



## THE LEVEL OF ANXIETY OF SPEAKING ARABIC LANGUAGE STUDENTS OF ARABIC LANGUAGE EDUCATION PROGRAM IN PRACTICE OF THE KHITOBAH 1 COURSE

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### Abstract

*This research was conducted to observe the level of anxiety in speaking Arabic among students of Sayyid Ali Rahmatullah Tulungagung State Islamic University's Arabic Language Education Study Program in the practice of the Khitobah 1. The research was conducted using mixed methods combining qualitative and quantitative methods. The researcher collected data through a closed questionnaire using the Horwitz 1986 FLCAS (Foreign Language Classroom Anxiety Scale) anxiety measuring instrument and modified it according to the research objectives. Meanwhile, qualitative data were obtained through semi-structured interviews with open-ended questions to obtain the naturalism of students' experiences in practicing Khitobah 1. The results showed that students experienced high levels of anxiety. Another finding is that students tend to experience higher anxiety in negative evaluation anxiety, which is 66%. The factors that cause anxiety are linguistic and non-linguistic. Linguistic factors include the complexity of the Arabic language, and non-linguistic factors include self-concept, self-efficacy, feelings of insecurity, fear of making mistakes, etc. It is hoped that the results of this research can provide helpful information for teachers of Arabic in designing more effective strategies for learning Maharah Kalam and assisting students in dealing with excessive anxiety in hiwar practice.*

**Keywords:** anxiety language, Arabic speaking's, Khitobah 1, FLCAS, mixed methods

### Abstrak

*Penelitian ini dilakukan untuk mengetahui tingkat kecemasan berbicara bahasa Arab di kalangan mahasiswa Program Studi Pendidikan Bahasa Arab Sayyid Ali Rahmatullah UIN Tulungagung dalam praktik Khitobah 1. Penelitian ini dilakukan dengan metode campuran yang menggabungkan metode kualitatif dan kuantitatif. Peneliti mengumpulkan data melalui kuesioner tertutup dengan menggunakan alat ukur kecemasan FLCAS (Foreign Language Classroom Anxiety Scale) Horwitz 1986 dan dimodifikasi sesuai dengan tujuan penelitian. Sedangkan data kualitatif diperoleh melalui wawancara semi terstruktur dengan pertanyaan terbuka untuk memperoleh naturalisme pengalaman siswa dalam mengamalkan Khitobah 1. Hasil penelitian menunjukkan bahwa siswa mengalami tingkat kecemasan yang tinggi. Temuan lainnya adalah siswa cenderung mengalami kecemasan yang lebih tinggi*

*pada aspek kecemasan evaluasi negatif, yaitu sebesar 66%. Faktor penyebab kecemasan adalah linguistik dan non linguistik. Faktor linguistik meliputi kompleksitas bahasa Arab dan faktor non-linguistik meliputi konsep diri, self-efficacy, perasaan tidak aman, takut melakukan kesalahan, dan sebagainya. Diharapkan hasil penelitian ini dapat memberikan informasi yang bermanfaat bagi guru bahasa Arab dalam merancang strategi yang lebih efektif dalam pembelajaran Maharah Kalam dan memberikan bantuan kepada siswa dalam mengatasi kecemasan yang berlebihan dalam praktik hiwar.*

**Kata Kunci:** kecemasan bahasa, bahasa Arab, *Khitobah 1*, FLCAS, metode campuran

## INTRODUCTION

Arabic speaking skills are an essential aspect that students must learn and possess, especially students of the Arabic Language Education Study Program. Arabic speaking skills are considered crucial because, in practice, among the 4 Arabic language skills, namely reading skills (*Maharah Qira'ah*), writing skills (*Maharah Kitabah*), listening skills (*Maharah Istima'*), and speaking skills (*Maharah Kalam*) have a close correlation that cannot be separated from one another..<sup>123</sup> The urgency of speaking skills is strengthened by the shift of Arabic from a language learned to study religious sciences to a foreign language with a second position after English. From here, Arabic became a language of association and knowledge, so learning Arabic speaking skills was very urgent.<sup>4</sup>

In addition, one of the profiles of PBA graduates is as educators/educational practitioners with the capacity and capability relevant to the PBA major. Hence, the ability to speak Arabic is even more crucial for PBA students to master because, as a good educator, it is an essential thing that must exist in educators, including the ability to speak and communicate, whether in the mother tongue or the target language. In line with Harydi and Zamzami who stated that speaking is a

