



## **The Relationship between Self-Confidence and Arabic Speaking Skills among Arabic Education Students**

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### **ENGLISH ABSTRACT**

This research aims to determine the level of students' self-confidence, the level of Arabic speaking skills proficiency, and the relationship between self-confidence and speaking skills in Arabic language learning. This study employed a quantitative correlational design using random sampling. The subjects were students of the Arabic Language Education Study Program at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. A total of 63 students completed the self-confidence questionnaire, while 54 students were selected for the speaking test based on the Krejcie and Morgan sample size table. Data were collected through a Likert-scale questionnaire and an Arabic speaking interview test, then analyzed using descriptive statistics and Pearson Product Moment correlation. The results show that the students' self-confidence level is in the high category ( $M = 3.43$ ,  $SD = 0.69$ ), with the self-efficacy and resilience aspects obtaining the highest average scores ( $M = 3.82$ ,  $SD = 0.68$ ) and ( $M = 3.64$ ,  $SD = 0.55$ ), while the social anxiety aspect shows the lowest score ( $M = 2.83$ ,  $SD = 0.80$ ). Students' speaking proficiency is generally categorized as good, with the highest percentages found in comprehension (56.3%) and pronunciation (51.6%), although variations still appear in vocabulary and fluency aspects. The correlation test results indicate that the relationship between self-confidence and speaking skills is positive but very weak and not statistically significant ( $r = 0.161$ ;  $p = 0.246$ ). These findings suggest that self-confidence alone does not significantly influence students' Arabic speaking ability without support from other linguistic and pedagogical factors. In addition, the findings highlight the importance of integrating psychological and instructional aspects in improving Arabic speaking competence among university students.

**Keywords:** Arabic Speaking Skill, Self-Confidence, Affective Factors, Foreign Language Anxiety, Correlational Study

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**INDONESIAN ABSTRACT**

*Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri mahasiswa, tingkat kemampuan berbicara, serta hubungan antara kepercayaan diri dan keterampilan berbicara dalam pembelajaran bahasa Arab. Penelitian ini menggunakan desain kuantitatif korelasional dengan teknik random sampling. Subjek penelitian adalah mahasiswa Program Studi Pendidikan Bahasa Arab di Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. Sebanyak 63 mahasiswa mengisi angket kepercayaan diri, sedangkan 54 mahasiswa dipilih untuk mengikuti tes berbicara berdasarkan tabel ukuran sampel Krejcie dan Morgan. Data dikumpulkan melalui angket skala Likert dan tes wawancara berbicara bahasa Arab, kemudian dianalisis menggunakan statistik deskriptif dan korelasi Pearson Product Moment. Hasil penelitian menunjukkan bahwa tingkat kepercayaan diri mahasiswa berada pada kategori tinggi (mean = 3,43 dengan standar deviasi 0,69), dengan aspek self-efficacy dan resilience memperoleh nilai rata-rata tertinggi ( $M = 3,82$ ,  $SD = 0,68$ ) dan ( $M = 3,64$ ,  $SD = 0,55$ ), sedangkan aspek kecemasan sosial menunjukkan nilai terendah (mean = 2,83, SD = 0,80). Kemampuan berbicara mahasiswa secara umum berada pada kategori baik, dengan persentase tertinggi pada aspek comprehension (56,3%) dan pronunciation (51,6%), meskipun masih terdapat variasi capaian pada beberapa aspek, khususnya kosakata dan kelancaran berbicara. Hasil uji korelasi menunjukkan bahwa hubungan antara kepercayaan diri dan keterampilan berbicara bersifat positif tetapi sangat lemah dan tidak signifikan secara statistik ( $r = 0,161$ ;  $p = 0,246$ ). Temuan ini menunjukkan bahwa kepercayaan diri tidak memiliki hubungan yang signifikan dengan kemampuan berbicara bahasa Arab mahasiswa tanpa dukungan faktor linguistik dan pedagogis lainnya.*

**Kata Kunci:** *Keterampilan Berbicara Bahasa Arab, Kepercayaan Diri, Faktor Afektif, Kecemasan Bahasa Asing, Studi Korelasional*

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**Introduction**

Arabic speaking skills remain one of the most challenging competencies for university students in Arabic language learning (Wang et al., 2024). Many students experience difficulties in expressing ideas orally despite having adequate grammatical and vocabulary knowledge (Hanim et al., 2021). Previous studies have shown that psychological factors, particularly self-confidence, influence students' willingness to communicate and speaking performance in foreign language learning (Derakhshan, 2022; Teimouri et al., 2018) However, studies examining the relationship between self-confidence and Arabic speaking skills among university students in Indonesian higher education contexts remain limited. Therefore, this study investigates the relationship between students' self-confidence and Arabic speaking skills at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi.

