



THE RELATIONSHIP BETWEEN LANGUAGE ATTITUDE AND COMMUNICATIVE PERFORMANCE IN ARABIC LANGUAGE LEARNING

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Abstract

Background: Arabic language learning in Indonesian higher education occupies a distinctive position because it is linked not only to academic development but also to religious and cultural identity. Despite generally positive attitudes toward Arabic, many students continue to struggle with utilizing the language effectively in authentic communication. **Research Objectives:** This study aims to examine and explain the relationship between students' language attitudes and their communicative performance in Arabic learning. **Methodology:** This study employed an explanatory sequential mixed-methods design. The quantitative phase involved 166 students from the Arabic Language Education programs at Universitas Negeri Jakarta and UIN Alauddin Makassar, selected through purposive sampling. Data were collected using a 30-item Likert-scale questionnaire and analysed through descriptive statistics, Pearson correlation, and ANOVA. The qualitative phase involved semi-structured interviews with selected participants; these data were thematically analyzed to explain the quantitative findings. **Results:** The results revealed a strong and statistically significant positive correlation between language attitude and communicative performance ($r = 0.650, p < 0.01$). Although 57.8% of students demonstrated highly positive attitudes toward Arabic, only 17.5% achieved high communicative performance. The qualitative findings further indicated that communicative performance was influenced by educational background, institutional environment, confidence, and opportunities for authentic interaction. **Unique Contribution:** This study contributes empirical evidence to the literature on language attitude and communicative behaviour by examining Arabic language learning in the underexplored context of Indonesian higher education through a mixed-methods approach. **Conclusion:** While positive language attitudes provide a crucial foundation for Arabic proficiency, their pedagogical impact is contingent upon the availability of communicative, interactive, and contextually meaningful learning environments. **Recommendations:** Further studies are recommended to examine additional contextual and affective variables, such as anxiety, classroom interaction, and willingness to communicate, that may mediate the relationship between language attitude and communicative performance.

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Keywords:

Language Attitude; Communicative Performance; Arabic Language Learning; Mixed Method; Higher Education.

Introduction

Arabic language learning in Indonesia occupies a distinctive sociolinguistic position.¹ It is neither purely a foreign language learned for international communication nor solely a sacred language used in religious rituals.² Instead, it serves both academic and spiritual purposes, making its acquisition particularly complex. Despite the language's cultural and religious prestige, many university students majoring in Arabic language education continue to demonstrate limited communicative performance.³ While these students often possess substantial grammatical competence, they struggle to use Arabic spontaneously or meaningfully in real-life interactions. This phenomenon can be partly understood through the distinction between competence and performance proposed by Noam Chomsky, which differentiates between internalised linguistic knowledge and its actual use in communication. Within applied linguistics, this perspective has been expanded through the concept of communicative competence introduced by Dell Hymes and further elaborated by Michael Canale and Merrill Swain. In addition, research in second language acquisition highlights the importance of affective factors influencing learners' willingness to engage in communication, as reflected in the Willingness to Communicate (WTC) model proposed by Peter D. MacIntyre, which emphasises that psychological and motivational variables play a crucial role in determining whether learners actively use the target language in interaction.

The challenge of developing communicative performance has therefore become a central concern in Arabic education within Indonesian universities. Although students often demonstrate substantial mastery of linguistic structures, many still struggle to express ideas effectively in authentic communicative

¹ Yuangga Kurnia Yahya et al., "Arabic Language as Representation of Muslim Identity in Indonesia," *Lakhomi Journal Scientific Journal of Culture* 2, no. 2 (2021): 82–88, <https://doi.org/10.33258/lakhomi.v2i2.473>; Baiq Intan Afrianingsih et al., "Characteristics of Arabic Language Learning in Indonesia Era 4.0," *Mantiq Tayr: Journal of Arabic Language* 5, no. 1 (2025): 1–23, <https://doi.org/10.25217/mantiqutayr.v5i1.5098>.

² Fatwa Arifah et al., "Is Arabic a Sacred Language or a Foreign Language?: A Survey of Muslim Student's Belief in Non-Islamic Higher Education in Indonesia," in *Proceedings of the 7th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2023)*, vol. 832, Advances in Social Science, Education and Humanities Research (Atlantis Press International BV, 2024), https://doi.org/10.2991/978-94-6463-376-4_21; Yasir Suleiman, "Arab Linguistics, Arabic Linguistics, and Language Ideology," *Journal of Arabic Sociolinguistics* 1, no. 1 (2023): 98–122, <https://doi.org/10.3366/arabic.2023.0007>.

³ Taufik Taufik et al., "Integration of Communicative Arabic Learning Based on Freedom Thinking Strategy," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 166, <https://doi.org/10.24042/albayan.v16i1.20326>; Mohammad-Hadi Mahmoodi and Ismail Moazam, "Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners," *Procedia - Social and Behavioral Sciences* 98 (May 2014): 1069–76, <https://doi.org/10.1016/j.sbspro.2014.03.518>; Novy Maryani et al., "Arabic Language Learners as an Example of Their Willingness to Communicate in a Second Language (L2-WTC) Accomplishment," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (2024): 463, <https://doi.org/10.24042/albayan.v16i2.24312>.

contexts.⁴ This discrepancy highlights the potential role of affective and motivational factors in shaping language learning outcomes.

Among the various affective factors influencing language learning, language attitude has been identified as one of the most influential determinants of learner success. It refers to a learner's cognitive, affective, and behavioural orientation toward a language and its use.⁵ Positive attitudes have consistently been linked to language achievement, motivation, and willingness to communicate.⁶ On the contrary, negative attitudes often result in reluctance, anxiety, and avoidance of communicative situations, thereby limiting linguistic development. However, the relationship between language attitudes and communicative performance is not consistently observed across different contexts. In the case of Arabic language learning, students may express highly positive perceptions of Arabic due to its religious significance or social prestige, yet still experience hesitation, anxiety, or avoidance when required to communicate in the language. This situation suggests that favourable attitudes alone do not automatically lead to active communicative participation. Such inconsistencies highlight the importance of examining not only whether attitudes are positive or negative, but also their specific focus, strength, and behavioural implications within particular learning environments.

Language attitude is widely understood as a multidimensional construct encompassing three interrelated dimensions.⁷ The cognitive dimension encompasses beliefs and knowledge about the language, including perceptions of its usefulness, importance, or difficulty. The affective dimension relates to emotional reactions, including pride, enjoyment, and anxiety, during language learning. The behavioural dimension encompasses observable actions, including the frequency of

⁴ AbdulHussein Reishaan and Wia'am Taha, "The Relationship between Competence and Performance: Towards a Comprehensive TG Grammar," *Kufa Journal of Arts* 1, no. 2 (2008): 59–35, <https://doi.org/10.36317/kaj/2009/v1.i2.6255>.

