

Analysis of Student Activity in the Learning Process Using the Communicative Language Teaching (CLT) Method

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Abstract

Effective learning places students at the center of the learning process, where student activeness is key in creating an interactive and collaborative classroom atmosphere. Students' active participation through asking questions, expressing opinions, and cooperating with peers are important indicators of successful learning. However, in Arabic language learning, students often only master language structures without good communication skills. Traditional methods that emphasize memorization are less effective in building communicative language skills. This study aims to analyze the effectiveness of the Communicative Language Teaching (CLT) method in increasing student activeness at the Imam Ibnu Katsir Islamic Boarding School, Rumbai. This research used a mini-experiment method with three meetings on santriwati madrasah aliyah. The analysis was conducted using qualitative and quantitative approaches. The results showed that CLT was able to increase student activeness, especially in listening and speaking skills. The most active student activities include listening, participating in discussions, and making conversations with a participation rate of 85%. This study concludes that CLT is a very effective method to improve students' activeness and communication skills in Arabic language learning. However, this study has limitations on the number of trials, so further research with more comprehensive data is recommended.

Keywords: *Article.; Content; Formatting*

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Introduction

Successful learning focuses on students as the core of the teaching-learning process. Students' active participation is a major factor in creating an interactive, productive, and collaborative classroom environment, where students do not only act as passive recipients of material, but are also actively involved in the process (Akmal, 2022). Active participation in the form of asking questions, expressing opinions, answering teacher questions, and cooperating with other students are important indicators of student activeness (Dewi, 2024). This is in accordance with Suherman's (2022) research which states that student activeness has a positive correlation with academic achievement. However, much of current learning still focuses on methods that do not involve students actively, so students are more likely to be recipients of information rather than processors of information (Abdullah & Hendrayanto, 2024).



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The Communicative Language Teaching (CLT) method has been proven effective in improving students' communication skills through a real interaction-based and contextualized approach (Sarwendo et.al., 2021). Various activities such as role-playing, group discussions, as well as the use of materials relevant to everyday life, make it easier for students to understand the target language naturally. Kakomole et.al (2022) explained that this method not only emphasizes the mastery of grammar, but also the use of language in a meaningful context, which ultimately strengthens students' speaking and listening skills. Increased self-confidence is also one of the positive effects of implementing CLT, where students feel more comfortable in communicating, both with teachers and fellow students (Febrianto & Silver, 2024). However, although many studies have discussed the effectiveness of CLT in the aspect of verbal communication, there is still a void of research that explores how this method affects students' overall engagement in the learning process. Aspects such as active participation, students' initiative to ask questions, as well as their contribution in completing tasks, have not been studied much. Therefore, further studies are needed to understand how CLT can improve student engagement more broadly, so that it can make a more holistic contribution to the learning process.

The purpose of this study is to analyze the extent to which the Communicative Language Teaching (CLT) method can increase student activeness in learning Arabic. The CLT method emphasizes the use of language in a real and functional context, not just understanding the sentence structure. With CLT, students are expected not only to understand grammar but also to be able to apply it in daily communication situations. This study seeks to measure the effectiveness of this method in increasing student activeness, both in terms of class involvement, communication skills, and social interaction among students. Based on Fitriana's (2020) research, the CLT method was proven effective in improving students' communication skills in English, so it is expected that similar results can also be found in Arabic language learning.

The benefits of this research are expected to make a significant contribution to the world of education, especially in the field of Arabic language teaching. Practically, this research is expected to provide guidance for teachers to more effectively use CLT methods in Arabic classes. In addition, this research also provides new insights into teaching approaches that encourage student activeness, which in turn will have a positive impact on improving students' overall Arabic language skills. From a theoretical point of view, the results of this study will enrich the literature on the application of communicative learning methods in various language learning contexts, which previously focused more on foreign languages such as English (Putra, 2023).

Methodology

The research method used in collecting this data is mini experimental research conducted in 3 meetings conducted on March 29, 2023, April 5, 2023 and May 10, 2023. The location of the research was at the Imam Ibnu Katsir Islamic Boarding School, Rumbai, where the research target or respondent was the female santri of I'dad lughawy madrasah aliyah (ILMA) of Imam Ibnu Katsir Islamic Boarding School, Rumbai.

