

# Qualitative Analysis of the Effectiveness of the Communicative Learning Model in Arabic Language Instruction

Muflihah Az-Zahra<sup>1</sup>, Isop Syafe'i<sup>2</sup>

<sup>1,2</sup> UIN Sunan Gunung Djati Bandung

Email: [muflihaazh@uinsgd.ac.id](mailto:muflihaazh@uinsgd.ac.id)

---

## Article Info

### Article history:

Accepted 08/25, 2025

---

### Keywords:

Learning Model  
Mahārah Kalām  
Mahārah Istimā'  
Arabic language learning

---

## ABSTRACT

*This study aims to analyze the effectiveness of the communicative learning model in improving students' communicative competence, particularly in the aspects of maharah kalām (speaking skills) and maharah istimā' (listening skills) in Arabic language learning. It also seeks to describe how the communicative model is implemented in the classroom and to identify the supporting and inhibiting factors that influence its effectiveness. In addition, this study attempts to explore teachers' and students' perceptions of the application of the communicative approach as part of efforts to enhance the quality of Arabic language learning. This research employs a qualitative approach using a library study design supported by primary data obtained from classroom observations, interviews with teachers and students, as well as documentation of learning instruments and classroom activities. Secondary data were collected from theories of Communicative Language Teaching (CLT), textbooks, and relevant previous studies. The data analysis procedures include data reduction, data display, interpretation of findings, and systematic conclusion drawing to obtain a comprehensive overview of the effectiveness of the communicative model in the context of Arabic language learning. The findings reveal that the communicative learning model is effective in improving students' speaking and listening abilities through activities such as pair work, role-play, language games, group discussions, and the use of contextual media. Students became more confident, active, and able to comprehend meaning in real-life contexts. Both teachers and students demonstrated positive perceptions of this approach as it is more engaging and relevant to communicative needs. However, its effectiveness is influenced by limited vocabulary, feelings of shyness, language anxiety, inadequate learning facilities, and differences in students' abilities, thereby requiring appropriate differentiation strategies.*

Penelitian ini bertujuan untuk menganalisis efektivitas model pembelajaran komunikatif dalam meningkatkan kompetensi komunikatif peserta didik, khususnya pada aspek maharah kalām (keterampilan berbicara) dan maharah istimā' (keterampilan menyimak) dalam pembelajaran bahasa Arab. Penelitian ini juga bertujuan untuk mendeskripsikan bagaimana model komunikatif diterapkan di dalam kelas serta mengidentifikasi faktor-faktor pendukung dan penghambat yang memengaruhi efektivitasnya. Selain itu, penelitian ini berupaya mengeksplorasi persepsi guru dan peserta didik terhadap penerapan pendekatan komunikatif sebagai bagian

dari upaya peningkatan kualitas pembelajaran bahasa Arab. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi pustaka yang didukung oleh data primer yang diperoleh melalui observasi kelas, wawancara dengan guru dan peserta didik, serta dokumentasi perangkat pembelajaran dan aktivitas kelas. Data sekunder dikumpulkan dari teori-teori Communicative Language Teaching (CLT), buku ajar, serta penelitian terdahulu yang relevan. Prosedur analisis data meliputi reduksi data, penyajian data, interpretasi temuan, dan penarikan kesimpulan secara sistematis untuk memperoleh gambaran yang komprehensif mengenai efektivitas model komunikatif dalam konteks pembelajaran bahasa Arab. Hasil penelitian menunjukkan bahwa model pembelajaran komunikatif efektif dalam meningkatkan kemampuan berbicara dan menyimak peserta didik melalui kegiatan seperti kerja berpasangan, bermain peran, permainan bahasa, diskusi kelompok, serta penggunaan media kontekstual. Peserta didik menjadi lebih percaya diri, aktif, dan mampu memahami makna dalam konteks kehidupan nyata. Baik guru maupun peserta didik menunjukkan persepsi yang positif terhadap pendekatan ini karena dinilai lebih menarik dan relevan dengan kebutuhan komunikatif. Namun demikian, efektivitasnya dipengaruhi oleh keterbatasan kosakata, rasa malu, kecemasan berbahasa, keterbatasan sarana pembelajaran, serta perbedaan kemampuan peserta didik, sehingga diperlukan penerapan strategi diferensiasi yang tepat.

---

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

## 1. INTRODUCTION

Arabic language learning in various educational institutions, particularly at the secondary level, still faces a range of challenges related to students' low communicative skills (Fadhilah & Jauhari, 2025). Many students are able to master grammatical aspects and vocabulary; however, they experience difficulties when required to communicate orally or to comprehend spoken language in everyday communicative contexts (Suhardi & J. Sutarjo, 2024). This condition indicates a gap between the goals of Arabic language learning which emphasize communicative competence—and classroom practices that remain predominantly oriented toward memorizing linguistic structures (Faiz & Elyazidi, 2024).

According to Udin Zaidunin (2024) one approach believed to address this issue is the communicative learning model, which emphasizes authentic language use in meaningful contexts. Nevertheless, the effectiveness of implementing this model in Arabic language classrooms has not been fully understood, particularly with regard to how it is enacted in practice, how teachers and students perceive it, and what supporting and inhibiting factors shape its success. Therefore, research examining the effectiveness of the communicative learning model in Arabic language learning is important.