⁵ Hans J. Ladegaard, "Language Attitudes and Sociolinguistic Behaviour: Exploring Attitude-behaviour Relations in Language," *Journal of Sociolinguistics* 4, no. 2 (2000): 214–33, <https://doi.org/10.1111/1467-9481.00112>; Marta Del Pozo Beamud, "Affective Variables and Gender in SLA in Primary Education," *Lenguaje y Textos*, no. 56 (December 2022): 25–37, <https://doi.org/10.4995/lyt.2022.18820>; Wenxiao Yan, "An Introduction to Process Tracing as an Innovative Qualitative Research Method to Explore Affective Variables in SLA," *Frontiers in Psychology* 13 (January 2023): 984444, <https://doi.org/10.3389/fpsyg.2022.984444>.

⁶ Udiana Puspa Dewi and Criscentia Jessica Setiadi, "Language Attitude and Language Choice in Bilingual Academic Learning Environment," *Lingua Cultura* 12, no. 4 (2018): 369, <https://doi.org/10.21512/lc.v12i4.4288>; Katrijn Denies et al., "Classroom Versus Societal Willingness to Communicate: Investigating French as a Second Language in Flanders," *The Modern Language Journal* 99, no. 4 (2015): 718–39, <https://doi.org/10.1111/modl.12276>; Mohammed Aatif, "Attitude and Motivation of Arab Learners Learning Chinese Language in China," *International Journal of Chinese Education* 11, no. 1 (2022): 2212585X221089103, <https://doi.org/10.1177/2212585X221089103>.

⁷ Grit Liebscher and Jennifer Dailey-O'Cain, "Contextualizing Language Attitudes: An Interactional Perspective," *Language and Linguistics Compass* 11, no. 9 (2017): e12250, <https://doi.org/10.1111/lnc3.12250>; Ibraam Abdelsayed and Martina Bellinzona, "Language Attitudes among Second-Generation Arabic Speakers in Italy," *Languages* 9, no. 8 (2024): 262, <https://doi.org/10.3390/languages9080262>; Aysheh Ahmad Abd-Alkrim Al-Masa'feh, "Students' attitudes towards teaching the Curricula of Arabic language using e-learning methods," *Humanities & Natural Sciences Journal* 4, no. 6 (2023): 57–62, <https://doi.org/10.53796/hnsj466>.

language use, efforts to practice, and participation in communicative activities. Extending this framework, Ianos et al. identified multiple foci of language attitudes, including those toward the language itself, its dialects and varieties, its speakers, and its use in specific contexts.⁸ In Arabic, attitudes toward Modern Standard Arabic (MSA) often differ from those toward dialectal varieties, a distinction with significant pedagogical implications for learner motivation and performance.⁹

Research on second language acquisition has consistently shown that learners with positive attitudes toward the target language exhibit higher motivation, greater persistence, and stronger communicative competence than those with neutral or negative attitudes.¹⁰ Negative attitudes, on the other hand, can lead to anxiety, resistance, or minimal language use. Yet, despite the wealth of evidence on the importance of attitude in general second language (L2) learning, the mechanisms through which language attitudes contribute to communicative performance remain insufficiently explored, particularly within the Indonesian context of Arabic language education.

Importantly, much of the existing evidence originates from studies conducted in European or broader English as Foreign Language (EFL) contexts, where the sociolinguistic status and emotional significance of the target language differ markedly from the Indonesian context of Arabic learning. In many of these settings, the target language functions primarily as an international communication tool rather than as a language closely connected to learners' religious and cultural identities. Consequently, research conducted in contexts such as Indonesia, where Arabic carries strong religious and cultural associations, remains relatively limited both methodologically and contextually. Furthermore, a large proportion of previous studies rely predominantly on quantitative survey-based approaches, which, while useful for identifying general attitudinal patterns, provide limited insight into the experiential and interactional processes through which language attitudes may influence, or fail to influence, learners' actual communicative behaviour.

In the Indonesian context of Arabic language education, attitudinal factors have received less scholarly attention compared to linguistic or methodological aspects. Most existing studies emphasise teaching strategies, vocabulary mastery,

⁸ Maria-Adelina Ianos et al., "Can Language Attitudes Be Improved? A Longitudinal Study of Immigrant Students in Catalonia (Spain)," *International Journal of Bilingual Education and Bilingualism* 20, no. 3 (2017): 331–45, <https://doi.org/10.1080/13670050.2015.1051508>.

⁹ Alhassan Abdur-Rahim Husein, "Students' Attitude Towards Arabic Language Varieties: The Case of the Fuṣḥā Arabic," *Practice and Theory in Systems of Education* 12, no. 2 (2017): 86–99, <https://doi.org/10.1515/ptse-2017-0009>; Z. Zikriah and Lailatul Mauludiyah, "Research Trend of Arabic Language Teaching in the World: Systematic Literature Review Based on Scopus Database," *Research and Development in Education (RaDEn)* 4, no. 1 (2024): 27–48, <https://doi.org/10.22219/raden.v4i1.31847>.

¹⁰ Mahdi Aben Ahmed, "Attitudes of Medical Sciences' Students towards English Language Learning: A Case Study of Health Sciences Colleges in Saudi Arabia," *International Journal of Linguistics and Translation Studies* 3, no. 1 (2022): 10–19, <https://doi.org/10.36892/ijlts.v3i1.209>; Caroline Seymour-Jorn, "Arabic Language Learning among Arab Immigrants in Milwaukee, Wisconsin: A Study of Attitudes and Motivations," *Journal of Muslim Minority Affairs* 24, no. 1 (2004): 109–22, <https://doi.org/10.1080/1360200042000212205>.

and grammar acquisition, while affective and attitudinal components are often overlooked. As a result, the ongoing discrepancy between students' linguistic competence and communicative performance has not been adequately addressed.

Only a limited number of studies have explored language attitudes within the context of Arabic language education in Indonesia. For instance, Anandi's study reports generally moderate levels of attitude and motivation among Arabic learners.¹¹ Nevertheless, such studies tend to remain relatively narrow in scope, often relying on single-site data and a single methodological approach, which restricts the broader applicability of their findings and limits the possibility of examining how institutional or regional contexts may influence attitudinal patterns. In addition, language attitude is frequently conceptualised as a fixed predictor of learning outcomes rather than as a dynamic construct that interacts with situational and contextual factors during the learning process.

