



A *Maharah Kalam* Learning Strategy Based on Resolving Classroom Social Issues and Overcoming Demotivation

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Abstract

Students' difficulties in speaking Arabic are often significantly influenced by the classroom social environment and prevailing motivational dynamics. This study aims to identify factors related to the classroom social environment and student motivation as a basis for developing learning strategies to improve Arabic speaking skills (*Maharah Kalam*). Through a qualitative descriptive approach using in-depth interviews, the findings indicate that peer pressure in the form of fear of judgment, as well as the teacher's direct confrontational correction style, have been shown to trigger acute anxiety and severe demotivation. The accumulation of these crises and pressures even overrides students' cognitive awareness of the importance of mastering Arabic speaking skills. Based on the identification of these problems, learning strategies were reconstructed through three approaches: the application of appreciative and delayed feedback, the creation of a space for error tolerance, and the implementation of creative, collaborative project-based learning. The implications of this research call for a role for instructors who can facilitate students' ability to speak Arabic as a part of their learning without fear or heavy mental burdens. Institutionally, the findings of this research provide a foundation for educational institutions to develop curriculum components that are sensitive to and aligned with students' psychological needs.

Keywords: Classroom Social Environment; Student Demotivation; Teaching Strategies; Speaking Skills; Arabic Language.

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Introduction

Arabic is currently the sixth official language of the United Nations (UN), a status established on December 18, 1973. This status is supported by a speaker base of over 170 million people spread across more than 20 countries.¹ This status is supported by a speaker base of over 170 million people spread across more than 20 countries.² Additionally, Arabic plays a strategic role as a language of scholarship, particularly in understanding Islamic literature, which serves as a source for academic development.³ The works of figures such as Al-Ghazali, Ibn Sina, and Al-Khawarizmi can be more easily studied through a good command of the Arabic language. Thus, its international recognition and its role as a language of science further reinforce the urgency of learning Arabic as a means of global communication.⁴ Language, by its very nature, is a tool of communication.⁵ In this context, Arabic plays a crucial role as a language to be studied for international communication.⁶ The use of Arabic in global communication is supported by its function as an official language in several countries, a tool of diplomacy, and a medium for interaction among the international community.⁷ The essence of language learning fundamentally lies in its application in communication.⁸ Speaking skills (*Maharab Kalam*) serve as a tangible indicator of an individual's ability to communicate.⁹ Therefore, the development of speaking skills in Arabic must be supported by effective learning processes and a conducive classroom environment.¹⁰ These conditions are crucial factors in optimally enhancing students' speaking abilities.

¹ A. Muallif, *BAHASA ARAB DAN IMPLEMENTASINYA TERHADAP PERKEMBANGAN EKONOMI MASYARAKAT DI ERA MODERN*, 2, no. 2 (2020).

² Yeniati Ulfah and Anyes Lathifatul Insaniyah, *Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Agama Islam Universitas Islam Zainul Hasan Genggong*, 2023.

³ Mohammad Ridwan, "MEMBUKA WAWASAN KEISLAMAN: KEBERMAKNAAN BAHASA ARAB DALAM PEMAHAMAN ISLAM," *Jazirah: Jurnal Peradaban Dan Kebudayaan* 4, no. 2 (2023): 102–15, <https://doi.org/10.51190/jazirah.v4i2.100>.

⁴ Nelly Husni Laely and Yanti Yanti Kusnawati, "Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Halliday," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 12, no. 1 (2023): 67, <https://doi.org/10.24235/ibtikar.v12i1.13606>.

⁵ Rizka Utami and Muhammad Rizal, "BAHASA DALAM KONTEKS SOSIAL (PERISTIWA TUTUR DAN TINDAK TUTUR)," *JUMPER: Journal of Educational Multidisciplinary Research* 1, no. 1 (2022): 16–25, <https://doi.org/10.56921/jumper.v1i1.36>.

⁶ Laely and Kusnawati, "Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Halliday."

⁷ Muhsin Muis, "BAHASA ARAB DI ERA DIGITAL: EKSISTENSI DAN IMPLIKASI TERHADAP PENGUATAN EKONOMI KEUMATAN," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 3, no. 01 (2020): 60, <https://doi.org/10.32332/al-fathin.v3i01.2319>.

⁸ Lady Farah Aziza and Ariadi Muliensyah, "KETERAMPILAN BERBAHASA ARAB DENGAN PENDEKATAN KOMPREHENSIF," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 56–71, <https://doi.org/10.20414/tsaqafah.v19i1.2344>.

⁹ Azzahra Emira Sudrajat et al., *Bahasa Arab yang Dipelajari : (Ciri Khusus Bahasa Arab, Gaya Bahasa Lisan dan Tulisan, Fungsi dan Manfaat Komunikasi Bahasa Arab di Indonesia)*, 2 (December 2025).

¹⁰ Muldiyana Nugraha, *MANAJEMEN KELAS DALAM MENINGKATKAN PROSES PEMBELAJARAN*, 4, no. 01 (2018); Ratih Kusuma Ningtias, "Analisis Kesulitan Belajar Maharoh Kalam Pada Mata Kuliah Bahasa Arab Mahasiswa Jurusan Pendidikan Agama Islam Institut Agama Islam Tarbiyatut Tholabah Lamongan," *Darajat: Jurnal Pendidikan Agama Islam* 4, no. 1 (2021): 91–100, <https://doi.org/10.58518/darajat.v4i1.1751>.

