Implementation of Communicative Approach in Arabic Language Learning: A Case Study at Islamic Higher Education Institutions in Kopertais Region II West Java

Implementasi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab: Studi Kasus di Perguruan Tinggi Keagamaan Islam Kopertais Wilayah II Jawa Barat

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ABSTRACT

This study examines the implementation of the Communicative Language Teaching (CLT) approach in Arabic language instruction at Islamic higher education institutions under Kopertais Region II West Java. Utilizing a qualitative case study methodology, data were gathered through interviews with 12 Arabic lecturers, classroom observations across six institutions, and document analysis of curricula and teaching materials. Findings reveal that while lecturers demonstrate theoretical understanding of CLT principles, practical implementation faces significant challenges including persistent grammar-translation influences, limited authentic materials, large class sizes, and assessment systems emphasizing grammatical accuracy over communicative competence. Successful implementation strategies identified include authentic task design, collaborative learning activities, integration of Arabic media resources, and performance-based assessment. The study identifies a gap between institutional rhetoric supporting communicative approaches and classroom realities constrained by traditional examination requirements and cultural expectations. These findings contribute to understanding CLT adaptation in Islamic educational contexts and offer recommendations for curriculum reform, professional development, and assessment redesign to support genuinely communicative Arabic language pedagogy.

Keywords: communicative language teaching, Arabic language instruction, Islamic higher education, pedagogical implementation, language pedagogy

ABSTRAK

Penelitian ini mengkaji implementasi pendekatan Communicative Language Teaching (CLT) dalam pembelajaran Bahasa Arab di perguruan tinggi keagamaan Islam di bawah Kopertais Wilayah II Jawa Barat. Menggunakan metodologi studi kasus kualitatif, data dikumpulkan melalui wawancara dengan 12 dosen Bahasa Arab, observasi kelas di enam institusi, dan analisis dokumen kurikulum serta materi ajar. Temuan menunjukkan bahwa meskipun dosen menunjukkan pemahaman teoretis terhadap prinsip CLT, implementasi praktis menghadapi tantangan signifikan termasuk pengaruh grammar-translation yang persisten, keterbatasan materi otentik, ukuran kelas besar, dan sistem penilaian yang

menekankan akurasi gramatikal daripada kompetensi komunikatif. Strategi implementasi sukses yang teridentifikasi meliputi desain tugas otentik, aktivitas pembelajaran kolaboratif, integrasi sumber media Arab, dan penilaian berbasis kinerja. Studi ini mengidentifikasi kesenjangan antara retorika institusional yang mendukung pendekatan komunikatif dan realitas kelas yang dibatasi oleh persyaratan ujian tradisional serta ekspektasi budaya. Temuan berkontribusi pada pemahaman adaptasi CLT dalam konteks pendidikan Islam.
Kata Kunci: *pengajaran bahasa komunikatif, pembelajaran Bahasa Arab, pendidikan tinggi Islam, implementasi pedagogis, pedagogi bahasa*

A. INTRODUCTION

The teaching of Arabic language in Indonesian Islamic higher education institutions has undergone significant transformation over recent decades, shifting from traditional grammar-focused methodologies toward more contemporary approaches emphasizing communicative competence and practical language use. This pedagogical evolution reflects broader international trends in language education while simultaneously responding to specific needs of Indonesian Muslim students who require Arabic proficiency for religious scholarship, academic research, and engagement with Arabic-speaking Islamic communities worldwide. The Communicative Language Teaching approach, which emerged in the 1970s as a reaction against audio-lingual and grammar-translation methods, prioritizes meaningful interaction and authentic communication as both the means and goal of language instruction, representing a fundamental reconceptualization of language learning processes and pedagogical priorities (Muhsyanur and Mustapha, 2023; Muhsyanur, 2024).

