



ACTFL Analysis of Arabic Writing Proficiency in a Textbook

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Article History

Manuscript submitted:
09 April 2026
Manuscript revised:
16 Mei 2026
Accepted for publication:
17 Juni 2026

Keywords

ACTFL Guidelines,
Writing Proficiency,
Arabic Textbook,
Madrasah Aliyah,
al-Mahārah al-Kitābah,

Abstract

This study examines the proficiency level characteristics of *al-mahārah al-kitābah* (writing skills) in the 12th-grade *Madrasah Aliyah* Arabic textbook based on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Guidelines 2024. A qualitative content analysis approach was applied, utilizing the writing tasks in the textbook and the ACTFL guidelines as the primary data sources. Data collection was carried out through documentation and systematic close reading techniques, which were then analyzed using the FACT instrument covering the aspects of Functions, Accuracy, Context/Content, and Text Type. The results indicate that the writing tasks in the textbook are distributed across the proficiency range from Novice High to Intermediate Low. Two types of tasks are categorized at the Novice High level as they require learners to recombine learned vocabulary and structures to form simple sentences on familiar topics. Meanwhile, one task type is categorized at the Intermediate Low level because it requires the production of original, connected sentences based on familiar thematic content. These findings indicate that the textbook is partially aligned with ACTFL standards, although progression toward higher proficiency levels remains limited.

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Introduction

Arabic language learning is fundamentally oriented toward the comprehensive development of students' linguistic competence (Maswani, 2016). To achieve this objective, the learning process requires instructional media that are relevant to learners' needs and aligned with contemporary social

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dynamics, particularly among student populations (Gan dkk, 2015). Among the most commonly used media to support the effectiveness of Arabic language learning is the textbook, which serves as both a primary resource and a systematic guide to achieving learning objectives (Susanti, 2013).

In the context of instructional implementation, the utilization of learning resources occupies a fundamentally significant role. Learning resources are broadly understood as any material that can be used by both teachers and students to support the continuity of the learning process. Such resources encompass textbooks, printed media, electronic media, resource persons, and the surrounding environment, all of which collectively contribute to enhancing instructional effectiveness (Bušljeta, 2013). The presence of textbooks as a reference in the delivery of Arabic language content is generally regarded as capable of fulfilling the components required within an instructional system (Syaifullah & Izzah, 2019). However, across various educational institutions, the Arabic language textbooks currently in use have not yet fully addressed students' needs nor adequately responded to the increasingly dynamic demands of contemporary social development (Hadi, 2018). In the teaching of the Arabic language, instructional materials, or textbooks, occupy a strategic position as the primary instrument for developing communicative competence. One of the critical aspects therein is the need to standardize Arabic language textbooks for students (Izzan, 2011).

Efforts toward the standardization of Arabic language competence in Indonesia have increasingly adopted international frameworks such as the Common European Framework of Reference for Languages (CEFR) and the ACTFL Proficiency Guidelines, with the aim of ensuring the accuracy of learner achievement. Maulani dkk. (2024) assert that the reference level descriptors employed in Arabic language proficiency assessments in Indonesia still require more systematic development in order to yield more accurate and standardized competency measurements (Maulani dkk., 2024). At a fundamental level, both frameworks share a common goal of providing clear benchmarks for attaining language education objectives, supporting cross-national mobility and communication grounded in respect for cultural identity, and facilitating inter-institutional collaboration through the adoption of a unified reference framework. Although the Arabic language curriculum policy in Indonesia, as outlined in Ministerial Decree (KMA) No. 183 of 2019, endeavors to align with the CEFR (Rifa'i dkk., 2025), the application of ACTFL in the present study is considered more strategically appropriate for examining instructional materials at the *Madrasah Aliyah* level (Habibie dkk., 2022).