The data obtained were then analyzed using qualitative and quantitative analysis. Qualitative analysis is the presentation of data in descriptive form after conducting observations, interviews and documentation. While quantitative analysis related to the analysis of student activeness in the learning process in the form of numbers with the following formula:

$$1. \quad \text{NILAI} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Nilai Maksimum}} \times 100$$

r

With the criteria for success conditions can be determined as follows:

Very High = Value 81%-100%, High = Value 60%-80%, Medium = Value 41%-60%, Low = Value 21%-40%, Very Low = Value 1%-20%.

Result and Discussion

A. Communicative Language Teaching

1. Basic Concepts Communicative Language Teaching

The Communicative language teaching method aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for teaching the four language skills that recognize the interdependence of language and communication (Rifa'1, 2021). Language learners in

a learning environment that uses Communicative language teaching techniques learn and practice the target language through interaction with each other and the instructor (Supartini, et.al, 2022), learning about “original texts” (written in the target language for purposes other than language learning), and through language use both inside and outside the classroom (Jack, 2001).

Students share their personal experiences with their partners, and instructors teach topics outside of traditional grammar areas to improve language skills in different types of situations. This method also requires encouraging students to add their personal experiences to their language learning environment, and to focus on learning experiences other than learning the target language. According to CLT, the goal of language education is the ability to communicate in the target language.

This is in contrast to earlier views where grammatical competence was generally placed as the top priority. CLT also focuses on the role of the teacher as a facilitator rather than an instructor. Furthermore, this technical approach is a non-methodical system that does not use a series of textbooks to teach the target language, but rather the development of good oral or verbal skills before the advanced learning of reading and writing.

2. Steps of Communicative Language Teaching Method

The steps of the communicative language teaching method are as follows (Jack, 2001):

- a. Presentation of a short dialog or several mini-dialogs, preceded by motivation (relating the situation of the dialog to experiences the students may have had) and a discussion of the function and situation - persons, roles, setting, topic, and the informality or formality demanded by the function and situation. (At the beginning level, where all students understand the same mother tongue, motivation can best be provided in their mother tongue).
- b. Oral practice for each utterance of the dialog segment to be presented that day (whole-class repetition, half-class, group, individual) is usually given by your model. If using mini-dialogs, do the same exercises.
- c. Questions and answers based on the topic of the dialog and the situation itself. (Wh or or reversed questions.)
- d. Questions and answers related to students' personal experiences but centered on the theme of the dialogue.
- e. Learn one of the basic communicative expressions in the dialog or one of the structures that exemplify its function. You will want to provide some additional examples of the communicative use of the expression or structure with familiar vocabulary in short unambiguous utterances or dialogs. (using pictures, simple real objects, or dramatizations) to clarify the meaning of the expression or structure. . . .
- f. Discovery of the generalization or rule underlying the existence or functional structure by the student. This should include at least four things: its spoken and written forms (its constituent elements, for example, “What about + verb + ing?”); its position in the utterance; its formality or informality in the utterance; and in the case of structures, its grammatical function and meaning. . . .
- g. Oral recognition, interpretation activities (two to five depending on the level of learning, students' language knowledge, and related factors).
- h. Oral production activities - progressing from guided communication activities to freer communication activities.
- i. Copying dialogs or mini-dialogs or modules if not in the class text.
- j. Sample written homework assignments, if given.
- k. Learning evaluation (oral only), e.g., “How would you ask your friend to ? And how would you ask me to?”

3. Advantages and disadvantages of communicative language teaching

The advantages of the Communicative Language Teaching method are as follows ³:

- a. The CLT method takes a holistic approach.
- b. This method does not just focus like the traditional method which only focuses on structure and grammar but leads to the communicative dimension of language.
- c. CLT provides an element of motivation and vitality during learning in the classroom.

- d. CLT provides an element of motivation and vitality during learning in the classroom. CLT prioritizes a student-oriented approach so as to be able to bridge what students are interested in.
- e. Increasing active student involvement in the teaching and learning process because students are required to listen well to the reading from the teacher and immediately follow it with a loud voice. And after memorizing the teacher asks to practice it in pairs.
- f. In a world where communication and information technology is developing so fast, this method can offer a good fit in the world of education.
- g. Provide students with communicative learning that can be used in everyday life and know the sentence structure used in speaking according to their need to communicate.
- h. The CLT method makes students creative in using language by finding their own language context that suits them.

