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The Effect of Communicative Language Teaching Method (CLT) on Improving the Understanding and Use of Isim Isyarah for Grade VII Students of MTs Negeri 1 Gorontalo City

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Abstract

This study investigates the effect of implementing the Communicative Language Teaching (CLT) method on students' understanding of ism isyarah (demonstrative nouns) among seventh-grade learners at MTs Negeri 1 Kota Gorontalo. Employing a quasi-experimental pretest–posttest control group design, the research involved two classes of 30 students each: class VII-9 as the experimental group taught using CLT and class VII-12 as the control group taught through a conventional method. Data were collected through a validated and reliable comprehension test ($\alpha = 0.87$). Results of the t-test showed a significant difference between the experimental group ($M = 74.13$) and the control group ($M = 68.43$) with $p < 0.001$. The effect size (Cohen's $d = 1.47$) indicated a strong impact of CLT on students' comprehension. These findings confirm that CLT enhances Arabic grammar learning through communicative and interactive activities. Broader adoption of CLT in Arabic instruction is recommended.

Keywords: Arabic Language Learning; CLT; Isim Isyarah; Learning Outcomes

Abstrak

Penelitian ini menyelidiki pengaruh penerapan metode Pengajaran Bahasa Komunikatif (CLT) terhadap pemahaman siswa tentang isyarah (kata benda demonstratif) di kalangan pelajar kelas tujuh di MTs Negeri 1 Kota Gorontalo. Menggunakan desain kelompok kontrol pretest-posttest kuasi-eksperimental, penelitian ini melibatkan dua kelas yang masing-masing terdiri dari 30 siswa: kelas VII-9 sebagai kelompok eksperimen yang diajarkan menggunakan CLT dan kelas VII-12 sebagai kelompok kontrol yang diajarkan melalui metode konvensional. Data dikumpulkan melalui uji pemahaman yang tervalidasi dan dapat diandalkan ($\alpha = 0,87$). Hasil uji-t menunjukkan perbedaan yang signifikan antara kelompok eksperimen ($M = 74,13$) dan kelompok kontrol ($M = 68,43$) dengan $p < 0,001$. Ukuran efek (Cohen's $d = 1,47$) menunjukkan dampak kuat CLT pada pemahaman siswa. Temuan ini menegaskan bahwa CLT meningkatkan pembelajaran tata bahasa Arab melalui kegiatan komunikatif dan interaktif. Adopsi CLT yang lebih luas dalam pengajaran bahasa Arab direkomendasikan.

Kata Kunci: Pembelajaran Bahasa Arab; CLT; Isim Isyarah; Hasil Pembelajaran

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A. Introduction

The effectiveness of teaching methods is a determining factor for success in learning a foreign language,[1] especially in helping students understand and use the target language

[1] Mukhtar I. Miolo, Muhammad Zaini Mamonto, and Muhamad Aprianda, *Pengembangan Media Pembelajaran Bahasa Arab Di Era Digital* (CV. Al-Haramain Lombok, 2025).

communicatively.[2] Along with the development of the modern educational paradigm, language learning no longer focuses solely on mastering linguistic structures such as grammar and vocabulary, but also on the ability to communicate effectively in a real social context. This paradigm shift has given birth to various new approaches, one of which is Communicative Language Teaching (CLT), which emphasizes the use of language in authentic and meaningful situations.[3]

The CLT method views language not just as a system of linguistic rules, but as a tool of social communication. The main goal is to develop communicative competence, which is the ability to use language appropriately and meaningfully according to the context of the situation.[4] In its implementation, CLT demands the active involvement of students through interactive activities such as group discussions, role plays, interviews, and conversation simulations that resemble real communication. This kind of activity encourages students to not only understand the structure of language, but also to use it contextually and communicatively.