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<sup>1</sup> Sadam Samal, "KETERAMPILAN BERBICARA (MAHARAH AL-KALAM) BAHASA ARAB MAHASISWA JURUSAN PENDIDIKAN AGAMA ISLAM (PAI) SEMESTER I DAN III TA. 2016/ 2017 FAKULTAS ILMU TARBIYAH DAN KEGURUAN IAIN AMBON," *Kuttab: Jurnal Ilmiah Mahasiswa 2*, no. 1 (September 13, 2021): 57, [https://doi.org/10.33477/kjim.v2i1.2069](https://doi.org/10.33477/kjim.v2i1.2069;);;

<sup>2</sup> Nailan Ni'mah Nasution, Ismail Baharuddin, and Muhammad Zainulhaq Mafakhir, "APPLYING THE AUDITORY-ORAL METHOD TO IMPROVE THE SPEAKING SKILL OF NINTH-GRADE STUDENTS AT RAYHAN AL-JANNAH BORDING SCHOOL," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab 10*, no. 2 (December 30, 2022): 141–56, <https://doi.org/10.24952/thariqahilmiah.v10i2.5277>

<sup>3</sup> Nuraeni Novira, "Metode Pembelajaran Maharat al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa pada Tingkat Pemula," *Nukhbatul 'Ulum 3*, no. 1 (December 22, 2017): 313–23, <https://doi.org/10.36701/nukhbah.v3i1.25>

<sup>4</sup> Muhammad Ivan Alfian, Niswah Nujumun, and Muhammad Zaki Masykur, "Kecemasan Berbahasa Untuk Ketrampilan Berbicara Bahasa Arab Pada Tingkatan Perguruan Tinggi," *Arabia 14* (2022): 1, <http://dx.doi.org/10.21043/arabia.v14i1.14887>.

communication process in which, at that time, there was a transfer of information from one place to another.<sup>5</sup>

From this statement, it can be seen that when an educator is proficient in communicating, of course, the knowledge transfer process will run smoothly. The process of transferring knowledge smoothly certainly makes it easier for students in the learning process so that this can immediately improve the quality of teaching and student achievement.<sup>6</sup> This is in line with Carl Roger, who said that an educator is expected to be a facilitator in learning through the formation of interpersonal communication relationships.<sup>7</sup> It means that every educator is required to have the ability to speak and communicate well so that educators can build interpersonal communication with their students. This helps in the formation of a good learning climate and can motivate students.<sup>8</sup>

The *Khitobah 1* course is a course that aims to train and develop students' abilities in conveying ideas through Arabic communication, in line with Ardini which states that communication will develop along with the intensity of training.<sup>9</sup> However, it turns out that in the practice of speaking skills in the *Khitobah 1* course, there are still many PBA students who experience problems, one of which is related to speaking anxiety. Anxiety, according to Kaplan, Sadock, and Grebb is a response to certain circumstances, such as stress and threat, and is a natural thing to accompany developments, changes, and new events. Meanwhile, Freud stated that anxiety is a form of tension within a person (inner conflict) related to unsatisfied desires because of an obstacle from self-egoism, while the ego does not have the power to reconcile it.<sup>10</sup>

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<sup>5</sup> Silvia Rahmadani and Fauzul Eftita, "Foreign Language Speaking Anxiety: A Study of English Language Learning," *Indonesian Journal Of Educational Research and Review* 5, no. 2 (July 20, 2022): 262–72, <https://doi.org/10.23887/ijerr.v5i2.50284>.

<sup>6</sup> Kriangkrai Yaikhong and Siriluck Usaha, "A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability," *English Language Teaching* 5, no. 12 (October 18, 2012): p23, <https://doi.org/10.5539/elt.v5n12p23>.

<sup>7</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (White Plains, NY: Pearson Longman, 2007).

<sup>8</sup> Abdul Aziz Dermawan, "Komunikasi Interpersonal Guru dan Siswa dalam Proses Pembelajaran Pendidikan Agama Islam di SMP Swasta Al-Hikmah Marelan" (Universitas Negeri Islam Sumatera Utara, 2018).

<sup>9</sup> Ismawati K Karim, Yenti Juniarti, and Irvin Novita Arifin, "Strategi Guru dalam Meningkatkan Kemampuan Berbicara Pada Anak," *JURNAL RAUDHAH* 10, no. 2 (November 15, 2022), <https://doi.org/10.30829/raudhah.v10i2.2037>.

<sup>10</sup> Sutarjo A Wiramihardja, *Pengantar Psikologi Abnormal* (Bandung: Refika Aditama, 2005).

