



DEVELOPING EFFECTIVE ARABIC SPEAKING SKILLS TEACHING MATERIALS: INTEGRATING SPEECH ACTS IN A GENRE-BASED APPROACH

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Abstract

This research is based on the identification of issues encountered at State Islamic High School 2 Malang city, that speaking skills are often not prioritized in the classroom as evidenced by the absence of Arabic language teaching materials and the teachers' focus on reading and writing activities only. The aim of this study is to produce speaking skills teaching materials focusing on speech acts based on a genre-based approach, aligned with the learning outcomes expected by the Merdeka curriculum, and to evaluate the feasibility of these materials. This research employs a development research methodology involving five stages, which are needs analysis, design, development, feasibility testing, evaluation. Data collection techniques in this study include observation, interviews, questionnaires, and documentation. The results of the study are: 1) a speaking skills teaching materials focusing on speech acts based on a genre-based approach, incorporating various types of texts or functional communicative expressions, which is aligned with learning outcomes and student needs, and 2) the feasibility test results of the teaching materials obtained from experts reached a percentage of 87.6%, and the product readability questionnaire by students reached 81.4%. Both include to the "excellent" category and suitable for classroom application.

Keywords: *Speaking Skills, Teaching Materials, Speech Act, Genre Based Approach.*

Abstrak

Penelitian ini berangkat dari temuan masalah yang terjadi di Madrasah Aliyah Negeri 2 kota Malang, dimana keterampilan berbicara sering kali tidak menjadi prioritas di kelas yang dibuktikan dengan tidak adanya bahan ajar pembelajaran bahasa Arab serta guru

yang lebih memfokuskan pengajaran pada kegiatan membaca dan menulis Arab saja. Penelitian ini bertujuan untuk menghasilkan bahan ajar keterampilan berbicara berfokus pada tindak tutur berbasis pendekatan teks sesuai dengan capaian pembelajaran yang diharapkan kurikulum Merdeka serta mengetahui hasil kelayakan produk bahan ajar. Penelitian ini merupakan penelitian pengembangan dengan lima langkah, yaitu analisis kebutuhan, desain, pengembangan, uji kelayakan, dan evaluasi. Teknik pengumpulan data di dalam penelitian ini menggunakan observasi, wawancara, angket, dan dokumentasi. Hasil penelitian ini adalah: 1) bahan ajar keterampilan berbicara yang berfokus pada tindak tutur yang di dalamnya terdapat ragam jenis teks atau ungkapan komunikatif fungsional sesuai dengan capaian pembelajaran dan kebutuhan siswa, (2) hasil uji kelayakan produk bahan ajar yang diperoleh dari ahli mencapai persentase sebesar 87,6% dan angket keterbacaan produk oleh siswa mencapai 81,4%. Keduanya masuk ke dalam kategori “sangat baik” dan layak untuk diterapkan di kelas.

Kata Kunci: *Keterampilan Berbicara, Bahan Ajar, Tindak Tutur, Pendekatan Teks.*

INTRODUCTION

In essence, the frequent curriculum changes in Indonesia represent a process of development and refinement of previous curricula,¹ rather than a complete overhaul of their content. In the context of Arabic language learning, this is evident in the Merdeka Curriculum, which continues to emphasize communicative competence (communicative expressions) as one of the key components that students must achieve, alongside three other components: language skills, linguistic elements, and learning topics. Both the Merdeka Curriculum and the KMA 183 Curriculum of 2019 focus on students' ability to perform speech acts or produce utterances in the target language, Arabic. This is illustrated in one of the Arabic language textbooks for Grade 10 under the KMA 183 Curriculum,² which states that the core language competencies expected include the ability to produce communicative speech acts such as apologizing, requesting permission, prohibiting, warning, and giving commands, both orally and in written form.

Producing spoken texts, or speaking, is a primary communication activity widely used in daily life. Speaking not only expresses but also shapes our understanding of the world, others, and ourselves.³ A study conducted at Stanford revealed that the average person speaks approximately 16,000 words per day, making it the most frequently used form of communication for conveying

¹ Roswita Verona et al., “Penerapan Teori Difusi Inovasi Pada Perkembangan Kurikulum Pendidikan Di Indonesia,” *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 6 (2023): 2569–2581.

² Risna Rianti Sari and Hasyim Amrullah, *Bahasa Arab Madrasah Aliyah Kelas XI* (Jakarta: Direktorat KSKK Madrasah Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2020), 43.

³ Alex Kapitan and Lynn Kapitan, “Language Is Power: Anti-Oppressive, Conscious Language in Art Therapy Practice,” *International Journal of Art Therapy: Inscape* 28, no. 1-2 (2023):65-73.

ideas, engaging in discussions, and building relationships,⁴ Examples of speaking include exchanging greetings, requesting help ("Please prepare the fruits," "Please sweep the floor," "Teacher, may I ask a question?" "Take this book with you"), giving commands ("Tell your mother now," "Speak frankly," "Ask for your father's permission"), issuing warnings ("Do not violate the school rules"), and prohibitions ("Don't rush when speaking," "Take it slow"). These activities demonstrate how speech influences the actions of interlocutors in everyday communicative situations.

Speech act is a theory of language use by considering non-linguistic communication situations or what is called context. This theory was proposed by John Langshaw Austin in his book entitled *How to do things with words*.⁵ The ability to act speech is closely related to speaking skills compared to other language skills. The main target in doing oral communication is actually how speakers are able to understand their interlocutors and vice versa.⁶ According to Tiara in her study, the form of speech that often occurs between teachers and students in the classroom is expressive communicative expressions,⁷ such as expressions of gratitude, praise, gratitude, requests, orders, prohibitions and others. By learning the diversity of Arabic communicative speech, it is expected to help students to express their feelings in the form of Arabic oral speech or text according to the topic studied later.

