DEVELOPING ARABIC TEXTBOOK MATERIAL FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract
This research aims to develop Arabic textbook material for the Junior High School level. It used a research and development approach that involves 10 steps. The research began with a survey to obtain empirical data related to the Arabic language learning in Junior High School. It found that (1) the competency standard concerning the application of linguistic elements that must be mastered by students was not clearly formulated; it was only a global formula included at the end of each main competencies and basic competencies determined by the Ministry of Religious Affairs in each semester in each class level. (2) The textbook authors depend much on their individual knowledge which tends to differ from one author to another. In this case, the main problem of language material is related to the lack of attention from the author in compiling textbooks systematically in accordance with the principles of gradation. This problem has helped create the impression that Arabic language is difficult to learn. (3) The textbooks developed in this study used linguistic materials that were arranged in stages with Transformational Grammar theory. This developmental study of linguistic material is a new model in developing textbooks.

Keywords: Arabic, language competence, material, textbook

Abstrak
Penelitian ini bertujuan untuk mengembangkan bahan buku teks bahasa Arab untuk tingkat SMP. Ia menggunakan pendekatan penelitian dan pengembangan yang melibatkan 10 langkah. Penelitian ini dimulai dengan survei untuk mendapatkan data empiris yang terkait dengan pembelajaran bahasa Arab di SMP. Ia menyimpulkan bahwa (1) standar kompetensi terkait penerapan elemen linguistik yang harus dikuasai oleh siswa tidak dirumuskan dengan jelas; ia hanya berupa formula global yang dimasukkan di akhir setiap kompetensi utama dan kompetensi dasar yang ditentukan oleh Kementerian Agama di setiap semester di setiap tingkat kelas. (2) Penulis buku teks sangat bergantung pada pengetahuan masing-masing yang cenderung berbeda dari
satu penulis ke yang lain. Dalam hal ini, masalah utama materi bahasa terkait dengan kurangnya perhatian dari penulis dalam menyusun buku teks secara sistematis sesuai dengan prinsip-prinsip gradasi. Masalah ini telah membantu menciptakan kesan bahwa bahasa Arab sulit dipelajari. (3) Buku teks yang dikembangkan dalam penelitian ini menggunakan bahan linguistik yang disusun secara bertahap dengan teori Tata Bahasa Transformasional. Studi perkembangan materi linguistik ini adalah model baru dalam mengembangkan buku teks.

**Kata Kunci:** bahasa Arab, kompetensi bahasa, bahan ajar, buku pelajaran

**INTRODUCTION**

One of the urgent sources in the process of language learning activities is a textbook as a mandatory handbook for teachers and students. A quality textbook must have several criteria as revealed by Cunningsworth. First, course book should correspond to learners’ needs. They should match the aims and objectives of the language program. Second, course book should reflect the uses (present or future) that learner will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purpose. Third, course book should take account of students’ need as learners and should facilitate their learning processes without dogmatically imposing a rigid method. Forth, course book should have a clear role as a support for learning. They should also mediate between target language and the learner.\(^1\) Therefore, the textbook serves as a possible agent for change.\(^2\) Hutchinson shows variations of textbooks are influenced by some factors, namely the textbooks (content or book content), the teachers (beliefs, training, pedagogic and content knowledge, experiences, teaching styles, perceptions and evaluations of textbooks, attitudes), the students (skill levels, previous learning experiences), the class (design) and the school.\(^3\)

Language learning books contain teaching materials that are arranged in a planned way to improve the user's language skills. The essence of teaching material is the content given to students during the learning process. Through these teaching materials, students are delivered to the learning objectives. In other words, the learning objectives to be achieved are colored and shaped by teaching material. Materials may contribute to both goals and content but they cannot determine either. What is learnt, and indeed, learnable, is a product of the interaction between learners,


\(^3\) Niger Harwood, *English Language Teaching Textbooks Content, Consumption, Production* (New York: Palgrave Macmillan, 2014), 12.
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The students can increase their language skills.

