THE EFFECT OF COMMUNITY LANGUAGE LEARNING METHOD WITH COMMUNICATIVE-INTERACTIVE APPROACH IN ARABIC LANGUAGE LEARNING TO IMPROVE STUDENT LEARNING OUTCOMES

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ABSTRACT

The use of a method in any learning aims to present the learning material in a concise, clear and easy to learn manner. This research is considered important to examine how much influence this method has on students of class VIII B at MTS Wasilatul Huda Cicalengka in learning Arabic. The method used in this study is the experimental method using the one-group pretest-posttest desing model. the number of samples in this study amounted to 20 people with the sampling technique using saturated sampling means taking samples from all the population. the results of this study there is a significant influence. based on observations from researchers and teachers in the field of Arabic *language* studies explained that by using the *community language learning* method with a *communicative-interactive* approach, the value of students in learning Arabic has increased quite well.In this case, the author as a researcher can conclude that this method has a significant effect on improving students' learning of Arabic. in other words, the *community language learning* method is proven to have an effect on facilitating students and teachers in learning Arabic lessons, although basically this method is not the main reference for learning Arabic, but this method has an influence in helping and facilitating students to learn Arabic lessons.

Keywords: *Community language learning, Learning outcomes, Communicative-interactive*
A.
B. **INTRODUCTION**The accentuation of foreign language teaching and learning involves various aspects of language skills and language knowledge. (Darancik, 2018). These aspects include a good understanding of grammar, mastering vocabulary, mastering listening, speaking, reading and writing skills (Burns & Siegel, 2018). (Burns & Siegel, 2018)Thus, foreign language teaching and learning, especially Arabic language learning, is a teaching that includes aspects of understanding, appreciation and applicative aspects in everyday life. In practice, all aspects of language skills and language knowledge, in teaching and learning Arabic there are various shortcomings and obstacles that have not yet been resolved. (Farid & Hatami, 2022). Based on initial observations, researchers found several learning problems related to the aspects that have been mentioned. Preliminary pre-research data showed that from the schools studied, that the problems of the aspects mentioned were quite evenly distributed. In a sense, all of these aspects in learning Arabic language have their own problems

and obstacles. Starting from the mastery of vocabulary and grammar that is less than the minimum standard, and other aspects of language proficiency are also less than the minimum standard. Of all these aspects there is one interesting obstacle phenomenon to be studied, namely the aspect of hiwar mastery ability which is very less than the minimum standard compared to other language skills. The teachers at the school have tried to do a variety of methods with a variety of approaches to provide treatment to improve hiwar skills. However, the results are still the same, nil. Based on the results of a *systematic literature review* written by Jhon and Yunus (2021) that of the 144 SCOPUS indexed articles related to teaching and learning language skills, 75% of the articles focused on problems related to hiwar skills (*speaking skills*). This indicates that research studies on the aspect of hiwar skills (speaking skills) are still of more concern to researchers on language teaching methods in the aspect of language skills. Thus, the author in this study tries to focus on the aspect of hiwar skills, which will be corresponded with other elements as a unified system in language proficiency.

To overcome the obstacles to learning hiwar (spaking skills), the researcher tried to apply a method that was thought to have more impact on improving hiwar skills and student learning outcomes on these skills. That method is Comunnity language learning. From the results of previous scientific research studies, this method provides more impact in hiwar learning (Samimy & Rardin, 1994).. This is evidenced by the article published in the book chapter *Usage-Based Second Language Instruction*, that using the community language learning method can have a significant effect on students' speaking skills in learning English (Pemberton, 2024). (Pemberton, 2024). Furthermore, in Arabic language learning there are also several studies that show that by using this method, it can improve students' speaking ability and learning outcomes. (Hanum & Rahmawati, 2020; Kosim & Gusmiati, 2018; Oktavianingsih, 2020).. However, this method has several shortcomings, including Arabic language learning, especially in *hiwar* learning, students only focus on the form not the content and essence of communication. (Halimah, 2018). So thus. It is necessary to collaborate this method with an approach that covers the shortcomings of the method. The closest approach to covering the shortcomings of the method is the communicative-interactive approach. Because this approach, oriented to the ability of students to make the foreign language learned as part of the language of communication.(La Forge, 1971; Maryani et al., 2024)..