This is attributed to the fact that ACTFL offers a more granular sublevel breakdown, namely Low, Mid, and High, within the Novice to Intermediate range, which constitutes the primary competency target for *Madrasah Aliyah* students, thereby enabling a more objective mapping of writing proficiency across the instructional materials. Furthermore, the ACTFL framework places greater emphasis on communicative function and spontaneous performance in real-world contexts, providing a robust foundation for evaluating whether the *al-mahārah al-kitābah* content presented is appropriately aligned with practical proficiency standards for non native Arabic learners (Tigchelaar dkk., 2017). In Indonesia, the adoption of ACTFL standards in Arabic language learning has emerged as a response to the need for objective, performance-oriented competency standardization. This phenomenon is evident in the efforts of the Ministry of Religious Affairs through Ministerial Decree (KMA) No. 183 of 2019, which has begun to align the *madrasah* curriculum with international standards to produce graduates with functional proficiency in languages. Although ACTFL is rooted in the American pedagogical tradition, the framework is widely regarded as highly adaptable for mapping students' Arabic language abilities in Indonesia, given its emphasis on authentic communicative function rather than mere structural memorization.

Nevertheless, its implementation continues to face challenges in the form of discontinuity between curricular targets and the reality of instructional practice in the field, which has frequently fallen short of the expected proficiency levels (Habibie dkk., 2022). Students at the *Madrasah Aliyah* level generally place greater emphasis on mastering linguistic content, while *al-mahārah al-kitābah* in Arabic is frequently overlooked as an essential productive competency. Islam Youssry affirms that an individual's Arabic language competence should ideally be measured using ACTFL standards, as these standards establish the proficiency stage of language learning. Furthermore, mastery of *al-mahārah al-kitābah* is one indicator of an individual's level and profile of Arabic language ability (El-Hadiky, 2021). A comparable perspective is advanced by Khalid Husain Abu Amsha, who posits that measuring Arabic language skills requires establishing clear standards. Within the international sphere, ACTFL occupies a strategic and pressing position, particularly for non-native Arabic learners in developing measurable language competence (Abu Amsha, 2021).

The implications of this condition indicate that stakeholders in Arabic language learning need to maintain particular relational patterns toward ACTFL standards, whether in the form of adaptation, partial rejection, or comprehensive acceptance (Nurdianto, 2020). These three patterns intersect and reflect the complexity of the challenges they encounter in implementing Arabic language instruction. At the *Madrasah Aliyah* level, the primary problem that emerges is the gap between students' mastery of Arabic language content and their productive abilities, particularly in the skill of writing (*al-mahārah al-kitābah*) (Jailani dkk., 2021). Beyond requiring competency reinforcement, this skill also necessitates a process of habituation within the learning environment; consequently, the availability of textbooks that specifically facilitate the development of Arabic writing ability becomes critically important.

Studies on the application of ACTFL in Arabic language learning have been conducted extensively by scholars in Arabic language education. These varied investigations have contributed to strengthening standards, although their impact on the development of textbooks as instructional materials across various levels of Islamic education remains partial. Such findings can be traced in the works of Husna dkk. (2022), Zainuddin dkk. (n.d.), Siregar dkk. (2022), Rosyid dkk. (2023), Muslimah dkk. (2022), Mahmudah (2023), and Habibie dkk. (2022). Husna (Husna dkk., 2022) highlights the implementation of *mahārah al-kalām* materials within the transformation of the Arabic language curriculum from an ACTFL perspective in traditional Islamic boarding schools (*pesantren salaf*) settings. Meanwhile Ammar Zainuddin, examine international language competency standards that may serve as a reference for Arabic language instruction in non-*madrasah* institutions (Zainuddin dkk., t.t.). The study conducted by Siregar dkk. (2022) focuses on the analysis of the Grade XI *Madrasah Aliyah* Arabic language textbook under the KMA No. 183 of 2019 curriculum, taking into account four principal elements: material selection, gradation, presentation, and repetition, from an ACTFL perspective (Siregar dkk., 2022).

