TEACHING MATERIALS OR SPEAKING SKILLS
IN THE BOOK "*AL ARABIYYAH BAINA YADAIK*"

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Abstract	This study aims to analyze the instructional materials for speaking skills in the book Al-Arabiyyah Baina Yadaik for first-year students, parts one and two. This library research uses a qualitative approach and a descriptive method, with documentation used as the data collection technique. The method of data analysis employed is content analysis. The primary data sources are the book Al-Arabiyyah Baina Yadaik for first-year students, parts one and two, and the book Pembelajaran Konstruktivisme, Teori dan Aplikasi Pembelajaran dalam Pembentukan Karakter by Sigit Mangun Wardoyo. Secondary sources include books, previous research findings, and scientific articles related to the topic. The findings of this study show that the instructional materials for speaking skills are presented in the form of dialogues between two or more people, covering 16 dialogue topics. Each unit contains three dialogues, except for the first unit, which contains six dialogues. The materials align with two out of the seven characteristics of constructivist theory but are less aligned or not aligned with the others.
Keywords	Al-Arabiyyah Baina Yadaik Book; Constructivist Theory; Instructional Material Analysis; Speaking Skill.

INTRODUCTION

Educational materials are one of the components of the curriculum and a crucial part of the educational process (Hidayat, 2019). There would be no educational process without these materials (Muklason et al., 2023). Educational materials play a vital role for both the teacher and the students, as they contain the content or information the teacher intends to convey (Zulhannan, 2014). The teacher would face difficulties in improving teaching effectiveness without these materials (Aflisia & Hazuar, 2020). Therefore, the teacher needs to be knowledgeable about different educational materials and master, use, and organize them (Hamid et al., 2019). Students will encounter obstacles in adapting to the educational process without them (Masgumelar & Mustafa, 2021).

There are several problems in teaching Arabic, some of which relate to educational materials, such as their lack of appeal and their incompatibility with students' abilities (Nurlaela, 2020). Analyzing current educational materials makes it clear that some of their content does not align with learning theories or the students' backgrounds and circumstances (Ulhaq & Lubis, 2023). Thus, they cannot be considered ideal educational materials. Moreover, Muhammad Saifullah and Nail Al-Izzah believe that Arabic language education in Indonesia has not yet produced the desired outcomes (Syaifullah & Izzah, 2019; Takdir, 2019).

Teaching Arabic faces complex challenges, especially in teaching speaking skills, which may be internal or external (Ritonga et al., 2024, 2024). Linguistic problems involve pronunciation, vocabulary, grammar, and writing, while non-linguistic problems involve socio-cultural, prescribed textbooks, and environmental aspects. To achieve the objectives of teaching speaking skills and to reach proficiency, teachers, students, and other relevant parties must exert continuous, serious, and determined efforts (Hilmi, 2021; Nurlaela, 2020). From the above, it becomes clear that one of the problems in teaching speaking skills is the failure to design and produce school textbooks according to ideal standards.

The field phenomenon shows that several educational materials for speaking skills have not been developed based on research findings and students' needs analysis. In addition, much of the content found in the prescribed textbooks still does not match the students' conditions, needs, and realities. There are many books available for learning Arabic, among which Al-Arabiyyah Bayna Yadayk has been widely used as a prescribed textbook for Arabic language courses or speaking skill subjects in both formal and informal educational institutions for non-native speakers, especially in Indonesia today (Ramah & Rohman, 2018).

Al-Arabiyyah Bayna Yadayk (Arabic Between Your Hands) was first used in Riyadh in 2001 at the Arabic Language for All institution and was published for the general public in 2003. Several writers authored the book: Dr. Abdulrahman bin Ibrahim Al-Fawzan, Dr. Mukhtar Al-Tahir Hussein, and Dr. Muhammad Abdul Khaliq Muhammad Fadl. Its introduction states that it is intended for students in both formal and informal educational institutions. Moreover, Al-Arabiyyah Bayna Yadayk is designed for beginner students who have not previously studied Arabic, aiming to help them master the Arabic language and acquire the ability to communicate with native speakers both orally and in writing. The series consists of four parts, with each part corresponding to one level: the first part for beginners, the second for intermediate learners, the third for advanced learners, and the final part for distinguished or proficient learners (Amin et al., 2023).