The shortcomings of the Communicative Language Teaching method are as follows (Sadirman, 2001):

- a. This method is difficult to implement in a very crowded classroom.
- b. The teacher should be a person who has very extensive knowledge in both foreign and mother tongue languages.
- c. Teachers' theoretical knowledge must be excellent in practical terms.
- d. The use of inadequate and inappropriate teaching materials can damage the learning process.
- e. The teacher's monitoring ability must be excellent.
- f. Teaching about the structural aspects of language (grammar) is very difficult to practice in this method.
- g. The CLT approach focuses only on fluency but not accuracy.
- h. Weak learners who cannot use the target language will keep making mistakes and eventually give up.
- i. The CLT approach is appropriate for intermediate and advanced classes, but not for beginners (basic).

B. Indicator Student activeness in learning

Activeness comes from the word active which means actively learning, actively trying, being able to react and interact, while the meaning of the word activeness is busyness or activity (Harwati, 2021). Student learning activeness is an important basic element for the success of the learning process. Activeness is an activity that is both physical and mental, namely doing and thinking as a series that cannot be separated (Sadirman, 2001). According to Abu Ahmadi and Widodo Supriyono, active students are students who are involved in learning which can be seen from intellectual and emotional learning activities (Abu, 2004).

According to Sardiman, activeness is an activity that is both physical and mental, namely doing and thinking as a series that cannot be separated. Meanwhile, according to Sugandi, student activeness is in the learning process not only involved in physical forms such as sitting in a circle, doing or doing something, but in the learning process in the form of a process of analysis, analogy, comparison, appreciation, all of which are a form of student involvement in terms of psychology and emotions (Achmad, 2004).

Characteristics of student activeness According to Sudjana, student activeness in participating in the teaching and learning process can be seen in the following ways:

- a. Participate in carrying out their learning tasks;
- b. Engage in problem solving;
- c. Ask other students or the teacher if they do not understand the problem they are facing.;
- d. Trying to find various information needed to solve the problem;
- e. Train yourself in solving problems or problems;
- f. Assessing one's own abilities and results (Nana, 2013)

The Communicative Language Teaching method was applied for three meetings starting on March 29, 2023 and ending on May 10, 2023 the research was carried out consecutively but there was a break due to the Eid holiday and each meeting applied the *Communicative Language Teaching* method with hiwar material taken from the *Al-Arabiyyah Linnasyi'in* book with different techniques each meeting with the following results:

1. First meeting

On March 29, 2023 was the first trial application of the *communicative langgue teaching* method in the language preparation class of madrasah aliyah ma'had imam ibnu katsir which was prepared for graduates from the mts level from other schools who wanted to continue the Madrasah aliyah level at Ma'had Ibnu Katsir consisting of 16 students the learning began with the opening in the form of greetings, The lesson begins with an opening in the form of greetings, asking how you are and filling in the attendance on that day then praying to get blessed and useful knowledge then starting by opening the textbook and instructions used in learning in Arabic without translating into the mother tongue then motivating the participants to be excited to take part in the lesson.

Then begins with the reading of *hiwar* by the teacher and students are only asked to listen and pay close attention to the book, then the second time the teacher reads *hiwar* then the students follow with a loud voice until the end of the *hiwar*, the third time the teacher divides the students into two groups with the same number then the students are asked to follow according to the group according to their turn until the end of the *hiwar* then the fourth time the teacher asks the students to close the book and try to read the *hiwar* together as loudly as they can and thank God the students have started to memorize the *hiwar* completely, The fifth time the teacher asked the students to open the book to correct the memorization that had not been fluent before and alhamdulillah in the sixth time when asked to close the book the students had memorized the *hiwar* fluently but there were 3/16 of the students who had not memorized fluently then the teacher asked two students to practice *hiwar* in front of the class as an example for the others and corrected *harakat* and *tanghim* errors.

After completing the memorization session the teacher begins to discuss the contents of the memorized *hiwar* both in terms of meaning and sentence structure in this *hiwar* the discussion of the sentence structure discusses *isim fa'il*, *fi'il mudhari'* and *fi'il madhi* which students are asked to change the pattern from *dhomir mudzakar* to *dhomir muanats* when finished discussing the teacher asks participants to change roles in the *hiwar* from *dhomir mudzakar* to *dhomir muanats* done simultaneously and in pairs when finished the teacher asks students to write *DeBrifing* after learning and the results of students anticipating excited because of memorizing *hiwar* simultaneously and quickly memorizing *hiwar*. there are also those who say they get a lot of knowledge about *hiwar*, Some also said that they gained a lot of knowledge about the sentence structure of *isim fa'il*, *fi'il mudhari'* and *fi'il madhi* but there were also students who felt less excited because they were weak from fasting and some were dizzy and thirsty because they made a lot of noise while fasting.