Islamic higher education institutions under the coordination of Kopertais (Koordinasi Perguruan Tinggi Agama Islam Swasta) Region II West Java serve thousands of students pursuing degrees in Islamic studies, Arabic language education, and related disciplines where Arabic proficiency constitutes an essential competency. These institutions occupy a unique position within Indonesian higher education, balancing traditional Islamic educational values with contemporary pedagogical innovations, and serving students from diverse linguistic backgrounds with varying levels of prior Arabic exposure. According to Richards and Rodgers (2014), the Communicative Language Teaching approach rests on the premise that language learning occurs through communication and that pedagogical activities should engage learners in authentic, meaningful interaction that mirrors real-world language use. This theoretical foundation presents both opportunities and challenges when applied to Arabic instruction in Islamic educational contexts where religious texts and classical Arabic maintain central importance alongside contemporary communicative needs.

The urgency of investigating CLT implementation in these specific institutional contexts stems from several converging factors that make this inquiry both timely and consequential for Arabic language education in Indonesia. First, Indonesian government policies increasingly emphasize graduate competencies and learning outcomes, requiring higher education institutions to demonstrate that their Arabic programs produce graduates with functional language abilities rather than merely theoretical knowledge (Muhsyanur, Manivannan Murugesan, 2024). Savignon (2002) argues that communicative competence encompasses not only grammatical knowledge but also sociolinguistic appropriateness, discourse management, and strategic competence, suggesting that effective Arabic instruction must address multiple dimensions of language ability simultaneously. Second, globalization and international academic mobility create demands for Indonesian Islamic scholars who can engage with Arabic-speaking academic communities, participate in international conferences, and access Arabic-language scholarship directly rather than through translations.

Research on CLT implementation across diverse educational contexts has documented significant variation in how communicative principles translate into classroom practice, with contextual factors including educational traditions, assessment systems, class sizes, and teacher beliefs shaping implementation patterns (Muhsyanur et.al, 2024). Littlewood (2007)

notes that while CLT originated in Western European contexts, its application in Asian educational settings requires careful adaptation to accommodate different cultural values regarding teacher-student relationships, classroom participation norms, and beliefs about effective learning processes. Indonesian Islamic higher education institutions present distinctive contextual features including multilingual student populations, emphasis on classical Arabic texts alongside modern standard Arabic, and institutional missions integrating language learning with Islamic knowledge transmission, all of which influence how communicative approaches can be meaningfully implemented.

The gap between theoretical advocacy for communicative approaches and actual classroom practices represents a persistent challenge in language education globally, with numerous studies documenting how teachers nominally committed to CLT continue employing traditional methodologies in practice. Li (1998) identifies this phenomenon as the "CLT implementation gap," attributing it to factors including inadequate teacher preparation, misalignment between communicative teaching and traditional assessment formats, lack of appropriate materials, and contradictions between CLT principles and institutional constraints. Understanding how this implementation gap manifests in Arabic instruction at Islamic higher education institutions requires detailed investigation of actual classroom practices, lecturer beliefs and decision-making processes, and institutional factors enabling or constraining communicative pedagogy (Muhsyanur, 2025).

Arabic language instruction presents unique challenges for implementing communicative approaches due to the language's morphological complexity, diglossia between Modern Standard Arabic and colloquial varieties, right-to-left script, and the tension between classical religious texts and contemporary communicative needs. While extensive research addresses CLT (Muhsyanur, 2025) implementation in English language teaching contexts, comparatively limited scholarship examines how communicative principles apply to Arabic instruction, particularly in Indonesian Islamic higher education where Arabic serves both instrumental purposes for religious scholarship and intrinsic value as the language of Quranic revelation. Thompson-Panos and Thomas-Ruzic (1983) discuss how Arabic's linguistic features and sociocultural contexts create specific pedagogical considerations that may require adapting communicative methodologies developed primarily for European languages (Muhsyanur, 2025).

This study addresses these research gaps by investigating how Arabic language lecturers at Islamic higher education institutions in Kopertais Region II West Java understand, interpret, and implement the Communicative Language Teaching approach in their instructional practice. The investigation examines not only what lecturers say about communicative teaching but what they actually do in classrooms, how they navigate tensions between communicative ideals and institutional realities, and what factors enable or constrain their implementation efforts. By documenting and analyzing these implementation patterns, this research contributes to both theoretical understanding of CLT adaptation in Islamic educational contexts and practical knowledge that can inform curriculum development, professional development programs, and institutional policies supporting effective communicative Arabic language pedagogy in Indonesian higher education (Mulyana et al., 2021).