What's more, in the practice of *Khitobah* 1, students are required to speak Arabic, which incidentally is a foreign language (second language). This certainly makes students more worried. Guiora states that anxiety is a phenomenon that more often affects people who learn a second language because language learning concerns complex psychological aspects. In line with Kim who said that in language classes, the level of anxiety is much higher than in other classes, such as writing classes. Because spontaneously, it threatens one's self-concept and worldview.<sup>11</sup> Horwitz and Cope defines that this condition is called foreign language anxiety, which is a form of social anxiety that arises when someone uses a foreign language.<sup>12</sup>

These forms of anxiety can be seen through the many students of the PBA UIN study program Sayyid Ali Rahmatullah who are reluctant to carry out bi'ah Arabia in the daily classroom ecosystem so that when students are required to carry out practices related to increasing *maharah* kalam, namely giving speeches in the *Khitobah* 1 course, not a few students perform less optimally. In addition, many students stammer in speech practice, sweat, and experience symptoms of tremors. This indicates that students are experiencing excessive anxiety in the practice of *Khitobah* 1. As stated Mineka & Zinbarg and Mineka & Oehlberg which states that anxiety disorders can be characterized by anxiety that affects a person's physiology, such as a racing heart, trembling, and sweating.<sup>13</sup> Not only limited to physiological responses, but anxiety is also illustrated in the psychological aspects of a person, as said Seligman, Walker & Rosenhan, that the phenomenon of anxiety is a physiological and psychological response identified by emotional, somatic, and cognitive elements that cause worry.<sup>14</sup>

In addition, in the practice of the *Khitobah* 1 course, students are not only limited to delivering Arabic speeches in front of the class but also given several questions in Arabic from lecturers and classmates. Here also, students are required to answer spontaneously in Arabic as well. In this condition, students are not only

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<sup>11</sup> Abdul Basith, "Kecemasan Berbicara Bahasa Arab Siswa Program Intensif Bahasa Arab," 2021; Agus Mulyana, "TAWAKAL DAN KECEMASAN MAHASISWA PADA MATA KULIAH PRAKTIKUM," *Psymphatic: Jurnal Ilmiah Psikologi* 2, no. 1 (February 4, 2016): 17-24, <https://doi.org/10.15575/psy.v2i1.443>.

<sup>12</sup> E.K. Horwitz, M.B. Horwitz, and J. Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal*, 1986.

<sup>13</sup> Laura A. King, *Psikologi Umum* (Jakarta: Salemba Humanika, 2014).

<sup>14</sup> Megawati Basri, "FAKTOR KECEMASAN SISWA DALAM BERBICARA BAHASA INGGRIS PADA MAHASISWA UNIVERSITAS AHMAD DAHLAN YOGYAKARTA" 3, no. 11 (2019).

worried about appearing in front of lecturers and classmates but also when they have to be asked and answered using Arabic. Students are worried and afraid of receiving a negative response from the audience and supporting lecturers. From there, the students became increasingly frightened and chose to stop speaking because they faced psychological and psychological problems until this anxiety became a separate problem that urgently needed to be researched and find a way out in line with Padmadewi explained that anxiety is a variable related to affective which has a significant influence on the success of learning a second language.

It means that if the anxiety is not found a way out, it will undoubtedly become a big problem that can affect student achievement indexes and, even more significantly, will affect the speaking skills and Arabic success of PBA students.

Although many articles examine the anxiety of speaking foreign languages, the discussion in the study is still too general. The reason the researchers focused their research on the level of anxiety in Arabic is to provide a detailed explanation of anxiety and anxiety levels and anxiety factors so that lecturers who focus on educating speaking skills can find out this serious problem from the side of students so that lecturers can get important information as a consideration in choosing a more appropriate strategy to improve participants' Arabic speaking skills educate.

## **METHOD**

The method used in this study is mixed methods, which combines qualitative methods and quantitative methods. The research design applied is Explanatory Sequential, which aims to produce a more comprehensive and in-depth understanding of the level of student anxiety in the practice of the *Khitobah* 1 course.

In the early stages, the researcher collected quantitative data through a closed questionnaire based on the FLCAS (Foreign Language Classroom Anxiety Scale), which contains 3 aspects and has been modified according to the research objectives. The question items consist of positive and negative questions, which consist of 23 items. The population in this study is known as 77 students. The samples obtained were 39 students. The number of samples obtained has met the requirements for research; this is relevant to the opinion of (Surakhman, 2010) "If the total population is not more than 100, then sampling is at least 50% of the total population. This study focuses on measuring the level of anxiety using an anxiety measuring questionnaire

adapted from FLCAS Horwitz (Horwitz & Cope 1986) to determine the factors that cause anxiety. The questionnaire is in the form of Likert scale points where each question item has a value of 1-5, starting with "strongly disagree" to "strongly agree." At the same time, the data analysis technique uses quantitative description.

The second phase of research, namely collecting qualitative data obtained through semi-structured interviews using an open-ended question model with purposive sampling techniques on PBA Semester 3 students who have participated in the practice of the *Khitobah* 1 course. The dominating data in this study is quantitative, while qualitative data only support later analysis as a whole to produce a comprehensive analysis and conclusion.

