The Impact of Using a Communicative Approach to Improve Arabic Language Proficiency

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Abstract
This study aims to examine and analyze the impact of using a communicative approach to improve Arabic language proficiency. The focus is based on the problem of low Arabic speaking skills among students, which, according to the researcher's hypothesis, is partly due to teachers' inability to apply appropriate teaching methods that align with learning objectives. This research employed a quantitative method, designed to test the effect of the communicative approach in classroom instruction and its influence on students' Arabic language proficiency. The data source consisted of all Grade XI students, and data analysis was conducted using simple regression with the assistance of SPSS. The results of the analysis revealed: 1) the application of the communicative approach in teaching Arabic language proficiency was categorized as high, with a median score of 84.9, 2) students' Arabic language proficiency was also categorized as high, with a median score of 60.3, and 3) there was a significant effect of 65.2% between the independent variable (X) and the dependent variable (Y), with a significance value of 0.000 and an R square of 0.652.

Keywords: : communicative approach, Arabic language proficiency

Introduction

Arabic language learning is a complex and multifaceted endeavor, requiring a high degree of creativity and innovation from educators. The role of the teacher goes far beyond the traditional task of transmitting knowledge; it demands the thoughtful selection and application of pedagogical strategies that are both appropriate and engaging for learners. Recent studies highlight that many students today view Arabic as a challenging and unappealing subject, a sentiment reflected in Rosaidi et al. [1], who note that Arabic is often regarded as difficult, tedious, and, in some cases, intimidating in contemporary educational settings. Such perceptions underscore the urgent need for innovative teaching methods to enhance student motivation and transform the Arabic learning

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[1] Aiman Natasya Rosaidi, Gayle Mak Su Xin, and Seera A.S., "MALAYSIAN LANGUAGE LEARNERS' PERCEPTION TOWARDS LEARNING ARABIC PASS THE CRITICAL PERIOD," *Inception - Journal of Languages and Literature* 2, no. 2 (December 30, 2022): 45–53.

experience into one that is enjoyable and effective [2].

In response to this growing disengagement, educators must adopt innovative teaching methodologies, integrate appropriate media, and implement instructional strategies that engage students at a deeper level. The teacher's role as an innovator is critical in creating a learning environment where Arabic is seen as accessible and enjoyable [3]. A well-designed learning environment fosters students' ability to comprehend the material, resulting in more effective learning outcomes [4]. The careful selection of instructional media that align with both educational objectives and student interests is crucial in this process (Brosh, 2019). Furthermore, the focus must be on strategies that enhance intrinsic motivation and sustain interest, key factors in successful language acquisition [5].

Several instructional methodologies have been explored in the context of language education, including formal, functional, integrative, sociolinguistic, psychological, psycholinguistic, behaviorist, communicative, and three-stage approaches [6]. Each of these methodologies has its strengths depending on the specific learning context and goals. However, this study focuses specifically on the communicative approach, which has gained widespread acceptance in language teaching due to its emphasis on interaction and practical language use. The communicative approach is based on the premise that language learning is most effective when learners engage in real-life communication tasks that mimic authentic language use outside the classroom [7].

Numerous studies underscore the advantages of employing the communicative approach, including improved classroom dynamics, enhanced learning outcomes, and increased student motivation [8]. This approach prioritizes interaction and engagement, which are essential for developing both fluency and accuracy in language use [9]. It transforms the classroom into an active learning environment, encouraging students to participate more fully in the learning process, thereby enhancing not only their language proficiency but also their overall engagement in the

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[2] Vanda Abi Raad et al., "Medical Education in a Foreign Language and History-Taking in the Native Language in Lebanon - a Nationwide Survey," *BMC Medical Education* 16, no. 1 (November 22, 2016): 1–6.

[3] Rahma Al-Mahrooqi et al., "Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives," *SAGE Open* 5, no. 2 (June 19, 2015).

