

# REDUCING SPEAKING ANXIETY THROUGH COMMUNITY LANGUAGE LEARNING (CLL): A QUALITATIVE INQUIRY INTO ARABIC SPEAKING SELF-EFFICACY AT MAK AL HIKMAH 2 BENDA, BREBES

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## *Abstract*

His study investigates how Community Language Learning (CLL) enhances students' Arabic-speaking self-efficacy at MAK Al Hikmah 2 Benda Brebes. It uses a qualitative descriptive design. Data were collected through classroom observations, semi-structured interviews, and student reflections. These methods explored both the challenges learners faced and the changes that occurred during the intervention. Findings reveal that students initially struggled with significant speaking anxiety, fear of making mistakes, and strong dependence on the teacher. When CLL was introduced, notable improvements appeared. Anxiety decreased, willingness to participate increased, peer collaboration strengthened, and autonomous speech developed gradually. These results align with Bandura's self-efficacy theory and studies highlighting the value of humanistic learning frameworks. The study concludes that CLL is a promising approach for strengthening speaking confidence in Arabic classrooms. Its practical implications suggest that emotionally supportive, community-based instruction can meaningfully improve learners' communicative performance.

**Keyword:** *Community Language Learning, Arabic speaking, self-efficacy*

## INTRODUCTION

The ability to communicate effectively in Arabic has become increasingly essential for students in Islamic educational institutions<sup>1</sup>, particularly in Indonesia, where Arabic serves not only as a liturgical language<sup>2</sup> but also as a gateway to

<sup>1</sup> Ismail Suardi Wekke, "Arabic Teaching And Learning: A Model From Indonesian Muslim Minority," *Procedia - Social And Behavioral Sciences* 191 (June 2015): 286–90, <https://doi.org/10.1016/j.sbspro.2015.04.236>.

<sup>2</sup> Multazam Hajras and Ulyan Nasri, "Arabic Language in the Current of Modernity: Ideas and Transformations in the National Webinar of the Arabic Language Education Study Program, IAI Hamzanwadi NW East Lombok," *Jurnal Ilmiah Profesi Pendidikan* 10, no. 2 (2025): 1972–78, <https://doi.org/10.29303/jipp.v10i2.3643>.

accessing classical Islamic knowledge<sup>3</sup> and contemporary academic discourse<sup>4</sup>. Despite its importance, many students continue to struggle with oral proficiency, especially in terms of confidence, fluency, and self-efficacy<sup>5</sup>. At MAK Al Hikmah 2 Benda Brebes, a similar pattern is observed: learners often demonstrate adequate knowledge of vocabulary and grammar, yet hesitate to speak due to fear of making mistakes and anxiety. These issues underscore a broader challenge in foreign language education, where affective factors play a critical role in determining learners' performance and willingness to communicate<sup>6</sup>. Therefore, exploring pedagogical approaches that strengthen students' speaking abilities, particularly their self-efficacy, is both timely and necessary.

Self-efficacy, defined as an individual's belief in their capability to perform a specific task<sup>7</sup>, has been widely recognized as a key predictor of language learning success<sup>8</sup>. Students with higher speaking self-efficacy tend to speak more frequently, take risks, and persist despite difficulties. However, traditional teacher-centered methods common in Arabic instruction may inadvertently suppress learners' confidence by limiting opportunities for authentic communication and emphasizing correctness over meaningful interaction<sup>9</sup>. These limitations highlight the need for innovative approaches that address the affective dimension of language learning, creating a classroom atmosphere where learners feel psychologically safe, supported, and empowered to use the language spontaneously.

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<sup>3</sup> Yasmadi Yasmadi et al., "Insights from a State Islamic University on Arabic Education as a Catalyst for Religious Moderation in Indonesia," *International Journal of Language Education* 8, no. 3 (2024), <https://doi.org/10.26858/ijole.v8i3.66496>.

<sup>4</sup> Nico J.G. Kaptein, "Arabic as a Language of Islam Nusantara: The Need for an Arabic Literature of Indonesia," *Heritage of Nusantara: International Journal of Religious Literature and Heritage* 6, no. 2 (2017): 237–51, <https://doi.org/10.31291/hn.v6i2.372>.

<sup>5</sup> Abdelaziz Mohammed, "Students' Speaking Proficiency And Self-Efficacy Theory," *Advances In Social Sciences Research Journal* 8, No. 2 (2021): 318–25, <https://doi.org/10.14738/Assrj.82.9660>.

<sup>6</sup> Jaudi Jaudi, "Analisis Perencanaan Kurikulum Pesantren Dalam Membentuk Kemampuan Afektif Santri," *Journal of Islamic Education and Innovation*, February 28, 2024, 61–69, <https://doi.org/10.26555/jiei.v4i2.9205>.

