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### Factors Causing Language Anxiety in Arabic Language Learning: A Review of the Literature

*Faktor-faktor Penyebab Kecemasan Berbicara dalam Pembelajaran Bahasa Arab: Tinjauan Literatur*

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#### Abtstract

Through a *library research* approach, this descriptive qualitative research aims to thoroughly analyze various factors that trigger *language anxiety* in the context of Arabic language learning. The output of this study is projected as a source of scientific reference for educators, academics, researchers, and educational institutions in mapping and mitigating these psychological obstacles in students. Based on the results of *the Systematic Literature Review (SLR)*, it was found that speech anxiety is triggered by a complex interaction between internal and external factors. Internal dimensions include low self-efficacy, limited vocabulary mastery (*mufrodat*), weak grammatical comprehension (*qawaid*), articulation constraints, learning demotivation, and lack of intensity of speaking practice. The accumulation of these internal factors manifests anxiety in the form of fear of mistakes, which then trigger nervousness, inferiority, and awkwardness when communicating verbally in Arabic.

**Keywords:** Speech anxiety, Learning, Arabic, Speaking Skills, Student Psychological Factors, Systematic Literature Review

#### Abstrak

Melalui pendekatan studi kepustakaan (*library research*), penelitian kualitatif deskriptif ini bertujuan untuk menganalisis secara menyeluruh berbagai faktor pemicu kecemasan berbahasa (*language anxiety*) dalam konteks pembelajaran

#### Article History

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*bahasa Arab. Luaran dari kajian ini diproyeksikan sebagai sumber rujukan ilmiah bagi para pendidik, akademisi, peneliti, dan institusi pendidikan dalam memetakan serta memitigasi kendala psikologis tersebut pada peserta didik. Berdasarkan hasil Systematic Literature Review (SLR), ditemukan bahwa kecemasan berbicara dipicu oleh interaksi kompleks antara faktor internal dan eksternal. Dimensi internal mencakup efikasi diri yang rendah, keterbatasan penguasaan kosakata (mufrodad), lemahnya pemahaman gramatikal (qawaid), kendala artikulasi, demotivasi belajar, serta minimnya intensitas praktik berbicara. Akumulasi dari faktor-faktor internal ini memanifestasikan kecemasan dalam bentuk ketakutan akan kekeliruan, yang kemudian memicu rasa gugup, inferioritas, dan kecanggungan saat berkomunikasi lisan dalam bahasa Arab.*

**Kata-kata Kunci:** Kecemasan berbicara, Pembelajaran, Bahasa Arab, Keterampilan Berbicara, Faktor Psikologis Siswa, Tinjauan Literatur Sistematis

## **Introduction**

Arabic has a high urgency in the constellation of education, especially in Islamic educational institutions. The instructional process in learning Arabic focuses not only on internalizing grammatical structure and articulation enrichment, but also on developing speaking proficiency (*maharah al-kalam*). This verbal competence serves as the main foundation for learners to actively interact and actualize language in the reality of communication. (Suhadi & Fahrurozi, 2024). Speaking proficiency (*maharah al-kalam*) serves as the main indicator of the success of learning Arabic, considering that through this skill students can articulate ideas, express opinions, and engage in direct discursive interactions. Nevertheless, empirical evidence in the field indicates that there is a *gap*; Most students are not able to communicate verbally fluently even though they have gone through the learning process for a significant duration. This phenomenon is caused by the complexity of internal and external determinants that simultaneously construct obstacles to students' self-efficacy and verbal fluency. (Umam, 2022).

The phenomenon of language *anxiety* is one of the main problems in learning foreign languages, including Arabic. Speaking anxiety is a psychological condition characterized by the appearance of fear, nervousness, worry, and lack of confidence when a person is asked to use a foreign language in communication situations (2022 مرادي). This condition often causes students to have difficulty expressing ideas, fear of making pronunciation mistakes, and be reluctant to participate in speaking activities in class. The impact of speech anxiety not only affects students' communication skills, but also impacts learning motivation, academic achievement, and overall language skill development (Eky Achmad Basim et al., 2022).

