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**THE APPLICATION OF THE COMMUNICATIVE METHOD
(COMMUNICATIVE LANGUAGE TEACHING) IN ARABIC LANGUAGE
LEARNING FOR BEGINNER STUDENTS**

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Abstract

The Communicative Method, or *Communicative Language Teaching* (CLT), is a language learning approach that emphasizes language proficiency as a tool for communication. In the context of Arabic language learning for first-semester students (beginners), this method is considered relevant because it addresses low motivation, limited vocabulary, and a lack of self-confidence among students. This article aims to examine the concepts, principles, and application of the communicative method in Arabic language learning for new students in the Sharia Economic Law Program at UIN Ar-Raniry. The research method used is a literature review, analyzing various sources of literature related to CLT and Arabic language learning. The results of the study indicate that the communicative method is effective in enhancing students' active participation, speaking confidence, and mastery of basic Arabic language skills in a contextual and functional manner.

Keywords: *Communicative Method, Communicative Language Teaching, Arabic Language Learning, Beginner Students.*

Abstrak

Metode Komunikatif atau Pengajaran Bahasa Komunikatif (CLT) adalah pendekatan pengajaran bahasa yang menekankan kemampuan bahasa sebagai sarana komunikasi. Dalam konteks pembelajaran bahasa Arab bagi mahasiswa semester pertama (pemula), metode ini dianggap relevan karena dapat mengatasi masalah motivasi belajar yang rendah, penguasaan kosakata yang terbatas, serta kurangnya rasa percaya diri mahasiswa. Artikel ini bertujuan untuk mengkaji konsep, prinsip, dan implementasi metode komunikatif dalam pembelajaran bahasa Arab bagi mahasiswa tahun pertama Program Studi Hukum Ekonomi Islam di UIN Ar-Raniry. Metode penelitian yang digunakan adalah tinjauan pustaka yang menganalisis berbagai sumber terkait CLT dan pengajaran bahasa Arab. Hasil penelitian menunjukkan bahwa metode komunikatif efektif dalam meningkatkan partisipasi aktif mahasiswa, kepercayaan diri dalam berbicara, serta penguasaan keterampilan dasar bahasa Arab secara kontekstual dan fungsional.

Kata Kunci: *Metode Komunikatif, Pengajaran Bahasa Komunikatif, Pembelajaran Bahasa Arab, Mahasiswa Pemula.*

INTRODUCTION

Arabic is a required foundational course for first-year students in the Islamic Economic Law (HES) Program at UIN Ar-Raniry. Mastery of the Arabic language is crucial as it serves as a tool for understanding Islamic legal sources, such as the Qur'an, hadith, and fiqh muamalah literature, which form the primary foundation of Islamic economic law studies. Arabic is one of the foundational courses taught at many universities, particularly Islamic religious universities. However, for first-semester students, Arabic is often perceived as a difficult course due to differences in language structure, writing systems, and pronunciation compared to Indonesian. This situation results in low motivation and hesitation among students to use Arabic. (Karash, 2020)

This issue calls for a teaching method capable of encouraging students to actively use Arabic from the very beginning of their studies. One method deemed suitable is the communicative approach (*Communicative Language Teaching*). This method views language as a tool for communication, not merely a system of rules. Therefore, this article discusses the application of the communicative approach in Arabic language instruction for first-year students in the Islamic Economic Law Program at UIN Ar-Raniry. (Annafiri, 2022)

Arabic is a required core course for first-year students in the Sharia Economic Law (HES) program at UIN Ar-Raniry. Proficiency in Arabic is of the utmost importance because Arabic serves as the primary tool for understanding Islamic legal sources, such as the Qur'an, hadith, and various fiqh muamalah literature, which form the conceptual and normative foundation of Islamic economic law studies. Without adequate basic Arabic language skills, students will face difficulties in understanding legal terms, sharia arguments, and academic texts, many of which are presented in Arabic.

In general, Arabic is one of the core courses taught at many universities, particularly Islamic religious universities. However, the teaching of Arabic at the university level still faces various challenges, especially when the students are first-semester undergraduates, most of whom are at the beginner level. Arabic is often perceived as a difficult and intimidating course because it has characteristics that differ from Indonesian, in terms of grammatical structure, morphology, phonology, and writing. These differences often create psychological and academic barriers for students in the learning process. (Riyadi, 2020)

These conditions have led to low motivation to learn, minimal active participation, and a lack of confidence among students to use Arabic in classroom activities. Students tend to be passive, afraid of making mistakes, and more focused on memorizing grammar rules than on practicing language use. If this situation is allowed to continue, the goal of learning Arabic as a means of communication and understanding Islamic texts will not be fully achieved.