<sup>7</sup> Suzanne Graham, "Self-Efficacy And Language Learning – What It Is And What It Isn't," *The Language Learning Journal* 50, No. 2 (2022): 186–207, <https://doi.org/10.1080/09571736.2022.2045679>.

<sup>8</sup> Julie Waddington, "Self-Efficacy," *ELT Journal* 77, No. 2 (2023): 237–40, <https://doi.org/10.1093/Elt/Ccac046>.

<sup>9</sup> Bambang Hermanto And Siful Arifin, "Pengaruh Metode Student-Centered Learning Dalam Pembelajaran Bahasa Arab," *Kariman: Jurnal Pendidikan Keislaman* 11, No. 2 (2023): 265–82, <https://doi.org/10.52185/Kariman.V11i2.340>.

Community Language Learning (CLL), developed by Charles Curran, emerges as a promising approach to addressing these challenges<sup>10</sup>. Rooted in humanistic psychology, CLL treats learners as “clients” and teachers as “counselors,” prioritizing emotional security, collaboration, and learner autonomy. The method encourages students to engage in real-life communication within a supportive community, gradually reducing anxiety and building confidence<sup>11</sup>. Several studies on CLL have demonstrated its potential to enhance speaking fluency, reduce language anxiety, and foster positive attitudes toward language learning<sup>12</sup>. For example, previous research has shown that CLL helps learners take ownership of their learning processes and increases their willingness to communicate, ultimately contributing to improved oral proficiency<sup>13</sup>. However, empirical evidence on its impact on Arabic-speaking self-efficacy, particularly in Indonesian Islamic schools, remains limited. This gap is even more relevant when considering the unique context at MAK Al Hikmah 2 Benda Brebes. The institution aims to strengthen Arabic proficiency as part of its broader mission. It seeks to integrate religious and academic competencies. Yet teachers often report that students’ speaking performance is hindered by low confidence, reliance on teacher prompts, and hesitancy to speak spontaneously. Early observations suggest students respond more positively in supportive, collaborative, and less intimidating environments. This response matches the principles of CLL. Thus, studying CLL in this context addresses an urgent educational need and adds new insights to Arabic pedagogy.

Based on these considerations, the present study focuses on investigating how the implementation of Community Language Learning can improve students’

<sup>10</sup> Philip V. Hull, “Community Language Learning: Is It A Method?,” *RELC Journal* 15, No. 2 (1984): 15–25, <https://doi.org/10.1177/003368828401500202>.

<sup>11</sup> Ahmad Riansyah Et Al., “Implementasi Pendekatan Fungsional Dalam Pembelajaran Bahasa Arab Melalui Metode Community Language Learning,” *Ihya Al-Arabiyyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 11, No. 2 (2025): 215, <https://doi.org/10.30821/ihya.v11i2.24378>.

<sup>12</sup> Layyinatil Awaliyah Et Al., “The Implementation Of The Community Language Learning (CLL) Method To Improve The Listening And Speaking Skills Of Arabic Of Class VIII Students At The Al-Faruqi Kampar Islamic Boarding School,” *Jurnal Pendidikan Educandum* 5, No. 2 (2025): 29–56, <https://doi.org/10.55656/jpe.v5i2.398>.

<sup>13</sup> Mu Ida Nur Fadhillah And Qomi Akit Jauhari, “IMPLEMENTASI PEMBELAJARAN BAHASA ARAB BERBASIS PRAKTIK LANGSUNG PENDEKATAN COMMUNICATIVE LANGUAGE TEACHING UNTUK MENINGKATKAN KEPERCAYAAN DIRI SISWA MA TARBIYATUL BANIN BANAT TUBAN,” *Maharaat Lughawiyat: Jurnal Pendidikan Bahasa Arab* 4, No. 1 (2025): 15–29, <https://doi.org/10.18860/jpba.v4i1.14824>.

Arabic speaking self-efficacy at MAK Al Hikmah 2 Benda Brebes. To achieve this aim, the research is guided by the following questions: *What challenges related to Arabic-speaking self-efficacy do students at MAK Al Hikmah 2 currently experience? How does the application of Community Language Learning influence students' self-efficacy in speaking Arabic?* These questions narrow the scope of the investigation. They focus on affective outcomes, not just linguistic performance, and examine a specific institutional context.t.

