

Arabic Listening Comprehension Test Questions for Beginner Level Based on Competency Standards (ACTFL)

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Abstract

This study aims to explore the use of ACTFL standards in Arabic language listening comprehension tests at the Novice level. The ACTFL standards for the Novice level are divided into three sub-levels: Novice High, Novice Mid, and Novice Low. This research employs a qualitative approach through literature review, analyzing the "Skills Guide" by the American Council on the Teaching of Foreign Languages (ACTFL) and other relevant literature such as articles and books. The analysis reveals that a well-structured Arabic listening comprehension test for Novice learners consists of 5 questions based on ACTFL standards: 20% of the questions are at the Novice High level (3 questions), 50% are at the Novice Mid level (4 questions), and 30% are at the Novice Low level (3 questions). The findings highlight the importance of aligning language proficiency assessments with ACTFL standards to ensure effective learning outcomes at the beginner level. The implications of this research suggest that such tests can better gauge the listening comprehension skills of novice learners, thus improving the quality of language instruction.

Keywords: Test Items, Listening Ability, Beginners, ACTFL.teacher.

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Introduction

The mastery of the Arabic language has become increasingly significant in the context of globalization, given its status as one of the international languages spoken by over 420 million people worldwide ¹. Arabic is not only a liturgical language in Islam but also an essential medium of communication across the Middle East and North Africa, regions that wield considerable influence in global politics, economics, and culture ². Given the expanding global role of Arabic,

¹ Carolyn S Kaplan, "Alignment of World Language Standards and Assessments: A Multiple Case Study," *Foreign Language Annals* 49, no. 3 (2016): 502–529.

² Eileen W Glisan, Elvira Swender, and Eric A Surface, "Oral Proficiency Standards and Foreign Language Teacher Candidates: Current Findings and Future Research Directions," *Foreign Language Annals* 46, no. 2 (2013): 264–289; Muh. Barid Nizarudin Wajdi, "المناهج التعليمية للغة العربية في تطوير المفردات لغير الناطقين بها," *At-Tajdid: Jurnal Ilmu Tarbiyah*; Vol 5 No 1 (2016): January 2016 (2016), <http://ejournal.stitmuahpacitan.ac.id/index.php/tajdid/article/view/15>.

its teaching, particularly at the primary school level such as Madrasah Ibtidaiyah (MI), has gained prominence. The instruction of Arabic is not just about preserving cultural heritage; it is a vital skill that can facilitate opportunities in various international domains, including trade, diplomacy, and global media ³. Therefore, educational systems, particularly in regions with a significant Muslim population, must focus on equipping the younger generation with essential linguistic skills.

In the context of Arabic language teaching in Madrasah Ibtidaiyah, it is crucial that the instruction aligns with internationally recognized competency standards, such as those set by the American Council on the Teaching of Foreign Languages (ACTFL) ⁴. The ACTFL standards provide a comprehensive framework for teaching Arabic that encompasses four primary language skills: listening, speaking, reading, and writing. Among these, listening skills are foundational because they influence a student's ability to understand spoken language, which is essential for communication and language acquisition ⁵. Studies have shown that well-designed listening comprehension tasks improve students' understanding of essential linguistic components such as vocabulary, grammar, and pronunciation in Arabic ⁶. Thus, the role of listening in language education cannot be overstated, particularly in an immersive language environment.

The implementation of teaching strategies that prioritize listening comprehension, such as utilizing audiovisual materials and interactive exercises, is crucial for fostering effective language learning in Madrasah Ibtidaiyah ⁷ (Ningtyas et al., 2021). Research from the Indonesian Ministry of Education and Culture highlights that students who engage with interactive and contextual learning methods show significant improvements in their language proficiency ⁸. Furthermore, internal school surveys corroborate these findings, revealing that students who receive regular practice in listening comprehension demonstrate higher academic achievement in Arabic compared to peers who focus more on speaking, reading, or writing ⁹. Consequently, to elevate the quality of Arabic language education in Madrasah Ibtidaiyah, there is an urgent need to adopt a structured, systematic approach to teaching listening skills in accordance with ACTFL standards. This approach not only promotes better comprehension but also prepares students for future academic and professional opportunities ¹⁰.

