



Alibbaa': Jurnal Pendidikan Bahasa Arab

Vol. 7 No. 1, January 2026

P-ISSN: 2721-1606 | E-ISSN: 2716-4985

doi: <https://doi.org/10.19105/ajpba.v7i1.23885>

Patterns, Challenges, and Implications of Communicative Language Teaching (CLT) in Arabic Speaking Instruction at MI, MTs, and MA Levels: A Systematic Literature Review

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Abstract

Arabic speaking skills are a core component of communicative Arabic proficiency; however, instructional practices in madrasahs remain predominantly grammar-oriented and insufficiently communicative. This condition highlights the need for a systematic synthesis of empirical evidence on the implementation of Communicative Language Teaching (CLT) in Arabic speaking instruction. This study aims to examine implementation patterns, pedagogical challenges, and reported benefits of CLT in teaching Arabic speaking skills at the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) levels. Employing a Systematic Literature Review (SLR) guided by the PRISMA framework, literature searches were conducted using Google Scholar and Semantic Scholar. Fourteen peer-reviewed articles published between 2020 and 2025, written in Indonesian, Arabic, or English, and indexed in SINTA 1-3 or reputable international journals were selected. The synthesis reveals that CLT implementation is adaptive across educational levels and consistently enhances students' speaking proficiency, self-confidence, and learning motivation. Nevertheless, persistent challenges include limited teacher competence, passive learning culture, and the lack of supportive Arabic-speaking environments. These findings have pedagogical implications for strengthening communicative-oriented Arabic language instruction in madrasah contexts.

Keywords: *Communicative Language Teaching; Mahārah Kalām; Arabic speaking skills; Systematic Literature Review*

Abstrak

Keterampilan berbicara bahasa Arab merupakan komponen utama dalam penguasaan bahasa Arab komunikatif; namun praktik pembelajaran di madrasah masih didominasi pendekatan struktural dan berorientasi tata bahasa. Kondisi ini menunjukkan perlunya sintesis sistematis terhadap bukti empiris terkait implementasi *Communicative Language Teaching* (CLT) dalam pembelajaran berbicara bahasa Arab. Penelitian ini bertujuan untuk mengkaji pola implementasi, tantangan pedagogis, serta manfaat dan implikasi CLT dalam pembelajaran keterampilan berbicara bahasa Arab pada jenjang Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), dan Madrasah Aliyah (MA). Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan mengacu pada pedoman PRISMA. Pencarian literatur dilakukan melalui basis data Google Scholar dan Semantic Scholar. Sebanyak 14 artikel ilmiah terpilih yang dipublikasikan pada periode 2020–2025, ditulis dalam bahasa Indonesia, Arab, atau Inggris, serta terindeks SINTA 1-3 atau jurnal internasional bereputasi dianalisis secara sistematis. Hasil sintesis menunjukkan bahwa implementasi CLT bersifat adaptif di berbagai jenjang pendidikan dan secara konsisten meningkatkan kemampuan berbicara, kepercayaan diri, serta motivasi belajar siswa. Namun demikian, tantangan utama masih meliputi keterbatasan kompetensi guru, budaya belajar pasif, dan minimnya lingkungan berbahasa Arab. Temuan ini memiliki implikasi pedagogis bagi penguatan pembelajaran bahasa Arab berbasis pendekatan komunikatif di madrasah.

Kata Kunci: *Pendekatan komunikatif, Ketrampilan Berbicara, Tinjauan Literatur Sistematis*

Introduction

Speaking skills (maharah kalām) represent a major productive competency in learning Arabic and are often used as a benchmark for successful communicative language proficiency.¹ These skills are not only related to the ability to pronounce language sounds appropriately, but also reflect the learner's ability to verbally express ideas, ideas, and feelings in a meaningful social context.² As a result, the teaching of Arabic should ideally go beyond grammatical mastery to focus on the

¹ Sadam Samal, "Arabic Speaking Skills (Maharah Al-kalam) Students of the Department of Islamic Religious Education (Pai) Semester I and III of Ta. 2016/2017 Faculty of Tarbiyah and Teacher Training Iain Ambon," *Kuttab: Student Scientific Journal* 2, no. 1 (September 2021): 57, <https://doi.org/10.33477/kjim.v2i1.2069>.

² Fitriyani, "Improving Oral Language Skills Through Image Media in Group A Children Aged 4-5 Years Kindergarten Khalifah 7 Palembang in 2017," *Proceedings of the National Seminar on Education FKIP University of Muhammadiyah Palembang* Vol. 2 No. 1 January-December 2017.

practical application of the language in an authentic communicative context.

The development of language learning paradigms reflects a shift from structural approaches to a functional-communicative orientation, grounded in the theory of communicative competence, which encompasses grammatical, sociolinguistic, discourse, and strategic competencies. Within this framework, Communicative Language Teaching (CLT) emerged as an approach that emphasizes the development of learners' communicative abilities through meaningful interaction rather than the memorization of linguistic rules. In Indonesia, Arabic speaking skills at the level of Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) have a very high urgency as the foundation of global communication and the deepening of religious literature. Although the demands of the latest curriculum encourage the integration of communicative approaches, the implementation of CLT in madrasah settings often faces complex challenges, ranging from teacher workloads to the limitations of a language environment that supports active interaction. Various primary studies have been conducted to examine the effectiveness of CLT at various levels of education, but the findings are still partial and scattered across the literature without any clear pattern unification. Current traditional literature reviews often have limitations in terms of subjectivity and lack of transparency of search methodology.

