

Analysis of The Form and Approach to The Assessment of The Arabic Language Productive Competency Test in The Book Al-Arabiyah Linnasyiin

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Abstract

The purpose of conducting this scientific study was to analyze the form and approach to assessing Arabic productive competency tests in the book al-Arabiyah Linnasyiin Volume 1. This study was studied using qualitative methods with library research in collecting data. Primary data comes from the book al-Arabiyah Linnasyiin Volume 1, while secondary data comes from books, scientific journals and library documents that are relevant to the research. The analysis shows that the results of the productive competency test in the book are in the form of an objective test. Various forms of objective tests in the book al-Arabiyah Linnasyiin Volume 1 to assess the testee's productive competence in Arabic include speaking skills; consists of a form of pronunciation test and guided speaking test which includes the form of dialogue with memorization, use with dialogue patterns, stimulated images, guided role play and changing structures. As for writing skills; consists of a form of dictation test and guided writing test which includes the form of changing, perfecting, connecting, and making sentences with the help of various stimuli to make it easier for the testee. Judging from the approach used, in general the productive competency tests in al-Arabiyah Linnasyiin Volume 1 use an integrative approach, but there are also discrete approaches and pragmatic communicative approaches.

Keyword: Textbooks; Forms of Language Tests; Productive Competence.

A. Introduction

In the theory of instructional planning and development, learning is described as a process consisting of three inseparable main components: instructional planning, implementation, and assessment (evaluation) of learning outcomes. These three components are closely related to each other, both directly through cause-and-effect relationships and indirectly through

feedback.¹

The assessment workflow is a small part of the learning process. Although only a small part, it has a significant impact on the quality of learning. The success of learning and instruction is ultimately evident through the final act of learning, namely assessment. Therefore, errors in assessment are tantamount to disrupting the learning process.²

Efforts to improve the quality of education can be achieved by improving the quality of learning and the quality of its assessment system. The two are interrelated. A good learning system will produce good quality. This quality of learning can be seen from the results of assessments. Furthermore, a good assessment system will encourage teachers to determine effective teaching strategies and motivate students to learn better. Therefore, efforts to improve the quality of education require improvements to the assessment system implemented.³

Arabic language learning assessment is part of the Arabic language curriculum. Although placed independently within the curriculum, assessment is inseparable from other elements, such as objectives, materials, and methods. As a system, the process of Arabic language learning assessment is always influenced by all the determinants involved. Therefore, each determinant must be mapped according to its position so that assessment activities truly become a vehicle for information retrieval in learning activities.⁴

One of the factors that determine the success of the assessment process is the determination of the form and approach of the test used. The determination of the test should be adjusted to the purpose of the assessment and the aspects to be assessed.⁵ Regarding Arabic language tests based on the scope of their substance, they are divided into two, namely language competency tests (structure and vocabulary tests) and language competency tests or often called language skills (receptive and productive skills). The focus of this article is to examine the forms and approaches to assessing productive Arabic language skills tests consisting of speaking skills (*maharah kalam*) and writing skills (*maharah kitabah*) in the book *al-Arabiyah linnasyiin* volume 1. From this study, it will be known various forms and approaches of tests in the book *al-Arabiyah linnasyiin* volume 1 that can be used to measure productive Arabic language

¹ Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An-Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 1 (2018): 20–21.

² Haryanto, *Evaluasi Pembelajaran (Konsep Dan Manajemen)* (Yogyakarta: UNY Press, 2020).

³ Guntur, "Penilaian Berbasis Kinerja (Performance-Based) Pada Pendidikan Jasmani," *Jurnal Pendidikan Jasmani Indonesia* 10, no. 1 (2014): 15–22.

⁴ Abdul Munip, *Penilaian Pembelajaran Bahasa Arab* (Yogyakarta: FITK UIN Sunan Kalijaga, 2017).

