Curriculum Communicative

Arabic language learning for non-Arabic speakers based on CEFR is designed to follow the development of the era and technology so that learning becomes more communicative and interesting without reducing the essence of the learning material. This communicative-based learning involves two opposing elements, namely teachers and students <sup>26</sup>. This method is a clear

<sup>26</sup> Riyadi, DE (2020). COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGE (CEFR) METHOD IN LEARNING ARABIC LANGUAGE. *Al-Fakkaar* , 1 (2), 42–59.

characteristic of traditional learning methods that focus on only one role of the teacher. There is student involvement during the learning process from beginning to end. Namely making students as subjects in learning not just as objects.

Teachers invite students to communicate in learning. Students' activeness encourages them to have lessons and demands themselves to understand the learning material so that they communicate to the teacher regarding material that is not understood. Learning to write and read Arabic involves modern learning media that attracts participants and dispels boredom. On the other hand, learning with only one media is boring, such as using a whiteboard alone. The current generation is closer to the world of technology so that they learn with technology that is part of their lives.

Learning media that supports learning to read and write Arabic for beginners using electronic devices such as: *mobile phones*, laptops, and computers that contain learning applications based on this learning curriculum. Multimedia has a positive contribution to learning foreign languages <sup>27</sup>. In learning writing skills, students need to practice writing on paper, a whiteboard, or using a computer. While reading and writing enrichment materials are taught using technology such as kahoot applications, google form, adobe flash, other supporting games.

Learning reading and writing skills for beginners at level A1 requires synchronization and integration of complementary listening and speaking skills learning materials and the relationship between discussion and learning. Therefore, the curriculum design for learning Arabic reading and writing for levels A1 and A2 includes: learning objectives, teaching materials, media and learning methods, and evaluation:

## 9. Learning objectives

Learning objectives are objectives that describe the ability of participants from the achievement of knowledge, skills, abilities, and attitudes from the results of learning materials that can be measured, assessed and observed. An important and main element in compiling a learning curriculum is determining learning objectives. These objectives will be translated into the form of study materials, learning materials, media, methods, and learning evaluations. Learning objectives in CEFR levels A1 and A2 are still on the same level ladder, namely beginners. Level A2 is higher than level A1.

At CEFR A1 level, students are able to understand and use everyday expressions to express basic needs, introduce themselves to others and answer simple questions about themselves, where they live, people they know and things they own, and understand communication with others provided the conversation is very slow and the conversation partner is willing to help them understand.

---

<sup>27</sup> AL-Hammadi, F. S. (2011). The effectiveness of using a multi-media software in developing some listening skills among saudi secondary school students. *Damascus University Journal*, 27(3), 4.

Meanwhile, at level A2, learning objectives include the ability to understand frequently used sentences and expressions related to the most relevant fields immediately, communicate in simple and routine tasks that require a simple and direct exchange of information about common and routine matters, and the ability to describe simply aspects of one's personality and the environment with which one directly interacts <sup>28</sup>.

The learning objective for reading and writing at levels A1 and A2 is for students to be able to differentiate between letter sounds that are close to their sound source (makhraj), write and read simple words and sentences that are often used or found around the student's activity area.

## 10. Teaching materials

Teaching materials are a collection of materials as learning objects delivered by teachers to students with the aim of achieving learning objectives and the content of the message that must be conveyed to students. These CEFR-based Arabic reading and writing teaching materials for beginners are designed with reference to learning objectives at each level. Level A1 teaching materials do not receive level A2 learning materials because they make it difficult for participants to understand, conversely, level A2 students no longer receive level A1 teaching materials because they are too easy for them. The depth and breadth of reading and writing learning materials refer to the achievements of each material by considering the level of ease and difficulty at each level. Teaching materials are arranged with a communicative approach so that participants play an active role in their learning. Involving participants in reading and writing learning provides many advantages for students by considering the achievement of learning objectives at each level.

## 11. Learning methods and media

There is no perfect learning method. The perfection of the learning method is in accordance with the level of student needs to achieve their learning goals. One learning topic can use more than one learning method. Here the teacher's creativity and cleverness in observing the student's condition make him choose the right method to teach the topic. Each learning method has advantages and disadvantages. The teacher takes the advantages of one method to cover the disadvantages of another method chosen according to teaching his students. Learning strategies also have an important role in achieving the results, such as direct learning strategies are more effective <sup>29</sup>.

In one hour of learning, teachers can combine several methods, such as: lecture method to convey learning achievement objectives, dialogue method used to start learning, question and answer method in the middle of learning, group discussion method or *micro teaching*, and presentation can be used in the

---

<sup>28</sup> Europe, of C. (2011). *Common European Framework of Reference for Languages: Learning, teaching, assessment* (12th ed.). Cambridge University Press.

<sup>29</sup> El-Tingari, S. M. (2016). Strategies for Learning Second Language Skill: Arabic Speaking Skills In the Malaysian Context. *International Journal of English Language Teaching and Linguistics*, 1.

same class. With a combination of appropriate methods, students are not monotonous with one boring and quickly tired method.