Language competence can also be associated with the use of language components as intended in structural linguistics. The language component consists of language sounds, vocabulary, and grammar. Mastery of the components of language is considered part of language skills. Azies explained that language skills are (1) Grammatical Competence, namely knowledge that underlies our ability to produce and understand sentences in a language. (2) Communicative Competence, namely our ability to use language for social and communicative interactions. (3) Language Proficiency.

In language learning, the overall scope of language material includes two language skills goals. The first target is language skills which include listening, speaking, reading and writing. The second target is linguistic competence, which is the language component consisting of language sounds, vocabulary, and grammar. Learning Arabic at the State Junior High School level has not yet evolved towards actual Arabic language skills. The basic education curriculum at Junior High School, Arabic language lessons have not yet gotten the maximum position and only inserted in religious subjects and are not optimal in teaching, they do not know what qualifications are desired from the learning outcomes.

Meanwhile, in Junior High School which are characterized by Islamic religions such as Madrasah Tsanawiyah (MTs) or Islamic Middle School (private), Arabic lessons are indeed distinguished from religious subjects. However, Arabic lessons in MTs are not yet maximal in terms of what abilities are desired from the learning outcomes, and it is also more of a nature of giving Arabic rules that can actually complicate them in their learning. In addition, the textbooks used do not provide systematic Arabic rules. This means that the language material is presented in a gradual and unplanned way to improve students' Arabic language skills.

It is due to the unplanned development of the Arabic language system, effective and sustainable Arabic learning methods at the junior secondary level. Therefore, it needs for rearrange the planning of Arabic learning strategies at the junior high level. Planning Arabic learning strategies in junior high is very necessary because the strategy is an important plan to manage the implementation of the language learning process that will carry out in order to achieve specific targets. To formulate a rigorous strategy in learning Arabic at the junior secondary level, the research becomes urgency. The research is highly expected to be able to produce Arabic textbooks

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in Junior High School which can be used as a standard system, both in State Junior High Schools and Madrasah Tsanawiyah.

This research aims to formulate a precise and accurate strategy in the Arabic teaching and learning process at Junior High Schools or Madrasah Tsanawiyah (MTs). Therefore, this research was carried out with the main objective of developing Arabic learning material in Arabic textbook at Junior High Schools or Madrasah Tsanawiyah (MTs). These objectives are as follows: (1) to produce Arabic textbooks that are designed in accordance with the teacher and student needs analysis which refers to Standards Competency (Core Competencies and Basic Competencies); (2) to produce new material models in Arabic learning at Junior High Schools or Madrasah Tsanawiyah (MTs) level, because Arabic teaching materials are designed with language materials are suitable for student, in addition, it is also equipped with interactive learning media.

**METHOD**

The research used to research and development approach. Research and development model is a process that is used to develop and validate educational products, such as syllabi, learning materials, textbooks, learning methods, and others carried out in a research and development cycle. There are 10 steps in this development research cycle which is Borg and Gall model. This study is small-scale research conducted in the DKI Jakarta area about Arabic learning material. This research only reached the stage of getting the final product, namely the material prototype and Arabic learning media developed. Development of Arabic learning materials is designed by utilizing the results of needs analysis is taken from teachers and students, as well as analysis of documentation in existing Arabic learning materials.

In general, the object of research is Arabic learning materials at the Junior High School or Madrasah Tsanawiyah which are expected to be a standard of teaching and learning at the Junior High School level in order to improve students' Arabic language skills. The focus of research is Arabic learning material. This study only describes the development of language materials in Arabic textbooks for the junior high level and equivalent. Process of collecting data used a survey to junior high schools in the DKI Jakarta area. The technique of data analysis was using qualitative through expert judgment and peer assessment.

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RESULT AND DISCUSSION

Arabic Language Learning Policy in Junior High School

Nationally, Arabic education in Indonesia is not sustainable because there are two different policies between the Ministry of National Education and the Ministry of Religious Affairs. The Ministry of National Education policy, Arabic learning only exists at the high school level, while the Ministry of Religious Affairs’ policy, learning Arabic is at the Madrasah Ibtida'iyah (MI) to Madrasah Aliyah (MA) levels. The difference in policy is also influenced by policies that are local from the school during the admission process of junior high students. Thus, this policy has an impact on the objectives of Arabic Language Education nationally which is very strategic in shaping the character of the nation.