Learning Arabic has its own characteristics that are different from other foreign languages. The phonological system, grammatical structure, and vocabulary use in Arabic are often considered complicated by some students. The

difference in letters, makhraj, and the rules of nahwu and sharaf is a considerable challenge in the learning process. This situation can cause psychological pressure when students have to speak in Arabic in front of teachers and classmates (Thohir, 2025). The inability to pronounce words correctly often leads to embarrassment and fear of getting negative judgments from the surrounding environment. This condition ultimately triggers the emergence of speech anxiety which further hinders students' courage in actively using Arabic (Noureddine & Research, 2024).

The factors that cause anxiety to speak in Arabic learning are very diverse and interrelated with each other. Internal factors such as low self-confidence, limited mastery of mufrodāt, lack of grammatical skills, and lack of speaking experience are the main causes of anxiety in students (Baharuddin, 2022). Students who feel they have low language skills tend to be afraid of making mistakes when speaking. This feeling causes them to choose to remain silent rather than try to express their opinions using Arabic. Lack of motivation to learn is also a factor that amplifies anxiety because learners do not have a strong drive to practice speaking actively (M. Alagrami & M. Eljazzar, 2023).

External factors also have a great influence on the emergence of speaking anxiety in learning Arabic. Teaching methods that overemphasize grammatical aspects without providing enough communication space can make students feel burdened. A less supportive learning environment, a tense classroom atmosphere, and a teacher's overly critical attitude towards students' mistakes can also increase fear when speaking. Negative judgments from peers are often a source of psychological distress that causes learners to lose the courage to use Arabic. The situation suggests that speech anxiety is not only affected by individual abilities, but also influenced by less conducive learning environment conditions (Di et al., 2025).

Research on *language anxiety* shows that speech anxiety is a common phenomenon in foreign language learning in various countries. Various studies reveal that high levels of anxiety can reduce students' speaking performance and hinder the language acquisition process. Studies on *language anxiety* in Arabic learning are starting to get wider attention because many students have difficulties in speaking skills compared to other language skills. The results of previous research show that students often experience fear when they have to speak spontaneously, make presentations, or answer questions using Arabic. This condition shows that the psychological aspect has a huge influence on the success of learning Arabic (Hasanah et al., 2023).

*Literature Review (SLR)* regarding the factors that cause anxiety in learning Arabic is important to be done to understand the various causes behind the appearance of anxiety. Literature review can provide a more comprehensive picture of the internal and external factors that affect the psychological condition of students when speaking Arabic. A deep understanding of the causes of speech anxiety is expected to be the basis for formulating more effective, humane, and communicative learning strategies. A learning approach that pays attention to the psychological condition of students will help create a comfortable learning

atmosphere so that students are more confident in using Arabic actively (Of et al., 2024).

The novelty and urgency of this study lies in the urgency of balancing cognitive achievement and the management of affective domains in instructional Arabic. Neglect of the phenomenon of speech anxiety can trigger a chronic decline in interest in learning and block the development of students' practical linguistic skills. Therefore, the efficacy of teachers is required in constructing a psychologically safe classroom climate. The application of learning methodologies based on active interaction, communicative approaches, and positive emotional affirmations are important determinants in reducing the escalation of language anxiety in students. (Of et al., 2024).

This research is projected to make a significant contribution, both theoretically and practically, to the acceleration of the quality of Arabic language learning. At the theoretical level, this study has the potential to expand the scientific treasure and enrich the literature on *specific language anxiety* in Arabic language learning. Practically, the findings of this study can be implicated as a reflective instrument for educators, policymakers in educational institutions, and subsequent researchers in formulating instructional designs that are reductive to students' verbal anxiety. The identification of this determinant of anxiety is ultimately dedicated to stimulating the creation of a conducive, adaptive, and oriented learning climate towards optimizing students' communicative competence.

## **Theoretical Framework**

### **1. Language Anxiety Theory**

Language anxiety is a psychological condition that arises when a person feels afraid, nervous, worried, and uncomfortable when using a foreign language in communication situations. This concept was first discussed in a study of foreign language learning by Elaine K. Horwitz who explained that language anxiety is a special form of anxiety related to the learning process and use of foreign languages (Study Program et al., 2022). This anxiety arises because individuals feel afraid of making mistakes, afraid of negative judgments, and feel unable to use the target language well (Gentala & Dasar, 2025).

Language anxiety in learning Arabic often occurs when students are asked to speak in front of the class, conduct conversations, presentations, or answer questions using Arabic. This condition causes students to experience psychological pressure that affects their communication skills. Theoretical reviews show that language anxiety is not only related to linguistic ability, but also related to emotional, social, and environmental factors of learning.