In addition to the communicative ability aspect, the development of language learning models in Indonesia is more oriented towards text-based learning models. Functional Systemic Linguistics (FSL) has long been used as a philosophical basis for the development of curriculum and language teaching materials,⁸ called by Genre Based Approach or Text-based learning, especially in Indonesian and English language learning.⁹ As the name of the approach implies, language learning is directed to the production of texts by students by utilizing teaching materials in the form of various types of texts. In terms of responding to these developments, the government made development innovations as stipulated in the Minister of Religion's decree no. 3211 concerning

⁴ Alex Shashkevich, "The Power of Language: How Words Shape People, Culture," *Stanford News*, October 28, 2024, <https://news.stanford.edu/stories/2019/08/the-power-of-language-how-words-shape-people-culture>.

⁵ Akhmad Saifudin, "Teori Tindak Tutur Dalam Studi Linguistik Pragmatik," *LITE: Jurnal Bahasa, Sastra, dan Budaya* 15, no. 1 (2019): 1–16.

⁶ Saefudin Saefudin, "Pendekatan Pragmatik Dalam Mendukung Kemampuan Komunikasi Lisan," *Buletin Al-Turas* 19, no. 1 (2018): 1–12.

⁷ Tiara Regita Cahyani et al., "Menguatkan Pemahaman Konsep Tindak Tutur Ekspresif Dalam Komunikasi Guru Dan Siswa," *Jurnal Basicedu* 7, no. 6 (2023): 3475–3485.

⁸ Tri Wiratno, "Pengembangan Kurikulum Dan Materi Ajar Berbasis Linguistik Sistemik Fungsional," *Kajian Bahasa dan Pengajarannya* IV (2016): 19–43.

⁹ Anny Sulisty Rini et al., "English Teachers' Beliefs Towards the Implementation of Genre-Based Approach," in *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021) Atlantis Press* 595 (2022): 112.

Arabic learning outcomes in the Merdeka curriculum in which Arabic language learning from primary to secondary levels is directed so that students are able to interact with complex texts (gradually) by using the systematic stages in the text approach¹⁰. Through 4 stages in the text approach,¹¹ Arabic language learning is directed at the ability to understand and produce certain types of texts according to the topics students study in class.

Learning in the classroom is closely related to teaching materials / textbooks. The existence of teaching materials has an important role in supporting learning. How can learning objectives be successfully achieved while teaching materials or textbooks are not available? Teaching materials actually have a very important role in the implementation of the learning process. Teaching materials are a set of materials or learning tools that are arranged systematically containing learning materials, learning methods,¹² learning components needed,¹³ with attention to how to select, prepare, develop or design learning materials as a basic source of preparing good learning materials.¹⁴ In this case the teaching material in question is an Arabic textbook as a primary learning resource in the implementation of learning activities in the classroom which contains ideas of learning materials and an overview of the predetermined educational curriculum that is carefully prepared and compiled and of course equipped with appropriate teaching support facilities.

Some previous studies such as research written by Crane¹⁵ on “the use of narrative genre texts usually encountered by novice second language learners when learning daily experiences in the target language”, research written by Paltridge¹⁶ on “the application of the text genre approach to writing schools in America”, and research by Owon¹⁷ on “the development of teaching materials for writing various types of texts with the theme of local wisdom in sikka for junior high school students”, and research by Sorraya¹⁸ on “the development of teaching materials for complex procedure texts in Indonesian language learning for students class X high school”. In general, the

¹⁰ Direktorat Jendral Pendidikan Islam, *Keputusan Direktur Jenderal Pendidikan Islam Nomor 3211 Tentang Capaian Pembelajaran Pendidikan Agama Islam Dan Bahasa Arab Kurikulum Merdeka Pada Madrasah* (Kementerian Agama Republik Indonesia, 2022), 90–93.

¹¹ Emi Emilia, *Pendekatan Berbasis Teks Dalam Pengajaran Bahasa Inggris* (Bandung: PT. Kiblat Buku Utama, 2016), 38-39.

¹² Ina Magdalena et al., “Analisis Bahan Ajar,” *Jurnal Pendidikan dan Ilmu Sosial* 2, no. 2 (2020): 311–326

¹³ E Kosasih, *Pengembangan Bahan Ajar: Analisis Kurikulum Dan Pengembangan Bahan Ajar* (Jakarta: Bumi Aksara, 2022), 78, accessed November 25, 2024.

¹⁴ Aminol Rosid Abdullah, *Pengembangan Bahan Ajar* (Malang: CV. Literasi Nusantara, 2022), 1-2.

¹⁵ Cori Crane and Michael Malloy, “The Development of Temporal-Spatial Meaning in Personal Recounts of Beginning L2 Writers of German,” *System* 99 (2021): 102498.

¹⁶ Brian Paltridge, “Genre and Second-Language Academic Writing,” *Language Teaching* 47, no. 3 (2014): 303–318.

¹⁷ Robertus Adi Sarjono Owon, “Pengembangan Bahan Ajar Menulis Berbagai Jenis Teks Bertema Kearifan Lokal Sikka Bagi Siswa SMP,” *JINoP (Jurnal Inovasi Pembelajaran)* 3, no. 1 (2017): 528-541.

¹⁸ Artifa Sorraya, “Pengembangan Bahan Ajar Teks Prosedur Kompleks Dalam Pembelajaran Bahasa Indonesia Untuk Kelas X Smk,” *E-Journal NOSI* 2, no. 2 (2014): 13-28.

use of text in learning is mostly related with students' reading and writing skills. However, in Indonesia, the text-based approach has not been widely applied in Arabic language learning, especially in the development of speaking skills or speech acts. This shows a *research gap* from previous studies. Therefore, this research seeks to bring innovation by developing speaking skills teaching materials based on a text approach, which is adapted to the needs of students as well as regulations in the applicable curriculum.