The classroom serves not only as a physical space for learning but also as a social environment that influences the learning process.¹¹ Ames and Archer, in their article titled “Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes,” explain that the classroom’s social environment is shaped through interactions between instructors and students during instruction.¹² These interactions, whether in the form of instructors’ attitudes toward students or peer relationships, significantly determine the creation of a classroom environment that supports the development of speaking skills.¹³ Furthermore, the social environment of the classroom in Arabic language speaking instruction is inextricably linked to student motivation. Sardiman, in his book titled “Interaction and Motivation in Teaching and Learning, states that motivation is the overall driving force that propels students in the learning process to achieve the goals they set for themselves.¹⁴ One form of motivation can be observed in the increased enthusiasm of students when they receive appreciation from instructors or peers.¹⁵ Thus, the classroom social environment and student motivation are two interrelated aspects. A classroom environment that lacks support can hinder students’ motivation to speak Arabic. Conversely, low student motivation also makes it difficult to foster a communicative classroom environment, thereby affecting the limited improvement in students’ speaking skills.¹⁶ In Indonesia, Arabic is a required subject from the Madrasah Ibtidaiyah through Madrasah Aliyah levels and is taught at the university level. However, students’ Arabic speaking proficiency still faces various challenges.¹⁷ Students tend to feel anxious about speaking Arabic and are reluctant to use it in communication.¹⁸ Phenomena frequently observed in the field include students remaining silent when asked to answer questions in Arabic, feeling anxious when required to present in front of the class, and being less active during the learning process. These conditions indicate that students’ speaking skills have not developed optimally. Until now, poor speaking ability has often been attributed solely to limited vocabulary (*Mufradat*). However, there are other equally important factors, namely the classroom social environment and student demotivation, which have a significant influence but have not received adequate attention.

¹¹ Novi Safitri and F. Furqon, “PENGELOLAAN LINGKUNGAN KELAS DALAM MENCAPAI HASIL BELAJAR SISWA PADA MATA PELAJARAN EKONOMI,” *Jurnal MANAJERIAL* 17, no. 1 (2018): 124, <https://doi.org/10.17509/manajerial.v17i1.9781>.

¹² Carole Ames and Jennifer Archer, “Achievement Goals in the Classroom: Students’ Learning Strategies and Motivation Processes,” *Journal of Educational Psychology* 80, no. 3 (1988): 260–67, <https://doi.org/10.1037/0022-0663.80.3.260>.

¹³ Badrul Mudarris, “STRATEGI EFEKTIF DALAM MANAJEMEN KELAS DALAM MENCIPTAKAN LINGKUNGAN BELAJAR YANG KONDUSIF,” *At-Tabsin : Jurnal Manajemen Pendidikan* 4, no. 2 (2024): 69–81, <https://doi.org/10.59106/attahsin.v4i2.188>; Abdul Wahid and Muhardi Muhardi, “ANALISIS PENGELOLAAN KELAS DALAM MENINGKATKAN KEPUASAN BELAJAR,” *Al-Iryad: Journal of Education Science* 2, no. 2 (2023): 120–31, <https://doi.org/10.58917/aijes.v2i2.69>.

¹⁴ AM Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta; PT. Rajagrafindo Persada, 2007).

¹⁵ Yogi Fernando et al., “Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa,” *ALFIHRIS : Jurnal Inspirasi Pendidikan* 2, no. 3 (2024): 61–68, <https://doi.org/10.59246/alfihris.v2i3.843>.

¹⁶ Rafita Rafita and Muhamad Yusran, “ANALISIS FAKTOR-FAKTOR KESULITAN BERBICARA BAHASA ARAB PADA SISWA KELAS XI IPA DI MAN 2 KOTA BIMA,” *AL-AF’IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 5, no. 1 (2022): 79–91, <https://doi.org/10.52266/al-afidah.v5i1.875>.

¹⁷ Zurqoni Zurqoni et al., “Has Arabic Language Learning Been Successfully Implemented?,” *International Journal of Instruction* 13, no. 4 (2020): 715–30, <https://doi.org/10.29333/iji.2020.13444a>.

¹⁸ Intiha Bima Tafriha, *Hubungan Kesiediaan Berkomunikasi dengan Kecemasan Berbicara Bahasa Arab*, 2026.

The teaching of Arabic speaking skills continues to evolve through various pedagogical approaches aimed at addressing a range of linguistic and non-linguistic challenges. Research by Sa'diyah et al. found that learners often face psychological barriers, such as nervousness when speaking and boredom resulting from overly monotonous teaching methods.¹⁹ Previous research trends indicate that efforts to improve Arabic speaking skills have largely focused on innovative strategies and environmental conditioning. A study conducted by Jufrih et al. demonstrated that the implementation of teaching strategies by instructors, such as the play-based learning method, is effective in capturing students' attention and facilitating their communication.²⁰ Additionally, Marlius et al. found that creating a language-supportive environment through the provision of supportive facilities and institutional policies is a crucial step in fostering Arabic language habits.²¹ From a psychosocial perspective, Kurniawan et al. emphasize that the students' environment has a highly significant impact on the development of enthusiasm and learning motivation.²² This aligns with the empirical findings of Rohanah et al., which demonstrate that direct social interaction has a positive and significant influence on enhancing students' learning activities in the classroom.²³

Various studies have examined the urgency of learning strategies, environmental conditioning, social interaction, and student motivation, often in isolation. However, a significant research gap remains. To date, very few studies have comprehensively analyzed the humanistic-psychological aspects in an integrated manner, particularly those that position classroom social interaction issues and student demotivation as primary variables causing learning difficulties. Therefore, the novelty of this study lies in its approach, which uses the results of identifying classroom social environment issues and student demotivation as the foundational basis for developing learning strategies.