Horwitz divides language anxiety into three main components. The first component is communication apprehension or fear of communication.

This condition occurs when students feel afraid to speak because they lack confidence in their language skills. The second component is the fear of negative evaluation or the fear of getting negative evaluations from teachers and peers. The third component is test anxiety or anxiety about evaluating and language exams. These three components greatly affect students' speaking ability in learning Arabic (Samin et al., 2025).

## **2. Theory of Speaking Skills (*Maharah Kalam*)**

Speaking skills or *maharah kalam* is one of the basic skills in learning Arabic which aims to enable students to express ideas, opinions, and feelings orally using Arabic properly and correctly. Speaking ability is an important indicator of the success of language learning because through these skills students can communicate actively (Nasution et al., 2025).

Speech skills theory explains that speaking skills are not only related to the mastery of vocabulary and grammar, but also involve courage, fluency, pronunciation, and the ability to understand communication situations. Students who have good language proficiency are not necessarily able to speak fluently if they experience psychological barriers such as speech anxiety.

Learning speaking skills in Arabic requires continuous practice so that students become accustomed to using Arabic in daily communication. The learning process that emphasizes too much memorization and grammar without providing space for communication practice can lead to low speaking skills of students. This theory confirms that the success of *maharah kalam* is greatly influenced by a communicative learning environment and supports the courage of students to speak (Baharun et al., 2025).

## **3. Theories of Behaviorism**

The theory of behaviorism was put forward by B. F. Skinner who emphasized that the learning process occurs through the relationship of stimulus and response. This theory explains that a person's behavior can be formed through practice, repetition, and *reinforcement*. In learning Arabic, speaking skills can be developed if students receive continuous speaking practice in a supportive environment.

Speaking anxiety can arise if students have negative experiences when using Arabic. Excessive criticism, ridicule from friends, and punishment for making mistakes can form a negative response to speaking activities. This condition causes students to feel afraid and reluctant to use Arabic in oral communication (Wa'yu, 2026).

Behaviorism theory explains that positive reinforcement such as praise, motivation, and appreciation can help increase students' confidence in speaking Arabic. A comfortable and non-stressful learning environment will help reduce anxiety so that students are more courageous in practicing speaking.

## Research Method

This study applies a qualitative approach with a *Systematic Literature Review* (SLR) study design. This SLR method is implemented through a series of systematic stages that include compilation, critical review, in-depth understanding, and comprehensive analysis of various secondary literature relevant to the object of study. The data construction is sourced from authoritative scientific references such as textbooks, reputable journals, scientific articles, theses, and dissertations that focus on the determinants of *language anxiety* in learning Arabic. This approach was chosen to construct an explanatory and in-depth understanding of the triggers of speech anxiety through theoretical synthesis and empirical confirmation from previous research. (Zahra et al., 2026).

*Literature Review (SLR) research* was chosen because the problems studied focused on the analysis of concepts, theories, and research results that had been carried out previously. The literature review allowed researchers to obtain broader data on the phenomenon of speech anxiety in Arabic learning without having to collect data directly in the field. This method also helps researchers understand the development of *language anxiety* studies from various scientific perspectives so that it can produce a more comprehensive and systematic discussion.

The data source of this research is sourced from primary data and secondary data. The orientation of primary data is focused on scientific journals, research articles, and monographs that explore the urgency of *language anxiety* in the context of learning Arabic and foreign languages universally. The secondary data is integrated from complementary sources such as theses, dissertations, proceedings, and relevant scientific manuscripts. In order to maintain the credibility of the study results, all data were selected selectively by considering the fulfillment of the criteria of validity, actuality, and substantial suitability for the research variables.

Data collection in this research relies on a documentary study approach through searching, identification, critical analysis, and extraction of data from relevant bibliographic sources. The acceleration of the data collection process is designed in a structured manner to maintain the relevance of the findings to the solution of research problems. The data construction was then classified thematically, focusing on three discussion clusters: internal factors that cause *language anxiety*, the contribution of external factors, and the destructive impact of speech anxiety on students' oral communication performance in the Arabic instructional domain.