The Ministry of Religious Affairs has established its policy that Arabic education is provided at the level of primary and secondary education, and it has been outlined in the Minister of Religion of the Republic of Indonesia Regulation Number.000912 of 2013 concerning the 2013 school curriculum. Here, Arabic subjects in Madrasah Tsanawiyah aim to develop the speaking ability, both oral and written, with four language skills, namely listening, speaking, reading, and writing. The scope of Arabic learning in Madrasah Tsanawiyah includes themes in the form of oral and written discourse, reading or dialogue about self-identity, madrasah life, family life, home, professional hobbies, religious activities and the environment. Meanwhile, the Ministry of Religious Affairs has established Core Competence and Basic Competence in Arabic subjects at the Junior High School for seventh, eighth, and ninth grade divided to be two semesters. Here is the Basic Competence structure of language competence.

Table 1. Sentences Structure for Semester I in Grade VII

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processing, presenting, reasoning in concrete realms (using, decomposing,</td>
<td>1. Demonstrate the simple expressions on the topic &quot;introduce yourself, activities at school, places (activities) and school equipment and colors&quot; by paying attention to the correct text structure and linguistic elements</td>
</tr>
<tr>
<td>assembling, modifying and creating) and abstract domains (writing, reading,</td>
<td>2. Show examples of simple expressions for expressing, asking questions and responding to these topics</td>
</tr>
<tr>
<td>calculating, drawing and composing) according to what is learned in school and</td>
<td>3. Convey simple verbal information about these topics</td>
</tr>
<tr>
<td>other sources all from the point of view/theory</td>
<td>4. Disclose written information about these topics</td>
</tr>
<tr>
<td></td>
<td>5. Compile simple texts on these topics</td>
</tr>
<tr>
<td>Tarkib (Arabic Structure)</td>
<td></td>
</tr>
</tbody>
</table>

المبتدأ من ضمائر مفردة ; إشارة مفردة + الخبر من لفظ صفة ، والجهات ; والضمائر المفردة المتصلة
Based on "Content Standards" and "Core Competence – Basic Competence", the Arabic education policy at the secondary education level focuses on the four language skills taught in a balanced manner. It refers to the Arabic language ability that is divided into two: language skills (listening, speaking, reading and writing), linguistic abilities (mastery of the elements of language). While the Core Competence and Basic Competence has been determined by the Ministry of Religious Affairs which limited to language competence. It includes listening, speaking, reading and writing, and its application is focused on the thematic system. It means that teaching material is given in certain themes, and then the mastery of the four language skills is also in the context of these themes.

While Standards Competency that leads to the application of linguistic elements must be mastered by students, are not formulated in detail, and there is not even a clear formula, and it is only global formulas are listed at the end of each explains Core Competence – Basic Competence in each semester. The Basic Competence formula can be accepted, but it is not accompanied by an explanation of the language mastery that students want to obtain. When students practice speaking skills, the emphasis is only limited to the theme being discussed, while the language style used by students in discussing the theme, it does not get a concrete explanation, and the formulation of linguistic competence in detail is charged to the author of the book or teacher with a very simple explanation. Like as in the following example:

**Table 3. Semester I: Sentences Structure**

<table>
<thead>
<tr>
<th>Tarkib (Arabic Structure)</th>
</tr>
</thead>
</table>

| المبتداً من ضمائر مفردة: إشارة مفردة + المخرب من نظف صفة، والجهاد: والضمائر المفردة المتصلة. |

**Table 4. Semester II: Sentences Structure**

<table>
<thead>
<tr>
<th>Tarkib (Arabic Structure)</th>
</tr>
</thead>
</table>

| العدد من 1 إلى 100: خبر مقدم (الجهات - عند - اللازم) + مبتداً مخرب: النعت المفرط: المبتداً (مفردات) + المخرب (فعل مضارع) |

