

## Evaluasi bahan ajar bahasa arab pada lembaga bahasa asing = Evaluation of arabic language teaching material in the institute of foreign language

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### Abstrak

Tesis ini merupakan evaluasi bahan ajar berjudul Al-'Arabiyyah Baina Yadaik (ABY) sebagai bahan ajar bahasa Arab di salah satu lembaga bahasa asing di Depok (LBA). Tolak ukur yang digunakan dalam mengevaluasi bahan ajar ini adalah kriteria evaluasi hasil sintesis dari beberapa pakar. Kriteria tersebut adalah (1) Aims, (2) content, (3) exercises, (4) Audience, dan (5) Physical Make Up. Hasil penelitian ini menunjukkan bahwa bahan ajar ABY memiliki kelebihan dan kekurangan. Secara spesifik terdapat 3 hasil evaluasi seperti yang diungkapkan Litz (2005), yaitu quality, usefullnes, dan appropriateness for the context and people with whom they are being use. Secara kualitas, materi, kegiatan, dan latihan dalam ABY sudah sesuai dengan tujuan lembaga. Menarik, beragam, dan mencakup seluruh kemahiran bahasa. Kosa kata dalam ABY pun tersusun secara sistematis. Adapun kekurangannya adalah kualitas tampilan bahan ajar, kurangnya asas kebermanfaatan bagi pengguna, dan kekurangsesuaian dengan pengguna bahan ajar (peserta kursus). Dengan demikian, dapat disimpulkan bahwa bahan ajar ABY boleh digunakan pada program bahasa Arab di LBA Depok dengan memodifikasi dan merevisi terhadap kekurangan yang ditemukan dalam penelitian ini.

.....This thesis is an evaluation of teaching materials entitled of Al-'Arabiyyah Baina Yadaik (ABY/Arabic in Front of You) as an Arabic language teaching materials in one foreign language institute in Depok (FLI). The benchmarks used in evaluating of the teaching materials are the evaluation criteria resulted by the synthesis of several experts. Those criteria are (1) Aims, (2) Content, (3) Exercises, (4) Audience, and (5) Physical Make Up. The findings of this study point out that there are advantages and disadvantages of ABY teaching materials have. Specifically, there are three results of evaluation as Litz described (2005), that are the quality, usefulness, and appropriateness for the context and people with whom they are being use. In quality, the materials, activities, and exercises in ABY are in accordance with the institution objectives. It is interesting, diverse, and covers the entire language proficiency. The containing vocabularies in ABY is also arranged systematically. As for its weakness are concerning with the display quality of teaching materials, lack of usefulness principle to users, and less appropriateness for materials users (course participants). Thus, it can be concluded that the ABY teaching materials can be used in the Arabic language course at FLI to modify and revise the weakness found in this study.