



Analysis of Assesment of Arabic Speaking Skill Tasks Based on ACTFL Perspective

تحليل أداة تقييم مهارات الكلام في كتاب مدرسي اللغة العربية على منظور ACTFL

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ABSTRACT

This study aims to analyze the assesment instrument of speaking skills in Arabic textbooks for grade X published by Ministry of Religious Affairs of Republic of Indonesia based on the ACTFL perspective. Evaluation of speaking skills is assessed through question instruments in textbooks. Students' abilities can be measured through well-constructed questions, so this study attempts to provide new insights regarding the evaluation of speaking skills in Arabic language textbooks. This study is a literature review, data collection techniques using Arabic textbooks for grade X and ACTFL levels and Ali Al-Khulli perspective, data analysis techniques using qualitative content analysis. The results of the study show that all questions for evaluating speaking skills in the textbook are in accordance with the ACTFL perspective, namely: (1) Novice high as many as 8 questions (2) Intermediate mid as many as 8 questions, (3) Intermediate low as many as 1 question, and (4) Advanced high as many as 1 question.

Keywords: Language Assesment, Arabic Speaking Skill, ACTFL Perspective

مستخلص البحث

تهدف هذا البحث إلى تحليل أداة تقييم مهارات الكلام في كتاب مدرسي اللغة العربية للصف العاشر الصادرة عن وزارة الشؤون الدينية في جمهورية إندونيسيا بناء على منظور ACTFL. يتم تقييم مهارات الكلام من خلال أدوات الأسئلة في الكتب المدرسية. يمكن قياس قدرات الطلاب من خلال الأسئلة الجيدة، لذا تحاول هذه الدراسة تقديم رؤى جديد فيما يتعلق بتقييم مهارات الكلام في كتب اللغة العربية وفقاً لمنظور ACTFL. هذه الدراسة هي دراسة المكتوبة، واستخدام كتب اللغة العربية للصف العاشر وكذلك مستويات ACTFL لجمع البيانات، وتقنيات تحليل البيانات باستخدام تحليل المضمون الكيفي. ونتائج هذا البحث أن جميع أسئلة تقييم مهارات الكلام في الكتاب المدرسي تتفق مع منظور ACTFL، وهي: (1) مستوى مبتدئ عالي يصل إلى 8 أسئلة، (2) متوسط الثاني يصل إلى 8 أسئلة، (3) متوسط منخفض يصل إلى سؤال واحد، (4) متقدم عالي يصل إلى سؤال واحد.

الكلمات المفتاحية: تقييم اللغة، مهارة اللغة العربية، منظور ACTFL

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INTRODUCTION

The American Council on the Teaching of Foreign Languages (ACTFL) is the national standard for foreign language learning in the United States. This standard is used for foreign language tests and foreign language proficiency leveling guidelines. ACTFL has five levels of language proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice (Pancarrani, 2017); (Cahya et al., 2023). ACTFL is used by educational institutions and governments to develop assessment and evaluation instruments (Mecham, 2023). Several studies on Arabic Language have also adopted ACTFL, including content analysis on the 'Learn Arabic' application (Laane, 2023), curriculum reconstructions (Hasanah et al., 2021), curriculum integration (Khairanis & Aldi, 2024), and teaching material development (Maimunah et al., 2022).

Arabic language instruction is inseparable from language skills. Following the view advanced by Abdurrahman Al-Fauzan and other Arab linguists who first centered attention on the primary goal of Arabic language education, the learning of any foreign language—particularly Arabic—requires mastery of four skills: listening, speaking, reading, and writing (Azhar et al., 2023). Speaking proficiency cannot be isolated from the other skills—listening, writing, and reading—as the four are mutually complementary and exert reciprocal influence (Amin, 2023); (Qureshi et al., 2022).

Speaking proficiency constitutes a critical area of inquiry because Arabic curricula position speaking as the second objective in speaking-skill instruction, following listening. Speaking proficiency also serves as an indicator of the success of Arabic language learning, namely when learners are able to produce appropriate responses in oral interaction (Sanjaya & Hidayat, 2022). Such success depends on the availability of robust measurement tools (Aziz, 2025) and reflect the targeted skill acquisition (Yustuti et al., 2022) High-quality instruments should measure learners' abilities accurately and reflect the targeted skill acquisition (Laane, 2023).