In the context of Arabic language learning, the application of CLT is very relevant, especially at the Madrasah Tsanawiyah (MTs) level. One of the important grammatical aspects that requires a communicative approach is isim isyarah (a pointing word) such as هَذَا(this, male), هٰذِهِ (this, female), ذٰلِكَ (that, male), and تِلْكَ (that, female).[5] Mastery of isim isyarah helps students understand the structure of descriptive sentences and use them in meaningful Arabic interactions.[6] The CLT approach allows students to understand these concepts through real communication activities, rather than just memorizing grammatical forms.[7]

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[2] Moh. Aldi Fitrah, Hairuddin Hairuddin, and Mukhtar I. Miolo, 'The Effect of Modern Standard Arabic Books on Learning Outcomes of 2nd Semester Students of the Department of Arabic Language Education IAIN Sultan Amai Gorontalo', *Al-Kalim : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2.2 (2024), pp. 189–201, doi:10.60040/jak.v2i2.56.

[3] Shofiah N Azizah, Yusup Supriyono, and Agis Andriani, 'Projecting Communicative Language Teaching (Clt) Implementation in Teaching Spoken Language at Secondary School', *Journal of English Teaching Applied Linguistics and Literatures (Jetall)*, 5.2 (2022), p. 179, doi:10.20527/jetall.v5i2.12873.

[4] Lhoussine Qasserras, 'Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective', *European Journal of Education and Pedagogy*, 4.6 (2023), pp. 17–23, doi:10.24018/ejedu.2023.4.6.763; Elena S Străchinaru, 'Communicative Language Teaching – Features and Impact', *LiBRI*, 13.1 (2025), p. 34, doi:10.70594/libri/13.1/4.

[5] M I Miolo, 'Kamus Istilah Pendidikan, Penelitian, Dan Kebahasaan (Arab-Indonesia)', *ISBN: 978-634-7095-27-5*, 2025, 167 <https://scholar.google.com/citations?view_op=view_citation&hl=en&user=PH0io1QAAAAJ&pagesize=100&citation_for_view=PH0io1QAAAAJ:hFOr9nPyWt4C>.

[6] Mukhtar I. Miolo and others, *Pembelajaran Maharatul Kalam: Teori Dan Praktik* (CV. Al-Haramain Lombok, 2025); M I Miolo and F W Simbala, 'Kontribusi Abdullah Muhammad Bin Daud Ash-Shanhaji (Ibnu Ajurrum) Dalam Perkembangan Pembelajaran Kaidah Nahwu', *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial*, 2025, 69–80 <https://scholar.google.com/citations?view_op=view_citation&hl=en&user=PH0io1QAAAAJ&pagesize=100&citation_for_view=PH0io1QAAAAJ:mB3voiENLucC>.

[7] Ummeh Rokaiya and Norzihani Saharuddin, 'Exploring Communicative Language Teaching to Enhance Grammatical Knowledge Among Secondary School Students in Bangladesh', *Journal of Public Administration and Governance*, 12.4S (2022), p. 1, doi:10.5296/jpag.v12i4s.20564; Shehla Salmanova, 'Communicative Approach in Foreign Language Teaching: Advantages and Limitations', *Egjlle*, 2.1 (2025), pp. 79–88, doi:10.69760/egjlle.250009.

However, conditions on the ground show that Arabic learning in many madrassas is still dominated by traditional methods such as the Grammar–Translation Method, which emphasizes memorization and translation. This method tends to ignore the communication aspect so that students only understand the structure of language passively without being able to use it in actual situations. Research by Fallatah (2021) and Biseko et al. (2020) confirms that traditional approaches are less effective in fostering communicative skills.[8] On the contrary, the implementation of CLT is believed to be able to create a more participatory and meaningful learning atmosphere. Through activities such as information-gap activities, task-based learning, and role play, students not only learn the form of language, but also its function in communication.[9]

Theoretically, CLT is rooted in the concept of communicative competence put forward by Hymes (1972). Hymes expands on Chomsky's concept of linguistic competence by adding sociolinguistic, discourseal, and strategic dimensions as part of a complete linguistic ability. This communicative competence requires that language learning be directed to the appropriate use of language in social and cultural contexts.[10] Within this framework, CLT places authentic communication at the core of learning that demands students to interact meaningfully.