2. Second meeting

On April 5, 2023 was a trial of the application of the second *Communicative langgue teaching* method in the same class, namely language preparation madrasah aliyah ma'had imam ibnu katsir which was prepared for graduates from the mts level from other schools who wanted to continue the Madrasah aliyah level at ma'had ibnu katsir consisting of 16 students learning began with the opening of greetings, The lesson begins with an opening in the form of greetings, asking how you are and filling in the attendance on that day then praying to get blessed and useful knowledge then starting with opening the textbook and instructions used in learning in full Arabic without translating into the mother tongue then motivating the educated participants to be eager to take part in learning in the mother tongue so that it is clear and understood by all students. then begins with the reading of *hiwar* by the mother tongue so that it is clear and understood by all students.

Then starting with the reading of *hiwar* by the teacher and students are only asked to listen and pay attention to the book carefully, then the second time the teacher reads *hiwar* then the students follow with a loud voice until the end of *hiwar*, the third time the teacher divides the students into two groups with the same number then the students are asked to follow according to the group according to their turn until the end of *hiwar* then the fourth time the teacher appoints students randomly to continue *hiwar* well and well both *harakat*, *syakal* and *intonation* if there are students who are wrong the teacher asks to repeat the wrong word or sentence in class 5 times.

Then proceed with repeating *hiwar* without looking at the book, the teacher asks to close the book and try to read *hiwar* together as loudly as possible and as memorized as possible, Alhamdulillah, the students have begun to memorize *hiwar* completely, The fifth time the teacher asked the students to open the book to correct the memorization that had not been fluent before and alhamdulillah in the sixth time when asked to close the book the students had memorized the *hiwar* fluently but there were 2/16 of the students who had not memorized fluently then the teacher asked

two students to practice hiwar in front of the class as an example for the others and corrected *harakat* and *tanghim* errors.

After completing the memorization session the teacher begins to discuss the contents of the memorized hiwar both in terms of meaning and sentence structure in this hiwar the discussion of sentence structure discusses *isim fa'il*, *fi'il mudhari'* and *fi'il madhi* which students are asked to change the pattern from *dhomir mudzakar* to *dhomir muanats* when finished discussing the teacher asks participants to change roles in the hiwar from *dhomir mudzakar* to *dhomir muanats* done simultaneously and in pairs. Then the teacher at the end explains the use of Arabic uslub when Eid says عيد سعيد and the interlocutor answers with عيد مبارك and in the past the companions also exchanged prayers by saying ما الله ما ممام بياما ميامم لل عا منتم خير and asked participants to practice it later when I'ed.

When the learning is over the teacher asks students to make assignments that are done in the dormitory by changing the *dhomir* used in the hiwar which is *dhomir mudzakar* to *dhomir muanats* and writing DeBriefing after learning and the results for the task thank God the students have understood but there are mistakes in the writing alone and the results of the DeBriefing students are excited because they memorize hiwar simultaneously and quickly memorize hiwar, Then there are also those who say they are nervous because they are afraid of making mistakes when continuing the hiwar. There are also those who say they have gained a lot of knowledge about the sentence structure of *isim fa'il*, *fi'il mudhari'* and *fi'il madhi*, but there are also students who feel less excited because they are weak from fasting and some are dizzy and thirsty because they make a lot of noise while fasting and feel thirsty.

3. Third meeting

On May 10, 2023 was an experiment on the application of the *third communicative langgue teaching* method in the same class, namely madrasah aliyah language preparation ma'had imam ibnu katsir which was prepared for graduates from the mts level from other schools who wanted to continue the Madrasah aliyah level at ma'had ibnu katsir consisting of 16 students, the learning began with the opening of greetings, The lesson begins with an opening in the form of greetings, asking how you are and filling in the attendance on that day then praying to get blessed and useful knowledge then starting with opening the textbook and instructions used in learning in full Arabic without translating into the mother tongue then motivating the participants to be eager to take part in learning in the mother tongue so that it is clear and understood by all students.