The formulations of linguistic competence stated that the structure of the sentence learned is *Jumlah Ismiyah* using three kinds of *khabar* patterns, namely *khabar mufrod*, *khabar syibhu jumlah*, *khabar jumlah f‘iliyah*, and *taqdimul khabar*. These three kinds of *khabar*, it gave the difficulties to the students when the teacher did not teach as systematic. While the students in grade
VII may be the first time to learn Arabic. In addition, the Basic Competence explanation is not strict gradation, which one must be taught and must be mastered in advance by students about the three kinds of *Khabar* patterns. This affects the textbook authors who do not pay attention to these problems. As a result, the textbook becomes difficult to learn, and it will certainly burden students also in learning it, even though their age and level of thinking are still very simple. Therefore, the language style must also be simplified according to their linguistic level. So, Basic Competence of the enrichment of structure or grammar must also be formulated clearly and gradually in learning Arabic grammar. Likewise, the "Content Standards" in vocabulary enrichment, how much new vocabulary must grade VII students accept in order to be able to apply their language skills.

The data shows that authors do not pay attention to the language standards competency that must be given as the principle of language material grading in exposure to the theme, so the language structure used in the textbook is not systematically structured. Even, this will affect the learning process in the classroom to be ineffective.

The teacher's task is related to efforts development of communication competencies or language skills so that students dare to communicate using the language they learn. The use of this language must be written in the correct language, and for this reason, adequate linguistic competence is needed. Language competence and linguistic competence together develop students' personal competencies, which mean that they strengthen the independence of students as social creatures. Therefore, Arabic learning textbooks are a major source for programmed Arabic learning process activities by providing facilities and opportunities that enable students to develop their language potential and skills.

**Real Condition of Arabic Textbooks Material in Junior High School**

How far the learning of Arabic in Junior High School can be photographed through textbooks used for secondary education, both in public schools, such as *Madrasah Tsanawiyah Negeri* (MTsN) and in private schools, such as Muhammadiyah School? Indeed, textbooks are one of the most important learning elements. The absence of textbooks will complicate the teacher in the learning process. However, the existence of textbooks is not necessarily the learning process to be effective, if the textbook material is not systematically arranged. As studied by Ramazani that teacher’s belief in the use of textbooks are influenced by the demands of examination and students’ behavioral problems and cognitive weakness in English. Books are carefully designed to meet the curriculum goals and objectives, to serve as potential agents for curriculum change and to meet

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young learners’ needs and interests.\(^8\) Another analysis is about the English textbook in Indonesia concluded that the \textit{KTSP} textbook does not have add-ons and extra materials; meanwhile, curriculum 2013 textbook is weak in providing authentic listening materials. Therefore, although the teachers manage to use the textbooks as their core materials, they are supposed to make an adjustment and supplement them with other materials according to their learners’ needs and their teaching context.\(^9\)

The teacher used several different authors and some books have written by the Ministry of Religious Affairs in term of Standard Competence, Basic Competencies and Content Standards. However, there are also textbooks that are not in accordance with what has been stipulated by the Ministry of Religious Affairs. Therefore, textbooks are from the Ministry of Religious Affairs which does not have the difference of themes. Here is the data that textbooks areas main source in Arabic learning at \textit{MTs} or Junior High School:

Table 5. data that textbooks areas main source in Arabic learning at Junior High School