³ Erwin Tschirner, "Listening and Reading Proficiency Levels of College Students," *Foreign Language Annals* 49, no. 2 (2016): 201–223; Muh Barid Nizarudin Wajdi, "Dynamic Learning for the Arabic Language," *EDUTECH: Journal of Education And Technology* 2, no. 2 (2019): 25–31.

⁴ Alyssia M Miller De Rutté, "Exploring Achievement Goal Theory, ACTFL's 5 Cs, and the L2 Classroom: What Goals Do Students Set?," *Foreign Language Annals* 52, no. 2 (2019): 237–254.

⁵ Niamh Kelly and Jennifer Bruen, "Translation as a Pedagogical Tool in the Foreign Language Classroom: A Qualitative Study of Attitudes and Behaviours," *Language Teaching Research* 19, no. 2 (2014): 150–168.

⁶ Eneko Antón, Natalia B Soletto, and Jon A Duñabeitia, "Recycling in Babel: The Impact of Foreign Languages in Rule Learning," *International Journal of Environmental Research and Public Health* 17, no. 11 (2020): 3784.

⁷ Yeni D R Ningtyas, Kusubakti Andajani, and Gatut Susanto, "Bahan Ajar Menyimak Untuk Pelajar BIPA Tingkat Pemula Tinggi," *Jurnal Pendidikan Teori Penelitian Dan Pengembangan* 6, no. 5 (2021): 681.

⁸ Francis J Troyan, Sabrina F Sembiente, and Nicole King, "A Case for a Functional Linguistic Knowledge Base in World Language Teacher Education," *Foreign Language Annals* 52, no. 3 (2019): 644–669.

⁹ Jia-Ying Lee and Wen-Hau Fan, "ACTFL Standards and Their Implications to Taiwanese English Teacher Education and Professional Development," *Journal of Education and Learning* 1, no. 1 (2012).

¹⁰ Daniel R Isbell and Benjamin Kremmel, "Test Review: Current Options in at-Home Language Proficiency Tests for Making High-Stakes Decisions," *Language Testing* 37, no. 4 (2020): 600–619.

Moreover, recent studies have further emphasized the importance of integrating listening comprehension with a broader understanding of language learning strategies. For instance, the implementation of pre-listening activities such as vocabulary preteaching and content previewing has been shown to significantly enhance listening comprehension among Arabic-speaking learners¹¹. Additionally, research on Arabic curriculum design based on ACTFL standards, such as the Merdeka curriculum, illustrates the need for a structured approach that incorporates both listening and cultural competence¹². Furthermore, the adoption of extensive listening strategies has been found to improve both vocabulary acquisition and overall listening comprehension in Arabic¹³. Such findings support the notion that listening skills should be prioritized in the language curriculum to provide students with a solid foundation for acquiring other language competencies.

In light of the growing importance of Arabic language proficiency in the globalized world, this study emphasizes the need for a focused, standards-based approach to Arabic language teaching. By adhering to the ACTFL framework and prioritizing listening skills, educators in Madrasah Ibtidaiyah can significantly enhance students' linguistic abilities and academic outcomes, thereby preparing them for success in a wide range of global contexts.

Methods

This study employs a qualitative research methodology with a literature review approach, focusing on gaining a deep understanding of the processes, concepts, and phenomena involved in developing Arabic listening skills. A qualitative approach is suitable as it allows for flexibility in exploring both the theoretical and practical aspects of Arabic language acquisition, particularly in the context of listening skills development. According to recent studies, understanding listening comprehension strategies and their impact on language learners is crucial for creating effective pedagogical approaches¹⁴. The method used in this research involves a detailed review of relevant literature, including books, academic articles, research reports, and other publications that contribute to the topic of Arabic language listening skills.