This study aims to identify factors related to the classroom social environment and student learning motivation in order to develop effective learning strategies to improve Arabic speaking skills. The urgency of this study lies in the pressing need to shift the *Maharah Kalam* learning paradigm from one that is merely oriented toward the transfer of linguistic material to a learning approach that is responsive to the psychological and social conditions of the students. By comprehensively mapping and understanding the issues within the classroom social environment as well as the root causes of student demotivation in the classroom, instructors and policymakers can design targeted teaching interventions, thereby making the Arabic language acquisition process more supportive, meaningful, and capable of optimally equipping students with communication skills.

This study was conducted using a qualitative method with a descriptive approach to comprehensively achieve the research objectives. The choice of a qualitative approach was

¹⁹ Khalimatus Sa'diyah et al., *MAHARAH KALAM AND ITS PROBLEMS*, 2023.

²⁰ Dian Ahmad Jufrih et al., "TEACHER'S ATTEMPT IN IMPROVING STUDENTS' MAHARAH KALAM: STRATEGIES, PROGRAMS, AND ITS PROBLEMS," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 12, no. 1 (2023): 90, <https://doi.org/10.33578/jpfdkip.v12i1.9272>.

²¹ Yoni Marlius et al., "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 35–48, <https://doi.org/10.23971/altarib.v9i1.2585>.

²² Feby Kurniawan et al., "The Influence of Students' Environment on Students' Learning Motivation," *JOURNAL OF DIGITAL LEARNING AND DISTANCE EDUCATION* 1, no. 8 (2023): 297–305, <https://doi.org/10.56778/jdlde.v1i8.58>.

²³ Lia Rohanah et al., *PENGARUH INTERAKSI SOSIAL TERHADAP AKTIVITAS BELAJAR PESERTA DIDIK*, 03 (2020).

based on its characteristic of requiring the authentic experiences of informants, whereby the researcher seeks to understand empirical reality through the subjective perspectives of the informants.²⁴ Specifically, a qualitative descriptive design was chosen because it is highly relevant to the study's ultimate objective, which requires the collection of detailed and in-depth information regarding the social classroom environment and students' learning motivation in Arabic-speaking skills instruction.²⁵ This aligns with the perspective of Waruwu, who asserts that the qualitative approach places strong emphasis on a deep understanding of the social issues faced by humans, where the resulting data is presented descriptively and narratively, prioritizing the ability to interpret social phenomena.²⁶ Based on this foundation, this study explores the phenomena of demotivation and classroom social environment issues comprehensively, using students from the Arabic Language Education Program at the Indonesia University of Education as its primary data source. Informants were selected using purposive sampling with specific criteria: students who exhibited passivity in speaking skill learning and openly displayed signs of demotivation and anxiety when interacting in Arabic in the classroom.

To collect credible data from the informants, the data collection technique used was in-depth interviews. This instrument was designed to be reflective and contextual so that the researcher could capture the social reality and subjective experiences of the students in a comprehensive and meaningful way.²⁷ Based on the results of participatory observation and a pre-interview approach, the researcher selected 4 (four) students as primary informants. The selection of this number of informants was based on the principle of data saturation, wherein, by the fourth informant, the researcher found that the data and patterns of psychological experiences described had reached a point of saturation. This aligns with the view of Pujiharti, who emphasizes that the selection of interview instruments is a crucial step, as their appropriateness must always be aligned with the primary research objectives, the type of qualitative data required, and the characteristics of the subjects being studied.²⁸ Therefore, in-depth interviews were conducted systematically and objectively to capture the students' experiences, perceptions, and dynamics of social interaction directly. After the narratives from the interviews were collected, the data were analyzed by the researcher using the theory of Miles and Huberman (1994). Operationally, this qualitative data analysis process includes the stages of data reduction to select relevant core information, the presentation of data in the form of structured narratives, and the drawing of conclusions.²⁹ It is this series of analysis stages that ultimately provides a factual foundation for developing effective Arabic language skills learning strategies.

²⁴ Yoki Yusanto, "Ragam Pendekatan Penelitian Kualitatif," *JOURNAL OF SCIENTIFIC COMMUNICATION (JSC)* 1, no. 1 (2020), <https://doi.org/10.31506/jsc.v1i1.7764>.

²⁵ Erwinda Rahim Tanjung and Meyniar Albina, "Penelitian Deskriptif Dalam Pendidikan," *BLAZE : Jurnal Bahasa Dan Sastra Dalam Pendidikan Linguistik Dan Pengembangan* 3, no. 3 (2025): 168–76, <https://doi.org/10.59841/blaze.v3i3.2972>.

²⁶ Marinu Waruwu, "Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan," *Afeksi: Jurnal Penelitian dan Evaluasi Pendidikan* 5, no. 2 (2024): 198–211, <https://doi.org/10.59698/afeksi.v5i2.236>.

²⁷ Khoirur Rozikin and Saeful Anam, *TEKNIK PENGUMPULAN DATA PENELITIAN DAN PENYUSUNAN INSTRUMEN PENELITIAN KUALITATIF*, 5 (2026).