⁵ Muhammad Zaenuri, Muhammad Nur Kholis, and Anisatul Barokah, "Analisis Soal TOSA (Test of Standard Arabic) Mengacu Pada CEFR (Common European Framework of Reference For Language)," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 169, <https://doi.org/10.32332/an-nabighoh.v22i02.2219>.

competency appropriately, so that it can be used as a reference for educators/evaluators when they want to measure or evaluate the receptive Arabic language competency of students or testees.

B. Research Methods

This research is a qualitative descriptive study where the data used in this study are in the form of words, phrases, sentences, paragraphs and discourses that contain assessment content in the book *Al Arabiyah Linnasyiin Volume 1* through the form and approach of receptive and productive Arabic language competency tests. The data source in this study is the book *al-Arabiyah Linnasyiin Volume 1* which is supplemented by other supporting data in the form of documents, both books and related journals.

C. Results and Discussion

The Essence of Arabic Language Tests

According to Minister of Education and Culture Regulation No. 23 of 2016, assessment is the process of collecting and processing information to measure student learning outcomes. This process is conducted through various assessment techniques, using various forms and approaches, and derived from a variety of comprehensive sources.⁶ One frequently used assessment technique is the test.⁷

An Arabic language test can be defined as a series of questions or statements about Arabic language material, designed to be answered by students or testees, and from these answers, their level of achievement and progress in the Arabic language learning program can be determined and measured.⁸ Thus, the test is essentially a measurement instrument for evaluating students' Arabic language competency.

According to M. Soenardi Djiwandoni, the definition and use of language tests are closely related to language ability, not to language knowledge. Tests intended to obtain information about language knowledge, such as grammar, word forms, sounds, and so on, even though they are related to language, are not language tests. Language tests measure language skills, not language competence. Because language competence refers to an abstract ability, a potential possessed by a language user. This competence enables a language user to understand the language used by others and to express themselves through language. Because of its abstract nature, language competence cannot be heard, seen, or read, although language competence always exists behind language use. In contrast, language skills are concrete and

⁶ Wiwik Setiawati dkk, *Buku Penilaian Berorientasi Higher Order Thinking Skills* (Jakarta: Direktorat Jendral Guru dan Tenaga Kependidikan, 2019).

⁷ Adea Wulan H. Z and Risa Aristia, *Jenis-Jenis Instrumen Dalam Evaluasi Pembelajaran* (Sidoarjo: Universitas Muhammadiyah Sidoarjo Press, 2018).

⁸ Rusydi Ahmad Thu'aimah, *Ta'ûim Al-„Arabiyyah Li Ghair Al-Nâthiqîna Bihâ: Manâhijuhû Wa Asâlîbuhû* (Rabâth: ISESCO, 1989).

refer to the actual use of language, whether in audible spoken form or in readable written form. All of these are the targets of language tests.⁹

Language tests are a number of systematically designed procedures and tools used by educators or institutions to observe and determine the performance of one or all of a student's language skills, according to certain quantitative measures, with the aim of achieving certain goals. Test completion is highly dependent on the instructions given, for example: circling or crossing out one of the letters in front of the answer choices, crossing out incorrect answers, explaining, filling in the blanks, and so on.¹⁰

Based on the test compiler, tests can be divided into three, namely teacher-made tests, tests made by others, and standardized. Teacher-made tests are tests compiled by the teacher who will use the test. Tests made by others are tests that are not created by the teacher in question, but are considered to meet the established standards. For example, tests taken from textbooks/textbooks compiled by the book author. Standardized tests are tests that have been standardized, namely through repeated trials on a sufficiently large and representative sample so that the level of validity and reliability can be accounted for. In this study, the tests that will be studied based on the test compiler are tests made by others or sourced from the textbook *al-Arabiyyah linnasyiin* volume 1.¹¹

Format and Approach of the Arabic Language Competency Test

Language competence, or *Kifayah isti'mal al-lughah*, is the ability to use language effectively to communicate. Language activities or language demonstration competencies are concrete manifestations of a person's language competence. The level of a person's language competence is generally reflected in their language ability.¹²

Language competencies can be divided into two groups: receptive comprehension competencies and expressive/productive usage competence.¹³ Receptive competencies comprise two aspects of language: listening (*maharah istima'*) and reading (*maharah qira'ah*).¹⁴ Productive competencies, on the other

⁹ M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung: Penerbit ITB, 1996).