One determinant that can affect the measurement of learning outcomes is the test item, since items operationalize the attainment of measurable basic competencies (Kompetensi Dasar, KD). How, then, should items for language subjects be constructed? Unlike items in many other subjects, language-subject test items must assess not only knowledge about the language but also learners' ability to use the language. (Herdah et al., 2020; Juniardi, 2023; Rika et al, 2024)

The Arabic textbooks used in schools under Indonesia's Ministry of Religious Affairs (MoRA), particularly for Grade 10, play a pivotal role in both instruction and

assessment. These books function not only as vehicles for content delivery but also as assessment tools to gauge students' speaking ability. The extent to which such instruments can validly and reliably assess oral skills, however, warrants careful scrutiny. The principles articulated by language experts require further empirical investigation.

The American Council on the Teaching of Foreign Languages (ACTFL) provides widely used standards for foreign-language testing and proficiency leveling. ACTFL delineates five proficiency levels: Distinguished, Superior, Advanced, Intermediate, and Novice. It is also a professional membership community that aims to support and provide leadership in high-quality language teaching and learning (Cahya et al., 2023). And Muhammad Ali Al-Khulli in his book entitled *Al-Ikhtibaraat AL-Lughowiyyah* put forward several forms of tests for speaking skills (Siregar, 2024).

Although numerous studies have examined assessment instruments for Arabic speaking skills, there remains an inadequate understanding of what constitutes an appropriate instrument for evaluating students' speaking ability. This study therefore seeks to analyze the speaking-skill assessment instruments contained in the Grade 10 Arabic language textbook published by the Ministry of Religious Affairs, using the ACTFL framework. The findings are expected to contribute to enhancing the quality of Arabic language assessment—particularly in the domain of speaking—thereby supporting the attainment of the intended goals of Arabic language education.

RESEARCH METHOD

This study employs a library-based research design (literature study), which entails collecting data by examining and interpreting theories from a range of sources relevant to the research topic (Adlini et al., 2022). The primary data source is the Grade 10 Arabic language textbook issued by Indonesia's Ministry of Religious Affairs, analyzed through the lens of the ACTFL framework. Data were gathered through document analysis of the textbook and of scholarly works that articulate the ACTFL proficiency standards and compared with types of language tests according to Ali Alkhulli. The collection process involved locating, retrieving, and synthesizing materials from books, journal articles, and prior studies. These sources were subjected to critical and in-depth analysis to substantiate the study's propositions and arguments. (Rahma et al., 2023) The data were analyzed using Krippendorff's Qualitative Content Analysis. (Krippendorff, 2022) Prior research was also reviewed to identify unresolved

issues and gaps. (Adlini et al., 2022; Safitri & Nurhayati, 2018) Accordingly, this investigation is grounded in scholarly references as its principal object of analysis.

RESULT AND DISCUSSION

One factor that can influence the measurement of student learning outcomes is the test item, as items operationalize the attainment of Basic Competencies (Kompetensi Dasar, KD) in a measurable way. What, then, of items in language subjects? Unlike test items in many other disciplines, language-test items assess not only knowledge about the language but also learners' ability to use the language. (Herdah et al., 2020; Juniardi, 2023; Rika et al, 2024)

In essence, students' theoretical understanding of language and their mastery of language-specific skills should serve as the basis for teachers' evaluations, ensuring that learning outcomes align with the fundamental aims of the language subject. As noted above, learning outcomes are strongly influenced by the test items a teacher designs; therefore, as both instructor and evaluator, the teacher must construct items that validly target the abilities intended for measurement.

One widely used framework for aligning assessment tasks with learners' linguistic abilities is the American Council on the Teaching of Foreign Languages (ACTFL). In brief, the ACTFL Proficiency Guidelines assess what individuals can do with the language—speaking, writing, listening, and reading—in real-world, unrehearsed, and spontaneous contexts. Consistent with other foreign-language proficiency frameworks—such as DELF (French), TestDaF (German), DELE (Spanish), TOCFL (Mandarin), and the J-Test (Japanese)—ACTFL addresses all four skills.