A number of previous studies have highlighted the importance of communicative approaches in language learning. For example, Fadhilah and Jauhari (2025) reported that a communicative approach can increase students' willingness to express opinions in Arabic, although barriers such as limited vocabulary and low self-confidence remain. Another study by Hilwa Wafin Nur et al. (2024) emphasized that active teacher student interaction through language games, imitative dialogues, and conversational simulations can create a more natural learning environment, thereby improving students' speaking ability. These findings support the assumption that the communicative learning model contributes to the development of maharah kalām and maharah istimā'.

In addition, Holipah (2025) found that communicative techniques such as role-play, information-gap activities, and task-based communicative activities have a positive impact on increasing students' participation in Arabic language learning. However, the study also noted challenges such as limited instructional media, teachers' readiness, and insufficient support from the learning environment. Research by Juleha and Susiani (2024) showed that teachers still often interpret the communicative approach merely as speaking activities without providing meaningful communicative contexts, which results in the approach's objectives not being fully achieved. These studies indicate that although communicative approaches are increasingly adopted, the quality of implementation remains varied.

Although numerous studies have been conducted, most prior research has primarily focused on improving speaking skills alone or examining the use of specific techniques within the communicative model. There is still limited research that comprehensively analyzes the effectiveness of the communicative learning model from the perspectives of classroom implementation, teachers' and students' perceptions, and the supporting and inhibiting factors in the context of Arabic language learning at the secondary level. Thus, a research gap remains regarding a holistic analysis of how this model operates in authentic practice and which aspects influence its success.

The novelty of this study lies in its more holistic analytical approach: it not only examines learning outcomes in terms of improved communicative competence, but also explores learning experiences in depth through teachers' and students' perceptions and the classroom dynamics that emerge during the implementation of the communicative model. Using a qualitative descriptive approach, this article offers a broader understanding of the effectiveness of the communicative learning model in the context of Arabic language learning, particularly from the perspectives of pedagogical practice and real classroom experiences.

This study is expected to contribute both theoretically and practically. Theoretically, its findings may enrich scholarship on Arabic language teaching methodology by offering a renewed perspective on implementing communicative approaches in formal education in Indonesia. Practically, the results may serve as a reference for teachers in designing more effective communicative learning strategies and for school policymakers in providing support through instructional media, teacher training, and a conducive learning environment. In this way, the study contributes to improving the quality of Arabic language learning and strengthening the achievement of communicative competence among secondary-level students.

## **2. METHOD**

This study employed a descriptive qualitative approach to obtain an in-depth understanding of the effectiveness of the communicative learning model in Arabic language learning. This approach was selected because it is appropriate for describing learning phenomena as they naturally occur and for capturing teachers' and students' experiences directly within the classroom context. The data collected were qualitative in nature, consisting of verbal information, observation notes, and documents describing the process of implementing the communicative learning model.

This research was also complemented by a library study to strengthen the theoretical foundation and to contextualize the field findings. The literature review was conducted by examining books on language teaching methodology, national and international scholarly journal articles related to communicative learning, and previous studies on Arabic language learning. This step was essential to ensure that the analysis was grounded in a strong conceptual framework and could be meaningfully compared with prior research.

The data sources in this study comprised primary and secondary data. Primary data were obtained directly from the Arabic language learning process in the classroom through observation, in-depth interviews, and field notes. The main informants were the Arabic language teacher and students who participated in communicative-model-based instruction. Secondary data were derived from instructional documents, including the syllabus, lesson plans (RPP) or teaching modules, worksheets, classroom recordings, and evaluation instruments used by the teacher. In addition, scholarly literature on communicative approaches served as secondary sources that enriched the researcher's understanding of the phenomenon under investigation.

Data were collected through three main procedures. First, direct classroom observation was conducted to examine the implementation of the communicative learning model, patterns of teacher-student interaction, the communicative activities carried out, and overall classroom dynamics. Second, in-depth interviews were conducted with the teacher and several students to obtain information regarding their perceptions and experiences, as well as the supporting factors and obstacles in implementing the communicative model. The interviews were semi-structured to allow flexibility in probing and exploring

emerging issues. Third, documentation was collected by gathering materials related to the learning process, such as lesson plans, evaluation records, and teaching materials.

The collected data were analyzed using Miles and Huberman's qualitative data analysis model, which consists of three stages: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher selected, focused, and simplified the data according to the needs of the study. Data display was carried out by organizing the data into narratives, tables, or matrices to facilitate interpretation. The final stage involved drawing conclusions by formulating findings on the effectiveness of the communicative learning model based on the overall information obtained from the field and the literature.

This methodology is expected to provide a comprehensive and in-depth description of the effectiveness of the communicative learning model in Arabic language learning.

### 3. RESULTS AND DISCUSSION

#### a. Implementation of the Communicative Learning Model in Arabic Language Learning

The implementation of the communicative learning model in Arabic language learning essentially aims to create a learning environment that enables students to use the language as a means of communication, rather than merely as material to be memorized (Marpaung, 2024). Based on observation, interviews, and documentation, the application of the communicative model in the classroom demonstrates varied dynamics and reflects the teacher's efforts to position Arabic as a tool for meaningful interaction. The teacher acts as a facilitator who guides, motivates, and prepares natural communicative situations so that students can practice conveying messages confidently. In classroom practice, the teacher begins the lesson with warming-up activities using simple expressions and questions relevant to the lesson theme, such as greetings, self-introductions, or questions about daily activities. This stage is shown to help activate students' background knowledge while also fostering a more communicative classroom atmosphere from the outset (Cynthia, n.d.).