Dadang Firdaus dkk. Emphasize the importance of strengthening *al-mahārah al-lughawiyah* by employing the ACTFL framework as an orientation for Arabic language learning in *madrasah* institutions in accordance with KMA No. 183 of 2019. Rosyid dkk. Examine the Arabic language proficiency levels reflected in the KMA 183 textbook through an ACTFL perspective, while Muslimah et al. (2022) analyze the Grade IV *Madrasah Ibtidaiyah* Arabic language textbook using the ACTFL 5Cs Standards as the analytical instrument (Muslimah dkk., 2022). Habibie dkk., on the other hand, identifies a discontinuity between the Arabic language curriculum and instructional practice at the *Madrasah Aliyah* level when examined through the ACTFL framework. Mahmudah and Mushtofa (2023), furthermore, analyze *mahārah al-kalām* based on ACTFL within the context of textbook

analysis (Mahmudah & Mushtofa, 2023). Unlike the studies, the present article analyzes the Grade XII *Madrasah Aliyah* Arabic language textbook in accordance with ACTFL standards, with particular emphasis on *al-mahārah al-kitābah* as the primary object of investigation.

Focusing this study on *al-mahārah al-kitābah* materials in *Madrasah Aliyah*-level textbooks represents a significant scholarly undertaking. Within the context of the present study, the textbook functions as the primary reference, an instructional guide, and, simultaneously, a strategic instrument for reinforcing productive Arabic language skills. Through an in-depth analysis, this study is expected to yield a comprehensive description of the mapping of *al-mahārah al-kitābah* materials in alignment with ACTFL standards (American Council on the Teaching of Foreign Languages, 2024). Specifically, this article addresses a central research question: How are the proficiency-level characteristics of *al-mahārah al-kitābah* manifested in the Grade XII Arabic language textbook in accordance with the ACTFL Writing Proficiency Guidelines?

The present study bears implications for three categories of stakeholders in Arabic language learning at the competent, innovative, and forward-looking *Madrasah Aliyah* level. For students, an ACTFL-standardized textbook can enhance motivation and elevate the overall quality of learning. For teachers, such a textbook may foster spaces for improvisation and innovation in line with global Arabic language learning standards. Furthermore, this article may offer substantive considerations for policymakers involved in developing Arabic language instruction at the *Madrasah Aliyah* level, as well as in mapping student achievements, challenges, and barriers in ACTFL-based Arabic language learning. The psychological condition of students warrants particular attention, given that interest in and the actualization of Arabic language learning are frequently confronted with varied dynamics and necessitate the adoption of diverse and effective instructional models.

Methods

This study employed a qualitative research design with an interpretive approach using qualitative content analysis. This design was selected because the study aimed to understand how *al-mahārah al-kitābah* materials are constructed, presented, and aligned with writing proficiency standards, rather than to test hypotheses through numerical data. A qualitative approach is appropriate for examining instructional materials that contain complex cultural and pedagogical meanings, where the researcher functions as the primary instrument in interpreting data (Creswell & Poth, 2018). The research was conducted through document analysis of the Arabic-language textbook for Grade XI *Madrasah Aliyah* students and the ACTFL Writing Proficiency Guidelines. The Grade XI textbook served as the primary data source, while the ACTFL guidelines were used as a comparative standard to assess the alignment of writing materials with global competency standards. The data sources were selected purposively based on their relevance to *al-mahārah al-kitābah* materials and ACTFL writing proficiency indicators. This comparison is important because the quality of standardized instructional input influences the development of students' writing competence (Ghahri dkk., 2015).