Seeing the importance of a textbook in Arabic language learning as a bridge to achieving communicative and functional Arabic language competence in accordance with what is determined by the curriculum, As well to overcome learning problems that occur in State Islamic Senior High School in general and specifically in State Islamic Senior High School 2 Malang city, the position of this research has a high urgency, considering the unavailability of textbooks that are in accordance with the curriculum is a major obstacle in achieving Arabic speaking skills at the Islamic Senior High Schools level. Although the implemented curriculum, both KMA 183 of 2019 and Merdeka Curriculum, has emphasized the importance of communicative ability and speech act production, the reality on the ground shows that learning is still focused on reading and writing skills. It is further exacerbated by the learning process in the classroom that has not directed students to the ability to produce Arabic text orally and students' limited knowledge of the type of text studied, namely descriptive text only. For this reason, the preparation of teaching materials based on a text approach that integrates communicative speech acts is a much-needed solution to improve students' speaking skills. With the existence of teaching materials that are systematic and in accordance with learning needs, it is hoped that the Arabic language learning process can be more effective and help students achieve the language competencies expected in the curriculum.

The aims of this study are 1) to develop speaking skills teaching material products focusing on speech acts based on the text approach and 2) to determine the feasibility of the teaching material products developed. Through the process of developing teaching material products and their feasibility, it is hoped that the teaching materials developed can be implemented in Arabic language learning in the classroom. Which is in line with the formulation of phase *E* learning outcomes in the Merdeka curriculum at the Islamic Senior High Schools level. Theoretically, this research is a form of a solution offer for the unavailability of Arabic language learning textbooks in class X Islamic Senior High Schools in Indonesia generally and in State Islamic Senior High Schools 2 Malang city particular and can be useful in contributing to the development and repertoire of literature, especially in the realm of textbooks.

METHOD

This research is a development research or Research and Development (R&D) with five stages,¹⁹ which are analysis, design, development, feasibility testing, and evaluation,²⁰ which are operationalized as follows: 1) needs analysis, conducted through observation, interviews, curriculum review, and needs analysis questionnaires for students, to identify overall constraints in learning Arabic in the classroom, 2) design or product design, which involves the preparation of the structure and appearance of teaching materials, text selection, and design of learning activities, 3) product development, includes the preparation of Arabic speech act materials and exercises in accordance with indicators of achievement of learning objectives integrated with the text approach, 4) product feasibility testing, carried out by involving experts to assess the suitability of the material, language accuracy, and design of teaching materials, and 5) evaluation is carried out to revise the teaching materials that have been tested so that the teaching materials prepared are truly in line with the students' needs.

There are two types of data in this study, namely quantitative data and qualitative data. Quantitative data is in the form of a collection of scores from the needs analysis questionnaire for students and validity test scores from experts, while qualitative data is in the form of data from classroom observations, results of interviews with teachers and students, documentation related to curriculum content, and descriptions of suggestions and input from experts as improvements. The data sources in this study were teachers, students, and expert lecturers of Arabic language learning. The data collection instruments used were observation sheet, interview sheet, and questionnaire sheet. Data collection techniques include: 1) observation of the learning situation that occurs in the classroom, 2) interviews with teachers and students about the expected learning needs, both in terms of speaking materials and types of texts that need to be learned, 3) needs analysis questionnaires distributed to students to explore data on statements of their needs for teaching materials and validation questionnaires to Arabic language learning experts to explore the feasibility value of product testing, 4) Documentation / document review related to curriculum content and content of teaching materials / teaching materials that are usually presented during learning. The product feasibility test of speaking skills teaching materials focusing on speech acts based on the text approach was carried out in two ways, namely 1) product validation by three experts, which are teaching material content experts, Arabic language experts, and teaching material design experts

¹⁹ Nusa Putra, *Research & Development, Penelitian Dan Pengembangan. Suatu Pengantar* (Depok: PT. Raja Grafindo Persada, 2013), 84.

²⁰ Robert Maribe Branch, *Instructional Design* (London: Bussines Media, n.d.), 74.

and 2) product readability questionnaires filled out by 31 students of class X. To analyse the validation test results, researchers used a Likert scale as a method for measuring assessment factors. Based on this scale, researchers can categorize the level of agreement or disagreement with a particular statement.

The sample selection in this study utilized a cluster random sampling method, which involves randomly selecting groups from the existing population using a simple lottery system.²¹ In this instance, the school has the authority to provide sample groups based on its specific circumstances. According to Risa,²² as long as there is equality in the characteristics of each research subject and the specific research variables, they are considered to belong to the same cluster within a single population. Therefore, the researcher selected a sample consisting of 31 students from class X.E1 at State Islamic High School 2 in Malang City.

RESULT AND DISCUSSION

Results of Speaking Skills Teaching Materials Development

The teaching materials developed in this study is speaking skills teaching materials focusing on speech acts based on text approach stage framework in line with the formulation of phase E learning outcomes in the Merdeka curriculum at the Islamic Senior High School. Phase E in this case is, referred to the achievement phase for the tenth-grade class in Islamic Senior High School. The following is an explanation of the results of the development that has been carried out by researchers.

1. Need Analysis Results

Before designing the product, researchers studied and reviewed the contents between the Merdeka curriculum and the 2019 curriculum and compared them, and studied the textbooks used for Arabic language learning at State Islamis Senior High School 2 Malang city. Researchers also conducted classroom observations and interviewed Arabic language teachers and several students, and distributed questionnaires to 31 students of class X.E1 State Islamis Senior High School 2 Malang city.

a. Results of Content Review of Merdeka Curriculum and 2019 Curriculum

Based on the analysis of the two curricula, it is known that the desired competencies of learning Arabic are language, communicative and cultural competencies. An important

²¹ Abdul Hakim Hanafi, *Metode Penelitian Bahasa* (Jakarta: Diadit Media, 2011), 68.

