

Research Article

The Effectiveness of CEFR Model-based Material on Arabic Essay Writing (Kitabah Hurrah) Ability

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Abstract.

The study aimed to determine how well CEFR-based writing instruction affects students' ability to write essays in Arabic. A single-group experimental design was used in this study. The research sample included approximately 50 students participating in essay writing courses. A random sample was carried out for obtaining data using tests, documents, and observations. Paired sample t-test was used to analyze the data. The study results suggest that the CEFR-based model material can improve Arabic essay writing relatively easily. Since $t\text{-Stat} < t\text{-table}$ ($-25.189 < 2.0095$), H_0 is refuted according to the t-test, and H_1 is accepted. It indicates that teaching materials are suitable for classroom use and positively impact students' Arabic writing skills. The post-test results showed that based on the data distribution, the highest score was 90, and the lowest was 60. Most students now receive grades between 85 and 88. The results of this study provide educators and academic institutions with a better understanding of how to create relevant, student-centered teaching materials that impact students' language skills.

Keywords: Arabic, CEFR, essay, writing

1. Introduction

The student's skill level or performance indicates a teacher's effectiveness in teaching and learning. Therefore, a teacher must be able to prepare various teaching materials. The effectiveness of student learning outcomes and the promotion of teaching and learning are significantly influenced by the resources used in teaching [1]. For this reason, in foreign language teaching, curriculum design, technology, learning objectives, and teaching materials must be relevant. This implies that teaching materials must correspond to the facts. The fact that learners encounter the real world and their language once they are outside a safe and regulated language learning environment is one of the

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main reasons for using authentic materials in the classroom. Teachers should prepare language learners by giving them the skills and knowledge to understand language use rather than confusing them [2, 3].

2. Material and Methods

Universitas Negeri Jakarta's Arabic language education study program regularly develops curriculum requirements and teaching materials to ensure that the quality of graduates meets current global needs. To create teaching materials for writing Arabic essays, one of these tasks was completed in the Arabic Essay Writing course. In addition, the orientations of the writing tasks for students differ. The students' written tasks are not only process- and product-oriented, but they also refer to learning theories. [4]. For the benefit of novice writers, Olson provides a method for organizing ideas from start to finish and producing a piece suitable for publication. This leads to various ideas because writing involves several processes in addition to logic [5].

The problem with teaching writing is that most writing exercises rely on effective strategies that lead to unfavorable outcomes for graduates. There has been a recent paradigm shift in language learning and teaching, with teachers now teaching writing skills through process-oriented approaches [6]. The writing process can build multimodal social interactions and practices [7]. Writing exercises also take into account the background of the source of the writing idea [8]. This can be achieved by providing students with teaching materials that help develop a motivated writing context. This is because writing educational materials involves not only dividing a list of sentences into paragraphs but also conveying the intended meaning of the text [9]. The written grammatical sentences are related to each other. In order for students' essay writing skills to serve as the foundation for their Arabic knowledge, Arabic essay writing teaching materials must support the idea of learning to write clearly, taking into account grammatical needs, context, meaning, and learning Goals. The Common European Framework of Reference for Languages (CEFR) is the basis for the curriculum and teaching materials required to write Arabic essays, according to previous research on the topic at the Arabic Language Education Study Program at Universitas Negeri Jakarta [10]. In order for them to be further developed into reliable teaching materials, the feasibility and effectiveness of designing these materials must be evaluated through teaching exercises. The writing of teaching materials must be able to meet the needs of users according to the standards for assessing approaches, discourses, and foreign language knowledge. There are various ways to package educational materials, including print and electronic formats

[11]. Because the skills in writing Arabic essays should be improved through the teaching materials offered. The CEFR also serves as a guide for characterizing foreign language skills [12, 13]. The CEFR is becoming the reference framework of choice for universities across Europe when assessing their students' language skills.