Data were collected using documentation techniques with a document analysis sheet based on ACTFL writing proficiency indicators and the FACT criteria, consisting of Function, Accuracy, Context and Content, and Text Type. The analyzed data included writing instructions, model texts, exercises, independent writing tasks, and relevant visual elements in the textbook. The research procedure involved identifying textbook units containing *al-mahārah al-kitābah* materials, classifying them into writing-skill categories such as orthographic writing (*imlāʾ*), sentence construction (*tarkīb*), and written

expression (*inshāʾ*), and comparing them with ACTFL proficiency descriptors. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing or verification (Miles dkk., 2014). In the condensation stage, the materials were selected, simplified, and categorized; in the display stage, they were organized into a competency matrix based on ACTFL levels, including Novice, Intermediate, and Advanced; and in the verification stage, conclusions were drawn by repeatedly checking the classified data against the original textbook and official ACTFL indicators.

Results and Discussions

1. Proficiency Level Characteristics of Al-Kitābah in the Grade XII Arabic Language Textbook Based on the ACTFL Writing Proficiency Guidelines

The results of the analysis of *al-mahārah al-kitābah* materials in the Grade XII *Madrasah Aliyah* Arabic language textbook indicate that the distribution of targeted writing proficiency levels spans the range from Novice to Intermediate Low, based on the ACTFL Writing Proficiency Guidelines (2024). These findings were obtained through the application of the FACT instrument encompassing Functions, Accuracy, Context, Content, and Text Type to all writing tasks contained within the textbook.

Table 1. Findings of the *Mahārah Al-Kitābah* Analysis

No.	Theme & Material Title	Achievement Indicators / <i>Al-Mahārah Al-Kitābah</i> Materials	ACTFL Descriptors	Level
1.	الرياضة	Arranging words into sentences	-	Novice
2.	الرياضة	Constructing sentences from provided words	-	Novice
3.	الرياضة	Producing a descriptive text in accordance with the selected theme	-	Intermediate
a.		رَتَّبِ الْكَلِمَاتِ الْآتِيَةَ لِتُصْبِحَ جُمْلًا مُفِيدَةً. الرِّيَاضَةُ الْجَمَاعِيَّةُ – نَوَّعَانِ ١. – الرِّيَاضَةُ – الرِّيَاضَةُ الْفَرْدِيَّةُ – هُمَا ٢. – فِي – يُمَارَسُ – الْمَيْدَانِ – الطَّائِرَةُ – الْكُرَةُ – الْأَطْفَالُ كُرَةُ – فِي – هِيَ – رِيَاضَةُ ٣.	The adjacent instruction indicates that learners are expected to demonstrate an Intermediate-level ability to recombine previously practiced vocabulary and structures (<i>jumlah ismiyyah</i> and <i>jumlah fi'liyyah</i>) in order to produce simple sentences on the topic of <i>al-riyāḍah</i>.	Novice High

– إِنْذُونِيْسيَا – مَشْهُوْرَةٌ – الْقَدَمِ

مُحَمَّدٌ – كُرَّة – فِي – ٤ .
اشْتَرَكَ – مُسَابَقَةِ – الطَّاوِلَةِ

الرِّيَاضَةِ الْفَرْدِيَّةِ – الرَّمَايَةُ . ٥
– مِنْ – الرِّيَاضَةِ الْجَمَاعِيَّةِ – وَ
– كُرَّةُ السَّلَّةِ – مِنْ

b.		The adjacent instruction indicates that learners are expected to convey simple messages within the context of previously learned language, drawing upon practiced material, as reflected in the provided thematic prompts: (1) <i>ḥāris al-marma</i> (the goalkeeper), (2) <i>kurat al-sallah</i> (basketball), (3) <i>raf al-athqāl</i> (weightlifting), (4) <i>sāḥat al-madrasah</i> (the school courtyard), and (5) <i>al-riyāḍah al-jamā'iyah</i> (team sports).	Novice High
	ب. اَكْتُبْ جُمْلًا تَنْصَمْنُ :الْعِبَارَاتِ التَّالِيَةِ		
	١. حَارِسُ الْمَرْمَى		
	٢. كُرَّةُ السَّلَّةِ		
	٣. رَفْعُ الْأَثْقَالِ		
	٤. سَاحَةُ الْمَدْرَسَةِ		
	٥. الرِّيَاضَةُ الْجَمَاعِيَّةُ		