²² Risa Nur Saadah and Wahyu, *Metode Penelitian R&D (Research and Development): Kajian Teoritis Dan Aplikatif* (Malang: Literasi Nusantara, 2022), 62.

element related to speaking ability is speech acts, namely the ability to produce functional communicative expressions in accordance with the context of the topics studied in grade ten. The approach formulated by the curriculum in Arabic language learning in general is a text approach (genre based approach). This approach emphasizes the use of texts in various types (descriptive, recount, narrative, news, and procedure texts) and forms such as (oral, written, visual, audio, and multimedia texts).

In the Merdeka Curriculum, the term “Learning Outcomes” is used to replace the terms “Core Competencies” and “Basic Competencies.” Learning outcomes are formulated for Arabic language learning in school at each educational unit level of: Elementary School, Junior High School, And Senior High School, which are graded into six phases: Phase A (grades 1-2 Elementary School), Phase B (grades 3-4 Elementary School), Phase C (grades 5-6 Elementary School), Phase D (grades 7-9 Junior High School), Phase E (grade 10 Senior High School), and Phase F (grades 11-12 Senior High School), which include four Arabic language skills. These learning outcomes integrate the 4 main components of Arabic language learning: language proficiency, topics, language elements, and communicative expressions. It aims to build holistic learning, text-oriented learning approach, and relevant to its context of use.

b. Observation Results

Based on classroom observations, researchers noted several main problems found in the field including: 1) The ability to speak Arabic of class X students of State Islamis Senior High School 2 Malang city is still mostly weak. This is evidenced by the results of classroom diagnosis in the form of simple utterances / questions asked by researchers related to student self-identity such as: “where are you from?”, ‘where do you live?’, ‘what food do you like?’, ‘what is your hobby?’ and so on. Although some of the students were able to participate in the initial diagnosis, most of them were unable to respond to the utterances made by the researcher in front of the class. 2) The learning topics studied in class, in accordance with what is stipulated by the curriculum such as introductions, family and home, school, daily life, hobbies, and food and drink, but the delivery of the material is carried out by the teacher using the Arabic language book from the 2019 curriculum and only the teacher has the physical book. 3) In theory, the availability of multimedia facilities used in the classroom such as projectors, gadgets, leptops can help students interact with teaching materials displayed by teachers on certain media, but most students tend to be “busy” interacting with their respective gadgets. This causes a lack of student attention to the material taught in class.

c. Interview Results

Based on the results of interviews with teacher and students, researchers noted several important points including: 1) State Islamic Senior High School 2 Malang city has implemented the Merdeka Curriculum in the tenth grade, 2) There is no Arabic textbook prepared based on the Independent Curriculum, 3) The textbook used for Arabic language learning is a book published by the Ministry of Religion in 2020, 4) Arabic language learning at school focuses more on reading and writing skills, while speaking skills do not get adequate attention, let alone listening skills, 5) The variety of texts that students learn is very limited, so students' understanding of text types is still limited to descriptive texts only. Based on the problems found by researchers through interviews, it is necessary to design a textbook that presents functional communicative expressions that are relevant to students' lives complete with other supporting elements such as visual, audio, and multimedia materials, so as to create an enjoyable and effective learning experience for students.

d. Needs Analysis Questionnaire Results

The researcher distributed a questionnaire consisting of 15 questions, to class X students at State Islamic Senior High School 2 Malang city on Monday, August 5, 2024. The number of students in this class is 31 people, consisting of 19 female students and 12 students. The purpose of this activity is to find out students' needs related to the following important components: 1) speech acts or functional communicative expressions in Arabic, 2) types of texts that students need to learn and mastery, and 3) learning media.

Table 1. Questionnaire Data on Students' Needs Analysis

Statement Components	Percentage	Remarks
9	76%	<i>Agree</i>
10	73%	<i>Agree</i>
11	73%	<i>Agree</i>
12	86%	<i>Totally Agree</i>
13	82%	<i>Totally Agree</i>
14	86%	<i>Totally Agree</i>
15	80%	<i>Agree</i>
	76%	<i>Agree</i>
Statement Components	Percentage	Remarks
1	77%	<i>Agree</i>
2	75%	<i>Agree</i>
3	68%	<i>Agree</i>
4	68%	<i>Agree</i>
5	68%	<i>Agree</i>

Statement Components	Percentage	Remarks
6	70%	Agree
7	72%	Agree
8	77%	Agree

Based on the needs analysis questionnaire data presented in Table 1, it is evident that the overall results for the needs analysis of class X students at State Islamic Senior High School 2 Malang City fall into the "agree" category, indicating that students perceive a significant need for teaching materials, with a percentage of 76%.

2. Design/ Product Design of Teaching Materials

Referring to the results of the Merdeka curriculum content review, it is stated that lesson topics, language structures, and communicative expressions are formulated in the form of a list without separate distribution one by one. So to facilitate the process of preparing teaching materials, researchers design and distribute all components of phase E into the form of a teaching material content framework (table 2) and adding language functions and text types that become learning targets.

Tabel 2. Book Content Framework

Topic	Language Form	Functional Phrases	Language Functions	Text
(1) Greetings and Introductions	Pronouns (independent-connected)	- What is your name?	- Greetings and responses	<i>Descriptive text</i>
		- Where is your birthplace	- Exchanging greetings and responses	
(2) Family and Home	Interrogative tools Masculine-feminine word Singular-	- I was born in the city of Surabaya	- Introducing a name and answering	<i>Descriptive text</i>
		- How old are you?	- Introducing a friend's name and answering	
		- I am sixteen years old	- Presenting and asking about professions	
		Requesting attendance:	- Presenting or asking about the city or country of origin	
		- Come, Ahmad.	- Describing people	
		- Come, Fatimah	- Calling and responses	
		- O Mahmud, call Ibrahim for me	- Calling and answering	
		- O brother, please call	- Requesting a call and answering	
			- Asking about family relationships	

