Al-'Arabiyyah Baina Yadaik Book Speaking Skill Material Based On Common European Framework of Reference (CEFR)

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ARTICLE INFO	ABSTRACT
	This research was conducted with the purpose of describing scope of speaking skill material including theme, functional competency, and types of text exercises and describing level of speaking skill material in *Al-'Arabiyyah Baina Yadaik* (ABY) book volume 1 based on the Common European Framework of Reference (CEFR). Approach used in this research is descriptive qualitative approach with the type of library research. The data collection technique used is documentation technique. The analysis technique used is content analysis technique. The result of this research showed that: (a) speaking skill material about theme includes 7 major themes, functional competence includes 5 main functions, and there are 5 types of text exercises in general, (b) ABY 1 book speaking skill materials are at level A1-B1 based on the CEFR.

Keyword	*Al-'Arabiyah Baina Yadaik*; CEFR Material; Speaking; Arabic

مستخلص البحث

الكتاب المدرسي أهم عنصر في التعليم. أحد الكتاب المدرسي المستخدم عالميًا هو العربية بين يديك (ABY). ككتاب مستخدم عالميًا، يحتاج ABY إلى أن يحلل باستخدام معايير عالمية أيضًا. لهذا السبب تم إجراء هذا البحث بهدف: (أ) وصف نطاق مواد مهارة الكلام التي تحتوي على الموضوعات والكفاءات الوظيفية وأنواع التدريبات في النصوص، (ب) وصف مستوى مواد مهارة الكلام في كتاب ABY 1 بناءً على الإطار المرجعي الأوروبي المشترك (CEFR). هذا البحث يستخدم بالمنهج الوصفي النوعي بنوع البحث المكتبي. تقنية جمع البيانات فيه تقنية التوثيق. تقنية التحليل المستخدمة فيه تقنية تحليل المحتوى. نتائج البحث تشير إلى أن : (أ) مواد مهارة الكلام التي تحتوي على ٧ موضوعات رئيسية ، والكفاءات الوظيفية تشمل على ٥ وظائف رئيسية ، وأنواع التدريبات في النصوص عاما تشمل على ٥ أنواع ، (ب) مواد مهارة الكلام في كتاب ABY 1 في المستوى A1- B1 بناءً على CEFR.

كلمات أساسية	المواد: الكلام؛ اللغة العربية: العربية بين يديك؛ CEFR

INTRODUCTION

Textbook is the main book containing material for learning activities and implementation of final exam, with the hope of achieving learning objectives in linguistic, educational, psychological, and cultural aspects according to the achievement target (Al-Gholi & Abdullah, 1991). In contrast, (Thu'aimah, 1985) says that textbook has many definitions, including textbook in a narrow meaning, which is the traditional form of a book containing learning materials distributed to students. A broader definition states that in addition to containing learning materials, textbook also includes companion book and device such as recording tape, hand out, exercise book, student worksheet, and even teacher's manual.

Textbooks are one of the most important and important components to improve Arabic language learning properly and regularly (Syaifullah & Izzah, 2019). According to Hayati & Yusuf (2021) textbooks have a role and function as a benchmark for the success of the learning process. Prastowo (2012) states that textbooks have two benefits, namely, 1) benefits for teachers in helping the implementation of learning activities, 2) benefits for students are: a) learning activities can become more interesting, b) students get more opportunities to learn independently with teacher guidance, c) make it easier for students to learn each competency that has to be mastered.

Al-'Arabiyyah Baina Yadaik (ABY) is an Arabic language learning program book for all levels compiled by Arabic language experts who are very competent in their fields. This book has been widely used as Arabic learning material widely. Mohammed (2022) also mentions that ABY is usually used by several institutions as an Arabic language teaching module. This book becomes the first program in teaching Arabic for foreigners and is used as a reference almost all over the world from the Middle East, Southeast Asia including Indonesia to America (Sarip, 2020).