Chomsky's distinction between linguistic competence and performance provides an essential theoretical foundation for understanding why positive attitudes do not always lead to high levels of communicative proficiency.¹² Competence represents internalised grammatical knowledge, whereas performance involves the observable use of that knowledge in context, mediated by psychological, situational, and emotional factors.¹³ Factors such as language anxiety, topic familiarity, interlocutor characteristics, and environmental support can either facilitate or inhibit the actualisation of communicative competence.

A review of previous studies further illustrates the complexity of language attitudes and their educational implications. Murad found that university educated Iraqi Arabic speakers valued Modern Standard Arabic more highly than local dialects, suggesting that educational background influences metalinguistic orientations.¹⁴ This finding, however, stands in tension with studies from other contexts, showing that higher education does not uniformly produce positive attitudes toward formal language varieties. This inconsistency suggests that the role of educational background is mediated by cultural and institutional factors that existing studies have not systematically examined. Similarly, Zainol Abidin et al.

¹¹ Rizki Parahita Anandi, "Students' Attitude and Motivation towards Arabic Language," *International Journal of Arabic Language Teaching* 3, no. 02 (2021): 133, <https://doi.org/10.32332/ijalt.v3i02.3804>.

¹² Sonia Touqir et al., "Chomsky's Contribution to Linguistics A Review," *International Journal of Linguistics and Culture* 3, no. 1 (2022): 205–25, <https://doi.org/10.52700/ijlc.v3i1.29>; Danny D. Steinberg, "Competence, Performance and the Psychological Invalidity of Chomsky's Grammar," *Synthese* 32, nos. 3–4 (1976): 373–86, <https://doi.org/10.1007/BF00484783>; Noam Chomsky, *Aspects of the Theory of Syntax* (M.I.T. Press, 1965); Svetlana V. Kirilenko, "Language Attitudes: Sociolinguistic Aspect," *Research Result. Theoretical and Applied Linguistics* 10, no. 1 (2024): 17–30, <https://doi.org/10.18413/2313-8912-2024-10-1-0-2>; Chengchen Li and Li Wei, "Language Attitudes: Construct, Measurement, and Associations with Language Achievements," *Journal of Multilingual and Multicultural Development* 46, no. 10 (2025): 3324–49, <https://doi.org/10.1080/01434632.2022.2137516>.

¹³ Jonathan Knowles, "Knowledge of Grammar as a Propositional Attitude," *Philosophical Psychology* 13, no. 3 (2000): 325–53, <https://doi.org/10.1080/09515080050128150>.

¹⁴ Murad Mohammed Kamil, "Language Attitudes of Iraqi Native Speakers of Arabic: A Sociolinguistic Investigation" (University of Kansas, 2007), <https://kuscholarworks.ku.edu/entities/publication/ffaef909-8968-46ef-b241-b37f2999c26a>.



reported predominantly negative attitudes among Libyan students learning English, with significant variation by gender and academic specialisation.¹⁵ In Indonesia, Anandi found that 65% of Arabic learners demonstrated moderate levels of attitude and motivation, with female students showing higher motivation than male peers.¹⁶ Hassan et al. noted that Arabic learners in Sudan now pursue diverse motivations, including religious, cultural, and economic.¹⁷ It reflects the evolving purpose of Arabic language education in contemporary contexts.

Taken together, these studies reveal two persistent tensions in literature. First, findings from Arabic-native contexts (Iraq, Sudan, Egypt) are frequently generalised to L2 Arabic learner populations, despite the fundamentally different sociolinguistic positioning of learners for whom Arabic is neither a heritage nor a native language. Second, gender is consistently identified as a moderating variable, yet its interaction with attitudinal dimensions and communicative performance has not been adequately theorised or empirically examined in the Indonesian context. These gaps signal that the existing body of literature, while informative, lacks the contextual specificity and integrative analytical approach needed to account for the attitudinal dynamics of Arabic learners in Indonesian higher education.

Complementary findings from communicative performance-focused studies highlight that communicative ability involves more than mere grammatical mastery.¹⁸ Such studies that focus on communicative performance consistently show that effective communication cannot be reduced to grammatical mastery alone. Communication also involves affective and social dimensions, such as emotional awareness, confidence, and the capacity to engage meaningfully with others in authentic contexts.¹⁹ Research on technology-enhanced language learning further indicates that learners' emotional engagement and intrinsic motivation play a crucial role in shaping communicative confidence and successful participation in interactive learning environments.²⁰ These perspectives are reinforced by second

¹⁵ Mohamad Jafre Zainol Abidin et al., "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (2012): p119, <https://doi.org/10.5539/ass.v8n2p119>.

¹⁶ Anandi, "Students' Attitude and Motivation towards Arabic Language."

¹⁷ Elsayed Makki Elbishr Ali Hassan et al., "The Attitudes of Arabic Language Learners towards Learning Arabic for Specific Purposes, Kanar 1 Course, Language Institute, International University of Africa (IUA), Sudan," *International Journal of Religion* 5, no. 10 (2024): 5295–308, <https://doi.org/10.61707/extmx763>.

¹⁸ Fatima A. Alkohlani, "The Problematic Issue of Grammatical Gender in Arabic as a Foreign Language," *Journal of Language and Cultural Education* 4, no. 1 (2016): 17–28, <https://doi.org/10.1515/jolace-2016-0002>; Naif Alsaedi, "Universal Grammar Theory and Language Acquisition: Evidence from the Null Subject Parameter," *International Journal of Linguistics* 9, no. 3 (2017): 48, <https://doi.org/10.5296/ijl.v9i3.11159>.

¹⁹ Yakubova Mashhura, "Strategies for Enhancing Communication Skills in Language Learners," *International Journal of Pedagogics* 4, no. 11 (2024): 47–50, <https://doi.org/10.37547/ijp/Volume04Issue11-08>.

²⁰ Chenghao Wang et al., "Revisiting Integrated Model of Technology Acceptance Among the Generative AI -Powered Foreign Language Speaking Practice: Through the Lens of Positive Psychology and Intrinsic Motivation," *European Journal of Education* 60, no. 1 (2025): e70054, <https://doi.org/10.1111/ejed.70054>.

language acquisition (SLA) theories that emphasise the importance of environmental support alongside innate cognitive abilities, highlighting communicative competence as a dynamic construct shaped by linguistic, affective, and contextual factors.²¹ Collectively, these studies indicate that communicative performance depends not only on linguistic competence but also on affective engagement and environmental reinforcement.