Topic	Language Form	Functional Phrases	Language Functions	Text
(3) School and Environment	dual-plural Vocative tools	Aziz	<ul style="list-style-type: none"> - Asking about the location of rooms and answering - Describing family relationships, the house, and its part - School activities and instructions - Giving command for school activities and responding 	<i>Rekcon text (Retelling story)</i>
	Adverbs of Place and Time	<ul style="list-style-type: none"> - Wipe the board - Please repeat the explanation, our dear teacher <p>Prohibition:</p> <ul style="list-style-type: none"> - Do not constantly violate the school rules! <p>Command to immediate action:</p> <ul style="list-style-type: none"> - Tell your mother immediately! - Return to your place! - Speak Frankly! - Go and seek your father's permission! <p>Warning:</p> <ul style="list-style-type: none"> - Do not rush your speech - Beware of despair! - Slow down while walking! - Reduce your speed! 	<ul style="list-style-type: none"> - Seeking permission through question - Requesting the teacher to repeat explanation. - Warning and prohibitions - retelling story about the school - Giving instructions and responding - Seeking parent's permission and responding - Offering advice and responding - Asking about or providing answers about daily life - Narrating life stories 	
(4) Daily Life	Types of Verbs		<ul style="list-style-type: none"> - Providing information or asking about hobbies - Presenting or asking about the time for practicing hobbies - Presenting or asking about reasons or arguments health benefits of 	<i>Narrative text</i>
(5) Hobbies	Adverbs of Time and place Interrogative tools			<i>News text</i>

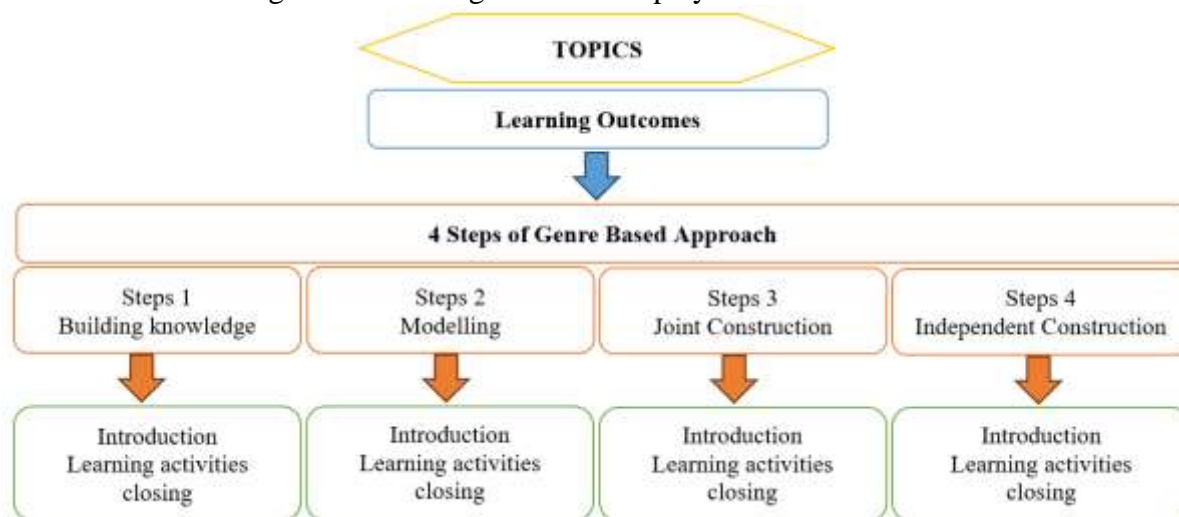
Topic	Language Form	Functional Phrases	Language Functions	Text
(6) Food and Drinks	Interrogative tools Verbs Numbers	- Prepare the food, please.	<ul style="list-style-type: none"> practicing hobbies - Narrating stories about practicing hobbies - Inviting to eat or drink and responding - Asking about providing information about favourite foods or drink - Asking about food prices and requesting food preparation - Presenting health or safe food and drinks - Providing steps for cooking or preparing and consuming foods 	<i>Procedural text</i>

The first three aspects (topics, language forms, and functional expressions) were directly derived from the curriculum framework, while the last two aspects (language functions and text types) were developed by the researcher. The researcher determined language functions based on communicative expressions found in the curriculum. For example, for the communicative expression "Erase the board," the researcher assigned the function of a command, and for the expression "Teacher, may I ask a question?" the function of asking for permission was assigned, among others. In selecting expressions, the researcher aligned them with specific topics and categorized them accordingly, as shown in the third column (functional phrases). For the fifth topic (Hobbies), the researcher did not find any suitable expressions in the curriculum, prompting the creation of relevant expressions from outside the curriculum. Meanwhile, the selection of text types was based on the topic and learning objectives; for example, descriptive texts were chosen for Topics 1 and 2, which were intended to describe personal identity, family, and home-related matters. The classification and allocation of language forms were conducted to align specific forms with their respective relevant topics.

On the other hand, researchers also designed the display format of the teaching material content based on 4 stages of learning in the text approach theory, namely: 1) Building knowledge of the field, 2) Modeling of the text, 3) Joint construction of the text, 4) Independent construction of text. The learning process consists of three stages as written in the guidelines for preparing

textbooks,²³ namely opening activities (introduction), core activities (learning activities), and closing activities. These stages of the learning process are combined into the four stages of the text-based approach in one framework of the teaching material display format (Figure 1).

Figure 1. Teaching Material Display Format Framework



In addition to integrating the three stages of learning into the four stages of the text-based approach, the teaching materials are enhanced with images, illustrations, and audio and video accessible through digital links and QR codes. The use of images and illustrations aims to foster students' motivation in understanding the material being studied.²⁴ Consequently, the resulting teaching materials are expected to enhance student's motivation and interaction with the presented content.