The assessment scores in the Likert scale 5 questionnaires are: Strongly Agree (SA) (5), Agree (A) (4), Neutral (N) (3), Disagree (D), and Strongly Disagree (SD), for percentage criteria can be seen in the criteria table by Sugiyono, 2011.<sup>15</sup>

**Table 1. Questionnaire Indicator Criteria**

| No | Percentage (%) | Criteria  |
|----|----------------|-----------|
| 1  | 0-20           | Very Low  |
| 2  | 21-40          | Low       |
| 3  | 41-60          | Neutral   |
| 4  | 61-80          | High      |
| 5  | 81-100         | Very High |

## DISCUSSION

### Quantitative Analysis

The researcher distributed questionnaires to all 3rd semester PBA students at UIN Sayyid Ali Rahmatullah Tulungagung who had taken the *Khitobah* 1 practice course—anxiety measuring questionnaire adapted from FLCAS Horwitz, Horwitz & Cope (1986).<sup>16</sup> The FLCAS scale instrument has 3 aspects of anxiety: foreign language & communication anxiety, foreign language test anxiety, and negative evaluation anxiety.<sup>17</sup> Foreign language anxiety and communication fear is when students feel lack of confidence, fear and anxiety when communicating.<sup>18</sup> This aspect is indicated

<sup>15</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2011).

<sup>16</sup> Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

<sup>17</sup> Elias Bensalem, "Foreign Language Learning Anxiety: The Case of Trilinguals," *Arab World English Journal* 8, no. 1 (March 15, 2017): 234–49, <https://doi.org/10.24093/awej/vol8no1.17>.

<sup>18</sup> Ayuditha Rizki Prima Utami, "A Thesis Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education" (2020).

by item number (1, 5, 7, 11, 14, 15, 20, 23). Next is the anxiety of the Arabic test, which is the fear of failure that dominates related to the Arabic test. This aspect is indicated by item number (3, 8, 9, 10, 12, 17, 18, 21, 22). Negative evaluation anxiety is a student's concern about negative judgments from others indicated by item number (2, 4, 6, 13, 16, 19). Question items consist of negative and positive questions. Negative questions indicated by numbers (2, 8, 15, 18, 22) are marked with the symbol (\*) and are counted in reverse. The following are the results of the FLCAS questionnaire that has been modified according to the researcher's purpose:

**Table 1 Results of FLCAS Questionnaire Distribution**

| No  | Indicator  | SD<br>(1) | DA<br>(2) | N<br>(3) | A<br>(4) | SA<br>(5) |
|-----|--|-----------|-----------|----------|----------|-----------|
| 1.  | I never felt confident enough when I spoke Arabic in the practice of <i>Khitobah 1</i> .                     | 0         | 5         | 18       | 11       | 5         |
| 2.  | <i>When I practice speaking Arabic in Khitobah 1, I don't worry about making mistakes.*</i>                  | 3         | 12        | 12       | 9        | 3         |
| 3.  | I trembled when I knew that I would be asked to answer questions using Arabic in <i>Khitobah 1</i> practice. | 0         | 9         | 13       | 16       | 1         |
| 4.  | I was afraid that my friend would laugh at me when I spoke Arabic.   | 4         | 12        | 12       | 9        | 2         |
| 5.  | In the practice of <i>Khitobah 1</i> , I think about things that are not related to the lesson.              | 2         | 14        | 14       | 8        | 1         |
| 6.  | I think the Arabic proficiency in <i>Khitobah 1</i> practice of my classmates is better than mine.           | 1         | 2         | 9        | 16       | 11        |
| 7.  | I began to panic when the practice of <i>Khitobah 1</i> was not properly prepared.                           | 0         | 1         | 5        | 22       | 11        |
| 8.  | <i>I feel comfortable while speaking Arabic in Khitobah 1 practice in class.*</i>                            | 1         | 10        | 21       | 7        | 0         |
| 9.  | I worry about the consequences of failing in the practice of <i>Khitobah 1</i> .                             | 1         | 6         | 10       | 18       | 4         |
| 10. | In the practice of <i>Khitobah 1</i> I was so nervous that I forgot what I knew by heart and knew.           | 1         | 8         | 14       | 14       | 2         |
| 11. | I felt overwhelmed because of the many rules I had to learn to speak Arabic.                                 | 1         | 12        | 19       | 7        | 0         |
| 12. | I was nervous when the Arabic lecturer tested by asking Arabic questions.                                    | 1         | 6         | 14       | 17       | 1         |
| 13. | Even when I had prepared myself  | 1         | 9         | 10       | 14       | 5         |