ABY was written by three lecturers of the Arabic Language Institute (معهد اللغة العربية) of King Saud University Riyadh Saudi Arabia, namely Dr. Abdurrahman bin Ibrahim al-Fauzan, Dr. Mukhtar Ath-Thohir Hussain, and Dr. Muhammad Abdul Khaliq Muhammad Fadhl. This book was initiated by Arabic language institute which is Arabic for All (العربية للجميع) based in Riyadh, Saudi Arabia. The first printing was in 2001 even its production became known in 2003. The latest edition of ABY books in 2014 consists of four books, each book includes two volumes with 4 CD guides. The book is printed in 2 types, one for students and another one for teacher (Al Fauzan et al., 2014).

The advantages found in this book are that it meets the principles of material selection, namely: *frequency, range, availability, coverage*, and

learnability. Moreover, ABY is included in the category of *semantic grammatical, modal meaning, and communicative function*. Thus, students can learn Arabic as a whole and be able to re-express these ideas both orally and in writing (Syarifah, 2020). The presentation of material in this book has implemented a gradation system that is tailored to students needs (Pahlefi, 2020). The content of the messages in this book is packaged in topics that are universal, familiar, and related to daily life (Amien, 2014).

Thus, ABY's scale which is universal to be assessed using universal standard as well, one of which is the Common European Framework of Reference (CEFR). The CEFR is a common framework used to measure foreigners' proficiency in English in Europe. This framework was developed by the Council of Europe in 1990 (Nurdianto & Ismail, 2020). The CEFR was published in 2001 in English and French after a comprehensive drafting, testing, and consultation process (Europe, 2020). Since then, the standard has been translated into 40 languages (Nagai et al., 2020). The CEFR describes what language learners can do at different stages of their learning. The CEFR is a standardized language, which means it can be applied to any foreign language learning situation and as a frame of reference for language learning internationally. One of CEFR purposes is to help describing the language proficiency levels set out in curriculum, textbook, or evaluation design. In addition, one of the main principles of CEFR is to define positive educational goals and outcomes at all levels (Europe, 2001).

CEFR explains that there are five kinds of language skills, which are: oral interaction, oral production, listening, reading, and writing. On the other hand, the CEFR also classifies language proficiency levels into six levels, that are A1 and A2 (basic users), B1 and B2 (intermediate users), and C1 and C2 (advanced users) (Admin, 2015). One of the advantages of this framework is that it can measure at what level students learn a language. Thus, based on this framework, teaching materials can be developed according to the level of the learner (Rohman & Rosyadi, 2021).

The selection of CEFR as the basis for assessing teaching materials is (1) CEFR provides a clear framework and is available in the form of syllabus, curriculum, examinations, textbooks, and so on. (2) CEFR categorizes competencies into 6 levels that can be used as a reference in student learning. (3) contains assessments in accordance with these levels (Division, 2013). Thus, the analysis of teaching materials needs to be done based on the CEFR by considering the level of thinking, language skills, and psychology of learners. Hence, learners can master the achievements in accordance with what has been targeted and expected.

CEFR is used in teaching texts that are more communicative and contextual such as teaching text in the form of letters and the importance of an

image in a text (Zainuddin, 2022). Zaenuri et al (2020) argue that foreign learning such as English and Arabic must be of international standard with the CEFR which aims to assess a person's proficiency in a language according to his qualifications. According to Dewi (2016) CEFR can provide an overview of how language communicative learning can be carried out more effectively. Besides that, the CEFR is used to fully measure a person's language skills, so that the test results are definitely in line with the learner's real language abilities.

Based on these problems, the researcher intends to analyze the contents of the ABY 1 book based on the CEFR. This research focused on the material of speaking skills. That is because speaking skills are the most important language skills in life. ABY 1's speaking skills material contains familiar themes that are appropriate to the context in everyday life and are centered on oral interaction skills and speech production. Thus the mastery is very influential in acquiring language and practicing speaking skills from the start. Speaking skill is considered a very basic part of learning a foreign language including Arabic (Kuswoyo, 2017). According to Al-Khresheh et al (2020) second or foreign language learners measure their language learning success through the mastery of speaking skills.