²⁸ Endang Sih Pujiharti, *INSTRUMEN DAN PENGUMPULAN DATA DALAM MENINGKATKAN KUALITAS DATA PADA PENELITIAN PENDIDIKAN*, 4 (2025).

²⁹ Waruwu, "Pendekatan Penelitian Kualitatif."

Result and Discussion

Based on the interviews conducted by the researcher with the informants, the research findings are summarized in Table 1 as follows.

Table 1. Interview Results and Interpretation

Focus Variables	List of Questions	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interpretation
Classroom Social Environment (Peer Interaction)	“How do you feel when you're asked to speak Arabic in front of your classmates?”	<i>Pasti pertama agak ragu, takut salah. Tapi keduanya tuh merasa lebih bebas lah, karena bisa mencoba berbicara di depan gitu</i>	<i>Kalau ngomong di depan kelas Babasa Arab ini, kadang agak kurang percaya diri, nggak yakin kalau itu bener gitu.</i>	<i>Pertama, malu, karena kan banyak yang udab bisa lah. Ngerasa takut salah, takut di-judge sama yang lain.</i>	<i>Deg-degan, deg-degan banget, karena aku kurang dalam ini loh. Kosakata aku tuh masih kurang.</i>	In general, students experience negative emotional responses such as anxiety, fear of making mistakes, low self-confidence, and feelings of intimidation when asked to speak Arabic in front of the class. The main factors contributing to this situation are limited vocabulary and the tendency to compare themselves to more proficient peers. However, there is a mixed set of feelings, as some students also see an opportunity to try speaking even in situations that are not entirely ideal.
	“Have you ever been afraid of making a mistake because you were worried your friends would laugh at you or judge you? Can you share your experience?”	<i>Takut salah tuh pasti karena kita sebagai pemula. Kalau pendengarnya teman-teman sekelas, kemungkinan besar ya takut diketawain, takut di-judge. Untuk pengasan, atau misalkan kayak wajib maju ke depan, itu kan pasti ya, dari bagian pengasan, dan itu tuh udab pasti ngomong Arab. Cuma kalo untuk ngebentuk keseharian dalam kelasnya itu selain kita maju, itu gak sih, gak ngebantu untuk membentuk kita terbiasa ngomong babasa Arab.</i>	<i>Takut salah, takut di-judge, terus diinget-ingetin sama orang itu nggak terpanjangan kayak katanya tadi. Diinget lagi, diinget lagi gitu.</i>	<i>Biasanya kalau kita salah ngomong itu, pada ketawa gitu.</i>	<i>Iya, ya seringnya gitu sih. Jadi kayak mau mencoba juga, kayak harus mikirin dulu, ini tuh bakalan kehati gak sih sama orang. gak pede, belum pede.</i>	All informants indicated significant experiences of social anxiety, particularly regarding the possibility of being mocked, laughed at, or having their mistakes remembered by peers. This indicates the presence of social pressure within the classroom environment that has the potential to hinder students' courage to speak. This phenomenon demonstrates that peer interaction has not yet fully created a psychologically safe climate for practicing Arabic.
	“In your opinion, does our class have a supportive atmosphere for learning	<i>Terus ada motivasi kecil loh, motivasi kecil untuk kayak gimana ya biar bisa jadi kayak dia.</i>	<i>Aku insecure. Terus ngelihat orang yang udab bisa memasang itu jadi insecure, jadi kayak ab,</i>	<i>Ngajak untuk ngomong berbahasa Arab tuh masih kurang. Tapi ketika itu udab disuruh dosen,</i>	<i>Dari pembiasannya, kan kita belum terbiasa ya ngomong bahasa Arab di kelas itu.</i>	The classroom environment exhibits a gray area (a condition where no single factor dominates), characterized by a combination of social support and psychological pressure. On the one hand, students feel