These challenges call for teaching methods capable of creating an active, communicative, and student-centered learning environment. The teaching methods

employed must not only focus on mastering language rules but also encourage students to feel confident using Arabic in simple, context-based ways from the very beginning of their studies. One method considered well-suited to these needs is the *Communicative Language Teaching (CLT)* approach. (Khairanis & Aldi, 2025)

The communicative approach views language as a tool for communication used in real-life contexts, not merely as a system of grammatical rules. Through this approach, students are trained to use Arabic in situations relevant to their academic and social lives. Therefore, this article discusses the application of the communicative method in Arabic language learning for new students in the Sharia Economic Law Program at UIN Ar-Raniry as an effort to improve motivation, active participation, and basic functional Arabic language skills. Proficiency in Arabic is crucial as it serves as a tool for understanding Islamic legal sources, such as the Qur'an, hadith, and fiqh muamalah literature, which form the primary foundation of Islamic economic law studies. Arabic is one of the core courses taught at many universities, particularly Islamic religious universities. However, for first-semester students, Arabic is often perceived as a difficult course due to differences in language structure, writing systems, and pronunciation compared to Indonesian. This situation results in low motivation and hesitation among students to use Arabic. (Nalole, 2018)

This issue calls for a teaching method capable of encouraging students to actively use Arabic from the very beginning of their studies. One method considered suitable is the communicative approach (*Communicative Language Teaching*). This method views language as a tool for communication, not merely a system of rules. Therefore, this article discusses the application of the communicative approach in Arabic language instruction for first-year students in the Sharia Economic Law Program at UIN Ar-Raniry.

Literature Review

The Communicative Method (Communicative Language Teaching)

The Communicative Approach, or *Communicative Language Teaching (CLT)*, is a language learning approach that emphasizes language proficiency as a means of meaningful communication. Richards and Rodgers (2001) state that CLT views language not merely as a system of grammatical structures, but as a tool for conveying meaning and interacting within specific social contexts. Therefore, the primary goal of language learning in CLT is the attainment of students' communicative competence.

Communicative competence in CLT involves the ability to use language appropriately according to the context, situation, and purpose of communication. Language learning focuses not only on structural accuracy but also on fluency, meaningfulness, and language function. In practice, CLT encourages active use of the target language through authentic communication activities such as dialogues, discussions, simulations, and role-playing. (Mahsum & Qurrohman, 2026)

The main principles of CLT include *student-centered learning*, the authentic use of the target language, tolerance for errors as part of the learning process, and the role of the educator as a facilitator and motivator. With these principles, CLT creates a learning environment that is more interactive and participatory than traditional teaching methods, which focus solely on mastering grammar rules.(Shofiyah et al., 2025)

Arabic Language Learning for Beginner Students

The teaching of Arabic to beginner students, particularly at Islamic religious universities, has its own unique characteristics and challenges. According to Effendy (2012), the teaching of Arabic at the early stages should emphasize practical language skills so that students not only understand the rules but are also able to use the language in simple ways in their daily lives.(Najah, 2019)

Beginner students generally face difficulties in mastering vocabulary, pronouncing Arabic sounds, and understanding sentence structure. In addition, psychological factors such as the fear of making mistakes and a lack of self-confidence often hinder the learning process. Therefore, the teaching methods used should be communicative and contextual, and should create a safe and enjoyable learning environment.

Hermawan (2018) emphasizes that Arabic language instruction in higher education should focus on an approach that encourages students to actively practice using the language, rather than merely memorizing grammatical rules. Instruction that places too much emphasis on theoretical aspects risks making students passive and less motivated.(Wahyuni, 2018)

The Relevance of the Communicative Method in Arabic Language Learning

Various studies indicate that the communicative approach is highly relevant to Arabic language learning, particularly for beginner learners. This approach provides students with opportunities to use Arabic directly through simple, meaningful communicative activities. As a result, students can learn Arabic naturally through practice, rather than solely through theoretical explanations.(Efendi & Rozi, 2022)

In the context of Arabic language learning at the university level, CLT is considered effective in boosting students' motivation to learn, their confidence in speaking, and their active participation. Activities such as simple dialogues, role-playing, and group work enable students to learn collaboratively and support one another. This aligns with the characteristics of beginner students, who require a conducive and non-intimidating learning environment.