However, few studies have integrated language attitude and communicative performance within a unified analytical framework. Research combining quantitative correlation analysis with qualitative exploration of learners' experiences remains scarce, especially within the Indonesian higher education context. To fill this gap, the present study examines the relationship between students' language attitudes and their communicative performance in Arabic. It focuses on students enrolled in Arabic Language Education (Pendidikan Bahasa Arab) programs at Universitas Negeri Jakarta (UNJ) and UIN Alauddin Makassar. This dual-site design enables a comparative analysis of how institutional context and learner background shape the interplay between attitude and communicative behaviour. The study assumes that language attitudes not only drive motivation but also influence the extent to which students actively and confidently use Arabic in authentic communicative situations. Through an Explanatory Sequential Mixed Methods approach, this research seeks to uncover both the statistical relationship and the underlying experiential mechanisms linking attitude to communicative performance.

Method

This study employed an explanatory sequential mixed-methods design.²² This design prioritises quantitative data collection and analysis, followed by qualitative data collection to explain and contextualise the quantitative findings. The sequential ordering enables quantitative results to inform purposive sampling in the qualitative phase, ensuring that the qualitative exploration directly addresses patterns and anomalies identified in the numerical analysis. The integration occurs during final interpretation, where qualitative findings provide in-depth, nuanced, and mechanism-level understanding of quantitative relationships.

In the first phase, quantitative data were collected via a questionnaire that measured the cognitive, affective, and behavioural dimensions of students' language attitudes. The results of this phase were then used to identify participants representing different attitudinal profiles for the qualitative stage.

In the second phase, semi-structured in-depth interviews were conducted with selected students to explore the factors mediating or hindering the development of language attitudes and communicative performance. Participants

²¹ Mohammad Taufiq Abdul Ghani et al., "Enhancing Arabic Communication Proficiency in Malaysian among Malaysian Students: Barriers, Pedagogical Strategies, and Environmental Influences," *Edelweiss Applied Science and Technology* 9, no. 7 (2025): 2078–89, <https://doi.org/10.55214/2576-8484.v9i7.9093>.

²² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE, 2014).

were selected based on questionnaire results indicating three general attitudinal patterns: positive, neutral, and relatively negative orientations toward Arabic. These differences were often associated with variations in educational background (pesantren and non-pesantren), prior learning experiences, and the social and academic environments in which students interact using Arabic. The interview transcripts were analysed thematically to identify patterns that help explain the quantitative findings.

The research was conducted at two universities in Indonesia, purposefully selected to represent institutional diversity. Universitas Negeri Jakarta is a secular state university. The Arabic Language Education program at UNJ operates within a broader institutional framework characterised by pluralistic student backgrounds and varying levels of exposure to Arabic language and culture. A total of 80 students (representing 48.2% of the total sample) from UNJ participated.

Meanwhile, UIN Alauddin Makassar is a state Islamic university in South Sulawesi, where Arabic plays a central role in academic, spiritual, and religious learning. The institutional context integrates Arabic both as an academic subject and as a medium for religious understanding and expression. Eighty-six students (51.8% of the total sample) from UIN Alauddin participated in this study. The inclusion of these two contrasting institutions allows for a robust comparison and exploration of whether the relationship between language attitude and communicative performance differs across secular and Islamic-oriented educational environments.

The primary instrument of this study was a questionnaire consisting of 30 statement items, measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Item construction was based on theoretical frameworks and pilot consultations with members of the target population to ensure content relevance and clarity.

The instrument was designed to measure two primary constructs: Language Attitude (Variable X) and Communication Performance (Variable Y). The instrument comprises 30 items across two primary constructs: Language Attitude (18 items) and Communication Performance (12 items).

Table 1. Constructs and Sub-Dimensions of the Research Instrument

Construct	Sub-Dimension	Number of Items	Description
Language Attitude (Variable X)	Cognitive	5	Beliefs about the importance of Arabic, perceived difficulty, practical utility, and cultural value.
	Affective	8	Feelings of enjoyment, pride, comfort, enthusiasm, and emotional connection toward Arabic.
	Behavioral	5	Frequency of language use, efforts to seek communication opportunities, and engagement in Arabic-related activities.
Communicative Performance (Variable Y)	Practice Frequency	8	Speaking outside class, extracurricular participation, daily communication, and informal interaction.
	Communicative Confidence	1	Self-confidence in speaking during classroom discussions.
	Communicative Ability	3	Perceived comprehension and response skills, spontaneous expression, and clarity in conveying ideas.

To minimise the risk of common method bias, several procedural and design precautions were adopted: 1) experts validated the questionnaire items; 2) participants were assured of the full anonymity of their responses, thereby minimising the likelihood of socially desirable responding and subjective judgement in their self-assessments.

The operationalisation of communicative performance through self-report in this study is further grounded in theoretical and methodological considerations. First, self-reported communicative performance captures learners' perceived behavioural engagement. Including the frequency, confidence, and willingness to use Arabic in authentic communicative situations. It is a dimension of performance that is theoretically distinct and consistent with established frameworks of Willingness to Communicate (WTC). Second, the explanatory sequential mixed-methods design of this study explicitly addresses the inherent limitations of self-report measurement. The qualitative phase, comprising semi-structured interviews analysed thematically across cognitive, affective, and behavioural dimensions of language attitude, provides a complementary and independent source of evidence that triangulates and contextualises the self-reported performance data. This triangulation strategy reduces measurement bias and strengthens the overall validity of the findings.

The validity test aimed to determine the extent to which the survey items accurately measure the intended variables: students' language attitudes toward Arabic and their communicative performance. The test employed the Pearson Product-Moment Correlation technique by correlating each item score with the total score of all respondents. The pilot test involved 30 respondents, and the r -table value at a 5% significance level was 0.361.

The results showed that all items obtained correlation coefficients (r -calculated) exceeding the critical threshold ($r > 0.361$). This finding indicates that all questionnaire items were valid, as they met the criterion of r -calculated $>$ r -table. Therefore, the instrument can be considered valid and suitable for measuring students' language attitudes and communicative performance in Arabic.

Following the validity analysis, a reliability test was conducted to assess the instrument's internal consistency. Reliability testing is crucial to confirm that the questionnaire items consistently measure the same constructs across respondents, thereby ensuring the stability and dependability of the data obtained.