Based on this framework, ideal Arabic learning is expected to take place in an active (bi'ah lughawiyyah), authentic, and student-centered environment³ with teachers acting as facilitators of meaningful interactions.⁴ However, empirical studies in the context of Arabic language teaching, particularly in madrasah settings, show that these ideal instructional principles are not always fully realized in classroom practice. Previous research has reported variations in how communicative activities are carried out, as well as the challenges associated with balancing students' fluency, accuracy, and confidence in speaking. This gap between theoretical expectations and pedagogical reality highlights the need for a systematic synthesis of existing studies

³ Dafa Nur and Zulheddi, "Fostering Arabic Language Proficiency Through Ahaslides-Based Instructional Materials: A Qualitative Study in Indonesian Secondary Education," *Alibbaa': Journal of Arabic Language Education* 6, no. 2 (July 2025): 264–82, <https://doi.org/10.19105/ajpba.v6i2.20482>.

⁴ Muchsinul Khuluq, *Learning Arabic Language Skills* (2019; Source: Media Publishing Ambassador).

to better understand how CLT is actually applied in Arabic-language teaching. Despite this growing body of research, these studies are predominantly conducted in isolated contexts and educational levels, resulting in fragmented findings that have not yet been systematically integrated.

Existing empirical literature further indicates that the communicative orientation advocated in Arabic language pedagogy has not been consistently realized in instructional practice in all Indonesian madrassas (MI, MT, and MA). A large number of studies investigating the implementation of Communicative Language Teaching (CLT) in Arabic-language teaching report persistent limitations in students' verbal proficiency despite the presence of an interactive approach. The study documents a wide range of challenges that can be systematically classified into several analytical categories. Teacher-related challenges often include limited conceptual understanding of CLT and difficulties in operationalizing communicative principles in classroom settings, which often perpetuate grammar-focused, text-centered instruction.⁵ Student-related challenges involve limited vocabulary resources, low confidence in verbal expression, disruption from first language habits, and uneven first and second language mastery.⁶ In addition, instructional and environmental challenges include excessive reliance on the first language during teaching, limited teaching time, classroom management constraints, and the absence of a supportive Arabic-speaking environment.⁷ . Although these issues have been repeatedly reported, existing studies remain fragmented in terms of research focus, methodological orientation, and contextual scope. As a result, there is a lack of integrative synthesis that systematically maps the repetitive patterns of CLT implementation and related pedagogical challenges in

⁵ Nanang Kosim et al., "The Use of Task-Based Language Teaching Methods (TBLT) to Improve Arabic Language Skill Learning Outcomes," *Alibbaa': Journal of Arabic Language Education* 5, no. 2 (July 2024): 144–65, <https://doi.org/10.19105/ajpba.v5i2.14804>.

⁶ Muchsinul Khuluq and Siti Zulaikha, "Tadakhkhulu Al-Lughatu al-Umm Fî Mahârati al-Kalâm Bimarkazi al-Lughah al-'Arabiyah Fî Ma'hadi al-'Inâyah The Source of the Lilbanât Stone of Replacement of Pamekasan," *Alibbaa': Journal of Arabic Language Education* 1, no. 1 (July 2020): 1–23, <https://doi.org/10.19105/ajpba.v1i1.3511>.

⁷ Danis Anindita Putri and Aurellia Septiara Az-Zahra, "Implementation of Community Language Learning and Communicative Language Teaching in English Language Teaching," *Karimah Tauhid* 3, no. 7 (July 2024): 7878–90, <https://doi.org/10.30997/karimahtauhid.v3i7.14185>.

Arabic-language teaching at the madrasah level. Despite the growing number of empirical studies, there is still a lack of integrative synthesis that systematically maps patterns of CLT implementation, recurring challenges, and pedagogical implications across MI, MTs, and MA contexts

Previous research on communicative approaches in Arabic-language teaching has increasingly emphasized the use of interactive activities and student active participation.⁸ However, cross-study analysis shows that most of the existing research still focuses on short-term classroom learning outcomes and has paid limited attention to the application of sustainable communicative approaches at different levels of education.⁹ Important pedagogical aspects, such as teacher readiness, instructional consistency, and classroom context, are often discussed only briefly or separately, resulting in a limited understanding of how communicative approaches are enacted in actual teaching practice.¹⁰ Although some studies report an improvement in students' speaking ability after communicative instruction, relatively few investigations have been examine how institutional and contextual factors influence these outcomes.¹¹ Additionally, classroom-based studies tend to prioritize observable performance improvements without adequately examining the long-term sustainability of communicative teaching practices.¹² As a result, the main limitation of existing research lies not in the absence of empirical findings, but in the lack of a comprehensive

⁸ Udin Zainudin, "Communicative Approaches in Arabic Language Learning and Its Implementation to Improve Maharatul Kalam," *HASBUNA : Journal of Islamic Education* 4, no. 2 (April 2024): 351–56, <https://doi.org/10.70143/hasbuna.v4i2.309>.

⁹ Asih Wiarsih, "The Effectiveness of Communicative Approaches in Improving Student Speech at SMA Negeri 1 Sukahaji Majalengka," *FLIP: Foreign Language Teaching Inquiry* 1, no. 1 (July 2022): 80–86, <https://doi.org/10.54213/flip.v1i1.159>.

¹⁰ Marta Alinda, "Implementing Communicative Approach In Teaching Speaking," *Constructivism: Journal of Education and Learning* 11, no. 2 (October 2019): 154–62, <https://doi.org/10.35457/konstruk.v11i2.725>.

