Innovation Discrete Approach Based on Arabic Language Test Assessment

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Abstract

This research aimed to describe the assessment of Arabic language tests and innovate Arabic language assessment using a discrete approach in Arabic language books for class VII Madrasah Tsanawiyah, published by the Department of Religion of the Republic of Indonesia. This research used qualitative methods with library study techniques. Primary data came from Arabic books published by the Ministry of Religion, while secondary data came from related documents, books, and journals. This research aimed to explain: 1) Various approaches to Arabic language tests. 2) Analysis of the Arabic language test approach in the Class VII MTs Arabic language textbook. 3) Assessment innovation with a discrete test approach for Class VII MTs Arabic language textbooks. The results of this research illustrated that there are five types of approaches in Arabic language tests, namely: Traditional Approach, Discrete Approach, Intergative Approach, Pragmatic Approach, Communicative Approach. Through the researcher's analysis, it was found that the majority of Class VII Arabic language textbooks in MTs use a pragmatic approach for Arabic language tests. This includes conversation questions, context-based text comprehension questions, and multiple-choice cloze tests. Therefore, there is a need for innovative Arabic language tests using a discrete approach in Class VII MTs Arabic language textbooks. Overall, the discrete testing approach offers numerous benefits for both educators and students, including enhanced precision in assessment, personalized

learning experiences, fairness in evaluation, and opportunities for innovation.

Keywords: Assessment innovation; language test approach; discrete test

Introduction

Assessment is a crucial part of the education and teaching process. It involves systematically analyzing and evaluating an activity based on specific goals and achievements within the learning process.[1] According to Uman, quoted by Ina Magdalena, learning evaluation is a process of adjusting objective data starting from the beginning of the learning program to the end in order to determine the value of the learning program. In practice, learning evaluation has two main objectives: 1) General objectives, which include determining the effectiveness of the learning system and gathering information about students' strengths and weaknesses; and 2) Specific objectives, which aim to encourage student engagement and participation in the education program.[2]

Therefore, in the learning process, evaluation is a crucial part that teachers must take to determine the effectiveness of learning outcomes. The results of the evaluation can be a consideration for teachers in improving and increasing the quality of learning. There are several general terms used in the context of evaluation, namely measurement, assessment and evaluation. Based on Minister of Education and Culture regulation Number 66 of 2013 concerning evaluation of learning outcomes. Learning evaluation is defined as the process of collecting and processing information to measure the achievement of student learning outcomes, which includes authentic assessment, self-assessment, and various types of tests.[3]

According to Cangelosi, as cited by Naifah, an assessment program involves making value judgments. Therefore, several steps must be followed, including the processes of measurement and evaluation. The assessment results will provide an overview of students' understanding of the material that has been taught. By completing the questions, the assessment will reveal the extent to which students can apply the knowledge and skills acquired during the learning process. Then the results of the student's answers will be followed up

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[1] Zikri Al-faruq, "Peran Penggunaan Desain Evaluasi Untuk Meningkatkan Kualitas Pembelajaran," *Ilma Jurnal Pendidikan Islam* 1, no. 2 (2023): 158–71, https://doi.org/10.58569/ilma.v1i2.587.

[2] Ina Magdalena et al., "Konsep Dasar Evaluasi Pembelajaran Sekolah Dasar Di Sd Negeri Bencongan 1," *Jurnal Pendidikan Dan Ilmu Sosial* 2, no. 1 (2020): 87–98.

[3] Nur Fitriani Zainal, "Pengukuran, Assessment Dan Evaluasi Dalam Pembelajaran Matematika," *Laplace : Jurnal Pendidikan Matematika* 3, no. 1 (2020): 8–26, https://doi.org/10.31537/laplace.v3i1.310.

by giving the appropriate nominal value.[4] The same thing also applies to Arabic language test assessments. The assessment in the Arabic language test will provide an overview of students' achievement of learning outcomes, both in terms of understanding grammar, vocabulary, listening, speaking, reading and writing abilities in Arabic. Language is referred to as a sign consisting of a sign, symbol, sound, or gesture used to communication.[5] There are many techniques used to recognize language sounds, taking into account several linguistic techniques.[6] Arabic is difficult to understand terms that can have different meanings or can be used as both verbs and nouns according to individual needs.[7]