The reliability test was performed using the Cronbach's Alpha formula. The analysis revealed that Cronbach's Alpha coefficient for all items in the instrument was 0.918. Since this value is substantially higher than the minimum acceptable reliability threshold (≥ 0.60), it can be concluded that the instrument demonstrates a very high level of reliability. It indicates that the questionnaire items consistently capture the intended constructs and can be reliably used to assess students' language attitudes and communicative performance in Arabic.

Table 2. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.918	30

Result and Discussion

A total of 166 students from two universities participated in this study. Female students accounted for the majority of respondents ($n = 115$, 69.3%), while male students accounted for 30.7% ($n = 51$). Institutional distribution was relatively balanced, with 51.8% ($n = 86$) from UIN Alauddin Makassar and 48.2% ($n = 80$) from Universitas Negeri Jakarta. The participants were drawn from three consecutive academic years: 2021 ($n = 55$, 33.1%), 2022 ($n = 55$, 33.1%), and 2023 ($n = 56$, 33.7%), ensuring a representative range of academic exposure.

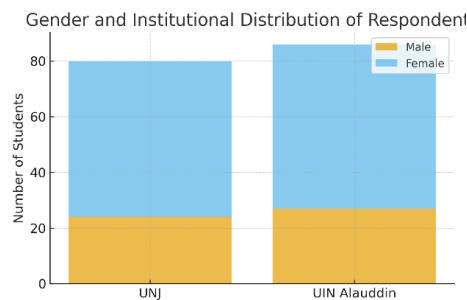


Figure 1. Gender and Institutional Distribution of Respondents

Regarding educational background, 63.3% ($n = 105$) of the respondents had prior experience in pesantren (Islamic boarding schools), while 36.7% ($n = 61$) had non-pesantren backgrounds. Notably, none of the respondents had resided in Arabic-speaking countries, indicating that their Arabic proficiency was acquired entirely through formal education. Only 25.9% ($n = 43$) attended supplementary Arabic courses outside their university programs, while the majority (74.1%, $n = 123$) relied solely on institutional instruction. These data suggest that most students' communicative exposure to Arabic is confined to classroom-based, non-immersive contexts.

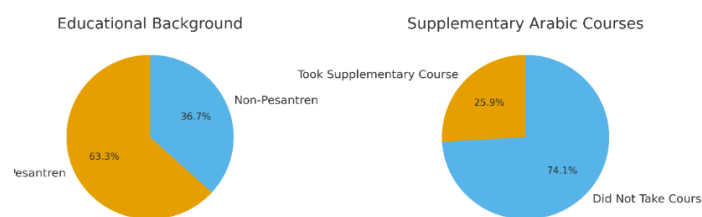


Figure 2. Educational Background and Supplementary Arabic Courses

Language Attitude and Communication Performance

Understanding the relationship between language attitude and communicative performance helps explain how students' psychological orientations influence their linguistic outcomes. Language attitude reflects students' beliefs, emotions, and behaviours toward Arabic. At the same time, communicative performance refers to their ability to use the language effectively in real interaction, including aspects of fluency, confidence, and accuracy. To capture this variation, both language attitude (Variable X) and communicative performance (Variable Y) were categorised into three levels (low, moderate, and high) based on their score ranges. The detailed distribution of these categories is presented in the Table below.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TotalX	166	31	90	72,34	10,462
TotalY	166	15	60	35,95	9,360
Valid N (listwise)	166				

The descriptive statistics provides an overview of the distributions of scores for the two main variables: Language Attitude (TotalX) and Communicative Performance (TotalY). The data were obtained from 166 respondents. The Language Attitude (X) scores ranged from 31 to 90, with a mean of 72.34 and a standard deviation of 10.46. It indicates that, on average, students demonstrated relatively high attitudes toward Arabic, albeit with moderate variation among respondents. And Communicative Performance (Y), the scores ranged from 15 to 60, with a mean score of 35.95 and a standard deviation of 9.36.

Table 4. Variabel X (language attitudes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	2,4	2,4	2,4
	Moderate	66	39,8	39,8	42,2
	High	96	57,8	57,8	100,0
	N	166	100,0	100,0	

Language Attitude Category (X)

Category Interval = (Maximum Score - Minimum Score) : 3

Interval = 59 : 3 = 20

Using a three-level categorisation (low = 31–50, moderate = 51–70, high = 71–90), the analysis revealed that the majority of students demonstrated high language attitudes toward Arabic (57.8%, n = 96), followed by moderate attitudes (39.8%, n = 66), and only 2.4% (n = 4) showing low attitudes. This distribution indicates a predominantly positive orientation toward Arabic within the sampled population.

Table 5. Variabel Y (communicative performance)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	39	23,5	23,5	23,5
	Moderate	98	59,0	59,0	82,5
	High	29	17,5	17,5	100,0
	N	166	100,0	100,0	

Communicative performance Category (Y)

Category Interval = (Maximum Score - Minimum Score) : 3

Interval = 45 : 3 = 15

In contrast, communicative performance, categorised as low (15–29), moderate (30–44), and high (45–60), displayed a more even spread. The majority (59.0%, n = 98) fell within the moderate range, 23.5% (n = 39) exhibited low performance, and only 17.5% (n = 29) achieved high communicative performance. These results suggest that although attitudes toward Arabic were largely positive, they were not uniformly translated into high levels of communicative performance.



Correlation between Language Attitude and Communication Performance

Pearson correlation analysis revealed a statistically significant, moderate-to-strong positive relationship between language attitude and communicative performance ($r = 0.650$, $p < 0.01$). The coefficient of determination ($r^2 = 0.42$) indicates that approximately 42% of the variance in communicative performance scores is shared with variance in language attitude scores, reflecting a meaningful degree of co-variation between the two constructs. The result provides clear empirical support for the argument that students' affective orientations toward Arabic are significantly associated with their ability to use the language effectively in communicative contexts.

Table 6. Correlations

		TotalX	TotalY
TotalX	Pearson Correlation	1	,650**
	Sig. (2-tailed)		,000
	N	166	166
TotalY	Pearson Correlation	,650**	1
	Sig. (2-tailed)	,000	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

These findings are consistent with the theoretical framework established by Masgoret and Gardner, who argued that positive attitudes toward a target language enhance integrative motivation, thereby improving learning outcomes.²³ However, the magnitude of the relationship observed in the present study ($r = 0.650$) indicates a relatively strong association between attitude and communicative performance when compared with many attitude–achievement correlations reported in L2 research, which often fall within moderate ranges.

