Enhancing Vocabulary, Dialogue, and Writing Skills in Arabic through Communicative Language Teaching: An Experimental Study

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Abstract

This study aims to test the Communicative Language Teaching (CLT) approach in improving vocabulary memorization, conversation skills, and writing skills for non-native Arabic speakers. The research was conducted among 1st-semester students of the Islamic Primary Education (PGMI) at the Faculty of Education at IAIN Metro Lampung for the 2020/2021 academic year. This quantitative research uses quasi-experimental methods with control classes and experimental classes. Primary data were collected through student tests and interviews with Arabic lecturers, while secondary data were obtained through observation and documentation. The study population included all 1st-semester students of the PGMI Department, with the sample consisting of class B as an experimental group (33 students) and class C as a control group (19 students). Data analysis using the T-Test showed that the communicative approach was quite effective in learning Arabic, indicated by an N-Gain score of > 56% on vocabulary mastery, dialogue skills, and writing Arabic texts. The significant difference between the pre-test and post-test in the control and experimental groups with significance values of 0.000 < 0.005 supported the working hypothesis and rejected the null hypothesis. In conclusion, the communicative approach has proven effective in improving students' speaking skills (vocabulary mastery and dialogue skills) and writing (texts).

Keywords: *Communicative Approach, Arabic Vocabulary, Dialogue Skills, Writing Skills, Experiment Study*

INTRODUCTION

Arabic has a significant position as a liturgical language in Islam, mainly due to its role in the revelation of the Qur'an and the teachings of the Prophet Muhammad (Rababah, 2023; Yamin, 2023). Arabic, with its historical roots and development, is considered the language of religion and unity for Muslims around the world (Umbar et al., 2024). The Qur'an, written in Arabic, has also been preserved in its original form for more than 14 centuries, which contributes to the language's sacred status in Islamic practices (Vollandt, 2014). In addition, Arabic is very important in Islamic rituals such as prayers and prayers, which play an important role in the believer's relationship with God (Haeri, 2022). The use of Arabic in Islamic prayers is a linguistic practice and a symbol of cultural and religious identity, emphasizing the language's integral relationship to faith and worship in Islam.

Arabic plays an important role in religious education in madrasahs in Indonesia, where students use various strategies to improve their Arabic language skills. Students in pesantren often strengthen their Arabic vocabulary through rote memorization and singing translated songs (Rahmaini, 2023). However, interference is Indonesian prevalent among students, affecting aspects such as phonology, morphology, syntax, and lexicography in Arabic speech (Anwar et al., 2023). Teachers use strategies that align learning components, systematic Arabic language learning, and customized media to improve Arabic writing skills (Ritonga et al., 2023). Challenges in Arabic language learning, such as difficulties and unsatisfactory results, drive the need for serious intervention and intensive training by teachers to overcome barriers and improve students' Arabic proficiency (Umudini et al., 2023).

Non-native *speakers* face many challenges when learning Arabic, both linguistic and non-linguistic factors. Linguistically, students have difficulty understanding complex word structures, new vocabulary, and grammatical rules, such as the use of vocabulary, *tarkīb*, and *jār* letters, which often results in errors in sentence

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composition (Elsayed Ahmed et al., 2023; Rokhani et al., 2022). The glosic nature of Arabic, where learners must navigate between Modern Standard Arabic and various dialects, further complicates the learning process (Hadj Said, 2023). Non-linguistic challenges include a lack of motivation, an inadequate learning environment, and a lack of exposure to native speakers, which hinder the development of speaking skills (Abdeldeen &; Fu, 2022; Al Jumaily, 2023). Traditional teaching methods also pose significant barriers, as students prefer interactive and engaging approaches, such as mobile apps with multimedia content and language games, which can reduce exam stress and boost confidence (Junina et al., 2022). In addition, the teaching environment, materials, and the instructor's proficiency and methods are important factors influencing the learning experience (Osman et al., 2022). The application of technology, while beneficial, presents its own challenges, including limited internet access and difficulty maintaining focus during online learning sessions (Zulaeha, 2022). Despite these barriers, the demand for learning Arabic remains high, driven by cultural, economic, and political interests, and there is a need for more effective teaching strategies that emphasize real-life communication as opposed to rote memorization of grammatical rules (Mohamad et al., 2022). Addressing these multifaceted challenges requires a comprehensive approach that includes improving teaching methodologies, learning environments, and effective use of technology to support Arab learners for *non-native speakers* (Singh, 2022).