	to speak, or does it actually make us feel insecure?"	<i>Yang besarnya tuh kayak lebih ke merasa ketinggalan, karena kita sama-sama di sini tapi kok dia udab bisa duluan.</i>	<i>kok bukan apa-apa dibandingkan tau gitu kan lo.</i>	<i>dan temen-temen tuh bakal ngedukung gitu. Apa pun yang kita omong, walaupun salah.</i>	<i>Aku tuh di kelas belum menemui ruang aman buat ngomong bahasa Arab.</i>	motivated by more proficient peers; on the other hand, this also gives rise to feelings of insecurity and inferiority. Support from peers tends to emerge in formal contexts (e.g., when assigned by the instructor), but has not yet been internalized in daily classroom interactions.
Classroom Social Environment (Interaction with Instructors)	"How do you think our lecturer responds when a student makes a mistake or has messy grammar while speaking?"	<i>Bikin gimana kita itu gak ngerasa salah dan gak boleh ngulang lagi. Pertama, gak malu-maluin di depan orang, kan. Lebih ke gimana biar murid ini tahu dia salah, tapi gak mempermalukan di depan temen-temen yang lain, kayak gitu.</i>	<i>Kayak suka aja gitu kalau dikoreksi sama dosen.</i>	<i>Biasanya dikoreksinya pas ujian yang ngomong satu-satu itu. Jadi pas lab rasanya kayak gitu.</i>	<i>Paling direkomendasiin gitu. Banyakin ini dengerin podcast, banyakin dengerin kayak lagu atau apa yang berhubungan dengan bahasa Arab kayak gitu.</i>	In general, lectures are perceived as having a relatively constructive corrective approach, meaning they provide feedback without humiliating students. Some informants noted that lectures also offer recommendations for additional learning. However, there is variation in experiences, particularly regarding the timing and method of corrections, which are sometimes conducted directly in front of the class, potentially causing stress for some students.
	"Does the way the lecturer corrects mistakes help you understand better, or does it make you feel discouraged and afraid to try again?"	<i>Buat aku sendiri, itu dapat memperbaiki diri sib. Kayak ke depannya tuh agak nggak takut buat ngomong, karena tahu kalam nanti pun salah bakal dibenerin.</i>	<i>jadi kita tuh tahu lebih benarnya tuh gimana lebih suka</i>	<i>Itu makin paham sib. Terkadang kalau kita pas lagi ngomong di depan langsung ditegur kayak gitu, kita jadinya bukan nambah tahu apa yang diomonginnya, malah jadi takut untuk ngomong selanjutnya gitu. Malah malu nantinya.</i>	<i>Kalau aku malah lebih termotivasi</i>	The majority of students feel that corrections from lectures have a positive impact in the form of improved understanding and motivation to improve themselves. However, there are indications that corrections made in person can cause discomfort, thereby actually hindering the courage to try again. This highlights the importance of correction strategies that are sensitive to students' circumstances.
	"Have you ever felt stressed by the lecturers' teaching style in the Kalam class?"	<i>Nggak...Karen a balik ke tadi, kita tuh pasti banyak salahnya, tapi ketika salah, itu tuh dikasih tahu salahnya di sini, dibenerin, dan nggak dipertontonkan kesalahan kita di depan orang lain.</i>	<i>Kalau aku malah kayak gugup gitu, takut kalau maharohnya di depan gitu. Kalau kita ngomong di depan, semua orang tuh pada yakin gitu itu, nah, yang bikin tertekan buat ngomongnya.</i>	<i>Ngerasa tertekan. Karena biasanya dosennya suka nunjuk-nunjuk random gitu.</i>	<i>Sering. Terutama yang kita kuliah sama dosen orang Arab itu. Jadi kayak shock gitu loh, disuruh ngomong tiba-tiba tuh sampai kayak, iya gak mau gak mau.</i>	The students' responses revealed a range of experiences. Some students did not feel pressured due to the lecturers' supportive approach, while others experienced stress as a result of certain teaching methods, such as random calling on students and the requirement to speak spontaneously, especially when lectures used Arabic exclusively. This indicates that teaching strategies have not yet been fully adapted to the students' readiness.
Learning Motivation (Internal Demotivating Factors)	"I've noticed you rarely speak up in the Kalam class. What's the main reason you feel unmotivate	<i>Pertama, nggak tahu jawabannya. Nggak tahu cara nyampeinnya.</i>	<i>Aku udab ngomong bahasa Arab gitu. Itu tuh yang takut ada salah apa gitu.</i>	<i>Pertama, malu untuk mencoba. Yang kedua tuh takut salah juga. Takut di-judge sama yang lainnya. Sebenarnya, kalau bagi aku,</i>	<i>Pertama, karena gak ada temen; terus kedua, karena ya dari diri aku juga sib kurang kosakata; terus kurang ngebiasain.</i>	The primary factors causing low participation are internal barriers, such as the inability to organize vocabulary into response sentences, limited vocabulary, shyness, and fear of evaluation by peers or the instructor. Additionally, a lack of speaking practice and a lack of a supportive environment further