Like these standardized frameworks, ACTFL specifies a hierarchical proficiency scale across the four skills: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level is further subdivided into three sublevels—Low, Mid, and High.

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Like these standardized frameworks, ACTFL specifies a hierarchical proficiency scale across the four skills: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level is further subdivided into three sublevels—Low, Mid, and High (American Council of Teaching of Foreign Languages, 2012).

Table 1. ACTFL Proficiency Guidelines – Speaking

No	Level	Sub-level	Speaking Proficiency Indicators
1	(Novice)	(low)	Speakers at this level exhibit little to no functional ability, are difficult to understand, and can only offer greetings, identify themselves, or name familiar objects—often with the aid of gestures. They are unable to handle Intermediate-level topics or participate in real-world conversations.
		(mid)	Speakers at this level communicate minimally, relying on isolated words or memorized phrases within limited contexts. Their responses are brief, frequently halting as they search for vocabulary, and are difficult to understand—even for sympathetic interlocutors. When confronted with Intermediate-level topics, they tend to repeat themselves, revert to their first language, or fall silent.
		(high)	Speakers at this level can communicate in simple social situations on a narrow range of topics, such as personal information and basic needs. They rely on memorized phrases and produce short, often incomplete sentences, typically in the present tense. Although their speech is influenced by the first language (L1) and contains frequent errors, it may at times give an impression of fluency. Comprehension can be impeded; however, with repetition they are generally intelligible to sympathetic interlocutors. They nevertheless struggle to sustain conversation at the Intermediate level.
2	(Intermediate)	(low)	Speakers at this level manage simple communicative tasks on concrete topics such as personal information, daily activities, and immediate needs. Their interaction is largely reactive, with difficulty both in answering and in posing direct questions. They attempt to convey meaning through short sentences but are frequently impeded by hesitation, inaccuracy, pauses, and self-correction. First-language influence is evident in pronunciation, vocabulary, and syntax. Although misunderstandings are common, they are generally intelligible to sympathetic interlocutors accustomed to interacting with non-native speakers.

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- (mid) Intermediate Mid speakers can communicate in everyday situations on concrete topics such as personal information and basic needs. They are responsive to requests for information and can pose basic questions, though they have difficulty handling Advanced-level topics. Their language shows some creativity through simple sentences and repetition, but speech often breaks down as they search for vocabulary. Despite these limitations, they are generally understood by sympathetic interlocutors.
- (high) Intermediate High speakers can communicate confidently in routine tasks and Intermediate-level social situations, such as those involving work, school, or special interests. They can narrate and describe across all major time frames (past, present, and future) using connected paragraphs, though they may at times struggle to sustain extended discourse. Their limitations include occasional time-frame errors or insufficient vocabulary. Although cross-linguistic influence may be evident, they are generally intelligible to native speakers, with miscommunication possible in more complex situations.
- 3 (Advance) (low) Advanced Low speakers can participate in informal – and some formal – conversations on general topics such as work, home, and leisure activities. They are able to narrate and describe across the major time frames in paragraph-length discourse, though their speech may at times be disorganized and accompanied by self-correction. Their grammar is not yet fully consistent, and their vocabulary is often insufficiently specific; nevertheless, they employ strategies such as repetition (and circumlocution) to sustain communication. They can convey meaning with reasonable accuracy, though they may occasionally require repetition. Performance typically declines when addressing Superior-level topics.
- (mid) Advanced Mid speakers can communicate confidently about concrete topics – such as work, home, and leisure – in informal and somewhat formal interactions. They are able to narrate and explain effectively across multiple time frames, producing coherent discourse with relevant detail. They address linguistic challenges through strategies such as paraphrasing and repetition, and they sustain fluent conversation with a fairly broad vocabulary, though first-language influence may at times be evident. On familiar topics, they communicate clearly and accurately and are readily understood by native speakers; however, their performance declines when dealing with Superior-level topics.
- (high) Advanced High speakers can perform all Advanced-level tasks with confidence and a high degree of control, providing detailed explanations across multiple time frames. Although they can handle many Superior-level tasks, they cannot consistently sustain Superior performance across all topics. They advance structured arguments and formulate hypotheses, though errors still occur. They are comfortable discussing concrete topics and can address abstract subjects related to their interests or areas of
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		expertise. They compensate for lexical limitations with strategies such as paraphrasing and exemplification. However, in complex Superior-level tasks, their language may at times break down or become simplified.
4	(Superior)	Superior-level speakers communicate with fluency and precision across a wide range of topics, in both formal and informal settings, at concrete and abstract levels. They can explicate complex matters in detail, provide coherent narratives, and present opinions and arguments in a well-structured manner. Their discourse is smooth, cohesive, and seldom breaks down, though occasional cross-linguistic patterning may be evident. They employ interactive strategies effectively and rarely make errors in fundamental structures; minor lapses in more complex constructions do not impede comprehension for native speakers.
5	(Distinguished)	Distinguished-level speakers employ language with exceptional skill, efficiency, and precision, reflecting a highly educated command of the language. They can address global issues and abstract concepts through persuasive, hypothetical discourse to defend positions—including those contrary to their own. Their language is tailored to audience and purpose and exhibits cultural authenticity. They produce extended, sophisticated, and well-structured discourse, yet can also speak concisely, incorporating cultural and historical references to enrich meaning. Even so, a residual accent, minor errors, or limitations in idiomatic expression and deeply embedded cultural references may still be evident.