¹¹ Zelia Maria Da Costa and Salvador Magno Ximenes, "Adapting Communicative Language Teaching Approaches to Improve University Students' English Speaking Skills: A Qualitative Case Study in Timor-Leste," *International Journal of Multilingual Education and Applied Linguistics* 2, no. 4 (November 2025): 01–10, <https://doi.org/10.61132/ijmeal.v2i4.390>.

¹² Afif Amrullah, "Tanmiyah Mahârah Al-Kalâm Bi Tathbiqi at-Tharîqah al-Ittishâliyyah: Al-Bahts at-Tanfidziy Fî al-Fiah Ad-Dirâsiyyah," *Alibbaa': Journal of Arabic Language Education* 2, no. 2 (July 2021): 105–23, <https://doi.org/10.19105/ajpba.v2i2.4701>.

and systematic synthesis that links implementation patterns, challenges, and pedagogical implications across research. Addressing this gap, the current systematic literature review offers a new contribution by integrating and synthesizing fragmented empirical evidence to produce a holistic understanding of the implementation of CLT in Arabic-language teaching across MI, MT, and MA levels. Given the fragmented nature of existing findings and the absence of cross-level integration, a systematic literature review is required to synthesize empirical evidence and provide a comprehensive understanding of CLT implementation in Arabic speaking instruction.

To date, there has been no systematic review that in-depth synthesizes the empirical evidence on how CLT is implemented, what real benefits it produces, and what systemic barriers arise specifically in the context of the three madrasah levels in Indonesia in an integrated manner. Without a comprehensive synthesis, educators and policy makers will find it difficult to get an accurate big picture to determine strategies to improve the quality of language education care in the future. This knowledge gap is the main motivation for this research to map what is already known and what is still unexplained in the related literature.¹³

Based on this background, the research questions formulated using the PICO(S) framework are as follows: (1) How has CLT been applied in *maharah kalām* instruction at the MI, MTs, and MA levels in the last five years, i.e. from 2020-2025? (2) What pedagogical challenges are consistently identified in CLT implementation at these levels? and (3) What are the reported benefits and pedagogical implications of CLT that emerge from the existing literature? Through an integrative synthesis of these dimensions, this research aims to provide evidence-based insights for educators, curriculum developers, and future researchers who want to improve Arabic-language teaching in the context of madrasahs.

Method

This study adopts a Systematic Literature Review (SLR) as the primary research design, employing a qualitative synthesis approach to integrate and analyze empirical findings related to the implementation of Communicative Language Teaching (CLT) in Arabic speaking

¹³ Gregian Carl Judilla et al., "Communicative Language Teaching for Enhancing Speaking Skills: A Systematic Literature Review," *Asshika: Journal of English Language Teaching & Learning* 3 (October 2025): 1.

instruction at the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) levels. The SLR design was selected to enable a comprehensive and structured synthesis of existing research, while ensuring transparency and minimizing selection bias through a systematic review protocol. The review process was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which provide a standardized framework for identifying, screening, and synthesizing relevant studies.

The review process began with the formulation of research questions, which served as the analytical framework for literature identification, data extraction, and synthesis.¹⁴ These research questions were designed to explore patterns of CLT implementation in maharah kalām instruction across the three madrasah levels during the period 2020–2025, to identify recurring pedagogical challenges reported in the literature, and to examine the benefits and pedagogical implications of CLT emerging from previous studies.

Literature searches were conducted using Google Scholar and Semantic Scholar, chosen for their broad coverage of education-focused and regionally indexed journals, including studies published in non-Western contexts. The search process employed Boolean combinations of keywords such as “*Communicative Language Teaching*,” “*CLT*,” “*Arabic speaking skills*,” “*maharah kalām*,” “*madrasah*,” “*MI*,” “*MTs*,” and “*MA*,” along with equivalent terms in Indonesian and Arabic (e.g., *تدريس اللغة العربية التواصلي*). This strategy was intended to capture a comprehensive range of studies relevant to Arabic speaking instruction in madrasah settings.

The retrieved studies were then evaluated based on predefined inclusion and exclusion criteria to ensure relevance and methodological rigor.¹⁵ Studies were included if they were published between 2020 and 2025, written in Indonesian, Arabic, or English, focused on MI, MTs, or MA levels, indexed in SINTA 1-3 or reputable international journals, and examined the implementation or pedagogical impact of CLT in Arabic speaking instruction. Studies conducted at higher education or

¹⁴ Olaf Zawacki-Richter et al., eds., *Systematic Reviews in Educational Research: Methodology, Perspectives and Application* (Wiesbaden: Springer Fachmedien Wiesbaden, 2020), <https://doi.org/10.1007/978-3-658-27602-7>.

¹⁵ Angela Carrera-Rivera et al., “How-to Conduct a Systematic Literature Review: A Quick Guide for Computer Science Research,” *MethodsX*9 (2022): 101895, <https://doi.org/10.1016/j.mex.2022.101895>.

professional levels, published outside the specified time frame, written in other languages, or addressing non-communicative instructional approaches were excluded from the review.

Table 1. Inclusion & Exclusion Criteria

Criteria	Description
Inclusion	The study was conducted in the period 2020-2025
	Language studies written in Indonesian, Arabic and English
	The study only discusses the level of MI MTs MA/equivalent
	SINTA 1-3 indexed study / indexed by reputable international journals
	Study focuses on the effectiveness of CLT for Arabic speaking skills
Exclusion	The study was conducted in a time span of less than 2020
	The study was not written in Indonesian, Arabic and English
	The study discusses the college or professional level outside the school level
	Low-quality/unindexed SINTA 1-3 study / reputable international journal
	Study discusses other approaches

Following the literature search, the retrieved studies were screened based on the predefined inclusion and exclusion criteria. This screening process was conducted in line with the PRISMA framework to ensure transparency and methodological rigor in the study selection procedure. The screening stage, referred to in this study as the *practical screening process*, consisted of three main phases: identification, screening, and eligibility.