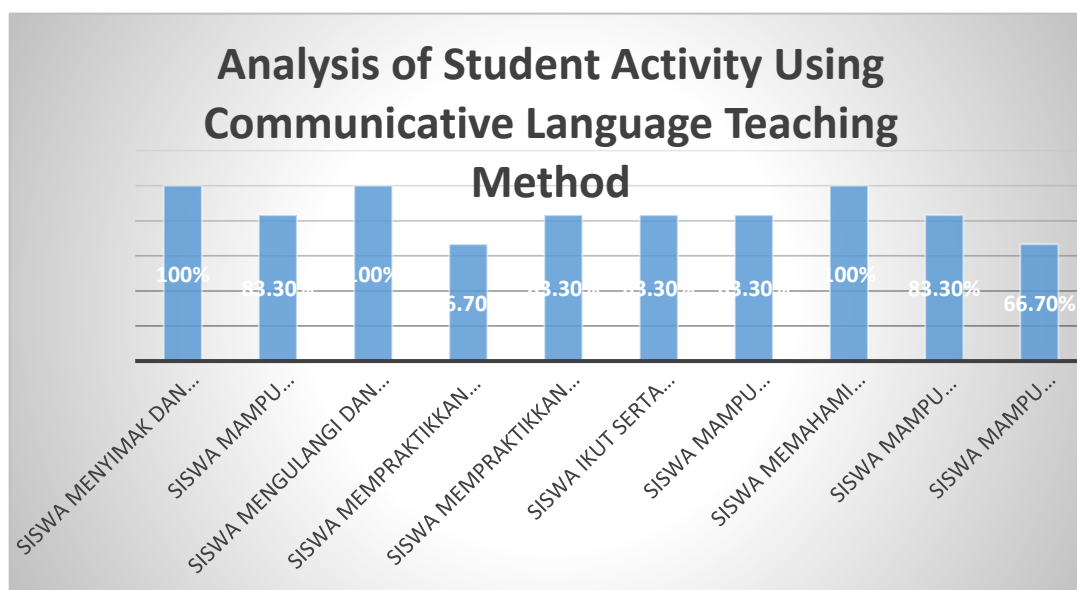
Then it starts with the reading of *hiwar* by the teacher and students are only asked to listen and pay attention to the book carefully, then the second time the teacher reads hiwar then the students follow with a loud voice until the end of the hiwar, the third time the teacher divides the students into two groups with the same number then the students are asked to follow according to the group according to their turn until the end of the hiwar then the fourth time the teacher appoints students randomly to continue the hiwar well and well both *harakat*, *syakal* and intonation. then the teacher asks students to ask about the sentence.

Then the teacher asks students to ask about new sentences that they do not understand the meaning then the teacher asks students to write *ghoribah* sentences on the board and include the meaning after completion the teacher divides into 3 groups to make a drama according to the text by adding 3 additional roles that must change all the *dhomirs* from *dhomir muzakar* to *muanats* so that they actively discuss and the teacher also asks students to prepare the attributes that will be used for the drama so that the conversation is more contextual, after completion the teacher asks students to perform the drama in front of the class.

When the learning is over the teacher asks students to make assignments that are done in the dormitory by changing the *dhomir* used in the hiwar which is *dhomir mudzakar* to *dhomir muanats* and writing DeBriefing after learning and the results for the assignment thank God the students have understood but there are mistakes in the writing alone and the results of DeBriefing students are excited because they memorize hiwar simultaneously and quickly memorize hiwar, Then there are also those who say they are nervous because they are afraid because they have to perform a drama and have to memorize hiwar and some say it's fun and get knowledge about the sentence structure of *isim fa'il*, *fi'il mudhari'* and *fi'il madhi* for *dhomir muanats*.

Discussion

Based on research conducted by researchers for three meetings, it shows that student activeness in the learning process using Communicative Language Teaching is fairly able to increase student activeness in Arabic language learning including the following indicators:



From the table above, it can be seen that the activities that have the highest value are shown by numbers 1, 3 and 8, namely; Students listen and follow the hiwar read by the teacher, Students practice with their partners, students understand the sentence structure of hiwar with a value of 100%.

Then the first, second to third meetings, the second activities classified as very high are 2,5,7 and 9, namely; Students are able to answer questions about hiwar, students practice in groups, students participate in making conclusions, students are able to make conversations according to experience and students are able to generalize the structural rules of hiwar with a value of 83.3%.