Collaborating these two methods and approaches is actually to see how influential they are on students' hiwar skills and learning outcomes. Although the results of previous research have provided information about how influential the CLL (*community language learing*) method is, and how influential the interactive communicative method is in language learning, when the method is combined with this approach, in the literature and studies there are no satisfactory study results. Thus, this paper will prove the hypothesis, that using the *community language learning* method through a communicative-interactive approach can provide a significant effect on students' learning outcomes and hiwar ability.

Thus, the application of this method is expected to develop a community language learning method that improves mastery and understanding of the material as well as to determine the level of success of teaching the results of this development are useful for testing the effectiveness of the

application of communicative-interactive learning approaches to improve students' abilities, understanding, and motivation through these methods. So it is hoped that the results of this community learning will increase the motivation and achievement of learning Arabic in Indonesia.

C. RESEARCH METHODOLOGY

The approach used in this research is a quantitative approach. It is intended that this quantitative approach will later test statistical hypotheses on the effect of using the CLL learning method with an interactive communicative approach on student learning outcomes. (uMusthafa & Hermawan, 2018). This study uses experimental method research with the form of quasi experiment. As for the research design by designing one group with a post test (Hastjarjo, 2019). This method has two tests, before and after. The pre test is the provision of information about the counterfactual principle   (although rather weak) regarding what will happen to the object if there is no treatment, and the post test is the provision of information about the condition of the effect afterwards, the pattern for the quasi-experimental method, one grouf design with pre-test and pro-test. (Hastjarjo, 2019)The pattern is for quantitative experimental methods with one group pre-test design and post-test.

Table 1 one-group pre-test and postest research design

Class	Pretest	posttest
Experiment		

Source: (Arikunto, 2016)

Description:

X= *(pretest)* experimental class

O= treatment

Y= *(posttest)* experimental class

In this method there are types of qualitative data and quantitative data. Qualitative data will be through observation and documentation as well as book studies, but quantitative data is data related to numbers obtained from the results of measurements, as well as from the value of data obtained using qualitative data into quantitative, because all data is obtained from the results of hypotheses in a study (Jackson, 2008). (Jackson, 2008).

This research uses

the location used in the study. this is MTS Wasilatul Huda Cicalengka school. then the population in this study were students at MTS Wasilatul Huda Cicalengka school, totaling 46 students. The research sample as Arikunto said (Arikunto, 2016) The sample is part of the investigative research community. determining the purpose of the sample is to obtain information about the research topic obtained by observing only part of the research population. (Cohen, t.t.). In this study using *simple random sampling* technique. The *simple random sampling* technique is that taking a sample from the population is done randomly without paying attention to the

population (Sugiono, 2019). (Sugiono, 2019)The sample taken was class VIII B students totaling 20 students at Wasilatul Huda Cicalengka.

Data collection instruments in the form of written questions (*pretest-posttest*) by giving questionnaires the data collection process is by filling out questionnaires with written question instruments by students. The data collected is used with a test questionnaire and the data collected to collect data about learning is by observation techniques.

The data analysis technique used is using the independent T test with the help of the SPSS version 29 application. To arrive at the independent T test, a pre-requisite test is required, namely the normality test and the homogeneity test. (Jackson, 2008)

D. RESULTS AND DISCUSSION

1. Research result

The data obtained was analyzed using a quantitative approach with the help of the SPSS Version 29 application. In this approach, researchers tried to test the statistical hypothesis regarding the effect of using the community language learning method by combining it with communicative - interactive to see the improvement of student learning outcomes in Arabic language subjects.

To test the effect of using the *community language learning* method with a communicative-interactive approach on improving student learning outcomes, in this case, researchers used the Independent T test. This is based on one group whose members are the same (*class one group*).

