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Evaluation of Arabic Language Skills in *Kanzul Lughah* Arabic Course Pare Kediri

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Abstract

The purpose of this research is to describe the objectives of learning Arabic language skills, the types and forms of tests for each Arabic language skills, and the implementation time for evaluating Arabic language skills at the Kanzul Lughah Arabic course. The data from this research are in the form of questionnaire results and interview results. The data collection technique was carried out by distributing questionnaires to two Arabic language teachers at the Kanzul Lughah course institute and conducting interviews. The results of this study are evaluation of Arabic language skills in accordance with the objectives of learning Arabic language skills, types and forms of tests, namely written tests and oral tests, and evaluation of Arabic language skills are carried out routinely with different details of time.

Keywords: Arabic course, arabic language skills, evaluation

Introduction

Evaluation comes from English which contains the basic word "value". The value in terms of evaluation relates to the belief that something is good or bad, right or wrong, strong or weak, enough or not enough, and so on. In general, evaluation is defined as a process of considering a thing or symptom by using certain criteria that are qualitative in nature, for example good-not good, strong-weak, adequate-inadequate, high-low, and so on (Asrori, et al., 2014:2). Evaluation is an important stage in learning because it provides information about the implementation of teaching and learning process, as well as in Arabic lessons (Munawaroh, 2021:29) Evaluation is a component and device related to lesson objectives, teaching materials, learning services, educators, methods, and situations Majid (in Ramadhani, 2019). In addition, Syihabuddin (2016) argues that the assessment (evaluation) is carried out to determine the accuracy, clarity, and fairness of the object being evaluated. Teaching materials, methods, media, and the right evaluation will make a big contribution to the course of learning (Aflisia, 2020). Evaluation is something that is commonplace and event just flows in accordance with a calendar of education (Kholisoh, 2018).

Before starting a program, several institutions hold a placement test. According to Djiwandono (2011) a placement test useful for placing test takers who have passed the test in the appropriate group based on their academic ability. Placement test organizers assume that there are too many graduates of the selection test to put together in one group. For that it is necessary to create smaller groups. In addition, the placement of language learning program students according to their ability level so that they can follow the lesson well and be in groups with approximately the same level of ability so they don't feel left out.

In the learning process, evaluation is a very urgent ornament and determines student success (Ramadhani, 2018; Sanusi, et al., 2020). Evaluation is a device component related to

lesson objectives, teaching materials, learning services, educators, methods, and situations (Majid, 2013). Evaluation is an integral part of learning, especially Arabic learning which tends to be viewed and applied partially (Ainin, 2016). To evaluate learning achievement, a good measurement tool is needed to assess student learning outcomes, one of the measuring tools is a test (Baroroh, 2020). According to Djiwandono (1996), based on the time of its implementation a test can be divided into two types: formative test and summative test.

Formative tests can be carried out several times during the learning program for example half a month or one month, with different material coverage according to the teaching materials that have been taught until the implementation of the formative test. According to Djiwandono (2011) the target of formative tests is the level and quality of student achievement towards learning objectives that have been held up to the stage of implementing a certain formative test. In addition, it also provides information about which parts of the material have not been mastered well and have not been mastered by students.

Summative tests are held before or at the end of the implementation of the learning program as a comprehensive evaluation of the success of all learning programs that have been implemented. According to Djiwandono (2011) the target of the summative test includes the level of student mastery of all learning materials that have been taught and implemented over a certain period of time such as one semester or one year, and others. The results of this summative test provide an indication of the level of ability of students at the end and as a result of implementing a learning program.

Meanwhile, based on the criteria for the answer form, according to the test, it can be grouped into essay tests, short answer, and multiple choice tests. In the essay test, test participants are required to provide answers in the form of descriptions using their own language. According to (Asrori, et al., 2014) the advantages of essay tests include: (1) easier in preparation, (2) appropriate for measuring the teste's critical, analytical and comprehensive thinking ability, (3) avoiding the teste from the possibility of giving answers speculatively, (4) can measure complex learning outcomes. In this form of test, the tester must complete or fill in the blanks in the test subject with only one word, expression, or number. In the choice test, alternative answers are provided for the teste, so that in giving an answer, it is enough to choose one answer that is considered correct. In practice according to Asrori et al. (2014) this answer choice test can be in the form of true-false answers and can be in the form of multiple-choice forms.

