

ANALYSIS OF IMLA' ERRORS IN WRITING ARABIC LANGUAGE TEXTS FOR
GRADE 8 AT SMART CENDEKIA JUNIOR HIGH SCHOOL

2025-2026 ACADEMIC YEAR

تحليل الأخطاء الإملائية في كتابة النصوص اللغة العربية لدى تلميذات

الثانوية الإسلامية المتكاملة سمارت جنديكيا الصف الثامن في المدرسة

في العام الدراسي ٢٠٢٥-٢٠٢٦

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ARTICLE INFO	ABSTRACT
Keywords: Arabic language anxiety, speaking skills, psycholinguistics, Arabic language learning, Arabic Language Education students.	Speaking skills are a crucial aspect of Arabic language learning, as they demand the ability to think, organize ideas, and speak spontaneously. In practice, however, students frequently experience anxiety when required to speak Arabic in class, particularly when asked to perform without prior preparation. This condition prompted researchers to conduct a study aiming to identify the dominant factors and analyze the intensity of Arabic language anxiety in speaking skills learning among second-semester students of the Arabic Language Education Study Program at Universitas Negeri Malang. This study employed a descriptive quantitative approach involving 44 <i>purposively</i> selected respondents. Data were collected through a closed-ended questionnaire consisting of 10 items, which were then analyzed using percentage descriptive analysis. The results indicated that the students' Arabic language anxiety fell into the moderate category, with internal factors emerging as the most dominant source of anxiety, particularly nervousness during spontaneous speaking, lack of confidence, and limited vocabulary. External factors, such as the lecturer's teaching style and the lack of practice opportunities, also influenced student anxiety, though not as strongly as internal factors. These findings imply the need for a more supportive, safe, and communicative speaking skills learning environment to foster students' confidence and courage in speaking Arabic.
INFO ARTIKEL	ABSTRAK

Keywords: kecemasan berbahasa Arab, maharah kalam, psikolinguistik, pembelajaran bahasa Arab, mahasiswa Pendidikan Bahasa Arab.	Keterampilan <i>maharah kalam</i> merupakan aspek penting dalam pembelajaran bahasa Arab karena menuntut kemampuan berpikir, menyusun gagasan, dan berbicara secara spontan. Namun, dalam praktiknya, mahasiswa sering mengalami kecemasan saat harus berbicara bahasa Arab di kelas, terutama ketika dituntut tampil tanpa persiapan. Kondisi tersebut mendorong peneliti untuk melakukan studi yang bertujuan mengidentifikasi faktor-faktor dominan sekaligus menganalisis intensitas kecemasan berbahasa Arab dalam pembelajaran maharah kalam pada mahasiswa semester 2 Program Studi Pendidikan Bahasa Arab Universitas Negeri Malang. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan melibatkan 44 responden yang dipilih secara purposif. Data dikumpulkan melalui kuesioner tertutup yang terdiri atas 10 pernyataan, kemudian dianalisis menggunakan teknik deskriptif persentase. Hasil penelitian menunjukkan bahwa kecemasan berbahasa Arab berada pada kategori sedang, dengan faktor internal sebagai sumber kecemasan yang paling dominan, terutama rasa gugup saat berbicara spontan, kurang percaya diri, dan keterbatasan kosakata. Faktor eksternal seperti gaya mengajar dosen dan minimnya kesempatan praktik juga turut memengaruhi kecemasan mahasiswa, meskipun tidak sekuat faktor internal. Temuan ini mengimplikasikan perlunya pembelajaran <i>maharah kalam</i> yang lebih suportif, aman, dan komunikatif agar mahasiswa lebih percaya diri dan berani berbicara bahasa Arab.
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1. Introduction

Speaking skills are an essential productive component of Arabic language learning, serving as the primary vehicle for expressing thoughts, conveying ideas, and interacting orally. In foreign language acquisition, this skill demands both linguistic and psychological readiness, as learners must produce the language spontaneously in front of others. For Arabic Language Education students at Universitas Negeri Malang, this demand is uniquely complex; they do not merely study Arabic as a subject but are also projected to become future educators who must utilize the language actively and confidently.