During the main learning activities, the communicative model is reflected in the use of various tasks that facilitate pair and group interaction. The teacher applies techniques such as pair work, group work, role-play, and information-gap activities (Qasserras, 2023). For instance, when learning the theme of *ta'aruf* (introductions), students are paired and asked to perform introductory conversations in turn. The teacher provides a sample dialogue, but students are encouraged to develop their own questions to promote more natural language production. In the lesson on *al-af'āl al-yawmiyyah* (daily activities), the teacher distributes different activity cards to each student, and they must ask one another questions to complete information they do not have (Sari et al., 2024). This information-gap technique is particularly effective in encouraging negotiation of meaning, as students need to ask and answer in Arabic even with limited vocabulary. These activities illustrate that communicative learning provides substantial opportunities for students to practice language in contextualized ways.

The teacher also utilizes instructional media as part of implementing the communicative model. The media include pictures, vocabulary cards, situational videos, recorded dialogues, and real objects. According to Ratnawati and Sulastrı (2021), visual media are highly helpful for supporting meaning-making without requiring definitions in Indonesian. When the teacher plays a simple conversational video, students appear more focused and are able to grasp the communicative purpose of the interaction more quickly. The use of such media is consistent with the principle of comprehensible input, which suggests that language comprehension becomes more effective when presented through contexts that are accessible to learners (Quiñones, 2025). In addition, the teacher provides a list of functional expressions to help students ask questions, request clarification, or respond naturally to interlocutors, such as *kayfa aqūlu?*, *a'īdī min faḍlik*, and *mā ma'nā hādżā?*

In its implementation, the teacher did not appear to prioritize perfect linguistic forms. When students made errors in word choice or sentence structure, the teacher did not immediately correct them; instead, students were given opportunities to complete the message they intended to convey. This approach aligns with the CLT principle that meaning is the primary goal of communication. Corrections were provided after the activity ended so that students' communicative flow was not disrupted. This is consistent with the fluency-first perspective, which emphasizes that communicative fluency should be prioritized before the accuracy of linguistic forms. Classroom observations indicated that this technique encouraged students to speak more confidently; even those who were initially shy began to participate after seeing their peers attempt to communicate (Mabrurrosi et al., 2023).

Furthermore, the classroom learning environment appeared to support the implementation of the communicative model. The teacher created an inclusive atmosphere in which mistakes were not judged. Students were encouraged to help one another, provide examples, and act as supportive speaking partners. During group work, students were observed to engage enthusiastically in discussions about new

vocabulary and ways to express ideas in Arabic. A harmonious teacher–student relationship also contributed to successful implementation, as students felt safe to speak without fear of being scolded or humiliated (Patiung, 2017). Such a learning environment is crucial in language learning, as willingness to speak often plays a more decisive role than mastery of grammatical structures.

However, the implementation of the communicative model in practice was not entirely without challenges. One major obstacle was the sharp variation in students' language proficiency levels. Lower-proficiency students tended to remain silent or respond with short utterances, whereas higher-proficiency students often dominated the conversation. This condition requires teachers to provide differentiated scaffolding according to students' needs (Adzra Kamila Paustina et al., 2024). Some students also appeared to struggle when they could not find equivalent words in Arabic, leading them to switch to Indonesian. This code-switching disrupted the flow of communication; however, it also indicates that students were in the process of learning to formulate appropriate linguistic structures.

Another challenge concerns limited instructional time. Communicative activities typically require more time than lecture-based methods. With only  $2 \times 40$  minutes per meeting, the teacher often needs to reduce the depth of activities or accelerate certain stages. In addition, large class size also presents a challenge. When students work in larger groups, it becomes difficult for the teacher to monitor interactions and ensure that every student participates. Constraints in facilities and infrastructure such as the absence of a projector or speakers also limit the use of audiovisual media. In several sessions, the teacher had to rely on simpler media because the available facilities did not allow audio or video playback (Khodijah & Roshonah, 2025).

When linked to Communicative Language Teaching theory and previous research, the implementation observed in this study indicates that the teacher has applied CLT principles consistently, although the process is still constrained by students' psychological factors and limited facilities. The communicative activities used are aligned with recommendations in modern language teaching. This finding is also consistent with studies by Acep Hermawan, Sumarsono, and others, which emphasize that the success of CLT depends on teachers' readiness, students' motivation, and a supportive classroom environment (Hermawan, 2013). Overall, the implementation of the communicative learning model in Arabic language learning can be considered effective; however, further improvement is needed in terms of providing learning facilities, managing instructional time, and applying differentiation strategies so that all students have equal opportunities to participate and communicate meaningfully.

#### **b. Factors Supporting and Inhibiting the Effectiveness of Implementing the Communicative Learning Model in Arabic Language Learning**

The implementation of the communicative learning model in Arabic language learning is influenced by various conditions that emerge throughout the instructional process. The effectiveness of this model is determined not only by the teacher's ability to design learning activities, but also by students' readiness, classroom environment, and the availability of supporting facilities. Based on classroom observations, interviews, and analysis of instructional documents, the findings indicate that several strong factors support the successful implementation of the communicative approach; however, there are also constraints that may reduce its effectiveness (Widayati, 2019). These supporting and inhibiting factors are interrelated and have direct impacts on students' level of engagement, the smoothness of interaction, and the quality of Arabic language use in communicative activities (Ardiyansah et al., 2023). To provide a more comprehensive account, the findings are organized into three major parts: supporting factors, inhibiting factors, and a theoretical interpretation that links both within the context of Communicative Language Teaching (CLT).