[4] Ismail Muhamad, Hazwan Abdul Rahman, and Azman Che Mat, "The Arabic Language Level of Candidates for Malaysia Religion High Certificate (MRHC): Reading and Grammar," *Asian Social Science* 10, no. 22 (October 30, 2014): 156–164; Muh Barid Nizaruddin Wajdi, "Arabic Learning Skill," *AT-Tahdzib: Jurnal Studi Islam dan Muamalah* 3, no. 2 (2015): 32–47.

[5] Ridwan Efendi et al., "Application of Audiolingual Method in Active Arabic Language Learning for Visually Impaired Students," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (December 8, 2023): 309–320; Muh Barid Nizarudin Wajdi, "Dynamic Learning for the Arabic Language," *EDUTEC: Journal of Education And Technology* 2, no. 2 (2019): 25–31.

[6] Nurul Asma Mazlan et al., "The Influence of Arabic Lecturers Teaching Strategies on Student Understanding in Universiti Teknologi MARA," *International Journal of Academic Research in Progressive Education and Development* 10, no. 3 (August 5, 2021).

[7] Nur Afiqah Athirah Mohd Rushdi and Lily Hanefarezan Asbulah, "Higher Education Students' Engagement and Factors That Constrain Students' Activeness in Learning Arabic Language," *International Journal of Academic Research in Progressive Education and Development* 12, no. 2 (June 23, 2023).

[8] Istabraq Tariq Al Azzawi and Luma Adnan Taha, "Investigating the Intrinsic Motivation toward Learning English at Tikrit University," *Journal of Tikrit University for Humanities* 30, no. 2, 1 (February 15, 2023): 57–72.

[9] Shani Shillingford and Nancy J. Karlin, "The Role of Intrinsic Motivation in the Academic Pursuits of Nontraditional Students," *New Horizons in Adult Education and Human Resource Development* 25, no. 3 (July 2013): 91–102.

subject [10].

Despite the theoretical and practical benefits of the communicative approach, Arabic language instruction at Hidayatut Thullab Islamic College has struggled to effectively engage students. Observations reveal that a significant portion of students are disengaged during Arabic lessons, resulting in a learning atmosphere that is often unproductive and lacks vitality [11]. This disengagement can be attributed to the continued reliance on traditional teaching methods that do not resonate with the needs and interests of today's learners [12]. The use of outdated instructional strategies, combined with a lack of interactive, student-centered activities, further exacerbates the challenge [13].

The difficulties faced in teaching Arabic at Hidayatut Thullab Islamic College are closely linked to the pedagogical approaches employed. Initial analyses suggest that addressing student disengagement requires a fundamental re-evaluation of instructional methods, with a focus on approaches that actively engage students and meet their learning needs [14]. The communicative approach stands out as a promising strategy, emphasizing interaction and practical language use in the classroom. This method can bridge the gap between traditional instructional practices and the interactive learning experiences students require to achieve proficiency, especially in speaking skills—a domain often overlooked in conventional language teaching models [15].

Spoken proficiency in Arabic is of critical importance, especially considering the language's role in both academic and religious contexts. Unlike other language competencies, speaking skills require regular practice and engagement with authentic language use scenarios. Without opportunities for real-time interaction, learners often struggle to achieve the fluency necessary for effective communication (Aziz et al., 2022). Therefore, this research focuses on two key objectives: 1) to describe how the communicative approach is implemented in Arabic language instruction and 2) to assess the impact of this approach on students' proficiency in spoken Arabic [16]. By exploring these objectives, the study seeks to evaluate the effectiveness of the communicative approach in improving students' spoken language skills, providing practical insights into how language teaching can be enhanced to better serve students.

In summary, the research problem addressed in this study is the persistent disengagement and

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[10] Fahreza Prakasa, Shafruddin Tajuddin, and Syamsi Setiadi, "Mastery of Beginner Level Arabic Vocabulary Writing Ability for Students of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.," *Scientia* 2, no. 2 (May 18, 2023): 16–19.