¹⁰ Muhib Abdul Wahab, "Pengembangan Tes Bahasa Arab Standar Di Indonesia," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

¹¹ Acep Hermawan, *Penilaian Pembelajaran Bahasa Arab (Prinsip Dan Operasional)* (Bandung: PT. Remaja Rosdakarya, 2021).

¹² Hasrian Rudi Setiawan and Abd Mukti, "Peningkatan Kompetensi Berbahasa Arab Siswa Melalui Model Manajemen Pembelajaran Poace," *Journal of Arabic Studies* 6, no. 2 (2021): 191–204, <http://dx.doi.org/10.24865/ajas.v6i2.384>.

¹³ R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179–96, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

¹⁴ Farhatul Atiqoh, "Teknik Maudhu' Usbu'iy Sebagai Alternatif Untuk Meningkatkan Penguasaan Keterampilan Reseptif Dan Produktif Bahasa Arab," *Semnabama* 2, no. 0 (2018): 197–212, <http://prosiding.arab-um.com/index.php/semnabama/article/view/196>.

hand, comprise two aspects of language: speaking (*maharah kalam*) and writing (*maharah kitabah*). This study will focus on examining productive language tests.

1. Speaking Skills

Speaking is the act of producing language in the form of verbal communication of ideas and thoughts. To speak well, active mastery of language structure and vocabulary is required as a means of conveying the desired thoughts. Fluency, accuracy, and clarity of thought are often assessed in speaking.¹⁵

Speaking contexts vary according to the purpose of the speech, but all involve the skill of verbal communication (*al-ta'bir al-syafawiy*). Oral speech requires the ability to pronounce each letter clearly. Pronouncing the letter is a prerequisite for a speaker to convey their thoughts clearly to their conversation partner. Accurately conveying thoughts is the essence of speaking skills, from simple and guided contexts to factual real-life contexts.

Seeing the position of speaking skills (*maharah kalam*) in language activities, skills tests need to start from the introductory stage which is pre-communicative in nature, followed by pre-communicative and communicative speaking until the ideal stage in the form of authentic speaking activities.¹⁶

2. Writing Skills

Writing is the activity of conveying what comes to mind, in the form of ideas, messages, and desires, in writing to a writing partner, namely the reader. As an active, expressive/productive skill, writing is a crucial activity in conveying knowledge, information, ideas, and messages to readers.¹⁷

Written language is more complex than spoken language because it is visualized through symbols that can be seen with the eye for extended periods and reread. Therefore, it demands a relatively higher level of accuracy than spoken language.

Compared to speaking skills tests, writing skills tests range from pre-communicative to communicative. Pre-communicative writing involves writing from letter visualization to sentences and writing based on stimulation (*al-isarah*). In other words, the two types of pre-communicative tests are dictation tests and guided writing tests. Communicative writing, on the other hand, involves conveying a written message in a natural communication setting,

¹⁵ Habibur Rohman and Faiq Ilham Rosyadi, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Common European Framework of Reference (CEFR) Untuk Meningkatkan Keterampilan Bahasa Arab Siswa Development of Arabic Teaching Materials Based on the Common European Framework of Reference (CEFR) to Improve," *Al Mahāra Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2021): 1-21.

¹⁶ Bisri Musthofa and Abdul Hamid, *Metode Dan Strategi Pembelajaran Bahasa Arab* (Yogyakarta: UIN Maliki Press, 2012).

¹⁷ Vera Sardila, "Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi Dan Autobiografi: Sebuah Upaya Membangun Keterampilan Menulis Kreatif Mahasiswa," *An Nida: Jurnal Pemikiran Islam* 40, no. 2 (2015): 113.

using language according to its function.¹⁸

Tests based on the form of stimulus can be divided into two, namely objective tests (*al-ikhtibar al-maudu' iyy*) and subjective tests (*ikhtibar al-zatiyy*).

