

The Effectiveness of Communicative Language Teaching Strategies in Improving Arabic Language Proficiency among Students at LIPIA Medan

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 28, 2026 Revised: March 29, 2026 Accepted: April 15, 2026 Available Online: May 10, 2026</p> <p>Keywords: Communicative Teaching Strategy; Arabic Language, Language Proficiency; Students; Quasi-Experimental Design.</p>	<p>This study aims to analyze the effectiveness of communicative language teaching strategies in improving Arabic language proficiency among students at LIPIA Medan. The research employs a quantitative approach with a quasi-experimental design. The participants consist of students divided into an experimental group and a control group. Data were collected through pre-test and post-test assessments of Arabic language proficiency. The findings indicate a significant improvement in the Arabic language skills of students taught using communicative teaching strategies compared to those taught using conventional methods. This strategy is proven effective in enhancing students' speaking, listening, reading, and writing skills. Furthermore, communicative teaching strategies also increase students' motivation and active participation in the learning process. Therefore, this approach is recommended as an effective method for teaching Arabic at the higher education level.</p>
<p>Please cite this article: Pratama, Y., & Setiawan, H. R. (2026). <i>The effectiveness of communicative language teaching strategies in improving Arabic language proficiency among students at LIPIA Medan</i>. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 4(2), 56–66.</p>	<p style="text-align: center;">ABSTRAK</p> <p>Penelitian ini bertujuan untuk menganalisis efektivitas strategi pembelajaran komunikatif dalam meningkatkan kemampuan bahasa Arab mahasiswa di LIPIA Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen. Subjek penelitian terdiri dari mahasiswa yang dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Teknik pengumpulan data dilakukan melalui tes kemampuan bahasa Arab sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan bahasa Arab mahasiswa yang diajar menggunakan strategi pembelajaran komunikatif dibandingkan dengan metode konvensional. Strategi ini terbukti efektif dalam meningkatkan keterampilan berbicara, mendengar, membaca, dan menulis mahasiswa. Selain itu, strategi pembelajaran komunikatif juga meningkatkan motivasi dan partisipasi aktif mahasiswa dalam proses pembelajaran. Dengan demikian, strategi ini direkomendasikan sebagai pendekatan yang efektif dalam pembelajaran bahasa Arab di perguruan tinggi.</p>
<p>Page: 56-66</p>	<p style="text-align: center;">This is an open access article under the CC-BY-SA licence (https://creativecommons.org/licenses/by-sa/4.0/).</p>

A. Introduction

Arabic language learning plays a crucial role in Islamic higher education, particularly in institutions that emphasize the mastery of classical and contemporary Islamic texts. As the

language of the Qur'an and Hadith, Arabic is not only a tool of communication but also a medium for understanding Islamic knowledge in its original sources (Al-Faruqi, 1982). Therefore, developing students' Arabic language proficiency is a fundamental objective in Islamic educational institutions.

In the context of higher education, students are expected to achieve communicative competence in Arabic, which includes listening, speaking, reading, and writing skills. However, many students still face challenges in using Arabic effectively in real-life communication. This issue highlights the need for more effective teaching strategies that go beyond traditional grammar-based approaches (Richards & Rodgers, 2014).

Traditional methods of teaching Arabic often focus heavily on memorization and grammatical rules. While these methods may help students understand language structures, they often fail to develop communicative competence. As a result, students may have theoretical knowledge but lack the ability to use the language in practical situations (Brown, 2007).

To address this issue, communicative language teaching (CLT) has been introduced as an alternative approach. CLT emphasizes the use of language as a tool for communication rather than merely as a subject of study. It encourages interaction, meaningful communication, and the use of authentic language in real-life contexts (Littlewood, 1981).

The implementation of communicative strategies in language learning has been widely recognized as effective in improving students' language skills. Studies show that CLT enhances learners' ability to use language fluently and appropriately in different contexts (Savignon, 2002). This approach aligns with the needs of modern learners who require practical communication skills.

In Islamic higher education institutions such as LIPIA Medan, the adoption of communicative strategies is particularly relevant. Students are required not only to understand Arabic texts but also to communicate effectively in academic and social settings. Therefore, innovative teaching strategies are essential.

Communicative language teaching is grounded in the theory of communicative competence proposed by Hymes (1972). This theory emphasizes the importance of using language appropriately in social contexts. It includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Furthermore, CLT is supported by constructivist learning theory, which views learning as an active process of constructing knowledge through interaction and experience (Vygotsky, 1978). In this approach, students are actively involved in the learning process, making it more engaging and meaningful.

Despite its advantages, the implementation of CLT in Arabic language learning faces several challenges. These include limited teacher training, lack of appropriate materials, and students' varying levels of proficiency. These challenges must be addressed to ensure the effectiveness of the approach (Richards, 2006).