As a prerequisite for the Independent T test, the data obtained from the pre-test and post-test results from one class must be normal. Thus, the first step is the normality test which will be displayed in the following table;

Table 2 Data Normality Test

	CLASS	Shapiro-Wilk		
		Statistic	Df	Sig.
PRE-CON	PRE-TEST	.924	20	.117
	POST-TEST	.933	20	.176

a. Lilliefors Significance Correction

From table 1 above, based on data analysis using SPSS version 29, it is known that the Significance value on the pre-test and post-test of one class is greater than 0.05 (Sig> 0.05). pre-test for the experimental class shows a significance value of 0.117. The post-test for the same class, namely the experimental class, shows a significance value of 0.176. All of these significance values indicate that the data obtained from the pre-test and post-test results for the experimental class, the data is normal. This is in line with the normality test hypothesis, that the null hypothesis (H0) is

accepted if the significance value displayed in the SPSS analysis table has a value greater than 0.05.

Furthermore, when the pre-test and post-test data from one class are normally distributed, the next step is to determine the homogeneity of the data. The data homogeneity test is intended to see if a data is homogeneous. And this test is also a prerequisite test for the Independent T test. The results of the homogeneity test analysis using SPSS version 29 are as follows;

	Levene Statistic	df1	df2	Sig.
Based on Mean	.617	1	38	.437
Based on Median	.304	1	38	.585
Based on Median and with adjusted df	.304	1	36.898	.585
Based on trimmed mean	.476	1	38	.495

Table 3 Data Homogeneity Test

Based on table 2 above, that the significance value of the homogeneity test is 0.437. it indicates that the significance value obtained is greater than 0.05. so that the sig value of 0.437> 0.05, determines that the pre-test and post-test data from one class, namely the experimental class, shows that the data comes from a homogeneous variant.

The data obtained from the pre-test and post-test results from one experimental class that has met the parametric criteria. Because the data is normally distributed and of homogeneous variance.

After

Table 4 Independent T-Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	One-Sided p	Two-Sided p
									Significance	Significance
Pair 1	PRE_TEST - POST_TEST	-13.600	8.531	1.908	-17.593	-9.607	-7.129	19	<,001	<,001

Table 3 of the independent t test through the help of the SPSS version 29 application shows that the 2 tailed significance gets a value of 0.001. this value is a reference that will later be compared with the t table value of 0.05. from the table above shows that the Signification value of 0.001 is smaller than 0.05 (Sig. 1 tailed 0.001 <0.05), thus that H0 is accepted. In other words, that there is a significant effect of using the community language learning method with a communicative-interactive approach on improving student learning outcomes in Arabic language subjects compared to the use of community learning methods.

2. **Study**

Community Language Learning Method

Community language learning is the name of a method developed by psychologist Charles A. Curran (Clyne et al., 2004). *Community language learning* (CLL) is the use of counseling-learning theory to teach language. CLL draws inspiration from Rogerian counseling (Rogers, 1951). *Community language learning draws* on the counseling metaphor to redefine the roles of teachers (as counselors) and learners (as clients) in the language classroom. Thus, *community language learning* aims to build relationships between teachers and students to facilitate learning. This method is designed to reduce anxiety in foreign language learning and involve all aspects of students' personalities. (Lotherington et al., 2008). The teacher's main role is as a counselor, understanding students' fears and difficulties in learning the language.

The community language learning method combines innovative and conventional learning tasks and activities. The learning steps using the *Community Language Learning* method are as follows:

    a. Translation

       Students whisper to the teacher using their first language about what they want to say. The teacher translates into the target language and then students repeat what the teacher said.

    b. Group Assignment

       students can participate in group work on one topic for presentation, preparation of talks, preparation of topic summaries for presentation to other groups, preparation of stories to be presented to the teacher and all students.

    c. Record

Students imitate what the teacher says and record it with a *tape recorder*. this is a recording device

d. Making recording notes
    Students write and record their questions and conversations to practice and analyze language forms. Students analyze and study sentence texts in the target language to focus.

e. Analysis
    Specific lexical usage or application of specific language.

f. Listening
    Students listen to a monologue given by the teacher that contains elements of classroom interaction.

g. Free Conversation
    Students engage in free chat with the teacher or other students. this includes discussions about what they have learned and how they feel about what they have learned.