<table>
<thead>
<tr>
<th>Books</th>
<th>Grades</th>
<th>Authors</th>
<th>Publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayo Memahami Bahasa Arab</td>
<td>VII, VIII, IX</td>
<td>A. Syaekhuddin and Hasan Saefullah</td>
<td>Erlangga Jakarta</td>
</tr>
<tr>
<td>Bahasa Arab</td>
<td>VII, VIII, IX</td>
<td>M. Nurhasan</td>
<td>Grafindo</td>
</tr>
<tr>
<td>Pintar Berbahasa Arab</td>
<td>VII, VIII, IX</td>
<td>Hendri Kusumawahyudi</td>
<td>PT Bumi Aksara, Jakarta</td>
</tr>
<tr>
<td>Bahasa Arab Modern</td>
<td>VII, VIII, IX</td>
<td>Awwaluddin</td>
<td>Majlis Dikdasmen PWM Jatim</td>
</tr>
<tr>
<td>Fasih Berbahasa Arab</td>
<td>VII</td>
<td>H. Darsono dan T. Ibrahim</td>
<td>PT Tiga Serangkai Pustaka Mandiri</td>
</tr>
<tr>
<td>Bahasa Arab</td>
<td>VIII</td>
<td>Maman Abdul Djalil</td>
<td>Yrama Widya</td>
</tr>
</tbody>
</table>

The first textbook (2009 is prepared in accordance with Graduates Competency Standards and 2008 Content Standards, it is in Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008. The first textbook (published in 2015) was arranged according to the 2013 curriculum, it is in Regulation of the Minister of Religion of the Republic of Indonesia Number 000912 of 2013. The second textbook did not mention anything in Regulation of the Minister of Religion Number 2 of 2008 or Regulation of the Minister of Religion Number 000912 of 2013. The third textbook is used by the Muhammadiyah School, and its contents are an elaboration Curriculum of the \textit{Majlis Dukdasmen} from Muhammadiyah Regional Leadership in East Java, is as the 2006 Content Standards (\textit{KTSP}). The fourth, fifth and sixth textbooks were written in the 2013 curriculum. It can be concluded that regulation and curriculum have a

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relationship in arranging the textbook. The curriculum in the textbook is as context the teacher team can make the collaboration to arrange the curriculum in the textbook. Like a case in Kuwait, they faced the tension between integrating all subjects in an exploring theme approach and a subject-based approach. They keep the subject-based approach but create a set of internal organizers and mechanisms. Besides that, it is better if the teacher applied their syllabus or curriculum design.

In general, textbooks are arranged based on themes. These put in the material to increase four language skills. The data shows that authors' describing Core Competence-Basic Competence and Content Standards from one lesson to the other lesson in Arabic learning refer to their respective knowledge which may be the level of understanding between one author and another author is different. It causes differences in the textbooks, especially from the language material that students must master in their learning.

Compiling Arabic material faced the problem when the authors do not pay attention to the linguistic elements which should be used in describing themes and making exercises. Lack of language material that is arranged systematically will make Arabic learning difficult. It will give the stigmatize Arabic as a language that is difficult to learn and frightening many people to learn it. As the first example, exposure to Arabic learning material in the textbook "Pintar Berbahasa Arab" for class VII, first lesson, page 2.

Explanation of the example material has used two sentence patterns, namely ismiyah sentences and fi'liyah sentences. The ismiyah sentence has been developed in the plural form, while the fi'liyah sentence has used two verb patterns, namely, the past (madhi) and the present (mudhore) verbs, and also the verbs are used in the form of muannas and muzakkar.

The use of various structures in the example in one theme, certainly it is burdensome students who are the first learning Arabic. Lack of clarity on the use of language that students must master, how can students practice it in speaking skills? Of course, this learning will be very difficult for students. Therefore, it is not surprising that Arabic gets a negative stigma in which Arabic is difficult to learn.

The second example is taken from "Let's Understand Arabic Textbook" for class VII. In the first lesson, the author sets the language learning focus as اساس الإشارة للمفرد - (ضمائر مفردة) المبدأ. This focuses on the Ministry of Religious Affairs Regulation 2013. But in the exposure to the language material, we get various kinds of Arabic structures:

أنا طالب جديد في الصف الأول في المدرسة المتوسطة الإسلامية الحكومية ؟ جاكرتا. جنت من شربون جاوي الغربية، لي أصدقاء كثيرون وصديقات كثيرات في هذه المدرسة.