Teaching based on constructivist theory has several advantages, such as providing students with opportunities to process, express, and present their ideas and opinions, encouraging creative thinking, helping students to distinguish, understand, and experience new concepts, describing changes in understanding, and fostering a learning environment that promotes active listening among students while avoiding reliance on a single correct answer (Al-Ghozali & Ramadhan, 2021). Although Al-Arabiyyah Bayna Yadaik is well-known among Arabic language teachers, in-depth studies analyzing its content and educational materials based on contemporary educational theories like constructivism are still limited (Fitri, 2022; Yasir, 2019). This research is not merely evaluative in examining the alignment between the book's content and constructivist theory; it seeks to lay the foundation for developing more contextual and creative educational materials that enhance active student participation in learning speaking skills in Arabic. Thus, the researcher adopted the constructivist theory to analyze Al-Arabiyyah Bayna Yadaik in this study.

The proponents of this theory believe that individuals produce knowledge and meaning through the interaction between their ideas and experiences, which involves an effective comparison between new information and prior knowledge (Aziz & Sanwil, 2022). When applied as an instructional approach in the educational process, constructivist theory has several characteristics, including: a) active learning, b) students' participation in a realistic and situational learning process, c) an engaging and enjoyable educational experience, d) students' ability to connect new information with prior knowledge or background, e) students' ability to reflect on the knowledge being learned, f) the teacher's role as a facilitator and guide to help students build their knowledge, g) the teacher's ability to provide scaffolding when students need assistance during the learning process

(Kusumawati et al., 2022).

Thus, the educational process through a constructivist approach makes students more active and creative, requiring them to think independently, innovate, and explore, thereby increasing their motivation and enhancing learning outcomes (Al & Sholikhah, 2021; Habibah et al., 2024).

As for previous studies related to this research, they include: (1) (Pahlevi, 2020) about Analysis of The Book Al-'Arabiyyah Baina Yadaik Volume I. The results: The book meets the criteria for a good Arabic language textbook for non-native speakers regarding material writing. Based on Ali Al-Qasimi's theory, the book fully meets all the basic material components. As for the supporting material components, it almost fulfills all the required elements. The book also aligns with the stages of material presentation, following the concepts of selection, presentation, and repetition. (2) (Hidayatullah, 2023) about Analysis of The Book Al-'Arabiyyah Baina Yadaik Volume I. The results: This book focuses on three linguistic elements, namely aşwât, mufradât and tarōkīb an-nahwiyyah, then complemented by four language skills consisting of mahârah istimâ', mahârah kalam, mahârah qirō'ah and maharah kitabah. (3) (Hanip et al., 2023) about Analysis of The Book Al-'Arabiyyah Baina Yadaik Volume II. The results will likely provide an idea of how the model for preparing Al 'Arabiyyah Baina Yadaik is as well as its completeness if applied in schools with few teaching hours.

(4) (Syarifah, 2020) about Analysis of Material Selection and Gradation on Arabic Textbooks Al-Arabiyyah Baina Yadaik. The results: the material selection in the Al-Arabiyyah baina Yadaik textbook has fulfilled the principles of material selection: frequency, range, availability, coverage, and learnability. The gradation of material in the textbook Al-Arabiyyah baina Yadaik, generally, has fulfilled the principles of gradation. (5) (Kamaluddin et al., 2024) about Analysis of Reading Skills Evaluation Instrument in Al-Arabiyah Baina Yadaik Book Ath-Tholib Al-Awwal Book from Ali Al Khuli's Perspective. The results: in the tests contained in the book AlArabiyah Bayna Yadaik Kitab Ath-tholib Al-Awwal, it is known that there are only 7 questions that are in accordance with Ali Khuli's perspective.

The difference between this study and several previous studies lies in the basis of the book analysis used. While previous studies employed various perspectives and foundations, none have used the perspective of constructivism theory. Therefore, this research is highly necessary, as other researchers have not yet explored it. In this study, the researcher aims to analyze the teaching materials for speaking skills in the book Al-'Arabiyah Baina Yadaik from the perspective of constructivist theory through the following research question: Are the teaching materials for

speaking skills in Al-'Arabiyah Baina Yadaik aligned with constructivist theory? The researcher limited the scope of this study to the first student's book, parts one and two.

METHOD

This research is library research using qualitative and descriptive approaches. Library research is investigation of literature sources were widely used to collect data (Rijali, 2018). These sources contain various written information related to the research objectives, such as articles and books. The researcher then reads, records, and processes the collected information.