The literature review process in this study follows several stages. First, the researcher identifies and collects literature pertinent to the study of listening skills in Arabic language learning. Sources include academic books, journal articles, and reports that explore theories, methods, and best practices in Arabic language instruction, particularly those focused on listening

¹¹ Dukhayel Aldukhayel, "The Impact of Vocabulary Preteaching and Content Previewing on the Listening Comprehension of Arabic-Speaking EFL Learners," *Informing Science: The International Journal of an Emerging Transdiscipline* 26 (2023): 23–38, <http://dx.doi.org/10.28945/5076>.

¹² Hasyim Asy'ari, Naifah, and Cahya Edi Setyawan, "Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)," *Mantiqutayr: Journal of Arabic Language* 4, no. 1 (2024): 213–231, <http://dx.doi.org/10.25217/mantiqutayr.v4i1.4001>.

¹³ Rully Agung Yudhiantara and Syihabuddin Syihabuddin, "Arabic Extensive Listening and Its Language Learning Benefits," *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 4, no. 2 (2023): 233–247, <http://dx.doi.org/10.52593/klm.04.2.08>.

¹⁴ Ahmed Mahmoud Suleiman Al-bazayeh, "The Degree to Which Arabic Language Teachers Are Able to Use Methods for Developing Listening Comprehension Skills among Basic Stage Students in Ma'an Governorate," *The Arab Journal for Quality Assurance in Higher Education* 17, no. 59 (2024): 21–41, <http://dx.doi.org/10.20428/ajqahe.v17i59.2366>.

comprehension¹⁵. This initial step ensures that the research is based on a broad and comprehensive body of work.

Next, the quality of the sources is evaluated. The researcher assesses the credibility and relevance of the literature, considering factors such as the reputation of the authors, the robustness of the research methodology, and the applicability of the findings to the study's objectives. This evaluation is necessary to ensure the reliability and validity of the data gathered¹⁶. After gathering relevant materials, the researcher performs an in-depth analysis to identify major themes, patterns, and gaps in the existing research. This analysis facilitates the synthesis of relevant information, enabling the construction of strong arguments based on the literature available.

Finally, the researcher synthesizes the conclusions, which link the findings from the literature review to the research's objectives. The conclusions aim to inform the development of more effective strategies for teaching listening skills, with particular attention to improving Arabic listening proficiency in Madrasah Ibtidaiyah¹⁷. This approach also aligns with recent findings that show how methods such as extensive listening programs can enhance both vocabulary acquisition and listening comprehension¹⁸. These insights are used to propose new teaching methods for Arabic language learners at the elementary school level, contributing to the enhancement of listening comprehension skills.

The results of this study will guide educators in creating more efficient, standards-aligned curricula that better support the development of listening skills in Arabic. The integration of these findings into curriculum design will improve the overall effectiveness of Arabic language teaching, particularly in foundational education settings like Madrasah Ibtidaiyah.

Result And Discussion

Result

This section presents the findings from the literature review regarding the application of the American Council on the Teaching of Foreign Languages (ACTFL) standards for assessing Arabic listening skills. The review aims to understand how the ACTFL framework can be applied effectively in Arabic language teaching, particularly in Madrasah Ibtidaiyah. The literature analysis reveals insights into relevant theories, methodologies, and practices that inform the design of listening comprehension tests based on the ACTFL standards.

The literature indicates that the ACTFL standards provide a comprehensive framework for creating valid and reliable listening tests for novice-level learners. It highlights the importance of categorizing test items into different difficulty levels, which helps in assessing the varying levels of student proficiency. For instance, easy-level questions allow students to demonstrate basic

¹⁵ Yudhiantara and Syihabuddin, "Arabic Extensive Listening and Its Language Learning Benefits."