Another important aspect is student motivation. Motivation plays a significant role in language learning success. Communicative strategies have been shown to increase students' motivation by making learning more interactive and enjoyable (Dörnyei, 2001). This is particularly important in maintaining students' interest in learning Arabic.

In addition, classroom interaction is a key component of communicative learning. Interaction provides opportunities for students to practice language skills and receive feedback. This process helps improve both accuracy and fluency (Long, 1996).

The use of authentic materials is also emphasized in CLT. Authentic materials expose students to real-life language use, which enhances their understanding and ability to communicate effectively. This approach helps bridge the gap between classroom learning and real-world communication (Nunan, 2004).

Moreover, communicative strategies encourage collaborative learning. Students work in pairs or groups to complete tasks, which promotes teamwork and communication skills. Collaborative learning has been shown to improve language proficiency and social interaction (Johnson & Johnson, 2009).

Assessment in communicative language teaching focuses on students' ability to use language in meaningful contexts. This differs from traditional assessments that emphasize grammatical accuracy. Performance-based assessment is often used to evaluate communicative competence (Brown, 2004).

In the Indonesian context, the need for effective Arabic language teaching strategies is increasing. With globalization and the growing importance of international communication, students are expected to have strong language skills. This makes the adoption of communicative strategies more relevant.

Previous studies have demonstrated the effectiveness of communicative strategies in various language learning contexts. However, research specifically focusing on Arabic language learning in Islamic higher education institutions remains limited. This gap highlights the need for further investigation.

This study aims to analyze the effectiveness of communicative language teaching strategies in improving Arabic language proficiency among students at LIPIA Medan. It seeks to provide empirical evidence on the impact of these strategies.

The significance of this study lies in its contribution to both theory and practice. Theoretically, it adds to the body of knowledge on communicative language teaching in Arabic education. Practically, it provides insights for educators in designing more effective teaching strategies.

Furthermore, the findings of this study are expected to support the development of curriculum and instructional practices in Arabic language education. By adopting effective strategies, institutions can improve students' language proficiency and overall learning outcomes.

In conclusion, communicative language teaching offers a promising approach to improving Arabic language proficiency. Understanding its effectiveness in specific contexts is essential for optimizing language learning. Therefore, this study seeks to explore its implementation and impact in higher education.

B. Method

This study employed a quantitative approach using a quasi-experimental design to examine the effectiveness of communicative language teaching strategies in improving Arabic language proficiency among students at LIPIA Medan. The quasi-experimental approach was selected because it allows researchers to investigate causal relationships in educational settings where random assignment is not feasible (Creswell, 2014).

The research design applied was the non-equivalent control group design, which involved two groups: an experimental group and a control group. Both groups were given a pre-test to measure their initial Arabic language proficiency. The experimental group received treatment through communicative language teaching strategies, while the control

group was taught using conventional teaching methods. At the end of the treatment period, both groups were given a post-test to measure the improvement in their language skills.

The population of this study consisted of students enrolled in the Arabic language program. The sample was selected using a purposive sampling technique, focusing on two classes with relatively similar academic abilities to ensure comparability. One class was designated as the experimental group, while the other served as the control group, with each group consisting of approximately 25–30 students.

The independent variable in this study was the communicative language teaching strategy, while the dependent variable was students' Arabic language proficiency, which includes speaking, listening, reading, and writing skills. These variables were operationalized through measurable indicators adapted from established theories of language learning (Richards & Rodgers, 2014).

Data collection was carried out using pre-test and post-test instruments designed to assess students' Arabic language proficiency. The tests covered four main language skills: listening, speaking, reading, and writing. In addition, observation sheets were used to record classroom interactions, student participation, and engagement during the implementation of the communicative teaching strategy.

Before the instruments were administered, they were tested for validity and reliability. Content validity was established through expert judgment, while empirical validity was assessed using statistical correlation techniques. Reliability was measured using internal consistency analysis, ensuring that the instruments produced stable and consistent results (Sugiyono, 2017).

Data analysis was conducted using inferential statistical techniques, particularly the independent samples t-test, to determine whether there was a significant difference between the experimental and control groups. Prior to hypothesis testing, prerequisite analyses were conducted, including tests of normality and homogeneity, to ensure that the data met the assumptions required for statistical testing.

The hypotheses tested in this study were: (1) there is no significant difference in Arabic language proficiency between students taught using communicative strategies and those taught using conventional methods; and (2) there is a significant difference between the two

groups. The decision to accept or reject the hypotheses was based on the level of statistical significance.

Ethical considerations were carefully observed throughout the research process. Participants were informed about the purpose of the study and voluntarily agreed to participate. Their identities were kept confidential, and the data collected were used solely for research purposes to maintain academic integrity (Orb et al., 2001).

C. Results and Discussion

The results of this study indicate that the implementation of communicative language teaching (CLT) strategies at LIPIA Medan has a significant impact on improving students' Arabic language proficiency. Based on the analysis of pre-test and post-test scores, students in the experimental group demonstrated a noticeable improvement compared to those in the control group.