During classroom speaking activities, students are frequently faced with spontaneous speaking tasks, direct questioning, or oral presentations without adequate preparation. Such situations often induce nervousness, fear of making mistakes, and a reluctance to speak, ultimately leading to low classroom participation. Horwitz et al. (1986) explain that foreign language classroom anxiety is a specific form of anxiety in foreign language learning where

learners feel pressured to appear competent before peers and instructors. According to Naziha et al. (2023), language anxiety manifests as negative emotions such as discomfort, fear, nervousness, hesitation, frustration, and pressure when an individual intends to speak or convey a message. Foreign language anxiety can also be observed through behavioral shifts, including changes in voice tone, refusal to speak, and complete silence. This conceptual framework is highly relevant to analyzing Arabic speaking anxiety, as classroom performance pressure often serves as the primary trigger for oral communication barriers.

Recent studies indicate that foreign language speaking anxiety remains a widespread issue that directly impedes oral communication fluency. Al Hanake (2024) found that speaking anxiety is influenced by limited vocabulary, pronunciation difficulties, social pressure, low self-confidence, and prior negative experiences. Meanwhile, Alfian et al. (2022) identified several causative factors of Arabic speaking anxiety among university students, including difficulties in understanding the language, unfamiliarity with the discussion topics, lack of self-confidence, minimal Arabic proficiency, apprehension regarding negative evaluation from peers and lecturers, as well as excessive shyness. Shaharuddin et al. (2024) also demonstrated that the level of Arabic speaking anxiety warrants significant attention, particularly because the fear of negative evaluation manifests strongly in speaking situations. In line with these findings, Nurcholis and Zahari (2025) reported that a substantial number of students learning Arabic continue to experience speaking anxiety, with a tendency ranging from moderate to high levels.

Theoretically, Horwitz et al. (1986) categorize foreign language anxiety into three main components: communication apprehension, test anxiety, and fear of negative evaluation. Papi and Khajavy (2023) reinforce that these three components encompass communication worries, fear of negative evaluation, and anxiety regarding language test performance, while exploring the broader impacts of second language (L2) anxiety on various motivational, behavioral, learning, and performance aspects. These dimensions are highly pertinent to speaking skills instruction, as students must speak in front of the class, receive immediate evaluation, and navigate social interactions that may trigger the fear of being judged poorly. Recent research also indicates that speaking anxiety is negatively correlated with self-confidence and self-perceived proficiency, whereas fear of negative evaluation is positively associated with high speaking anxiety. Bahri et al. (2026) demonstrated that anxiety and self-confidence both significantly influence Arabic speaking performance, while Okyar (2023) asserted that self-efficacy and self-perceived ability are closely linked to the severity of speaking anxiety.

Arabic speaking anxiety can manifest through several indicators, such as nervousness when asked to speak spontaneously, lower self-confidence compared to classmates, a tendency to avoid the lecturer's attention, limited vocabulary (*mufradat*), fear of committing grammatical errors, pronunciation difficulties, and apprehension about negative assessments from peers or lecturers. Sholeha and Al Baqi (2022) explain that language anxiety is driven by three main factors: (1) psychological factors (emotions, self-esteem, anxiety, attitude, fear, and motivation) occurring when students are expected to communicate, (2) instructional factors involving classroom procedures and lecturer-student relationships, and (3) situational factors, such as speaking in front of an audience. These indicators are crucial as they serve as a targeted foundation for developing questionnaire items. Contemporary research highlights that the sources of speaking anxiety in foreign language learners generally involve performance pressure, fear of negative evaluation, and an unsupportive classroom environment. In Arabic learning, these factors translate into students' lack of courage to speak and minimal active participation in class.