As the background above, this study was conducted with the aim of: (a) describing scope of speaking skill materials including theme, functional competency, and types of text exercises, (b) describing level of speaking skill materials in ABY 1 book based on the (CEFR).

METHOD

Approach used in this research is descriptive qualitative approach with the type of library research. The researcher is the main instrument that observes, examines, understands, analyzes naturally in this research. The object of this research is ABY 1 book, the latest printing in 2014. The research data is in the form of speaking skill materials which are specifically in the form of themes, functional competencies/expressions, and types of text exercises. The data collection technique used is documentation technique. Documentation technique is directed at efforts to explore the contents of data obtained from primary and secondary sources. The analysis technique used in this research is content analysis technique, which analyzes the data according to its content. The steps used in conducting content analysis are (a) observing, reading and studying in depth the ABY textbook, (b) sorting and selecting data that will be used as the main reference for analysis, in this case the speaking skills material based on themes, functional competencies, and types of exercises in the ABY book, (c) mapping the data in the form of instrument tables that will be analyzed based on CEFR level standards, (d) identifying CEFR level standards in general and

specifically, namely speaking proficiency levels from the CEFR terms of reference, (e) analyzing the data obtained from the mapping results by matching and aligning speaking skill materials within the scope of themes, functional competencies, and types of exercises based on CEFR level levels.

RESULTS & DISCUSSION

The presentation of results and discussion is organized according to the research objectives, which is the scope of speaking skills materials and ABY 1 level based on the CEFR. The explanation is as follows.

Scope of Speaking Skills Materials in ABY Book 1
Theme

ABY Book 1 contains 16 units organized into 7 major themes: self and closest/domestic environment, daily life, religion, self-development, wider environment, leisure/entertainment, and livelihood. Self and closest/domestic environment contains 3 sub-themes: introduction (التعارف), family (الأسرة), and residence (السكن). Daily life contains 2 sub-themes: daily life (الحياة اليومية) and food and drink (الطعام والشراب). Religion contains 2 sub-themes: prayer (الصلاة) and Hajj and Umrah (الحج والعمرة). Self-development contains 2 sub-themes: school (الدراسة) and work (الأعمال). The wider environment includes 2 sub-themes: weather (الجو) and people and places (الناس والأماكن). Leisure/entertainment contains 3 sub-themes: hobbies (الهوايات), travel (السفر), and vacation (العطلة). Livelihood contains 2 sub-themes: shopping (التسوق) and health (الصحة).

Functional Competencies/Expressions

In this study, functional competence/disclosure was analyzed using the threshold level syllabus theory of Van Ek and Trim (1998) in Richards (2001). In the syllabus, there are 6 main functions, those are (a) conveying and finding factual information, (b) expressing and finding attitudes/point of view, (c) deciding action (situations), (d) socialization, (e) discourse structure, and (f) communication improvement. One of the six functions is not contained in ABY 1,