To operationalize ACTFL’s function as a standardized foreign-language assessment, the author presents several speaking (maḥārat al-kalām) items drawn from the Grade 10 *Madrasah Aliyah* Arabic textbook, specifically the unit “al-Taḥiyyāt wa al-Ta’āruf” (Greetings and Introductions). The first item is as follows:



أ. املأ الفراغ في الصندوق بالجابب الأيمن ثم تبادل الأسئلة والأجوبة مع زميلك.

_____ :	الاسم بالكامل
_____ :	رقم التسجيل
_____ :	مكان وتاريخ الميلاد
_____ :	عنوان بيبي
_____ :	العنوان
_____ :	عنوان المدرسة
_____ :	عمر
_____ :	رقم الهاتف
_____ :	رقم الجوال
_____ :	رقم بيبي

- ١- ما اسمك ؟
- ٢- ما رقم التسجيل ؟
- ٣- ما مكان وتاريخ ميلادك ؟
- ٤- ما عنوان بيبيك ؟
- ٥- ما عنوان مدرستك ؟
- ٦- هل معك بطاقة شخصية ؟
- ٧- ما عمرك ؟
- ٨- ما رقم هاتفك ؟
- ٩- ما رقم جوالك ؟
- ١٠- ما رقم بيبيك ؟

ب. تبادل الأسئلة والأجوبة مع زميلك كما في المثال.

مثال : هاشم أشعري / ٣ بهلاوان / ٤

١- سُودرقان / ٧	أحمد ياني / ٥
٢- أحمد دخلان / ٧	كارتبي / ٦
٣- إمام بونجول / ١	ميرياتي / ٢
٤- واجد هاشم / ٩	سوتشيتو / ٢

- ما اسمك بالكامل يا أخي ؟
 + اسمي محمد صالح
 - ما عنوانك ؟
 + عنواني : شارع هاشم أشعري رقم ثلاثة . وهذا صديقي فيصل
 - ما عنوانه ؟
 + عنوانه : شارع بهلاوان رقم أربعة
 - شكرا يا أخي أنا سعيد بلبانك
 + عفوا ، وأنا مسرور بمعرفتك
 - إلى اللقاء
 + مع السلامة

ج. تبادل الأسئلة والأجوبة مع زميلك عن "التعريف والتعريف بالنفس".

د. تكلم أمام أصدقائك عن "البيانات الشخصية".

Image 1: exercises 1

When examining the speaking items (*maḥārat al-kalām*) labeled alif (ا) and bā' (ب), both align with the ACTFL Novice High level. This classification is warranted because the prompts require learners to speak while remaining within the contextual corridor provided by the textbook or by thematically related reading materials; learners are, in effect, drawing on memorized language relevant to the task. Moreover, responses are expected to be brief—particularly for the alif and bā' items—and the topic centers on personal information. The documentary evidence presented above is therefore consistent with descriptors for the Novice band within ACTFL.