The data analysis technique in this study applies the content analysis method. This approach is operationalized by contextualizing meanings, concepts, and empirical findings in the literature, to then be integrated linearly with the focus of the research. The data inference process is carried out in a circular manner through three main stages: data reduction, data condensation/presentation, and *conclusion drawing*. In the data reduction phase, the selection and abstraction of information relevant to the study variables was carried out. Furthermore, the data presentation stage is realized through organizing the results of the study in a

systematic, comprehensive, and structured manner. As a final step, the conclusion is oriented to formulate a comprehensive synthesis of the determinants of *language anxiety* in Arabic learning based on theoretical triangulation from the results of the literature review.

### RESEARCH RESULTS

Based on an in-depth literature search and selection process, a number of major studies were found that are relevant to the topic of *language anxiety* in Arabic language learning. To provide a clear picture of the characteristics of the data before in-depth analysis was carried out, data was extracted from the literature.

No.	Author and Year	Study Method/Type	Focus/Variables Studied	Key Findings
1.	Sadri (2024)	Systematic Literature Review	Social factors and the impact of anxiety on oral communication practices.	Peer social support is crucial; The lack of practice due to anxiety hinders fluency in speaking.
2.	It & Farabi (2025)	Studi Literature	The relationship between psychological conditions and the courage to speak.	Low confidence and fear of being judged negatively cause students to choose to remain silent.
3.	Astari et al. (2025)	Systematic Literature Review	The effect of vocabulary mastery ( <i>mufrodat</i> ) on anxiety levels.	Vocabulary limitations trigger panic, nervousness, and significantly increase anxiety.
4.	Nurdianto et al. (2025)	Systematic Literature Review	Phonological barriers and pronunciation of hijaiyah letters.	Difficulty in pronouncing letters with makhraj is similar to triggering embarrassment and psychological trauma.
5.	Ihwan Mahmudi et al. (2025)	Studi Literature	The influence of climate on the learning environment in the classroom.	The rigid environment and the teacher's overly harsh attitude increase the psychological pressure of students.
6.	Tanjung et al. (2026)	Systematic Literature Review	The general impact of <i>language anxiety</i> on oral performance.	Anxiety is a major factor in low speech skills; Students tend to avoid.

7.	Uyuni et al. (2026)	Studi Literature	The influence of teaching methods and frequency of oral practice.	Learning with minimal communication practice makes students stutter when asked to speak spontaneously.
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*Source: Terprocessed Primary Data April 2026*

In general, the results of data mapping in the table above show that the phenomenon of anxiety speaking in Arabic is caused by the accumulation of internal factors (students' language and mentality) as well as external factors (classroom environment and teaching methods).

In addition, literature data proves that high anxiety is directly proportional to a decrease in students' academic performance, which is characterized by a passive attitude in class, loss of focus when speaking spontaneously, and low scores on evaluations or oral exams. Details and in-depth analysis of these findings will be outlined in the discussion section.

## Discussion

### 1. Factors Causing *Language Anxiety* in Arabic Learning Based on a Literature Review

Anxiety speaking in Arabic learning is one of the psychological problems that are found in many students at various levels of education. This condition arises when students feel afraid, nervous, uncomfortable, or worried when they have to use Arabic in oral communication. Speech anxiety is not only affected by the language skills that students have, but also related to mental conditions, learning environments, teaching methods, and social interactions in the classroom. *Literature Review (SLR)* shows that *language anxiety* is one of the main factors that cause students' low speaking ability in learning Arabic. Students who experience anxiety tend to avoid speaking activities, are less active in discussions, and feel afraid of making mistakes when using Arabic (Tanjung et al., 2026).

The first factor that is most often found in various studies is the low self-confidence of students. Self-confidence has a very close relationship with a person's courage in using a foreign language. Students who feel that their Arabic language skills are still low usually experience fear when they have to speak in front of the class. Feelings of insecurity in their abilities cause students to hesitate in pronouncing words or composing Arabic sentences. This situation is even stronger when students compare themselves with other friends who are considered more fluent in speaking. This kind of psychological condition causes students to prefer to be silent rather than trying to speak for fear of receiving negative judgments from teachers and classmates (It & Farabi, 2025).

Limited mastery of mufrodats is also the main cause of the emergence of speaking anxiety in learning Arabic. Speaking ability is greatly influenced by

the amount of vocabulary that students have. The limitations of mufrodāt make it difficult for students to convey ideas and opinions smoothly. Students often stop in the middle of a conversation because they don't know the right vocabulary to use. This condition causes panic and nervousness when speaking. *Literature Review (SLR)* shows that students who have low vocabulary mastery tend to experience higher levels of anxiety than students who have better mastery of vocabulary. Obstacles in remembering and using Arabic vocabulary spontaneously are one of the main causes of low speaking courage (Astari et al., 2025).