Hymes' thinking was then further developed by Canale & Swain (1980) through the four-component model of communicative competence that has until now been the basis of modern CLT. The model includes: (1) grammatical competence, namely the ability to understand and produce linguistic structures; (2) sociolinguistic competence, namely the ability to adjust the use of language according to social and cultural norms; (3) discourse competence, namely the ability to organize speech to be coherent; and (4) strategic competence, namely the ability to improve or maintain communication in real situations. This model asserts that the success of communication is not only determined by mastery of language structures, but also by the ability to understand the social context of its use.[11]

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[8] Rajaa M Fallatah, 'A Sociomaterial Perspective of the Challenges of Implementing the Communicative Approach in Saudi State Schools', *Arab World English Journal*, 12.4 (2021), pp. 302–16, doi:10.24093/awej/vol12no4.20; John M Biseko and others, 'Curriculum Materials as a Barrier to the Use of Communicative Approach to English Language Teaching in EFL Context: Examples From Tanzania', *Journal of Applied Studies in Language*, 4.1 (2020), pp. 19–37, doi:10.31940/jasl.v4i1.1868.

[9] Sayeed A Akramy, Besmillah Daqiq, and Sayeed N Orfan, 'Attitudes of EFL Learners Towards Communicative Language Teaching', *British Journal of Multidisciplinary and Advanced Studies*, 5.2 (2024), pp. 25–45, doi:10.37745/bjmas.2022.0442; Muhammad A Khan and others, 'The Effectiveness of Using Communicative Language Teaching in ESL Classroom by EFL Teachers; An Exploratory Study', *Review of Applied Management and Social Sciences*, 6.2 (2023), pp. 337–50, doi:10.47067/ramss.v6i2.328.

[10] Thi N H Le, 'Communicative Language Teaching in Teaching ESL for University Students', *Journal of English Language Teaching and Applied Linguistics*, 3.6 (2021), pp. 49–57, doi:10.32996/jeltal.2021.3.6.7; Nem B Shahi, 'CLT and Task-Based Instruction for Effective Learning', *Journal of Nelta Karnali*, 2022, pp. 24–31, doi:10.3126/jonk.v1i1.57225.

[11] Abdulrahman Alkhirbash, 'Impediments to the Application of Communicative Approach: Survey Among Saudi University Teachers', *Theory and Practice in Language Studies*, 13.5 (2023), pp. 1310–17, doi:10.17507/tpls.1305.27; Ella Yuzar, 'Incorporating Communicative Competence in Assessment and English Language Teaching in Multilingual Settings', *Reila Journal of Research and Innovation in Language*, 2.1 (2020), pp. 8–13, doi:10.31849/reila.v2i1.3864; Tianli Zhou and others, 'Practicing Communicative Language Teaching

Furthermore, Richards & Rodgers (2014) affirm that CLT is a dynamic and evolving methodological approach. Modern versions of CLT focus on authentic communication, task-based learning, and contextual use of digital media. Online learning and the use of authentic resources from the internet have been proven to strengthen the principles of CLT because it provides opportunities for students to interact flexibly and contextually.[12] In its development, the integration of culture and social context has become a hallmark of modern CLT.[13]

In addition to these international theories, several studies in Indonesia have also strengthened the relevance of CLT in Arabic language learning. Sanusi et al. (2024) in the study emphasized that the pedagogical competence of Arabic teachers plays an important role in implementing a cultural-based communicative approach to improve students' communicative skills.[14] These findings show that CLT can be adapted according to the socio-cultural context of Islamic education in Indonesia. Meanwhile, Ashidiqie, Mardani, and Susiawati (2024) through a theoretical study in Pendas: Scientific Journal of Basic Education highlights the application of CLT in Islamic universities and emphasizes the urgency of developing a curriculum that supports communicative interaction in Arabic language teaching.[15] These two studies strengthen the theoretical and contextual basis of the application of CLT in Arabic language learning in Indonesia.

Contemporary literature also highlights the expansion of CLT through the Task-Based Language Teaching (TBLT) approach and the development of Intercultural Communicative Competence (ICC). Both approaches place meaningful tasks and cross-cultural awareness as an essential part of authentic communication.[16] In Indonesia, the integration of CLT with TBLT and ICC has been proven to increase students' motivation and communicative skills in the context of Arabic language learning.

Approach of English Grammar Teaching: Teachers' Perspectives in China Colleges', *International Journal of English Language and Literature Studies*, 10.3 (2021), pp. 247–59, doi:10.18488/journal.23.2021.103.247.259; Abdelrahman A Salih and Lamis I Omar, 'Globalized English and Users' Intercultural Awareness: Implications for Internationalization of Higher Education', *Citizenship Social and Economics Education*, 20.3 (2021), pp. 181–96, doi:10.1177/20471734211037660.