The Communicative Language Teaching (CLT) approach offers a powerful solution to conventional problems often encountered in Arabic teaching by emphasizing the practical use of the language in real-life situations rather than memorizing grammar and vocabulary. Traditional methods such as the Grammar-Translation Method (GTM) and Audio-Lingual Method (ALM) have been criticized for a lack of focus on actual communication, which CLT tackles by using authentic materials and interactive activities that reflect everyday language use (Mahmudah &; Triyana, 2022). This approach is very effective in increasing student motivation and satisfaction, as evidenced by research showing that collaborative teaching methods significantly increase learner engagement and satisfaction in learning Arabic (Irfan, 2022). Furthermore, CLT"s emphasis on interaction and meaning over form helps students develop a more functional use of language, which is critical for effective communication (Sabilla et al., 2023). The approach also integrates a variety of language skills—speaking, listening, reading, and writing—into a cohesive learning experience, making it easier for students to adapt to different communicative contexts (Nasimova, 2022). In addition, the use of group-based reading comprehension strategies within the CLT framework has been shown to improve reading comprehension scores, making students more effective readers (Dimachkie, 2011). This approach also addresses the problem of limited teaching periods and varying teacher competencies by developing a more engaging and interactive classroom environment, which can help maintain student interest and motivation (Yadgarovna, 2022). In addition, collaborative learning, a key component of CLT, was shown to significantly improve speaking skills and overall language competence, as it encourages active participation and peer learning (Zyryanova et al., 2022). By focusing on communicative competence and integrating innovative and interactive methods, CLT effectively transitions language learning from a structural paradigm to a functional paradigm, thereby addressing many traditional challenges in Arabic language education (Abdullah &; Nazlan, 2022; Adnan Salih, 2022; Jiwandana et al., 2019).

Communicative Language Teaching (CLT) has been widely adopted in English and Arabic language teaching, with varying degrees of success and challenges in different contexts. In Saudi Arabia, the implementation of CLT in English language teaching faces significant obstacles, such as low English proficiency among secondary school graduates and low motivation to learn, which hinders the achievement of communicative competence (Alkhirbash, 2023). Similarly in Indonesia, CLT has been effectively used to improve students' English speaking skills, with teachers acting as facilitators and implementing various teaching strategies to foster communicative competence (M et al., 2022). In the context of Arabic language teaching, the communicative approach aims to balance the four language skills—listening, speaking, reading, and writing—by integrating them into real-life social interactions (Irfan, 2022). This approach has proven effective in Indonesia, which has led to a transition from structural to functional language use, thereby improving students' communicative abilities (Maswani et al., 2023). Empirical studies also highlight the importance of adapting CLT to local contexts, as seen in Saudi higher education, where both CELTA (*Certificate in Teaching English to Speakers of Other Languages*) and non-CELTA trained teachers apply CLT to varying degrees, indicating the need for more targeted training in communicative activities and group work (Alofi &; Almalki, 2022). In addition, research in Indonesia shows

that CLT can significantly increase students' vocabulary mastery, as evidenced by the pre-test and post-test results (Asrul & Dahlan, 2022). The flexibility of this approach allows for the inclusion of real-life material, which enhances the pedagogical process and helps students develop social skills (Kurniawan &; Sumini, 2022). Overall, although CLT has proven beneficial in improving communicative competence in English and Arabic language teaching, its success depends heavily on contextual adaptation and addressing specific educational challenges (Qoriah &; Farisya, 2022; Zhao, 2022).