In addition, CLT is also relevant to the needs of students in the Sharia Economic Law program, who require basic Arabic language skills to understand Islamic legal terms and Islamic texts. Through a communicative approach, students not only learn Arabic structurally but also understand its functions and usage in academic and social contexts.(Firdaus et al., 2024)

Relevant Previous Research

Several previous studies have shown that the use of the communicative approach in Arabic language instruction yields positive results. These studies report improvements in speaking skills, self-confidence, and students' active engagement in the learning process. The communicative approach is also considered effective in creating a more lively and interactive learning environment.

Nevertheless, most studies still focus on the elementary and secondary education levels, while research on the application of CLT among university students—particularly those not majoring in Arabic remains relatively limited. Therefore, this study occupies a strategic position to complement previous research by highlighting the application of communicative methods in Arabic language instruction for beginner students in the Sharia Economic Law Program at UIN Ar-Raniry. (Zahrah et al., 2025)

RESEARCH METHODOLOGY

This study employs a qualitative descriptive approach using field research. The qualitative approach was chosen because it provides an in-depth understanding of the process of implementing the Communicative Language Teaching (CLT) method in Arabic language instruction. Through this approach, the researcher can gain a detailed understanding of the learning dynamics that occur in the classroom.

The research focuses not only on the process of implementing the method but also on students' responses during the learning process. Additionally, this study observes the development of students' Arabic language proficiency, particularly at the beginner level, to provide a comprehensive understanding of the effectiveness of the communicative method in improving language skills.

The study was conducted on first-year students in the Sharia Economic Law (HES) Program at UIN Ar-Raniry who were taking the Arabic language course in their first semester. Students were selected as research subjects because they were at the early stage of learning Arabic and possessed characteristics suitable for the application of the communicative method, thereby expected to provide relevant and accurate data.

DISCUSSION AND RESULTS

The Concept of the Communicative Method (Communicative Language Teaching)

The communicative method is a language learning approach that emphasizes learners' communicative competence. The primary goal of learning is not merely mastery of language structures, but the ability to use language appropriately in context. In CLT,

language skills—listening, speaking, reading, and writing—are taught in an integrated manner.

The main principles of the communicative method include: (1) student-centered learning, (2) the use of the target language in real-life contexts, (3) tolerance for language errors as part of the learning process, and (4) the role of the instructor as a facilitator and guide. (Romadhoni et al., 2025)

Characteristics of Beginner Students in Arabic Language Learning

New students in the Sharia Economic Law Program at UIN Ar-Raniry generally have diverse educational backgrounds. Most are still at the beginner level in Arabic, have limited vocabulary, are not yet accustomed to the sounds and letters of the Arabic language, and tend to be passive in learning. Therefore, Arabic language instruction for beginners needs to be designed in a step-by-step, simple, and contextual manner. The communicative method is well-suited to these characteristics because it emphasizes simple language practice that is relevant to students' daily lives. (Asy'ari, 2019)

Application of the Communicative Method in Arabic Language Learning

The application of the communicative method in Arabic language learning for new students in the Sharia Economic Law Study Program at UIN Ar-Raniry can be carried out through various activities, including:

- 1. Simple Dialogues and Conversations**

Students are trained to engage in short dialogues, such as self-introductions (*ta'aruf*), asking how someone is doing, and discussing daily activities on campus.

- 2. Role-Playing**

Students are asked to act out simple situations, such as conversations in class, in the library, or in the cafeteria. This activity helps students understand the contextual use of the Arabic language.

- 3. Group and Partner Work**

Learning takes place through light discussions and partner exercises so that students become more confident in speaking and helping one another.

- 4. Use of Media and Real-Life Contexts**

Visual aids, videos, vocabulary cards, and objects found around the classroom are used to support meaning comprehension and boost students' interest in learning.

Advantages of the Communicative Method for Beginner Students

The communicative method has several advantages, including: (1) increasing students' motivation to learn, (2) fostering courage and self-confidence in speaking Arabic, (3) creating an active and enjoyable learning atmosphere, and (4) helping students understand the function of language in real life.