[12] Syahrul Ramadhan and others, 'Digital Teaching Materials Development Containing Environmental Education Using Task Based Language Learning (TBLL)', *Theory and Practice in Language Studies*, 13.11 (2023), pp. 2952–62, doi:10.17507/tpls.1311.26; Fakhereh Safatian, 'Exploring the Impact of Online Language Teaching on the Development of Communicative Competence in Second Language Learners', *Journal for the Study of English Linguistics*, 11.1 (2023), p. 84, doi:10.5296/jsel.v11i1.21411.

[13] Yulia Hapsari, Ratna D P Sari, and Nenden S Lengkanawati, 'Indonesian EFL Teachers' Intercultural Communicative Competence', 2022, doi:10.4108/eai.9-10-2021.2319693.

[14] Anwar Sanusi and others, 'Arabic Teachers Pedagogical Competence : Cultural Approach in Enhancing the Students ' Communicative Skills Arabiyât', 11.1 (2024), pp. 116–34.

[15] Iis Susiawati Zayid Abdul Jabar Asshidiqie, Dadan Mardani, "THEORETICAL ANALYSIS OF THE APPLICATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ARABIC LANGUAGE LEARNING IN ISLAMIC UNIVERSITIES," *Scientific Journal of Basic Education* 10, no. September (2025): 362–82, https://doi.org/https://doi.org/10.23969/jp.v10i03.33620.

[16] Châu T H Hoa and Trương Viên, 'Extended Model for Integrating Culture Into Teaching EFL: A Context of Vietnam', *Innovare Journal of Education*, 2023, pp. 1–4, doi:10.22159/ijoe.2023v11i1.46893.

Empirical findings from a variety of contexts reinforce CLT's position as an adaptive and applicative approach in 21st-century language learning.[17] Previous research has also shown that CLT is effective in improving the grammatical and communication skills of Arabic language learners.[18] Thus, this approach is able to integrate between understanding language structure and contextual communication skills.

However, the implementation of CLT in madrasas still faces a number of obstacles, such as limited learning resources, lack of teacher training, and the tendency of students to be passive in class.[19] Therefore, the successful implementation of CLT requires adaptive curriculum support and the development of Arabic teacher competencies.

Based on these theoretical and empirical descriptions, this research is important to provide concrete evidence of the influence of the Communicative Language Teaching method on improving the understanding and use of isyarah for grade VII MTs Negeri 1 Gorontalo City. Theoretically, this research is expected to strengthen the study of the effectiveness of CLT in modern Arabic language learning, while practically the results can be a reference for teachers in developing learning strategies that are more communicative, contextual, and in accordance with the needs of 21st century students.

B. Method

This study uses a quantitative approach with a quasi-experimental design of the pretest–posttest control group design.[20] The purpose is to measure the influence of the application of the Communicative Language Teaching (CLT) method on the understanding of isyarah of grade VII MTs Negeri 1 Gorontalo City. The sample was selected through purposive sampling, consisting of two classes with equivalent academic ability: class VII-9 as the experimental group (CLT method) and class VII-12 as the control group (conventional method), each totaling 30 students.

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[17] Safatian, 'Exploring the Impact of Online Language Teaching on the Development of Communicative Competence in Second Language Learners'; Yuzar, 'Incorporating Communicative Competence in Assessment and English Language Teaching in Multilingual Settings'; Alkhirbash, 'Impediments to the Application of Communicative Approach: Survey Among Saudi University Teachers'; Salih and Omar, 'Globalized English and Users' Intercultural Awareness: Implications for Internationalization of Higher Education'.