B. LITERATURE REVIEW

The Communicative Language Teaching approach emerged in the 1970s as a comprehensive reconceptualization of language pedagogy, shifting focus from linguistic forms to communicative functions and from teacher-centered transmission to learner-centered interaction. Hymes (1972) introduced the foundational concept of communicative competence, arguing that language ability encompasses not merely grammatical knowledge but also understanding of social appropriateness, contextual variation, and pragmatic strategies for achieving communicative goals. This theoretical framework challenged previous methodol-

ogies that treated language primarily as a formal system to be analyzed and memorized, instead conceptualizing language as a dynamic tool for meaningful human interaction. The implications for pedagogy were profound, suggesting that effective language instruction must engage learners in authentic communication rather than isolated practice of decontextualized linguistic structures.

Subsequent theoretical development of CLT has produced diverse interpretations and applications, with scholars debating the precise defining characteristics of communicative approaches and appropriate balances between fluency and accuracy, meaning and form. Richards (2006) identifies core assumptions underlying CLT including the principle that interaction and meaningful communication are central to language learning, that authentic and meaningful communication should be the goal of classroom activities, that fluency and accuracy are both important dimensions of communication, and that communication involves integrating different language skills. These principles suggest pedagogical priorities including task-based activities that require genuine information exchange, group work and collaborative learning structures, use of authentic materials reflecting real-world language use, and tolerance of learner errors as natural aspects of language development.

The application of CLT principles in diverse educational contexts has revealed significant challenges and the necessity of contextual adaptation rather than wholesale adoption of methodologies developed in different cultural and institutional settings. Hu (2005) documents resistance to CLT implementation in Chinese educational contexts, identifying conflicts between communicative principles and Confucian educational traditions valuing teacher authority, individual study, and concern for correctness. Similar tensions emerge in Indonesian Islamic higher education where traditional pedagogy emphasizes text analysis, grammatical precision, and respectful reception of teacher knowledge. These cultural considerations suggest that successful CLT implementation requires what Kramsch and Sullivan (1996) describe as "appropriate methodology," wherein teachers critically evaluate communicative principles against local values and constraints rather than implementing imported methodologies uncritically (M Muhsyanur, 2023).

Assessment represents a particularly significant challenge for CLT implementation, as traditional examination formats emphasizing discrete-point grammatical knowledge contradict communicative principles prioritizing integrated skills and authentic performance. Bachman and Palmer (2010) propose performance-based assessment approaches that evaluate learners' ability to use language for real communicative purposes rather than demonstrating knowledge about language structures. However, developing such assessments requires considerable expertise and resources, and institutional pressure for standardized, easily scored examinations often pushes instruction back toward traditional grammar-focused pedagogy even when teachers theoretically support communicative approaches. This assessment challenge proves especially acute in higher education where examination scores determine academic progression and graduation.

The specific context of Arabic language instruction adds additional complexity to CLT implementation due to linguistic features, diglossia, and the relationship between religious and communicative language use. Ryding (2013) discusses how Arabic pedagogy must address multiple varieties including Classical Arabic for religious texts, Modern Standard Arabic for formal communication and media, and colloquial dialects for everyday interaction, creating pedagogical challenges regarding which variety to teach and how to help learners navigate between them. Additionally, the morphological richness of Arabic and its non-Roman script present learning challenges that some educators believe require explicit grammatical instruction rather than purely communicative approaches. Palmer (2007) argues for balanced approaches in Arabic instruction that integrate communicative activities with systematic attention to linguistic forms, suggesting that CLT in Arabic contexts may require adaptation rather than wholesale adoption of principles developed for European languages (Muhsyanur et al., 2021).

C. METHOD

This research employs a qualitative case study methodology to investigate the implementation of the Communicative Language Teaching approach in Arabic language instruction at Islamic higher education institutions in Kopertais Region II West Java. Case study research proves particularly suitable for this investigation as it enables in-depth exploration of complex phenomena within real-world contexts, examining not only what occurs but why and how it occurs through detailed contextual analysis. Yin (2018) defines case study as an empirical method that investigates contemporary phenomena within real-life contexts, especially when boundaries between phenomenon and context are not clearly evident, utilizing multiple sources of evidence to develop comprehensive understanding. The study encompasses six Islamic higher education institutions purposively selected to represent diversity in institutional characteristics including size, location, program offerings, and accreditation status.