	d or reluctant?"			<i>itu salah satu motivasi buat apabila ada soal selanjutnya, pengennya aku yang jawab gitu.</i>	<i>Aku tuh lebih termotivasi kalau misalkan di kelas tuh banyak yang ngomong bahasa Arab</i>	reinforce students' tendency to struggle with participation.
	"What makes you feel less confident compared to your classmates during this lesson?"	<i>Kayaknya kebanyakan tuh karena melihat teman-teman yang udah mahir. jadi kayak kita merasa, mungkin merasa ketinggalan</i>	<i>Aku tuh gak pernah mencoba. Gak pernah kayak, maksudnya kayak yang lain</i>	<i>Ya, teman kita ngejawab duluan.</i>	<i>Aku mah lebih ke kosakata sih, yang bikin aku nggak pede karena kosakata aku dikit.</i>	Low self-confidence is influenced by comparing oneself to peers perceived as more proficient, a lack of practical experience, and limited vocabulary mastery. This indicates that students' confidence in speaking Arabic remains low and is significantly influenced by both internal and external factors.
	"Is there a specific moment in class that makes your motivation to learn Arabic plummet?"	<i>Nggak ada sih.</i>	<i>Nggak ada</i>	<i>Nggak ada.</i>	<i>Nggak ada sih.</i>	All informants stated that there was no specific moment that drastically reduced their motivation. This indicates that the demotivation experienced was largely influenced by gradual and structural factors; it was not the result of a single event, but rather the accumulation of various factors such as academic difficulties and social pressure.
Learning Motivation (Relevance and Workload)	"In your personal opinion, is being able to speak Arabic important for your future? Why?"	<i>menurutku penting, karena kita emang sebenarnya basic itu lebih ke pendidikan ya, di prodi kita ini, jadi mungkin kita harus mahir dalam takalim yang dasar. Alasannya karena ketika nanti kita turun ke dunia kerja, misalkan karena pendidikan bahasa Arab, otomatis kita akan menjadi tenaga pendidikan.</i>	<i>Penting sih, kita kan apalagi jurusan bangsa Arab pasti orang kelibatan ya tuh kita bangsa Arab punya kemampuan itu. apalagi dalam dunia kerja kan kayak kok lulusan ini begini</i>	<i>Sebagai anak pendidikan bahasa Arab, ya, ke depannya kan salah satu tujuannya bakal jadi pendidik. Minimalnya sih bisa tahu dasar-dasarnya lah.</i>	<i>Penting untuk tuh, misalkan kita nggak bisa bahasa Arab, sedangkan kita kuliah di PBA gitu. Terus mikirin prospek kerja juga, kan.</i>	All students held a positive perception regarding the relevance of Arabic speaking skills to their future, particularly in relation to career prospects as Arabic language educators. This suggests that cognitively, students are aware of the importance of speaking proficiency, although affectively, they still face various obstacles.
	"Do you feel that this Kalam material is too difficult for you? Which part confuses you the most?"	<i>Miskin dalam mufradat. Kekurangan kita dalam mufradat itu, yang bikin terhambat dalam takalim.</i>	<i>Berat kalau misalkan harus maju ke depan itu menurut aku yang bikin pusing, bikin kepikiran.</i>	<i>Pertama tuh ya pasti mufradat. Mungkin kan di kelas tuh kayak bahasanya nggak bahasa-bahasa sehari-hari lagi yang dipakai.</i>	<i>Kayak ininya sih, di kalimat-kalimat. Iya, menyusun kata-katanya itu loh.</i>	Students identified several key areas of difficulty, namely limited vocabulary (<i>Mufradat</i>), difficulty in constructing sentences, and the pressure of having to speak in front of the class. This indicates that the learning burden involves both linguistic content and its implementation.
Basis for Strategy Development	"If you could choose, what would the ideal <i>Maharah</i>	<i>ketika semuanya memiliki bagian untuk berbicara, dan tidak disalahkan oleh</i>	<i>Ngomong bahasa Arab walaupun kayak masih campur bahasa Indonesia sambil researching kalau</i>	<i>Kalau yang lebih menariknya tuh, kayak setiap orang tuh punya mufradatnya baru gitu loh.</i>	<i>Dibiasain di kelas gitu biar pede meskipun kita masih ada salah-salahnya.</i>	Students hope for a classroom environment that is understanding of all levels of proficiency, supportive, and non-judgmental, where everyone has the opportunity to speak without

Kalam classroom atmosphere look like, one that makes you feel confident speaking?”	sebagian yang lainnya,	nggak tau gitu terus kalau misalkan ada yang ngomong bahasa Indonesia biarkan aja dia ngomong jangan di ini mah harus gini nanti itu mah diakhiriin	Mufradat baru yang kira-kira bisa dibawakan untuk dibawa jadi topik ngomong gitu.		fear of being criticized. Additionally, flexibility in language use (such as mixing languages) and gradually getting used to speaking are important aspects of developing speaking skills.
“What advice would you give the lecturer? How should they handle it when a student makes a mistake so the student doesn't feel embarrassed?”	Pertama pasti diapresiasi dong, Habis itu, boleh dikasih tabu yang kurang tepatnya. Jadi diimprove sama dosennya, tidak langsung menyalahkan	Diapresiasi dulu. habisin dulu dia ngomongnya gitu kita satunya bagian ini dan selain ngasih tabu kita salahnya dimana	Kalau bagusnya sih lebih baik tetap muka langsung ya.	Kalau menurut aku, langsung ke rekomendasi.	Students emphasize the importance of an appreciative approach to correction, which involves offering praise first before addressing mistakes. Furthermore, corrections are preferred to be delivered indirectly or in a more personal manner to avoid causing discomfort.
“In your opinion, what kind of classroom activities are fun and can help us all speak Arabic without feeling self-conscious?”	Ketika kita bisa berbicara bahasa Arab seadanya dan lawan bicara kita itu memahami tanpa menjudge.	Bikin konten tapi kayaknya ada lah yang bikin konten bahasa arab gitu	Ngomongnya tuh dari sesuatu yang baru gitu. Kayak yang benar-benar asing di telinga kita, bahasa Arabnya kan kosakata yang asing di sehari-hari kita, kalau misalnya kira-kira nggak bisa ngomong ya lihat di Google gitu gimana bahasa Arabnya apa gitu.	Kayak bikin video gitu sih. Kayak sama temen, tapi sama temen kayak nge-vlog bareng gitu kan.	Students tend to prefer learning activities that are creative, collaborative, and contextual, such as content creation, vlogging, or exploring new vocabulary through digital media. Activities that do not emphasize evaluation and allow for free exploration are considered more effective in improving speaking skills.

The interview findings presented in Table 1 indicate that there are significant influences from the classroom social environment and students' lack of motivation to learn on their ability to improve their Arabic speaking skills. This suggests that these two factors pose challenges for students in enhancing their speaking skills. Regarding the classroom environment, students predominantly expressed ambivalence, noting that interactions with peers or instructors can sometimes boost motivation to speak but can also have the opposite effect. As for learning motivation, students tended to lack confidence and acknowledged that limited vocabulary contributes to their demotivation in speaking Arabic. Students also shared their perceptions of the classroom atmosphere and the teaching strategies they found effective and preferred for improving speaking skills.