[18] S Abdalla, 'Comparative Study of Traditional Grammar-Translation vs. Communicative Language Teaching', *Ijoes*, 07.05 (2025), pp. 52–65, doi:10.47311/ijoes.2025.7.05.65; Ruzimuradova S Akbarovna, 'Teaching Reading Comprehension of English Through Communicative Approach in Higher Education', *European International Journal of Multidisciplinary Research and Management Studies*, 4.4 (2024), pp. 144–50, doi:10.55640/eijmrms-04-04-23; Chen Chen, 'A Study of Middle School English Grammar Teaching in the CLT Framework', *Frontiers in Educational Research*, 5.3 (2022), doi:10.25236/fer.2022.050316; Abdelhamid H Safa, 'Unlocking Potential: Navigating CLT for Adolescent English Learners in Egyptian Public Schools', *International Journal of English Language Education*, 12.2 (2024), p. 57, doi:10.5296/ijele.v12i2.22013; Felix J D Tubera and Marilou Y Limpot, 'Synchronous E-Learning, Digital Literacy, and Writing Strategies: A Structural Equation Modeling Analysis of Grammatical Competence', *Jip*, 3.8 (2025), doi:10.69569/jip.2025.518.

[19] Biseko and others, 'Curriculum Materials as a Barrier to the Use of Communicative Approach to English Language Teaching in EFL Context: Examples From Tanzania'.

[20] Mukhtar I Miolo and Nicky B Lasanggo, *Pemanfaatan Artificial Intelligence (AI) Dalam Penyusunan Karya Ilmiah*, *Eureka Media Aksara* (Eureka Media Aksara, 2025).

The research was carried out for four weeks (eight meetings) in the even semester of the 2023/2024 academic year. The treatment in the experimental group followed three main phases of CLT: (1) presentation, introducing the form and function of isim isyarah with visual media; (2) practice, through directed exercises such as information-gap and role-playing; and (3) production, in the form of free use in the context of daily communication. The control group was taught with grammar-based lecture and memorization methods.

The research instrument was in the form of a multiple-choice test (25 questions) that had been tested for validity and reliability ($r > 0.30$; $\alpha = 0.87$). The test is given twice, namely before and after treatment. Data were analyzed using an independent sample t-test with the help of SPSS, after passing the normality (Kolmogorov–Smirnov) and homogeneity (Levene) tests. The results showed a significant difference between the posttest scores of the experimental group (74.13) and the control group (68.43) with a $p < 0.001$. Cohen's value $d = 1.47$ shows a very large effect. To maintain internal validity, both classes are taught by the same teacher with equal time and material. All participation is voluntary, and the confidentiality of students' identities is maintained in accordance with educational research ethics.

C. Results and Discussion

Based on the data in the table above, it can be seen that both classes experienced an increase in learning outcomes after the learning process. However, the increase that occurred in the experimental class (VII-9) was greater than that of the control class (VII-12), which was +18.96 points with the moderate-high improvement category, while the control class only increased +15.43 points with the medium category.

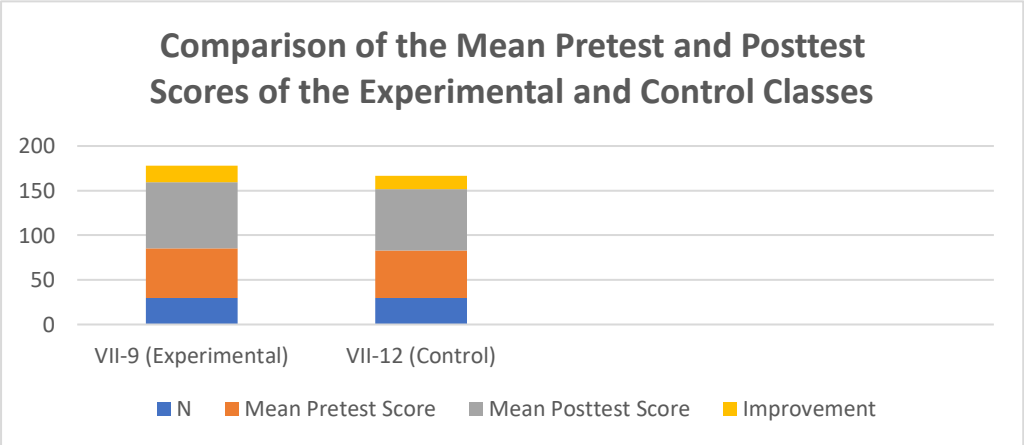


Figure 1. Comparison Graph of Average Pretest and Posttest Scores between Experimental Class and Control Class

The difference in improvement shows that the application of the CLT method has a more significant positive impact on improving student learning outcomes, especially in understanding and using isyarah. This is due to the characteristics of the CLT method that emphasizes real communication, active student engagement, and the use of language in

meaningful contexts, thus encouraging students to understand the material in a more in-depth and applicable way.