1. Objective Test (*al-Ikhtibar al-Maudu' iyy*)

Objective tests, also known as short-answer tests, require the testee to provide only short answers, often simply selecting specific codes representing the provided answer alternatives. Given the short nature of the answers, or simply selecting from available options, objective tests have clear and accurate scoring standards, making them easy to score. Objective tests are particularly suitable for measuring less advanced mental abilities, such as memory, recognition, understanding, and application of principles.¹⁹

Objective tests frequently used in language learning to measure student learning outcomes are quite diverse. In general, these types can be divided into two categories: fill-in-the-blank and multiple-choice. Fill-in-the-blank (*imla' al-farag*) essentially involves constructing short, measured, guided sentences, while multiple-choice (*al-ikhtiyar*) involves determining an answer from the provided alternatives. Fill-in-the-blank tests have several varieties, including modification (*al-tahwil*), refinement (*al-takmilah*), and connection (*al-rabt*). Fill-in-the-blank tests also have several varieties, including matching (*al-tamzij*), true-false (*al-sawab, al-khata'*), multiple-choice (*al-ikhtiyar min muta'addid*), and restructuring (*i'adah al-tartibi*).²⁰

2. Subjective tests (*al-Ikhtibar al-Zatiyy*)

The term "subjective" in the context of tests, as stated by al-Khuliyy, refers to tests that have different scoring when the testee's work is corrected by different correctors. This definition suggests that subjective tests are the opposite of objective tests. Testees' responses to subjective tests demonstrate the quality of their thinking processes and methods, as cognitive activity is already at a high level, beyond mere remembering and understanding. In assessing their thinking processes, their conclusions are not important; what is more important is evidence of their thinking processes and methods, through convincing arguments, to arrive at those conclusions.²¹

The concept of subjective tests refers to test questions that require descriptive answers. In other words, these tests are known as essay tests (*ikhtibar al-maqal*). Essay tests, as defined by al-Khuliyy, are tests that require

¹⁸ Rabiyyatul Adawiyah, "Peran Pembelajaran Keterampilan Berbahasa Reseptif Dalam Upaya Peningkatan Keterampilan Berbahasa Produktif," *Media Bina Ilmiah* 10, no. 1 (2016).

¹⁹ Rif'atul Fadhillah, "Pengembangan Penilaian Pengetahuan Bahasa Arab Berbasis Test Objektif Di Pusat Pendidikan Islam Muharrirun Najaah," *Uktub: Journal of Arabic Studies* 1, no. 2 (2021): 134, <https://doi.org/10.32678/uktub.v1i2.5817>.

²⁰ Muhammad _Abd al-Khâliq Muhammad, *Ikhtibarat Al-Lughah* (Riyadh: Jami'ah al-Malik Sa'ud, 1996).

²¹ Hellin Putri et al., "Instrumen Penilaian Hasil Pembelajaran Kognitif Pada Tes Uraian Dan Tes Objektif," *Jurnal Papeda* 4, no. 2 (2022): 139-48.

descriptive answers to measure students' knowledge and abilities in studying, analyzing, assessing, and even criticizing something.

Essay tests in Arabic language learning come in many varieties. These varieties depend on the form of answers or responses required by the test questions. These include summarizing discourse (*istintaj al-nash*), explaining reasons (*bayan al-'illah*), expressing opinions (*al-ra'y*), restating (*i'adah al-bayan*), explaining concepts (*bayan al-mafhum*), telling stories (*al-qissah*), and describing oneself (*al-wasf al-nafsiyy*), expressing attitudes (*taqdim al-mauqif*), and translating texts (*tarjamah al-nash*) or sentences (*tarjamah al-jumlah*). The subjective test variety examined is language mastery, from vocabulary richness, choice, and placement within the structure. However, if the focus is on activity, emotional atmosphere, activity intensity, and so on, then all are grouped into non-tests.²²