[11] Ahmad Maghfurin et al., "Enhancing Arabic Speaking Skills In Traditional Pesantren," *Alsinatuna* 9, no. 1 (December 31, 2023): 16–28.

[12] Mohd Azidan Abdul Jabar and Zeyad Faisal Al-Azzam, "Current Situation of Arabic Language Studies in Jordan Universities," *The Educational Review, USA* 1, no. 4 (December 18, 2017).

[13] Najwa Ahmad Saleem Khasawneh and Mohamad Ahmad Saleem Khasawneh, "Linguistic Needs of Non-Native Students of Arabic Language at Saudi Universities," *International Journal of Language Education* 6, no. 3 (2022): 245–253.

[14] Justina Bružaitė-Liseckienė, "The Motivation of the Foreign Students of Vilnius University to Learn Lithuanian as a Second Language," *Vilnius University Open Series* (October 27, 2023): 131–151.

[15] Agung Gumilar, "Use of Malay Arabic Scriptures of Jawi Pegon in Number of Ancient Metal Currencies in Indonesia from Pre-Independence to Early Independence," *Jurnal Keislaman dan Pendidikan* (2021).

[16] Abdel-Hakeem Kasem, "Innovation in Language Education: Enriching Arabic Language Learner Experiences and Proficiency In2D and 3D Environments," IOSR *Journal of Humanities and Social Science* 21, no. 09 (September 2016): 40–46.

underachievement of students in Arabic language learning. By investigating the communicative approach, this research aims to contribute to the broader body of knowledge on language teaching methodologies and offer practical solutions for improving Arabic language education in schools [17]. The findings from this study will be disseminated in the form of an academic article, offering evidence-based recommendations for educators and policymakers to enhance the quality of Arabic language instruction [18].

Method

This study employed a quantitative research methodology, which is specifically designed to measure the relationship between variables and assess the impact of one variable on another. The primary objective of the research was to investigate the influence of the communicative approach on enhancing students' Arabic language proficiency. Quantitative methods were chosen for their ability to provide objective, measurable results that can be statistically analyzed, offering a clear understanding of the effect size and significance of the communicative approach in the learning process.

The population for this study consisted of all fourth-semester students enrolled at the Hidayatut Thullab Islamic College. Given the relatively small size of the population, the total sampling technique was utilized, allowing for the inclusion of all 30 students as research participants. Total sampling is particularly advantageous in cases where the population is small enough to ensure that each individual can participate, thereby enhancing the generalizability of the findings to the entire population.

Data Collection

Data for this study was collected using a structured questionnaire, which was designed to capture both quantitative and qualitative insights into students' experiences with the communicative approach and their proficiency in the Arabic language. The questionnaire included sections on students' perceptions of the communicative teaching methods, their self-assessed language skills, and specific questions designed to measure their proficiency in speaking, reading, and writing Arabic. The questionnaire was pre-tested to ensure clarity and reliability, and adjustments were made as necessary to improve the instrument's effectiveness.

Data Analysis Techniques

To ensure the accuracy and reliability of the findings, the data underwent a rigorous statistical analysis process. The analysis was conducted using SPSS version 24, a statistical software package

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[17] Lily Hanefarezan Asbulah, Ashinida Aladdin, and Musab Sahrim, "THE EFFECT OF MOTIVATION ON ARABIC COLLOCATION KNOWLEDGE: THE MEDIATING ROLE OF COLLOCATION LEARNING STRATEGIES," *Journal of Nusantara Studies (JONUS)* 5, no. 2 (June 25, 2020): 1–18.