|     |   |   |    |    |    |    |
|-----|---|---|----|----|----|----|
|     | well to speak Arabic in <i>Khitobah 1</i> practice, I still felt anxious about it.                          |   |    |    |    |    |
| 14. | I didn't feel like going to class during <i>Khitobah 1</i> practice.  | 5 | 17 | 10 | 6  | 1  |
| 15. | <i>I feel confident when I speak Arabic in Khitobah 1 practice.*</i>  | 2 | 6  | 24 | 6  | 1  |
| 16. | I was afraid that my lecturer would evaluate every mistake I made in front of the class.                    | 2 | 10 | 17 | 9  | 0  |
| 17. | I felt my heart skip a beat when I was about to start speaking Arabic in <i>Khitobah 1</i> practice.        | 0 | 6  | 17 | 14 | 2  |
| 18. | <i>I did not feel any pressure in preparing for the practice of Khitobah 1.*</i>                            | 0 | 11 | 19 | 7  | 2  |
| 19. | My classmates always seem to speak Arabic better than I do.   | 0 | 1  | 12 | 13 | 13 |
| 20. | When I speak Arabic in front of other students, I feel embarrassed.   | 0 | 6  | 19 | 13 | 1  |
| 21. | I felt more tense and depressed in the practice of <i>Khitobah 1</i> than in the practice of other courses. | 1 | 6  | 22 | 8  | 2  |
| 22. | <i>Before the practice of Khitobah 1, I felt confident and relaxed.*</i>                                    | 0 | 8  | 20 | 9  | 2  |
| 23. | When I don't understand everything my professor says, I get anxious.  | 0 | 4  | 16 | 16 | 3  |

From the question table, researchers then grouped the item numbers based on their respective aspects.

### Anxiety Aspects of Arabic Communication

**Table 2. Description of Average and Percentage of Anxiety Level in Aspects of Arabic Communication**

| No Item                   | Number of items | Score  | Frequency | Mean        | Percentage |
|---------------------------|-----------------|--------|-----------|-------------|------------|
| 1,5,7,11,14,<br>15,20,23  | 8               | SA (5) | 23        | 115         | 12%        |
|                           |                 | A (4)  | 89        | 156         | 36%        |
|                           |                 | N (3)  | 125       | 375         | 38%        |
|                           |                 | DA (2) | 65        | 130         | 13%        |
|                           |                 | SD (1) | 10        | 10          | 1%         |
| <b>Amout</b>              |                 |        | 312       | 986         | 100%       |
| <b>Max Score</b>          |                 |        |           | 1560        |            |
| <b>Average Percentage</b> |                 |        |           | 63%         |            |
| <b>Criteria</b>           |                 |        |           | <b>High</b> |            |

Source: Author's research results

Based on the table, it can be seen that the level of student anxiety in the practice of *Khitobah 1*, as many as 12% said strongly agree (SA), 36% said agreed (A),



38% of students stated neutral (N), 13% of students expressed disagree (DA), and 1% of students expressed strongly disagree (SD). The average overall score for 39 respondents regarding language & communication anxiety was 63%. This indicates that in language & communication, students who take the practice *Khitobah* 1 course experience high anxiety levels.

### Anxiety Aspects of Arabic Language Testing

**Table 3. Description of Average and Percent Anxiety Levels in Arabic Language Test Aspects**

| No Item                         | Number of items | Score  | Frequency  | Mean        | Percentage  |
|---------------------------------|-----------------|--------|------------|-------------|-------------|
| 3,8,9,10,<br>12,17,18,2<br>1,22 | 9               | SA (5) | 16         | 80          | 7%          |
|                                 |                 | A (4)  | 110        | 440         | 39%         |
|                                 |                 | N (3)  | 150        | 450         | 40%         |
|                                 |                 | DA (2) | 70         | 140         | 13%         |
|                                 |                 | SD (1) | 5          | 5           | 0%          |
| <b>Amout</b>                    |                 |        | <b>312</b> | <b>1115</b> | <b>100%</b> |
| <b>Max Score</b>                |                 |        |            | 1755        |             |
| <b>Average Percentage</b>       |                 |        |            | 64%         |             |
| <b>Criteria</b>                 |                 |        |            | <b>High</b> |             |

Source: Author's research results

Based on the table, it can be seen that the level of student anxiety in the practice of *Khitobah* 1, as many as 7% of students expressed strongly agree (SA), 39% of students agreed (A), 40% of students stated neutral (N), 13% of students expressed disagree (DA), and 0% of students expressed strongly disagree (SD). The average overall score for the 39 respondents in the anxiety aspect of the Arabic test was 63%. This indicates that students who take *Khitobah* 1 practice courses experience anxiety levels in aspects of the Arabic test in the high category.