Difficulty understanding Arabic grammar is also a factor that affects the emergence of *language anxiety*. Arabic has a fairly complex grammatical structure, especially in the use of nahwu and sharaf. Students often feel afraid of making i'rab mistakes, mistakes in changing words, or making mistakes in sentence composition when speaking. Fear of grammatical errors causes learners to speak hesitantly and not fluently. Some studies show that learning focuses too much on grammatical accuracy often makes students feel mentally burdened. Excessive attention to language rules causes learners to lose the courage to speak spontaneously.

The pronunciation or pronunciation of Arabic that is considered difficult is also a factor that causes speech anxiety. Arabic has different phonological characteristics from Indonesian, especially in the pronunciation of certain hijaiyah letters. Students often have difficulty in pronouncing letters that have almost the same meaning, such as the letters ص, ظ, ض, and س. Mispronunciation often leads to embarrassment, especially when students get corrections directly from teachers or laughter from peers. These negative experiences can form psychological trauma that causes students to be afraid to speak in Arabic. The *Literature Review (SLR)* explains that the inability to pronounce words correctly often triggers excessive inconfidence and anxiety when speaking (Nurdianto et al., 2025).

The lack of speaking practice in the learning process is also an important factor that causes the appearance of speech anxiety. Arabic language learning in some educational institutions still focuses more on the aspects of reading, translating, and memorizing grammar rules than oral communication practices. This condition causes students to have little experience in actively using Arabic. The lack of speaking opportunities makes students not used to expressing the idea of using Arabic in front of others. This situation causes students to feel nervous when they are suddenly asked to speak or make presentations in Arabic. Lack of habituation of oral communication makes speaking skills not develop optimally (Uyuni et al., 2026).

Learning environment factors have a great influence on students' speech anxiety levels. An unsupportive classroom environment can increase psychological distress when students speak in Arabic. Teachers' attitudes that are too harsh, often give excessive criticism, or lack of appreciation for students' efforts can cause fear in students. The rigid and tense classroom

atmosphere makes students feel uncomfortable to speak. Previous research has shown that students are more likely to experience anxiety in a learning environment that is less supportive than in a learning environment that is communicative and respectful of students' learning processes (Ihwan Mahmudi et al., 2025).

Negative judgment from peers is one of the social factors that affect the emergence of *language anxiety*. Students often feel afraid of being laughed at when they make mistakes in speaking Arabic. Embarrassment due to ridicule or negative comments from friends can cause learners to lose the courage to try to speak up again. Unpleasant social experiences often form prolonged anxiety in learning Arabic. *Literature Review (SLR)* shows that social support from peers is very important in creating a sense of security and comfort when students learn to speak in a foreign language (Sadri, 2024).

Academic pressure and grade demands are also factors that cause anxiety speaking in learning Arabic. Students often feel pressured to get high marks in speaking skills. This condition makes students more focused on results than the learning process. The fear of getting low grades causes students to feel tense when they have to speak in front of the teacher. Evaluation situations such as oral exams, presentations, and face-to-face conversations with teachers are often the biggest source of anxiety for learners. High academic load can worsen the psychological condition of students so that their speaking skills are not optimal.

Low motivation to learn also contributes to the emergence of speech anxiety. Students who do not have a clear goal in learning Arabic usually lack the enthusiasm to practice speaking. The lack of interest in Arabic causes students to feel that learning to speak is a difficult burden to do. This condition makes it easier for students to feel afraid and anxious when they have to use Arabic in oral communication. Research shows that highly motivated learners tend to be more courageous to try to speak up even though they still make mistakes.

*Literature Review (SLR)* shows that speaking anxiety in learning Arabic is influenced by a combination of psychological, linguistic, social, and pedagogical factors. These factors are interrelated and have a significant impact on students' courage in using Arabic orally. Understanding the various causes of *language anxiety* is an important step in creating more effective and humane Arabic language learning. Teachers need to provide emotional support, create a comfortable classroom atmosphere, and use communicative learning methods so that students are more confident in speaking Arabic.