[18] Choirul Mahfud et al., "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara from Lexical Borrowing to Localized Islamic Lifestyles," *Wacana* 22, no. 1 (2021): 224–248.

widely used in educational research for its robust capabilities in handling large datasets and conducting complex statistical tests. The following statistical tests were employed:

1. Validity Test: The validity of the questionnaire was assessed to ensure that it accurately measured what it intended to measure. Content validity was established through expert review, and construct validity was verified through factor analysis.
2. Reliability Test: A reliability test was conducted to assess the internal consistency of the questionnaire items. The Cronbach's Alpha coefficient was used to determine the reliability, with a value of 0.7 or higher considered acceptable for ensuring the consistency of the responses across items.
3. Normality Test: To determine whether the data followed a normal distribution, a normality test was conducted using the Kolmogorov-Smirnov test. This test was essential for selecting the appropriate statistical methods for further analysis.
4. Homogeneity Test: A homogeneity test was performed to assess whether the variance of the data was consistent across different groups. This test helped determine whether the data met the assumptions required for parametric tests, such as regression analysis.
5. Hypothesis Testing: The core of the analysis involved testing the research hypothesis, which posited a significant effect of the communicative approach on students' Arabic language proficiency. Simple regression analysis was employed to examine the strength and direction of the relationship between the independent variable (communicative approach) and the dependent variable (Arabic language proficiency). The significance of the relationship was determined through the p-value, with a value of less than 0.05 indicating statistical significance.

Research Results and Discussion
Description of the Use of the Communicative Approach

The implementation of the communicative approach in Arabic language learning was assessed through evaluations conducted during the experiment. To classify the data, the highest and lowest student scores were identified. The interval scale was determined by subtracting the lowest score from the highest score, adding one, and then dividing the result by four to classify the data into four categories: Very High, High, Low, and Very Low. The formula used is as follows:

Interval Scale

$$\text{Interval Scale} = \frac{\text{Highest score} - \text{Lowest score} + 1}{4}$$

For this analysis:

$$\text{Interval Scale} = \frac{96 - 70 + 1}{4} = \frac{26}{4} = 6.5 \approx 7$$

Based on this formula, the interval classification is as follows:

- 90 – 96: Very High
- 83 – 89: High
- 76 – 82: Low
- 69 – 75: Very Low

The frequency distribution for the use of the communicative approach in Arabic language instruction is presented in Table 1.

Table 1. Use of the Communicative Approach in Arabic Language Instruction

Classification	Interval	Frequency	Percentage
Very High	90 – 96	12	40%
High	83 – 89	6	20%
Low	76 – 82	9	30%
Very Low	69 – 75	3	10%

Based on the data in Table 1, it is evident that 12 students, or 40%, achieved scores between 90-96, falling within the Very High classification. Meanwhile, 6 students (20%) scored between 83-89, classified as High. Additionally, 9 students (30%) scored between 76-82, placing them in the Low category, while 3 students (10%) fell into the Very Low category with scores between 69-75.

The overall mean score was 84.8, placing the average result within the High category, with an interval range of 83-88. These data suggest that the communicative approach in Arabic language instruction at the Hidayatut Thullab Islamic College is generally classified as High. The distribution of the communicative approach's effectiveness in Arabic learning can be further visualized in the histogram below:
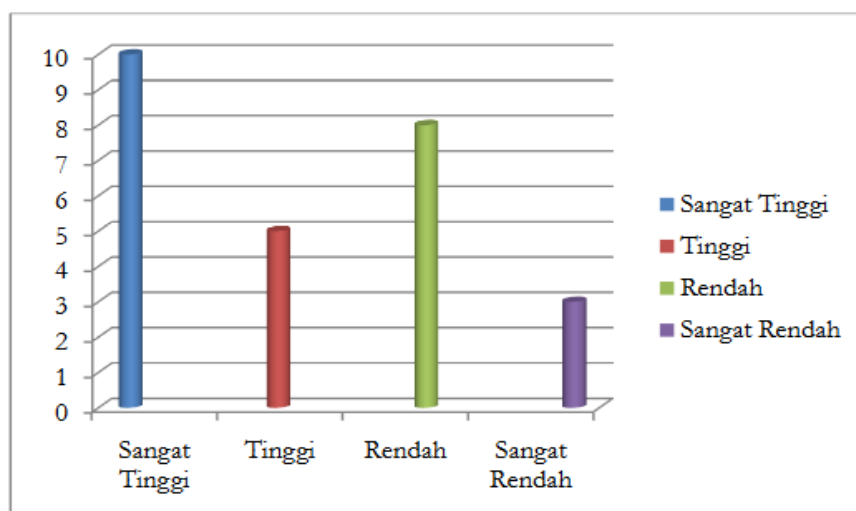