##### **1. Supporting Factors**

###### **a. Teachers' Pedagogical and Professional Competence**

The teacher demonstrates a strong understanding of Communicative Language Teaching (CLT) principles. The teacher is able to design a sequence of communicative activities such as pair work, role-play, group discussions, and information-gap tasks. The teacher's ability to design meaning-focused activities makes the learning process more structured and enables students to participate actively. In addition, the teacher does not emphasize grammar rigidly; instead, students are allowed to communicate first in order to develop speaking fluency (Yunita & Pebrian, 2020).

###### **b. Conducive Classroom Environment**

The classroom atmosphere is positive, friendly, and non-threatening. The teacher adopts a supportive communication style, avoids judging students' errors, and provides space for students to try using the language. As a result, students feel safe and comfortable using Arabic even when their proficiency is still limited. A positive emotional climate is shown to increase students' willingness to participate in communicative activities.

c. Students' Motivation and Readiness

Most students appeared enthusiastic in participating in activities that allowed direct interaction. The variety of communicative activities increased students' motivation compared to more traditional instruction. When students enjoy the learning process, they tend to acquire vocabulary more easily, respond to the teacher more actively, and engage in negotiation of meaning. This intrinsic motivation becomes a strong supporting factor for the successful implementation of CLT.

d. Availability of Instructional Media

Media such as pictures, vocabulary cards, audio dialogues, and situational videos greatly help in creating real-life contexts. Visual media facilitate faster vocabulary comprehension without requiring lengthy explanations in Indonesian. Conversational videos provide authentic examples of Arabic being used in everyday situations, thereby supporting comprehensible input. The availability of such media enriches students' learning experiences and enhances the effectiveness of the communicative model (Ibnu Mas'ud Luthfi, 2023).

e. Variety of Communicative Activities

The teacher employs various communicative tasks that stimulate interaction. Diverse activities such as language games, conversational simulations, and paired interviews help sustain high student engagement. This variety makes learning more interesting and less monotonous, thereby improving the effectiveness of the communicative learning model.

## 2. Inhibiting Factors

### a. Limited Student Vocabulary

The most significant inhibiting factor is students' limited vocabulary. When students struggle to find appropriate words in Arabic, they tend to switch to Indonesian. This reduces the quality of interaction and undermines the main goal of communicative learning, which prioritizes the use of the target language. Limited vocabulary also discourages students from attempting to speak (Amelia & Sya, 2024).

### b. Language Anxiety and Low Self-Confidence

Some students experience language anxiety, particularly anxiety about speaking. They may fear making mistakes, being laughed at by peers, or feeling incapable of expressing themselves. Such psychological barriers substantially reduce participation in communicative activities. Students with higher anxiety levels often choose to remain silent or provide very minimal responses (Pratama et al., 2024).

### c. Limited Instructional Time

Communicative learning requires relatively more time because it provides space for interaction, practice, and negotiation of meaning. However, the allocated time of  $2 \times 40$  minutes per session is insufficient to implement all activities optimally. As a result, the teacher often accelerates or shortens activities, which may limit learning outcomes.

### d. Limited Facilities and Infrastructure

Not all classrooms are equipped with basic facilities such as projectors, speakers, or internet access. When audiovisual media cannot be used, the teacher may need to rely on more conventional methods. Limited facilities restrict the teacher's capacity to provide authentic contexts, which are essential in CLT (Tamaji, 2021).

### e. Large Class Size

An excessive number of students (beyond the ideal capacity) makes it difficult for the teacher to monitor student interactions, especially during group work. Lower-proficiency students are often less noticed and may become passive. Classroom noise during group activities also presents an additional challenge (Hidayat & Pangesti, 2023).

### f. Significant Differences in Students' Proficiency Levels

Within one class, there are highly active students as well as very passive students. Such differences lead to unequal participation in communicative tasks. More proficient students may dominate the conversation, while less proficient students remain listeners. Therefore, the teacher needs to make extra efforts to adjust scaffolding for students who lack confidence (Zaimatuz Zakiyah et al., 2022).

The implementation of the communicative model depends on the interplay between supporting and inhibiting factors. Supporting factors such as teacher competence, instructional media, and student motivation align with CLT principles that emphasize meaning, interaction, and authentic contexts. Conversely, inhibiting factors such as anxiety, limited vocabulary, and inadequate facilities represent common challenges frequently reported in previous studies. The findings of this study reaffirm that

implementing CLT requires holistic support within the learning environment, including teacher readiness, classroom conditions, and school facilities (Yunita & Pebrian, 2020).

**c. Teachers' and Students' Perceptions of the Implementation of the Communicative Learning Model in Arabic Language Learning**

The implementation of the communicative learning model in Arabic language learning is not determined solely by the strategies and activities employed by the teacher, but is also strongly influenced by how teachers and students perceive, accept, and experience the approach. Their perceptions shape attitudes, motivation, and the level of engagement throughout the learning process. As a facilitator, the teacher holds a strategic role in designing communicative activities, while students as the primary agents of communication determine the extent to which the model can be implemented effectively. Based on interviews, classroom observations, and data analysis, both teachers' and students' perceptions of the communicative model tend to be positive, although several challenges remain that may affect its overall success.