### Anxiety Aspects of Negative Evaluation

**Table 4. Description of Average and Percentage of Anxiety Level in Negative Evaluation**

| No Item | Number of items | Score  | Frequency | Mean | Percentage |
|---------|-----------------|--------|-----------|------|------------|
|         |                 | SA (5) | 34        | 80   | 22%        |

|                            |          |        |            |             |             |
|----------------------------|----------|--------|------------|-------------|-------------|
| <b>2,4,6,16<br/>,13,19</b> | <b>6</b> | A (4)  | 70         | 440         | 36%         |
|                            |          | N (3)  | 72         | 450         | 28%         |
|                            |          | DA (2) | 47         | 140         | 12%         |
|                            |          | SD (1) | 11         | 5           | 1%          |
| <b>Amout</b>               |          |        | <b>234</b> | <b>771</b>  | <b>100%</b> |
| <b>Max Score</b>           |          |        |            | 1170        |             |
| <b>Average Percentage</b>  |          |        |            | 66%         |             |
| <b>Criteria</b>            |          |        |            | <b>High</b> |             |

Source: Author's research results

From the table, it can be seen that 22% of students strongly agree (SA), 36% of students agree (A), 28% of students say neutral (N), 12% of students disagree (DA), and 1% of students strongly disagree (SD). At the same time, the average anxiety for 39 respondents regarding negative evaluation anxiety was 66%. This percentage is higher than the previous 2 aspects. This indicates that students who take part in the practice *Khitobah* 1 course experience a high level of negative evaluation anxiety compared to the previous 2 aspects.

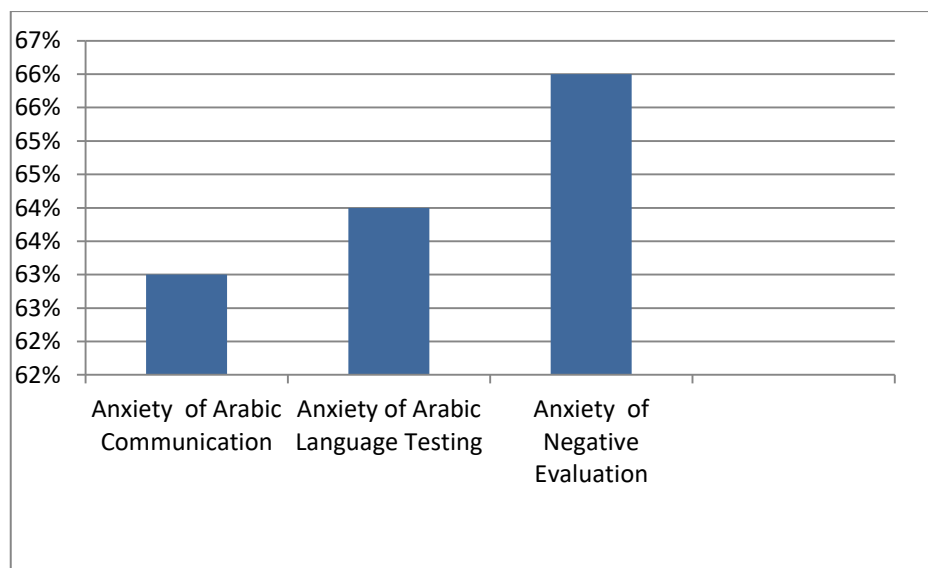


Figure 1. FLCAS 3-Aspect Anxiety Diagram

The findings show that students tend to be more anxious about negative evaluations from lecturers and classmates. Students fear being embarrassed by the lecturer in front of other friends and being laughed at by classmates. This perception then influences the anxiety of speaking in the *Khitobah* 1 course.

In addition, high anxiety occurs when the lecturer gives questions in Arabic and requires students to answer questions in Arabic spontaneously shortly after

practicing the *Khitobah* 1 course. This then makes students afraid of making mistakes, so they are anxious and get a physiological response from their body in the form of trembling, heart pounding, nervousness, and tension. So that even though the student has prepared well and understands what he should say, the student still experiences problems in expressing it because the anxiety prevents him.

Furthermore, anxiety about foreign languages & communication fears can be seen in students who feel unconfident and overwhelmed by the rules of the Arabic language being studied. These things align with the statement of Daly, Vangelisti, & Lawrence who tested the idea that high public speaking anxiety correlates with excessive self-directed attention, making communication ineffective.

### **Qualitative Analysis**

The results of interviews on Arabic-speaking anxiety were based on quantitative results. Researchers interviewed several students who scored the highest, neutral, and low anxiety.

Researchers asked several college students with the highest anxiety scores to find other factors that influence in-depth speaking anxiety. "Do you feel anxious when speaking Arabic in practice *Khitobah* 1 course? Then what makes you anxious?"