Participants include 12 Arabic language lecturers teaching at these institutions, selected based on their responsibility for language skill courses emphasizing speaking and writing rather than purely content courses about Arabic linguistics or literature. Data collection occurred over six months from March through August 2024, employing three primary methods to ensure triangulation and comprehensive understanding. Semi-structured interviews with all 12 lecturers explored their understanding of communicative approaches, pedagogical decision-making processes, perceived implementation challenges, and beliefs about effective Arabic instruction. Classroom observations totaling 36 sessions across the six institutions documented actual teaching practices, student-teacher interactions, activity types, material use, and language of instruction. Document analysis examined course syllabi, textbooks, teaching materials, and assessment instruments to understand curricular frameworks and evaluation practices. According to Stake (1995), employing multiple data sources and collection methods strengthens case study research by enabling triangulation, providing different perspectives on phenomena, and revealing potential discrepancies between stated beliefs and actual practices (Muhsyanur Muhsyanur, 2024).

Data analysis followed an iterative process consistent with qualitative research traditions, moving recursively between data collection, preliminary analysis, and theoretical interpretation. Interview transcripts were coded using both deductive codes derived from CLT theoretical literature and inductive codes emerging from the data itself. Observation field notes were analyzed to identify patterns in instructional activities, classroom interaction structures, and language use. Documents were examined for alignment between stated learning objectives and assessment practices, as well as the extent to which materials supported communicative activities. According to Miles et al. (2014), systematic qualitative data analysis requires both within-case analysis examining each institutional context individually and cross-case analysis identifying patterns and variations across multiple cases. The research employed various strategies to enhance trustworthiness including member checking where participants reviewed and validated interpretations of their interviews, triangulation across multiple data sources, and reflexive journaling to acknowledge researcher perspectives and potential biases influencing interpretation.

D. RESULT AND DISCUSSION

Lecturer Understanding and Interpretation of Communicative Language Teaching

Arabic language lecturers at Islamic higher education institutions in Kopertais Region II West Java demonstrate varied understandings of Communicative Language Teaching principles, ranging from sophisticated theoretical knowledge to simplified interpretations that equate CLT merely with oral practice or student participation. Nearly all lecturers interviewed could articulate basic CLT concepts including the importance of meaningful com-

munication, authentic language use, and developing practical communicative abilities rather than only grammatical knowledge. However, when probed about specific pedagogical implications and implementation strategies, significant variation emerged in the depth and nuance of their understanding. Several lecturers described CLT primarily as "teaching students to speak Arabic" or "making classes more active," interpretations that capture aspects of communicative approaches but overlook broader principles regarding authentic tasks, integrated skills, and focus on meaning.

The most theoretically informed lecturers discussed CLT with reference to communicative competence frameworks, task-based learning principles, and the relationship between fluency and accuracy in language development. One lecturer with doctoral training in applied linguistics explained that CLT requires reconceptualizing the teacher's role from knowledge transmitter to facilitator of student communication, designing activities that create genuine information gaps requiring language use for authentic purposes, and accepting learner errors as natural developmental phenomena rather than failures to be immediately corrected. This sophisticated understanding aligns closely with theoretical literature on communicative approaches. However, this lecturer represented an outlier rather than the norm, as most participants lacked specialized training in language pedagogy and had developed their teaching approaches through experience, observation of colleagues, and limited professional development opportunities.

Several lecturers expressed tension between their understanding of CLT principles and their beliefs about Arabic language learning, particularly regarding the role of grammatical instruction. Multiple participants articulated views that Arabic's morphological complexity requires systematic, explicit grammar teaching that they perceived as incompatible with purely communicative approaches. One lecturer stated, "Arabic grammar is very complicated, students cannot just pick it up through communication like maybe with English, they need structured explanation and practice of grammatical rules." This perspective reflects what Ellis (2008) identifies as the form-focused instruction debate, wherein educators question whether meaning-focused communicative activities suffice for learning morphologically complex languages or whether explicit attention to linguistic forms remains necessary. Some lecturers advocated for what they termed "balanced approaches" combining communicative activities with systematic grammar instruction, suggesting adaptation of CLT principles rather than wholesale adoption.