3. Product Development

Based on the results of the content design and display format described above, the process of preparing teaching materials is then carried out. The following is the product of the development of teaching materials for Arabic speaking skills that focus on speech acts based on the text approach for class X students of State Islamic Senior High School 2 Malang city.

a. Topic, Learning Outcomes, and Objectives

This teaching material covers six topics in line with the content of the Merdeka curriculum, namely: 1) Greetings and introductions, 2) Family and home, 3) School and its

²³ Ugi Utami and Deni Setiawan, "Penguatan Kompetensi Profesional Melalui Pembuatan Buku Pedoman Guru SMP," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 4 (2023): 2784-2791.

²⁴ Yusnita Febrianti and Thao Vu, "Understanding the Roles of Images and Intermodal Relationships for Optimized Use of Visual and Verbal Resources in Vietnam's Textbooks for Lower Secondary Levels," *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya* 51, no. 1 (2023): 54-72.

environment, 4) Daily life, 5) Hobbies, and 6) Food and drink. The curriculum has set learning outcomes for each skill studied, in this case the skill in question is speaking skills. The formulation of the expected learning outcomes for speaking skills in phase E (class X Senior High School) is "Students are able to interact with complex texts about greetings and introductions, family and home, school and its environment, daily life, hobbies, and food and drink using grammatical structures such as: word division, numbers 1-100, connected and separated pronouns, verbs, nouns, interrogative words, and adverbs of place and time".

b. Stages of Text Approach Integrated with Learning Stages

The following is a description of the main materials presented in each stage of the text-based approach: 1) Building knowledge of the field, 2) Modeling of the text, 3) Joint construction of the text, 4) Independent construction of the text, and the three stages of learning integrated in it.

1) Building Knowledge of the field

At this stage, researchers focus on presenting material to build knowledge or cognitive construction related to the topic, and rely on students' cognitive abilities.²⁵ In the *introductory* activity (figure 2), the researcher starts the material with a song,²⁶ related to the topic being studied, followed by introductory questions such as: Do you have a new topic? What is her name? Where did you meet him? The *learning activities* (figure 3) in building context such as listening and repeating vocabulary to hone students' cognitive abilities and memory²⁷ by using pictures, saying words from pictures, and understanding the text heard or answering questions orally about the contents of the video. While the *closing* material (figure 4) at all stages of the text approach contains reflection questions. Through reflection activities, students can recall the learning material and the process that has been passed so that the material is expected to be more bound in students' memory.²⁸ In some topics, the closing material is presented in the form of a reflection activity followed by a summary of the material, a review of the material, and a simple sing-along.

²⁵ Husnaini Jamil, Asbarin, and Mukhlisoh, "Exploring the Acquisition of Spoken Arabic Varieties: Insights from Noam Chomsky's Genetic-Cognitive Theory," *Alsinatuna* 8, no. 2 (2023): 156-171.

²⁶ Widi Astuti, Mega Primaningtyas, and Fima Rusfianurti, "Pembelajaran Bahasa Arab Kelas VII di Madrasah Tsanawiyah Negeri 4 Sleman Tahun Ajaran 2019/2020," *Jurnal Ihtimam* 4, no. 1 (June 28, 2021): 70-82.

²⁷ Fira Eka Permatasari and Lailatul Mauludiyah, "Improving Students' Arabic Vocabulary Memorizing with Cognitive Retroactive Transfer (CRT)," *Alsinatuna* 8, no. 1 (2022): 33-50.

²⁸ Ester Caroline Wowor, Widya Anjelia Tumewu, and Yohanes Bery Mokal, "Implementasi Repetitive Method Melalui Kegiatan Refleksi Dalam Pembelajaran Implementation of the Repetitive Method Through Reflection Activities in Learning," *SOSCIED: Journal Social, Science and Education* 5, no. 2 (2022): 272-279.

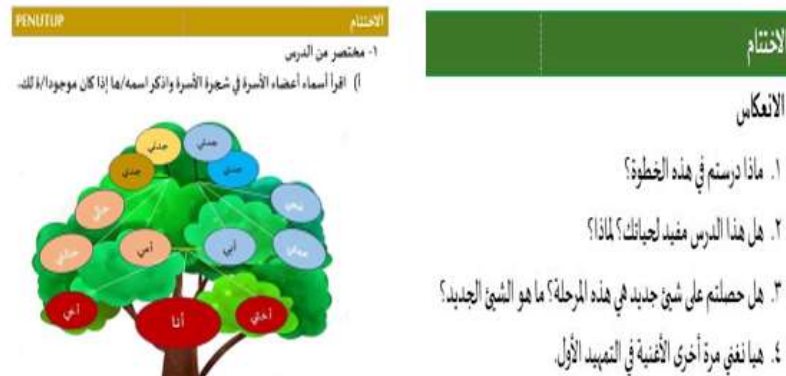
Figure 2. Introductory Materials for Building Knowledge Stage



Figure 3. Learning Activity Materials for Building Knowledge Stage



Figure 4. Closing Materials for Building Knowledge Stage



2) Modeling of The Text

At this stage, the researcher focuses on providing material models, including speech act models (functional communicative expressions) and text models related to the topic in both audio and written formats. These models serve as references for students to produce texts in subsequent stages. The development of these materials is based on the content design and results of the product content framework.

The *Introductory* activities (Figure 5) at this stage include: 1) Reviewing previous lesson materials, followed by introductory questions such as "Do you have a hobby?", "What is your favorite hobby?", "What is a daily routine?", and similar prompts, 2) Understanding the content of the material from a video, and 3) Exploring speaking skills related to the topic being studied, such as providing YouTube links that students need to listen to before answering related questions.