One of the assessment instruments used in the learning process is a teaching test which consists of various types of questions. According to Anas Sudijono, as quoted by Muhammad Yusuf, a test is a method or step essential for measuring and evaluating in education. It can be an assignment or a series of tasks given by the teacher to students or an instruction from the teacher, aimed at gathering data that serves as a basis for assessing student understanding and achievement. If implemented in the context of Arabic language learning, tests can be interpreted as a form of procedure carried out by a teacher to evaluate the extent of students' abilities in Arabic language competencies which include *maharoh kalam*, *istima'*, *kitabah*, and *qiro'ah* that students have acquired during the Arabic language learning process taking place.[8]

Various studies regarding language test approach methods have several variations, depending on the point of view and criteria required, and result in variations in implementation regarding the details of the language test approach by various experts. From various existing points of view, approaches to language testing can be identified into five approaches with different aims and benefits, namely, traditional approach, integrative approach, communicative approach, discrete approach, and pragmatic approach.[9] A discrete approach in education offers several benefits. First, it provides clear learning objectives by

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[4] MSI Naifah, *Evaluasi Pembelajaran Bahasa Arab*, 2015.

[5] M. M. Kamruzzaman, "Arabic Sign Language Recognition and Generating Arabic Speech Using Convolutional Neural Network," *Wireless Communications and Mobile Computing* 2020 (2020), https://doi.org/10.1155/2020/3685614.

[6] Anas Allosh, Nura Zlitni, and Ali Ganoun, "Speech Recognition of Arabic Spoken Digits," *Conference Papers in Engineering* 2013 (2013): 1–6, https://doi.org/10.1155/2013/130473.

[7] Nada Boudjellal et al., "A Silver Standard Biomedical Corpus for Arabic Language," *Complexity* 2020 (2020), https://doi.org/10.1155/2020/8896659.

[8] Muhammad Yusuf, "Pendekatan Humanis Dalam Tes Pengajaran Bahasa Arab," *Alsina : Journal of Arabic Studies* 1, no. 2 (2019): 229, https://doi.org/10.21580/alsina.1.2.4419.

[9] Ibnu Rawandhy N. Hula, Moh. Zulkifli Paputungan, and Ana Mariana, "Pengembangan Hybrid Learning Berbasis Aplikasi Computer Assited Test (Cat) Pada Program Arabic Proficiency Test," *Tadbir: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2021): 103–25, https://doi.org/10.30603/tjmpi.v9i1.2063.

breaking down complex topics into discrete units, allowing students to know exactly what they need to understand and accomplish in each unit. Second, it promotes focused learning by enabling students to concentrate on one topic or concept at a time, dedicating their full attention and effort to thoroughly understanding it before moving on to the next topic. This helps prevent overwhelm and promotes deeper learning. Third, it allows for customized learning paths, where teachers can tailor instruction to meet the needs of individual students by providing additional support or challenges based on their understanding of each discrete concept. This personalized approach can enhance student engagement and success. Fourth, it facilitates incremental progress, as students can more easily track their progress when learning is divided into discrete units. They can see tangible evidence of their growth as they master each concept, boosting confidence and motivation. Fifth, it allows for effective assessment, as assessing students' understanding of discrete concepts is more manageable and accurate than assessing broader, more complex topics. Teachers can use formative assessments to identify areas where students may need additional support and adjust instruction accordingly. Sixth, it provides efficient remediation, as if students struggle with a particular concept, teachers can provide targeted remediation to address their specific needs without disrupting the rest of the curriculum. This targeted intervention can help students overcome challenges more effectively. Finally, it facilitates mastery learning, where students must demonstrate proficiency in one concept before moving on to the next. This approach ensures students have the opportunity to achieve mastery before advancing, leading to a more solid foundation of knowledge.