Therefore, this study aimed to obtain the feasibility of CEFR-based Arabic essay writing teaching materials that had been designed in previous studies. This research activity wants to present that teaching materials are designed according to the needs of global developments, and students are assumed to be able to improve their ability to write Arabic essays. Moreover, research related to the effectiveness of teaching materials on the ability to write Arabic essays from teaching materials made by the study program itself. The goal of this research is to investigate the impact of CEFR-based writing teaching materials on the ability to create Arabic essays. So, the findings of this study can be utilized as a guide to the success of improving language skills through the provision of teaching materials that are by the context of the study program, global developments, and science. Thus, university graduates can be relevant to the needs of today's global challenges.

A group experiment was used in this study. The influence of therapy on group experiments is determined [14]. This method is used to evaluate the effectiveness of the established CEFR-based teaching material model for learning to write Arabic essays. Therefore, the results of the study are one of the factors used to determine the feasibility of creating educational materials for Arabic essay writing. This study was carried out to determine the level of competence in writing English essays using teaching materials adapted to the needs of previous students. Students who enroll in essay writing courses with up to 50 participants are research participants. A random sample was carried out. The study was conducted in the even semester of the 2022-2023 academic year.

Testing, documentation, and observations were used in data collection. Observations were made during up to eight meetings where learning activities were conducted. In order to analyze the effectiveness of the teaching materials used in English essay writing courses, the document is derived from the teacher's notes on the activities covered during each meeting, the teaching materials, and the syllabus. Pre- and post-tests were carried out twice for the test. Before students begin using CFER-based teaching materials, they receive a pretest. Once they have used CFER-based teaching materials at eight class meetings, they will receive a post-test. Written exams assess content, structure, vocabulary, language use, and mechanics [15]. Paired sample t-test was used for data analysis.

3. Results

The ability to write Arabic essays was significantly impacted by the CEFR-based teaching materials that had been developed in earlier studies, according to the results of the overall data analysis. The outcomes of the subsequent pre- and post-tests demonstrate this.

Table 1 indicates a 28-point³ increase in the average value following learning activities using instructional materials. The Arabic essay writing test has a grade A average that has been steadily rising. The highest pre-test score is 70, and the highest post-test score is 90. As demonstrated in Figure 1, the achievement of the distribution of post-test data also reveals that 90% of students have seen an increase in their grade in grade A, and 10% are in grade B.

Students scoring 90 or higher represent 8% of the total, while those scoring 60 or lower represent 2%, as illustrated in Figure 1. Students who scored 85 and 88, with a respective percentage of 30%, had the highest scores. Conversely, Table 2 below displays the t-test findings.

The t-test data analysis results are shown in Table 2. $t\text{-Stat} < t\text{-table}$ ($-25.189 < 2.0095$) is demonstrated. It denotes the rejection of H_0 and the acceptance of H_1 .

TABLE 1: The Result of Pre-test and Post-test.

	Pre-Test	Post-Test
Mean	57	85.3
Standard Error	1.0678	0.661
Median	58	85.5
Mode	60	85
Standard Deviation	7.5511	4.674
Sample Variance	57.0204	21.846
Minimum	40	60
Maximum	70	90

TABLE 2: t-Test: Paired Two Sample for Means.

	Pre-Test	Post-Test
df	49	
t Stat	-25,189	
P(T<=t) one-tail	5,3439	
t Critical one-tail	1,6765	
P(T<=t) two-tail	1,0687	
t Critical two-tail	2,0095	

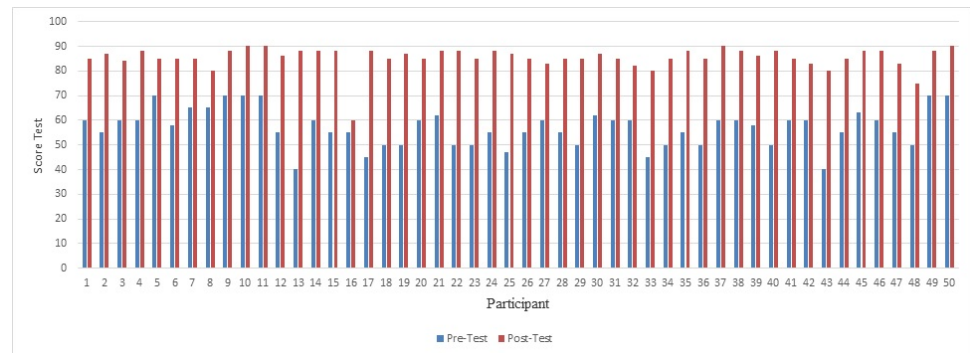


Figure 1: Comparing of the Result Pre-test and Post-test for Arabic Writing Ability.