At the identification phase, articles were initially filtered based on their titles, abstracts, and keywords to assess their relevance to communicative approaches in Arabic speaking instruction. Only studies explicitly addressing Communicative Language Teaching (CLT) were advanced to the next stage.

During the screening phase, the selected articles were further examined according to several criteria, including publication period (2020–2025), relevance to Arabic speaking skills within MI, MTs, and MA contexts, journal indexation status, and language of publication.

Only articles indexed in SINTA 1–3 or reputable international journals and written in Indonesian, Arabic, or English were retained, while studies that did not meet these criteria were excluded.

At the eligibility phase, the remaining articles underwent a quality appraisal process using a predefined quality checklist. This stage aimed to ensure that only methodologically sound and relevant studies were included in the final synthesis. Articles that met all screening and quality appraisal criteria were declared eligible for further analysis. A detailed overview of the screening stages, activities, and decisions applied at each phase is presented in Table 2, while the overall study selection flow is illustrated in the PRISMA flow diagram (Figure 1).

Table 2. Practical Screen

Steps	Activities	Remarks
1. Identification	Articles are filtered by title, abstract, and keywords.	Only articles examining the effectiveness of communicative approaches are forwarded to the next stage.
2. Screening	1. Selection of articles published between 2020–2025.	Focus on articles relevant to <i>CLT</i> and <i>speaking skills</i> in the context of learning Arabic at the MI, MTs, and MA levels.
	2. Selection of Reputable Sources Ensure articles are indexed by SINTA 1–3 or reputable international journals.	Journals outside this index are removed from the list.
	3. Language Check: The article must be written in Indonesian, Arabic, or English.	Other language articles are not included.
Eligibility	1. Quality Appraisal	Using the Quality Checklist
	2. Final Verdict	Articles that meet each criterion are declared worthy of further analysis.

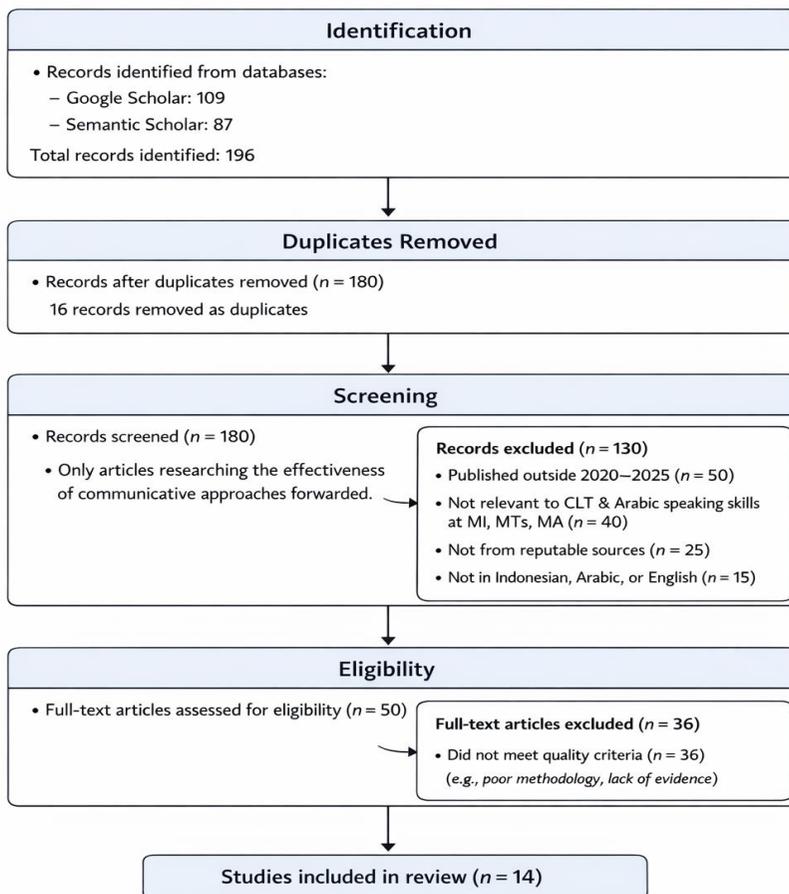


Figure 1. PRISMA flow diagram

Studies that successfully passed the screening stage were subsequently subjected to a systematic quality appraisal process. At this stage, a quality checklist was employed to assess the methodological credibility, relevance, and analytical rigor of each selected study. The checklist was designed to ensure that only studies meeting minimum quality standards were included in the final synthesis. Its development was informed by internationally recognized critical appraisal frameworks, such as the Critical Appraisal Skills Programme (CASP) and similar evaluation instruments commonly used in systematic reviews.

The quality appraisal focused on several key aspects, including the clarity and relevance of research objectives, the appropriateness of research design and methods, the suitability of research subjects (MI,

MTs, or MA), the explicit description of CLT strategies and procedures, the adequacy of data analysis techniques, and the presence of theoretical and pedagogical implications. In addition, attention was given to whether the studies reported research limitations and demonstrated a clear link between CLT implementation and improvements in Arabic speaking skills. All studies that fulfilled the quality criteria were retained for further analysis. A detailed overview of the quality assessment indicators and appraisal outcomes is presented in Table 3.