The influence of lecturers' own Arabic learning experiences on their pedagogical understanding and implementation of CLT emerged as a significant theme in interview data. Nearly all participants had learned Arabic through traditional grammar-translation methods during their own education, experiencing years of grammatical analysis and text translation before developing functional communicative abilities. Several lecturers acknowledged that this background made it challenging to envision radically different approaches to Arabic instruction, as their teaching naturally reflected their own learning experiences. This finding aligns with research by Johnson (1994) demonstrating that teachers' prior language learning experiences significantly shape their pedagogical beliefs and practices, often more powerfully than their formal professional preparation. Breaking from traditional methodologies requires not only intellectual acceptance of alternative approaches but reconceptualization of fundamental assumptions about how language learning occurs.

Classroom Implementation Practices and Activity Types

Observation data reveals significant variation in actual classroom practices across the six institutions and 12 lecturers studied, with implementation ranging from highly traditional grammar-focused instruction to genuinely communicative activities emphasizing authentic interaction and meaningful language use. Traditional practices observed included extensive use of Indonesian or Sundanese as the language of instruction, teacher-centered explana-

tion of grammatical rules, individual translation exercises, and emphasis on written accuracy over oral fluency. Even lecturers expressing theoretical support for communicative approaches frequently defaulted to traditional methodologies, particularly when facing time pressure to cover curricular content or when students struggled with activity instructions. This pattern exemplifies what Karavas-Doukas (1996) describes as the discrepancy between teachers' stated beliefs and actual practices, wherein contextual constraints and ingrained habits override theoretical commitments.

The most successful implementations of communicative activities observed include information-gap tasks requiring students to exchange information to complete activities, role plays simulating authentic communicative situations, collaborative projects where groups research and present on Arabic culture topics, and discussion activities addressing contemporary issues relevant to students' lives. One particularly effective lesson observed involved students working in pairs where one student described a picture showing a scene from daily life while their partner, unable to see the picture, drew based on the verbal description, then compared drawings and discussed differences. This activity created authentic communicative needs, integrated listening and speaking skills, focused attention on meaning rather than grammatical correctness, and generated high levels of student engagement. Such activities demonstrate practical application of CLT principles while remaining feasible within institutional constraints.

However, successful communicative activities represented islands within predominantly traditional instruction rather than sustained pedagogical approaches characterizing entire courses. Lecturers reported various reasons for limited CLT implementation including lack of appropriate materials, large class sizes making pair and group work logistically challenging, limited class time preventing extensive communicative activities, and assessment systems requiring grammatical knowledge demonstration. One lecturer explained, "I would like to do more communicative activities, but we have only two meetings per week, 90 minutes each, and the syllabus has so much grammar content we must cover for the examination." This comment illustrates how institutional structures and requirements constrain pedagogical innovation even when lecturers possess knowledge and motivation for alternative approaches. Nunan (2004) discusses similar tensions between curriculum mandates and communicative ideals across diverse educational contexts.

The language of classroom instruction emerged as a particularly revealing indicator of CLT implementation, with significant variation observed between lecturers and even within individual lessons. Genuinely communicative approaches prioritize target language use for classroom management, instruction delivery, and student interaction, as this maximizes comprehensible input and creates authentic communicative contexts. However, most observed lessons employed Indonesian or Sundanese for explaining activities, discussing grammatical concepts, and managing classroom logistics, reserving Arabic primarily for reading texts aloud, conducting controlled oral drills, and student practice activities. Several lecturers justified Indonesian use by arguing that students' limited Arabic proficiency prevented understanding of explanations in Arabic, creating a paradoxical situation where the very reason for instruction—limited target language ability—becomes the justification for not using the target language. This pattern contrasts with communicative principles and research by Cook (2001) suggesting that maximizing target language use, supported by comprehension strategies and scaffolding, accelerates language development more effectively than extensive first language use. extensive communicative activities, and assessment systems requiring grammatical knowledge demonstration. One lecturer explained, "I would like to do more communicative activities, but we have only two meetings per week, 90 minutes each, and the syllabus has so much grammar content we must cover for the examination." This comment illustrates how institutional structures and requirements.