Nevertheless, research specifically capturing Arabic language anxiety among early-semester students remains relatively limited. In fact, first-year students undergo a critical transition phase in adapting to the pace of university lectures, classroom interaction patterns, and the demands of active Arabic communication. At this stage, they are still establishing language habits and transitioning from basic learning experiences toward more complex oral skills. Therefore, focusing on early-semester students is essential to detect early signs of Arabic language anxiety and to understand how it influences their engagement in speaking skills courses.

Based on the aforementioned context, this study focuses on second-semester students of the Arabic Language Education Study Program at Universitas Negeri Malang to identify the dominant factors of Arabic language anxiety in speaking skills learning and to analyze the intensity of the anxiety they experience. The findings of this study are expected to provide a foundational basis for lecturers to design more supportive learning environments, offer safe spaces for practice, and alleviate the pressures that hinder students' courage to speak Arabic.

2. Methods

This study employed a descriptive quantitative approach to describe Arabic language anxiety in speaking skills learning among students of the Arabic Language Education Study

Program at Universitas Negeri Malang. This approach was selected because the research focuses on mapping the tendencies of respondents' answers to the questionnaire items rather than testing causal relationships between variables. Previous research indicates that descriptive surveys are appropriate for measurably capturing the level of Arabic or foreign language speaking anxiety. Shahrudin et al. (2024) used a questionnaire to measure Arabic speaking anxiety, and Bahri et al. (2026) confirmed that a quantitative survey approach is effective for examining the impact of anxiety on speaking performance.

Regarding the research subjects, they comprised active second-semester students of the Arabic Language Education Study Program at Universitas Negeri Malang who were enrolled in the listening and speaking skills course. From this population, 44 students were selected as a sample using a purposive sampling technique. This sample selection was conducted because second-semester students are in the early phase of speaking skills development, making them the most relevant group for early detection and description of Arabic language anxiety. This technique is commonly used in studies on Arabic speaking anxiety when researchers intend to select respondents who precisely match the characteristics of the research focus. Achmad et al. (2025) and Shahrudin et al. (2024) demonstrated that purposive sampling is appropriate for subjects who have direct experience in Arabic speaking environments. Establishing these specific research subjects is crucial to ensure that the obtained data accurately represent the experiences of students navigating Arabic speaking situations. Furthermore, Nurcholis and Zahari (2025) showed that learning experience and active classroom involvement influence the emergence of speaking anxiety, highlighting the need for selective subject determination to meet research objectives.

For data collection, a closed-ended questionnaire was utilized, consisting of 10 items measured on a five-point Likert scale: Strongly Agree, Agree, Undecided/Neutral, Disagree, and Strongly Disagree. This instrument was developed to measure indicators of Arabic language anxiety in speaking skills learning, which include speaking spontaneity, self-confidence, avoidance tendencies, limited vocabulary (*mufradat*), fear of grammatical errors, pronunciation or articulation (*makharij al-huruf*) difficulties, fear of negative evaluation from peers, the influence of the lecturer's teaching style, lack of practice opportunities, and the impact of anxiety on learning motivation. The formulation of these indicators was guided by the primary dimensions of language anxiety, specifically communication apprehension, test anxiety, and fear of negative evaluation. Horwitz et al. (1986) established these three

dimensions as a framework for analyzing foreign language anxiety, and Shaharuddin et al. (2024) demonstrated that the same dimensions are highly relevant in the context of Arabic language learning.

In terms of data analysis, the technique was carried out using percentage descriptive analysis. The frequency of respondents' answers for each item was calculated and subsequently converted into percentages to determine the anxiety level trends across individual indicators. The analysis results are presented in tables and interpreted based on the dominant responses for each statement. Following this, the questionnaire items were categorized into internal and external factors to clearly identify the most dominant sources of anxiety. Bahri et al. (2026) indicated that descriptive analysis can clearly reveal the correlation between anxiety and speaking performance, while Achmad et al. (2025) utilized a similar analytical pattern to map the level of Arabic speaking anxiety.