Figure 1 : Histogram

Figure 1 illustrates that the communicative approach in Arabic language instruction is predominantly classified as High, further validating the effectiveness of the method in enhancing

Arabic proficiency.

Descriptive Analysis of Arabic Language Proficiency

Students' Arabic language proficiency was measured through a questionnaire that captured their attitudes toward learning Arabic. To classify the data, the highest and lowest scores were identified, and the interval was calculated using the same formula. The classification categories are Very High, High, Low, and Very Low, with the scale as follows:

$$\text{Interval Scale} = \frac{95 - 70 + 1}{4} = \frac{26}{4} = 6.5 \approx 7$$

The classification is:
- 66 – 74: Very High
- 57 – 65: High
- 48 – 56: Low
- 39 – 47: Very Low

Table 2. Arabic Language Proficiency Levels

Classification	Interval	Frequency	Percentage
Very High	66 – 74	10	33.3%
High	57 – 65	11	36.7%
Low	48 – 56	6	20%
Very Low	39 – 47	3	10%

Based on the data in Table 2, 10 students (33.3%) reported that the use of the communicative approach significantly improved their Arabic language skills, categorizing their proficiency as Very High. Another 11 students (36.7%) indicated that the communicative approach positively influenced their learning, placing them in the High category. Six students (20%) reported Low proficiency despite the use of the communicative approach, while 3 students (10%) remained in the Very Low category, indicating minimal improvement.

The mean score for Arabic language proficiency was 60.3, which falls within the High category (interval 58-66), indicating that, on average, students' interest in and proficiency in Arabic were positively influenced by the communicative approach. The distribution of Arabic language proficiency levels is visualized in the histogram below:
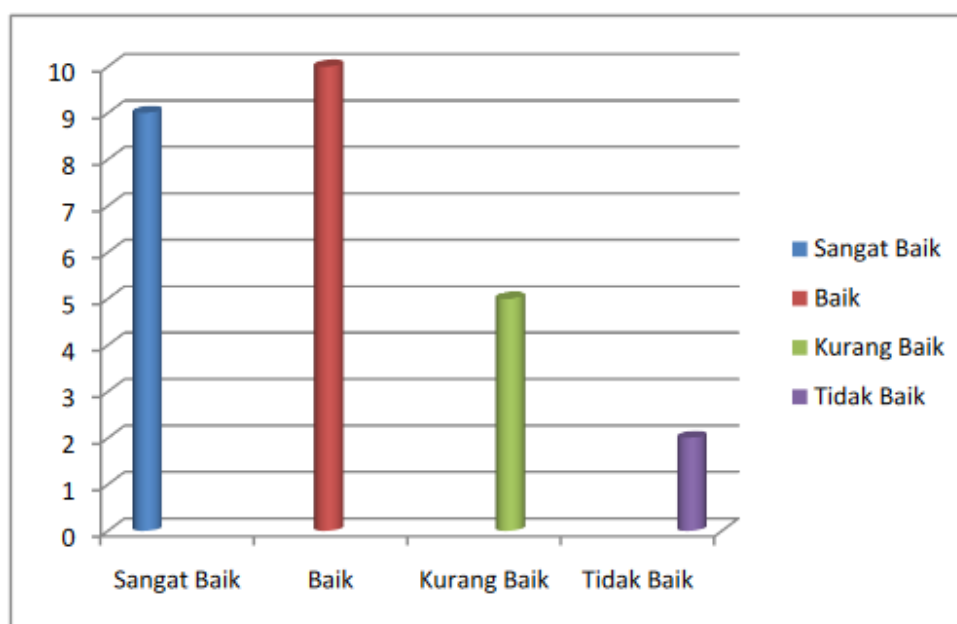
Figure 2 : Histogram