The data were collected by reading Al-Arabiyyah Baina Yadaik's texts, books, articles related to the topic, and previous research findings. The primary data sources are the book Al-Arabiyyah Baina Yadayk (Student's Book, Part One and Part Two) and the book Pembelajaran Konstruktivisme; Teori dan Aplikasi Pembelajaran dalam Pembentukan Karakter by Sigit Mangun Wardoyo. The secondary data sources consist of books, previous research findings, and relevant scientific articles. The data collection method used is documentation, meaning that data are gathered from various sources such as books, articles, and other materials related to this research.

As for the method of data analysis it is content analysis, which means analyzing the substance of the data (Drisko & Maschi, 2016). This research applies Krippendorff's content analysis method, which consists of six steps: unitizing, sampling, recording or documentation, reducing, inductive inference, and answering the research questions descriptively (Amalia et al., 2024).

FINDINGS AND DISCUSSION

Findings

Table 1. Dialogue Titles in the Book *Al-Arabiyyah Baina Yadaik*

Number	Titles
1	التَّحِيَّة والتعارف
2	الأُسْرَة
3	السكن
4	الحياة اليومية
5	الطعام والشراب
6	الصلاة
7	الدراسة

8	العمل
9	التسوق
10	الجو
11	الناس والأماكن
12	الهوايات
13	السفر
14	الحج والعمرة
15	الصحة
16	العطلة

Chapter 1: التَّحِيَّة والتعارف. The teaching materials for speaking skills are presented in the form of six dialogues. The first, third, and fifth dialogues are intended for masculine forms, while the second, fourth, and sixth dialogues are for feminine forms. The first and second dialogues contain conversations about names and simple predicates. The third and fourth dialogues discuss countries and nationalities, while the fifth and sixth dialogues discuss introducing friends and professions.

Chapter 2: الأسْرَة. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people and introduces family members, such as the father, mother, brother, sister, grandfather, grandmother, and their professions. The second dialogue covers the names of the family members of the Prophet Muhammad (peace be upon him), including his seven children, his father, mother, grandfather, and four uncles. The third dialogue is between a child and his parents about the daily activities of family members, such as praying and reading the Qur'an.

Chapter 3: السكن. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people talking about their homes; one lives in a house, and the other lives in an apartment. The second dialogue is between a tenant and a landlord, discussing the apartment's condition, its number of rooms, and its address. The third dialogue is between a seller and a buyer shopping for household items such as a bed, television, refrigerator, etc.

Chapter 4: الحياة اليومية. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people talking about their daily life, from waking up to going to school. The second dialogue is between family members discussing activities during the holiday, such as cleaning the house together. The third dialogue is between two people about activities on the morning of the holiday and performing the Friday prayer.

Chapter 5: الطعام والشراب. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people talking about meals at breakfast, lunch, and dinner and discussing weight. The second dialogue is between a traveler and a flight attendant about the foods and drinks the traveler wants. The third dialogue is between a married couple discussing villages.

Chapter 6: الصلاة. The teaching materials for speaking skills are presented in three dialogues.

The first dialogue is between two people discussing the five daily prayers, what was prayed, and the solution for someone who does not wake up at the call to prayer. The second dialogue is between two people discussing a trip to Mecca and Medina and performing prayers at the Masjid al-Haram and Masjid al-Nabawi. The third dialogue is between two people discussing how praying in the mosque is better than elsewhere.

Chapter 7: الدراسة. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people discussing their study day and weekly holiday, including the names of subjects, the exam schedule, and the annual vacation. The second dialogue is between two university students from different faculties, discussing their study day, subjects, holidays, and future professions. The third dialogue is between two students discussing going to school and the educational process.

Chapter 8: العمل. The teaching materials for speaking skills are presented in three dialogues.

The first dialogue is between two people discussing professions and working hours daily. The second dialogue is between students discussing their department and future professions. The third dialogue is between two teachers talking about the students' performance in their school.

Chapter 9: التسوق. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between a customer and a student in a school supplies store. The

second dialogue is between a seller and a female customer buying fish, meat, vegetables, and spices at the market. The third dialogue is between a seller and a buyer discussing clothes.

Chapter 10: الجو. The teaching materials for speaking skills are presented in three dialogues.