3. Result

Based on the response recapitulation from 44 second-semester Arabic Language Education (PBA) students at Universitas Negeri Malang, all questionnaire items indicated a clear tendency toward Arabic language anxiety within speaking skills (*maharah kalam*) learning. The most prominent anxiety markers emerged during spontaneous speaking tasks, self-confidence issues, limited vocabulary mastery, and the fear of making errors. These findings demonstrate that student anxiety stems from an intertwining of both linguistic and psychological barriers during the speaking process (Achmad et al., 2025; Shaharuddin et al., n.d.). The specific layout of the questionnaire items and their respective operational indicators evaluated in this study are detailed completely in Table 1.

Table 1. Questionnaire Items and Indicators

Item	Indicator	Statement
Q1	Speaking spontaneity	I feel nervous and my heart beats faster when the lecturer unexpectedly asks

		me to speak Arabic in class.
Q2	Self-confidence	I feel less confident in my current Arabic speaking ability compared to my classmates.
Q3	Avoidance behavior	I tend to remain silent or avoid eye contact with the lecturer to keep from being called on to practice speaking skills (<i>maharah kalam</i>).
Q4	Limited vocabulary (<i>mufradat</i>)	I feel anxious when speaking Arabic because the number of vocabulary words (<i>mufradat</i>) I master is still very limited.
Q5	Fear of grammatical errors	My biggest fear when speaking Arabic is making mistakes in grammar (<i>qawaid</i> , such as <i>nahwu</i> or <i>sharaf</i>).
Q6	Pronunciation or <i>makharij al-huruf</i> difficulties	I find it difficult and feel anxious about spontaneously pronouncing Arabic words (<i>makharij al-huruf</i>) during presentations or discussions.
Q7	Fear of negative peer evaluation	I feel anxious because I am afraid of being laughed at or judged negatively by

			my friends if I make a mistake speaking Arabic in class.
Q8	Influence of lecturer's teaching style	The lecturer's teaching method or rigid/strict demeanor in class makes me feel more pressured to speak Arabic.	
Q9	Lack of practice opportunities	I rarely find opportunities or a relaxed environment to practice Arabic outside of formal lecture hours.	
Q10	Impact of anxiety on learning motivation	The Arabic language anxiety I experience makes me feel less motivated to attend subsequent speaking skills (<i>maharah kalam</i>) lectures.	

To observe the data distribution and the intensity of student anxiety across the ten instrument items above, the respondents' choices were calculated into response frequencies and total percentages. The quantitative recapitulation of the 44 students' responses is systematically summarized in Table 2.

Table 2. Recapitulation of Respondents' Responses and Percentages

Item	SA	A	N	D	SD	Agreement (%)
Q1	16	21	4	3	0	84,1%
Q2	10	26	4	3	1	81,8%
Q3	4	26	10	3	1	68,2%
Q4	14	22	6	2	0	81,8%

Q5	15	16	8	4	1	70,5%
Q6	1	16	15	10	2	38,6%
Q7	8	15	10	8	3	52,3%
Q8	5	16	16	7	0	47,7%
Q9	10	17	9	5	3	61,4%
Q10	3	16	14	7	4	43,2%

Note: SA = Strongly Agree, A = Agree, N = Neutral/Undecided, D = Disagree, SD = Strongly Disagree.

The findings on Q1, Q2, and Q4 demonstrate that student anxiety peaks when they are required to speak spontaneously, compare themselves with peers, and face vocabulary limitations. This pattern aligns with research by Shaharuddin et al. (n.d.) and Hj. Bahri et al. (2026), which asserts that Arabic speaking anxiety frequently arises when students encounter oral demands without full preparation. From a foreign language learning perspective, this condition is understandable because speech production requires simultaneous linguistic and mental readiness (Hj. Bahri et al., 2026; Shaharuddin et al., n.d.).