Challenges and Constraints in CLT Implementation

Table 1. Challenges in Implementing Communicative Language Teaching Approach

Challenge Category	Specific Challenges	Percentage of Lecturers Reporting	Impact Level
Institutional Constraints	Large class sizes (40+ students)	83%	High
	Limited class time (2-3 hours weekly)	100%	High
	Grammar-focused examinations	92%	Very High
	Lack of language laboratory facilities	67%	Medium
Assessment Issues	Standardized tests emphasizing grammar	92%	Very High
	Difficulty assessing oral proficiency	75%	High
	Pressure for quantifiable grades	83%	High
Material Constraints	Lack of authentic Arabic materials	75%	High
	Textbooks designed for grammar-translation	67%	Medium
	Limited access to Arabic media resources	58%	Medium
Student Factors	Low entering Arabic proficiency	83%	High
	Resistance to communicative activities	42%	Medium
	Preference for grammar explanation	50%	Medium
	Fear of making errors publicly	67%	High
Lecturer Preparation	Limited training in CLT methodology	75%	High
	Uncertainty about activity design	58%	Medium
	Time constraints for lesson planning	92%	High

Institutional constraints emerge as the most frequently cited and impactful barriers to implementing communicative approaches effectively. Large class sizes, typical ranging from 40 to 60 students in observed institutions, severely limit possibilities for interactive pair work, individualized feedback, and oral practice opportunities that characterize communicative pedagogy. Lecturers described logistical challenges of organizing group activities in crowded classrooms, difficulty monitoring multiple simultaneous conversations, and impossibility of providing individual speaking practice within available time. These constraints align with research by Li (1998) demonstrating that CLT implementation requires certain enabling conditions including reasonable class sizes, adequate time allocations, and physi-

cal environments supporting interactive learning, conditions often absent in resource-constrained higher education settings.

Assessment systems represent perhaps the most significant obstacle to sustained CLT implementation, as examination formats emphasizing discrete-point grammatical knowledge create powerful washback effects shaping both lecturer teaching and student learning priorities. All six institutions studied employ standardized written examinations testing grammatical knowledge, vocabulary recognition, and reading comprehension through multiple-choice and translation formats, with little or no assessment of oral proficiency or authentic communicative performance. Lecturers described intense pressure to prepare students for these examinations, leading them to prioritize grammatical explanation and test preparation activities even when they believe communicative approaches would produce better overall language development. One lecturer stated, "Students evaluate us based on examination results, if I focus on communication practice but students fail the grammar test, I will receive complaints and poor teaching evaluations." This comment illustrates how assessment systems create institutional incentives favoring traditional instruction despite rhetorical support for communicative approaches.

Material constraints including limited access to authentic Arabic resources, textbooks designed for grammar-translation methodologies, and lack of audiovisual equipment further impede CLT implementation. Most institutions rely primarily on locally produced textbooks organized around grammatical topics with exercises emphasizing translation and grammatical analysis rather than communicative tasks. While some lecturers supplement with downloaded Arabic videos, news articles, or social media content, this requires considerable personal initiative and time investment without institutional support or recognition. The lack of language laboratories equipped with audio recording capabilities, computers, and headphones prevents implementation of multimedia activities and individualized listening practice that could support communicative skill development. Tomlinson (2012) emphasizes that appropriate materials constitute a crucial support for effective language pedagogy, and that materials misaligned with pedagogical approaches undermine implementation efforts.

Student-related factors including entering proficiency levels, beliefs about language learning, and affective responses to communicative activities create additional implementation challenges. Many students enter higher education with limited prior Arabic study, having focused on Quranic recitation rather than language proficiency, creating challenges for communicative activities requiring baseline speaking and listening abilities. Additionally, numerous lecturers reported that students initially resist communicative activities, preferring traditional grammar explanation because it feels familiar and provides clear criteria for correctness. Student fear of making errors publicly, particularly in cultural contexts valuing correctness and face-saving, inhibits the risk-taking and experimental language use that communicative approaches require. These challenges reflect what Horwitz et al. (1986) identify as foreign language anxiety, emotional responses that can significantly impede communicative practice and require careful pedagogical management through supportive classroom environments and activities designed to reduce anxiety while building confidence.