Over nearly three decades, self-confidence has consistently attracted attention in second language acquisition (SLA) studies. Along with the development of positive psychology approaches in language learning (Dewaele et al., 2019; Macintyre, 2016; Macintyre & Mercer, 2014), research increasingly highlights the role of positive affective factors in foreign language classrooms. In positive psychology, self-confidence is reflected through self-efficacy, which is an individual's belief in their ability in language learning, including differences in target languages and learner proficiency levels (Goetze & Driver, 2022).

Self-confidence is one of the psychological aspects frequently researched in language learning due to its significant role in influencing learners' behavior and performance (Pawlak, 2021; Samodra & Faridi, 2021). Individuals with good self-confidence levels tend to have confidence in their abilities, making them more capable of managing learning challenges adaptively. This aligns with findings from (Sulistiawati et al., 2024) which show a positive relationship between assertiveness and resilience, where assertive attitudes help individuals maintain psychological resilience when facing various pressures.

In the context of language learning, self-confidence plays an important role in encouraging students' courage to speak, actively participate in discussions, and reduce foreign language anxiety levels (Al-khresheh, 2024; Öztürk & Gürbüz, 2014). Foreign Language Anxiety (FLA) developed by (Horwitz et al., 2012) states that anxiety in learning foreign languages is a unique mental complexity consisting of fear of negative evaluation, communication apprehension, and fear in certain classroom situations. This theory highlights that such anxiety hinders students' oral performance (Gregersen et al., 2014).

Belief in one's own abilities is also closely related to self-efficacy. High levels of self-efficacy enable individuals to control anxiety better, while low self-efficacy is often associated with increased anxiety levels (Sal & Sezin, 2025). Anxiety also negatively impacts speaking performance, particularly in aspects of fluency and voice control (Bartyzel et al., 2025). Besides anxiety, feelings of shame also become affective factors that influence speaking skills. Feelings of shame can inhibit students' courage to express ideas and opinions orally, thus impacting low participation and speaking fluency in Arabic language learning (Alfian et al., 2022).

Furthermore, students with high self-confidence tend to be more active and courageous in using Arabic orally during the learning process. This courage provides a positive contribution to the development of speaking skills, as students practice speaking skills more frequently in real academic communication situations (Said et al., 2025).

skills is the main skill in Arabic language learning that functions to develop oral communication abilities accurately and effectively according to language rules (Alrabai, 2020; Hakim & Haris, 2025) This skill becomes an important indicator of language learning success, as it requires students to be able to express ideas, opinions, and feelings orally using appropriate and communicative Arabic (Satria & Sahara, 2025). In the context of foreign language learning, speaking ability is not only influenced by mastery of linguistic aspects but also by psychological factors that affect students' readiness to use the language actively (Alhamami, 2025).

Previous studies have reported varying findings regarding the relationship between self-confidence and Arabic speaking skills. Several researchers have found that self-confidence tends to positively influence students' speaking performance and participation in Arabic communication activities (Jannah & Rodiyah, 2025; Selerang et al., 2023). However, other studies indicate that self-confidence alone does not necessarily have a strong correlation with speaking ability without sufficient speaking practice and linguistic competence (Imelda & Rahmah, 2024). In addition, (Hidayanti et al., 2025) highlighted that instructional methods, such as Arabic debate activities, may enhance students' self-confidence and participation in speaking activities. These differing findings suggest that the relationship between self-confidence and Arabic speaking skills remains inconclusive and may be influenced by contextual and pedagogical factors. Furthermore, limited studies have specifically examined this issue among university students in Arabic Language Education programs in Indonesia, particularly at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. Therefore, this study aims to investigate the relationship between students' self-confidence and Arabic speaking skills within this higher education context.

Although various studies have discussed the role of self-confidence in speaking skills learning, the findings still show diverse results. Some studies position self-confidence as an important supporting factor, while other studies indicate that its

influence is weak or insignificant if not accompanied by linguistic and pedagogical factors (Akhirudin & Chamidah, 2025; Wulandari; Hasyim., & P, 2025). In addition, some studies focus more on the influence of learning methods and media on speaking skills (Masitoh et al., 2023; Rahmawati, 2024), thus studies that specifically test the direct relationship between self-confidence and speaking skill of students in the context of Arabic language learning at universities still need empirical strengthening through correlational research.