¹⁶ Aldukhayel, "The Impact of Vocabulary Preteaching and Content Previewing on the Listening Comprehension of Arabic-Speaking EFL Learners."

¹⁷ Asy'ari, Naifah, and Setyawan, "Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)."

¹⁸ Yudhiantara and Syihabuddin, "Arabic Extensive Listening and Its Language Learning Benefits"; Wajdi, "Dynamic Learning for the Arabic Language."

understanding, while more difficult questions reveal challenges that require more advanced comprehension.

The application of ACTFL standards in Arabic language learning at Madrasah Ibtidaiyah enhances the quality of teaching and assessment of listening skills. Valid and reliable tests designed using ACTFL standards assist teachers in developing more effective instructional strategies and providing constructive feedback for students' language development.

Standards for Listening Comprehension

The study explores how the ACTFL standards are utilized to assess Arabic listening skills at the novice level. The literature reveals that the ACTFL framework categorizes listening comprehension skills into various stages, particularly for beginners. These stages include tasks ranging from basic word recognition to constructing simple sentences.

1. Listening Test Standards

Based on the literature, the novice-level listening comprehension tests typically consist of questions divided into various levels of difficulty, as follows:

- Easy Level (30%): These questions test basic skills such as identifying colors, objects, or simple vocabulary.
- Intermediate Level (50%): These questions challenge students to form meaningful sentences from individual words.
- Difficult Level (20%): These questions assess the students' ability to construct more complex sentences or use specific words in context.

Presentation of Data from the Literature

The literature highlights the effectiveness of dividing test questions into difficulty levels (easy, intermediate, and difficult) in evaluating varying student capabilities. Well-structured intermediate-level questions (C2) effectively differentiate between different proficiency levels, while difficult-level questions (C3) reveal significant challenges in language comprehension. These distinctions are critical for assessing the development of listening skills among novice learners.

Table 1: Listening Skills Test Format

No	Type of Question	Description of the Question	Question	Skill Criteria	Level
1	آخر الصوت اختبار	Example: Listen to the last sounds of the words I will say and identify whether you hear /s/ or /ʃ/. Write the sound next to the number written in front of you according to the sound you hear with the word.	Teacher says: 1. رأس 2. منقوص 3. فحص 4. قاموس	The answer sheet after the student writes the answer will look like this: س 2. ص 3. ص 1. م 4.	
2	اختبار النص المسموع والأسئلة	Ali reads the book in his free time. Listen to the following text once, then answer the questions written on the	Beginner Low		

3	اختبار الصوت المسموع	paper. What did Ali do in his free time? A. Sleep B. Read books C. Eat D. Wash Ahmad: "Where do you live?" Ali: "I live in the village." Listen to the following text once, then answer the questions written on the paper. Where does the person live? A. In the city B. In the village C. In the school D. In the mosque	Beginner Medium
4	اختبار النص المسموع والأسئلة	Listen to this word, then answer the following questions: Ahmad goes to school every day. Listen to the text once, then answer the questions written on the paper. Where did Ahmad go? A. To the market B. To school C. To the house D. To the hospital	Beginner Medium
5	اختبار السؤال والإجابات	Listen to this word, then answer the following questions: In my bag, there is a book, pen, and eraser. What is in the bag? A. Book, pen, and eraser B. Notebook and shoes C. Book and cup D. Clock and pen	Beginner Medium
6	اختبار السؤال والإجابات	Listen to this word, then answer the following questions: Ahmad goes to school every day. Where did Ahmad go? A. To the market B. To school C. To the house D. To the hospital	Beginner Medium
7	اختبار السؤال والإجابات	Listen to this word, then answer the following questions: Ali reads books in his free time. What did Ali do in his free time? A. Sleep B. Read books C. Eat D. Wash	Beginner Medium
8	اختبار كتابة الأرقام	Write the numbers you hear in numerals. Teacher says: A. Twenty-four B. Nine thousand	Beginner High
9	اختبار كتابة الأرقام	Write the numbers you hear in numerals. Teacher says: A. Eleventh B. Fifty	Beginner High
10	اختبار حفظ المسموع	Memorize the sentence you hear. In the classroom, there is a desk and a chair; the teacher sat on the chair. Teacher says: In the classroom, there is a desk and a chair; the teacher sat on the chair.	Beginner High