namely the sixth function, in this case the functional competence in ABY 1 is depicted in the following diagram.
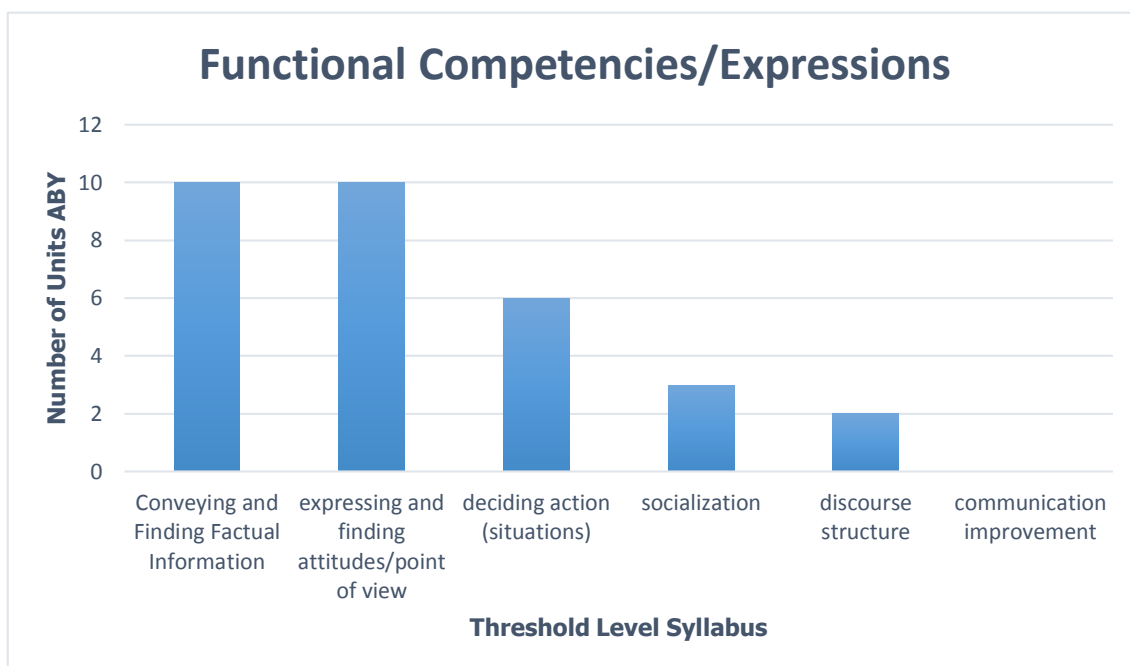

Figure 1. Functional Competencies/Expressions

Figure 1 explains that ABY 1 competencies are found in 5 categories of syllabus levels in whici conveying and searching for factual information consisting of 10 competencies, expressing and finding attitudes/point of view includes 10 competencies, deciding on actions (situations) there are 6 competencies, socialization includes 3 competencies, and discourse structure consists of 2 competencies. The detail is as follows.

Conveying and Finding Factual Information

This competency contains 2 sub-functionals of asking and answering questions.

Table 1. ABY 1 Competencies Unit 3 and 4

Unit	Discovery Data	Example
3	asking about places of residence	أين تسكن؟, ما رقم بيتك؟.
4	asking about time, means of transportation, and daily activities	متى تستيقط أنت؟, ماذا تفعل بعد الصلاة؟

Other units, such as examples 3 and 4, are about asking something and question and answer.

Revealing and Discovering Attitude/Point of View

This section includes 14 sub-functionals namely asking whether one knows or does not know another person/thing/fact, asking the degree of likelihood, importance (including general to specific inference), degree of certainty, expressing desire, pleasure, happiness, agreeing about statements, satisfaction, offering and receiving apologies, asking about intentions and expressing expectations, asking about choices.

Table 2. ABY 1 Competencies Unit 2,3, and 6

Unit	Discovery Data	Example
2	about asking for explanations related to a personal and family identity	هذا والدي علي, هو مهندس.
3	about asking for explanations related to the place of residence, types and house numbers	أريد مشاهدة الشة؟ تفضل , هذه هي الشقة
6	about apologies	أنت كسلان؟ هذا صحيح . آسف.

Deciding Action (Situation)

This section includes 4 sub-functionals of asking someone to do something, asking for help, suggesting an action, and advising someone to do something.

Table 3. ABY 1 Competencies Unit 5 and 7

Unit	Discovery Data	Example
5	about asking/looking for something	ماذا تطلب من الطعام؟ بعض السمك من فضلك.
7	about directing/asking someone to do something	انظر إلى اللوحة . اقرأ الجدول الدراسي.

Socialization

This section includes 6 sub-functionals which are greeting someone, when meeting friends or acquaintances, replying to greetings, and introducing others, introducing someone to others, and when being introduced to someone or someone being introduced to you.