4. Discussion

According to the findings, using the CEFR-based model material in the classroom was doable. This indicates the effectiveness of the material and its potential to improve students' Arabic writing skills. Additionally, the creation of the syllabus and the alignment of this teaching material with the CEFR concept—a globally recognized framework for assessing proficiency in foreign languages—have been respected. Arabic education at the CEFR must encompass a variety of competencies; the *Nahwu* concepts as a science or practice are but one facet of the curriculum. General Language Proficiency and Communicative Language Competence are the two main competency criteria for teaching Arabic, as stated in the CEFR. [16]. Written communicative ability is a common term used to describe essay writing abilities. Over the past few years, language teaching and learning have undergone a paradigm shift as a result of the CEFR. Chinese is regarded under the CEFR on par with other languages in Spain [16, 17].

This CEFR-based teaching resource thus provides two foundational ideas for essay writing skills. The aforementioned indicates that students possess high-caliber written communication abilities and general competencies that can be leveraged to enhance other language proficiency. This result is in line with research by Rohman et al., which established that instructional materials have a major influence on improving learning achievement. Language learning resources based on the CEFR can help students become more proficient in Arabic [18]. Additionally, the nature of the subject matter is a key factor that discourages individuals from learning Arabic. As a result, the choice of teaching materials significantly impacts students' motivation to learn. It is evident that when teaching materials are dull and uninteresting, they need to ignite a sense of enthusiasm and eagerness for learning [19]. Even the findings of Malaysian research on the application of the CEFR are considered required. Still, before the framework is

introduced and widely used across the nation, the government ought to allow enough time to guarantee that everyone concerned is well-prepared and conversant with it [20].

The study's findings offer a thorough comprehension of the role that teachers play in supplying instructional materials. Furthermore, assistance is necessary throughout the entire writing process. The lecturer should thoroughly supervise every stage of the Arabic writing learning exercise and should also assign students with higher ability levels to serve as mentors for those with lower ability levels [21]. As a result, instructional resources that address these needs may also influence the mentorship process for essay writing since writing assignments necessitate the application of critical thinking skills. Thus, in addition to fostering writing development, the instructional materials offered must also be able to support students' critical thinking styles.

So, Arabic learning activities can emphasize building an environment of learning opportunities; it is essential which content is included, as well as the students' keen interest in how this content is delivered. Moreover, learning provides opportunities for students to gain conceptual knowledge and language competence [22]. The results of this study also contribute to the understanding of why teaching materials should be in line with the concept of 21st-century education. Accordingly, educational materials should: 1) incorporate technology and information into their content; 2) incorporate the HOTS-based cooperative learning model into the learning process; and 3) use authentic assessment. Developing a thorough and all-encompassing understanding of Arabic can help with 21st-century problems [23].

5. Conclusion

The results of the study showed that instructional materials play a significant influence and role in ensuring that students meet their learning objectives. The data processing results make this clear by showing how actively students participated in the process of learning how to write essays in Arabic. Additionally, the results of the average score are modified by the pre-and post-test results. Ninety percent of students received grade A results, according to the distribution of test results. The CEFR model-based teaching materials are quite effective and appropriate for use in the classroom, according to the t-test results, which show that $t\text{-Stat} < t\text{-table}$ ($-25.189 < 2.0095$). Compose essays in Arabic.

The results of this study have implications for how educators and higher education institutions should develop instructional materials that meet the needs of their students while also improving their language proficiency. In order to develop the teaching

materials, learning strategies, or learning media needed in the classroom in accordance with student and global needs, teachers can take advantage of research opportunities offered by the study program. Study programs can also improve the standard of learning resources, such as instructional materials, learning media, and learning strategies, in order to meet the needs of recent curriculum policy changes as well as the demands of graduates of higher education. In the interim, more researchers can build on the findings of this study to create Arabic essay-writing instructional materials related to the use of technology in education.

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Conflict of Interest

There are no disclosed conflicts of interest for the authors.

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