Referring to the urgency of mastering Arabic which is very important in the context of religious education in Indonesia, as well as the challenges faced by *non-native speaker* students in learning this language, an effective teaching approach is needed and according to their needs. The CLT approach has been widely recognized in the language education literature as a method capable of improving real and contextual communication skills. One of the cases that became the attention of researchers was the teaching of Arabic among Madrasah Ibtidaiyah Teacher Education (PGMI) students at IAIN Metro Lampung. The challenge of mastering Arabic is increasingly real and significant because many PGMI students come from general education backgrounds, such as high schools, which do not provide a foundation for Arabic language education. The majority of students do not have adequate insight into Arabic before entering college, as they do not get the initial introduction to Arabic usually given in faith-based schools. In fact, PGMI graduates are required to have a good mastery of Arabic in vocabulary, dialogue skills, and writing skills, considering the importance of this language in understanding religious texts such as the Quran and Hadith as well as in daily communication in religious education environments.

To overcome this challenge, IAIN Metro Lampung organizes compulsory Arabic lectures for non-Arabic students as an effort to introduce and equip basic Arabic. However, the teaching methods used are still conventional, and have received a lot of criticism in previous research. Researchers try to offer a contextual approach that refers to the function of language as a communication tool, namely Communicative Language Teaching (CLT) or *al-Madhal al Ittishaly*. Several researchers have proven the approach works to address similar problems. In different contexts, researchers will also use this approach with some adjustments considering the existing cases. So this study will answer two things, namely: (a) Is the use of communicative approach in Arabic learning more effective than conventional approach in improving vocabulary mastery skills and dialogue skills for students? and (b) Is the use of the communicative approach more effective than the conventional approach in improving Arabic writing skills for *non-native Arabic speaking* students ?

METHOD

This research uses quantitative methods with *a quasi-experimental* approach. The experimental research design used Nonequivalent Control Group Design, which involved an experimental group and a control group without random assignment, with *pre-test* and *post-test* on both groups (Denny et al., 2023). The experimental method is a systematic attempt to control variables and establish logical cause-and-effect relationships (Denson &; Anderson, 2023; Lupton &; Webb, 2022).

The research was conducted at the Department of Madrasah Ibtidaiyah Teacher Education (PGMI) at the State Islamic Institute (IAIN) Metro Lampung, in semester 1 of the 2020/2021 academic year, with the implementation of observations on students during Arabic language learning as a pre-research activity. The experiment was conducted from November to December 2020, focusing on communicative approaches in vocabulary mastery, speech practice, and Arabic writing practice. The research subjects include all 1st-semester students majoring in PGMI at IAIN Metro Lampung T.A. 2020/2021.

Data sources consist of primary data, namely students and lecturers of Arabic courses in the 1st-semester of the 2020/2021 academic year, and secondary data in the form of supporting documents such as books, journals, and articles. The study population includes all students majoring in PGMI at IAIN Metro Lampung T.A. 2020/2021, with the sample consisting of 1st-semester students of class B as an experimental group (33 students) and class C as a control group (19 students), so that the total sample is 51 students.

This study used two large variables. The independent variable is the "Communicative Approach". As for the dependent variables, they are as follows:

a. Mastery of vocabulary

b. Mastery of dialogue

c. Mastery of writing Arabic texts

In this study, primary data collection techniques in several ways, 1) Pre-test, 2) post-test, 3) interview, 4) observation, and 5) documentation are used to obtain existing data.

The analytical techniques used in this study: 1) Descriptive statistical analysis. This analysis is used to provide a clear picture of the characteristics of the collected data, such as mean, median, and standard deviation; 2) Test T-test. It is used to compare the mean between two groups, in this case the experimental group and the control group, to find out if the difference is statistically significant. The results of this analysis are used to assess the effectiveness of the experiment and prove the hypotheses proposed. This method is expected to facilitate the understanding of data for further analysis.

FINDINGS AND DISCUSSION

The Effectiveness of Communication Approaches in Improving Arabic Language Skills

Increased Mastery of Arabic Vocabulary through a Communicative Approach

Researchers took steps to compare *mean values* for the control class and experimental classes for mastery of Arabic vocabulary. Note the following data:

Table 1. Comparison of *mean values* between groups on aspects of vocabulary

Group	Pre-test score	Post-test score
	Vocabulary	Vocabulary
Control	70.11	76.47
Experiment	70.44	81.00
Value Difference	0.33	4.53