Figure 5. Introductory Materials for Modeling Stage

The *learning activities* (figure 6) presented at this stage are very varied which include contextual functional communicative expression models according to the topic studied such as: listening to expression models heard in authentic Arabic audio and video materials to accommodate receptive skills²⁹ from the media and then imitate them, reading written expression models, reading communicative expression models according to context. The models presented include functional communicative expression levels that are contextualized as well as whole texts. In addition, researchers also compiled speech models in the form of various oral and written texts (figure 7) such as descriptive, recount, narrative, news, and procedure texts. Each model is equipped with an explanation of its definition, characteristics, and text structure or pattern. The researcher also added a description of other characteristics of the text in question. To ensure students' understanding of the characteristics of the text, the researcher provided a worksheet where students wrote down the language characteristics contained in the given text. Meanwhile, the *closing* material in the modeling stage is entirely in the form of reflection questions except for topic 4 (daily life) which contains reflection questions and singing.

²⁹ Alfian Hariri and Lina Aris Ficayuma, "The Use of Authentic Material in English Classroom Teaching: Indonesian New Curriculum," *IJET (Indonesian Journal of English Teaching)* 12, no. 1 (2023): 94-103.

Figure 6. Learning Activity Materials for Modelling (Speech Models)



Figure 7. Learning Activity Materials for Modelling (Oral and written Text Models)



3) Joint Construction of The Text

At this stage, the researcher focuses on presenting materials to facilitate students in practicing speaking skills collaboratively with other students as part of authentic assessment. Authentic assessment is carried out in a natural and not contrived context.³⁰ This is to help students practice the communicative expressions they have learned in a certain context and practice speaking skills according to certain types of texts.

The *introductory* material (figure 8) at this stage is no different from the introductory material in the previous two stages. Most of the introductory material at this stage is presented through songs and the introductory questions include triggering questions and understanding of the audio listened to. The *learning activities* (figure 9) at this stage focus on practical speaking exercises in pairs with the topic next to them or in small groups such as: 1) materials for name introduction and welcome practice, which are designed to be done by three students where the first student repeats what is in the QR code (in the form of audio or video), the second student welcomes the new topic while introducing the name, and the third student (as the new topic) replies to the second student's welcome, 2) materials for speaking practice in the form of completing conversations where students

³⁰ Raswan, N. Lalah Alawiyah, and Taufik Luthfi, "Model of Arabic Authentic Assessment Instruments: Speaking (Kalām) at Madrasah Aliyah," *Alsinatuna* 8, no. 1 (2022):51-64.

take turns talking about a topic based on sentences heard through audio in barcodes and according to the pictures displayed, 3) materials so that students can express the topics discussed into speech using the jigsaw model and others. While the *closing* material at the Joint Construction of the Text stage as a whole is in the form of reflection questions, singing, and assignments.

Figure 8. Introductory Materials for Joint Construction of the Text

Figure 9. Learning Activity Materials for Joint Construction of the Text

4) Independent Construction of The Text

Independent Construction of the Text is the last stage in the text-based approach. As the name implies, the learning process at this stage is directed so that students are able to produce various types of specific oral texts in the form of descriptive, narrative, factual/recount texts orally and independently, news, and procedural. After completing the four stages of the text approach which ends with the Independent Construction of the Text stage, students are expected to be able to produce texts orally well.

The *introductory* materials (Figure 10) at this stage primarily involve reviewing previous content through preliminary or prompting questions related to topics studied earlier. The *learning activities* (Figure 11) at this stage focus on independent speaking practice. Meanwhile, the *closing* materials consist of reflection activities, as discussed in the previous three stages. The aim of reflection at this stage is to encourage students to self-evaluate after completing all stages of the text-based learning approach. Teachers can innovate during this stage by evaluating the types of texts students have independently produced or by encouraging students to upload their spoken texts to specific social media platforms as an alternative form of reflection activity.

Figure 10. Introductory Materials for Independent Construction of The Text

Figure 11. Learning Activity Materials for Independent Construction of The Text

Feasibility of Teaching Material Product

To find out the feasibility of Arabic speaking skills teaching materials products focusing on speech acts based on the text approach, two things are carried out, namely 1) Product validation by experts and 2) filling out a product readability questionnaire by students. Product validation was carried out by 3 experts, namely teaching material content experts (Prof. Dr. H. Imam Asrori, M.Pd.), language experts (Prof. Dr. Faishol Mahmud Adam Ibrahim), and teaching material design

experts (Dr. H. R. Taufiqurrohman, M.A.). while the product readability questionnaire was filled in by class X students totaling 31 students. The following are the results of product validation by experts and product readability questionnaires by students.

a) Results of Product Validation by Experts

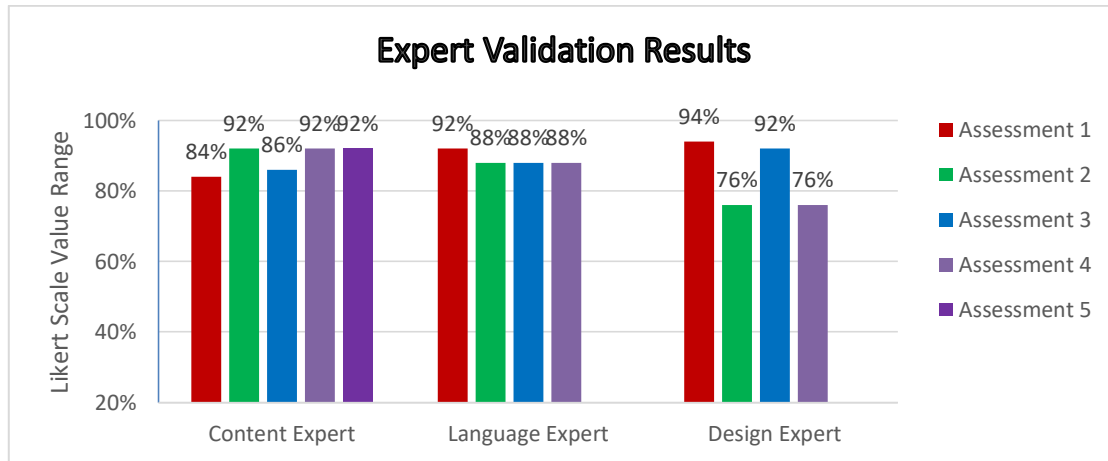
Researchers conducted validation tests on 3 experts by distributing theoretical and conceptual assessment questionnaires. This activity is carried out to determine the extent of the feasibility of teaching material products obtained from experts, so that the teaching materials produced can be adjusted based on input and suggestions from experts before being used during learning to speak Arabic in class. The following is a summary of the value obtained from the questionnaire validation of teaching material products by experts as shown in table 3.