Based on the above description, this research aims to determine the level of students' self-confidence, the level of speaking skills ability, and the relationship between self-confidence and speaking skills of students in Arabic language learning. Specifically, this research is directed to answer the question of whether self-confidence has a significant relationship with the Arabic speaking ability of Arabic Language Education students.

The novelty of this study lies in its examination of the relationship between multidimensional self-confidence and Arabic speaking skills among students in an Indonesian Islamic higher education context. This study found a very weak and statistically insignificant correlation, indicating that self-confidence alone may not sufficiently predict Arabic speaking ability without support from linguistic competence and pedagogical factors (Jong, 2010). In addition, this study contributes to the limited body of research on Arabic Language Education students at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi through the integration of psychological and communicative dimensions in the analysis of speaking skills.

## **Methods**

This research uses a quantitative approach with a correlational design to examine the relationship between self-confidence and students' speaking skills ability in Arabic language learning. The research was conducted at the Arabic Language Education Study Program, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. The research location was chosen based on the consideration that speaking skills are a primary competency in the Arabic language learning curriculum at universities, and students are actively involved in Arabic speaking activities. In addition, universities generally emphasize speaking competence and public communication skills as essential components of

Arabic language mastery, making this context relevant for investigating the relationship between self-confidence and speaking performance.

The population of this study consisted of 63 third-semester students of the Arabic Language Education Study Program at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. All students completed the self-confidence questionnaire, resulting in 63 responses. Meanwhile, 54 students from the same population were selected through simple random sampling to participate in the Arabic speaking interview test based on the Krejcie and Morgan sample size table. Therefore, the correlation analysis was conducted using data from the 54 students who completed both instruments.

Data were collected using two instruments: a self-confidence questionnaire and an Arabic speaking skills test. The self-confidence questionnaire consisted of 25 items measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Likert, 1932). The instrument covered three dimensions, namely self-efficacy, resilience, and social anxiety, adapted from theories of self-confidence and social cognitive learning (Bandura, 1989). The use of the questionnaire was adjusted to the context of Arabic language learning in Indonesia following (Sanjaya & Hidayat, 2022). Sample items included "I feel confident speaking Arabic in front of the class" and "I can express my ideas in Arabic without fear of making mistakes." The questionnaire was validated through expert judgment, and the reliability test showed a Cronbach's alpha coefficient of 0.87, indicating high internal consistency (Cronbach, 1951). Meanwhile, the speaking skills test consisted of an Arabic interview assessed using a rubric covering fluency, grammatical accuracy, pronunciation, comprehension, and vocabulary mastery following Brown (2004). The questionnaire was administered prior to the speaking interview test.

The obtained data were analyzed using descriptive and inferential statistics. Inferential analysis was conducted using the Pearson Product Moment correlation test to determine the relationship between self-confidence and speaking skills proficiency with the aid of the IBM SPSS Statistics application at a significance level of 0.05. Prior to conducting the Pearson Product Moment correlation test, assumption tests were carried out, including tests of normality, linearity, and outliers. The results showed that the data were normally distributed, the relationship between variables was linear, and no significant outliers were detected. Therefore, the Pearson correlation test was

considered appropriate for analyzing the relationship between self-confidence and speaking skills proficiency. This research was conducted by adhering to research ethics principles through providing explanations to respondents and obtaining participation consent (informed consent), as well as maintaining the confidentiality of respondents' data. The interpretation of mean scores is presented in Table 1.

**Table 1.** Mean Interpretation

Mean Score		Interpretation
4.23	5.00	Very high
3.42	4.22	High
2.61	3.41	Moderate
1.81	2.60	Low
1.00	1.80	Very Low

## Result and Discussion

### *Students' Self-Confidence Level*

To identify students' self-confidence levels in speaking Arabic, descriptive statistical analysis was conducted on four psychological aspects: self-efficacy, assertiveness, social anxiety, and resilience. The inclusion of resilience as one of the psychological aspects was based on Bandura's social cognitive theory, which emphasizes individuals' capacity to recover from difficulties, maintain motivation, and persist in challenging situations. In the context of Arabic speaking activities, resilience reflects students' ability to remain confident and continue communicating despite making mistakes, experiencing anxiety, or facing communication difficulties. Measurements were taken using a five-point Likert scale (N = Never, R = Rarely, S = Sometimes, O = Often, A = Always). The following table presents the frequency distribution of responses in each category, average values (mean), and standard deviation (SD) for each aspect, to provide a quantitative overview of students' self-confidence levels.