S1: "Yes, I was apprehensive when I spoke Arabic in the practice of the *Khitobah* 1 course because I was not quite sure that I was able to speak Arabic well even though I was very mature in preparing."

S2: "Yes, because I'm worried about forgetting what I will say. I'm also worried about wrongly recording the amount I say and the lack of vocabulary. I'm also afraid of being laughed at by people who know more. Even though I had high self-confidence at first, during practice, my confidence decreased."

S3: "Yes, I was apprehensive because I was worried about forgetting during *Khitobah* 1 practice. Even though I felt capable and had been practicing and preparing for it for a long time, I was still worried about forgetting."

Responses from S1-S4 illustrate that students experience high speaking anxiety due to several reasons. S1 shows that a less stable self-concept causes excessive anxiety even though S1 has made several careful preparations in practicing *Khitobah* 1. If an individual perceives himself as not having enough ability to speak in public, then all his behavior will indicate his inability to speak in public. This suggests that

self-concept is highly influential on speech anxiety. A person's behavior will be in harmony with how he perceives himself (self-concept).

S2 illustrates that excessive anxiety comes when students worry about making mistakes. So that such a view reduces the confidence that was initially high to decrease. In addition, S2 experienced concerns regarding the complexity of Arabic grammar and the lack of vocabulary banks.

S3 also has similarities with S2, namely worry about making mistakes which are included in test anxiety/fear of failing a test. Although S3 claims to have been practicing for a long time and feels capable, the fear of making mistakes also causes students' anxiety to be at a high level. In line with (Abu-Rabia et al., 2014), who affirm that language anxiety affects linguistic skills. It can be concluded that although you are skilled in language if you experience anxiety, it will have negative consequences.<sup>19</sup>

Then researchers asked questions of several students with the lowest anxiety scores to determine the factors that caused students not to experience anxiety. Do you feel less anxious when speaking Arabic in practice *Khitobah* 1 course, then what makes you not feel anxious?

S4: "Yes, because I am used to public speaking. Although I made some mistakes in the practice of the *Khitobah* 1 course, I felt normal."

S5: "Yes, I'm not anxious because I believe in myself. Self-confidence is important as a key to dealing with this kind of practice. In addition, I am also not afraid of being wrong because if we are too afraid of being wrong, it will hinder the learning process."

S6: "Yes, I am not anxious because I have prepared it carefully and deeply. I have the principle "I can practice" by trying to instill more confidence."

S4 describes that speaking in public becomes a shield in dealing with anxiety in *Khitobah* 1. In line with the statement (Kustanti, D., & Prihmayadi, Y., 2017) states that students who have a habit of speaking foreign languages tend not to experience anxiety excess because habits that are carried out repeatedly will become a cultural

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<sup>19</sup> Michiko Toyama and Yoshitaka Yamazaki, "Exploring the Components of the Foreign Language Classroom Anxiety Scale in the Context of Japanese Undergraduates," *Asian-Pacific Journal of Second and Foreign Language Education* 3, no. 1 (December 2018): 4, <https://doi.org/10.1186/s40862-018-0045-3>.

habit.<sup>20</sup> Furthermore, not being afraid of making mistakes makes the S4 experience low anxiety.

Whereas S5 shows that he has a high level of self-confidence, so he experiences low anxiety. It is in line with (Cratty, 1973), who said that tension can cause anxiety and the effort to overcome it is to increase self-confidence.<sup>21</sup>

S6 shows that thorough preparation and high self-confidence keep students from experiencing excessive anxiety in practicing *Khitobah 1*.

The three respondents proved that a sufficiently stable self-concept could inhibit excessive anxiety. It makes students more confident. Even though one of them admitted that in terms of ability, it couldn't be said to be very good, their self-confidence became an added value when speaking Arabic in practice for the *Khitobah 1* course.

Eventually, the researcher asked several students with moderate anxiety scores to determine the factors that caused students to experience less anxiety. "Do you feel that you are not anxious enough when you speak Arabic in the practice of the *Khitobah 1* course? Then what makes you less anxious?"

S7: "Yes, I feel normal when I talk about *Khitobah 1* practice because I have the principle of "the important thing is to go ahead and practice" I don't worry about wrong things. I was a little worried when I would go to the front of the class."

S8: "Yes, I'm not too worried because I have the principle to try it first even though I realize my Arabic speech ability is not good. I'm not worried about the wrong thing."

S9: "Yes, I am not too worried because I have made preparations."

S7 says he experiences less anxiety because he is not worried about making mistakes. The S7 principle illustrates that he does not think about irrational things about his performance when practicing *Khitobah 1*, which is related to self-efficacy.<sup>22</sup> Meanwhile, the S8 also has something in common with the S7; it is not too worried about mistakes and considers itself capable of carrying out tasks according to its

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<sup>20</sup> Husni Ritonga, *Psikologi Komunikasi* (Medan: Perdana Publishing, 2019).