One possible explanation for this heightened correlation lies in the specific learning context examined in this study. Unlike many studies conducted in general foreign language settings, Arabic language learning in Indonesian universities is shaped by a distinctive sociocultural environment in which the language intertwined religious and academic significance. This dual status may intensify learners' affective and cognitive orientations toward the language, thereby strengthening the link between attitudes and communicative engagement. In addition, while previous studies frequently rely on purely quantitative survey designs, the present research situates these findings within a broader explanatory framework that considers the contextual and experiential dimensions of learners' attitudes. Within this perspective, language attitudes appear to function not merely as transient emotional reactions but as relatively stable cognitive–motivational dispositions that shape students' willingness to participate in communicative practice, particularly in contexts where opportunities for authentic interaction remain limited.

²³ A. M. Masgoret and R. C. Gardner, "Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates," *Language Learning* 53, no. 1 (2003): 123–63, <https://doi.org/10.1111/1467-9922.00212>.

The findings resonate with Alrabai, who demonstrated that motivation, driven by attitudinal dispositions, emerged as the most salient direct predictor of learners' willingness to communicate, with anxiety and enjoyment functioning as mediating affective variables.²⁴ Similarly, Bakri and Tannenbaum found significant correlations between attitudinal variables, willingness to communicate, and academic achievements, reinforcing the view that the attitude–performance relationship is mediated by identifiable affective-motivational pathways.²⁵ While their study established the presence of such a relationship, the present research extends this line of inquiry in several ways. First, it empirically quantifies the strength of the relationship between language attitude and communicative performance ($r = 0.650$), providing a clearer indication of the magnitude of this association in an Arabic language-learning context. Second, by examining students from different institutional and educational backgrounds within Indonesian higher education, the study provides a broader contextual perspective on how attitudes operate in environments where Arabic functions not only as an academic subject but also as a language associated with religious and cultural identity. In this sense, the findings refine previous research by suggesting that the impact of language attitudes may be particularly pronounced in sociocultural settings where the target language carries both high symbolic capital and pedagogical significance.

Theoretical Interpretations: From Language Attitude to Communicative Performance

The relationship between language attitude and communicative performance can be interpreted through several complementary perspectives in second language acquisition. Quantitatively, the present study found a substantial positive correlation between the two variables ($r = 0.650$), suggesting that students with more favourable attitudes toward Arabic tend to demonstrate stronger communicative engagement. Insights from the qualitative phase provide further explanation for this relationship. Interviews with selected participants revealed that students who expressed positive attitudes toward Arabic often associated the language with personal, academic, and religious values, thereby reducing communication anxiety and increasing their willingness to participate in classroom interactions. Conversely, students whose attitudes were more neutral or ambivalent tended to report hesitation in speaking, particularly when they feared making grammatical errors or being evaluated by peers.

These qualitative insights indicate that language attitudes operate not only at the affective level but also through behavioural engagement and cognitive investment. Participants who reported enjoying Arabic learning described making additional efforts to practice speaking beyond classroom requirements, such as interacting with peers, participating in academic discussions, or attempting

²⁴ Fakieh Alrabai, "Modeling the Relationship between Classroom Emotions, Motivation, and Learner Willingness to Communicate in EFL: Applying a Holistic Approach of Positive Psychology in SLA Research," *Journal of Multilingual and Multicultural Development* 45, no. 7 (2024): 2465–83, <https://doi.org/10.1080/01434632.2022.2053138>.

²⁵ Yasmin Bakri and Michal Tannenbaum, "Language Anxiety, Willingness to Communicate, and Achievements: The Case of Palestinian Students in Israeli Universities," *Journal of Language and Social Psychology* 44, no. 2 (2025): 149–69, <https://doi.org/10.1177/0261927X251314956>.



spontaneous communication. Such behaviour reflects the behavioural dimension of language attitude, in which favourable orientations toward the language translate into sustained communicative practice. This behavioural engagement transforms attitude into sustained communicative competence.²⁶

At the same time, the cognitive dimension also emerged as an important factor. Several participants noted that perceiving Arabic as academically and culturally meaningful motivated them to invest more effort in understanding linguistic structures and vocabulary. The cognitive dimension of attitude further reinforces this connection. Learners who perceive Arabic as valuable and meaningful tend to invest more deeply in understanding its structures and applications.²⁷ Together, these affective, behavioural, and cognitive processes help explain how positive language attitudes can gradually develop into stronger communicative performance, particularly in learning environments where opportunities for authentic interaction remain relatively limited.

The Critical Gap Between Language Attitude and Communicative Performance

Despite the significant correlation, the distribution of scores reveals a discrepancy: while 57.8% of students held positive attitudes, only 17.5% achieved high communication performance. This pattern suggests that favourable attitudes may contribute to communicative engagement but do not automatically translate into high levels of communicative proficiency. The gap observed in this study may reflect the influence of additional mediating factors, such as the nature of instructional practices, the extent of exposure to authentic communicative input, students' language anxiety, or differences in proficiency levels. Since these variables were not statistically modelled in the present analysis, the findings should be interpreted as indicating a meaningful association rather than a direct causal relationship between language attitude and communicative performance.

The finding echoes Chomsky's distinction between linguistic competence (knowledge of language) and linguistic performance (actual use).²⁸ Students may know how to construct correct Arabic sentences but fail to express them fluently in honest communication due to anxiety, cognitive load, or limited contextual experience.

²⁶ Marinel Vergara Burgos, "Second Language Learners' Behavioral, Cognitive, and Emotional Attitudes Toward the Language and Their Second Language Competencies," *American Journal of Education and Technology* 2, no. 4 (2023): 1–4, <https://doi.org/10.54536/ajet.v2i4.2006>.

²⁷ Elok Rufaiqoh et al., "An Analysis of Arabic Language Curriculum Development in Indonesia," *Jurnal Al-Maqayis* 11, no. 1 (2024): 1–16, <https://doi.org/10.18592/jams.v11i1.9843>; Huda Yahya Abu-Qtaish, "The Effectiveness of Community Integration Activities for Practicing Colloquial Language in Developing Communicative Competence among Non-Native Arabic Language Learners in Jordan," *Jordanian Educational Journal* 10, no. 4 (2025): 279–94, <https://doi.org/10.46515/jaes.v10i4.1795>; Owoyale-Abdulganiy Ibrahim Solahudeen et al., "Attitude of Islamic Studies Students towards Learning Arabic Language: Secondary Schools in Asa Local Government," *Jurnal Eduscience* 12, no. 2 (2025): 356–65, <https://doi.org/10.36987/jes.v12i2.6649>.