The classroom social environment is an external factor related to social relationships among students and between students and instructors, and the atmosphere shaped by these relationships.³⁰ This environment plays a crucial role in supporting improvements in student learning outcomes. In this context, the improvement of Arabic speaking skills is directly influenced by the classroom social environment. Keumalawati emphasizes in her research

³⁰ Salsabilunnisa et al., “Pengaruh Lingkungan Kelas Terhadap Hasil Belajar Bahasa Arab Siswa Kelas VIII MTsS Miftahussalam Karawaci,” *INTIFA: Journal of Education and Language* 1, no. 4 (2024), <https://doi.org/10.62083/intifa.v1i4.192>.

that the social environment encompasses not only the presence of people in the classroom but also the quality of relationships and the dynamics of interactions that impact students' skills and academic performance.³¹ Based on the findings of this study, students perceive that the social environment tends to have a negative influence. Students feel anxious when required to speak Arabic in front of their peers who are already more proficient in the language. The anxiety felt by students directly affects their Arabic speaking skills. The fear of being mocked, laughed at, or judged by their peers leads to a reluctance to practice speaking in Arabic. These emotional fluctuations act as a filter that hinders students' active engagement in interacting in Arabic. This indicates that the emotional atmosphere in the classroom is not yet fully conducive, even though a conducive classroom environment should serve as a psychological determinant influencing the success of learning improvement.

Social interactions among peers in the classroom often become a significant source of psychological pressure for students. Field findings reinforce this, as all informants expressed a deep fear of negative evaluation or judgment from their peers. Students feel embarrassed and lack self-confidence because they tend to compare their abilities with those of peers perceived as more proficient, and they worry that their pronunciation errors will be constantly remembered by their classmates. Research conducted by Rizka and Ammar reveals that social interaction requires a safe environment and a sense of security without feeling threatened; however, the study's findings indicate that students experience the opposite, creating a barrier that leads them to adopt a passive stance to avoid social risks in the classroom.³²

In addition to dynamics with peers, interactions between educators (lecturers) and students also contribute to psychological stress in *Maharah Kalam* practice. Based on in-depth interviews, students often feel stressed and shocked when lecturers provide direct corrections in front of the entire class while they are attempting to speak. The demand to construct sentences spontaneously, coupled with limited vocabulary (*Mufradat*), significantly increases cognitive load and directly affects students' emotional well-being. Although the instructor's intention is to correct linguistic rules, a confrontational correction approach carried out directly without accompanying appreciation actually generates new anxiety. This phenomenon aligns with previous research confirming that, in addition to the classroom environment, the educator's approach is one of the primary factors contributing to students' reluctance in language skill learning.³³ The learning process, which should serve as a safe space for making mistakes, instead generates emotional dynamics that foster demotivation in speaking Arabic.

The social pressures arising from the classroom environment eventually accumulate and develop into an internal motivation crisis or demotivation among students. The demotivation experienced by the informants in this study did not arise suddenly but was the result of a sense of discomfort in learning. The findings indicate that students lose their self-confidence

³¹ Cut Keumalawati, "مشكلات الطلاب في قسم تعليم اللغة العربية في مهارة الكلام," *Jurnal Semubeneet* 2, no. 2 (2023): 179–95, <https://doi.org/10.63732/jsmbt.v2i2.177>.

³² Fadhilatul Rizka and Farikh Marzuki Ammar, *Analisis Faktor Kesulitan Membaca Teks Berbahasa Arab Kelas VIII | JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 2024, <https://jiip.stkipyapisdompnu.ac.id/jiip/index.php/JIIP/article/view/4295>.

³³ APidatul Husniyah, "Investigating Demotivational Factors in Indonesian EFL Classrooms: The Case of Madrasa Students," *Studies in English Language and Education* 6, no. 1 (2019): 44–60, <https://doi.org/10.24815/siele.v6i1.12210>.

and feel incapable because they constantly compare their abilities to those of classmates perceived as far more proficient. The accumulation of self-doubt and fear of judgment led them to consciously choose to remain passive in Arabic. In fact, student motivation and engagement in the classroom depend heavily on the creation of a supportive classroom environment and adaptive teaching strategies from educators.³⁴

Behind the obstacles arising from social interactions and demotivation lies a paradox: students remain highly aware of the importance of mastering Arabic speaking skills. The findings indicate that, overall, students recognize that proficiency in *Maharah Kalam* is a vital competency directly linked to their career success and job prospects as future educators. However, the research findings also reveal that this high awareness and motivation regarding career prospects are often overshadowed by obstacles such as a lack of self-confidence and frustration stemming from a limited vocabulary, yet they are also required to construct sentences effectively to speak well. The significant influence of the classroom social environment and existing demotivation cannot be overcome by the awareness of the long-term benefits to be gained. This underscores that awareness of future benefits alone is insufficient to ensure fluent speaking unless supported by strong motivation and a classroom ecosystem that fosters students' linguistic development.