The data shown in the table shows the results of pre-test and post-test scores for mastery of Arabic vocabulary among PGMI students at IAIN Metro Lampung, which were divided into a control group and an experimental group. At the start of the study, the average pre-test score for the control group was 70.11, while the experimental group had almost the same average pre-test score of 70.44. This suggests that both groups started with comparable vocabulary abilities. After the implementation of the communicative approach, the post-test results showed significant improvement. The control group achieved a post-test mean score of 76.47, while the experimental group achieved a post-test mean score of 81.00. The increase in score from the pre-test to the post-test for the control group was 6.36, while for the experimental group, it was 10.56. Thus, the difference in score improvement between the control and experimental groups was 4.53, indicating that the communicative approach was more effective in improving Arabic vocabulary mastery. These results reinforce the conclusion that the communicative approach had a greater impact on Arabic vocabulary learning compared to conventional methods applied to the control group.

Development of Dialogue Skills with a Communicative Approach

Researchers took steps to compare the mean values for the control class and the experimental class for mastery of Arabic dialogue. Note the following data:

Table 2. Comparison of *mean values* between groups in the dialogue aspect

Group	Pre-test score	Post-test score
	dialog	dialog
Control	69.05	76.00
Experiment	69.88	82.50
Value Difference	0.82	6.50

The data in the table shows the results of pre-test and post-test scores for Arabic speaking (dialogue) skills among PGMI students at IAIN Metro Lampung, which were divided into a control group and an experimental group. At the start of the study, the average pre-test score for the control group was 69.05, while the experimental group had a slightly higher average pre-test score of 69.88. This suggests that both groups started with almost the same speaking ability.

After the application of the communicative approach, the post-test results showed a significant improvement. The control group achieved a post-test mean score of 76.00, while the experimental group achieved a higher post-test mean score of 82.50. The increase in score from the pre-test to the post-test for the control group was 6.95, while for the experimental group, it was 12.62.

Thus, the difference in score improvement between the control and experimental groups was 6.50, indicating that the communicative approach was more effective in improving Arabic speaking skills. These results reinforce the conclusion that the communicative approach had a greater impact on learning Arabic dialogue than conventional methods applied to the control group.

Improving Text Writing Skills / Khat through a Communicative Approach

Researchers took steps to compare *the mean* values for the control class and experimental class on aspects of improving writing skills. Note the following data:

Table 3. Comparison of *mean* values between groups on aspects of writing skills

Group	Pre-test score	Post-test score
	writing	writing
control	69.63	76.05
experiment	70.69	81.53
Value difference	1.06	5.48

The data in the table showed the results of pre-test and post-test scores for Arabic writing skills among PGMI students at IAIN Metro Lampung, which were divided into a control group and an experimental group. At the start of the study, the average pre-test score for the control group was 69.63, while the experimental group had a slightly higher average pre-test score of 70.69. This suggests that both groups started with almost equal writing skills.

After the application of the communicative approach, the post-test results showed a significant improvement. The control group achieved a post-test mean score of 76.05, while the experimental group achieved a higher post-test mean score of 81.53. The increase in score from pre-test to post-test for the control group was 6.42, while for the experimental group it was 10.84.

Thus, the difference in score improvement between the control and experimental groups was 5.48, indicating that the communicative approach was more effective in improving Arabic writing skills. These results reinforce the conclusion that the communicative approach had a greater impact on learning to write Arabic compared to conventional methods applied to the control group.

The empirically visible effectiveness needs to be tested statistically, using comparative data of pre-test and post-test Arabic learning outcomes, which are calculated by the N-Gain formula. The calculation of N-Gain in this study was assisted by SPSS software version 26. The result of the average score (mean) of N-Gain will be interpreted with the table of N-Gain interpretation categories as follows:

Table 3. Interpretive category of N-Gain effectiveness

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less Effective
56-75	Quite Effective
>76	Effective

The results of the effectiveness test calculation with *a mean* score (average) of N-Gain as a percentage can be shown in the following table:

Table 4. Effectiveness Test Results (N-Gain)

Aspects of Arabic	Group	Min N-Gain Value	Max N-Gain Value	Mean N-Gain (%)	Interpretation
	Control	13.33	41.67	31.50	Ineffective
Vocabulary	Experiment	34.78	54.24	58.40	Quite Effective
Dialog	Control	17.65	41.67	33.04	Ineffective
	Experiment	50.00	81.25	62.85	Quite Effective
	Control	15.00	46.67	33.04	Ineffective
Write text	Experiment	53.85	81.25	62.85	Quite Effective