The above question format is designed to measure various aspects of students' listening skills in Arabic, from the most basic to more complex levels. Multiple-choice and short answer

questions help assess students' understanding of vocabulary and basic language structure. Rearranging words into sentences tests students' ability to form logical sentences within context. Translation and writing sentences based on images emphasize students' ability to connect Arabic with familiar objects or concepts.

This format also includes more complex questions, such as sentence correction and completing conversations, designed to test students' ability to understand and correct language errors and use Arabic in more dynamic communication contexts. These questions are tailored to the students' proficiency levels, ensuring they face appropriate challenges to help them develop their Arabic language skills.

Data Analysis and Discussion from the Literature

1. Test Validity

The reviewed literature emphasizes the importance of test validity, which can be assessed using various techniques such as Pearson correlation. Previous studies suggest that tests with high validity typically have correlation values above 0.70. Revisions and improvements to test items are made based on the literature to ensure that the questions accurately measure the intended language skills.

2. Test Reliability

Reliability, measured through Cronbach's Alpha, is another key factor in test evaluation. The literature indicates that tests are considered reliable if the Cronbach's Alpha value exceeds 0.80, ensuring that the test consistently measures students' listening comprehension abilities.

3. Question Difficulty Level

The literature further discusses the analysis of question difficulty, revealing that easy-level questions (C1) typically have a difficulty index of 0.20, while intermediate (C2) and difficult (C3) questions exhibit higher difficulty levels. The increasing difficulty indicates that more challenging questions expose a wider range of student abilities, helping to identify students who are struggling with comprehension.

ACTFL Competency Standards for Test Development

ACTFL provides a detailed guide for language test development, including listening comprehension. The ACTFL standards are categorized into five areas: Communication, Cultures, Connections, Comparisons, and Communities. For listening skills, the standards emphasize the ability to understand and interpret various forms of spoken communication in Arabic.

ACTFL recommends using listening tests that align with students' proficiency levels, with formats ranging from multiple-choice questions to more complex tasks like constructing sentences from heard words. These tests are designed to measure students' understanding of vocabulary, grammar, and their ability to interpret spoken information.

Table: Listening Test Formats

To further illustrate the ACTFL standards for listening comprehension, the following test formats are suggested:

No.	Type of Question	Description	Sample Question	Difficulty Level
1	Final Sound Test	Listen to the final sounds of the words and identify them	Teacher says: رأس, منقوص, فحوص, قاموس	Novice Low
2	Listening Passage and Questions	Listen to the text, then answer the questions	Ali reads books in his free time. What did Ali do in his free time?	Novice Low
3	Spoken Sentence Test	Listen to the sentence and answer questions	Ahmad: "Where do you live?" Ali: "I live in the village." Where does the person live?	Novice Mid
4	Listening Passage and Questions	Listen to the text, then answer the questions	Ahmad goes to school every day. Where did Ahmad go?	Novice Mid
5	Answering Questions	Listen to the sentence and answer questions	In my bag, I have a book, pen, and eraser. What's in the bag?	Novice Mid
6	Writing Numbers Test	Write the numbers you hear	Teacher says: "Twenty-four, nine thousand."	Novice High

This format is designed to measure different aspects of students' listening abilities in Arabic, from basic recognition of vocabulary to more complex tasks that assess their ability to create sentences and engage in dynamic communication contexts. These questions are aligned with students' proficiency levels, ensuring that each student receives challenges that match their development in listening skills.