The high tendency observed in Q4 indicates that vocabulary limitations (*mufradat*) remain a major barrier to speaking. Theoretically, vocabulary is a linguistic component that heavily dictates the fluency of speech production. When students feel their vocabulary is insufficient, they tend to pause, hesitate, or choose silence. This finding reinforces the view that language anxiety relates not only to psychological fear but also to the learners' perceived limitations in linguistic competence (Al Hanake, 2024; Hj. Bahri et al., 2026).

On items Q2 and Q3, low self-confidence and avoidance behavior also emerged prominently. This indicates that anxiety manifests not just as an internal feeling but also through passive actions in the classroom. Okyar (2023) explains that self-efficacy has a negative correlation with speaking anxiety, meaning that the lower a learner's self-confidence, the higher the anxiety they experience. Thus, these results confirm that a lack of belief in one's own abilities plays a major role in hindering students' oral participation (Hj. Bahri et al., 2026; Okyar, 2023).

The findings for Q5 reveal that the fear of grammatical errors is also quite high. This is consistent with Al Hanake (2024), who states that the dread of making mistakes is a primary

source of speaking anxiety. In speaking skills classes, students often perceive grammatical errors (*qawaid* like *nahwu* or *sharaf*) as highly visible and easily criticized, causing them to become overly cautious when speaking. This suggests that grammatical aspects are still viewed as a burden rather than a natural part of the language learning process (Al Hanake, 2024; Shaharuddin et al., n.d.).

In contrast to other items, Q6 received the lowest percentage. This shows that pronunciation difficulties (*makharij al-huruf*) are not the main source of anxiety for the majority of respondents. Consequently, the primary pressure in this study does not lie in articulation alone, but rather in social situations and speaking performance demands. This finding remains in line with Nurcholis and Zahari (2025), who showed that speaking anxiety is more frequently triggered by evaluative situations, fear of judgment, and a lack of speaking experience than by a single linguistic aspect.

Q7 highlights that apprehension regarding peer judgment is also quite influential. Fitriani et al. (2022), in a case study on English speaking anxiety, discovered that students' lack of involvement was not due to laziness or lack of interest, but rather due to self-doubt, fear of negative evaluation, and fear of being compared to their peers. This finding corresponds with the concept of *fear of negative evaluation* explained by Shaharuddin et al. (n.d.) and Okyar (2023). Anxiety surfaces when students feel that speaking in class opens up the possibility of being corrected, laughed at, or looked down upon by others. Therefore, anxiety in Arabic learning is not merely an issue of language proficiency, but also one of social comfort in the classroom.

On Q8 and Q9, it is apparent that the learning environment also impacts student anxiety. A rigid teaching style and the lack of practice opportunities outside the classroom can cause students to feel increasingly pressured. This finding is consistent with Hj. Bahri et al. (2026) and Achmad et al. (2025), who emphasize that a supportive learning atmosphere is crucial for lowering speaking anxiety. Thus, a safe classroom environment that provides gradual practice opportunities serves as a vital factor in reducing student tension.

Finally, Q10 indicates that anxiety negatively impacts student learning motivation. When anxiety continuously occurs, students tend to lose enthusiasm for attending subsequent speaking skills lectures. This finding reinforces the view that anxiety affects not only immediate performance but also potentially threatens the sustainability of learning participation. In this

context, anxiety can become a barrier to speaking skill development if not addressed early on (Al Hanake, 2024; Nurcholis & Zahari, 2025).

Overall, the research results indicate that Arabic language anxiety among second-semester Arabic Language Education students falls into the moderate category, with the strongest tendencies tied to spontaneous speaking, low self-confidence, and vocabulary limitations. These findings confirm that anxiety in speaking skills (*maharah kalam*) is influenced by the interaction between linguistic and psychological factors. Therefore, Arabic language instruction needs to be designed more supportively, offering safe spaces for practice and reducing evaluative pressures so that students gain the courage to speak Arabic (Hj. Bahri et al., 2026; Okyar, 2023; Shahrudin et al., n.d.).