The characteristics of a good test are as follows: a) Validity, is the determination between the test and its purpose or the extent to which a test is able to measure what it is supposed to measure. For example, a reading test is said to be valid if it can actually measure reading ability. b) Reliability, a measuring instrument is said to be reliable or has high reliability, if the measurement is carried out repeatedly with the same instrument, but still produces relatively the same data. c) Practicality, according to Arikunto (2013) a test is said to have high practicality if the test is practical, easy to administer. Practical tests are tests that are easy to carry out, easy to examine and are equipped with clear instructions so that they can be given or initiated by others. Sudijono (2016) said that the evaluation process that was instant and fast in its implementation and assessment would produce a sense of security and tranquility in carrying out the test, so that educators could carry out their duties as testers.

Djiwandono (1996) classifies language tests as follows: (1) Language sound tests which include; recognize language sounds, distinguish language sounds, pronounce language sounds, pronounce words, pronounce pairs of words, recite series of sentences, read texts; (2) Vocabulary tests which include: showing objects, demonstrating, giving equivalents, giving other words, giving opposites, mentioning words, completing sentences; (3) Grammar test which includes: word formation test, phrase formation test, sentence formation test; (4)

Listening test which includes: answering questions (phrases), answering questions (sentences), formulating the essence of discourse, answering questions (discourse), retelling; (5) Reading test which includes: completing the discourse, answering questions, summarizing the contents of the reading; (6) speaking test which includes: short storytelling, retelling, free speaking; (7) Writing test which includes: telling pictures, making abbreviations, free writing; (8) Dictation is divided into standard dictation and partial dictation; (9) Cloze test; (10) Test-C.

Method

This study uses a qualitative descriptive research design. Various sources of information rich context is done for data mining Cresswell (in Khaerunnisa, 2019). Research data in the form of questionnaires and interview results. To obtain data, the researcher used data collection techniques by distributing questionnaires to two Arabic language teachers at the Kanzul Lughah course institution and conducting interviews. The instrument used in this research is the human instrument, namely the researcher herself and the auxiliary instruments in the form of questionnaires and interviews.

The research steps according to Moleong (2010) consist of three steps, namely the preparation step which is carried out by preparing questionnaires and interview guidelines, the field work step which is carried out by distributing questionnaires and conducting interviews, and the data analysis step which is carried out by analyzing the results of the questionnaire and interview results.

Results

Learning evaluation needs to be done to test how far the students' ability to master learning competencies is. Likewise with the Kanzul Lughah Pare Kediri Arabic course which routinely conducts learning evaluations. The results showed that respondents held summative and formative tests with different time details according to the required conditions. Evaluation of Arabic learning is often carried out once a week and at the end of the learning program, sometimes an evaluation of Arabic learning is also carried out every time one material is completed and at the end of each meeting.

The evaluation of listening skill consists of a written test and an oral test. The most widely used form of written test is to answer questions in the form of sentences, while the most widely used form of oral test is to retell what was heard.

The form of evaluation in speaking skill also varies. The form of evaluation that is most widely used by respondents is short storytelling, while the form of evaluation of debate and storytelling is the form of evaluation that is least used by respondents. Other forms of evaluation include free storytelling, retelling, and practicing the conversations that have been learned.

The form of evaluation of reading skill that is most widely used by respondents is to answer questions from the text, while the least used is to complete the discourse. Other forms of evaluation are summarizing the contents of the reading, reading and translating, reading bare text and *i'rab* and memorizing the text.

While the form of evaluation of writing skill which is most often used by respondents is free writing and the least used is *imla'*. Another form of evaluation is to make a summary and tell pictures.

In the written test, the form of questions used by respondents is quite diverse. The most widely used form of questions is essay questions, translation questions are also widely used, questions in the composing are also an alternative form of questions. The form of questions that are sometimes used are multiple choice and true-false.

Regarding the provision of a placement test to determine the initial ability of students and to determine class placement, the results of the study show that only a small proportion of those who held and the rest stated that they did not hold.