Overall, a discrete approach in education promotes clarity, focus, customization, and incremental progress, ultimately supporting deeper learning and student success. According to M. Soenardi Djiwandoni, quoted by Muhbib Abdul Wahab, the concept and application of language tests are closely related to the use of language skills, but only about linguistic theory itself. Tests that function to explore information related to language knowledge and skills, such as grammar, language structure, phonology, and other aspects. Language skills are real by applying language to actual situations, both in spoken form that can be heard and written form that can be read.[10] When preparing an Arabic language test, it is necessary to pay attention to good criteria standards, starting from validation, reliability, level of difficulty, distinguishing power, and answer options. Test validity is related to the extent to which test questions can accurately measure skills. Reliability reflects the consistency of a test in providing similar results when tested repeatedly on the same group. The test difficulty level includes an appropriate level of difficulty, neither too easy nor

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[10] Pusat Pengembangan Bahasa et al., "No Title," 2003, 869–89.

too difficult. Discriminating power in tests is the ability to differentiate between high and low students.[11]

In the seventh-grade Arabic language classes at Madrasah Tsanwiyah Nurussalam Tersono-Batang, effective teaching practices have been implemented. This includes a well-structured education system and a thorough evaluation process through tests. The textbook used is the Arabic language module published by the Ma'arif NU Ministry of Religion in Batang district, aligned with the Merdeka curriculum. This module encompasses learning objectives, core competencies, basic competencies, material explanations, diverse learning activities, and assessments.[12]

The focus of this research is to describe the Arabic language test approach model in class VII Arabic textbooks, then innovate the Arabic language test assessment using a discrete approach. In the initial stage, the researcher observed the approach model in the class VII Arabic textbook. The module showed that in the sub-assessment, on average, a pragmatic approach was used in the class VII Arabic textbook. The pragmatic approach is an approach whose use does not only consist of linguistic elements such as words, phrases and sentences, but also aspects outside of linguistics whose context is always involved in language use. Pragmatically, this approach is influenced by an understanding of aspects beyond the language itself. [13]

Based on these initial observations, the researcher plans to develop an innovative Arabic language test using a discrete approach for seventh-grade students at MTs. This approach aims to focus the assessment on a deeper understanding of students' strengths and comprehension of Arabic. By using the discrete approach, more suitable teaching methods can be created to enhance the effectiveness of Arabic language learning. In this research, the author intends to introduce a new Arabic language test for seventh graders, incorporating both multiple-choice and essay questions based on the discrete approach.

The literature review highlights previous research by Rahmaini titled "Approach to Arabic Language Learning Assessment." Rahmaini's research revealed that assessing Arabic language learning requires an approach tailored to the material and students' conditions, ensuring that the difficulty level is not intimidating for students. The assessment process in Arabic language learning

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[11] Struktur Kalimat, "Institut Agama Islam Sunan Kalijogo Malang P-ISSN 2622-6723 E-ISSN 2721-9488 Volume 4 , Nomor 2 Desember 2022 Penerapan Butir Soal Unsur Bahasa Arab P-ISSN 2622-6723 E-ISSN 2721-9488" 4, no. 3211 (2022): 118–38.

[12] K3MTs Ma'arif NU Kab Batang, *Modul Bahasa Arab Kelas VII MTs*, 2022.

[13] S Shalihah, "Hakikat Tes Bahasa Arab Di Jurusan PGMI," *Primary: Jurnal Keilmuan dan Kependidikan Dasar* (2012): 103–115, http://103.20.188.221/index.php/primary/article/view/747%0Ahttp://103.20.188.221/index.php/primary/article/download/747/599.

employs several approaches, including Traditional, Discrete, Integrative, Pragmatic, and Communicative methods.[14]

Secondly, research written by Herdah, with the title "Discrete Test Approach in Arabic Language Learning" says, Discrete language tests are tests that are prepared based on the discrete in linguistics, especially structural linguistics such as yang previously described. Discrete tests are intended to assess usability one part of a particular language ability and component. Discrete tests measure specific items, for example order language, sounds and vocabulary basically have nothing to do with use of real language.[15]