By contrast, the items labeled jīm (ج) and dāl (د) fall within Intermediate Mid. Although these prompts broadly belong to the Intermediate range (Low through High), a specific feature anchors them at Intermediate Mid: students are required to create with language by selecting appropriate vocabulary and expressions for themes such as *at-Ta'āruf wa Ta'rīf bi al-Nafs* (introductions and self-presentation) and *al-Bayānāt al-Shakḥīyyah* (personal particulars).

In this tasks alif (ا) and bā' (ب), type of language tests in speaking skill is *Ikhtibaar*

al-Muhawaroh, this type of tests can be done by two or more people. the items labeled jīm (ج) and dāl (د) type of language tests in speaking skill is *Ikhtibaar at-ta'bir al-Hurr*.

الكَلَامُ

أ

تَبَادُلُ الْأَسْئَلَةِ وَالْأَجْوِبَةِ مَعَ زُمْلِكَ مُسْتَعِينًا بِالصُّوَرِ التَّالِيَةِ كَمَا فِي الْمَقَالِ.

الْمَقَالُ لِلصُّورَةِ الْأُولَى :

- أَلُو أَبِي كَيْفَ الْخَالِ ؟

+ يَخْتِيرُ وَالْحَمْدُ لِلَّهِ

- مَتَى يَكُونُ اجْتِمَاعُ الْمُوظَّفِينَ مَعَ الْمُدِيرِ الْيَوْمَ ؟

+ يَكُونُ اجْتِمَاعُ الْمُوظَّفِينَ مَعَ الْمُدِيرِ الْيَوْمَ فِي السَّاعَةِ الْعَاشِرَةِ صَبَاحًا



٢



١



٤



٣



٦



٥

ب

تَكَلَّمَ أَمَامَ الْفَصْلِ عَنْ " أَسْرَتِكَ وَمِمَّنْ يَتَكَوَّنُ أَعْضَاؤُهَا".

Image 2: exercises 2

In examining the *maḥārat al-kalām* items labeled alif (ا) and bā' (ب), these tasks fall within the ACTFL Intermediate Low-Intermediate Mid band. They require learners to be reactive and responsive to requests for information while also posing basic questions; moreover, students are prompted to begin creating with the language by selecting appropriate vocabulary, expressions, and conversational contexts. The concrete thematic focus on daily activities and personal information aligns closely with the ACTFL indicators for Intermediate Low and Intermediate Mid.

In this tasks item alif (ا) types of language tests in speaking skill is *Ikhtibaar al-Asilah 'an As-shuroh*. Item bā' (ب) type of language tests in speaking skill is *Ikhtibaar at-ta'bir al-Hurr*.

Proceeding to the next unit in the Grade 10 Arabic textbook, the set of speaking-skill (*maḥārat al-kalām*) items under the title *al-Madrasah* ("The School") is presented as follows:

الكلام

أ أخبر الجوارم مع صديقك كما في المثال.

المثال : المَدْرَسَة/مَاشِيًا/الخَافِلَة

ط-١ : كَيْفَ تَذْهَبُ إِلَى المَدْرَسَة؟

ط-٢ : أَذْهَبُ مَاشِيًا، وَأَنْتَ؟

ط-١ : أَنَا أَذْهَبُ بِالخَافِلَة.

١- السُّوق/الدَّرَاجَة/الجَوَالَة

ط-١ : _____

ط-٢ : _____

ط-١ : _____

٢- المَدِينَة/الخَافِلَة/العَرَبَة

ط-١ : _____

ط-٢ : _____

ط-١ : _____

٣- العَاصِمَة/الخَافِلَة/الْقِطَار

ط-١ : _____

ط-٢ : _____

ط-١ : _____

٤- القَاهِرَة/الطَّائِرَة/البَاحِرَة

ط-١ : _____

ط-٢ : _____

ط-١ : _____

ب تَبَادُلِ الأَسْئَلَة وَالْجَوَابَ مَعَ زَمِيلِكَ عَنِ "الدَّهَابِ إِلَى المَدْرَسَة".

ج تَكَلَّمَ أَمَامَ الفَصْلِ عَنِ "المَدْرَسَة وَمَا حَوْلَهَا".