Table 6. ABY 1 Competencies Unit 2 and 9

Unit	Discovery Data	Example
2	about introducing family and work	من هذه؟ هذه والدتي سعيدة وهي طبيبة
9	about greeting sentences	أهلا وسهلا. مرحبا.

Discourse Structure

This section includes 4 sub-functionals: expressing an opinion, counting, opening, and opening the phone.

Table 7. ABY 1 Competencies Unit 10

Unit	Discovery Data	Example
10	contains comments about the weather, clothes, asking for an explanation of quantities, and telephone conversations	الجو معتدل هذه الأيام . هذا فصل الربيع. ثوبك مبتل. كم درجة الحرارة في لندن؟ تحت الصفر. السلام عليكم يا بدر. أنا حسان, أتكلم من لندن. وعليكم السلام يا حسان.

Exercise Text type

ABY books on speaking skill materials are presented in the form of exercises. This type of skill exercise is generally divided into 5 types, namely, (a) question-answer exercises, (b) conversations, (c) completing missing conversations, (d) describing pictures, and (e) communication exercises.

Speaking skills training in ABY 1 can be classified into 2 forms, namely speech production and oral interaction. The existence of this exercise aims to make it easier for students to practice their speaking skills, on the other hand it makes it easier to determine the criteria for the level of material that is aligned with the CEFR. As revealed by Nugroho (2016) that the speaking skill test aims to measure students' ability to use Arabic as a means of oral communication. This ability is the ability to communicate ideas, ideas to others.

CEFR Level ABY 1

From the analysis of the ABY 1 book's speaking skill materials based on the CEFR standard, it was found that the materials were at the A1, A2, and B1 levels.
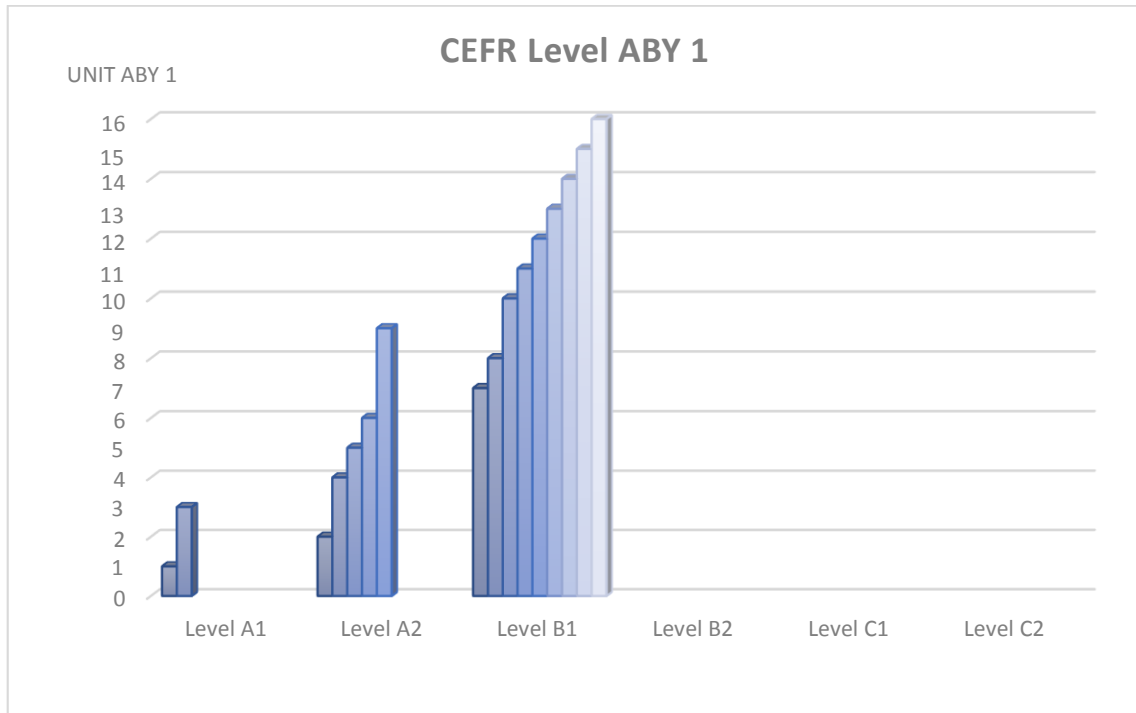
Figure 2. CEFR level ABY 1

Figure 2 explains the level of speaking skill material in ABY 1 book which is at the A1-B1 CEFR level. The detail is as follows.