4. Discussion

In general, the research results indicate that Arabic language anxiety among second-semester Arabic Language Education (PBA) students at Universitas Negeri Malang is most prominently triggered by speaking spontaneity, self-confidence, and vocabulary limitations. This pattern is reflected in the high agreement percentages for Q1, Q2, and Q4, which show that students experience the greatest pressure when required to speak without preparation, compare themselves with their classmates, and feel that their *mufradat* (vocabulary) is insufficient to convey ideas. This finding aligns with Hj. Bahri et al. (2026), who demonstrated that anxiety and self-confidence are directly related to Arabic speaking performance, as well as Achmad et al. (2025), who confirmed that anxiety remains a critical affective factor in Arabic language learning.

Considering the nature of *maharah kalam* (speaking skills), these findings are understandable because speaking is a productive skill that demands immediate language production. Students who are not yet linguistically and mentally prepared tend to face difficulties in structuring speech when asked to speak spontaneously. In this context, anxiety is associated not only with the fear of speaking but also with the cognitive load of selecting words, organizing structures, and performing in front of others. Therefore, language mastery does not automatically guarantee speaking courage, as the speech production process is also influenced by the learners' affective and social readiness. This corresponds with the communicative approach, which positions speaking as an interactive activity that needs to be practiced gradually and meaningfully (Miswari et al., 2025).

The high tendency observed in Q4 indicates that vocabulary limitation is one of the most visible sources of anxiety. Theoretically, vocabulary is a linguistic component that heavily dictates the fluency of speech production; thus, when students feel their *mufradat* is insufficient, they tend to hesitate, pause, or choose silence. This result is consistent with the findings of Sun et al. (2024), which show that linguistic difficulty is a primary source of anxiety in the language learning process, and Al Hanake (2024), who identifies limited vocabulary as a significant factor shaping speaking anxiety. Accordingly, the data from this study suggest that student anxiety is strongly influenced by linguistic aspects, particularly vocabulary limitations that undermine their confidence to produce spoken utterances.

In addition to linguistic factors, internal factors also appear to be dominant, particularly low self-confidence and avoidance behavior. This is evident from the strong responses to Q2 and Q3, which indicate that some students already feel pressured even before being selected to speak. Okyar (2023) explains that self-efficacy is negatively correlated with speaking anxiety, meaning that the lower a learner's confidence in their own abilities, the higher the anxiety they experience. Sholeha and Al Baqi (2022) also emphasize that teachers need to utilize a proactive approach and implement techniques to reduce student anxiety, while finding ways to help students increase their self-efficacy in foreign language learning. In this study, students tend to limit their own classroom participation because they perceive themselves as inadequate, rather than simply being unwilling to engage. This situation suggests that anxiety is often born from a negative perception of one's own capabilities.

The findings for Q5 reveal that the fear of grammatical errors is also quite high. This demonstrates that students still view *nahwu* and *sharaf* as aspects that heavily dictate the correctness or wrongness of an utterance, causing them to become overly cautious when speaking. Al Hanake (2024) asserts that the fear of making mistakes is a primary source of speaking anxiety, especially when learners perceive that their oral performance is being evaluated. In *maharah kalam* instruction, grammatical errors are often perceived as highly visible flaws, so the pressure to "not be wrong" ironically makes it more difficult for students to speak fluently.

Interestingly, Q6 indicates that pronunciation difficulties are not the main source of anxiety for the majority of respondents. This can be interpreted to mean that students are more pressured by social situations and performance demands when speaking rather than by

phonological aspects alone. In other words, anxiety in this study is more closely related to the pressure of performing in front of the class than to articulation issues. This finding is in line with Shaharuddin et al. (n.d.), who showed that speaking anxiety is closely related to evaluative situations and the fear of performing in class. Therefore, while pronunciation remains important, it is not the most determining factor in eliciting anxiety among the respondents of this study.