Based on the *maḥārat al-kalām* items above, the alif (أ) prompt aligns with the ACTFL Novice High level. This is because the task primarily elicits short, formulaic, and memorized responses within a brief dialogue (*hiwār*). The verbs used are in the *fi'l muḍāri'* (present/imperfect), and the sociolinguistic context is narrowly bounded—namely, travel-related exchanges concerning how, by what means, and to where one goes.

By contrast, the *bā'* (ب) and *jīm* (ج) items fall within Intermediate Mid. While they broadly occupy the Intermediate band (Low through High), a specific feature anchors them at Intermediate Mid: learners must begin to create with language by selecting

appropriate vocabulary and expressions for the themes al-dhahābu ilā al-madrasah (“going to school”) and al-madrasah wa ḥawluhā (“the school and its surroundings”).

Proceeding to the next unit in the Grade 10 Arabic textbook, the set of speaking-skill (*maḥārat al-kalām*) items under the title *al-Ḥayāt al-Yaumiyyah* (“Daily Life”) is presented as follows:

الكلام



أ أجر الجوار مع صديقك كما في المثال.

المثال: الجمعة ٥/ صبا/ ١٢ ليلا

ط-١: متى تستيقظ يوم الجمعة؟

ط-٢: أمتيقظ في الساعة الخامسة صبا/ تقريبا

ط-١: ومتى تنام؟

ط-٢: أنام في الساعة الثانية عشرة ليلا تقريبا

٣- الخميس ٤/ صبا/ ٩ ليلا

ط-١: _____ ؟

ط-٢: _____ ؟

ط-١: _____ ؟

ط-٢: _____ ؟

٤- السبت ٦/ صبا/ ١٠ ليلا

ط-١: _____ ؟

ط-٢: _____ ؟

ط-١: _____ ؟

ط-٢: _____ ؟

١- الأحد ٣/ صبا/ ١١ ليلا

ط-١: _____ ؟

ط-٢: _____ ؟

ط-١: _____ ؟

ط-٢: _____ ؟

٢- الثلاثاء ٥/ صبا/ ٨ مساء

ط-١: _____ ؟

ط-٢: _____ ؟

ط-١: _____ ؟

ط-٢: _____ ؟

ب تبادل الأسئلة والأجوبة مع زميلك عن "التوفير في المصرف/البنك".

ج تكلم أمام الفصل عن "التسوق في السوق المركزي".

د عبّر رأيك في استخدام أقسام الأفعال والأسماء المذكورة والمؤنثة مما تحدّث عنه زميلك.

For the alif (أ) item, students are directed to role-switch within a brief ḥiwār in a narrowly defined topical context – namely, discussing when someone wakes up – using memorized expressions and present-tense forms (fi'īl muḍāri'). These features align closely with ACTFL descriptors for Novice High.

By contrast, the bā' (ب) and jīm (ج) items map to Intermediate Mid. While they

broadly occupy the Intermediate band (Low through High), a particular feature anchors them at Intermediate Mid: learners are required to begin creating with language by selecting appropriate vocabulary and expressions for themes such as al-tawfīr fī al-maṣrif (al-bank) (“saving at the bank”) and al-tasawwuq fī al-sūq al-markazī (“shopping at the central market”).

As for the dāl (د) item, it falls within Advanced High. A salient point that differentiates it from the preceding tasks is the explicit prompt to express an opinion (عبر رأيك), a capability associated with Advanced High and one that begins to point toward the higher levels of Superior and Distinguished.

Proceeding to the next unit in the Grade 10 *Madrasah Aliyah* Arabic textbook, the set of speaking-skill (*maḥārat al-kalām*) items under the title *al-Hiwāyah* (“Hobbies”) is presented as follows:

الكلام

أ تبادل الأسئلة والأجوبة مع زميلك كما في المثال .

المثال : تختارين/التدبير المنزلي

+ : أي جمعية تختارين ؟

- : أختار جمعية التدبير المنزلي

١- تختار/الرسم

٢- تُحبُّ/التصوير

٣- تُجيبين/الحاسوب

٤- تُفضِّل/الرياضة

٥- تُفضِّلين/الصحافة

٦- تختارين/الخط العربي

ب أجز الحوار مع زميلك كما في الحوار الآتي.