²⁸ Ted Schoneberger, "A Departure from Cognitivism: Implications of Chomsky's Second Revolution in Linguistics," *The Analysis of Verbal Behavior* 17, no. 1 (2000): 57–73, <https://doi.org/10.1007/BF03392956>.

The lack of immersive environments likely exacerbates this gap. Since none of the students had lived in Arabic-speaking settings and only one-fourth engaged in supplementary courses, authentic communicative exposure was minimal. The findings reaffirm the critical role of affective and motivational factors in language learning. Recent research by Ismayilli also emphasises that emotionally supportive learning environments enhance language acquisition by reducing anxiety and promoting active participation.²⁹ The multidimensional design of the attitude instrument, which encompasses cognitive, affective, and behavioural components, reflects this holistic understanding of learner psychology.

Comparable findings have been reported by Abushihab et al., who found that integrative motivation and students' desire to connect with Arabic culture were a strong predictor of language achievement among Arab expatriate learners.³⁰ Indonesian students in this Study similarly exhibited integrative orientations, expressing pride and enjoyment in learning Arabic. Language attitudes must be supported by effective pedagogy and adequate practice opportunities. The moderate performance levels observed here likely reflect limitations in instructional methods and environmental exposure rather than a lack of motivation.

Implications for Arabic Language Teaching

The findings of this study yield critical pedagogical implications grounded in empirical evidence from both the quantitative and qualitative phases of the research. Rather than deriving from general Communicative Language Teaching (CLT) principles, these implications emerge directly from the statistical patterns and experiential insights observed within the Indonesian higher education context.

The first implication concerns the role of educational background as a structural determinant of communicative performance. The analysis revealed a statistically significant difference between students from pesantren and non-pesantren backgrounds ($F = 17.135, p < 0.001$). Students with pesantren experience achieved a substantially higher mean score in communicative performance ($M = 38.13$) than those without such a background ($M = 32.18$). Qualitative evidence clarifies the experiential basis of this difference. A participant from UIN Alauddin Makassar, who previously studied in a pesantren, explained that the immersive linguistic environment, where Arabic is used continuously without excessive concern for grammatical perfection. It played a crucial role in developing speaking ability: *"The desire to have an environment like that of a pesantren, where Arabic is used 24 hours a day regardless of whether it is correct or incorrect, is considered important because it can accelerate speaking ability through the process of habituation."* This finding suggests that universities should actively compensate for the communicative disadvantages experienced by non-pesantren students by creating structured immersive environments, such as Arabic conversation clubs,

²⁹ Fatime Ismayilli, "The Role of Positive Emotional Atmosphere in Enhancing Foreign Language Acquisition," *Porta Universorum* 1, no. 3 (2025): 186–213, <https://doi.org/10.69760/portuni.010316>.

³⁰ Eiman Abushihab et al., "Motivation and Attitudes toward Learning Arabic as a Second Language: A Study of Arab-American and Arab-Expatriate Middle School Students in the U.S. and Qatar," *Dibon Journal of Languages* 1, no. 1 (2025): 3–23, <https://doi.org/10.64169/djl.32>.

peer mentoring programmes pairing pesantren and non-pesantren students, and regular informal speaking sessions that simulate sustained language use.

The second implication concerns institutional context. The analysis also revealed a significant difference between students at Universitas Negeri Jakarta and UIN Alauddin Makassar ($F = 7.974$, $p = 0.005$), with students at UIN Alauddin demonstrating higher communicative performance ($M = 37.88$) than those at UNJ ($M = 33.86$). This institutional gap suggests that contextual factors—such as classroom interaction patterns, peer communication norms, and extracurricular opportunities—mediate the translation of language attitudes into communicative behaviour. Qualitative data support this interpretation. Students from both institutions reported that classroom interaction became less engaging when discussion topics were unfamiliar or excessively formal. As one student from UIN Alauddin with a neutral language attitude noted: *“When the topic is difficult or the vocabulary is too formal, interaction becomes less enjoyable because it requires a longer thinking time before responding”*. These findings indicate that Arabic language programmes, particularly in contexts where communicative performance remains relatively low, should prioritise topical relevance and scaffolded communicative activities, such as role-plays, group discussions based on familiar themes, and task-based learning connected to students’ everyday experiences and digital media practices.

The third implication involves the affective–behavioural pathway linking language attitudes to communicative performance. Among students who demonstrated both positive attitudes and high communicative performance, qualitative data consistently indicated that communicative confidence developed gradually through repeated positive experiences rather than emerging as an inherent trait. Participants described how encouragement from instructors, successful communication with peers or native speakers, and the perception of Arabic as a high-status religious and cultural asset contributed to their willingness to speak. One student from UNJ with high attitude and performance scores explained: *“The courage to express opinions spontaneously is grounded in practice, speaking experience, and adequate mastery of Arabic language fundamentals. The courage to speak is considered more important than waiting for a grammatically perfect sentence.”* These insights suggest that pedagogical practices should prioritise early-stage communicative success and constructive feedback rather than excessive emphasis on grammatical accuracy. Opportunities for interaction with native speakers, whether through virtual exchanges or institutional language programmes, may further strengthen students’ communicative confidence.

An additional implication arises from the finding that gender significantly predicted communicative performance ($F = 18.725$, $p < 0.001$), with male students achieving higher mean scores ($M = 40.43$) than their female counterparts ($M = 33.96$). This result indicates that affective factors such as communication anxiety and self-confidence may operate differently across gender groups. The qualitative data suggest that female students more frequently reported hesitation when speaking in public or in evaluative classroom settings. Consequently, language programmes may need to adopt more supportive and inclusive communicative

environments that proactively encourage participation from all learners and mitigate potential sources of communicative anxiety.

Notably, the finding that neither the number of Arabic courses taken ($p = 0.323$) nor year of study ($p = 0.552$) significantly predicted communicative performance highlights a critical pedagogical lesson. Communicative competence does not develop simply through prolonged exposure to formal instruction. Instead, the decisive factor appears to be the quality and authenticity of communicative engagement. Students exhibiting high communicative performance were those who had frequent opportunities to use Arabic meaningfully in interactional contexts. This finding underscores the need for a pedagogical reorientation in Arabic language education—from a predominantly content-transmission model toward learning environments where Arabic functions as a genuine medium of communication rather than merely an object of formal linguistic inquiry.