Table 3. Summary of Validation Values of Teaching Materials by Experts

Experts	Assessment Components	Percentage	Total Percentage	Category
Content Expert	Accuracy of Content	84%	90%	<i>Excellent</i>
	Material	92%		
	Types of Text	86%		
	Exercises	92%		
Language Expert	Intructions for Use	92%	89%	<i>Excellent</i>
	Vocabulary	92%		
	Sentences and Grammar	88%		
	Arabic used	88%		
Design Expert	Exercises	88%	86,4%	<i>Excellent</i>
	Book Design	94%		
	Images	76%		
	Cover Design	92%		
	Book Materials	76%		

Based on the summary of the results in Table 3, the following conclusions can be drawn: 1) The content expert validation score reached 180, or 90%, categorizing it as "Excellent"; 2) The Arabic language expert validation score was 89, also 89%, which falls into the "Excellent" category; and 3) The instructional design expert validation score reached 108, or 86.4%, placing it in the "Excellent" category as well. When these three scores are combined, the total score is 1140, with an overall percentage of 87.6%, which also qualifies as "Excellent." Therefore, it can be concluded that the developed textbook is considered feasible and suitable for Arabic speaking lessons in the 10th grade Senior High School, provided that adjustments are made according to the feedback and suggestions for improvement from the experts. The validation results summary for each component of the teaching material, assessed using a 5-point Likert scale, is displayed in Figure 12.

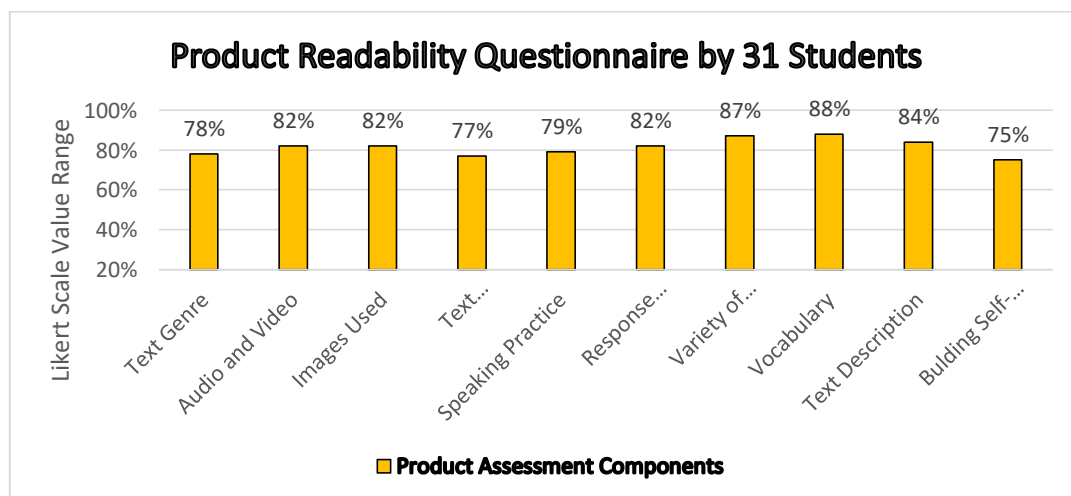
Figure 12. Assessment Result for Each Component on the Likert Scale



b) Results of the Product Readability Questionnaire by Students

After conducting a product validation test of teaching materials by experts, researchers also conducted a feasibility test of teaching materials by distributing questionnaires on the readability of teaching material products to class X students of State Islamic Senior High School 2 Malang City totaling 31 students. This activity was carried out to determine the results of students' assessment of teaching materials developed before being used in learning to speak Arabic in class. The type of questionnaire distributed by researchers is a closed questionnaire, in which respondents/students can assess the teaching materials developed by selecting the most appropriate answers from several questions or statements provided in the questionnaire without providing an opportunity to provide answers other than the answer options available.

Figure 13. Ratings of Each Component on a Likert Scale



Based on the results shown in Figure 13, it can be seen that the average score obtained from each assessment component in the readability questionnaire of class X students of State Islamic Senior High School 2 Malang city is above 75% or reaches an average percentage of

81.4%, which means that the teaching materials developed are in the “Very Good” category. So it can be concluded that teaching materials for Arabic speaking skills that focus on speech acts based on the text approach can be used in Arabic language learning.

CONCLUSION

This research produces Arabic speaking skills teaching materials in line with the learning outcomes in the Merdeka Curriculum. By integrating various oral and written texts in the form of functional communicative speech acts, this teaching material is designed using a systematic stage of text approach, starting with the building knowledge of the field’s stage and ending with the independent construction of text’s stage by integrating three learning stages (introduction, learning activities, closing) in it. The results of expert validation and product readability tests by students show that this teaching material is categorized as very good and feasible to use in Arabic language learning in Madrasah Aliyah, especially in State Islamic Senior High School 2 Malang City.

In terms of scientific contribution, this research makes a significant contribution especially in the field of Arabic teaching materials development by integrating the text approach in Arabic speaking skills. This innovation not only fills the gap in previous research, but also offers an innovative teaching model that can be used as a reference in the development of learning models and teaching materials for Arabic speaking skills in Indonesia. Given that this study focuses on speaking skills, future studies are recommended to develop teaching materials that integrate the text approach with all language skills comprehensively, such as reading, writing and listening. In addition, similar studies should be conducted in broader contexts and different regions to get more diverse results and the benefits can be felt more widely in Arabic language learning at various levels of education in Indonesia.

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