The first dialogue is between a husband and wife discussing the fall and winter seasons and the necessities and beverages during these seasons. The second dialogue is between two people discussing winter and the weather differences in the two countries. The third dialogue is between two people discussing the spring season and its mild weather.

Chapter 11: الناس والأماكن. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people talking about the living conditions in a different area, the reasons for choosing it, and its tourist attractions. The second dialogue is between two people discussing the area's origin, nationality, and the reasons for choosing their current residence. The third dialogue is between two people talking about the conditions of the city and the village and the differences in living in both.

Chapter 12: الهوايات. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two people talking about types of hobbies. The second dialogue is between two people discussing a hobby exhibition. The third dialogue is between two people talking about a collection of hobbies.

Chapter 13: السفر. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between a traveler and a travel agency officer, discussing the ticket, visa, and airline schedules. The second dialogue is between an immigrant and an airport officer. The third dialogue is between an airport officer and a traveler who has lost their luggage.

Chapter 14: الحج والعمرة. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two friends discussing spending the holiday during Ramadan, such as visiting Mecca and Medina for Umrah. The second dialogue is between a son and his father about the Umrah rituals the father performed. The third dialogue is between two people discussing the rituals of Hajj.

Chapter 15: الصحة. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between two patients waiting for the doctor, discussing the illness

they are suffering from and the doctor's specialty. The second dialogue is between a teacher and a student discussing the reason for the student's absence in the previous lecture, as the student was ill. The third dialogue is between a husband and wife discussing the doctor's description of the prohibitions and recommendations when examining the wife.

Chapter 16: العطلة. The teaching materials for speaking skills are presented in three dialogues. The first dialogue is between a boy and his father, talking about the two Eids and what Muslims do during them. The second dialogue is between two boys and their father, discussing spending the holiday in Egypt. The third dialogue is between a teacher and his students, discussing spending the next holiday helping their father on the farm.

Table 2. Analysis of Dialogue Titles Based on the Characteristics of Constructivist Theory

Chapters	Characteristics of Constructivist Theory						
	Student-centered learning process	The educational process of integrating new and old knowledge	The educational process allows for differences of opinion among students	The educational process is about finding multiple possibilities and combining them in an integrated manner.	Problem-solving education process	Effective, creative, innovative and enjoyable learning process	Contextual learning process
التَّحِيَّة والتعارف	Suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الأَسْرَة	Suitable	Suitable	A little bit suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
السكن	Suitable	Suitable	A little bit suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الحياة اليومية	Suitable	Suitable	A little bit suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الطعام والشراب	Suitable	Suitable	A little bit suitable	Not suitable	Not suitable	A little bit suitable	Suitable
الصلاة	A little bit suitable	Suitable	A little bit suitable	A little bit suitable	Suitable	A little bit suitable	Suitable
الدراسة	Suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
العمل	A little bit	Suitable	A little bit suitable	Not suitable	Not suitable	A little bit suitable	Suitable

	suitable						
التسوق	Suitable	Suitable	Not suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الجو	A little bit suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الناس والأماكن	A little bit suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الهوايات	Suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
السفر	Suitable	Suitable	Not suitable	A little bit suitable	Suitable	A little bit suitable	Suitable
الحج والعمرة	A little bit suitable	Suitable	Not suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable
الصحة	A little bit suitable	Suitable	A little bit suitable	A little bit suitable	Suitable	A little bit suitable	Suitable
العطلة	Suitable	Suitable	Suitable	A little bit suitable	Not suitable	A little bit suitable	Suitable

Chapter 1 is suitable according to the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge, allowing differences of opinion among students, and contextual learning. It is less suitable in terms of creating multiple possibilities and integrating them comprehensively, as well as promoting active, creative, innovative, and enjoyable learning. It is unsuitable in terms of problem-solving-based learning. To align it with constructivist theory, cultural discussions, problem-based scenarios, dialogue methods, and role-playing activities should be added to the learning process to enhance students' activeness and participation.

Chapter 2 is suitable according to the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge in a comprehensive way, and contextual learning. It is less suitable for allowing differences of opinion among students, creating multiple possibilities, integrating them comprehensively, and promoting active, creative, innovative, and enjoyable learning. It is unsuitable in terms of problem-solving-based learning. To make it more aligned with constructivist theory, cultural discussions, storytelling, problem-solving activities, and dialogue methods should be incorporated into the learning process to make the material more interactive and meaningful.