In *Community Language Learning* (CLL) learners have active and collaborative roles. they function as Collaborators, leaders and followers, self-assessors, risk takers, and communicators. learners engage deeply in the learning process, support each other, and contribute to creating a dynamic and inclusive learning environment. Through these roles, they not only acquire language knowledge, but also actively participate in creating and developing that knowledge together.

Interactive communicative approach teachers as facilitators, motivators, mediators, evaluators and mentors. Learners play an active role in learning, giving freedom to learners to listen, ask, analyze, combine so that students will get learning that is memorable, fun and not boring. (Jeyasala, t.t.)The form of interactive communicative approach is developed in several forms consisting of grouping, small group discussion, or group work and cooperation of learners in pairs.

Zang (2016) presents a protocol on the first day of CLL class, which is outlined as follows:

1. Informal greetings and self-introductions.
2. The teacher explains the learning objectives and contract.
3. Having a conversation in a foreign language:
    a. A circle is formed so that everyone has visual contact with each other. Shape of the circle
        The circle shape with a maximum of 5 to 6 students is considered ideal and effective in language learning according to the Community Language Learning method. Up to one class can be divided into 4 to five groups. The advantage is that it is expected that each student has an equal opportunity to interact and and activities in learning within the span of one lesson hour. It is also recommended that in each group there is a student who is smart or knows more than his or her groupmates. It is intended that smart students can guide and motivate other students to be active. Because asking a friend is much easier than asking a teacher. Because some students who are less capable are more reluctant to ask the teacher.

image 1 learning by using cl method
Source:(Kosim & Gusmiati, 2018)

b. One of the students starts a conversation with another student by giving a message in LI (Indonesian) or the student starts learning by reading out a text in the form of a narrative.

c. The instructor stands behind the students observing and together with the clever students in the group (knower) whispers the message from a short distance in the L2 (Arabic) to their peers in the group.

d. The student then repeats the L2 message to the addressee or to the tape recorder.

e. Each student has the opportunity to write and record some messages.

f. The tape recorder was played and played back shortly after the break.

g. Each student repeats the meaning in English of what he/she has said in L2 and helps to refresh the memory of others.

4. Students then participate in a reflection period, where they are asked to honestly express their feelings about the previous experience.

5. From the recorded materials, the instructor selects sentences to write on the blackboard that highlight elements of grammar, spelling, and capitalization oddities in the L2.

6. Students are encouraged to ask questions about any of the above items.

7. Students are encouraged to copy the sentences from the board with notes on meaning and usage. This becomes their "textbook" for studying at home.

Image 2 learning activities using the CLL method with a communicative-interactive approach

E. **Conclusions and Recommendations**

1. **Conclusions**

   As for the results of the discussion of the research that has been conducted on the effect of the *community language learning* method with a *communicative-interactive* approach in Arabic language learning to improve student learning outcomes, especially in class VIII B students at MTS Wasilatul Huda Cicalengka based on input and field trial results, the following conclusions are obtained:

   1. The results of the trial of the *community language learning* method with a *communicative-interactive* approach in learning Arabic language showed that this method was feasible and good enough to be applied. The student test subjects considered that the learning method was helpful in learning Arabic language. The Arabic teacher assessed that this method was very feasible and helpful in learning Arabic.

   2. Based on the calculation with the analysis technique, the community language learning method with a communicative-interactive approach in learning Arabic in class VIII B students at MTS Wasilatul Huda Cicalengka. Thus, there is a significant difference between the acquisition of student learning outcomes before and after the test. This means that learning by using the method used is effective and has an impact in order to increase the acquisition of student learning outcomes, so that the method is suitable for class VIII B students at MTS Wasilatul Huda Cicaleng.

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