The Concept of the Communicative Method (Communicative Language Teaching)

The communicative method is a language learning approach that emphasizes students' communicative skills as the primary learning objective. In this approach, language is understood as a tool for social interaction used to convey meaning in accordance with specific contexts and situations. Therefore, learning success is measured not only by mastery of grammatical structures, but also by students' ability to use Arabic functionally in academic and social settings.

In practice, *Communicative Language Teaching* integrates the four language skills—listening, speaking, reading, and writing—in a holistic manner. Students do not learn these skills in isolation but through interconnected communicative activities. The principle of *student-centered learning* positions students as active participants, while instructors serve as facilitators who guide and support the learning process. (Hilmi, 2021)

Characteristics of Beginner Students in Arabic Language Learning

New students in the Sharia Economic Law Program at UIN Ar-Raniry come from diverse educational backgrounds, including both public schools and madrasahs. As a result, their initial proficiency in Arabic varies significantly. Most students are at the beginner level, with limited vocabulary, difficulty pronouncing Arabic sounds, and a lack of fluency in reading and writing Arabic script.

These characteristics result in low self-confidence among students when using Arabic. Students tend to be passive, afraid of making mistakes, and reluctant to speak in class. Therefore, Arabic language instruction needs to be designed in a step-by-step, communicative, and contextual manner so that students feel comfortable and motivated to participate actively. The communicative method is considered appropriate because it provides space for students to learn through simple language practice that is relevant to their daily lives. (Alhamzah & Amrulloh, 2025)

The Application of the Communicative Method in Arabic Language Instruction

The application of the communicative method in Arabic language instruction for first-year students in the Sharia Economic Law Program at UIN Ar-Raniry is carried out through various learning activities that emphasize the practical use of the language. These activities include simple dialogues and conversations, role-playing, group and pair work, and the use of relevant learning materials.

The Application Of The Communicative Method

Simple dialogues and conversations are used to train students to communicate in basic situations, such as self-introductions (*ta'aruf*), asking how someone is doing, and casual conversations on campus. Through these activities, students become accustomed to using simple vocabulary and expressions directly.

Role-playing activities help students understand the use of Arabic in specific contexts, such as conversations in the classroom, library, or cafeteria. Group work and pair exercises are also used to create a collaborative learning environment, encouraging students to speak up and help one another understand the material.

Additionally, the use of media such as images, videos, vocabulary cards, and objects found around the classroom helps boost students' interest in learning and facilitates their understanding of the meanings of Arabic vocabulary and expressions. (Hanisa, 2024)

Results of Implementing the Communicative Method

The results of applying the communicative method show a positive improvement in both the process and outcomes of Arabic language learning. Students have become more active in class, are more willing to express their opinions, and do not hesitate to try speaking Arabic, even if using simple structures.

Furthermore, the communicative method has proven effective in boosting students' motivation to learn. The classroom atmosphere has become more lively and interactive, shifting the focus away from the instructor. Students have also demonstrated improved mastery of basic vocabulary and a better understanding of the functions of the Arabic language within academic and social contexts.

In general, the implementation of the communicative method has a positive impact on the Arabic language skills of beginner students, particularly in speaking and listening skills. Thus, this method is effective as an approach to teaching Arabic to first-year students in the Sharia Economic Law Program at UIN Ar-Raniry (Ajape et al., 2023)

CONCLUSION

Based on the characteristics of new students in the Sharia Economic Law Study Program at UIN Ar-Raniry—who are generally still at the beginner level with diverse backgrounds as well as limited vocabulary and confidence in speaking—the communicative method is considered a relevant approach. This method is capable of meeting the need for simple, gradual, and contextual learning, making it easier for students to understand. The research results indicate that the implementation of the Communicative Method (Communicative Language Teaching) has a positive impact on the learning process and outcomes. Students become more active, more confident in speaking, and understand language as a tool for communication. Additionally, the classroom atmosphere becomes more interactive and enjoyable, which leads to increased learning motivation. The Communicative Method is also effective in

developing functional language skills, particularly listening and speaking, through various activities such as dialogues, role-playing, and group work. By therefore, this method is worthy of consistent and creative application by instructors. This study is expected to contribute to the development of Arabic language learning in higher education and open opportunities for broader and more comprehensive follow-up research.

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