This research is a type of qualitative descriptive research, analysis that provides an overview of a symptom or phenomenon. This research uses a library research approach (literature study) with data sources from books and Arabic evaluation articles with a discrete approach, and does not focus too much on numbers and does not conduct product trials. The discrete approach in education supports the innovation of assessment techniques in several ways: Granular Assessment: With discrete units of learning, assessment can be tailored to focus on specific skills or knowledge within each unit. This allows for more targeted and detailed assessment of student understanding. Diverse Assessment Methods: Breaking down learning into discrete components enables educators to employ a variety of assessment methods suited to different types of learning objectives. This can include traditional methods like quizzes and tests, as well as more innovative approaches such as project-based assessments, portfolios, simulations, and peer assessments. Adaptive Assessment: By assessing student progress at the level of discrete units, educators can gather data on individual student strengths and weaknesses more effectively. This data can inform adaptive assessment strategies, where the difficulty and content of assessments are adjusted based on each student's needs and performance.

Result and Discussion

Various Approaches to Arabic Language Tests

In conducting assessments, some teachers use a number of different methods, including written exams, oral exams, and using several approaches in Arabic language tests. A written test is a type of evaluation where students answer questions by writing. Written tests are generally used to evaluate listening, reading, writing skills, or language aspects such as grammar and vocabulary. Meanwhile, oral tests are an evaluation method where students answer questions or complete tasks verbally. This test is frequently used to

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[14] Dosen Tetap et al., "Pendekatan Asesmen Pembelajaran Bahasa Arab Rahmaini" I, no. 1 (2017).

[15] Pendekatan Tes, Diskret Dalam, and Bahasa Arab, "AL-ISHLAH Jurnal Pendidikan Islam," 2020.

evaluate speaking skills. In the context of Arabic language assessment, there are five different approaches that can be utilized: Traditional Approach, Discrete Approach, Integrative Approach, Pragmatic Approach, and Communicative Approach.[16]

The essence of the approach in Arabic language tests is a philosophical approach which then becomes the basis for the Arabic language learning and teaching process. This approach is axiomatic, meaning that the truth is not questioned or does not need to be proven further. In another sense, the Arabic language test approach is a perspective adopted by educators in assessing Arabic which includes listening, speaking, reading and writing. It is clear that the development and use of language tests in teaching Arabic cannot be separated from the influence of the methods applied in language analysis, which includes the study of language tests with various approaches. [17] Various language tests:

1. **Traditional Approach** (المدخل التقليدي)

In the traditional approach, Arabic language tests are held without referring to linguistic rules as a basis. Its implementation does not require special expertise in the language test domain, so anyone can administer a language test. The material tested in this test often refers to literary works and text forms, such as translations, or writing essays. Because of this, the traditional approach is often called the essay and translation method. Additionally, there is a grammar test that includes general questions about Arabic, focusing on the language itself rather than its practical use. However, this test is not part of the Arabic language test which aims to test language components and language skills.[18]
An example of an Arabic language test with a traditional approach is translating text from Arabic into Indonesian,

تَرْجِمْ مَا يَأْتِي إلى اللغَةِ الإنْدُوْنِيسِيا!

" اليَدُ"

للإِنْسَانِ يَدَانِ، يُمْنَى وَ يُسْرَى لِكُلِّ يَدٍ مِرْفَقٌ وَ سَاعِدٌ وَ مِعْصَمٌ وَ كَفٌّ وَ خَمْسُ أَصَابِعَ، وَ هِيَ: الإِبْهَامُ، السَّبَابَةُ، الوُسْطَى، البِنْصَرُ، الخِنْصَرُ.

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[16] Khoirotun Ni'mah and Durrotun Nafisah, "Pelaksanaan Evaluasi Pembelajaran Bahasa Arab Di Sd Negeri Tlogorejo Sukodadi Lamongan," *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 1, no. 1 (2020): 23–39.

[17] Naifah, *Evaluasi Pembelajaran Bahasa Arab.*

[18] N. Hula, Paputungan, and Ana Mariana, "Pengembangan Hybrid Learning Berbasis Aplikasi Computer Assited Test (Cat) Pada Program Arabic Proficiency Test."