Then the activities that are classified as high are shown by 4 and 10, students practice with their partners and students are able to do the tasks that have been exemplified by the teacher with a value of 66.7% in this case it is concluded that this method is very effective in *mahara istima* ' and kalam and mastery of language structure or *Tarakib*. Overall, the *Communicative Language Teaching* method is able to increase student activeness with a very high percentage of 85%.

In the theory of deficiencies mentioned that, Teaching about the structural aspects of language (*grammar*) is very difficult to practice in this method while in the application conducted by researchers found the opposite that with this method students are able to understand grammar or tarakib easily and can immediately practice it in a communicative sentence. Then it is mentioned that the CLT approach only focuses on fluency but not on accuracy, which the researcher found in the field that if the teacher actively corrects students' mistakes then the inaccuracy will be overcome.

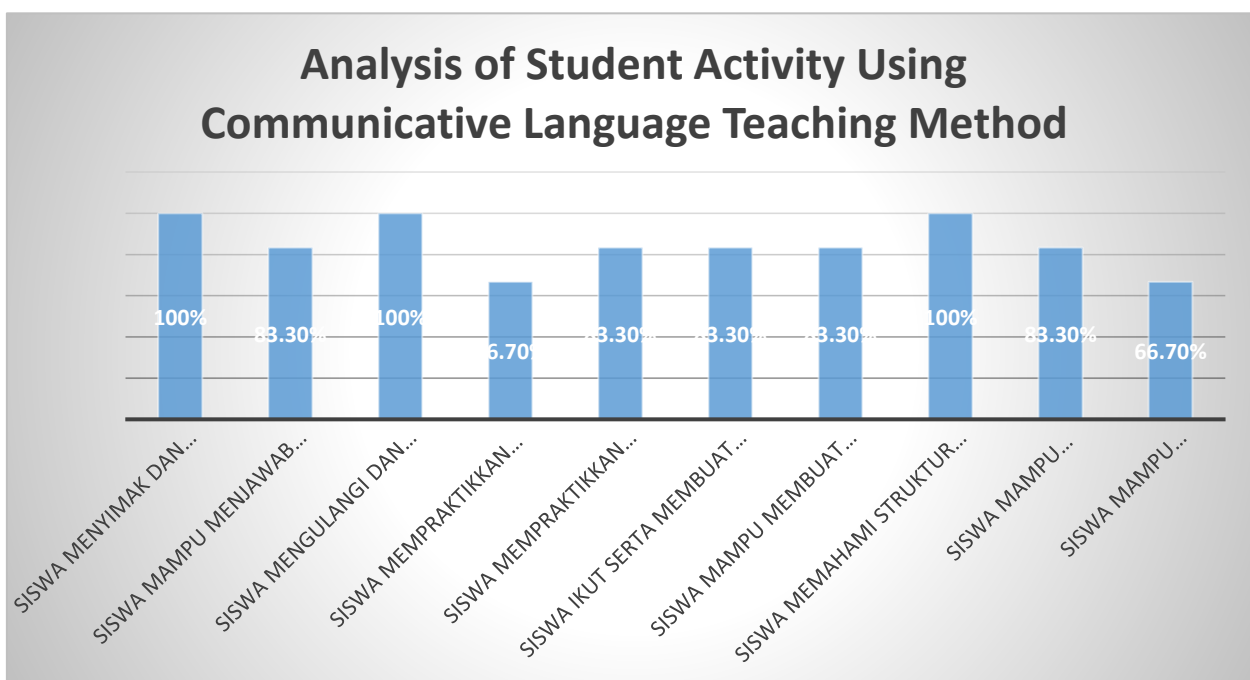
This study showed that the Communicative Language Teaching (CLT) method proved to be very effective in improving students' *mahara istima*' (listening) and kalam (speaking) skills, as well as mastery of language structure (tarakib). Activities with the highest value that reached 100% were seen in the activity of listening to hiwar (dialog) read by the teacher, pair practice, and understanding the sentence structure. Students' activeness in absorbing and practicing the material through the CLT method was clearly visible in the three meetings held. In addition, other activities that were classified as very high, such as answering questions about hiwar, group practice, participating in conclusions, and making conversations based on experience with a score of 83.3%, confirmed that this method not only encouraged language fluency but also deepened understanding of sentence structure. Activities such as pair practice and working on tasks modeled by the teacher with a score of 66.7% also reinforce the fact that CLT supports the development of contextualized communication skills.