Successful Strategies and Enabling Factors

Despite numerous challenges, several lecturers demonstrated successful CLT implementation through creative strategies that navigate institutional constraints while maintaining communicative principles. The most successful strategy observed involves designing communicative tasks that simultaneously address examination content, ensuring that students develop both communicative abilities and the grammatical knowledge required for assessments. For example, one lecturer created information-gap activities where students interviewed classmates about past experiences, requiring use of perfect tense verb forms that constitute examination content while engaging in authentic communication. This ap-

proach demonstrates what Ellis (2003) describes as focus-on-form instruction, wherein learners' attention is drawn to linguistic features within meaningful communicative contexts rather than through isolated grammatical exercises.

Effective use of authentic Arabic media resources including news clips, YouTube videos, social media posts, and contemporary Arabic music provides exposure to real language use while generating high student interest and engagement. Several lecturers described curating collections of brief, accessible authentic materials addressing topics relevant to students' lives and interests, using these as springboards for discussion, comprehension activities, and cultural exploration. One lecturer regularly began classes with brief Arabic news clips about current events, followed by comprehension questions, vocabulary discussion, and student reactions, connecting language learning to real-world contexts and demonstrating Arabic's utility for accessing information and diverse perspectives. This practice reflects research by Gilmore (2007) demonstrating that authentic materials increase motivation, expose learners to natural language features, and support development of sociolinguistic competence alongside linguistic knowledge.

Collaborative learning structures including small group projects, peer teaching activities, and cooperative tasks create opportunities for extended Arabic use and authentic interaction even within large class contexts and limited time allocations. Several lecturers assigned semester-long group projects requiring students to research aspects of Arabic culture, Islamic civilization, or contemporary Arabic-speaking societies, presenting findings to classmates in Arabic with visual support materials. These projects generated substantial Arabic use for research, discussion, planning, and presentation while developing various competencies including information literacy, collaboration, and public speaking. The collaborative structure distributed participation across group members, reducing individual performance anxiety while creating authentic needs for Arabic communication. Dörnyei and Murphey (2003) emphasize that well-designed group work can transform large language classes from obstacles to opportunities by multiplying interaction possibilities and creating supportive peer learning environments.

Institutional factors enabling successful CLT implementation include supportive leadership providing resources and recognition for pedagogical innovation, opportunities for collegial collaboration and sharing of effective practices, and flexibility in curriculum design allowing lecturer autonomy in activity selection and pacing decisions. Lecturers at institutions where department chairs actively supported communicative approaches through curriculum reform, professional development opportunities, and assessment modifications reported greater implementation success and sustainability. One institution established a teaching development community where lecturers regularly shared successful activities, discussed implementation challenges, and collaboratively designed communicative tasks aligned with curricular objectives, creating supportive professional culture that sustained innovation. This finding aligns with research by Kennedy and Kennedy (1996) demonstrating that systemic educational innovation requires supportive institutional contexts including administrative backing, collegial networks, and alignment between rhetoric and resource allocation.

E. CONCLUSION

This investigation of Communicative Language Teaching implementation in Arabic language instruction at Islamic higher education institutions in Kopertais Region II West Java reveals complex dynamics of pedagogical innovation, institutional constraint, and cultural adaptation as lecturers navigate between theoretical principles and classroom realities. Findings demonstrate that while lecturers possess varying levels of theoretical understanding regarding communicative approaches, actual implementation remains limited by systemic factors including assessment structures emphasizing grammatical knowledge, large class sizes, limited resources, and tension between communicative ideals and traditional

pedagogical cultures. Successful implementation strategies involve creative adaptation of communicative principles to local constraints through integrated attention to form and meaning, use of authentic materials addressing student interests, collaborative learning structures, and gradual curriculum reform supported by institutional leadership. These insights suggest that advancing CLT implementation in Indonesian Islamic higher education requires comprehensive approaches addressing not only lecturer professional development but also assessment reform, material development, institutional policy alignment, and cultivation of supportive professional cultures that value pedagogical innovation and risk-taking in service of enhanced student learning outcomes.

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