While the main learning media is a module or textbook as a guide for students. Learning media is a device or tool that is believed to be able to help the learning process convey learning objectives to students. Media can be audio visual, audio only, visual only that packages learning materials in the form of media products such as whiteboards, tape recordings, TV, radio, language laboratories, computers, game cards, paper, photos, images, kahoot applications, *googleclass applications*, *mykclass applications*, and *google form applications*. As Arabic language learning needs to adapt to technological developments that follow the 4.0 era as media and learning methods <sup>30</sup>.

## 12. Evaluation

The reading and writing curriculum has achievement indicators for each learning topic that are used as a reference in making learning evaluations for each topic <sup>31</sup>. The question editors are adjusted to the level, starting from easy for level A1 and more difficult according to level 2. Questions are made in a tiered and systematic manner from easy to difficult <sup>32</sup>. While the number of questions uses standards according to their level by maintaining integration between questions and the material that has been taught. This is to determine the extent to which students are able to complete the Practice tasks on each learning topic. From the results of the teacher's corrections, students' abilities and weaknesses can be determined in carrying out their learning evaluations.

### A. Supporting and inhibiting factors in designing Arabic Reading and Writing materials for beginners based on CEFR at MTS Khoiru Ummah, Central Maluku Regency

Many factors inhibiting writing progress require the attention of many parties, especially students and teachers as well as external factors. One of the main factors is linguistic factors and non-linguistic factors in writing Arabic. Linguistic factors such as understanding Arabic writing procedures, understanding and memorizing vocabulary, and lack of Arabic language rules in writing. In addition to non-linguistic problems such as different Arabic Language Education backgrounds, teacher learning methods, learning media and learning motivation. These factors are also supporting and inhibiting factors in designing Arabic reading and writing materials based on CEFR at MTs Khoiru Ummah, Central Maluku Regency, which can be detailed as follows:

#### 1. Supporting Factors

---

<sup>30</sup> Nurlaela, LF (2020). Problems of Learning Arabic in Speaking Skills in the Era of Industrial Revolution 4.0. *Proceedings of the National Arabic Language Conference*, 6 (6), 552–568.

<sup>31</sup> Flucher, G. and F.D. (2007). Language Testing and Assessment: An Advance Book. In *Language testing and assessment: An advanced resource book* (Vol. 7).

<sup>32</sup> Aly, E. (2018). *CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula*. November, 0–38.

Several supporting factors in designing Arabic writing and reading teaching materials for beginners based on CEFR at MTs Khoiru Ummah can be presented as follows:

a. Curriculum

There is a curriculum used by MTs based on the 2013 curriculum for SMP/MTs level and will implement the Merdeka curriculum in MTs. In general, it is divided into 2 (two), namely intracurricular learning and project-based learning to strengthen the character of Pancasila student profiles. However, in its implementation in madrasas, intracurricular learning and project-based learning can be carried out as one unit, even allowing it to be held across subjects in MTs.

b. Teacher

Arabic teachers at MTs Khoiru Ummah are graduates of Bachelor of Arabic Language Education. This shows that there are competent Arabic teachers according to their fields who teach Arabic at MTs based on the applicable MTs Arabic curriculum.

c. Textbook

The existence of Arabic language textbooks used in teaching is the Middle School Arabic Language Book, Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia.

d. Facilities and environment

The school facilities and environment are very supportive in learning Arabic for beginners because students are required to live in the dormitory. And in the dormitory students are given vocabulary little by little, from the provision of vocabulary they practice reading and writing and even they are trained to speak using Arabic.

## 2. Inhibiting Factors

Several inhibiting factors in designing Arabic reading and writing teaching materials for beginners based on CEFR at MTs Miftahul Khoir can be explained as follows:

1. The level of student ability was not identified at the time of input or at the time of registration and entrance exam for MTs. So that students do not have the same ability, even most students are not yet able to read and write Arabic because they have different elementary school education backgrounds .
2. The teaching materials in the textbooks used do not focus on reading and writing lessons, making it difficult for students to master the ability to read and write Arabic.



## CONCLUSION

Based on the description of the results and discussion above, the researcher can conclude the following:

1. Learning reading and writing skills continues to experience curriculum development from time to time. CEFR theory has contributed to the development of the curriculum design for learning these two Arabic language skills. This CEFR-based curriculum is designed by determining the limits of learning objectives at levels A1 and A2. CEFR has 6 levels, the lowest A1 and the highest C2 in the order of A1, A2, B1, B2, C1, and C2. Levels A1 and A2 are designed for beginners in every foreign language learning based on this theory. At the beginner level, students are able to distinguish the sounds of hijaiyah letters, read and write words that are heard and seen, write and read simple phrases and sentences found around them well. Teaching materials are presented in the form of a communicative approach that makes students more active and participate in the learning process by using modern learning media, either in the form of materials or learning applications that support the achievement of goals. While the evaluation is presented by paying attention to the differences in students' intellectual abilities. Namely starting from easy questions then increasing in difficulty according to level. So that the reading and writing curriculum is presented in gradual teaching materials with themes that are familiar and follow the development of the era and the environment of the students.
2. Supporting and inhibiting factors in designing Arabic reading and writing materials based on CEFR at MTs Khoiru Ummah, Central Maluku Regency:
  - a. **Supporting Factors**
    - 1) There is a curriculum used by MTs based on the 2013 curriculum for junior high school/MTs level and will implement the Merdeka curriculum at MTs.
    - 2) Teaching staff according to their fields
    - 3) Textbooks used