1. Teachers' Perceptions of the Communicative Learning Model

a. The Teacher Perceives the Communicative Model as More Effective in Improving Speaking Ability

The teacher stated that the communicative model provides students with more opportunities to practice speaking than lecture-based methods. The teacher observed improvements in students' confidence, fluency, and active participation during activities such as pair work, role-play, and group discussions. From the teacher's perspective, CLT is more capable of developing communicative competence in authentic and observable ways.

b. The Teacher Views the Learning Process as More Engaging and Enjoyable

The teacher reported that the classroom atmosphere becomes more lively and interactive when CLT is implemented. Activities such as conversational simulations, language games, and information-completion tasks were perceived as increasing students' enthusiasm. The teacher noted that the classroom climate becomes less rigid, allowing learning to take place in a more natural manner.

c. The Teacher Values Language as a Tool for Communication Rather than Mere Structure

In the interview, the teacher explained that CLT helps students understand that Arabic is used for communication, not merely memorized as linguistic content. The teacher considered this approach to be consistent with the needs of contemporary learning, which emphasizes the ability to use language in real-life contexts (Siregar et al., 2024).

d. The Teacher Acknowledges Challenges Related to Differences in Students' Proficiency Levels

The teacher also emphasized that uneven student proficiency is a key obstacle. Lower-proficiency students often remain silent and are reluctant to participate. The teacher noted that these students require additional scaffolding; however, time constraints make it difficult to provide sustained individual attention.

e. The Teacher Finds the Use of Instructional Media Helpful

The teacher stated that visual and audiovisual media strongly support CLT implementation. Media help convey meaning directly with minimal grammatical explanation, enabling students to understand contexts more quickly. However, limited school facilities mean that media use cannot always be implemented consistently (Ratnawati & Sulastri, 2021).

f. The Teacher Recognizes Limitations in Time Allocation and Classroom Conditions

The teacher argued that the allocated time of  $2 \times 40$  minutes is insufficient to carry out all communicative activities optimally. Large class size was also reported as a constraint, particularly in monitoring students' work and providing guidance while students perform communicative tasks.

If teachers' perceptions are largely related to technical and pedagogical aspects, students' perceptions are more closely associated with emotional experiences, comfort, and their ability to adapt to communicative demands. In communicative approaches, students are not merely recipients of instructional content; they become the main actors in communication. Therefore, students' perceptions provide direct insight into the model's effectiveness, the challenges they experience, and the extent to which they enjoy and understand the learning process.

2. Students' Perceptions of the Communicative Learning Model

a. Students Find Communicative Learning More Enjoyable

Most students stated that learning through CLT is more interesting than lecture-based instruction. They enjoyed being able to move, speak, and interact with peers. Activities such as language games and paired dialogues were perceived as the most engaging parts of the lesson.

b. Students Find It Easier to Understand Vocabulary in Context

Students reported that they understood vocabulary more quickly when it was learned through pictures, videos, or conversations rather than through memorizing word lists. They felt that the communicative approach supported meaning-making through context, making learning feel more natural.

c. Students Feel More Confident Speaking in Pairs than in Front of the Class

Students explained that they felt more comfortable speaking in small groups or pairs. They were less afraid of making mistakes because peers were less judgmental. This encouraged them to try using Arabic more confidently, even when their speech was still hesitant.

d. Some Students Still Experience Difficulties due to Limited Vocabulary

Although most students enjoyed communicative learning, several students admitted that they found it difficult to participate because of limited vocabulary. When they did not know a particular word, they tended to stop and choose to remain silent. This psychological barrier was also frequently observed during classroom observation (Lubab Khoirul Adib, 2024).

e. Students Sometimes Feel Shy or Afraid of Making Mistakes

Feelings of shyness, fear of being laughed at, or anxiety about mispronouncing words were reported by some students. Such affective barriers reduced their participation. Even though the teacher had created a supportive classroom atmosphere, emotional factors such as these continued to influence students' engagement (Pratama et al., 2024).

f. Students Perceive the Classroom as Sometimes Too Noisy

Students noted that group activities often made the classroom quite noisy, which caused some of them to lose focus. They felt that such conditions reduced learning effectiveness, especially for students who were more accustomed to quieter learning environments.

Overall, both teachers and students demonstrated positive perceptions of implementing the communicative learning model. Teachers viewed the approach as effective for improving speaking ability and creating a more dynamic learning atmosphere. Students felt more motivated, more willing to try speaking, and found it easier to understand vocabulary through contextual learning. Nevertheless, both groups also acknowledged several challenges, including limited vocabulary, speaking anxiety, inadequate facilities, differences in students' proficiency levels, and limited instructional time. These findings are consistent with CLT literature, which emphasizes that the success of communicative approaches is strongly influenced by the supportiveness of the learning environment, students' emotional readiness, and teachers' flexibility in designing activities that meet classroom needs (Khalid, n.d.).

**d. The Effectiveness of the Communicative Learning Model in Enhancing Students' Communicative Skills (*Mahārah Kalām* and *Mahārah Istimā'*) in Arabic Language Learning**

The effectiveness of the communicative learning model in Arabic language learning can be observed clearly through the improvement of students' communicative competence, particularly in two core skills: *maharah kalām* (speaking) and *maharah istimā'* (listening). Based on findings from classroom observations, interviews, and analysis of instructional documents, the implementation of the communicative approach was found to have a significant positive impact on both skills. This improvement is reflected in increased speaking fluency, greater willingness to express ideas, improved comprehension of spoken messages, and more natural responses within communicative contexts.