The histogram further confirms that most students classify their Arabic proficiency as High, suggesting the communicative approach had a beneficial impact on their learning outcomes.

Statistical Analysis

Following the descriptive analysis, further statistical testing was conducted using SPSS version 24. The following statistical tests were performed to validate the findings:

1. Validity Test: The validity of the questionnaire was confirmed using Pearson's correlation coefficient, and all questionnaire items were found to be valid. The results are displayed in Table 3:

Table 3. Validity Test Results

Item	Pearson Correlation	Sig. (2-tailed)	Result
1	0.518	0.002	Valid
...	...	...	...

2. Reliability Test: The internal consistency of the questionnaire was confirmed using Cronbach's Alpha, with a value of 0.948, indicating high reliability.

Table 4. Reliability Test Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.948	0.953	30

3. Normality Test: The normality of the data was assessed using the Kolmogorov-Smirnov test. The significance values for both the communicative approach and Arabic proficiency were greater than 0.05, indicating that the data were normally distributed.

Table 5. Normality Test Results

Variable	Mean	Std. Deviation	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Communicative Approach	84.87	7.64	0.817	0.517
Arabic Proficiency	60.30	8.97	0.730	0.661

4. Homogeneity Test: The homogeneity of variance was assessed, and the significance value was greater than 0.05, indicating that the data were homogeneous.

Table 6. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
0.327	1	28	0.572

5. Hypothesis Testing: The hypothesis testing confirmed a significant relationship between the communicative approach and Arabic proficiency, with a p-value of 0.000, indicating that the use of the communicative approach significantly improves Arabic language skills.

Table 7. Hypothesis Test Results

Model	Unstandardized Coefficients (B)	Standard Error	t	Sig.
Constant	6.060	0.632	9.588	0.000
Communicative Approach	0.054	0.007	7.243	0.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.807	0.652	0.640	0.30531

The R Square value indicates that 65.2% of the variation in students' Arabic language proficiency is explained by the communicative approach, with the remaining 34.8% attributed to other factors.

The analysis indicates a significant positive influence of the communicative approach on improving Arabic language proficiency among students at the Hidayatut Thullab Islamic College. These results align with the findings of previous studies [19], which confirm that a well-designed communicative approach enhances both the quality of the learning process and student outcomes in Arabic language education.

Discussion

The findings of this study demonstrate the positive impact of the communicative approach on Arabic language proficiency, specifically among students at Hidayatut Thullab Islamic College. The results align with previous research that emphasizes the role of the communicative approach in improving not only language proficiency but also student motivation and classroom engagement [20]. This study's key outcomes, including the improvement in Arabic speaking skills, validate the effectiveness of this approach in transforming Arabic language education from a traditionally rigid

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[19] Yatasya Syukri, Rehani Rehani, and Fauzana Annova, "Tatwir Wasilah Samiyah Basoriyah Fi Tadris Al-Mufradat Bistikhdam Benime Li As-Shaf As-Sabi Fi Al-Madrasah Al-Tsanawiyah Al-Hukumiyah 1 Payakumbuh," *Lisaanuna Ta`lim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2022): 178–190, http://dx.doi.org/10.15548/lisaanuna.v5i2.4584.

[20] Al Azzawi and Taha, "Investigating the Intrinsic Motivation toward Learning English at Tikrit University."

format into a more dynamic, interactive experience.