c.	ج. اخْتَرِ مَوْضُوعًا مِنَ الْمَوْضُوعَاتِ التَّالِيَةِ، ثُمَّ اكْتُبْهُ مُشْتَمِلًا عَلَى عَنَاصِرِ النَّصِّ كُرَّةٌ ١ - كُرَّةٌ ٢ -الْقَدَمُ الْجَرِيُّ -السِّبَاحَةُ ٤ -الرَّيْشَةُ ٣	The adjacent instruction indicates that learners are expected to produce a statement based on familiar material, employing foundational syntactic structures namely Basic Word Order (<i>jumlah ismiyyah and jumlah fi'liyyah</i>) and Present Tense constructions.	Intermediate low
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2. Proficiency Level Distribution of Instruction A

Based on the findings presented in Table 1, three writing task patterns can be identified in the Grade XII Madrasah Aliyah Arabic language textbook under examination. The first is instruction (a): *rattib al-kalimāt al-āṭiyah li-tuṣbiḥa jumalan mufīdah* (arrange the following words to form meaningful sentences). This instruction requires learners to organize the provided words into complete sentences, in the form of either *jumlah ismiyyah* or *jumlah fi'liyyah*. With reference to the ACTFL guidelines, the Novice High level descriptor states that writers at the Novice High sublevel are capable of recombining previously learned vocabulary and structures to produce simple sentences on highly familiar topics, although they are not yet able to sustain sentence-level writing consistently. It is precisely this key phrase within the descriptor that directly corresponds in meaning to what instruction (a) demands of learners. This correspondence can be observed from two simultaneous dimensions: vocabulary and sentence structure. From the vocabulary dimension, the words to be arranged in instruction (a) do not constitute unfamiliar lexical items; rather, they represent vocabulary that has been previously practiced through the *qirā'ah* section of the same chapter, namely the chapter on *al-riyāḍah* (sports).

From the structural dimension, the *jumlah ismiyyah* and *jumlah fi'liyyah* patterns that serve as the sentential framework in this instruction are likewise not new material; both have been introduced and practiced in the first chapter of the Grade X Madrasah Aliyah textbook. Consequently, learners are not confronted with entirely new content; they are simply required to recombine what they have already mastered into correct and meaningful sentence arrangements. Writing at the Novice High level centers on common elements of daily life, and learners express themselves within contexts in which the language has been learned, drawing on previously practiced material. It is based on this correspondence that instruction (a) is categorized as Novice High.

Further empirical validation is derived from a study by Ubaidillah, Ainin, and Muassomah, which analyzed the KMA 183 Arabic textbook through the ACTFL perspective; their findings indicated that the writing proficiency (*kitābah*) materials in the KMA 183 Arabic textbook consistently align with the Novice High level, thereby reinforcing that instruction (a) in the reviewed Grade XII textbook is part of a consistent pattern within madrasah textbooks published by the Ministry of Religious Affairs of the Republic of Indonesia. This pattern is further substantiated by the findings of Siregar, Ainin,

Muassomah, Firdaus, and Pramadi (2022), who explored the MA KMA 183 Arabic textbook from an ACTFL perspective. Their study analyzed the textbook in terms of material selection, gradation, presentation, and repetition, while simultaneously examining the language skills within the book's content against ACTFL standards. The relevance of their study lies in the aspects of gradation and repetition: the vocabulary and structures used to construct sentences in instruction (a) had been introduced at previous levels. Consequently, the task essentially constitutes a recombination of previously mastered material, precisely as required by the Novice High descriptor (Ubaidillah dkk., 2023).