Chapter 3 is suitable according to the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge in a comprehensive manner, and contextual learning. It is less suitable for allowing differences of opinion among students, creating multiple possibilities, integrating them comprehensively, and promoting active, creative, innovative, and enjoyable learning. It is unsuitable in terms of problem-solving-based learning. The proposed solutions include incorporating cultural elements, creative and exploratory assignments, problem-based scenarios, and enhancing creativity within the learning process.

Chapter 4 is suitable according to the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge comprehensively, and contextual learning. It is less suitable for allowing differences of opinion among students, creating multiple possibilities, integrating them comprehensively, and promoting active, creative, innovative, and enjoyable learning. It is unsuitable in terms of problem-solving-based learning. The proposed solutions incorporate more cultural elements, exploratory assignments, and problem-based scenarios and apply more active and creative teaching methods.

Chapter 5 is suitable according to the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge comprehensively, and contextual learning. It is less suitable for allowing differences of opinion among students and promoting active, creative, innovative, and enjoyable learning. It is unsuitable for creating multiple possibilities and integrating them comprehensively and problem-solving-based learning. The proposed solutions include incorporating discussions and comparing food and drink habits across different cultures, introducing problem-based scenarios such as how to order food in various situations, and providing exploratory assignments such as creating dialogues based on individual experiences.

Chapter 6 is suitable according to constructivist theory's characteristics in integrating new and prior knowledge comprehensively, problem-solving-based learning, and contextual learning. It is less suitable for student-centered learning, allowing differences of opinion among students, creating multiple possibilities, integrating them comprehensively, and promoting active, creative, innovative, and enjoyable learning.

Chapter 7 is aligned with the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge comprehensively, allowing differences of opinion among students, and contextual learning. It is less suitable in terms of creating multiple possibilities and integrating them comprehensively, as well as in promoting active, creative,

innovative, and enjoyable learning, and it is not suitable for problem-solving-based learning. The proposed solutions to make it more aligned with constructivist theory include incorporating academic discussions for problem-solving or applying creative teaching strategies.

Chapter 8 is aligned with constructivist theory's characteristics in integrating new and prior knowledge comprehensively and contextual learning. It is less suitable for student-centered learning, allowing differences of opinion among students and promoting active, creative, innovative, and enjoyable learning. It is unsuitable for creating multiple possibilities and integrating them comprehensively, nor for problem-solving-based learning. The proposed solutions incorporate in-depth discussions about career choices, encourage critical thinking through questioning about professions, and apply creative teaching strategies.

Chapter 9 is aligned with the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge comprehensively, and contextual learning. It is less suitable for learning processes that involve creating multiple possibilities and integrating them comprehensively, as well as for active, creative, innovative, and enjoyable learning, and it is not suitable for learning processes that allow differences of opinion among students and problem-solving-based learning. The proposed solutions are to add open-ended questions related to prior experiences and to use problem-based simulations.

Chapter 10 is aligned with the characteristics of constructivist theory in terms of integrating new and prior knowledge, allowing differences of opinion among students, and contextual learning. It is less suitable for student-centered learning, for learning processes that involve creating and integrating multiple possibilities, and for active, creative, innovative, and enjoyable learning. It is not suitable for problem-solving-based learning. The proposed solutions include adding reflective questions, encouraging diverse explorations, promoting problem-solving, fostering discussions, and implementing project-based experiences.

Chapter 11 is aligned with the characteristics of constructivist theory in terms of integrating new and prior knowledge, allowing differences of opinion among students, and contextual learning. It is less suitable for student-centered learning, for learning processes that involve creating and integrating multiple possibilities, and for active, creative, innovative, and enjoyable learning. It is not suitable for problem-solving-based learning. The proposed solutions include adding reflective discussions, such as comparing life in villages and cities, encouraging active exploration, describing students' residences and conducting case studies, and problem-solving activities, such as preparing

for relocation and using role-play techniques to foster student creativity and innovation.

Chapter 12 is aligned with the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge, allowing differences of opinion among students, and contextual learning. It is less suitable for the learning process that involves creating multiple possibilities and integrating them cohesively and for active, creative, innovative, and enjoyable learning. It is not suitable for problem-solving-based learning. The proposed solutions include adding open-ended questions during discussions to motivate students better to explore diverse possibilities, integrate information, and use problem-based scenarios related to the topic of discussion. This will help students think critically, develop constructive solutions, and encourage discussions between students by comparing their experiences or cultures. Additionally, assigning tasks or projects, such as presenting a brief report on their hobbies, will improve information integration.