Effectiveness of the Communicative Approach

The communicative approach, as implemented in this study, was found to significantly improve students' Arabic language proficiency, particularly in terms of speaking skills. The frequency distribution (Table 1) revealed that 40% of students fell into the Very High classification, while an additional 20% were classified as High, indicating that a substantial majority of students responded positively to this method. This supports previous literature, which suggests that interaction-based learning fosters greater engagement and retention of language skills [21].

One of the main advantages of the communicative approach is its emphasis on real-life communication tasks that simulate authentic language use [22]. This method prioritizes active student participation, allowing learners to practice language in contexts that mirror real-world interactions. In contrast to traditional methods, which often focus on rote memorization and grammar instruction, the communicative approach encourages learners to apply their language skills in meaningful ways. This finding is consistent with Brosh [23], who asserts that learning environments that prioritize interaction foster deeper language comprehension and more sustainable learning outcomes.

Impact on Student Motivation and Engagement

The positive shift in students' motivation and engagement, as indicated by their increased participation and performance, can be largely attributed to the use of the communicative approach. According to the data, 33.3% of students classified their language proficiency as Very High, with an additional 36.7% reporting High proficiency. This level of student self-assessment underscores the motivational power of interactive teaching methodologies. As previous research suggests, motivation is a critical factor in successful language acquisition, and methods that engage students at a deeper cognitive level, such as the communicative approach, can significantly improve learning outcomes [24].

This study's findings are further supported by Al-Mahrooqi et al. [25], who highlight that environments where learners actively participate in communication-based tasks lead to increased intrinsic motivation. The structured yet flexible nature of the communicative approach allows students to feel more empowered in their learning process, reducing feelings of intimidation and

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[21] Shillingford and Karlin, "The Role of Intrinsic Motivation in the Academic Pursuits of Nontraditional Students"; Prakasa, Tajuddin, and Setiadi, "Mastery of Beginner Level Arabic Vocabulary Writing Ability for Students of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta."

[22] Mohd Rushdi and Asbulah, "Higher Education Students' Engagement and Factors That Constrain Students' Activeness in Learning Arabic Language."

[23] Hezi Y. Brosh, "Arabic Language-Learning Strategy Preferences among Undergraduate Students," *Studies in Second Language Learning and Teaching* 9, no. 2 (June 1, 2019): 351–377.

[24] Abi Raad et al., "Medical Education in a Foreign Language and History-Taking in the Native Language in Lebanon - a Nationwide Survey"; Efendi et al., "Application of Audiolingual Method in Active Arabic Language Learning for Visually Impaired Students."

[25] Al-Mahrooqi et al., "Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives."

disengagement often associated with language learning [26]. The communicative approach transforms the classroom into an active learning space, encouraging students to engage with the material in a manner that is both enjoyable and effective.

Addressing Traditional Pedagogical Limitations

One of the central challenges identified in this study was the continued reliance on traditional, teacher-centered methods at Hidayatut Thullab Islamic College, which have been ineffective in engaging students. Traditional methods, characterized by lecture-based teaching and minimal student interaction, have contributed to a disengaged and passive learning environment [27]. The shift to the communicative approach addressed this limitation by promoting student-centered learning, where learners actively participate in discussions, role-plays, and interactive exercises, thus improving their speaking proficiency.

The success of this approach in overcoming the limitations of traditional teaching methods underscores the importance of pedagogical innovation in language instruction. As noted by Gumilar [28], innovative teaching methods that focus on student engagement and practical application are essential in modern education systems, where learners' needs and preferences are rapidly evolving. The communicative approach offers a promising solution to the challenges faced in Arabic language education, particularly in contexts where traditional methods have failed to meet students' learning needs [29].