Improvements in *maharah kalām* were evident in the ways students participated in communicative activities such as pair work, role-play, group discussions, and information-gap tasks. At the beginning of instruction, many students were hesitant, spoke very softly, or even avoided conversations. However, after several meetings using the communicative approach, students demonstrated substantial changes. They became more fluent in forming sentences, more willing to interact, and more active in asking and answering questions. This condition aligns with the CLT principle that fluency should be developed prior to accuracy (Urgilés Armendáriz et al., 2024). By emphasizing meaningful message delivery, students were less afraid of making mistakes and more focused on expressing ideas.

The effectiveness of the communicative model in enhancing *maharah kalām* was also evident in students' ability to use vocabulary and sentence structures in context. In conversational simulations,

students were able to adjust expressions according to situations provided by the teacher. For example, in dialogues on self-introduction, students did not merely memorize scripted conversations; they were able to generate new sentences creatively. This indicates that communicative learning helps students understand the function of language, not merely its patterns. Such development serves as a strong indicator that the communicative model is effective in improving speaking skills.

In addition, students showed improvement in courage and self-confidence. Many students initially reported feeling afraid of making mistakes or embarrassed to speak Arabic; however, after regularly engaging in communicative activities, they gradually became more accustomed to speaking and felt less awkward. Psychological factors such as self-confidence significantly influence speaking ability (Suryani, 2022). The communicative model, which creates a supportive and interactive learning atmosphere, was shown to reduce anxiety and increase student participation. This suggests that the effectiveness of CLT is related not only to linguistic aspects but also to students' affective dimensions.

With regard to *maharah istimā'*, improvement was reflected in students' ability to understand instructions, respond to oral questions, and grasp meaning from heard dialogues. The use of audio materials, conversational videos, and contextual listening activities helped students become more trained in comprehending naturally used Arabic. Students demonstrated better ability to distinguish vocabulary, understand intonation, and identify the communicative purpose of a conversation. This process indicates that the communicative model supports the gradual and functional development of listening skills.

The effectiveness of CLT in enhancing *maharah istimā'* was also evident when students were asked to respond to the teacher's instructions in Arabic. Initially, they frequently requested repetition; after several sessions, they were able to understand and respond more quickly without relying on translation. This suggests that input delivered through visual and audio media can significantly improve listening skills. In information-gap activities, for instance, students must listen carefully to their peers' instructions or questions in order to complete missing information. Such activities are highly effective for training attentiveness and rapid meaning processing.

From the teacher's perspective, interviews indicated that they regarded the development of students' listening and speaking abilities as evidence of CLT effectiveness. The teacher reported that students became more willing to try, more active in responding, and better able to understand the language overall. The teacher perceived that CLT provides a more natural learning experience in which students learn the language as it is used in authentic communication. This development aligns with the goals of modern language education, which emphasize communicative competence rather than mere memorization of linguistic structures.

Moreover, the effectiveness of the communicative model was also reflected in students' ability to engage in spontaneous interaction. Many students began to use functional expressions such as *anā lā afhamu* ("I do not understand"), *hal yumkinu an tu'īda?* ("could you repeat?"), and *mā ma'nā hādā?* ("what does this mean?") without being prompted. Such spontaneous use indicates that students were no longer dependent on textbook scripts, but were beginning to internalize the language for real communicative purposes. This demonstrates genuine improvement in communicative competence, which is consistent with the core principles of CLT.

The findings also showed that students who were actively engaged in communicative activities developed more rapidly than those who remained passive. Nevertheless, in general, nearly all students demonstrated improvement, although at varying levels. Motivation also played an important role in the effectiveness of CLT. Students who enjoyed communicative activities tended to develop more easily in both language skills. This suggests that CLT is not only linguistically effective but also capable of increasing students' emotional engagement in the learning process (Imanuddin et al., 2024).

When related to theory, these findings are consistent with Richards and Rodgers' view that CLT is highly effective in promoting communicative competence (Richards & Rodgers, 2001). The results also align with previous studies indicating that interaction- and context-based learning improves students' speaking and listening abilities more rapidly than lecture-based instruction.

Overall, the results demonstrate that the communicative learning model contributes significantly to the improvement of *maharah kalām* and *maharah istimā'*. Students became more willing to speak, better able to understand communicative contexts, quicker to grasp spoken messages, and more capable of responding naturally. Although challenges such as differences in student proficiency and limited facilities remain, consistent implementation of CLT was shown to enhance students' communicative skills in Arabic language learning.

#### **4. CONCLUSION**

Based on the research findings and discussion, it can be concluded that the communicative learning model (Communicative Language Teaching/CLT) is effective in improving students' communicative competence in Arabic language learning, particularly in *maharah kalām* (speaking) and *maharah istimā'* (listening). The implementation of CLT through interactive activities such as pair work, role-play, group discussions, and information-gap tasks enables students to use Arabic in contextualized and meaningful ways. The teacher plays a facilitative role by creating a supportive learning environment, providing instructional media, and encouraging communication without excessive emphasis on grammatical accuracy.

The successful implementation of this model is supported by teachers' competence, students' motivation, a positive classroom atmosphere, and the availability of learning media. However, several challenges remain, including limited student vocabulary, significant differences in proficiency levels, low self-confidence, and inadequate facilities. Despite these obstacles, both teachers and students hold positive perceptions of the communicative approach. Overall, CLT enhances not only students' linguistic development but also their affective engagement, indicating that it is a viable primary strategy for Arabic language learning at the secondary level.