The descriptive analysis was intended to identify the dominant psychological tendencies influencing students' confidence in speaking Arabic. By examining each aspect separately, the researcher was able to obtain a more detailed understanding of students' strengths and challenges in oral communication activities. The results also provide empirical information regarding the psychological conditions that may support or hinder students' Arabic speaking performance in classroom interactions.

**Table 2.** Descriptive Statistics of Students' Self-Confidence

<b>Assessment technique</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>	<b>Mean</b>	<b>SD</b>
Self-Efficacy	3 (0.8%)	53 (14.0%)	61 (16.1%)	151 (39.9%)	110 (29.1%)	3.82	0.68
Assertiveness	6 (3.2%)	26 (13.8%)	66 (34.9%)	63 (33.3%)	28 (14.8%)	3.42	0.74
Social Anxiety	78 (15.5%)	136 (27.0%)	115 (22.8%)	139 (27.6%)	36 (7.1%)	2.83	0.80
Resilience	15 (4.0%)	52 (13.8%)	64 (16.9%)	167 (44.2%)	80 (21.2%)	3.64	0.55

N=Never, R=Rarely, S=Sometimes, O=Often, A=Always, SD=Standard Deviation

Table 2 shows that students generally have sufficient self-confidence levels to participate in Arabic language learning, although individual differences still exist in terms of confidence when speaking. Based on the descriptive statistical analysis results in Table 2, the self-efficacy aspect shows the highest average value (mean = 3.82; SD = 0.68), indicating that students have sufficiently strong confidence in their ability to speak Arabic. The resilience aspect also shows relatively high values (mean = 3.64; SD = 0.55), signifying students' ability to face difficulties and maintain self-confidence during oral communication processes.

Meanwhile, the assertiveness aspect obtained a mean value of 3.42 (SD = 0.74), indicating that students' ability to express opinions assertively is in the moderate category. The social anxiety aspect shows the lowest mean value (mean = 2.83; SD = 0.80), indicating that there is still a fairly significant level of social anxiety when students engage in Arabic speaking activities.

The frequencies presented in Table 2 represent the total responses across all questionnaire items within each self-confidence dimension rather than the total number of respondents. The questionnaire was completed by 63 students using a five-point Likert scale. The self-efficacy and resilience dimensions each consisted of six items, resulting in 378 total responses (63 × 6). The assertiveness dimension consisted of three items, resulting in 189 responses (63 × 3), while the social anxiety dimension consisted of eight items, resulting in 504 responses (63 × 8). Therefore, the percentages shown in the table were calculated based on the total responses within each dimension. Furthermore, the social anxiety items were reverse-coded before calculating the overall

self-confidence score so that higher scores consistently represented higher levels of self-confidence.

### ***Students' Speaking Skills Proficiency Level***

To determine the speaking skills proficiency level, descriptive statistical analysis was conducted on the Arabic speaking test results. The speaking test was assessed using an analytic speaking rubric adapted from previous speaking assessment frameworks which employed a numerical performance rating scale ranging from 1 to 5. The rubric evaluated five aspects of speaking proficiency: fluency, comprehension, vocabulary, grammar, pronunciation, and intonation. In this rubric, score 1 indicated very poor performance, score 2 poor performance, score 3 moderate performance, score 4 good performance, and score 5 excellent performance.

**Table 3.** Descriptive Statistics of Students' Speaking Skills

<b>Assessment technique</b>	<b>N</b>	<b>R</b>	<b>S</b>	<b>O</b>	<b>A</b>	<b>Mean</b>	<b>SD</b>
Fluency	0 (0.0%)	1 (1.6%)	18 (28.1%)	29 (45.3%)	6 (9.4%)	3.74	.678
Understanding	1 (1.6%)	0 (0.0%)	10 (15.6%)	36 (56.3%)	7 (10.9%)	3.89	.691
Vocabulary	1 (1.6%)	1 (1.6%)	20 (31.3%)	23 (35.9%)	9 (14.1%)	3.70	.838
Grammar	0 (0.0%)	1 (1.6%)	18 (36.0%)	25 (39.1%)	10 (15.6%)	3.81	.754
Pronunciation	2 (3.1%)	0 (0.0%)	11 (17.2%)	33 (51.6%)	8 (12.5%)	3.83	.818
Intonation	1 (1.6%)	0 (0.0%)	8 (12.5%)	32 (50.0%)	13 (20.3%)	4.04	.751

N=Never, R=Rarely, S=Sometimes, O=Often, A=Always, SD=Standard Deviation.