The language testing approach is a perspective that influences how language skills and language material are presented in test items. This perspective on test items has evolved from non-communicative to communicative. Communicative means that the messages conveyed reach the recipient intact and contextualized. At a more advanced level, ideal assessments can contribute to real-life situations, so that the assessment's objectives are truly meaningful.²³

Test contextualization involves placing test material within a specific context. This demonstrates that the ideal test is communicative, meaning it's not just a test. Rather, it carries contextual messages so that it has clear meaning for communication. At the very least, the test is presented in an integrative manner, meaning that linguistic aspects are not compartmentalized separately, but rather several elements play a role simultaneously. Regarding test contextualization, McNamara uses several tiered approaches, ranging from the least communicative to the most communicative: discrete, integrative, and communicative.²⁴

1. Discrete Test Approach

A discrete test, usually called a discrete test, is a test that emphasizes or addresses only one aspect of language at a time. Each question is intended to measure only one aspect of language, for example, phonology, morphology, syntax, or vocabulary. In other words, a discrete test occurs when a test is specifically intended to measure only one aspect of language comprehension or language competence without linking it to other aspects in an integrated

²² Saifur Rohman, "Penilaian Pengetahuan Bahasa Arab Berbasis Tes Subjektif Di MA Nurus Sunnah," *El Hayah: Jurnal Studi Islam* 12, no. 1 (2021): 1-11.

²³ Laili Etika Rahmawati, "Pengembangan Tes Kompetensi Berbahasa Indonesia Untuk Mahasiswa Asing Dengan Pendekatan Komunikatif" (Universitas Muhammadiyah Surakarta, 2019).

²⁴ Abdul Munip, *Penilaian Pembelajaran Bahasa Arab*.

manner.²⁵

For example, a listening competency test only requires test takers to recognize the differences between certain phonemes or other linguistic aspects they hear. For example, the difference between صراط and سراط, or قلب and كلب, or تلاق and تلاق.

2. Integrative Test Approach

Integrative tests emerged as a reaction to the discrete test model. In integrative tests, several linguistic aspects or language skills are measured simultaneously. Therefore, an integrative test is a language test that attempts to measure several linguistic aspects or language skills simultaneously.²⁶

Integrative tests can be given, for example, in the form of sentence construction (*tartib al-jumlah*), discourse interpretation (*tafsir al-nas*), understanding what is read (*fahm al-maqrū'*) or what is heard (*fahm al-masmu'*), composing paragraphs (*tartib al-fiqar*) based on the sentences provided. These forms are considered integrative because each element that plays a role in each sentence is not isolated or stands alone, but is integrated into a whole.

3. Communicative Test Approach

Communicative testing is a test model that attempts to use language in context. Context, in this case, relates to factual situations in which language is used. Therefore, the requirements of this test require language skills as they apply in real-world situations.²⁷

There are at least two stages in using communicative language: pragmatic and authentic communication. A pragmatic communication test is a procedure or task that requires testees to produce a sequence of language elements according to actual language use and simultaneously requires them to relate these language elements to extralinguistic contexts, such as situation, time, place, and number of conversation partners. Thus, a pragmatic test attempts to measure the testee's language competence, namely how capable the testee is of using language elements according to the context in which they are intended.²⁸

Meanwhile, an authentic test is an assessment that involves various aspects that reflect actual, verifiable performance or work results at that time. Consequently, the testee's performance must be considered a factual learning outcome. The characteristics of authentic assessment describe several advantages that significantly support the testee's language development, in this case Arabic. These include direct measurement of the competency learned and

²⁵ Herdah, Firmansyah, and Ali Rahman, "Pendekatan Tes Diskret Dalam Pembelajaran Bahasa Arab," *Al-Ishlah: Jurnal Pendidikan Islam* 18, no. 1 (2020): 66–83.

²⁶ Khoirotun Ni'mah and Durrotun Nafisah, "Pelaksanaan Evaluasi Pembelajaran Bahasa Arab Di Sd Negeri Tlogorejo Sukodadi Lamongan," *Al-Fakkar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 23–39.