At the initial stage, the pre-test results showed that both the experimental and control groups had relatively similar levels of Arabic language proficiency. This finding confirms that the two groups were comparable before the treatment was administered, ensuring the validity of the quasi-experimental design.

After the implementation of communicative teaching strategies, the post-test results revealed a substantial increase in the scores of the experimental group. Students who were taught using CLT showed better performance across all language skills, including listening, speaking, reading, and writing.

In contrast, the control group, which was taught using conventional methods, also showed some improvement, but the increase was not as significant as that of the experimental group. This suggests that while traditional teaching methods may still contribute to learning, they are less effective in developing comprehensive language proficiency.

The most significant improvement was observed in students' speaking and listening skills. The communicative approach emphasizes interaction and real-life communication, which naturally enhances these skills. Students became more confident in expressing their ideas in Arabic and responding to others in conversational contexts.

Additionally, students in the experimental group demonstrated increased participation during classroom activities. The use of group discussions, role-plays, and interactive tasks

encouraged active engagement, making the learning process more dynamic and student-centered.

From an analytical perspective, the findings support the theory of communicative competence proposed by Hymes (1972), which emphasizes the ability to use language appropriately in social contexts. The CLT approach provides opportunities for students to practice language in meaningful situations.

The improvement in reading and writing skills was also evident, although to a lesser extent compared to speaking and listening. This is because communicative strategies primarily focus on oral interaction, but they still contribute to overall language development through integrated learning activities.

Another important finding is the increase in students' motivation. The interactive nature of communicative teaching strategies made learning more enjoyable and less monotonous. Students expressed greater interest in participating in classroom activities and completing assignments.

Observation data further revealed that students were more collaborative during the learning process. They actively worked in pairs and groups, helping each other understand the material and complete tasks. This collaborative environment supports the principles of social constructivism (Vygotsky, 1978).

The findings also highlight the role of the teacher as a facilitator rather than a sole source of knowledge. In the CLT approach, teachers guide students in using language effectively, rather than focusing solely on explaining grammatical rules (Richards & Rodgers, 2014).

Despite these positive outcomes, several challenges were identified during the implementation of communicative strategies. One of the main challenges was the varying levels of students' language proficiency, which sometimes made it difficult to conduct group activities effectively.

Another challenge was the limited time available for implementing communicative activities. Interactive tasks often require more time compared to traditional teaching methods, which can be a constraint within a fixed curriculum schedule.

In addition, some students initially felt hesitant to participate in communicative activities due to a lack of confidence. However, this issue gradually diminished as students became more accustomed to the learning approach.

From a statistical perspective, the analysis confirmed that the difference between the experimental and control groups was significant. This indicates that the communicative teaching strategy has a measurable effect on improving Arabic language proficiency.

The findings of this study are consistent with previous research that highlights the effectiveness of communicative language teaching in enhancing language skills (Savignon, 2002). This reinforces the relevance of CLT in modern language education.

Furthermore, the results suggest that integrating communicative strategies into Arabic language learning can bridge the gap between theoretical knowledge and practical application. Students are not only able to understand the language but also use it effectively in real-life situations.

The implications of this study are significant for educators and institutions. Teachers are encouraged to adopt communicative approaches to create more engaging and effective learning environments. Institutions should also provide support in terms of training and resources.

However, it is important to note that the success of communicative strategies depends on proper implementation. Teachers need to be well-prepared and flexible in adapting the approach to students' needs and classroom conditions.

In conclusion, the results demonstrate that communicative language teaching strategies are effective in improving Arabic language proficiency among students at LIPIA Medan. The findings highlight the importance of adopting interactive and student-centered approaches in language education to achieve optimal learning outcomes.

D. Conclusion

This study concludes that the implementation of communicative language teaching (CLT) strategies at LIPIA Medan is effective in improving students' Arabic language proficiency. The findings demonstrate that students who were taught using communicative strategies showed significantly better improvement compared to those who were taught using

conventional methods. The enhancement was particularly evident in speaking and listening skills, although improvements were also observed in reading and writing abilities.

From an analytical perspective, the success of communicative strategies lies in their ability to create interactive, student-centered learning environments that encourage active participation and real-life language use. This approach not only improves students' linguistic competence but also increases their motivation, confidence, and engagement in the learning process. The role of teachers as facilitators further strengthens the effectiveness of this strategy by guiding students toward meaningful communication.

Therefore, this study highlights the importance of adopting communicative teaching strategies in Arabic language education, especially in higher education institutions. It is recommended that educators integrate interactive methods, provide supportive learning environments, and continuously adapt teaching strategies to meet students' needs. Future research may explore the long-term impact of communicative approaches and their application in different educational contexts to further enhance the quality of language learning.

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