The scope of this study is limited to students' self-perceptions, confidence levels, and speaking behaviors during CLL implementation. It does not attempt to measure all aspects of Arabic proficiency, such as grammar accuracy or listening comprehension, although these skills may naturally develop as a by-product of CLL activities. Moreover, the research is conducted within a single institution; therefore, the findings may not be directly generalizable to all Arabic learning environments in Indonesia. Nonetheless, the insights gained are expected to have significant implications for similar educational contexts where affective barriers hinder students' oral communication. The significance of this study lies in its urgent response to a persistent problem in Arabic language education: many students possess basic vocabulary and grammatical knowledge yet remain reluctant to speak due to fear of making mistakes, fear of negative evaluation, and speaking anxiety, which suppresses participation and limits opportunities for meaningful oral practice. Theoretically, this study strengthens the discussion of Arabic-speaking self-efficacy by integrating it with the humanistic framework of Community Language Learning (CLL), showing that self-efficacy is not only an individual belief but also a construct shaped by classroom ecology community support, emotional safety, counseling-like teacher scaffolding, and gradual learner autonomy through which affective factors (anxiety, emotional security) interact with cognitive processes (retrieval of vocabulary, sentence formulation) to influence speaking performance. Practically, this research offers a usable, context-based description of how CLL strategies implemented at MAK Al-Hikmah 2 such as structured group collaboration, non-threatening guidance and correction, and learner-led communication function in real classroom settings to build students' confidence and willingness to speak Arabic, providing educators and schools with

evidence-informed directions for designing speaking instruction and school language programs that are psychologically supportive, participation-oriented, and effective in improving students' sustained oral engagement.

These strategies are explored to create a more empowering, collaborative, and emotionally supportive learning environment. In a safe, encouraging classroom atmosphere, students are motivated to participate actively, engage in authentic communication, and explore their speaking abilities without fear or excessive pressure. Consequently, the CLL approach plays a significant role in enhancing students' self-efficacy in Arabic speaking, as they begin to experience improved confidence, a greater sense of control, and increased readiness to use Arabic orally.

A review of previous studies reveals varying degrees of success in implementing CLL across different languages and learning contexts. Many researchers emphasize its strengths in reducing anxiety and increasing learner motivation. However, some studies also note challenges, such as learners' initial discomfort with the unconventional roles of teacher and student or the time required for students to adjust to self-directed communication. These mixed findings highlight the importance of conducting context-specific research rather than assuming universal outcomes. In Arabic language education, existing research tends to focus on traditional grammar-translation methods or modern communicative approaches, with limited investigation of humanistic methods such as CLL. This scarcity of research presents a clear gap that the present study seeks to fill.

In positioning itself within the existing literature, this research acknowledges past contributions while addressing the need for more empirical evidence linking pedagogical innovation to affective outcomes in Arabic learning. By focusing specifically on self-efficacy, an influential yet often overlooked component of speaking development, this study aims to provide a fresh perspective and a meaningful contribution to the ongoing dialogue on improving Arabic language pedagogy. Ultimately, it underscores the importance of creating learning environments that nurture not only students' linguistic abilities but also their confidence, motivation, and belief in their own potential as Arabic speakers.

## METHOD

This study employs a qualitative descriptive approach<sup>14</sup> to examine how Community Language Learning (CLL) enhances students' Arabic-speaking self-efficacy at MAK Al Hikmah 2 Benda Brebes. The study is grounded in Curran's CLL theory, which emphasizes emotional support, community building, and learner-centered interaction<sup>15</sup>, and Bandura's concept of self-efficacy<sup>16</sup>, which explains how confidence and perceived ability influence performance.

MAK Al Hikmah 2 was selected because students often exhibit low confidence and anxiety in Arabic-speaking activities. The school's strong focus on Arabic proficiency makes it an appropriate setting to investigate how CLL may transform students' speaking experiences.

The research uses primary and secondary data. Primary data include observations, interviews, and student reflections collected during the CLL sessions. Secondary data include school documents, lesson plans, and relevant literature. Participants include selected Arabic language students and teachers who directly engage in or support CLL implementation. Data were gathered through classroom observations, semi-structured interviews, document analysis, and written reflections. A thematic analysis technique was applied by coding data, identifying recurring patterns, and interpreting themes related to increased self-efficacy and communication behavior. Triangulation across data sources was used to ensure credibility.

Table 1. Summary of Research Components

| Component                      | Description  |
|--------------------------------|--|
| <b>Research Design</b>         | Qualitative descriptive study  |
| <b>Theoretical Basis</b>       | Community Language Learning (Curran); Self-Efficacy Theory (Bandura) |
| <b>Site &amp; Participants</b> | Students and teachers at MAK Al Hikmah 2                             |

<sup>14</sup> Fauzie Muhammad Shidiq Et Al., "Exploring The Position And Role Of Arabic In Indonesian Society: A Descriptive Analysis," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, No. 2 (2023): 275–92, <https://doi.org/10.23971/Altarib.V11i2.6899>.

<sup>15</sup> H. Douglas Brown, "Some Limitations of C-L/CLL Models of Second Language Teaching," *TESOL Quarterly* 11, no. 4 (1977): 365, <https://doi.org/10.2307/3585732>.