Meanwhile, control classes using conventional methods tended to focus on lectures and structured exercises, which, although able to improve comprehension, were not optimal in practicing language skills in a communicative manner. Therefore, the results of this study indicate that the application of the CLT method is more effective in improving student learning outcomes than

Normality Test

The normality test aims to find out whether the data of the pretest and posttest results in both classes are normally distributed, so that they can be used in parametric statistical analysis. The test was carried out using the Kolmogorov–Smirnov and Shapiro–Wilk tests through the latest version of the SPSS program with a significance level (α) = 0.05.

Table 2. SPSS Output Normality Test

Tests of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistic	df	Itself.	Statistic	df	Itself.
Result	Pretest VII 12 (Control)	.	30	.	.	30	.
	Postest VII 12 (Control)	,080	30	,200*	,985	30	,930
	Pretest VII 9 (Experiment)	,085	30	,200*	,973	30	,637
	Postest VII 9 (Experiment)	,113	30	,200*	,981	30	,851

Based on the results of the Shapiro–Wilk test, it is known that the significance value for the control class is 0.930 and for the experimental class is 0.851. Both values are greater than 0.05, so it can be concluded that the pretest and posttest results data from both classes are normally distributed. Thus, the assumption of normality is met, which means the data is feasible to analyze using parametric statistical tests, such as t-tests to compare differences in learning outcomes between the experimental class and the control class.

Homogeneity Test

The homogeneity test was performed to find out whether the data variance between the two groups (control and experimental classes) was the same. The test was carried out with Levene's Test for Equality of Variances at a significance level of 0.05. The results of the homogeneity test can be seen in the following table.

Tabel 3.Output SPSS Uji Homogenitas (Levene's Test for Equality of Variances)

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Itself.
Result	Based on Mean	,277	1	58	,601
	Based on Median	,266	1	58	,608
	Based on Median and with adjusted df	,266	1	57,947	,608
	Based on trimmed mean	,279	1	58	,600

Based on the results of the Levene's Test in the table above, a significance value (Sig.) of 0.601 was obtained. Since the value is greater than 0.05, it can be concluded that the variance of data between the experimental class and the control class is homogeneous.

In other words, the two groups have a relatively equal distribution of values, so there is no significant difference in variance between the two. This condition shows that the homogeneity assumption is met, so that the analysis can be continued using the t-test (Independent Samples Test) under the condition of Equal variances assumed.

Hypothesis Test (Independent Two Sample T-Test)

Table 4. Descriptive Statistics of Posttest Scores of Experimental Class and Control Class

Group Statistics

	Class	N	Mean	Hours of deviation	Std. Error Mean
Value	Postest VII 12 Control	30	68,43	3,720	,679
	Postest VII 9 Experiments	30	74,13	4,032	,736

Based on Table 1, it can be seen that the average posttest score of students in the experimental class (74.13) is higher than that of the control class (68.43). This shows that students who are taught using the Communicative Language Teaching (CLT) method obtain better learning outcomes compared to students who are taught using the conventional method (Grammar-Translation Method).

The difference is also supported by a relatively low standard deviation (SD) value, which is 4,032 in the experimental class and 3,720 in the control class, indicating that the data of the two groups did not deviate far from the average and had a homogeneous distribution rate.

Descriptively, this data has provided an initial indication that the implementation of CLT has the potential to increase the understanding of isyarah of grade VII MTs Negeri 1 Gorontalo City students.