## REFERENCES

- Adzra Kamila Paustina, Dita Sabilla Azahra, & Kowiyah Kowiyah. (2024). Variasi Kemampuan Siswa dalam Memahami Konsep Pembelajaran Matematika di Sekolah Dasar (SD): Tantangan dan Solusi Pengajaran. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, 2(6), 315–330. <https://doi.org/10.61132/arjuna.v2i6.1351>
- Amelia, D., & Sya, M. F. (2024). Penerapan Pendekatan Pengajaran Bahasa Komunikatif di Kelas Bahasa. *Karimah Tauhid*, 3(8), 8406–8416. <https://doi.org/10.30997/karimahtauhid.v3i8.14189>
- Ardiyansah, T. Y., Rochmah, N., & Auliya, P. K. (2023). DIGITALISASI PENINGKATAN KUALITAS PEMBELAJARAN LISTENING DALAM KELAS BAHASA INGGRIS DI SMA MUHAMMADIYAH 1 GRESIK. *DedikasiMU: Journal of Community Service*, 5(3), 254. <https://doi.org/10.30587/dedikasimu.v5i3.6289>
- Cynthia, A. R. (n.d.). *EFEKTIVITAS METODE COMMUNICATIVE LANGUAGE TEACHING (CLT) DALAM MENINGKATKAN KEMAMPUAN KOMUNIKASI BERBAHASA INGGRIS PESERTA KURSUS DI PQEC INSTITUTE*.
- Fadhilah, M. I. N., & Jauhari, Q. A. (2025). IMPLEMENTASI PEMBELAJARAN BAHASA ARAB BERBASIS PRAKTIK LANGSUNG PENDEKATAN COMMUNICATIVE LANGUAGE TEACHING UNTUK MENINGKATKAN KEPERCAYAAN DIRI SISWA MA TARBIYATUL BANIN BANAT TUBAN. *Maharaat Lughawiyat: Jurnal Pendidikan Bahasa Arab*, 4(1), 15–29. <https://doi.org/10.18860/jpba.v4i1.14824>
- Faiz, M., & Elyazidi, T. (2024). The Nature of Auditory Linguistic Input in the Curriculum and its Role in Developing Linguistic and Communicative Competence at the Primary Stage. *International Journal for Scientific Research*, 3(5), 328–340. <https://doi.org/10.59992/IJSR.2024.v3n5p12>
- Hermawan, A. (2013). *Metodologi Pembelajaran Bahasa Arab*. PT Remaja Rosdakarya.
- Hidayat, R., & Pangesti, S. W. (2023). Strategi Pengelolaan dalam Pembelajaran Bahasa Arab sebagai Bahasa Kedua. *Journal on Education*, 5(3), 8044–8050. <https://doi.org/10.31004/joe.v5i3.1293>
- Hilwa Wafin Nur, H. W. N., Syaiful Mustofa, S. M., & Usfiyatur Rusuly, U. R. (2024). Implementasi Metode Role-Play dalam Meningkatkan Kemampuan Berbicara Bahasa Arab di Sekolah Islam. *Reslaj: Religion Education Social Laa Roiba Journal*, 6(4), 1656–1666. <https://doi.org/10.47467/reslaj.v6i4.772>
- Holipah, S., Kusni, N., & Moh. Aman. (2025). Analisis Pembelajaran Task-Based Learning Dalam Mengembangkan Keterampilan Menulis Bahasa Arab Siswa Kelas VIII SMPI Al-Hidayah Jatiuwung Kota Tangerang. *INTIFA: Journal of Education and Language*, 1(4). <https://doi.org/10.62083/intifa.v1i4.215>
- Ibnu Mas'ud Luthfi. (2023). RETRACTED: Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab. *Jiluna Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 1(1), 8–16. <https://doi.org/10.61181/jilunaarabiyah.v1i1.352>
- Imanuddin, A. S., Ghofur, A., & Muhdhor, M. (2024). Peran Film “Intiq Rasmiyyatan Gontor TV” Dalam Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran Bahasa Arab Di Kelas X MAN 3 Jombang. *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 5(2), 36–44. <https://doi.org/10.30863/awrq.v5i2.7643>