Chapter 13 is aligned with the characteristics of constructivist theory in terms of student-centered learning, integrating new and prior knowledge, problem-solving learning, and contextual learning. It is less suitable for the learning process that involves creating multiple possibilities and integrating them cohesively and for active, creative, innovative, and enjoyable learning. It is unsuitable for the learning process that allows differences of opinion among students. The proposed solutions include diversifying discussions, engaging in open-ended dialogue, and simulating role-playing to encourage students to explore, be creative, and engage in real, integrated challenges such as passport issues or changing flight schedules.

Chapter 14 is aligned with the characteristics of constructivist theory in integrating new and prior knowledge and contextual learning. It is less suitable for student-centered learning processes, creating multiple possibilities and integrating them coherently, and for active, creative, innovative, and enjoyable learning. It is unsuitable for a learning process that allows differences of opinion among students or a problem-solving learning process.

Chapter 15 is aligned with the characteristics of constructivist theory in integrating new and prior knowledge, problem-solving, and contextual learning processes. It is less suitable for student-centered learning, allowing differences of opinion among students, creating and integrating multiple possibilities, and effective, creative, innovative, and enjoyable learning processes. The proposed solutions are to increase the role and involvement of students, encourage discussions with different opinions, and use various scenarios and interactive methods.

Chapter 16 is aligned with the characteristics of constructivist theory in student-centered learning, integrating new and prior knowledge and allowing for differences of opinion among students and contextual learning processes. It is less suitable for processes where multiple possibilities are found and synthesized in an integrated manner and for effective, creative, innovative, and enjoyable learning processes.

Figure 1. Results Analysis of Speaking Skills Teaching Materials Based on Constructivist Theory Characteristics
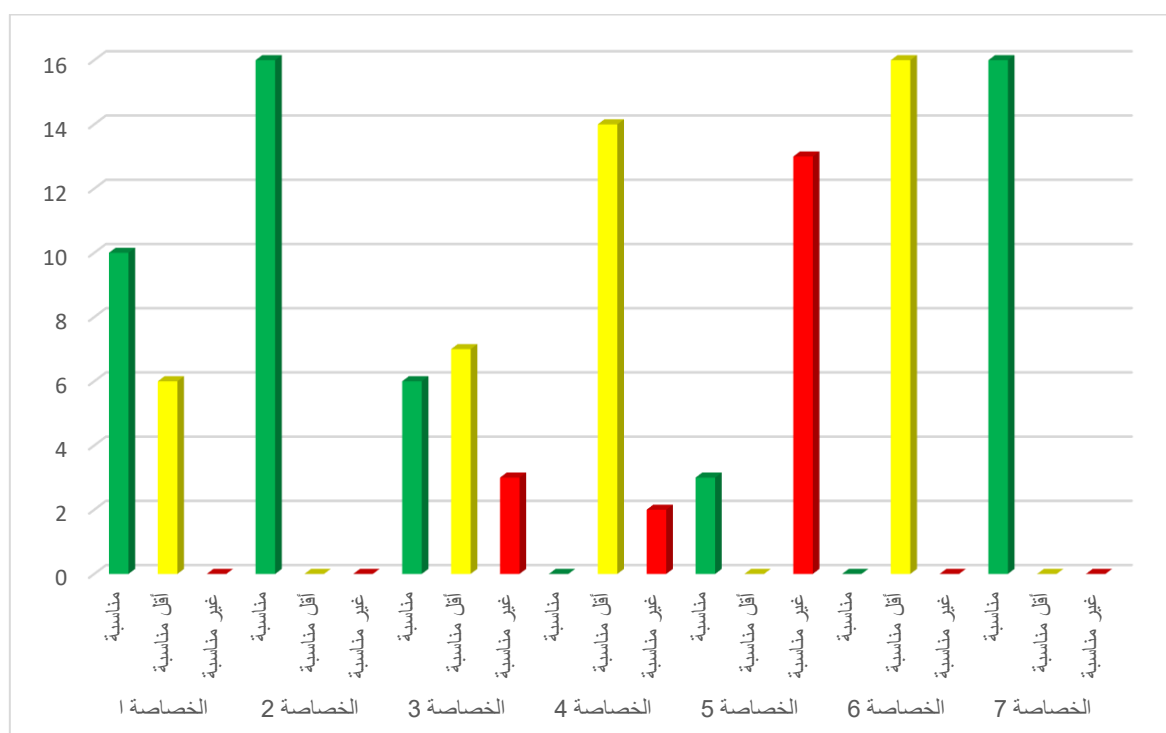
The number of dialogue topics reaches 16, with each chapter having a specific topic. It is known that some of these are suitable for the characteristics of constructivist theory, while others are less suitable or unsuitable, as shown in the previous chart.