<sup>21</sup> Susibyo Setyobroto, *Mental Training* (Jakarta: Percetakan Solo, 2001).

<sup>22</sup> Olaf G.A Amanupunnjo, "Hubungan Antara Self Efficacy Dengan Kecemasan Berbicara Dalam Bahasa Inggris Pada Siswa Di Sma Negeri 2 Ambon" (2016).

capacity. Meanwhile, the S9 did not experience much anxiety because it claimed to have had preparations.

The three criteria for respondents indicate that other things need to be mentally prepared apart from thorough preparation. It means that not only the physical aspects that support one's success in carrying out a thing, but also psychological aspects that play an essential role in one's success. In line with research, Melandy and Aziza found that a person's success depends not only on manual work skills but also on adaptability, creativity, resilience in the face of failure, encouragement, and self-confidence. From these interviews, the authors have obtained a general picture that anxiety is influenced by several factors, namely linguistic and non-linguistic factors.<sup>23</sup> The non-linguistic factors include:

### **1) Self-concept**

Self-concept means being ready and resistant to circumstances. Forming a positive self-image will lead a person toward a solid self-concept.<sup>24</sup> Self-concept will be formed steadily after a person has a positive perception of himself, has ideal expectations according to his abilities, and is ready to face all circumstances.<sup>25</sup> In contrast, perception is the experience of things, events, or relationships obtained through inferences and messages.<sup>26</sup> It means that accuracy in perceiving sensory stimuli can lead to successful communication.

It is in line with Ningsih stating that unfavorable psychological conditions cause public speaking anxiety, so even a good self-concept fails to be achieved. As said, Rachmat people with low self-concept tend to experience anxiety when communicating.<sup>27</sup>

### **2) Emotional intelligence**

According to Goleman, emotional intelligence is also related to anxiety and self-control. People with high emotional intelligence have a peaceful attitude toward things, are not in a hurry, are not worried, are not easily scared, and are not eager to take action. In line with Goleman, research Hidayanti found that

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<sup>23</sup> Endang Setiyo Astuti and Indrawati Pusparini, "Faktor-Faktor Yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris," *Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya* 25 (2019).

<sup>24</sup> Setyobroto, *Mental Training*.

<sup>25</sup> Brown, *Principles of Language Learning and Teaching*.

<sup>26</sup> Jalaluddin Rakhmat, *Psikologi komunikasi* (Bandung: PT Remaja Rosdakarya, 2013).

<sup>27</sup> Kholisin, "Kecemasan Berbicara Ditinjau Dari Konsep Diri Dan Kecerdasan Emosional," *JURNAL ILMU DAKWAH* 34 (2014), <https://doi.org/10.21580/jid.v34.1.65>.

emotional intelligence influences the effectiveness of interpersonal interactions. Emotional intelligence impacts the effectiveness of interpersonal interactions and is still related to self-concept.

### 3) Self Efficacy

Self-efficacy is a person's expectations regarding his ability to perform tasks. Bandura says self-efficacy is closely correlated with self-confidence when dealing with uncertain situations. It means a person's low self-efficacy becomes a factor in speaking anxiety. In line with research, Hsieh confirms that self-efficacy is necessary to succeed and minimize anxiety in learning a second language.

## CONCLUSION

Based on the findings and results of the analysis, the researcher concludes that, in general, semester 3 students of the Arabic Language Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung still experience high anxiety in the practice of *Khitobah* 1. The analysis results show that students' highest anxiety is in the negative evaluation aspect, which is equal to 66%.

From all the data obtained in the quantitative research supported by the results of qualitative data, it can be seen that the factors that cause anxiety are linguistic and non-linguistic. Factors of linguistic anxiety include the complexity of Arabic grammar and students' lack of vocabulary. The non-linguistic factors that affect PBA students' speaking anxiety in *Khitobah* 1 practice include low self-concept, lack of emotional intelligence, and low self-efficacy.

Because each student has a different level of anxiety and causal factors, the *Khitobah* teacher/lecturer is expected to provide special treatment, such as mental training, before practicing *Khitobah*. Mental training includes building minds, determination, and increasing emotional stability. The aim is to foster students' mental resilience in dealing with any circumstances, either from within or outside, so that students are no longer shackled by the perception of fear of being wrong when carrying out practicums.

For students of the Arabic Language Education Study Program and other students in general, it is expected to rearrange and improve self-concept by instilling the importance of self-concept and self-efficacy. In addition, students are expected to frequently practice speaking Arabic to support success in learning and practicing *Maharah Kalam*.

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