That example has used a variety of structural types, namely: (1) ismiyah sentences with the pattern "isim + isim" developed with nature and jarr Majrur (p. 5). (2) fi‘liyah sentences with fi‘il madhi. (3) ismiyah sentences with taqdimul khabar patterns. In other discourse, Arabic learning material uses ismiyah sentences that are developed with mudhaf and mudhaf ilaih, and ismiyah sentences with khabar from the mudhare fi‘il. (pp. 7-8-9).

Arabic learning material with the use of various structures in exposure to one theme, certainly is burdensome students who are first learning Arabic. The lack of gradations in the use of language that must be mastered will make it difficult for students to practice it and improve their Arabic language skills.

The third example is taken from the textbook “Fasih Berbahasa Arab” for class VII. In the first lesson, the author sets the focus of language learning as determined by in Regulation of the Minister of Religion on the 2013 Curriculum. However, in the presentation of learning, the author uses various kinds of language structures:

...يذهب التلاميذ إلى مدرستهم، أحمد تلميذ جديد، هو يذهب إلى المدرسة مع صديقه ... في الفصل طلاب كثيرون، هم جلسون على الكراسي ..... تعلمت في الجامعة الإسلامية الحكومية ..... بيتي أمام السوق ... ولم أعلمُ أسمهم إذن أريد بحكم أن تقوم أمام الفصل ثم أذكر أسمهم.

The data above shows that the exposure in the textbook uses a variety of structural types, whereas this material is for grade VII students who are actually new to learning Arabic: (1) using two sentence patterns; ismiyah and fi‘liyah sentences, (2) Both sentences are developed with jar
majrur and mausuf traits, (3) ismiyah sentences with khabar fi’il mudhare, (4) ismiyah sentences in taqdimul khabar patterns, (5) ismiyah sentences with reportedly from shibhul jumlah, (6) the use of the letters jazmin and nashbin, (7) fi’liyah sentences with fi’il amr.

These explanations are really difficult for students in practicing language competence. Likewise, this presentation also makes it difficult for teachers to teach language skills because they do not pay attention to the principle of grammar learning, even though the students may learn Arabic for the first time. Problems like this are in all textbooks for class VII.

Exposure to the material can encourage teachers to explain these rules to students who actually do not need to be explained to them. This is a problem that learning Arabic is trapped in explanations about language, not the application and use of the language. Because the learner is a beginner level at the junior secondary level, learning should be directed towards habituating these patterns by grading the problem separately and gradually between jumlah ismiyahand jumlah fi’liyah.

Therefore, Arabic learning materials at the Junior High School level need to be developed in a more systematic direction in the focus of the material, both in acquiring language skills and linguistic skills that are expressed in exposure to the theme material implicitly without having to teach the grammar. The development of this material is supported by effective media and helps in acquiring language skills, linguistic skills, and enriching Arabic vocabulary. The development of this material and the media aims to improve students' Arabic language skills. The multimedia learning environment is to enhance problem-solving transfer. In this era, the material has to elaborate the technology to support implementation media of learning in the class. Integration learning of the mastery and cooperative learning approaches together with the interactive multimedia can improve the students’ high order thinking skills, like as in the study of the learning of Cellular Respiration. Other study concluded that the Arabic language learning model at the High School level developed using Arabic learning interactive media, namely Hangman Arabic Flash Games and Game Cards, namely Arabic dominoes, card arranging sentences, cards combining images and words which is effective. However, the technology in this era is a need that
is not only in learning but also for the work. Thus, the graduate has to be familiar with the technology. The vision of 21st-century digital skills is that those skills are needed to participate in the knowledge-based workforce and to put employees in charge of their own learning.\textsuperscript{17}

**Development of Arabic Textbook Material in MTs**

The data shows that learning Arabic is still dominated by learning the language norms, it is not the habit of students in applying their language and language skills. This means that the teacher still positions himself as a linguist who merely teaches what language is, and does not position himself as a language teacher who teaches how to complete students in language using the language they are learning.