Given the identification of these core issues, learning strategies must be maximized to address them. Learning strategies can serve as efforts to enhance speaking proficiency. Adaptive learning that considers classroom social environment factors and student motivation is the primary focus as a fundamental first step to overcome existing barriers. Through more targeted strategies, the classroom atmosphere created will be more supportive and inclusive, thereby fostering a sense of safety for students as they improve their speaking skills.³⁵ Issues identified based on the findings of this study, such as fear of judgment, limited vocabulary, and a loss of motivation in speaking Arabic, must be considered primary variables in designing learning strategies to improve speaking skills. Consequently, the resulting learning process will yield outcomes: not only technical improvements in speaking skills but also sustained interventions to address demotivation and declining self-confidence. The findings imply that students must be given space to develop their speaking skills, accompanied by adequate support. In light of this, the learning strategy to be implemented focuses on reformulating the method of providing feedback by instructors. Feedback is designed to prioritize appreciative and delayed correction. Data shows that students often experience mental anxiety when, while speaking Arabic, they are suddenly interrupted by the instructor to receive corrections. Therefore, instructors need to allow students to fully utilize their abilities when speaking Arabic without intervention. Students also strongly expect appreciation for the effort and courage they have demonstrated when speaking Arabic. Additionally, to prevent mental setbacks or feelings of insecurity, corrections are recommended to be provided not directly during the speaking process, for example, delivered privately after class or discussed at the end of class, focusing on improvements and recommendations without making students feel cornered. These findings align with studies

³⁴ Ridho Muamar Irsad et al., "Interaksi Edukatif Dan Pengelolaan Kelas Yang Efektif Dalam Pembelajaran Bahasa Arab," *Kalimatuna: Journal of Arabic Research* 3, no. 1 (2024): 1–12, <https://doi.org/10.15408/kjar.v3i1.40148>.

³⁵ Barid Syamsiyah Barid et al., "Developing an Arabic Language Environment to Improve Arabic Speaking Skills in Islamic Junior High School Students: Pengembangan Bi'ah Lughawiyah Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Pada Siswa Sekolah Menengah Pertama Islam," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 6, no. 1 (2025): 86–102, <https://doi.org/10.22515/athla.v6i1.11213>.

emphasizing that the timing and substance of feedback significantly influence students' cognitive achievement and acceptance.³⁶ Feedback tailored to emotional needs is considered more effective and constructive for future learning processes compared to corrections provided directly.³⁷

Furthermore, the strategy implemented must incorporate error tolerance. This aligns with the informant's statement that limited vocabulary is a reason for reluctance to speak. Therefore, students greatly need flexibility and tolerance for any mistakes they may make when speaking Arabic. Implementing this will indirectly help students overcome their fear of judgment and anxiety when speaking, as well as alleviate their mental burden. For example, instructors allow students to use both Indonesian and Arabic (mixing languages) when they hit a language barrier during Arabic conversations. Through the implementation of error tolerance, both students and instructors can transform this fear into a more meaningful and liberating learning practice.³⁸

The next strategy focuses on technology-based and contextual collaborative learning. Research findings indicate that students feel more comfortable speaking Arabic during creative activities such as video content creation or engaging in conversations within enjoyable contexts closely tied to daily life with peers. These activities are considered more effective because students can explore new vocabulary in small groups that reduce direct evaluation, thereby fostering a positive sense of mutual support for speaking Arabic. A collaborative approach to learning can provide a broad and rich learning context where active and effective knowledge exchange and student communication take place.³⁹

This study confirms that the success of improving Arabic speaking skills is not achieved solely through strengthening cognitive aspects but must fully integrate classroom environmental factors and students' sense of safety with learning strategies tailored to their specific conditions. Crises caused by the classroom social environment and demotivation can be effectively addressed through efforts to provide appreciative feedback, the application of error tolerance, and collaborative learning that is structured effectively and meaningfully. The implications of this study call for a role for instructors who can facilitate students' ability to speak Arabic in their learning without fear or heavy mental burdens. The findings of this study provide a foundation for educational institutions to develop curriculum components that are sensitive to and aligned with students' psychological needs.

Conclusion

The obstacles encountered in learning Arabic speaking skills do not stem solely from cognitive aspects but are also significantly influenced by the classroom's social environment and student demotivation. Language anxiety resulting from fear of judgment by peers and

³⁶ Sayipujiamali Taxipulati and Hai-Dong Lu, "The Influence of Feedback Content and Feedback Time on Multimedia Learning Achievement of College Students and Its Mechanism," *Frontiers in Psychology* 12 (December 2021), <https://doi.org/10.3389/fpsyg.2021.706821>.

³⁷ Andrew Williams, "Delivering Effective Student Feedback in Higher Education: An Evaluation of the Challenges and Best Practice," *International Journal of Research in Education and Science* 10, no. 2 (2024): 473–501, <https://doi.org/10.46328/ijres.3404>.

³⁸ Janet Metcalfe, "Learning from Errors," *Annual Review of Psychology* 68, no. Volume 68, 2017 (2017): 465–89, <https://doi.org/10.1146/annurev-psych-010416-044022>.

³⁹ Loes de Jong et al., "School-Based Collaboration as a Learning Context for Teachers: A Systematic Review," *International Journal of Educational Research* 112 (January 2022): 101927, <https://doi.org/10.1016/j.ijer.2022.101927>.

direct correction by instructors leads to student demotivation, making them reluctant to speak Arabic. Therefore, a paradigm shift in the teaching strategies employed by instructors is essential. Strategy development must be grounded primarily in students' psychological needs. Practically, three strategies that can address the root of this problem are the implementation of appreciative and delayed feedback, the application of an error-tolerant approach in the learning process, and the transformation of language-enhancement activities from individual spontaneity into collaborative learning projects that emphasize meaning and effectiveness. The reconstruction of this emotionally safe learning environment ultimately becomes an absolute prerequisite before students can produce spoken language fluently and with confidence.

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