The table above shows that the implementation of Arabic learning with a communicative approach with *a student-centered learning* strategy shows more effectiveness than the use of a conventional approach with *a teacher-centered learning strategy.* Students have strong motivation and good courage to be creative in displaying their abilities in dialogue with the given conversation text, and are able to express the results of conversation understanding in Arabic writing correctly. Furthermore, a learning atmosphere full of enthusiasm and high enthusiasm was also found in the experimental class, proving that the communicative approach is effective and able to increase the achievement of scores on vocabulary mastery, mastery of dialogue skills, and mastery of writing Arabic texts.

The effectiveness of the communicative approach in the experimental group was shown by an N-Gain score in the aspects of vocabulary mastery, mastery of dialogue skills, and mastery of writing Arabic texts had a g score of > 56%, which means it was quite effective. The difference was found with the N-Gain score in the control group, which used a conventional approach in the Arabic learning process, that the results of achieving scores on aspects of vocabulary mastery, mastery of dialogue skills, and mastery of writing Arabic texts showed a < score of 40, which means that conventional approaches are not effective in Arabic language learning, especially in aspects of vocabulary mastery, mastery of dialogue skills and mastery of writing Arabic texts.

In the results of the comparative analysis of *the mean* value in Table 1 to Table 3, when referring to the assessment criteria, it will show an increase in scores in students. To understand the increase, the following table of assessment criteria as a reference for student grade categories.

Table 5. Judging Criteria

Value	Category	Interpretation
81-100	A	Pass
70-80	B	Pass
60-69	C	Pass
50-59	D	Pass, mandatory repeat
0-49	E	Did Not Pass

Based on the assessment criteria set, the results of the comparison of mean scores between groups on all aspects of Arabic learning listed in Table 1 to Table 3 showed an increase in students in the experimental group (grade B). The average pretest scores tended to be C and B before being treated with a communicative approach, but after getting learning treatment with a communicative approach, the achievement of scores in this experimental group increased with the average acquisition of scores from mastery of vocabulary, mastery of dialogue skills and mastery of the ability to write texts classified as A, with an average value of > 80 points. So that learning Arabic with a communicative approach, will allow students to get a maximum grade of A.

Furthermore, referring to the assessment criteria, the acquisition of pre-test scores in the control group (class C) on average tended to C and B, however, after carrying out Arabic learning with a conventional approach, the control group (class C) obtained average scores on vocabulary mastery, dialogue skills, and the ability to

write texts classified as B, with an average score of > 76 points. So that learning Arabic with a conventional approach has not allowed students to get a maximum grade of A.

The results of the effectiveness test in Table 4 and referring to Table 3 (N Gain interpretation category) showed that the ability of students in the experimental group (class B) for vocabulary mastery, mastery of dialogue skills, and mastery of text writing skills tended to get a g score between 56% - 75%. Statistically, it shows that the communicative approach in learning Arabic is quite effective.

This is different from the acquisition of the ability of control group students (class C) for vocabulary mastery, mastery of dialogue skills, and mastery of text writing skills tend to get a g score of < 40%. Statistically, it shows that conventional approaches are ineffective.

Differences between Communicative Approach and Conventional Approach

The results of statistical effectiveness tests have shown that communicative methods have proven to be quite effective in improving students' ability to learn Arabic. Next, a difference test or T-Test is carried out, to find out whether the difference in pretest and post-test scores is *significant*. This t-test is also a hypothesis test, to prove the truth of the hypothesis that has been formulated before. The aspects tested are vocabulary mastery skills, mastery of dialogue skills and mastery of the ability to write Arabic texts. The data collected is in the form of *pre-test* and *post-test scores* and *N-Gain scores*. Previously the data was analyzed descriptively with the following results:

Table. 6 Description of categorization statistically

Group		N	Mean	Std. Deviation	Std. Error Mean
NGain Vocabulary	Control	19	31.4957	6.81449	1.56335
	Experiment	32	53.4190	8.76433	1.54933
NGain dialog	Control	19	33.0411	7.36510	1.68967
	Experiment	32	62.8509	7.58233	1.34038
NGain writing	Control	19	34.2951	8.84808	2.02989
	Experiment	32	65.5204	7.30926	1.29211