Table 3 presents the frequency distribution, mean, and standard deviation (SD) for each aspect. Table 3 presents the descriptive statistics of students' speaking skills based on the speaking interview test conducted with 54 selected participants. Unlike the self-confidence questionnaire, which involved 63 respondents, the speaking test data were obtained from a smaller sample selected through random sampling techniques. Therefore, all percentages in Table 3 were calculated based on the total number of speaking test participants (N = 54).

The intonation aspect obtained the highest mean of 4.04 (SD = 0.751), followed by comprehension (mean = 3.89; SD = 0.691), pronunciation (mean = 3.83; SD = 0.818), grammar (mean = 3.81; SD = 0.754), fluency (mean = 3.74; SD = 0.678), and vocabulary (mean = 3.70; SD = 0.838). The frequency distribution shows that the majority of students fall in the "often" (O) to "always" (A) categories across all speaking skills aspects, with the highest percentages in comprehension (56.3%) and pronunciation (51.6%).

These results indicate that students' speaking skills proficiency overall is in the high category. Based on the mean score interpretation, scores ranging from 3.40–4.19 were categorized as high proficiency, indicating that most students demonstrated relatively good Arabic speaking performance across the assessed aspects.

### ***Relationship between Self-Confidence and Speaking Skills***

The Pearson Product Moment correlation test was conducted to determine the relationship between self-confidence and students' speaking skills proficiency. A total of 63 students completed the self-confidence questionnaire, while 54 students were selected through random sampling to participate in the speaking interview test based on the Krejcie and Morgan sampling table. Therefore, the correlation analysis was conducted using matched data from the 54 students who completed both instruments. The results showed a correlation coefficient value of  $r = 0.161$  with a significance value (Sig. 2-tailed) of 0.246, indicating a positive but statistically non-significant relationship between self-confidence and speaking skills proficiency.

**Table 4.** Pearson Correlation Test Results between Self-Confidence and speaking skills

<b>Speaking Skills (Y)</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.161</b>
	Sig. (2-tailed)		.246
	N	54	54
<b>Self Confidence(X)</b>	Pearson Correlation	.161	1
	Sig. (2-tailed)	.246	
	N	54	63

Based on Table 4, the Pearson correlation test results show that the correlation coefficient value ( $r$ ) between self-confidence and speaking skills is 0.161 with a significance value (Sig. 2-tailed) of 0.246. These results indicate a positive relationship

with a very weak correlation strength and no statistically significant relationship ( $p = 0.05$ ). Therefore, it can be concluded that self-confidence was not significantly correlated with students' speaking skills proficiency. This finding indicates that students' speaking proficiency in Arabic language learning may not be determined solely by psychological factors such as self-confidence, but may also involve other linguistic and learning-related factors discussed in this study.

## **Conclusion**

Based on the results of the study, students' self-confidence and speaking skills proficiency were generally categorized as high. However, the Pearson Product Moment correlation analysis showed that the relationship between self-confidence and speaking skills proficiency was positive but very weak and statistically non-significant ( $r = 0.161$ ;  $p = 0.246$ ). These findings indicate that self-confidence may not be strongly associated with students' Arabic speaking skills in this research context. Speaking skills proficiency may also depend on other factors, such as vocabulary mastery, grammatical competence, speaking practice intensity, and communicative learning experiences. The findings also suggest that psychological readiness alone is insufficient without adequate linguistic ability and continuous speaking practice. Therefore, effective Arabic speaking instruction should integrate both psychological and communicative learning approaches.

This study was limited to students of the Arabic Language Education Study Program at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi with a relatively small sample size and a correlational research design. Therefore, the findings cannot be generalized broadly or interpreted as causal relationships. Nevertheless, the findings imply that improving students' speaking skills should not focus solely on psychological aspects such as self-confidence, but also require strengthening linguistic competence and providing more opportunities for active speaking practice in communicative learning environments. Future research is recommended to involve larger and more diverse samples and examine additional variables related to speaking skills proficiency, such as language anxiety, learning motivation, vocabulary mastery, and classroom interaction patterns.

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