Table 3. Quality Checklist and Procedures

No	Study Quality Feasibility Assessment Indicators	Yes	No
1	Are the research objectives explicitly stated and relevant to the theme of CLT and Arabic speaking ability?	Yes	
2	Is the research design/method appropriate for assessing the implementation of communicative learning approaches?	Yes	
3	Are the research subjects from MI, MTs, or MA?	Yes	
4	Whether CLT strategies, techniques, or procedures are described in detail in the implementation of learning?	Yes	
5.	Are data analysis techniques fit the purpose and support the interpretation of the results strongly?	Yes	
7	Do the results of the study directly show a link between CLT and improved Arabic speaking ability?	Yes	
8	Does the Article mention the limitations of the research?	Yes	
9	Does the Article provide theoretical and practical implications for teachers or developers of Arabic curriculum?	Yes	
10	Is the article published in a reputable journal (SINTA 1–3)?	Yes	

Following quality appraisal, data extraction was carried out systematically for each eligible study to support structured and comparable analysis. This process involved a careful review of each article to extract information relevant to the objectives of the systematic literature review. The extracted data included the study title, publication identity (author, journal, year, volume, and journal index), educational level, research design, characteristics of CLT intervention, and alignment with the formulated research questions (RQ).

The extracted information served as the analytical foundation for cross-study comparison and thematic synthesis. A comprehensive summary of the extracted data from all included studies is presented in Table 4, which provides an overview of research characteristics and CLT implementation patterns across MI, MTs, and MA contexts.

Table 4. Results of Review Articles Related to the Research Title

No	Title	Article Identity (Author, Journal, Year, Volume, indeks journal)	Education level	Research Design	CLT intervention	Compatibility with RQ
1	Development of Communicative Methods with Gagné's Learning Theory for Students' Arabic Speaking Skills	Fadilah & Zukhaira Arabi: Journal of Arabic Studies, 8(2), 2023, SINTA 2.	MTs	Research and Development (R&D)	The implementation of CLT was developed through a communicative learning syntax based on Gagné's theory, including dialogue exercises, contextual question and answers, and step-by-step speaking practices.	RQ 1 Yes RQ 2 No RQ 3 Yes
2	Application of A Communicative Approach in Learning Arabic to Improve Students' Skills in Speaking Arabic	Halim, Tadrís Al-'Arabiyyah: Journal of Arabic Language Education and Linguistics, 1(2), 2022, SINTA 3	MA	Quasi-experimental	CLT is implemented through discussion activities, role play, and the use of Arabic in classroom interactions with teachers acting as facilitators.	RQ 1 Yes RQ 2 Yes RQ 3 Yes
3	The Communicative Learning Approach (Al-Madkhal Al-Ittishali) in Arabic Language Learning at Madrasah Ibtidaiyah	Qibtiyah, Tatsqifiy: Journal of Arabic Language Education, 5(1), 2024, Index Covernicus Internasional	MI	Qualitative descriptive	The implementation of CLT in MI is carried out through simple communicative activities such as short dialogues, contextual questions and answers, and the use of everyday expressions	RQ 1 Yes RQ 2 No RQ 3 Yes
4	Teaching Maharah Al-Kalam Outside the Classroom	Mustofa, N. H., Rifa'i, A., & Muttaqin, I. Ta'lim Al-	MA	Qualitative Descriptive	CLT implementation is carried out through dialogue,	RQ 1 Yes RQ 2 No RQ 3 Yes

	Based on a Communicative Approach (Ta'lim Maharah Al-Kalam Kharij Al-Fasl 'Ala Dloui Almadkhal Al-Itthishali)	'Arabiyyah: Journal of Arabic Language Education & Linguistics, 4(1), 2020, SINTA 2			role play, social interaction outside the classroom	
5	Communicative Method with Gender-Based Role Play in Kalām Learning	Musyrifah, F. A., & Luthfi, K. M. Alsinah. Journal of Arabic Studies, 3(1), 2021, SINTA 3	MA	Qualitative Descriptive	CLT is implemented through communicative role play techniques based on social (gender) issues, so that speaking practice not only trains language but also Value Meaning.	RQ 1 Yes RQ 2 Yes RQ 3 Yes
6	The Mubāsyarah Method in Teaching Arabic Speaking Skills: Analysis of Studies Using the Al-Ittishālī (Communicative) Approach	Ritonga, N., Putra, W. H., & Isnaini, R. Al-Ta'rib: Scientific Journal of the Arabic Language Education Study 12(1), 2024, SINTA 2	MA	Quantitative correlational	CLT is applied through the <i>mubāsyarah method</i> with a communicative approach that emphasizes the practice of direct speaking, vocabulary enrichment, and pronunciation closer to native speakers.	RQ 1 Yes RQ 2 Yes RQ 3 Yes
7	Communicative Approach-Based Arabic Language Learning in Non-Pesantren Madrasahs	Baroroh, R. U., & Tolinggi, S. O. R.. Journal of Arabic Learning, 2020, SINTA 2	MTs	Qualitative Descriptive	The implementation of CLT is carried out through functional dialogue, contextual questions and answers, and oral communication exercises in non-pesantren classes with teachers as facilitators.	RQ 1 Yes RQ 2 No RQ 3 Yes
8	The Effectiveness of Communicative Arabic	Nuruddin, A., Sutaman, Mubaligh, A., et al. Al	MA	Quasi-experimental	CLT is implemented through value-based	RQ 1 Yes RQ 2 No RQ 3 Yes