A1 Level

The CEFR level A1 general description stipulates that language users are able to: a) understand and use common and basic everyday expressions with the aim of fulfilling basic needs, b) introduce themselves and others, and c) ask questions about personal conditions such as where they live, people they know, things they own (Shobir & Mushthofa, 2016).

The speaking skill materials in ABY 1 that match the A1 standard are in theme one and three.

Table 8. level ABY 1 on A1

Theme	Title	Discovery data	example
1	*at-tahiyah wa at-ta'aruf* (introduction)	material contains activities to introduce themselves and ask questions about their identity including name, region/country of origin.	ما سمك؟ اسمي بدر. من أين أنت؟ أنا من تركيا. هل أنت تركي؟ نعم أنا تركي
3	*as-sakan* (place of residence)	material contains activities to ask questions about the place of residence	أين تسكن؟ أسكن في حي الجامعة. أريد شقة من

	including house number, room, and house equipment.	فضلك؟ لدينا شقة جميلة

The theme 3 material also corresponds to the A1 level of oral interaction where the learner is able to ask simple questions and answers on familiar topics such as questions and answers about house numbers and house equipment, for example أريد ستارة .ماذا تريد؟ .٧ ما رقم بيتك ؟

Theme 3 also provides speaking skill materials in the form of speech production such as expressing the place of residence, room number, for example أسكن في حي الجامعة, أسكن في شقة جميلة, الشقة في الدور الخاممس, في الشقة خمس غرف.

From the content of the material, based on the CEFR A1 level speech production, it is determined that the learner is able to use simple expressions and sentences to explain where he/she lives.

A2 Level

The general description of A2 level CEFR stipulates that language users are able to: a) understand frequently used sentences and expressions related to the most relevant areas e.g. basic information about personal and family, shopping, local geography, work, b) communicate in routine tasks that require simple and direct exchange of information on familiar matters, c) speak in simple terms about their background, surroundings, and matters of direct interest (Shobir & Mushthofa, 2016).

The speaking skill materials in ABY 1 that match the A2 standard are in theme 2, 4, 5, 6, and 9.

Table 9. Level ABY 1 on A2

Theme	title	Discovery data	example
2	*al-usroh* (family)	Material contains activities to introduce family members and ask questions about the family tree including names, occupations, and activities carried out.	أين أحمد؟ أحمد في المسجد يصلي. ما هذه ؟ هذه صورة أخي. هو مهندس. من هذا؟ هذا أحمد.هذا والدي علي, هو مهندس ..
4	*al-hayah al-yaumiyyah* (daily life)	Material contains material for question-and-answer activities about daily activities from waking up to	أين تصلي الجمعة ؟ أصلي في المسجد الكبير. متى تستيقظ أنت ؟ أستيقظ الساعة

		before going to bed including time, place of prayer, activities carried out.	الرابعة.أستيقظ مبكرا. أحمد يقرأ القرآن
5	*at- ṭho'âm was-syarōb* (food and drink)	Material contains material for question-and-answer activities about something consumed including the time of day to eat, weight, and when hungry.	ماذا تأكل في الغداء ؟ آكل اللحم. هل تشرب الشاي ؟ لا, أفضل القهوة. ماذا تطلب ؟ بعض السمك من فضلك.
6	*as-sholâh* (prayer)	Material contains question and answer activities about the five daily prayers including the place of prayer, someone who travels (مسافر), and expressing reasons using the word آسف.	إلى أين أنت مسافر ؟ أنا مسافر إلى مكة. أين تصلي الجمعة ؟ أصلي الجمعة في المسجد الحرام. هذا أذان العصر. هيا بنا إلى المسجد. أسمع أذان الفجر في البيت, أتوضأ في الحمام, وأصلي الفجر في المسجد.
9	*at- tasawwuq* (shopping)	Material contains activities to ask questions about buying and selling merchandise including clothes, stationery, and basic necessities.	ماذا تريد ؟ أريد ثوبا. هل تريد شيئا آخر ؟ لا, شكرا. المطلوب ثمانون ريالا. تفضل, هذه ثمانون ريالا.