Interestingly, the findings in the field contradict some of the criticisms of CLT, especially regarding the difficulty in teaching the structural aspects of grammar. Students are actually able to understand tarakib well and apply it directly in communicative conversations. This dismisses the view that CLT only focuses on fluency without accuracy. With the teacher's active role in correcting students' mistakes, the accuracy aspect can be resolved well. Overall, the percentage of success reached 85%, showing that

CLT is effective in improving students' engagement and understanding, especially in *istima'* and *kalam*. This method is able to improve fluency and understanding of language structures if applied with proper guidance and correction from the teacher.

Weak learners who cannot use the target language will continue to make mistakes and eventually give up in this case the researcher in the field found that weak students who cannot use the target language do not give up but are motivated to participate in the group and do not continue to make mistakes but are reduced by the presence of other students' rocks. And the theory that the CLT approach is very appropriate for intermediate and advanced classes, but for beginners (basic) this approach is not appropriate. Not in accordance with what was found by researchers in the field because this method was applied by researchers in the beginner class, namely the language preparation class at Pondok Pesanteren Imam Ibnu Katsir Rumbai and was very good at increasing student activeness, reaching 85%.

Based on research conducted by researchers for three meetings, it shows that student activeness in the learning process using Communicative Language Teaching is fairly able to increase student activeness in Arabic language learning including the following indicators:



The results of this study indicate that the Communicative Language Teaching (CLT) method is very effective in improving *mahara istima'* (listening) and *kalam* (speaking) skills, as well as mastery of language structure (*tarakib*). Activities with the highest value reaching 100% were seen in students listening and following the *hiwar* (dialog) read by the teacher, practicing it with a partner, and understanding the sentence structure of the *hiwar*. In the first to third meetings, other activities that also received a very high score of 83.3% involved students being able to answer questions about *hiwar*, practicing in groups, participating in drawing conclusions, and making conversations based on experience. This shows that CLT is not only effective in improving language fluency, but also in helping students understand sentence structures and use them in real contexts. Activities that scored 66.7%, such as paired practice and completion of tasks modeled by the teacher, further strengthened the effectiveness of this method in building students' communication skills.

Although some theories suggest that CLT is less effective in teaching the structural aspects of grammar, this study found that students were able to understand and apply *tarakib* easily in communicative sentences. Another criticism stating that CLT only focuses on fluency without paying attention to accuracy is also refuted, because with the active involvement of the teacher in correcting students' mistakes, the accuracy aspect can be improved. Overall, with a student engagement rate of 85%, the CLT method proved effective in improving students' ability to communicate fluently and precisely and to understand language structures well.

Weak learners who cannot use the target language will continue to make mistakes and eventually give up in this case the researcher in the field found that weak students who cannot use the

target language do not give up but are motivated to participate in the group and do not continue to make mistakes but are reduced by the presence of other students' rocks. And the theory that the CLT approach is very appropriate for intermediate and advanced classes, but for beginners (basic) this approach is not appropriate. This is not in accordance with what researchers found in the field because this method was applied by researchers in the beginner class, namely the language preparation class at Pondok Pesanteren Imam Ibnu Katsir Rumbai and was very good at increasing student activeness, reaching 85%.

Conclusion

The Communicative Language Teaching method can increase student activeness in the Arabic language learning process and by using this method students have communicative language skills that can be used in daily communication because teaching is contextual and according to their needs in speaking, besides this method also makes students active in the learning process in listening, speaking, reading and writing and students are actively involved both mentally, physically and socially. In the implementation of learning using this method the teacher acts as a facilitator who fosters, guides, supervises and evaluates.

1. Activities that have the highest scores are Students listen and follow the hiwar read by the teacher, Students practice with their partners, students understand the sentence structure of the hiwar with a score of 100%.

2. The second activity that is classified as very high is; Students are able to answer questions about hiwar, students practice in groups, students participate in making conclusions, students are able to make conversations according to experience and students are able to generalize the structural rules of hiwar with a value of 83.3%.

3. activities that are classified as high are shown by 4 and 10, students practice with their partners and students are able to do the tasks that have been exemplified by the teacher with a value of 66.7% in this case it is concluded that this method is very effective in mahara istima' and kalam and mastery of the Qawaid language structure. Overall, this communicative language teaching method is able to increase student activeness with a very high percentage of 85%.

This research has limitations because researchers only conduct mini-experimental research with only 3 trials, so the author invites Arabic language teachers and further researchers to research with a more complete data presentation on the analysis of student activeness using the method.

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