Answer:

" Hand"

Humans have two hands, namely the right hand and the left hand, each hand has an elbow, forearm, wrist, palm, and five fingers, namely, thumb, index finger, middle finger, ring finger and little finger.

2. Discrete Approach (المدخل المنفصلة)

Discrete Testing is a type of approach in Arabic language testing that focuses on one linguistic aspect such as grammar at a time. The capabilities measured are limited to one single component. With this approach, someone only needs to answer questions related to one linguistic aspect. Tests with a discrete approach are also called atomistic tests according to Mahmood as quoted by Herdah. This approach measures specific items, such as grammar, sounds, vocabulary, but is basically not directly related to language use in real contexts. The essence of this understanding is that Arabic language tests using discrete tests only ask about one element. [19]

Examples of Arabic language tests with a descriptive approach are:

"شَرَبَ الرَجُلُ العَسَلَ"

مَا مَعْنَي العَسَلَ؟

a. Syrup   b. honey   c. coffee   d. tea

Answer: b. honey

3. Integrative Approach (المدخل التكامل)

If in the discrete approach only one aspect of language is tested at a time, while in the integrative test, it attempts to measure several aspects of language simultaneously. Based on this principle, integrative tests do not focus on assessing a single aspect like phonology, morphology, syntax, or vocabulary, nor do they target a specific language skill such as reading, writing, speaking, or listening. Instead, the integrative approach evaluates multiple linguistic aspects and language skills simultaneously. In Integrative tests, small elements of language skills are combined into one single test section. This approach measures language proficiency based on understanding a combination of several language components and language abilities. For example, it not only requires the ability to know sentence structure, but also requires mastery of changing word forms. [20]

An example of an Arabic language test with an integrative approach is: arrange the sentences below correctly! خَمْسٍ- عَلَى- الإِسْلَامُ- بُنِيَ

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[19] Tes, Dalam, and Arab, "AL-ISHLAH Jurnal Pendidikan Islam."

[20] Tetap et al., "Pendekatan Asesmen Pembelajaran Bahasa Arab Rahmaini."

بُنِيَ الإِسْلَامُ عَلَى خَمْسٍ **Answer:**

4. Pragmatic Approach (المنهج العمل)

The Arabic language test theory with a pragmatic approach is in line with the communicative approach in teaching Arabic which emphasizes the development of language skills that are relevant to everyday communication. A pragmatic test is a method or task that guides students to arrange linguistic elements according to their actual use, while also requiring students to relate these elements to situations outside the language itself. In Arabic language tests, the pragmatic approach underlies the use of certain types of tests, such as: 1. Dictation tests, where students are expected to be able to gain understanding from what they hear and write it down within the specified time limit, with limited time. 2. Language skills test, which shows directly a person's language skills. 3. Cloze test, in using the cloze technique, blank parts are inserted deliberately in a text by omitting certain words.[21]

An example of an Arabic language test with a pragmatics approach is: Cloze test as follows:

عَائِشَةٌ طَالِبَةٌ نَشِيْطَةٌ ..... تَذْهَبُ إلى المَدْرَسَةِ في الصَبَاح

أ. هُوَ   ب. هِيَ   ج. هُمَا   د.هُمْ

الإِجَابَةُ: ب. هِيَ

5. Communicative Approach (المدخل الاتصالي)

The communicative approach is a part of pragmatics that emphasizes clarity and decisiveness in the context of communication, namely connecting language tests with real situations in communication. The test requires integration of several aspects of Arabic which include communicative functions, understanding and use of language. The communicative approach must be integrated into a reasonable context and appropriate to the existing situation in order to test understanding and appropriate use of Arabic. This approach is used in Arabic language tests as a form of linguistic examination. Simply put, the communicative approach involves testing the four language skills adapted to real situations, natural, and tied to the Arabic context. [22]

An example of an Arabic language test with a communicative approach is: by conducting interviews using Arabic,

مُدَرِّسٌ : أَيْنَ ذَهَبْتَ عِنْدَ العُطِلَةِ يَا أَحْمَدٌ؟

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[21] Rina Suci Andriani, "Language Tests Tes Kebahasan," *Educate: Jurnal Pendidikan Bahasa Inggris* 3, no. 2 (2014): 21–29, http://journal.unipdu.ac.id:8080/index.php/educate/article/view/642.