Arabic Learning at the secondary level of education should not be emphasized on the rules of language. It is well known that Junior High School students, especially grade VII, do not all have a qualified Arabic background, some are even the first time to learn Arabic. Therefore, psychologically, how is it possible for a student who does not yet have a wide and extensive vocabulary, has gotten an explanation of the rules of language with linguistic terms that may be difficult for students to digest?

Arabic, like other foreign languages, is also a language of communication. It means as a communication system. Thus, the aim of teaching Arabic must refer to language theory as communication because this theory is to develop communication competencies. Ibn Khaldun stated that the language was "Malakiyah Sina‘iyah". This means that language can be learned and fully mastered even though the learner is not from the native speaker. If it related to the instructional goals to be achieved, the task of the language teacher is to work hard so that students become able to speak the language they learn. So, the job of a professional language teacher is to teach language and not teach language theory. Teachers, students, and educational goals are the main components of education. Educating is a professional job; therefore, teachers are as the main actors in education are professional educators.\textsuperscript{18}

Hence, the textbook has to develop to get the product that impact and contribute to the Arabic learning strategy design, authentic material and media for Junior High School level. Besides that, the qualification of a graduate of Arabic education is able to compete. The textbook developed in this study is a new model in learning Arabic at the level of junior high school or Madrasah Tsanawiyah, because in this model, Arabic teaching materials cover all four language skills.


enrichment of words with puzzle games, and include language competencies arranged according to the principles of gradation and are summarized in each exposure to the theme implicitly.

Therefore, the textbook that was developed did not contain the language rules, but the grammatical structure was outlined in each exposure to the theme and was studied implicitly with the habituation of grammatical structure expressions learned. This means the teacher accustoms students to applying language skills and linguistic skills simultaneously. By itself, the teacher will position himself as a language teacher who teaches how language is practised properly and correctly, so students are complete in language by using the linguistic component that is being learned.

Linguistic competence developed using Noam Chomsky's theory, namely the Transformational Grammar theory. The goal of this theory is using sentences with patterns of "replacement, expansion, reduction, addition, and permutation". Hence, from the material aspect of language, the textbook was developed based on Chomsky's theory which says that language knowledge is the ability to make sentences. Therefore, in class VII textbooks containing 6 chapters, linguistic material is arranged starting with the learning of simple sentences in stages, namely ismiyah sentences and fi’liyah sentences and proceed to the materials for developing simple sentences, such as material jar majrur, zharf, ilaih mudhaf, and mausuf nature, and fi’il used was only fi’il mudhare.

In class VIII textbooks containing 6 chapters, linguistic material is presented in stages and gradations also as a continuation of previous lessons in grade 7 textbooks, namely ismiyah and fi’liyah sentences with two fi’il mudhare patterns, namely fi’il shachich and mu’tal. Then proceed to the use of the mudfu mudfu and manshub. In addition, it also studied Islamic sentences with the expression of tafdihil isim.

In class IX textbooks containing 6 chapters, linguistic material is also presented in stages and gradations, i.e. ismiyah and fi’liyah sentences in the negative form, using the fi’il madhi and amr, as well as in the fi’lun nahyi pattern. The following is the elaboration of the material design:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Ismiyah sentence with khabar from mufrod and jar majrur with the word mudzakkar and muannats</td>
<td>Islamic and fi’liyah sentences with fi’il mudhare shahih</td>
<td>Ismiyah and fi’liyah sentence in negative form</td>
</tr>
<tr>
<td>II</td>
<td>Ismiyah sentence with khabar from mufrod and developed with jar majrur with the</td>
<td>Ismiyah and fi’liyah sentence with fi’il mudhare shahih</td>
<td>Ismiyah and fi’liyah sentence with fi’il madhi</td>
</tr>
</tbody>
</table>
### Table 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Ismiyah sentence with khabar from jar majrur developed with idhafah</td>
<td>Ismiyah and fi’liyah sentence with fi’il mudhare mu’tal</td>
<td>Ismiyah sentence with كان</td>
</tr>
<tr>
<td>IV</td>
<td>Ismiyah sentence with khabar from zharf makan and zaman (adverb of place and time)</td>
<td>Ismiyah and fi’liyah sentence with fi’il mudhare mu’tal</td>
<td>Ismiyah sentence with  sợ</td>
</tr>
<tr>
<td>V</td>
<td>fi’liyah sentence with fi’il mudhare</td>
<td>fi’liyah sentence with fi’il mudhare marfu’ and manshub</td>
<td>Fi’liyah sentence with fi’il amr</td>
</tr>
<tr>
<td>VI</td>
<td>fi’liyah sentence with fi’il mudhare, and ismiyah sentence developed with shifat and tidhah</td>
<td>fi’liyah sentence with fi’il mudhare marfu’ and manshub, and ismiyah sentence with isim tafdhil</td>
<td>Fi’liyah sentence with fi’lun nahyi</td>
</tr>
</tbody>
</table>