3. Proficiency Level Distribution of Instruction B

The second is instruction (b): *uktub jumalan tataḍammanu al-ibārāt al-tāliyah* (write sentences that contain the following expressions). This instruction requires learners to compose sentences incorporating specific expressions, namely: *ḥāris al-marma* (the goalkeeper), *kurat al-sallah* (basketball), *raf al-athqāl* (weightlifting), *sāḥat al-madrasah* (the school courtyard), and *al-riyāḍah al-jamā'iyah* (team sports). With reference to the ACTFL guidelines, the Novice High level descriptor states that writers at the Novice High sublevel can express themselves in contexts in which the language has been learned, drawing primarily on previously practiced material, with writing centered on common elements of daily life. It is precisely this key phrase within the descriptor that directly corresponds in meaning to what instruction (b) demands of learners. This correspondence resides in the fact that the expressions designated as writing material in instruction (b) do not constitute new or unfamiliar content for learners.

All five expressions are drawn from a topic previously studied within the same chapter, namely the chapter on *al-riyāḍah* (sports), sourced specifically from the *qirā'ah* section. Consequently, learners are not required to engage in open-ended, creative production; rather, they are expected to draw on familiar, previously practiced material to construct simple sentences, a characteristic that distinguishes the Novice High level within the ACTFL framework. Writers at the Novice High level can recombine previously learned vocabulary and structures to produce simple sentences on highly familiar topics, though they are not yet able to sustain consistent sentence-level writing. It is based on this correspondence that instruction (b) is categorized as Novice High.

Empirical validation is drawn from a study by Mustaghfirin and Hikmah (2024), which specifically analyzed writing proficiency in the Grade 8 MTs Arabic textbook under the KMA 183 Curriculum from an ACTFL perspective. Their study concluded that the textbook's linguistic writing competence aligns with the existing ACTFL proficiency standards, a finding that aligns with the pattern of expression-based writing tasks practiced in instruction (b). This pattern is further corroborated by research on the Grade VII MTs KMA 183 textbooks, in which analysis using ACTFL guidelines indicated that the textbook's writing skills are at the Novice level. This confirms that the characteristics of writing tasks based on familiar vocabulary and expressions, precisely like instruction (b), constitute a consistent and recurring pattern across various levels of madrasah Arabic textbooks published by the Ministry of Religious Affairs of the Republic of Indonesia, rather than being an exclusive feature of the Grade XII textbook examined in this study (Mustaghfirin & Hikmah, 2024).

4. Proficiency Level Distribution of Instruction C

The third is instruction (c): *ikhtār mawḍū'an min al-mawḍū'āt al-tāliyah, thumma uktubhu mushtamilan 'alā 'anāṣir al-naṣṣ* (select one theme from the following themes, then write about it, incorporating the elements of the text). This instruction requires learners to select one theme from the

provided themes and compose a written piece that includes the structural elements of a text. The themes offered are not unfamiliar; rather, they are drawn from topics previously studied within the same chapter, namely the chapter on *al-riyāḍah* (sports), sourced specifically from the *qirā'ah* section. This is consistent with the ACTFL descriptor, which stipulates that the material employed must originate from contexts already familiar to the learner (familiar material). In other words, learners are not required to engage in thematic innovation; rather, they are expected to recombine existing knowledge into a structured written form. Furthermore, the requirement to compose a written piece based on basic word order in this instruction reflects the expectation that learners can accurately construct *jumlah ismiyyah* and *jumlah fi'liyyah* as the sentential framework for their composition.