[22] Eka Dwi et al., "Pendekatan Komunikatif Dalam Tes لغويات ،السنة الثالثة ،العدد الأول ،مايو ٢٠٢م Kemampuan Berbicara Bahasa Arab Pendekatan Komunikatif Dalam Tes Kemampuan

أَحْمَدٌ : ....

الإِجَابَةُ (ذَهَبْتُ إِلَى جَاكَرْتَا عِنْدَ العُطِلَةِ)

مُدَرِّسٌ : اَحْكِ حِكَايَةً عَنْ مَدِيْنَةِ جَاكَرْتَا !

أَحْمَدٌ : ....

الإِجَابَةُ (مَدِيْنَةُ جَاكَرْتَا هِيَ عَاصِمَةُ إِنْدُوْنِيسِيا، فِيْهَا بُرْجُ مُونَاس، وَ كَثِيْرٌ سُوقُ المُكَبِّرِ، وَ مَنَاظِرُ الجَمِيْلُ وَ غَيْرُ ذلكَ)

Analysis of the Arabic Language Test Approach in the Arabic Language Textbook for Class VII MTs

Arabic language test refers to a collection of questions prepared to test, evaluate and assess students' ability to understand learning material based on the competencies and indicators they have studied. The competencies required in learning Arabic consist of two main aspects, namely language elements and maharah lughowiyah. Language elements include mufrodat, phonology, and tarokiib. Meanwhile, *maharoh lughowiyah* consists of four abilities, namely listening, speaking, reading and writing. [23] Tests as an evaluation tool come in two formats, each comprising different types of questions. First, there is the objective test, where students select the correct answer from the provided options. Objective tests include various formats such as multiple choice, matching sentences in two columns, and identifying errors or correctness in a sentence. Second, there is the subjective test, which involves questions that require students to respond with descriptive answers using their own words. These responses depend on the students' understanding and knowledge of the question asked.[24]

Researchers want to provide an overview of the approach used in Arabic language tests in textbooks for MTs class VII students. The main focus of this research is to analyse the various approaches applied. The approach to Arabic language tests in grade 1 MTs Arabic language books is believed to be very important in understanding how the material is taught and evaluated. Apart from that, this research will involve an analysis of the test structure, the type of questions used, the level of difficulty of the questions, and the relevance of the test material to the learning objectives. The aim is to evaluate the evaluation methods used in understanding students' abilities in Arabic.

The urgency of implementing a discrete approach to Arabic language learning in 7th grade at Islamic middle schools cannot be overstated. This approach provides a structured framework for language instruction, promotes mastery of fundamental language components, and lays the groundwork for future academic success and proficiency in Arabic language communication.

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[23] Pilihan Ganda, "Inovasi Penilaian" III, no. 2 (2022): 82–98.

[24] Muhammad Aji Nugroho, "Buku Ajar Bahasa Arab Madrasah Tsanawiyah," *Arabia* 8, no. 2 (2016): 215–38, https://journal.iainkudus.ac.id/index.php/Arabia/article/view/2001/pdf.

According to the researcher's observations, in the Arabic language textbook for class VII there are several types of Arabic questions, and the results of these observations show that in the Arabic language textbook for class VII the majority uses a pragmatic approach in the Arabic language test. such as conversation questions, context-based text comprehension questions, and multiple-choice cloze tests.

1. Example of a conversation question in the Arabic language textbook for class VII chapter 1 with the title At-Ta'aruuf.

<div dir="rtl">

أَهْلاً وَ سَهْلًا   :.......................

(أَهْلًا بِكَ)

مِنْ أَيْنَ يُوْسُفُ؟   :.......................

(يُوْسُفُ مِنَ المَدِيْنَةِ)

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2. The question of understanding context-based text,

Read and understand the following reading!