To clarify this further, the researcher provides the following descriptive explanation: (1) The materials are suitable for the characteristics of the first constructivist theory of student-centered learning in 10 chapters: التَّحِيَّة والتعارف والأُسْرَة والسكن والحياة اليومية والطعام والشراب والدراسة الصلاة والعمل والجو والناس. They are less suitable in 6 chapters: والتسوق والهوايات والسفر والعطلة والأماكن والحج والعمرة والصحة. (2) The materials are suitable for the characteristics of the second constructivist theory integrating new and old knowledge in all 16 chapters, which are التَّحِيَّة

والتعارف والأُسْرَة والسكن والحياة اليومية والطعام والشراب والصلاة والدراسة والعمل والتسوق والجو والناس والأماكن والهوايات والسفر والحج والعمرة والصحة والعطلة. (3) The materials are suitable for the characteristics of the third constructivist theory, allowing for differences in opinions among students in 6 chapters: التَّحِيَّة والتعارف والدراسة والجو والناس والأماكن والهوايات والعطلة. They are less suitable in 7 chapters: الأُسْرَة والسكن والحياة اليومية والطعام والشراب والصلاة والعمل والصحة. They are unsuitable in 3 chapters: التسوق والسفر والحج والعمرة.

(4) The materials are less suitable for the characteristics of the fourth constructivist theory, finding multiple possibilities and comprehensively integrating them in 14 chapters: التَّحِيَّة والتعارف والأُسْرَة والسكن والحياة اليومية والصلاة والدراسة والتسوق والجو والناس والأماكن والهوايات والسفر والحج والعمرة والصحة والعطلة. They are unsuitable in 2 chapters: الطعام والشراب والعمل. (5) The materials are suitable for the characteristics of the fifth constructivist theory problem-solving education in 3 chapters: التَّحِيَّة والتعارف والأُسْرَة والسكن. They are not suitable in 13 chapters: الصلاة والسفر والصحة والحياة اليومية والطعام والشراب والدراسة والعمل والتسوق والجو والناس والأماكن والهوايات والحج والعمرة والعطلة. (6) The materials are less suitable for the characteristics of the sixth constructivist theory effective, creative, innovative, and enjoyable learning process in all 16 chapters, which are التَّحِيَّة والتعارف والأُسْرَة والسكن والحياة اليومية والطعام والشراب والصلاة والدراسة والعمل والتسوق والجو والناس والأماكن والهوايات والسفر والحج والعمرة والصحة والعطلة. (7) The materials are suitable for the characteristics of the seventh constructivist theory contextual learning process in all 16 chapters, which are التَّحِيَّة والتعارف والأُسْرَة والسكن والحياة اليومية والطعام والشراب والصلاة والدراسة والعمل والتسوق والجو والناس والأماكن والهوايات والسفر والحج والعمرة والصحة والعطلة.

Discussion

One of the important findings in this study shows that the materials provided are the characteristics of the first constructivist theory of student-centered learning. This emphasizes that in

the learning process, students' role is not merely as recipients of information but as active subjects who build their knowledge. Materials prepared with this approach encourage students to be more involved in learning activities, explore ideas, and relate previous experiences to new knowledge gained (Umbara, 2017).

In the context of constructivism, student-centered learning means that the material must facilitate students' activeness in constructing their understanding (Izzatunnisa et al., 2024). This finding indicates that the material provided is informative and designed to trigger students' curiosity, creativity, and critical thinking skills. The teacher acts as a facilitator who guides students to discover concepts, solve problems, and discuss their ideas openly in the classroom (Suryana et al., 2022). In addition, materials based on constructivism principles tend to adapt to students' backgrounds, needs, and learning characteristics. This finding shows that in its preparation, the material has considered the diversity of learning styles and levels of student development. This aligns with the principle that meaningful learning must start with understanding who students are, what they know, and how they learn effectively (Adirilany et al., 2023; Manulang et al., 2023; Nurlaeliyah, 2023).