Table 6 shows that there is a descriptive difference between the control and experimental groups, by looking at the difference in *the mean* (average) of the two groups. Whether the difference is significant (meaningful or not) then it is necessary to see the significance through the Independent *Sample Test table,* as follows:

Tabel 7. Independent sample test

		Independent Samples Test									
	Levene's Test for Equality of Variances			t-test for Equality of Means							
Aspek		F	Sig.	t	df	*Significance*		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Kosakata /mufradat	Equal variances assumed	1.334	0.254	-9.342	49	**0.000**	**0.000**	-21.923	2.347	-26.639	-17.207
	Equal variances not assumed			-9.96	45.331	**0.000**	**0.000**	-21.923	2.201	-26.355	-17.491
Dialog/ *Hiwar*	Equal variances assumed	0.01	0.922	-13.72	49	**0.000**	**0.000**	-29.81	2.173	-34.177	-25.443
	Equal variances not assumed			-13.82	38.85	**0.000**	**0.000**	-29.81	2.157	-34.173	-25.447
Menulis teks / *khat*	Equal variances assumed	0.936	0.338	-13.63	49	**0.000**	**0.000**	-31.225	2.291	-35.829	-26.622
	Equal variances not assumed			-12.98	32.449	**0.000**	**0.000**	-31.225	2.406	-36.124	-26.327

Description: if the *significance score* on the **t-test for equality of means < 0.005** means there is a significant difference, if the **score > 0.005** then there is no significant difference.

Table 7 shows significant differences in every aspect of Arabic learning, characterized by significance values of $0.000 < 0.005$. Aspects of vocabulary and dialogue showed significance scores of $0.000 < 0.005$, which means that there was a significant difference between pre-test and post-test in the control and experimental groups. This supports working hypothesis 1 (Ha1) that the communicative approach (student-centered learning strategy) in Arabic learning is more effective than the conventional approach (teacher-centered learning) in improving speaking skills (vocabulary mastery and dialogue skills) for students. In contrast, the null hypothesis (Ho1) that the communicative approach is less effective than the conventional approach is not accepted.

The writing aspect also showed a significance score of $0.000 < 0.005$, which means that there was a significant difference between the pre-test and post-test in the control and experimental groups. This supports working hypothesis 2 (Ha2) that the use of communicative approaches in learning Arabic is more effective than conventional approaches in improving writing skills (mastery of text writing) for students. In contrast, the null hypothesis (Ho2) that the communicative approach is less effective than the conventional approach is not accepted.

These findings suggest that communicative approaches are more effectively used in Arabic language learning to improve speaking and writing skills. This approach has proven effective for PGMI semester 1 students, especially in mastering vocabulary and dialogue skills. Students who used a communicative approach showed better ability to use vocabulary and dialogue in a variety of sentences and contexts, such as the use of question sentences coupled with other sentences to ask different subjects. This provides an opportunity for students to practice speaking and writing more by producing various sentences from one or two question words in one dialogue text or simple text.

Furthermore, the findings in this research also corroborate that CLT facilitates the development of communicative competence by engaging students in the interactive and meaningful use of language, for example research conducted at Superior University and the University of Lahore found that both educators and learners believe that CLT is essential for academic and professional success, although its effectiveness is often hampered by outdated curricula and inadequate teacher training (Shahid et al., 2022). Similarly, a study at Hau Giang community college confirms that CLT creates a conducive communication environment, allowing students to interact and improve their language skills (Tran, 2022). In Malaysia, although communication strategies are widely used in job interviews, the high frequency of fillers indicates a lack of competence, suggesting that the implementation of CLT needs to be improved to be more effective (Awang et al., 2022). In Indonesia, the use of CLT by English language educators in secondary schools shows that CLT helps develop communicative competence through well-chosen materials and facilitative teaching strategies (Azizah et al., 2022). In addition, in hospitality classes, CLT strategies such as active discussions and group work significantly improve students' speaking skills (Rafidah Binti Rostan et al., 2023). A review of the application of CLT in various countries highlights its role in improving speaking skills, although challenges such as lack of authentic materials and large class sizes still exist (Wahyuni et al., 2021). Furthermore, a study in Sudan revealed that teachers find CLT beneficial for sharing knowledge and improving students' speaking skills, despite facing obstacles such as inadequate resources (Abdelmageed &; Omer, 2020). Quantitative research in Indonesia also shows a significant improvement in students' speaking skills when taught using CLT compared to traditional methods (Molla, 2019). Lastly, quasi-experimental studies found slight improvement in students' speaking skills post CLT implementation, although hampered by the lack of facilities and an exam-focused education system (Mangaleswaran & Aziz, 2019). Collectively, these findings underscore CLT's potential in improving speaking and writing skills, while highlighting areas that need further improvement and support.