Consequently, fostering positive attitudes should remain a central goal in Arabic language education.³¹ Teachers can foster these attitudes by using culturally relevant materials, employing interactive teaching methods, and conducting authentic communication tasks. Providing early-stage success experiences and constructive feedback also enhances confidence and motivation. Second, the results highlight the need for a pedagogical reorientation toward communicative competence.³²

As Qasserras notes, Communicative Language Teaching (CLT) offers a practical framework for integrating form and function through meaningful interaction and task-based learning.³³ Sarbaini & Rahmi further demonstrate that combining communicative Arabic instruction with critical thinking and authentic assessment fosters both linguistic and pragmatic skills.³⁴ And creating immersive classroom environments, such as Arabic conversation clubs, virtual exchanges, and interactive media discussions, can compensate for limited real-world exposure.³⁵

³¹ Nasser AlMansour, "Effect of Attitude on Foreign Language Acquisition: Arabic Pronunciation as Case Study," *Arab World English Journal* 7, no. 1 (2016): 310–25, <https://doi.org/10.24093/awej/vol7no1.18>; Ohod Faisal Ahmed, "Exploring Language Attitudes and Identity Construction in Arabic Diglossia," *Translation and Linguistics (Transling)* 4, no. 2 (2024): 120, <https://doi.org/10.20961/transling.v4i2.89497>.

³² Kazeem Oluwatoyin Ajape et al., "Communicative Language Approach (CLT) to the Teaching and Learning of Arabic Language in Nigerian Universities," *IJUS | International Journal of Umranic Studies* 6, no. 2 (2023): 59–73, <https://doi.org/10.59202/ijus.v6i2.738>; Moh. Buny Andaru Bahy et al., "Digitalization of Arabic Language Textbook Based on Communicative Learning to Improve the Linguistic Competence of Madrasah Tsanawiyah Students," *An Nabighoh* 26, no. 1 (2024): 67–78, <https://doi.org/10.32332/annabighoh.v26i1.67-78>.

³³ Lhoussine Qasserras, "Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective," *European Journal of Education and Pedagogy* 4, no. 6 (2023): 17–23, <https://doi.org/10.24018/ejedu.2023.4.6.763>.

³⁴ Albarra Sarbaini and Novita Rahmi, "Enhancing Arabic Speaking Skills: A Study on Instructional Design, Implementation, and Assessment," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 641–62, <https://doi.org/10.29240/jba.v8i2.10828>.

³⁵ Eiman Mustafawi et al., "Perceptions and Attitudes of Qatar University Students Regarding the Utility of Arabic and English in Communication and Education in Qatar," *Language Policy* 21, no. 1 (2022): 75–119, <https://doi.org/10.1007/s10993-021-09590-4>.



Cross-contextual studies reinforce the broader relevance of these findings. Positive language attitudes can be nurtured through supportive pedagogical environments, suggesting that structured interventions could bridge the gap between language attitudes and communicative performance in Indonesia.³⁶ Similarly, Towairesh observed that contemporary research on language attitudes increasingly focuses on the behavioural pathways through which attitudes affect communicative outcomes.³⁷ The present study contributes to this evolving scholarship by quantifying the relationship between attitudes and communicative performance in an Indonesian context and by illuminating how attitudinal readiness interacts with environmental constraints to shape learning outcomes.

Conclusion

This Study examined the relationship between language attitude and communicative performance in Arabic language learning among university students in UNJ and UIN Alauddin Makassar. The analysis demonstrated strong positive attitudes toward Arabic, reflecting appreciation for its academic, cultural, and spiritual significance. These attitudes appear to foster motivation, persistence, and willingness to engage in communication practice. Nevertheless, only a small proportion of students attained high levels of communicative performance, while the majority remained within the moderate category. This discrepancy underscores a persistent gap between language attitude and communicative performance.

In the context of Arabic language teaching, the findings highlight the importance of integrating affective development with communicative practice. Teachers should foster positive attitudes through engaging, culturally relevant materials, supportive classroom environments, and activities that explicitly align with Arabic to students' academic and professional aspirations.

According to the principles of Communicative Language Teaching (CLT), the development of positive attitudes must be accompanied by instructional practices that actively promote interaction and the use of functional language. Furthermore, institutions should create alternative language-rich contexts, such as conversation clubs, peer exchanges, and the use of authentic Arabic media, to promote meaningful communication. Assessment practices should also be recalibrated with communicative objectives by implementing performance-based evaluations that

³⁶ Munassir Alhamami, "Language Learners' Attitudes Toward Online and Face-To-Face Language Environments," *Frontiers in Psychology* 13 (July 2022): 926310, <https://doi.org/10.3389/fpsyg.2022.926310>; Faizal Pikri, "The Role of the Language Environment in Improving Arabic Learning Abilities," *International Journal of Science and Society* 4, no. 2 (2022): 346–54, <https://doi.org/10.54783/ijcsoc.v4i2.478>; Muhammad Yusuf et al., "The Language Environment in Supporting Arabic Language Learning in Pesantren South Sulawesi," *Bulletin of Science Education* 3, no. 2 (2023): 84, <https://doi.org/10.51278/bse.v3i2.561>; Danya Shaalan, "Role of Learning Environment in Arabic as a Foreign Language in Saudi Arabia," *Theory and Practice in Language Studies* 13, no. 9 (2023): 2186–94, <https://doi.org/10.17507/tp13.1309.04>.

³⁷ Abdullah Abdulrahman Bin Towairesh, "Language Attitudes Studies Between the Past and the Present: The Current State of Research in the Arab World and Within the Saudi Context," *International Journal of English Linguistics* 11, no. 5 (2021): 19, <https://doi.org/10.5539/ijel.v11n5p19>.

measure actual communicative ability, rather than relying solely on grammatical knowledge.

Overall, the study confirms that positive attitudes form a vital foundation for learning Arabic language; however, their impact depends on sustained pedagogical support and opportunities for authentic interaction. When affective readiness is complemented by systematic practice and supportive learning environments, students are more likely to transform motivation into functional communicative competence and achieve meaningful proficiency in Arabic for academic, cultural, and professional purposes.

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Author Contribution Statement

FA conceived the research idea, designed the study framework, and was responsible for the overall execution of the research. PZ formulated the research problems, validated the research instruments, and conducted data analysis. H collected and processed the research data. ASH contributed by reviewing and providing critical revisions to the manuscript. All authors read and approved the final version of the paper.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

AI Writing Statement

During the preparation of this manuscript, the author used Grammarly to assist with language editing, grammar checking, and improving clarity of expression. The author carefully reviewed and revised all suggestions and takes full responsibility for the final content of this manuscript.

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