Overall, the suitability of the material with the characteristics of the student-centered constructivist theory contributes positively to creating a dynamic and interactive learning atmosphere. This approach strengthens the paradigm shift from teacher-oriented learning to student-oriented learning so that students can develop independent, reflective learners and the 21st-century skills needed in the future.

This finding shows that the material provided in the learning process has been arranged and presented concerning the principle of constructivist theory, namely integrating new knowledge with students already have knowledge. This principle is the core of the constructivist approach, where learning is seen as an active process of building new meaning based on the foundation of existing knowledge. In other words, students do not start from scratch but use previous experiences and understandings to understand new concepts.

This integration of old and new knowledge is essential in creating meaningful learning. The material delivered with this approach does not stand alone but is contextually linked to what students already know, whether from personal experience, previous learning, or the surrounding environment. This helps students connect different concepts into a coherent whole, thus increasing their absorption and memory of the material being studied (Harefa et al., 2023). This approach also

reflects the individual and unique learning process of each student. Because each student has a different background knowledge, materials that integrate old and new knowledge allow them to form personally relevant understandings (Suparlan, 2019). In practice, teachers can encourage this process through trigger questions, reflective discussions, or tasks that require students to relate lessons to previous experiences (Lathifah Abdiyah & Subiyantoro, 2021).

Overall, the suitability of the material with the principles of constructivism positively contributes to the quality of learning. Students do not only receive new information passively, but are also trained to think critically, analyze relationships between concepts, and build stronger and more flexible knowledge structures. Thus, integrating new and old knowledge supports the achievement of cognitive goals and strengthens the resilience of understanding in the long term.

The finding that the material provided is by the characteristics of the constructivist theory, allowing for differences of opinion among students, shows the application of an important principle in the social constructivist approach. In constructivist theory, differences of opinion are seen as a natural and productive part of the learning process because it is through these differences that students can develop critical thinking, build arguments, and expand their understanding of a concept. Materials designed to elicit differences of opinion allow students to express personal perspectives, debate ideas, and defend opinions based on their experiences and knowledge. This situation creates a dynamic learning environment where students not only receive information but also actively explore different points of view. This is very much in line with the principles of constructivism, which emphasizes that knowledge is formed through social interaction and exchanging ideas (Hartati & Panggabean, 2023; Nerita et al., 2023).

CONCLUSION

The materials for speaking skills in the book Al-Arabiyyah Bayna Yadayk for first-year students, parts one and two, are structured as dialogues between two or more people. There are 16 dialogue topics, each corresponding to a specific unit, and each unit contains three dialogues, except for the first unit, which includes six dialogues. Based on an analysis conducted by the researcher, it is concluded that the book Al-Arabiyyah Bayna Yadayk for first-year students, parts one and two, is designed to be suitable for two characteristics of the seven characteristics of the constructivist theory. In contrast, it is less suitable or unsuitable for others. The findings are as follows: The materials are suitable for the first characteristic of student-centered learning in 10 chapters and less

suitable in 6 units. The materials suit the second characteristic of integrating new and old knowledge across all 16 chapters. The materials are suitable for the third characteristic, allowing for differences of opinion among students in 6 chapters, less suitable in 7 chapters, and unsuitable in 3. The materials are less suitable for the fourth characteristic, creating and synthesizing multiple possibilities in 14 chapters and unsuitable in 2 chapters. The materials suit the fifth problem-solving characteristic in 3 chapters and are unsuitable in 13. The materials are less suitable for the sixth characteristic of effective, creative, innovative, and enjoyable learning in all 16 chapters. The materials suit the seventh characteristic of contextual learning in all 16 chapters.

Therefore, the researcher concludes that the book Al-Arabiyyah Bayna Yadayk still requires development to better align with the constructivist theory and make the speaking skill teaching process more effective. The materials for first-year students' speaking skills in Al-Arabiyyah Bayna Yadayk are related to daily activities. However, when viewed through constructivist theory, the book still focuses on repetition and memorization of linguistic structures, which does not provide sufficient opportunities for students to build understanding through interactive and creative exploration.

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