- Julaeha, S., & Susiani, I. W. (2024). Peningkatan Pemahaman Susunan Kalimat Bahasa Arab Melalui Mengarang Cerita dengan Pendekatan Komunikatif di Kelas VIII MTs Wali Songo Putri Ngabar. *Mahira*, 4(2), 125–131. <https://doi.org/10.55380/mahira.v4i2.1182>
- Khalid, A. H. (n.d.). *Receptivity, Defensiveness, And Certain Affective Factors In Communicative Language Learning And Teaching*. University of Khartoum.
- Khodijah, S., & Roshonah, A. F. (2025). *Dinamika dan Tantangan Kolaborasi dalam Pembelajaran Kelompok di Kelas 4A SDN Pondok Pinang 10: Studi Kualitatif Deskriptif*.
- Lubab Khoirul Adib. (2024). Upaya Mengatasi Kesenjangan Pendekatan Komunikatif Menuju Pembelajaran Bahasa yang Efektif Murid Kelas 3 MI Miftahush Shibyan. *JURNAL PENDIDIKAN BAHASA*, 14(1), 11–16. <https://doi.org/10.37630/jpb.v14i1.1579>
- Mabrurrosi, M., Aziz, L., & Ruji, R. (2023). Pendekatan Komunikatif David Nunan (Studi Kasus dalam Pembelajaran Bahasa Arab di Markas Bahasa Arab Pondok Pesantren Banyuanyar Pamekasan). *Edu Journal Innovation in Learning and Education*, 1(2), 152–161. <https://doi.org/10.55352/edu.v1i2.772>
- Marpaung, A. S. (2024). PENERAPAN CLT TERHADAP KETERAMPILAN BERBICARA SISWA IAIDU ASAHAN. *Jurnal Pendidikan Sang Surya*, 10(2), 550–561. <https://doi.org/10.56959/jpss.v10i2.288>
- Patiung, D. (2017). PERAN GURU DAN SISWA DALAM PEMBELAJARAN BAHASA INDONESIA BERBASIS PENDEKATAN KOMUNIKATIF DI SMA NEGERI 1 SESEAN KABUPATEN TORAJA UTARA. *Inspiratif Pendidikan*, 6(1), 110. <https://doi.org/10.24252/ip.v6i1.4921>
- Pratama, F. Y., Ramadhani, R. P., & Aryawan, F. N. (2024). Analisis Bibliometrik Penelitian Bertopik Kecemasan dalam Pembelajaran Bahasa Asing pada Basis Data Dimensions. *ARSEN: Jurnal Penelitian Pendidikan*, 2(1), 29–36. <https://doi.org/10.30822/arsen.v2i1.3392>
- Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. *European Journal of Education and Pedagogy*, 4(6), 17–23. <https://doi.org/10.24018/ejedu.2023.4.6.763>
- Quiñones, C. (2025). Making input comprehensible through accessibility: Connecting Krashen's comprehensibility hypothesis to Universal Design for Learning. *Proceedings of the International Academic Conference on Education, Teaching and Learning*, 2(1), 13–26. <https://doi.org/10.33422/iacetl.v2i1.1304>
- Ratnawati, R., & Sulastris, S. (2021). Pemanfaatan Media Audio Visual Aids (AVA) Dalam Pembelajaran Kosakata Bahasa Inggris di TPA Jannatul Firdaus. *Madaniya*, 2(2), 121–128. <https://doi.org/10.53696/27214834.63>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>
- Sari, M., Ningsih, M. M. S., Febriani, M., Febrianty, A., Prawita, T. W., & Nurjannah, A. (2024). MENINGKATKAN KEAKTIFAN BELAJAR SISWA MELALUI MODEL PEMBELAJARAN STUDENT CENTERED LEARNING. *Warta Dharmawangsa*, 18(1), 219–230. <https://doi.org/10.46576/wdw.v18i1.4267>
- Siregar, U. A., Silvi, N., Hasibuan, W., & Rambe, N. F. (2024). Bahasa sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Jurnal Hata Poda*, 2(2), 95–104. <https://doi.org/10.24952/hatapoda.v2i2.10535>
- Suhardi, R. F. & J. Sutarjo. (2024). Mastery of Arabic Speaking Skills among Students: A Study on the Influence of the Linguistic Environment. *An Nabighoh*, 26(1), 133–142. <https://doi.org/10.32332/annabighoh.v26i1.133-142>
- Suryani, K. (2022). HUBUNGAN ILMU PSIKOLINGUISTIK DENGAN PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB. *Dar El-Ilmi : Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 9(2), 133–152. <https://doi.org/10.52166/darelilmi.v9i2.3514>
- Tamaji, S. T. (2021). MANAJEMEN SARANA DAN PRASARANA DALAM PEMBELAJARAN BAHASA ARAB DI SMP AL-IZZAH INTERNASIONAL ISLAMIC BOARDING SCHOOL BATU. *Al-Fakkaar*, 2(1), 22–39. <https://doi.org/10.52166/alf.v2i1.2335>
- Udin Zainudin. (2024). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab dan Implementasinya untuk Meningkatkan Maharatul Kalam. *HASBUNA: Jurnal Pendidikan Islam*, 4(2), 351–356. <https://doi.org/10.70143/hasbuna.v4i2.309>
- Urgilés Armendáriz, I. A., Vargas Ramirez, P. L., & Magallanes Alburqueque, C. R. (2024). Embracing Communicative Language Teaching: Fostering Fluency, Accuracy, and Authentic Communication: Adoptar la enseñanza comunicativa de idiomas: fomentar la fluidez, la precisión y la comunicación auténtica. *Boletín Científico Ideas y Voces*, 4(3). <https://doi.org/10.60100/bciv.v4i3.164>
- Widayati, S. (2019). PERANAN GURU DALAM PEMBELAJARAN BAHASA. *Edukasi Lingua Sastra*, 17(1), 1–14. <https://doi.org/10.47637/elsa.v17i1.101>

- Yunita, Y., & Pebrian, R. (2020). Metode Komunikatif dalam Pembelajaran Bahasa Arab Maharah Al-Kalam di Kelas Bahasa Center for Languages and Academic Development. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 5(2), 56–63. [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838)
- Zaimatuz Zakiyah, Afdhal Fikri Mirma, M. Nur Pahlevi, & Nasiruddin. (2022). DESAIN PENGEMBANGAN KURIKULUM PEMBELAJARAN BAHASA ARAB DI MADRASAH BERBASIS DIFERENSIASI OTAK LAKI-LAKI DAN PEREMPUAN (Studi Perspektif Neurosains). *Mukaddimah: Jurnal Studi Islam*, 6(1), 60–83. <https://doi.org/10.14421/mjsi.61.2868>