Theme 2 material also corresponds to A2 level oral interaction i.e. the learner is able to communicate in a simple task (routine) that requires direct exchange of information on familiar topics and activities e.g. questions and answers about food and drink, for example ماذا تأكل في الفطور؟ آكل الدجاج. وماذا تشرب ؟ أشرب القهوة.

Theme 2 material also provides speaking skills material in the form of speech production such as introducing family and work, for example هذا والدي علي, هو مهندس. هذه والدتي خديجة, هي طبيبة. From the content of the material, based

on the CEFR A2 level speech production, it is determined that the learner is able to use a number of expressions and sentences to describe his/her family, other people, and educational setting.

B1 Level

In the general description of B1 level CEFR, it is stipulated that language users are able to: a) understand the main points to produce clear conclusions about the matter at hand related to familiar topics such as work, school, etc., b) describe experiences, events, dreams, and hopes, c) give reasons and explanations for their opinions and plans (Shobir & Mushthofa, 2016).

The speaking skill materials in ABY 1 that match the B1 standard are in theme 7, 8, 10, 11, 12, 13, 14, 15, and 16.

Table 2. Level ABY 1 on B1

Theme	title	Discovery data	example
7	*ad-dirâsah* (lesson)	Material contains material for question-and-answer activities about school activities including schedules and subject matter, work, departure, place of study, hopes and future plans.	إلى أين تذهب يا أحمد ؟ أذهب إلى المدرسة. أين تدرس ؟ أدرس في مدرسة فيصل. كم حصة تدرس في اليوم ؟ أدرس في اليوم ست حصص. مريم طالبة تركية, تدرس في جامعة أم القرى, في كلية التربية.
8	*al-'amal* (work)	Material contains activities to ask questions about the time spent working, the kinds of jobs and their places, and future goals/expectations.	كم ساعة تعمل في اليوم ؟ أعمل ثماني ساعات في اليوم. أين تدرس ؟ أدرس في كلية الطب. ماذا ستعمل بعد الدراسة ؟ سأعمل طبيبا, إن شاء الله .
10	*al-jawwu* (weather)	Material contains question and answer activities about the kinds of weather in some countries and vacations including	كيف الجو في لندن ؟ الجو بارد جدا في لندن. هل ستقضي العطلة في لندن ؟ لا, سأقضيها

No	Title	Description	Example
		places, luggage, and someone who goes on vacation.	في تونس. لماذا ؟ الجو بارد في لندن, ومعتدل في تونس.
11	*an-nas wal-amakin* (people and places)	Material contains material for question-and-answer activities about a person's activities including traveling, profession, vacation and several places including residence, local place, workplace.	أين تسكن أنت ؟ أسكن في المدينة. إلى أين تذهب أنت ؟ أذهب الآن إلى مكة. ماذا تعمل هنا ؟ أنا أستاذ في الجامعة. ماذا في المدينة ؟ في المدينة جامعات.
12	*al-hiwayat* (hobby)	Material contains activities to ask questions about various hobbies and communities.	هوايتي القراءة, ما هوايتك ؟ هوايتي السفر. أي جمعية تختار ؟ أختار جمعية العلوم.
13	*al-safar* (travel)	Material contains question-and-answer activities about travel including booking tickets, passports, supplies, and traveling including time, place, lost items.	أي خدمة ؟ لدي حجز إلى السعودية, وأريد تأكيد الحجز. كم يوما ستقيم ؟ ثلاثة أسابيع تقريبا.
14	*al-hajju wal-'umroh* (hajj and umrah)	Material contains material for question-and-answer activities about hajj and umrah including activities carried out, places to visit and vacations including time and place.	متى العطلة ؟ العطلة في شهر رمضان. أين تقضي العطلة ؟ أقضيها في مكة. ماذا تفعل في المدينة المنورة. أزور المسجد النبوية. بم تشعر في مكة المكرمة ؟ أشعر بالسرور. أين خلعت ملابس الاحرام ؟ خلعتها في الفندق.