²⁷ Eka Dewi Rahmawati, "Pendekatan Komunikatif Dalam Tes Kemampuan Berbicara Bahasa Arab," *Lugawiyyat* 3, no. 1 (2021): 77–95, <https://doi.org/10.18860/lg.v3i1.12321>.

²⁸ M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris* (Jakarta: Kencana, 2016).

demonstration of work or language experience, for example through demonstrations, work exhibitions, portfolios, and project collaborations.

Format and Approach of the Arabic Productive Competency Test in the Al-Arabiyyah Linnasyiin Book, Volume 1.

Assessment is the process of collecting and processing information to measure student learning outcomes. This process is carried out through various assessment techniques, using various formats and approaches, and derived from a variety of comprehensive sources. One frequently used form of assessment is the test.

The following is an analysis of the format and approach to the productive language competency test, which covers speaking and writing skills, in the Al-Arabiyyah Linnasyiin Book, Volume 1.

a. Speaking Skills Test Format

The speaking skills test should begin with a pre-communicative introductory stage, consisting of a pronunciation test and a guided speaking test. This includes memorization of dialogues, the use of dialogue patterns, stimulated images, guided role-playing, and structure modification. The pre-communicative test is specifically for mubtadiin learners and is classified as an objective test. The next stage, communicative speaking, consists of interviews, commenting, drawing conclusions, and retelling. This test is classified as a subjective test.

Table 1. Pre-communicative Speaking Test with Pronunciation Forms in the Book al-Arabiyyah Linnasyi'in Volume 1

No.	Pre-communicative Speaking Test Form with Pronunciation Form	Page
1.	استمع وأعد من أزواج الكلمات الآتية! (دار/دَر، سار/سَر، داس/دَس، كاتب/كَتَب، سراب/سَرَب)	3
2.	استمع وأعد! (سَن - سُن - سِ)	9

In table 1, the form of the questions aims to measure the testee's ability to pronounce letters and words and be able to identify the sounds of letters that have almost the same characteristics. For example, no. (1) asks the testee to pronounce the words *كامل* and *قاسم* with the aim that the testee is able to differentiate the pronunciation of the letters *ك* and *ق*. While the question in no. (2) asks the testee to pronounce the letters *خ* and *ل* and words that contain these letters *خير* and *خديجة*, *سلمة*, *لعب*, *جمل*, *سلمة*. So it seems that the questions above use an integrative approach, because in addition to measuring the ability to pronounce letters that have similar characteristics, also the ability to identify them through listening skills.

Table 2. Pre-communicative Speaking Test with Guided Speaking Form in the Book Arabiyah Linnasyi'in Volume 1

No.	Pre-communicative Speaking Test Form with Guided Speaking Form	Page
1.	أجر الحوار كما في المثال!	34
2.	تكلم: أجر التعارف كما في المثال!	37
3.	تكلم: اذكر أسئلة للأجوبة الآتية!	58
4.	تكلم: أكمل الحوار الآتي!	73
5.	أجب عن الأسئلة الآتية مستعينا بالصور!	77, 157
6.	أجب "نعم" مستعملا الضمير كما في المثال!	109

In table 2, guided speaking tests have various forms, including first, dialogue with memorization, such as in question no. (1), which asks the testee to have a conversation referring to the existing hiwar text. Second, the form of using a dialogue pattern, such as question no. (2), which asks the testee to have a dialogue introducing themselves to each other following the sentence pattern in the existing hiwar. Third, completing the dialogue, such as in questions no. (3 and 4), in question no. 3, the testee is asked to complete the empty dialogue in the form of asking questions, while in question no. 5, by answering questions. Fourth, description of stimulated images, such as question no. (5), which asks students to complete the dialogue with image stimuli. Fifth, changing the structure, such as question no. (6), which asks students to answer questions using appropriate personal pronouns/dhomirs.