Thus, textbooks that are developed with language materials are designed and arranged in stages and used Transformational Grammar theory as explained in table 1. It is as new models of textbook development, and as a differentiator from existing textbooks, both written in private and in teams from an institution. In this sense, material development has two aspects, namely arrangement and invention. The arrangement is the preparation and placement of learning materials correctly with the use of gradual language. While the invention is to find and to arrange the material correctly in accordance with the level of language learning so that the material being taught is clear and easily captured by students.

Theoretically, the use of textbooks developed has two steps of learning in trying to master the target language. **First**, acquisition means the mastery of the target language (Arabic) is done unconsciously (implicitly), informally or naturally. This mastery is done by making the language used to communicate. **Second**, learning refers to the mastery of the target language (Arabic) done consciously and formally. Stevick argues that the task of language teachers includes three things: (1) developing communication competencies, (2) developing linguistic competencies, (3) developing personal competencies.\(^9\)

The theoretical review was used to design Arabic learning materials for Junior High School level: (a) Arabic textbooks, starting in grade 7 to grade 9, especially those concerning language skills (listening, speaking, reading and writing), and vocabulary enrichment, designed with the "Learning" approach. It means that students are taught consciously or explicitly to master

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all of these skills and master the Arabic vocabulary. Meanwhile, the use of Arabic sentence structure is designed with the "Acquisition" approach. It means that students gain the ability to use Arabic sentence structures (language rules) unconsciously (implicitly), that is been by accustoming the use of Arabic in language skills, both listening, speaking, reading, and writing. In other words, students are not taught "what is language", but are taught 'how to speak thoroughly.'

Material for the use of Arabic structures is presented in stages and gradations. To gain mastery of vocabulary, students are provided with the game using Arabic learning card media. In addition, students are also invited to play with guess vocabulary designed in the form of crossword puzzle where students are invited to be able to write from each Arabic letter. In each textbook for grade 7 to 9 grade, dictation exercises are given. It is appropriate with the teacher’s expected that students must be able to write Arabic correctly. In addition, the systematic presentation in the chapters is consistently displayed in each chapter, including standards of core competencies for obtaining religious values and affective values.

CONCLUSION

From data analysis, this research concludes that the Arabic learning model at the Junior High School level is developed using both the learning approach and the acquisition approach to acquire and master language competence. The Arabic learning at Madrasah Tsanawiyah or Junior High School characterized by Islamic education must be systematically patterned in the measurement of language competence (i.e. listening, speaking, reading and writing skills), and linguistic competence (i.e. the application of linguistic elements). Both competency models must synergize with one another. The Core Competence and Basic Competence and its Content Standards of Arabic learning at Madrasah Tsanawiyah must be compatible with what has been stipulated by the Regulation of the Minister of Religious Affairs. However, they need to be improved and developed in accordance with the theory of language competence (i.e. language competence and linguistic competence), and be explained with reference to the principles of gradation. Arabic textbook material that is compiled for Junior High School students and circulating in the market has been determined by the Ministry of Religious Affairs through the Decree of the Minister of Religious Affairs, and some are not appropriate. However, these books need to be improved and developed in order to promote Arabic learning that is more effective and easier by providing learning media.
REFERENCES