	Language Teaching Materials in Light of the Message of Moderate Values	Bayan Journal: Journal of the Arabic Language Department, 17(2), 2025, SINTA 2			communicative teaching materials that contain dialogue, interaction exercises, and contextual texts to support meaningful use of language.	
9	Implementation of Communicative Learning Approach in Improving Maharah Kalam (Speaking Skills) at Marhalah Wustho	Trisnawati, M. W. & A.). AsSabiqun, 7(1), 2025, SINTA 3	MTs	Classroom Action Research	CLT is applied through structured communication exercises such as muhawarah, istima', dialogue, and the habit of speaking Arabic in classroom activities.	RQ 1 Yes RQ 2 No RQ 3 Yes
10	Improving Students' Speaking Skills Through a Communicative Approach in Grade V Elementary School	Rohani & Arifi. Journal of Innovation in Education and Teaching, 2(3), 2022, SINTA 3	MI	Classroom Action Research	The implementation of CLT is carried out through the creation of <i>bi'ah 'arabiyyah</i> , the practice of speaking directly, and a reduction in emphasis on memorizing grammar rules	RQ 1 Yes RQ 2 Yes RQ 3 Yes
11	Implementation of the Communicative Approach in Improving Arabic Language Skills	Zaid, A. H.. At-Ta'dib, 7(2), 2024, SINTA 2	MA	Studi konseptual–deskriptif	The implementation of CLT is illustrated through student-centered learning, the use of communicative tasks, and the integration of four language skills in a real-world context.	RQ 1 Yes RQ 2 Yes RQ 3 Yes
12	Enhancing Vocabulary, Dialogue, and Writing Skills in Arabic Through Communicative Language Teaching	Ekawati, D., Hidayat, H., D., & Rosyada, D. <i>International Journal of Religion</i> , 2024	MA	quasi-eksperimen	A conversation exercise that mimics real-life situations. Use of vocabulary in a social context. The task of writing a communicative	RQ 1 Yes RQ 2 Yes RQ 3 Yes

					text, not just a mechanic.	
13	Tanmiyah mahârah al-kalâm bi tathbîqi tharîqah ittishâliyyah: al-bahts at-tanfidziy fî al-fiah ad-dirâsiyyah.	Amrullah,A. <i>Alibbaa'</i> : <i>Jurnal Pendidikan Bahasa Arab</i> , 2021, Vol. 2(2) SINTA 3	MTs	Classroom Action Research	Learning activities include: Repeated conversation exercises in class, Verbal interaction between students and teachers and between students. Tests oral repeated, used as a speech development evaluation tool from session to session.	RQ 1 Yes RQ 2 Yes RQ 3 Yes
14	The development of Arabic teaching materials is based on a communicative approach.	Aflisia, N., & Hazuar, H. <i>Arabiyatuna: Jurnal Bahasa Arab</i> , 2020, Volume 4(1),SINTA 2	MTs	Research and Development (R&D)	The implementation of Communicative Language Teaching (CLT) in this study is carried out through the development of teaching materials that emphasize the use of Arabic functionally and contextually. The principles of CLT are embodied in the presentation of dialogues, interactive exercises, and paired activities that encourage meaningful communication between students.	RQ 1 Yes RQ 2 No RQ 3 Yes

The final stage of the review involved the synthesis of the extracted data through a qualitative analytical process. Data were analyzed by considering the findings, methodological contexts, and educational settings of each study. Through cross-study comparison, recurring patterns of CLT implementation, pedagogical challenges, and reported outcomes were identified and interpreted in relation to the research questions. This synthesis process enabled the formulation of

integrative conclusions that reflect general trends and evidence-based insights derived from the reviewed literature.

Results and Discussion

Based on the selection process and narrative synthesis of 14 scientific articles published in the 2020–2025 period, this study identifies a number of key findings related to the implementation of Communicative Language Teaching (CLT) in mahārah kalām learning at the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) levels. These findings are organized around implementation patterns, pedagogical challenges, and reported learning benefits and implications. These results are presented using a narrative synthesis approach, allowing findings to be interpreted across studies rather than reported individually.

CLT Implementation Pattern in Mahārah Kalām Learning

A synthesis of 14 articles shows that the implementation of Communicative Language Teaching (CLT) in *learning mahārah kalām* at the MI, MTs, and MA levels displays a gradual and adaptive pattern according to the cognitive development and institutional context of students. At the Madrasah Ibtidaiyah (MI) level, CLT is generally implemented through simple communicative activities, such as short dialogues, contextual questions and answers, the use of everyday expressions, and the habit of speaking in a safe and supportive classroom environment.¹⁶ This pattern emphasizes the formation of speaking confidence and language habits from an early age, rather than an emphasis on complex grammatical accuracy.¹⁷

¹⁶ Mayada Mariyatul, "Communicative Learning Approach (Al-Madkhal Al-Ittishali) in Arabic Learning in Madrasah Ibtidaiyah," *Tatsqifiy: Journal of Arabic Language Education* 5, no. 1 (January 2024): 11–22, <https://doi.org/10.30997/tjpba.v5i1.11092>.

¹⁷ Aripsi Aripsi and Rohani Rohani, "IMPROVING STUDENTS' SPEAKING SKILLS THROUGH A COMMUNICATIVE APPROACH OF CLASS V SD NEGERI BILE TENGAH," *EDUCATOR : Journal of Educator and Education Personnel Innovation* 2, no. 3 (November 2022): 277–86, <https://doi.org/10.51878/educator.v2i3.1642>.