The questions in Table 2 show that the test aims to measure the testee's speaking ability by referring to narrative texts, dialogue patterns, and image stimuli. This will also measure the testee's ability to understand the content and intent of the text's discourse. This indicates that the approach used is integrative. However, there are also questions that use a pragmatic communicative approach, such as question 6. This question not only assesses how the testee can answer questions verbally but also measures the testee's understanding of using dhomir/personal pronouns in the correct context.

b. Writing Skills Test Format

Writing is the activity of conveying ideas, messages, desires, and so on in writing to a writing partner, namely the reader. Writing skills tests begin with pre-communicative writing, which involves writing from the visualization of letters to sentences, and/or writing based on stimuli. In other words, two types of pre-communicative tests are the dictation test and the guided writing test, which involves modifying sentences, completing sentences, connecting sentences, and constructing sentences based on stimuli. These tests are classified as objective tests.

Table 3. Pre-communicative Writing Test in the form of *Imla'* in the Book al-Arabiyyah Linnasyi'in Volume 1

No.	Pre-communicative Writing Test Form with <i>Imla'</i>	Page
1.	اكتب من اليمين! (ا، ب، د، ر، ع، ح)	6, 11, 16
2.	اكتب الحرف الناقص!	36, 44
3.	ضع خطاً تحت كل كلمة مماثلة!	39, 46
4.	اكتب العدد بالأرقام!	43
5.	انسخ! (الْبِنْتُ جَلَسَتْ وَكَتَبَتْ)	75, 126

In table 3, the general form of the test uses dictation (*imla' manqul*), which is transferring or copying writing (letters, words, or sentences) from a textbook. Dictation (*imla' manqul*) is specifically for beginners. This form of dictation test aims to measure the ability to visualize the anatomy of letters, words, and sentences correctly. For example, in questions 1 and 6, no. (1) asks the testee to copy the letters in the textbook to a worksheet, while in no. (6) what is copied is a sentence. In questions no. (2) and (5) ask the testee to complete words with the appropriate letters. Question no. (3) asks the testee to identify words and underline the same word. Meanwhile, question no. (4) asks the testee to write numbers that correspond to the number of letters.

As shown in Table 3, the test uses a discrete approach because the questions only measure the testee's writing ability in terms of copying letters, words, and sentences. However, if the evaluator/educator asks the testee to explain the meaning of the words or sentences they have written, it is considered an integrative approach test because more than one ability is being measured.

Table 4. Pre-communicative Writing Test with Sentence Modification Forms in the Book al-Arabiyyah Linnasyi'in Volume 1

No.	Guided Writing Test with Sentence Form and Modification	Page
1.	حوّل كما في المثالين التاليين!	34
2.	رتب الكلمات الآتية لتصبح جملة مفيدة!	105, 133
3.	رتب العبارات لتصبح قصة!	120

In table 4, the sentence modification test involves changing the structure, such as in question no. (1) which asks the testee to change the subject of a sentence using an appropriate pronoun (*dhomir*). The modification can also take the form of moving, rearranging, or repositioning random words so that their position and meaning are clear. For example, question no. (2) arranges words to form a complete sentence, while question no. (3) arranges sentences to form a complete and understandable paragraph.

As seen in table 4, the approach used in the test is an integrative approach because apart from measuring the testee's ability to write words and sentences correctly, it also measures the testee's ability to understand vocabulary and sentences so that they become meaningful structures.

Table 5. Pre-communicative Writing with Sentence Improvement Forms in the Book al-Arabiyah Linnasyi'in Volume 1

No.	Guided Writing Test with Sentence Completion Form	Page
1.	أكتب رقم الكلمة المناسبة في الفراغ!	53
2.	املأ الفراغ بكلمة مناسبة من الكلمات الآتية!	119, 126
3.	أكمل الرسم ثم اكتب اسمه!	196
4.	اكتب اللون في الفراغ!	204
5.	املاء الفراغ بكلمة مناسبة مستعينا بالصورة!	198

In table 5, sentence refinement is a writing test that involves completing the missing sentence parts to form a complete sentence. This refinement can be presented at different levels, namely refinement with words as in nos. (1) and (2) asks the testee to complete the sentence with the appropriate word. Question no. (3) asks the testee to refine the shape of the image and write its name. Question no. (5) asks the testee to refine the sentence stimulated by an image, while question no. (4) refines the sentence with color stimulation.