(٢)	(١)
+ : في أي جمعية تشترك ؟	+ : ما هوايتك ؟
- : أشترك في جمعية	- : هوايتي ... أختار جمعية
+ : لماذا تختار هذه الجمعية ؟	+ : وأنت، ما هوايتك ؟
+ : لأن هوايتي	- : هوايتي ... لهذا أختار

ج تكلم أمام أصدقائك عن " الهواية".

For the alif (ا) and bā' (ب) items, the tasks align with Novice High. The expected exchanges are brief, and the utterances are largely drawn from memorized formulas provided by the prompt. Moreover, the discourse is thematically constrained – centered on future occupations and intended fields of study – thus reinforcing the narrow topical scope characteristic of this level.

The jīm (ج) item corresponds to Intermediate Mid. Here, learners are required to create with language by selecting vocabulary and expressions relevant to their identities (in this case, profession or hiwāyah), to respond appropriately to interlocutors' requests for information, and to formulate basic follow-up questions.

Proceeding to the next unit in the Grade 10 *Madrasah Aliyah* Arabic textbook, the set of speaking-skill (*maḥārat al-kalām*) items under the title *ath-Ta'ām wa ash-Sharāb* ("Food and Drink") is presented as follows:

الكلام

أ تبادل الأسئلة والأجوبة مع أحد الأمتاء في المَقْصَفِ كَمَا فِي الْمِثَالِ.

مثال: تُرِيدُ/كُوبَ الشَّايِ += : مَاذَا تُرِيدُ؟
- : أُرِيدُ كُوبًا مِنَ الشَّايِ، لَوْ سَمَخْتُ !

١- تَشْرَبُ/ كُوبَ الْعَصِيرِ

٢- تَأْكُلُ / صَخَنَ الرُّزِّ

٣- تَتَنَاوَلُ / قِطْعَةَ الخُبْزِ

٤- تُجِيبُ / فِئْجَانَ الْقَهْوَةِ

٥- تُفَضِّلُ / قَارُورَةَ الْمَاءِ

ب تبادل الأسئلة والأجوبة مع زميلك كما في المثال.

المثال: هَذَا الشَّايِ/ خُلُوْ جَدًّا += : مَا زَأَيْكَ فِي هَذَا الشَّايِ ؟
- : وَاللَّهِ، خُلُوْ جَدًّا .

١- هَذَا الطَّعَامُ / لَزِيدٌ، لَزِيدٌ

٢- هَذَا الدَّوَاءُ / مُرٌّ جَدًّا

٣- هَذَا الْفَيْتَامِينُ / نَافِعٌ جَدًّا

٤- هَذَا الْمَرَضُ / خَطِيئٌ جَدًّا

٥- هَذِهِ الْبَضَائِعُ / غَالِيَةٌ جَدًّا

٦- هَذَا الْجِسْمُ / مَسِيئٌ جَدًّا

ج تَكَلِّمُ أَمَامَ أَصْدِقَائِكَ عَنْ " الطَّعَامِ " .

For the alif (ا) and bā' (ب) items, the tasks correspond to ACTFL Novice High. The anticipated exchanges are brief and rely on memorized, formulaic expressions supplied by the prompt. The discourse is narrowly framed around ordering food at a canteen and commenting on the taste or flavor of foods and beverages.

The jīm (ج) item aligns with Intermediate Mid. Here, learners are required to create with language by selecting vocabulary and expressions pertinent to aṭ-ṭa'ām (food), respond responsively to requests for information, and pose basic follow-up questions. The thematic focus remains on personal needs and preferences, with students beginning to exercise greater lexical and expressive choice appropriate to the topic.

CONCLUSION

The exercises of *Maharah Kalam* at Arabic language textbook for the grade X of the Ministry of Religion contains levels relevant to ACTFL guidelines. Some questions are balanced with other questions in terms of level; is that the *Maharah Kalam* questions are consistent in designing questions that are suitable for learners from Beginner High to Intermediate Low to Intermediate levels. However, there is one question that does not conform to the consistent pattern in designing questions according to High level, this questions is at the Advanced Low level.

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