At the Madrasah Tsanawiyah (MTs) level, the implementation of CLT shows a higher level of complexity.¹⁸ ¹⁹Learning activities began to be directed at functional dialogues, *role plays*, guided discussions, and systematic gradual communication exercises.²⁰ ²¹Some studies develop CLT through specific instructional designs, such as the integration of Gagné's learning theory and development of communicative teaching materials, which aims to strengthen the relationship between linguistic input and students' oral communication practices.²²

Meanwhile, at the Madrasah Aliyah (MA) level, CLT is applied more extensively and contextually.²³ ²⁴ The implementation pattern includes communication practices inside and outside the classroom, simulation of real social situations, the *mubāsyarah* method, as well as the integration of social values and religious moderation in speaking

¹⁸ Muallim Wijaya and Ayu Trisnawati, "The Implementation of the Communicative Learning Approach in Improving Maharah Kalam in Marhalah Wustho of the Nurul Jadid Foreign Language Development Institute," *AS-SABIQUN* 7, no. 1 (January 2025): 155–69, <https://doi.org/10.36088/assabiqun.v7i1.5567>.

¹⁹ Noza Aflisia and Hazuar Hazuar, "Development of Arabic Language Teaching Materials Based on a Communicative Approach," *Arabiyatuna : Journal of Arabic Language* 4, no. 1 (May 2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

²⁰ Afif Amrullah, "Tanmiyah Mahârah Al-Kalâm Bi Tathbîqi at-Tharîqah al-Ittishâliyyah: Al-Bahts at-Tanfîdîy Fî al-Fiah Ad-Dirâsiyyah," *Alibbaa': Journal of Arabic Language Education* 2, no. 2 (July 2021): 105–23, <https://doi.org/10.19105/alb.v2i2.4701>.

²¹ Baroroh, R U and Tolinggi, S O R, "Arabic Learning Base On A Communicative Approach In Non-Pesantren School," *IZAZ ARABY: Journal of Arabic Learning*, ahead of print, 2020, <https://doi.org/10.36088/izaz-araby.v7i1.1380>.

²² Fitri Nurul Fadilah and Zukhaira Zukhaira, "Development of Communicative Methods with Gagne Learning Theory for Students' Arabic Speaking Skills," *Arabic : Journal of Arabic Studies* 8, no. 2 (December 2023): 230–43, <https://doi.org/10.24865/ajas.v8i2.596>.

²³ Nur'ainun Ritonga, Wahyu Hanafi Putra, and Rohmatun Lukluk Isnaini, "Tarîqah Mubāsyarah in The Learning of Arabic Speaking Skill: Study Analysis with Al-Ittishâli Approach," *Al-Ta'rib : Scientific Journal of the Arabic Language Education Study Program IAIN Palangka Raya* 12, no. 1 (June 2024): 203–14, <https://doi.org/10.23971/altarib.v12i1.8092>.

²⁴ Fahmi Najib Halim1 and , Masri'ah Masri'ah2 , Nena Nurwahidah, "Application of A Communicative Approach in Learning Arabic to Improve Students' Skills in Speaking Arabic," *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2022), <https://doi.org/10.15575/ta.v2i2.21049>.

activities.²⁵²⁶²⁷ At this level, CLT serves not only as a pedagogical approach, but also as a means of building reflective and socially meaningful communicative competencies.²⁸²⁹ This pattern directly addresses Research Question 1 regarding CLT implementation patterns.

Pedagogical Challenges in the Implementation of CLT

The results of the literature synthesis show that the challenges of implementing CLT in *mahārah kalām learning* are multidimensional and consistent across educational levels, albeit with different intensities. The most dominant challenges came from the teacher aspect, in particular the limitations of conceptual understanding of CLT principles and difficulties in translating communicative approaches into authentic classroom activities.³⁰ A number of studies note that learning practices still tend to remain in structural and teacher-centric patterns, despite declaratively claiming to use CLT³¹

From the student's side, the main challenges include limited vocabulary, low self-confidence, speech anxiety, and first language interference.³² This condition is exacerbated by the previously formed culture of passive learning, so that students need a relatively long adaptation time to be actively involved in oral communication in Arabic. In addition, most studies report a lack of an Arabic-speaking

²⁵ Nurul Hana Mustofa, Arwan Rifa'i, and Imam Muttaqin, "TA'LĪM MAHĀRAH AL-KALĀM KHĀRIJ AL-FASL 'ALA DLAUI AL-MADKHAL AL-ITTHISHĀLĪ," *Ta'lim al-'Arabiyyah: Journal of Arabic Language Education & Linguistics* 4, no. 1 (June 2020): 61–74, <https://doi.org/10.15575/jpba.v4i1.8228>.

²⁶ Ahmad Nuruddin et al., "The Effectiveness of Communicative Arabic Language Teaching Materials in Light of the Message of Moderate Values," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 17, no. 2 (December 2025): 294–311, <https://doi.org/10.24042/gjjj6p97>.

²⁷ Furaida Ayu Musyriifa and Khabibi Muhammad Luthfi, "Communicative Methods with Gender-Based Role Play in Kalām Learning," *Alsina: Journal of Arabic Studies* 3, no. 1 (February 2021): 103–36, <https://doi.org/10.21580/alsina.3.1.6300>.

²⁸ Abdul Hafidz Bin Zaid et al., "The Implementation of a Communication Approach in Improving Arabic Language Skills," *Al Mi'yar: Scientific Journal of Arabic Language Learning and Arabic Language* 7, no. 2 (September 2024): 682, <https://doi.org/10.35931/am.v7i2.3769>.

²⁹ Dian Ekawati, H.D. Hidayat, and Dede Rosyada, "Enhancing Vocabulary, Dialogue, and Writing Skills in Arabic through Communicative Language Teaching: An Experimental Study," *International Journal of Religion* 5, no. 9 (June 2024): 896–907, <https://doi.org/10.61707/5880sz57>.

³⁰ Halim, 2022; Amrullah, 2021

³¹ Zaid, 2024; Ekawati, 2024

³² Musyriifa, 2021; Mustofa, 2020

environment (*bi'ah lughawiyah*) outside the classroom, which limits the sustainability of students' communicative practices.