## **2. The Effect of *Language Anxiety* on Students' Speaking Ability in Arabic Learning**

*Language anxiety* has a huge influence on students' speaking ability in learning Arabic. This anxiety arises in the form of fear, nervousness, lack of confidence, and worry when students have to use Arabic orally in class and

outside the classroom. This psychological condition often causes students to experience obstacles in conveying ideas, answering questions, or conducting conversations using Arabic. A review of various studies shows that the higher the level of speaking anxiety experienced by students, the lower the speaking ability they display in the Arabic learning process (Almelhes, 2024).

The main influence of speaking anxiety can be seen in the decrease in the courage of students to use Arabic actively. Students who experience anxiety usually tend to choose to remain silent when the teacher asks questions or asks them to speak in front of the class. The fear of making mistakes makes students avoid verbal communication activities. This condition causes the opportunity for speaking practice to be very limited. The ability to speak Arabic can only be developed through constant practice. The lack of speaking practice due to anxiety makes it difficult for students to achieve fluency in communicating using Arabic (Sadri, 2024).

Speech anxiety also affects the fluency or fluency of students in speaking Arabic. Students who feel nervous often have difficulty composing sentences spontaneously. The students' minds become unfocused because their attention is more focused on fear than on the content of the conversation they want to convey. This situation causes students to often stop in the middle of conversation, repeat certain words, speak in a quiet voice, or even forget vocabulary that has actually been learned before. These psychological disorders inhibit the thinking process and language production so that students' speaking skills become less fluent (Eragamreddy & Preparatory, 2024).

Pronunciation errors and language structure also increase when students experience speech anxiety. Excessive tension causes students to have difficulty concentrating on the Arabic pronunciation and grammar used. This condition makes it easier for students to make mistakes in makhraj, mistakes in the use of mufrodat, and mistakes in sentence composition. When students realize their mistakes, fear and shame often increase so that speaking skills become more and more decreasing. Anxiety circles like this make it difficult for learners to develop because every mistake is considered a threat to their self-confidence (Ainak & Sari, 2023).

The influence of speech anxiety is also seen in the low participation of students in Arabic learning activities. Students who experience *language anxiety* are usually less active in group discussions, class conversations, presentations, and dialogue exercises. This passive attitude makes students miss out on many opportunities to improve oral communication skills. Talking activities that should be a means of exercise are avoided because they are considered to cause psychological stress. This condition has a direct impact on the development of students' speaking skills which becomes slower than students who have low anxiety levels.

Speech anxiety also affects students' learning motivation in learning Arabic. Learners who often experience nervousness when speaking tend to

feel that Arabic is a difficult and scary lesson. These feelings cause interest in learning to decline slowly. Students become less enthusiastic about participating in speaking learning because they are afraid of failure or criticism from teachers and friends. Decreased learning motivation has an impact on students' lack of effort in memorizing vocabulary, practicing pronunciation, and increasing oral communication practices. This condition ultimately causes the ability to speak Arabic to be lower (Ratnaningtyas et al., 2024).

Another psychological impact of speech anxiety is the appearance of prolonged insecurity. Students who often feel like failures when speaking Arabic usually consider themselves incapable of mastering speaking skills. Negative beliefs about one's abilities cause students to be more afraid to try to speak. These negative perceptions form mental barriers that reduce students' courage in using Arabic in various communication situations. Low confidence is one of the factors that most affect the weak speaking ability of students.

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Efforts to reduce speech anxiety need to be done through a more humane and communicative learning approach. Arabic teachers need to create a comfortable learning atmosphere, provide positive motivation, and appreciate every student's efforts in speaking. Interactive learning methods such as language games, group dialogue, and daily communication practices can help increase students' confidence. Emotional support from teachers and peers is also crucial in helping learners overcome their fear of speaking. Fun and non-stressful learning will help students be more courageous in using Arabic actively so that speaking skills can develop more optimally.

## **Conclusion**

Language *anxiety* in learning Arabic is one of the psychological problems that has a great influence on students' communication skills. The results of the study show that speech anxiety arises due to various interrelated factors, both internal and external factors. Internal factors include low self-confidence, limited mastery of mufrodat, lack of understanding of Arabic grammar, pronunciation difficulties, low motivation to learn, and lack of experience speaking Arabic. This condition causes students to feel afraid of making mistakes when speaking so that they feel nervous, embarrassed, and not confident in using Arabic orally.

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