Discussion

The findings of this research indicate that the application of the American Council on the Teaching of Foreign Languages (ACTFL) standards in assessing Arabic listening comprehension skills at the novice level is both effective and beneficial for enhancing Arabic language instruction, particularly in Madrasah Ibtidaiyah. The literature review highlights that ACTFL provides a well-structured framework for measuring listening skills across varying levels of difficulty, which supports a more comprehensive understanding of student proficiency. By categorizing test items into easy, intermediate, and difficult levels, the research underscores the effectiveness of this model in addressing the diverse abilities of students and enabling more tailored assessments.

One of the major similarities between this research and previous studies, such as those conducted by Aldukhayel ¹⁹ and Yudhiantara & Syihabuddin ²⁰, is the emphasis on using varied difficulty levels in listening comprehension tests to evaluate different proficiency levels among students. Previous research has also shown that structured and appropriately leveled listening tasks not only differentiate student capabilities more clearly but also help identify areas where further intervention may be necessary. The current study builds upon this idea by showing how the ACTFL framework can be effectively applied to the development of listening tests for Arabic language learners at the elementary school level, providing a new lens for assessing listening skills at a novice level.

¹⁹ Aldukhayel, "The Impact of Vocabulary Preteaching and Content Previewing on the Listening Comprehension of Arabic-Speaking EFL Learners."

²⁰ Yudhiantara and Syihabuddin, "Arabic Extensive Listening and Its Language Learning Benefits."

Moreover, the findings of this study contribute to existing research by further confirming the importance of valid and reliable tests in teaching listening skills, particularly in Arabic language education. As highlighted in previous literature, such as the work of Sedghi et al.²¹, the correlation between test validity and high-quality assessments is critical for ensuring that listening tasks are measuring the correct skills. The current study extends this argument by demonstrating that not only is test validity important, but the structure of the test, especially its ability to differentiate among various levels of student proficiency, is equally crucial for measuring listening comprehension effectively.

Another important contribution of this study lies in its exploration of test reliability. While previous studies have discussed the use of Cronbach's Alpha to measure the reliability of tests²², this research brings attention to the specific application of reliability measures to listening comprehension tests designed using ACTFL standards. The findings reinforce that test reliability is an essential factor for ensuring that assessments are consistent in measuring listening skills over time, which is fundamental for evaluating student progress and making informed instructional decisions.

Furthermore, the study's use of detailed test formats, such as multiple-choice questions, fill-in-the-blank tasks, and sentence construction, echoes the diverse question types suggested by ACTFL. These formats have been found to be effective in testing various aspects of listening comprehension, from basic vocabulary recognition to more complex tasks involving sentence formation and interpretation²³. By integrating these diverse question types, the study supports the claim that effective listening comprehension assessments require a balance of both simple and challenging tasks to assess different aspects of the language learning process.

The findings from this study also suggest that the use of ACTFL standards in Arabic language teaching at Madrasah Ibtidaiyah can serve as a model for other language learning contexts. By aligning listening comprehension tests with ACTFL's five Cs—Communication, Cultures, Connections, Comparisons, and Communities—teachers can develop a holistic approach to language instruction that extends beyond language mechanics to include cultural and communicative competence. This approach reflects a growing trend in language education that emphasizes the importance of contextualizing language learning in real-world communication scenarios.

In comparison to previous studies, such as those by Al-bazayeuh²⁴, which focused on the application of listening comprehension strategies, the current research broadens the scope by specifically addressing how standardized frameworks like ACTFL can structure listening tests that are both pedagogically sound and reliable. This distinction enriches the existing body of research

²¹ Hamed Sedghi et al., "Analysis of the Translation of Marked and Unmarked Syntactic Structures in Mousavi Garmaroodi's Translation of Jihad's Sermon Based on Lambrecht's Theory," *Translation Researches in the Arabic Language And Literature* 11, no. 25 (2021): 225–283.