Challenges and Areas for Improvement

Despite the overall success of the communicative approach, some challenges remain. While 20% of students still reported Low proficiency and 10% reported Very Low proficiency, indicating that a minority of students did not experience significant improvement. These findings suggest that additional support may be needed for students who struggle with the communicative approach, possibly due to language anxiety or insufficient foundational skills. Previous research has shown that students with lower levels of language proficiency may require scaffolded support to fully benefit from interaction-based learning [30].

Furthermore, while the communicative approach focuses primarily on speaking skills, this study reveals that proficiency in other language domains, such as reading and writing, may require complementary methods to ensure a holistic language learning experience. This finding is

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[26] Aiman Natasya Rosaidi, Gayle Mak Su Xin, and Seera A.S., "MALAYSIAN LANGUAGE LEARNERS' PERCEPTION TOWARDS LEARNING ARABIC PASS THE CRITICAL PERIOD."

[27] Khasawneh and Khasawneh, "Linguistic Needs of Non-Native Students of Arabic Language at Saudi Universities."

[28] Gumilar, "Use of Malay Arabic Scriptures of Jawi Pegon in Number of Ancient Metal Currencies in Indonesia from Pre-Independence to Early Independence."

[29] Bružaitė-Liseckienė, "The Motivation of the Foreign Students of Vilnius University to Learn Lithuanian as a Second Language."

[30] Kasem, "Innovation in Language Education: Enriching Arabic Language Learner Experiences and Proficiency In2D and 3D Environments."

consistent with Aziz et al. [31], who argue that balanced language instruction, which includes a combination of communicative and traditional methods, may yield the best results in improving overall language competency.

The communicative approach has proven to be an effective method for improving Arabic language proficiency at Hidayatut Thullab Islamic College. The interactive nature of this approach fosters a dynamic learning environment that promotes student engagement and enhances speaking skills. The findings from this study highlight the need for further pedagogical innovation in Arabic language instruction, particularly in shifting away from traditional, teacher-centered methods toward more student-centered, communicative approaches.

Although the communicative approach demonstrated significant success, continued efforts are needed to address the challenges faced by students who struggle with language learning, particularly those with low proficiency. A balanced approach that integrates both communicative and traditional methods may be necessary to ensure that all students achieve language competency. Future research should explore the long-term effects of the communicative approach on overall language proficiency and investigate how this method can be adapted to improve reading and writing skills in addition to speaking proficiency.

Conclusion

Based on the findings and discussions presented, several conclusions can be drawn. First, the use of the communicative approach in Arabic language instruction, as measured by students' evaluation scores, falls within the High classification, with a median score of 84.9. This score, when analyzed within the interval scale of the study, is categorized as High, ranging between 82-88. This indicates that the communicative approach has been effectively implemented in improving students' engagement and performance in Arabic.

Second, the students' interest in learning Arabic, as assessed through the questionnaire responses, is classified as Good. This conclusion is based on the mean score of 60.3, which, when converted into the interest classification scale, also falls within the Good category, specifically in the interval range of 58-66. This demonstrates that the communicative approach has positively influenced students' motivation to learn Arabic.

Third, the hypothesis testing showed that the use of PowerPoint as a teaching tool had a significant impact on students' interest in learning Arabic. The hypothesis test yielded a significance value of 0.000, which is lower than the alpha level of 0.05, indicating a statistically significant effect. Therefore, it can be concluded that the use of media such as PowerPoint plays a crucial role in enhancing students' interest and engagement in Arabic language learning.
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[31] Muhammad Roy Aziz Haryana et al., "Virtual Reality Learning Media with Innovative Learning Materials to Enhance Individual Learning Outcomes Based on Cognitive Load Theory," *The International Journal of Management Education* 20, no. 3 (2022): 100657.

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Al Azzawi, Istabraq Tariq, and Luma Adnan Taha. "Investigating the Intrinsic Motivation toward Learning English at Tikrit University." *Journal of Tikrit University for Humanities* 30, no. 2, 1 (February 15, 2023): 57–72.

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