Other challenges that arise are institutional limitations, such as narrow learning time allocation, large class sizes, and uneven availability of communicative teaching materials.³³ This condition causes the implementation of CLT to be partial and inconsistent between meetings, so that the potential for a communicative approach has not been fully realized. These findings respond to Research Question 2 concerning pedagogical challenges.

Learning Benefits and Pedagogical Implications of CLT

Despite these challenges, all of the studies reviewed consistently reported that CLT provided significant benefits to improving students' Arabic speaking skills.³⁴ Quantitatively, findings from quasi-experimental studies consistently showed a higher *increase in mahārah kalām* scores in the group taught using CLT compared to conventional approaches.³⁵ Qualitatively, CLT has been proven to create a more interactive, fun, and meaningful learning atmosphere.³⁶

The benefits of CLT are not limited to linguistic aspects, but also include affective and social dimensions. Communicative learning increases students' confidence, learning motivation, courage to convey ideas, and the ability to interact collaboratively. Some studies have also shown that CLT allows for the integration of character values, such as religious moderation, gender equality, tolerance, and social justice, through authentic communication contexts.³⁷ These benefits and implications correspond to Research Question 3.

From a cross-study and comparative perspective, several interpretative patterns can be identified. Overall, this systematic review confirms that CLT is an effective, adaptive, and relevant approach to the development of *mahārah kalām* at the MI, MTs, and MA levels. The implementation of CLT shows a progressive pattern as the level of education increases, but its effectiveness is highly dependent on the pedagogical readiness of teachers, institutional support, and the existence of a supportive language environment.³⁸ When compared

³³ Ritonga, 2024

³⁴ Zaid; 2024; Amrullah, 2021

³⁵ Nuruddin, 2025; Trisnawati, 2025; Ekawati, 2024

³⁶ Baroroh, 2020; Mustofa, 2020; Qibtiyah, 2024; Musyriifa, 2021

³⁷ Fadilah, 2023; Spiritual, 2022; Trisnawati, 2025

³⁸ Ekawati, 2024; Nuruddin, 2025; Trisnawati, 2025

across methodologies, experimental and quasi-experimental studies tend to report more measurable improvements in speaking skills, while qualitative studies and PTK provide a more in-depth picture of classroom dynamics and students' adaptation processes to communicative learning.³⁹ The differences in findings between studies can largely be explained by variations in geographic contexts, student backgrounds, as well as consistency in CLT implementation in real practice. Cross-level analysis showed that CLT was most stable applied at the MA level, as students had better linguistic and cognitive maturity.⁴⁰ In contrast, at the MI and MTs levels, the success of CLT is highly dependent on teachers' ability to simplify communicative activities and create a sense of security for students.⁴¹ Theoretically, these findings are in line with the concept of *communicative competence* which emphasizes meaningful interaction as the core of language acquisition.⁴²

The main strength of this SLR lies in the synthesis across educational levels and the last five-year time span, which allows for a comprehensive mapping of CLT implementation patterns. However, limitations remain, especially in the dominance of small-scale studies, relatively short duration of interventions, and variations in methodological quality between primary studies. In addition, most of the research still focuses on the context of face-to-face classes and has not explored much technology integration.

Based on the synthesized findings, several pedagogical implications can be drawn. These findings imply that the application of CLT in Arabic language learning needs to be supported by sustainable teacher training policies, the development of contextual communicative teaching materials, and the creation of *bi'ah lughawiyah* in the madrasah environment. Theoretically, these SLR results reinforce CLT's position as an approach that not only improves linguistic competence, but also shapes the affective and social dimensions of language learners. Based on this synthesis, future research needs to be directed to longitudinal studies to examine the sustainability of CLT impacts, exploration of the integration of digital technologies in Arabic communicative learning, as well as comparative research across regions and types of educational institutions. In addition, a more in-depth study

³⁹ Baroroh, 2020; Mustofa, 2020; Musryifa, 2021

⁴⁰ Nuruddin, 2025; Musyrifa, 2021

⁴¹ Baroroh, 2020; Amrullah, 2021

⁴² Cannale, Michae, "Communicative Competence to Communicative Language Pedagogy," *Longman, London, 1983*. (Longman, London, 1983.), n.d.

is needed on teacher readiness and effective CLT training models in the context of Indonesian madrasahs.

Conclusion

This Systematic Literature Review (SLR) synthesizes empirical studies on the implementation of Communicative Language Teaching (CLT) in mahārah kalām instruction at the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) levels published between 2020 and 2025. By integrating findings across educational levels and research designs, this review provides a comprehensive understanding of CLT practices that have previously been fragmented across isolated contexts.

The findings demonstrate that CLT implementation in Arabic speaking instruction is progressive and context-dependent, developing in accordance with learners' cognitive stages and institutional settings. Distinct implementation patterns emerge at each educational level, confirming that communicative competence is constructed gradually—from basic communicative activities to reflective and socially meaningful interaction. Methodologically, this study contributes through the application of a transparent PRISMA-guided SLR and narrative synthesis, enabling cross-study interpretation of patterns, challenges, and outcomes.

Practically, the effectiveness of CLT is closely linked to teachers' pedagogical readiness, the availability of contextual communicative materials, and the presence of a supportive Arabic-speaking environment (bi'ah lughawiyah). Finally, this review highlights the need for future research focusing on longitudinal impacts of CLT, technology-integrated communicative learning, and comparative studies across institutional contexts to further strengthen Arabic language pedagogy in madrasah education.

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