<div dir="rtl">

أَنَا أَحْمَدٌ، أَنَا تِلْمِيذٌ، أَنَا مِنْ جَاكَرْتَا

أَنْتَ السَّيِّدُ حَسَنٌ، أَنْتَ أُسْتَاذٌ، أَنْتَ مِنْ بَانْدُونج، جَاوَ الغَرْبِيَةِ

أَنْتِ السَّيِّدَةُ فَاطِمَةُ، أَنْتِ مُدَرِّسَةٌ، أَنْتِ مِنْ مِيْدَان، سُومَطْرَا الشَّمَالِيَةِ

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3. Multiple choice cloze test questions

<div dir="rtl">

أَنَا حَسَنٌ، وَ......؟ أَنَا صَالِحَةٌ

أ.   أَنْتَ   ب. أَنْتِ   ج. أَنَا   د. مَنْ أَنْتَ

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Assessment Innovation with a Discrete Test Approach Class VII Arabic Textbook Mts

According to Moller, quoted by Herdah, a Discrete test is a type of ability test that focuses on one specific aspect, such as grammar at the same time. This test approach evaluates a single ability or one particular component only. Thus, test participants are only asked to answer questions related to this aspect without the need to involve various other elements or components. Some of the advantages of tests with a discrete approach are: first, this test can be easily structured to regulate various types of questions, simple or complex, short or long. Second, the results of the test can be processed statistically easily. However, this test also has weaknesses, one of which is in isolating language elements. [25]

The research compiles an example of a discrete test which includes components for recognizing phonology, vocabulary and word forms, on Arabic language material for odd semester class VII students which contains two

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[25] Tes, Dalam, and Arab, "AL-ISHLAH Jurnal Pendidikan Islam."

chapters with the material titles at-ta'aruf and al-marofik wa adawatul madrosiyah, also adjusting the objectives learning on the material. The learning objectives in class VII Arabic language material are as follows: First chapter, understand social functions, text structure and linguistic elements. Demonstrate speech acts that introduce yourself and others. The second chapter, understands the social function, text structure and linguistic elements of the title *al marofik al madrosiyah*. And demonstrate speech acts referring to public facilities in the school environment.

In this study, it began with the researcher's observation of the Arabic language learning module in 7th grade Islamic middle schools (MTs). The observation results indicated that no discrete test forms were found in the exercise questions. Subsequently, the researcher delved into the theory of the discrete approach in order to innovate Arabic language test assessment by employing the discrete approach.

In an effort to achieve these learning objectives, researchers want to innovate Arabic language test assessment with a discrete approach that focuses on linguistic structure. Because in its definition, a discrete test is a test that is based on a structural approach in linguistic studies, where language has a neat structure of several language components such as phonology, vocabulary and grammar. Then these small parts form larger parts, until a large language structure is formed. Through this understanding, the researcher narrows down the sample questions into three parts, namely: a listening test which applies tests to Arabic sounds, a vocabulary test, and a word form test which is an illustration of grammatical components.

The following is an example of a discrete test innovation with components for recognizing phonology, vocabulary and word forms, on Arabic language material for class VII students.

Example 1: A listening test that measures differences in similar sounds.

"Chapter *al-Ta'aruf*"

The following vocabulary is "جِئْتُ مِنْ جَاوَى الشِّمَالِيَّةُ" (Teacher listens to the vocabulary) the initial letters in the word الشِّمَالِيَّةُ use letters?

أ. س	ب. ش	ج. ص	د. ث

"Chapter *al-Marofik wa Adawatul Madrosiyah*"

The following vocabulary words whose initial sound is إ are? (The teacher listens to the following vocabulary)

أ. عِلْمٌ	ب. غِذَاءٌ٤.٠٦	ج. إِدَارَةٌ	د. عِنْدَالله

Example 2: Vocabulary test

"Chapter *al-Ta'aruf*"

سَقَطَ رَأْسِيْ فِي كَالِيْمَانْتَان الشَرْقِيَةِ. مَا مَعْنَى كَالِيْمَانْتَان الشَرْقِيَةِ؟

أ. **Kalimantan Utara** ب. **Kalimantan Barat** ج. **Kalimantan Selatan**

د. **Kalimantan Timur**

"Chapter *al-Marofik wa Adawatul Madrosiyah*"

وَضَعْتُ الِمْسَحَةَ عَلى المَكْتَبِ. مَا مَعْنَى الِمْسَحَةُ؟

أ. **Pencil** ب. **Eraser** ج. **Hours** د. **Office**

Example 3: word form / shorof (changing words)

"Chapter *al-Ta'aruf*"

أَنَا طَالِبٌ.