| 15 | *al-shihhas* (health) | Material contains question-and-answer activities about the kinds of limbs that hurt and going to the doctor. | بم تشعر ؟ أشعر بألم شـديد في صدري. شـفاك الله. شكرا لك. هل قابلت الطبيب ؟ نعم, وفحص القلب. هل لديك موعد مع الطبيب ؟ نعم , موعدي الساعة العاشرة. شعر خالد بألم شـديد في أنفه , فذهب إلى المستشفى , وقابل الطبيب , فحصه الطبيب |
| 16 | *al-'utlah* (holiday) | Material contains activities to ask questions about vacations including means of transportation and the length of time used for vacations. | كيف تسافر إلى مصر ؟ أسافر بالجو. كم يوما سنقضي في مصر ؟ سبعة أيام. لدي فكرة , نسافر إلى مصر. كيف نسافر إلى مصر ؟ نسافر بالجو. موافق , فكرة طيبة |

Theme 13 also corresponds to B1 level of oral interaction i.e. the learner is able to communicate in situations that may arise when traveling in areas where Arabic is spoken and the learner is also able to participate in unprepared conversations on familiar or personal topics such as work, traveling, and current issues such as questions and answers about tickets etc., for example أين التذاكر

؟ هذه هي التذاكر. وأين الجوازات ؟ هذه هي الجوازات. من أين أنت قادم ؟ أنا قادم من بنغلاديش,

هل أنت قادم للزيارة ؟ لا, أنا قادم للعمل.

Theme 8 also provides speaking skill materials in the form of speech production such as expressing profession and work experiences, for example درست الطب في كلية الطب, وأعمل الآن طبيبا في المستشفى, أعمل في اليوم ثماني ساعات, أنا أحب

عملي.From the content of the material, based on CEFR B1 level speech production, it is determined that the learner is able to connect several expressions in a simple way to describe experiences, events, hopes, dreams, and ambitions. Likewise,

they are able to give reasons and explanations for their opinions and plans in a concise manner.

Based on the results presented above, the speaking skill materials within the scope of themes, functional competencies, and types of exercises in ABY 1 book are at the A1-B1 level based on the CEFR. However, there are some things that are not in accordance with the criteria and levels of the CEFR in which (a) the order of some of the materials presented is not in accordance with the order of the CEFR levels, (b) the material that has been given previously is still presented again, causing overlap and repetition of material that has been taught, (c) there are some materials presented that do not fully represent the content of the theme, so that the themes given are only additional which should no longer need to be displayed. Then it becomes ambiguous when matched with the criteria and levels of the CEFR.

CONCLUSIONS

The quality of learning in schools through textbooks can be a standard measure of the quality of books used, as well as a determining factor in the quality of human resources who use them. In this study, it is stated that the ABY 1 book's speaking skills material within the scope of the theme consists of 16 units and 5 types of exercises. In the scope of functional competence based on the standard syllabus level of 6 main functions, the first function consists of 10 units, the second function consists of 10 units, the third function consists of 6 units, the fourth function consists of 3 units, the fifth function consists of 2 units, and the sixth function does not correspond to units 1-16. Meanwhile, the results of the level of speaking skill materials within the scope of themes, functional competencies, and types of exercises analyzed based on CEFR levels are at the A1-B1 level.

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