Table 5. Results of Two Independent Samples T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Itself.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	,277	,601	-5,691	58	,000	-5,700	1,002	-7,705	-3,695
	Equal variances not assumed			-5,691	57,628	,000	-5,700	1,002	-7,705	-3,695

The hypothesis test was carried out using independent samples t-test to determine the difference in learning outcomes between the experimental class and the control class. The results of Levene's Test showed a value of F = 0.277 with Sig. = 0.601, greater than 0.05, so it can be concluded that both groups have homogeneous variances and the test is continued assuming equal variances assumed. The t-test results showed a value of t = -5.691 with a degree of freedom (df) = 58 and a value of Sig. (2-tailed) = 0.000, which is smaller than 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that there is a significant difference between the posttest values of the experimental class and the control class. The mean difference of -5,700 indicates that the average value of the experimental class was 5.7 points higher than that of the control class, with a 95% confidence interval in the range of -7,705 to -3,695. These results prove that the application of the Communicative Language Teaching (CLT) method has a significant influence on improving students' understanding of the text, because it is able to create more communicative, contextual, and interactive learning compared to conventional methods.

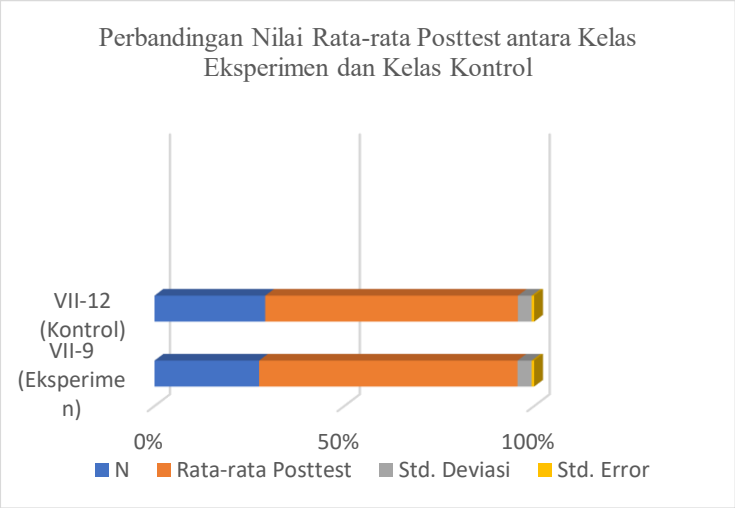


Figure 1. Comparison Chart of Average Posttest Scores of Experimental Class and Control Class

The graph above shows that the average posttest score of students in the experimental class (74.13) is much higher than that of the control class (68.43). Visually, this graph reinforces the results of the t-test that the application of CLT has a real effect on improving student learning outcomes.mpared to conventional methods. traditional learning methods.

Discussion

Based on the results of the research that has been conducted, it can be concluded that the application of the Communicative Language Teaching (CLT) method has a significant influence on increasing the understanding and use of isyarah students in grade VII MTs Negeri 1 Gorontalo City. The results of the t-test showed a significance value of 0.000 < 0.05, which means that there was a significant difference between the learning outcomes of the experimental class and the control class. The average posttest score of the experimental class students was 74.13 higher than the control class which obtained an average of 68.43. This

shows that learning using the CLT method is more effective in improving students' ability to understand and use isyarah compared to conventional methods

The improvement in learning outcomes occurs because the CLT method emphasizes the use of language in the context of real communication, actively engages students, and directs them to learn through hands-on practice. Activities such as role play, information gap, and interactive dialogue make students more engaged and motivated in the learning process. Thus, it can be concluded that the Communicative Language Teaching method is the right and effective approach in learning Arabic, especially in mastering grammatical aspects such as isim isyarah, because it is able to integrate the understanding of language structure with the ability to communicate contextually.

D. Conclusion

This study proves that the application of the Communicative Language Teaching (CLT) method has a significant effect on improving the understanding of isyarah of grade VII MTs Negeri 1 Gorontalo City. The results of the t-test showed a significant difference between the experimental and control groups ($p < 0.001$) and large effect sizes (Cohen's $d = 1.47$). These findings confirm that communicative approaches are effective in improving grammatical understanding through meaningful and contextual activities.

Theoretically, the results of the study reinforce the concept of communicative competence of Hymes (1972) and the Canale & Swain (1980) model which emphasizes the importance of integration between aspects of language form and function. Practically, CLT can be an alternative to Arabic language learning methods that are more participatory and communicative. Teachers are advised to integrate task-based activities such as role play and contextual dialogue so that students can practice language in real life. Advanced research can develop the application of CLT to other language skills and utilize digital media to strengthen communication processes.

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