The school facilities and environment are very supportive in learning Arabic for beginners because students are required to live in the dormitory.
  - b. **Inhibiting Factors**
    - 1) The level of student ability was not identified at the time of input or at the time of registration and entrance exam for MTs. So that students do not have the same ability, even most students are not yet able to read and write Arabic because they have different elementary school education backgrounds .
    - 2) The teaching materials in the textbooks used do not focus on reading and writing lessons, making it difficult for students to master the ability to read and write Arabic.

## References :

- Aly, E. (2018). *CEFR-Oriented Framework for Designing Arabic Language Proficiency Test and Curricula* . November , 0-38.

- Fuadi Mukhlis, *Automation of Arabic Harakat using Java Programming* , (Malang: UIN Press, 2010), p. 25.
- Gorys Keraf, *Composition as an Introduction to Language Skills* , (Flores: PT Nusa Indah, 1994), p. 1.
- Hamalik, Oemar. 2003. *Teaching and Learning Process* . Jakarta: Bumi Aksara.
- Hermawan, Acep. *Arabic Language Learning Methodology* , (Bandung: Rosdakarya, 2014), p. 57.
- Huhta, A., Ullakonoja, R., & Alderson, J. C. (2014). *Using the CEFR in diagnosing writing in a second or foreign language* .
- Khasanah, R. (2019). *Foreign Language Teaching Framework Level A1-A2 in CEFR Standards (A Study of Language Philosophy Approach)* . State Islamic University Sunan Kalijaga Yogyakarta.
- Modern, T., & Journal, L. (2020). *The CEFR and the Need for More Research Author ( s ): J . Charles Alderson Published by: Wiley on behalf of the National Federation of Modern Language Teachers Associations Stable URL : <https://www.jstor.org/stable/4626093> REFERENCES Linked references ar . 91 (4), 659–663.*
- Nugrahani, F., & Hum, M. (2014). *Qualitative Research Methods* . In Solo: Cakra Books .
- Nurdianto, T. (2020a). *CEFR-Based Arabic Language Learning Competency* . Izdihar: *Journal of Arabic Language Teaching, Linguistics, and Literature* , 3 (3).
- Nurdianto, T. (2020b). *Basic competencies in learning Arabic :Common European Framework of Reference (CEFR) (1st ed.)*. Zahir Publishing.
- Nurdianto, T. (2020c). *Arabic Language Learning Based on Common European Framework Of Reference For Language (CEFR) In Indonesia* . Al Mahāra: *Journal of Arabic Language Education* . <https://doi.org/https://doi.org/10.14421/almahara.2020.061.01>
- Nurdianto, T., Hajib, Z. A., & Ismail, N. A. bin. (2019). Educational Objectives The skill of writing Arabic to other speakers at the level of A1 and A2 in perspective of the common European framework for teaching languages. *LISANUDHAD*. <https://doi.org/10.21111/lisanudhad.v6i2.3195>
- Pratama, Riziq Fitra, Muhammad Kamal bin Abdul Hakim, and Syamsi Setiadi. "Developing a Teaching Plan for The Third Listening Semester Using The Common European Framework of Reference for Languages Through Blended Learning." *Abjadia* 6.1 (2021): 71-82.
- Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2007), hlm. 21.
- Sarifudin, Evendi, HH, Jumasa, MA, Surjono, HD, Hasana, SN, Maharany, ER, Setiawan, A., Wigati, S., Sulistyaningsih, D., Putri, NW, Dwijayanti, R.,

Wisudawati, W. , Sulistyowati, E., Rusli, M., Hermawan, D., Supu Winingsih , N., Simarmata, J., Mujiarto, Agung, AAG, ... Samatowa, U. (2020). *Quantitative, Qualitative, and R&D Research Methods* . In *JPM: Journal of Mathematics Education* .

Sugiyono, (2016). *Quantitative, Qualitative, and R&D Research Methods* . In *Alfabeta, cv.*

Suwendra, IW (2018). *Qualitative research methodology in social sciences, education, culture and religion* . Nilachakra .

Suyanto KE Kasihani, *English For Young Learners, Jakarta. Bumi Aksara* . 2010.

Yaumi Muhammad, *Principles of Learning Design* , Jakarta. Kencana . 2013

Zaenuri, M., Kholis, MN, & Barokah, A. (2020). Analysis of TOSA (Test of Standard Arabic) Questions Referring to CEFR (Common European Framework of Reference For Language). *An Nabighah : Journal of Arabic Language Education and Learning* , 22 (02), 16