Based on the results of the study, it was found that only two respondents had difficulty in compiling Arabic questions, and the remaining sixteen respondents had no difficulty in compiling the questions. The difficulties experienced by the respondents were difficulties in using the Arabic language.

Discussion

The evaluation of Arabic learning at the Kanzul Lughah Arabic course in Pare Kediri broadly includes four things, namely: (1) implementation time; (2) evaluation on learning four language skills; (3) form of written test; and (4) difficulty in making questions.

To measure the level of ability of students as a basis for class placement, prior to the implementation of the learning program, a placement test is carried out. This is in line with the opinion of Djwandono (2011) that a placement test needs to be held if the number of participants is too large to be put together in one group. This placement test is done so that students are in the same group with their ability level so they don't feel left out Djwandono (1996).

The results showed that the respondents did formative and summative tests. The implementation of formative tests that are most often carried out is once a week and every single material is completed. Formative tests are effective to determine the progress and development of the language of students after learning activities. In line with the opinion of Djwandono (2011) the target of formative tests is the level and quality of achievement of learning participants towards learning objectives that have been held up to the stage of implementing a certain formative test. While the summative test was carried out by respondents towards the end of the learning program as a comprehensive evaluation of the success of all learning programs that had taken place. Djwandono (2011) explains that the target of the summative test includes the level of learner mastery of all learning materials that have been planned and implemented for a certain period of time.

As explained earlier, learning at courses prioritizes practice over theory. Therefore, in evaluating the learning of the four language skills, respondents held a test in the form of practice.

In the evaluation of listening skill, the majority of respondents used questions in the form of sentences. The test begins with listening to readings or audio, then students must answer questions in the form of sentences about the reading or audio. The form of the test is in accordance with the opinion of Asrori, et al. (2014) that the competencies measured in the listening ability test are the ability to identify sounds, the ability to distinguish sounds of similar letters, vocabulary and sentence abilities and respond to the content of the discourse being listened to.

Meanwhile, for the evaluation of speaking skill, it was explained that most respondents measured students' speaking skills by telling short stories, using evaluations in the form of free stories such as talking about hobbies, special foods, tourist attractions, family, assignments, home affairs, school and recreation. This is in accordance with the statement of Asrori et al (2017:41) that there are four approaches that can be used in preparing a good test to determine the ability of students in learning Arabic, one of which is a communicative approach. The thing that is highly emphasized in the communicative test is the language ability test in the form of language performance (Munip, 2017).

The form of evaluation of reading skill which is widely used as an evaluation tool is to answer questions from the text that has been discussed while the least used is to complete the discourse.

The most widely used form of writing skill evaluation is free writing. The themes that students must write about revolve around the material that has been taught, namely hobbies, goals, and family.

The evaluation form of the four language skills has met the characteristics of a good evaluation, namely valid, reliable and practical. It is called valid because between the objectives to be achieved and the tests used are appropriate, for example speaking tests can actually measure speaking skills through short storytelling activities, free storytelling and retelling. It is called reliable because it can be trusted as a measuring tool for students' language skills. The form of the test is also called practical because both written and oral tests are easy to carry out, equipped with clear working instructions in each form of question.

In the written test, the teacher uses the form of an essay test. It means that students are required to really master the material that has been taught because there are no answer choices and generally require long answers in their own language. In line with the opinion of Asrori, et al. (2014) that in the essay test the test participants are required to provide answers in the form of a description using their own language. This avoids the possibility of giving speculative answers. In addition to essays about the form of translation, either from Indonesian to Arabic or vice versa, many respondents also used it.

Regarding the difficulty in preparing Arabic questions, the results of the study stated that only two respondents stated that they had difficulties. The difficulty experienced by the respondent is difficulty in using the Arabic language. It shows that the teachers have qualified abilities even though some are not college graduates.

Conclusion

Evaluation of Arabic language skills at the Kanzul Lughah Arabic course in Pare Kediri is in accordance with the objectives of learning Arabic skills both in listening, speaking, reading, and writing skills. The types of tests used in Kanzul Lughah Arabic course are summative tests and formative tests. While the forms of tests used in Kanzul Lughah Arabic course are written tests and oral tests.

Evaluation of Arabic language skills is carried out routinely with different details of time, including once a week, at the end of each learning program, each material being completed and at the end of each meeting.

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