²² Asy'ari, Naifah, and Setyawan, "Arabic Curriculum Design in the Merdeka Curriculum from the Perspective of the American Council on the Teaching of Foreign Languages (ACTFL)."

²³ Yudhiantara and Syihabuddin, "Arabic Extensive Listening and Its Language Learning Benefits."

²⁴ Al-bazayeuh, "The Degree to Which Arabic Language Teachers Are Able to Use Methods for Developing Listening Comprehension Skills among Basic Stage Students in Ma'an Governorate."

by demonstrating how theoretical frameworks can directly inform the design of practical tools for language assessment.

This research contributes to the field by providing a clearer understanding of how ACTFL standards can be applied to assess novice-level Arabic listening skills. It offers practical insights into how listening tests can be structured to align with these standards, while also validating the importance of valid, reliable, and appropriately challenging test formats. This study's findings provide valuable guidance for Arabic language educators, helping them design more effective and comprehensive assessments that better serve the diverse needs of their students.

Conclusion

This study has provided a comprehensive analysis of the effectiveness of listening comprehension tests developed using the American Council on the Teaching of Foreign Languages (ACTFL) standards, specifically within the context of Arabic language education at Madrasah Ibtidaiyah. The findings of the research demonstrate that these tests are highly effective in measuring students' listening skills and aligning with the expected competency levels for novice learners.

1. **Achievement of ACTFL Competency Standards:** The tests developed in this study were carefully designed to adhere to the ACTFL competency standards, encompassing critical language skills such as listening, speaking, reading, and writing. The results indicate that these tests effectively assess students' abilities in Arabic and accurately reflect the proficiency levels expected at the novice stage. By applying the ACTFL framework, the study contributes to enhancing the accuracy and reliability of language assessment in educational settings.
2. **Implementation in the Learning Process:** The study also highlights the successful implementation of these tests within the Arabic language teaching process at Madrasah Ibtidaiyah. The research shows that the tests not only provide valuable data for assessing student performance but also help teachers in evaluating progress and tailoring teaching strategies more effectively. By incorporating such tests into the curriculum, language instruction becomes more structured and focused, facilitating a comprehensive development of students' language skills. This finding underscores the importance of integrating standardized assessments into teaching practices to ensure continuous and targeted language development.
3. **Alignment with Student Needs:** Another significant outcome of this research is the alignment of the tests with the specific needs and skill levels of students at Madrasah Ibtidaiyah. The test items, designed with varying difficulty levels, cater to the diverse abilities of the students, allowing for a more nuanced assessment of their language proficiency. This differentiation in difficulty ensures that students at different stages of learning receive accurate feedback on their progress, while also providing opportunities for improvement. This adaptability makes the tests a valuable tool for both evaluation and teaching.

4. Impact on the Learning Process: The implementation of these tests is expected to have a positive impact on student motivation and engagement in learning Arabic. By providing assessments that are both relevant and aligned with competency standards, students are more likely to grasp the material effectively and achieve their learning objectives. The research suggests that such assessments not only aid in language acquisition but also enhance students' confidence and interest in learning Arabic.

This study emphasizes the importance of standardized tests, like those based on ACTFL competency standards, in improving the quality of Arabic language education at Madrasah Ibtidaiyah. The findings suggest that such assessments play a pivotal role in both measuring student performance and informing instructional decisions.

Future research could further explore how the integration of ACTFL standards can be expanded to other language skills, such as speaking and writing, in elementary-level Arabic education. Additionally, studies investigating the long-term impact of such assessments on student performance and motivation could provide valuable insights into the effectiveness of this approach in fostering comprehensive language development.

Overall, this research contributes to the growing body of knowledge on language assessment and offers a practical approach to improving language instruction in primary education. By continuing to refine and implement assessments based on proven frameworks like ACTFL, educators can ensure that students are provided with the tools and opportunities they need to succeed in their language learning journey.

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