Furthermore, these findings prove that Arabic learning experiments with a communicative approach give good results. However, it should be acknowledged that there are several other factors that also affect the success of students in learning Arabic.

Factors Influencing Arabic Learning

There are several factors that significantly affect the learning of Arabic as a foreign language. Muhibbin Shah explained that the factors that affect student learning are divided into three, namely internal factors, external factors, and learning approach factors. Internal factors include the physical and spiritual condition of students, such as body health, nature, age, and interests (Syah, 2001). Good body health can increase the spirit and intensity of learning, while a weak or sick body condition can hinder it. Therefore, it is important for students to maintain health by eating nutritious foods, getting enough rest, and exercising regularly. In addition, the condition of special organs such as hearing and vision must also be considered through periodic examinations. Psychological aspects that include intelligence, attitude, talent, and motivation also play an important role (Chen et al., 2023). Intelligence depends not only on the brain but also other body qualities. Positive attitude towards language learning. In addition, learners' backgrounds and attitudes towards Arabic culture, perceived usefulness of the language, and teaching approaches are important elements influencing motivation and engagement (Miao & Wang, 2023).

External factors, including family, school, and community, also play an important role. For example, family support and the school environment have a significant impact on learning outcomes (Bhowmik et al., 2023). The role of parents in educating and guiding their children is very important for student achievement, this can be seen from the influence of parental involvement on learning performance (Bararah, 2022). In addition, the learning environment, including technological infrastructure and interaction with teachers and peers, is critical to the effectiveness of online learning (Isman et al., 2023). Psychological factors such as attention and motivation are also important to balance the positive and negative aspects of digital learning (Kauts &; Vadhera, 2022). Uncertainty about the future can weaken motivation, affect learning effectiveness, suggest that educators address student uncertainty and encourage cooperative projects (Rusli et al., 2023).

CONCLUSION

The conclusion of this study shows that the use of communicative approaches in learning Arabic is more effective than conventional approaches in improving vocabulary mastery skills, dialogue skills, and Arabic writing skills for non-native speaker students. The student-centered learning strategy in the communicative approach is more effective than the teacher-centered learning strategy in the conventional approach. Students show strong motivation, courage to be creative in dialogue, and the ability to express understanding in Arabic writing correctly.

The enthusiastic learning atmosphere and high enthusiasm in the experimental class support the effectiveness of the communicative approach, which is proven to increase the achievement of scores on vocabulary mastery, dialogue skills, and the ability to write Arabic texts. This effectiveness was shown by the N-Gain score in the experimental group of more than 56%, showing a significant improvement in all three aspects. In contrast, the control group with the conventional approach showed an N-Gain score of less than 40%, indicating ineffectiveness in improving vocabulary mastery, dialogue skills, and writing Arabic texts.

The results also showed significant differences in every aspect of Arabic language learning, with significance values of $0.000 < 0.005$. Aspects of vocabulary and dialogue showed significance scores that supported the working hypothesis that the communicative approach was more effective than conventional approaches in improving speaking skills. The null hypothesis that a communicative approach is less effective is not accepted. The writing aspect also showed a significance score that supported the working hypothesis that the communicative approach was more effective in improving writing skills than the conventional approach, while the null hypothesis was not accepted.

These findings support Dewey's theory of the importance of active learner engagement and John Locke's theory of language learning for communication, and are in line with numerous previous studies on the effectiveness of communicative approaches. Theoretically, the results of this study contribute to improving the quality of Arabic language learning, especially in aspects of vocabulary, dialogue, and text writing.

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