As seen in table 5, the approach used in the test is an integrative approach because apart from measuring the testee's ability to write correct answers, it also measures the testee's ability to understand vocabulary through the stimuli provided so that it will become a meaningful sentence.

Table 6. Pre-communicative Writing with Sentence Connection Forms in the Book al-Arabiyah Linnasyi'in Volume 1

No.	Guided Writing Test Form with Sentence Connection Form	Page
1.	صل بين السؤال والجواب المناسب!	53
2.	استخدم "أو" كما في المثال!	55, 143
3.	صل بين الحروف! خ، ر، ي، ط، ة	119, 126

In table 6, the connection is in the form of a writing test by connecting or connecting letters, words and sentences so that they become a meaningful whole. For example, question no. (1) asks the student testee to match the question sentence with the appropriate answer sentence. Question no. (2) asks the testee to connect two words with the conjunction (أو). As for question no. (3) asks the testee to connect between letters to become a complete word that has meaning. As seen in table 6, the questions aim to measure the testee's ability to

write correct answers, in addition to the testee's ability to understand vocabulary and sentences. so the test used uses an integrative approach.

Table 7. Pre-communicative Writing with Sentence Formation Forms in the Book al-Arabiyah Linnasyi'in Volume 1

No.	Guided Writing Test with Sentence Formation Form	Page
1.	هات أسئلة وأجوبة كما في المثال!	56
2.	هات كلمة فيها الحرف! (ب، ج، هـ، ك....)	74, 112
3.	استبدل كما في المثال! (هذا، هذه)	77
4.	كوّن جملا كما في المثال!	101

In table 7, the writing test involves creating a complete sentence from a given word. This test is more difficult than the previous three forms of testing because the imagination is broader, although it is still controlled by stimuli. The stimuli are in the form of letters, words, sentences, or structural concept categories. For example, question no. (1) asks the testee to create a sentence using word stimuli, question no. (2) using letter stimuli, and question no. (4) using word and sentence stimuli. The command to create a sentence using the structural concept stimulus of the *isim isyarah* (ذا، هذه) is in question no. (3). Meanwhile, in question no. (5), the test is directed to write letter numbers using numerical stimuli.

As seen in Table 7, questions 1 and 2 aim to measure the testee's ability to write correct answers, as well as their ability to understand vocabulary and sentences. Therefore, the test uses an integrative approach. Meanwhile, questions 3 and 4 use a pragmatic communicative approach because in addition to measuring the testee's writing ability, they also measure the qawaid understanding of mudzakar and muannats, so the writing of *isim isyarah* (ذا، هذه) must be in accordance with the context of the word.

D. Conclusion

Based on an analysis of the format and assessment approach of the test in the book Al-Arabiyah Linnasyiin Volume 1, it can be concluded that the test in the book is an objective test. Because the book is primarily intended for beginners or mubtadiin students, the objective test format is very appropriate because it only allows for one correct answer. To make it easier for testees to choose and determine answers, stimulation is included in the questions. The various forms of objective tests in the book al-Arabiyah Linnasyiin Volume 1 are reviewed from the form and approach of productive Arabic language competency tests as follows; First, speaking skills; consisting of pronunciation tests and guided speaking tests which include dialogue forms with memorization, use of dialogue patterns, stimulated images, guided role-playing and changing structures. Second, writing skills consist of; dictation tests and guided writing tests which include sentence modification, sentence completion,

sentence connection, and sentence creation with the help of stimulation. In general, the tests in the book *al-Arabiyyah Linnasyiin Volume 1* use an integrative approach, but there is also a discrete approach in the dictation form test and a pragmatic communicative approach in the essay form test for reading skills, and a guided speaking test and a guided writing test in making sentences.

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