مَا فِعْلُ المَاضِي مِنْ كَلِمَةِ طَالِبٌ؟

أ. يَطْلُبُ ب. طَلَبَ ج. مَطْلُوبٌ د. طَالِبٌ

الإجَابَةُ : ب. طَلَبَ

"Chapter *al-Marofik wa Adawatul Madrosiyah*"

فِي الفَصْلِ مَكْتَبٌ.

مَا فِعْلُ المَاضِي وَ فِعْلُ المُضَارِع مِنْ كَلِمَةِ مَكْتَبٌ؟

أ. كَنَسَ-يَكْنُسُ ب. جَلَسَ-يَجْلِسُ ج. كَتَبَ-يَكْتُبُ د. فَتَحَ-يَفْتَحُ

الإجَابَةُ : ج. كَتَبَ-يَكْتُبُ

In the first example, learning focuses on distinguishing between similar sounds. In this scenario, students are not asked to answer questions that require other skills such as vocabulary knowledge, grammar, or reading ability simultaneously. This approach is designed to emphasize the recognition of sound differences specifically in Arabic. By not involving other aspects of language ability simultaneously, the test focuses on recognition and understanding of sound differences. The goal is to build a solid foundation in recognizing and understanding similar sounds.

The second example evaluates one aspect of skill, namely understanding the meaning of words. Evaluation of one important aspect of Arabic language skills, namely understanding the meaning of words. Because understanding vocabulary is the foundation of effective communication skills and is the basis for understanding Arabic language interactions in general. Tests through understanding the meaning of words allow students to understand their level of development in expanding and deepening words in Arabic.

The third example allows students to explore changes in words in the context of Arabic sentences, which refers to a deep understanding of grammar. Focusing on changes in language words in Arabic helps students understand how Arabic sentence structures can change based on the role and function of each word. This aims to increase students' ability not only to recognize words separately, but also to understand how these words interact with each other in a sentence.

Conclusion

In assessing Arabic language learning, a certain approach is needed to the material and conditions of the students. In the Arabic language learning test there are five approaches, namely: Traditional Approach, Discrete Approach, Integrative Approach, Pragmatic Approach, Communicative Approach. This research begins by analyzing the Arabic language test approach in the Arabic language textbook for class VII MTs. According to the researcher's observations, in the Arabic language textbook for class VII there are several types of Arabic questions, and the results of these observations show that in the Arabic language textbook the majority of class VII uses a pragmatic approach in Arabic language tests. such as conversation questions, context-based text comprehension questions, and multiple-choice cloze tests. Then the researchers innovated the Arabic language test assessment with a discrete approach that focused on linguistic structure. Because in its definition, a discrete test is a test that is based on a structural approach in linguistic studies, where language has a neat structure of several language components such as phonology, vocabulary and grammar. Through this understanding, the researcher will narrow down the sample questions into three parts, namely: a listening test which applies tests to Arabic sounds, a vocabulary test, and a word form test which is an illustration of grammatical components. Ultimately, continued research in this area has the potential to enhance educational practices, improve student engagement and achievement, and foster a more inclusive and equitable learning environment. By providing clear guidance and support for educators and policymakers, the adoption of the discrete approach in education can be facilitated, leading to improved teaching and learning outcomes for all students.

In summary, Arabic grammar serves as a crucial tool for enhancing language skills through the discrete testing approach. By focusing on grammar proficiency, students develop structural clarity, expand their vocabulary, improve communication skills, enhance reading comprehension, refine writing proficiency, and foster critical thinking abilities in Arabic.

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