On Q7, apprehension regarding peer judgment is also quite apparent. This indicates that social aspects within the classroom still exert a major influence on students' speaking courage. Sholeha and Al Baqi (2022) state that one of the most influential external factors on student anxiety in foreign language learning is the classroom environment, which encompasses physical, psychological, and social conditions—including self-efficacy, learning motivation, self-regulation, as well as the presence of teachers and peers. The fear of being laughed at or judged negatively causes students to hold back from participating. Shaharuddin et al. (n.d.) confirm that the fear of negative evaluation is a core construct in language anxiety, while Okyar (2023) shows that the fear of negative evaluation is positively correlated with speaking anxiety. Consequently, Arabic language anxiety in this study stems not only from within the students but also from a social environment that is perceived as not entirely safe for attempting to speak.

External factors also play a role, particularly through the lecturer's demeanor and the lack of non-formal practice spaces. On Q8 and Q9, it is apparent that a classroom atmosphere that is too rigid and a lack of practice opportunities outside formal lectures can intensify student tension. Sholeha and Al Baqi (2022) emphasize that one of the best resources for a teacher is a low-stress language learning environment, and anxiety reduction strategies must concentrate on understanding the situations that trigger student anxiety. A high-pressure environment makes it more difficult for students to build the courage to speak, while limited practice spaces cause them to be unaccustomed to using Arabic spontaneously. Hj. Bahri et al. (2026) and Miswari et al. (2025) both emphasize the importance of a supportive, interactive learning environment that provides communicative practice spaces so that students become more confident in speaking. Therefore, the lecturer's role is crucial in creating a safe, relaxed classroom atmosphere that offers gradual practice opportunities.

Q10 indicates that the anxiety experienced by students also impacts their learning motivation. When anxiety continuously occurs, students tend to lose enthusiasm for attending

subsequent *maharah kalam* lectures. This finding aligns with Achmad et al. (2025), who assert that anxiety can inhibit the language acquisition process, as well as Sun et al. (2024), who demonstrate that anxiety persists throughout the learning process and requires consistent support. Accordingly, anxiety needs to be understood as an impediment that impacts the broader learning process, rather than just immediate performance.

Overall, the results of this study confirm that Arabic language anxiety among second-semester PBA students is the outcome of an interaction between internal and external factors. However, in this data, internal factors appear to be more prominent, particularly nervousness during spontaneous speaking, low self-confidence, and vocabulary limitations. Implicatively, *maharah kalam* instruction needs to be designed more supportively, providing a safe space for students to try speaking and reducing excessive evaluative pressure. Alfian et al. (2022) suggest that strategies lecturers can implement include creating comfortable learning conditions, being humorous and patient, forming study groups, and increasing the intensity of language practice, while students can practice, think positively, relax, and seek help from peers. Lecturers need to cultivate a classroom atmosphere that does not shame mistakes, offer constructive feedback, and provide gradual communicative exercises so that students feel more comfortable and courageous in speaking Arabic (Achmad et al., 2025; Hj. Bahri et al., 2026; Miswari et al., 2025).

5. Conclusion

Based on the research results, it can be concluded that second-semester Arabic Language Education (PBA) students at Universitas Negeri Malang experience a moderate level of Arabic language anxiety in speaking skills (*maharah kalam*) learning. This anxiety most dominantly surfaces when students are required to speak spontaneously, feel a lack of self-confidence compared to their classmates, and face vocabulary limitations. In addition, the fear of making grammatical errors and the apprehension of being negatively evaluated by peers further intensify their anxiety when speaking Arabic.

On the other hand, pronunciation difficulties are not the primary source of anxiety for the majority of respondents. This indicates that the anxiety experienced by students is more frequently triggered by psychological and social pressures rather than phonological aspects

alone. Consequently, Arabic language anxiety among these students relates not only to linguistic competence but also closely to their sense of psychological safety, self-belief, and the classroom learning atmosphere.

Overall, these findings underscore the vital importance of creating a more supportive, low-pressure speaking skills learning environment that offers gradual practice opportunities. Lecturers need to cultivate a classroom atmosphere that fosters speaking courage, reduces tension during evaluations, and provides constructive feedback so that students can enhance their self-confidence and active participation in speaking Arabic.

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