This goes beyond merely arranging isolated words or phrases; learners are beginning to form simple, interconnected sentences, an achievement that, within the ACTFL framework, marks the boundary between the Novice level, which yields only words and phrases, and the Intermediate level, which begins to produce complete sentences. Writers at the Intermediate level are characterized by their ability to meet practical writing needs, such as simple messages and notes, and by their capacity to create with language and communicate facts and ideas in a series of loosely connected sentences on personal topics. Instruction (c) in this textbook, therefore, accurately represents the writing competency demands characteristic of that level. The third task, producing a descriptive text in accordance with the selected theme, is situated at the Intermediate Low level. At this level, learners are required to formulate statements and develop paragraphs based on familiar themes, employing foundational syntactic structures, namely *jumlah ismiyyah* and *jumlah fi'liyyah*, in the present tense. The ACTFL Intermediate Low descriptor stipulates the ability to produce original sentences rather than merely reproduce language in a familiar context, which aligns conceptually with this task.

Empirical validation is derived from research by Siregar, Ainin, Muassomah, Firdaus, and Pramadi (2022), which revealed an uneven distribution of levels within the Grade XI MA KMA 183 textbook. Their analysis indicated a proficiency-level gap according to the ACTFL guidelines in the book: *tadrībāt* (exercise) materials in certain themes reached the Intermediate High level, whereas other themes remained at lower levels. This disparity confirms that theme-based composition tasks within familiar contexts, such as instruction (c), serve as a realistic transition point toward the Intermediate level in the context of madrasah textbooks. Further validation is provided by Maimunah, Ainin, Muassomah, and Sanusi (2022), who analyzed MI textbooks using ACTFL standards. Their study asserts that the achievements in competence in madrasah Arabic textbooks reflect ACTFL standards at a certain level. Furthermore, these textbooks not only serve as authentic learning resources but can also be effectively implemented by teachers through formulated instructional ideas and strategies. This assertion is highly relevant as it demonstrates that writing tasks such as instruction (c), which require learners to construct structured texts based on familiar themes, are not merely mechanical exercises. Instead, they represent a measurable productive competence achievement whose level can be explicitly identified within the ACTFL framework, specifically at the Intermediate Low level (Maimunah dkk., 2022).

Conclusion

This study concludes that the *al-mahārah al-kiābah* materials in the Grade XI Madrasah Aliyah Arabic-language textbook target writing proficiency levels ranging from Novice High to Intermediate Low based on the ACTFL Writing Proficiency Guidelines 2024. The findings show that most writing tasks are still oriented toward reproductive writing abilities, such as arranging words into sentences,

completing guided exercises, and constructing simple sentences using familiar vocabulary and structures. However, several tasks begin to develop students' productive writing ability at the Intermediate Low level, particularly through the composition of simple descriptive texts on familiar topics. Through the FACT criteria, consisting of Function, Accuracy, Context and Content, and Text Type, the study reveals that the textbook presents a gradual progression from controlled writing to more independent sentence and paragraph production, although the writing activities remain limited to familiar and highly guided contexts. Therefore, the findings are consistent with the research objective, namely to describe the proficiency-level characteristics of *al-mahārah al-kiābah* materials in relation to ACTFL standards.

Future research is recommended to examine Arabic-language textbooks across different grade levels and language skills, including *al-mahārah al-kalām*, *al-qirā'ah*, and *al-istimā'*, using ACTFL or other international language proficiency frameworks. Researchers may also develop and test ACTFL-based textbook models to support a more systematic progression of students' productive language skills from Novice to Advanced levels. For teachers and textbook authors, the findings suggest the need to design writing tasks that move beyond sentence-level reproduction toward more sustained, meaningful, and communicative writing activities. At the policy level, curriculum developers and educational institutions should consider integrating measurable proficiency standards into Arabic-language textbook development so that instructional materials are more aligned with global competency expectations while remaining relevant to the learning needs of Madrasah Aliyah students.

Acknowledgments

The authors would like to express sincere gratitude to all parties who provided support, guidance, and valuable input throughout the completion of this study. Appreciation is also extended to teachers, academic colleagues, and reviewers whose constructive comments helped improve the quality of this manuscript. The authors hope that this study can contribute to the development of Arabic language learning materials, particularly in strengthening *al-mahārah al-kiābah* based on measurable proficiency standards.

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