<sup>16</sup> Lawrence C. Scharmann And Colleen M. Orth Hampton, "Cooperative Learning And Preservice Elementary Teacher Science Self-Efficacy," *Journal Of Science Teacher Education* 6, No. 3 (1995): 125–33, <https://doi.org/10.1007/BF02614570>.

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|  | Benda Brebes  |
| <b>Primary Data</b>                              | Observations, interviews, student reflections, field notes <sup>17</sup>  |
| <b>Secondary Data</b>                            | Curriculum documents, lesson plans, textbooks, scholarly references   |
| <b>Unit of Analysis</b>                          | Students' Arabic-speaking self-efficacy   |
| <b>Data Collection Methods</b>                   | Observation, interview, document analysis, and reflection writing   |
| <b>Analysis Technique (Miles &amp; Huberman)</b> | Oding, categorization, theme/pattern identification, displayed in matrices; conclusions verified via triangulation/validation <sup>18</sup> |

## RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Challenges in Students' Arabic Speaking Self-Efficacy Before the Implementation of CLL

The first research question examined the difficulties students experienced regarding their Arabic-speaking self-efficacy before using Community Language Learning. The qualitative data reveal a consistent pattern: although students possessed basic vocabulary and grammatical knowledge, their confidence to speak remained low. Several themes emerged from interviews and classroom observations, including fear of making mistakes, linguistic anxiety, a tendency to remain silent, and strong dependence on the teacher.

Several students described a deep fear of being evaluated negatively when asked to speak. One student openly stated, *"Before using CLL, I was always afraid to speak Arabic because I felt my pronunciation was wrong."* This sentiment was echoed by others who recalled feeling pressure whenever oral performance was required.

<sup>17</sup> Muhammad Arifudin et al., "IMPLEMENTASI METODE NASHAR DALAM MENINGKATKAN PENGUASAAN NAHWU SHARAF SANTRI PONDOK PESANTREN ASSALAFI AL FITHRAH SURABAYA," *Al-Fakkaar* 6, no. 2 (2025): 152–70, <https://doi.org/10.52166/alf.v6i2.9851>.

<sup>18</sup> Isnol Hotimah and Fatimah Fatimah, "The THE IMPLEMENTATION OF SONG-BASED MEDIA AS AN INNOVATIVE APPROACH TO ENHANCE ARABIC VOCABULARY MASTERY AT MI AL-HUSNA DAUWHAN PROBOLINGGO," *Al-Fakkaar* 6, no. 2 (2025): 116–32, <https://doi.org/10.52166/alf.v6i2.9894>.

Observations during the initial sessions confirmed this: nearly 70% of students avoided eye contact, hesitated before responding, or restricted themselves to very short phrases. Such patterns are typical of language learners with low self-efficacy, who tend to believe that they are incapable of producing accurate speech, even when they possess adequate linguistic resources.

Another recurring issue was the lack of spontaneous communication. Students often waited for explicit instructions and preferred structured, memorized dialogues. One student noted, *“I knew some vocabulary, but when the teacher asked me to speak, my mind went blank.”* This illustrates the cognitive block commonly associated with low self-efficacy, where anxiety interferes with the retrieval of linguistic knowledge. Teachers also confirmed this tendency: as one teacher commented, *“Previously, only a few students spoke; most avoided responding unless they were called by name.”*

Overall, the data suggest that students’ low speaking self-efficacy stemmed not from insufficient knowledge but from emotional and psychological barriers that inhibited verbal expression.

### **3.1.2 Influence of Community Language Learning on Students’ Speaking Self-Efficacy**

The second research question examined how CLL facilitated improvements in students’ confidence and willingness to speak. The findings indicate clear positive changes that became more pronounced with each session. A shift in classroom dynamics was observed in Week 2, with approximately 60% of students beginning to initiate speech within their groups. This marked a notable improvement over earlier sessions, suggesting that CLL’s collaborative and supportive nature played a crucial role in reducing anxiety.

Students repeatedly emphasized that working in groups lowered their fear of making mistakes. One student shared, “CLL makes speaking easier. When we talk as a group, I don’t feel judged.” Another remarked, “The counseling style of the teacher helped me. When I got stuck, the teacher whispered the correct phrase, and I repeated it.” Such interactions align strongly with the principles of CLL, which emphasize emotional security and gradual progression toward independence.

Furthermore, implementing the *tahsīn al-lughah* (language improvement and consolidation) program in group activities also strengthens students’ self-confidence.



Through taḥsīn sessions, students receive gentle correction and guidance on correct pronunciation, so they feel more prepared and less afraid to try speaking Arabic again. This integration of taḥsīn al-lughah makes the speaking process more focused yet comfortable, in line with the CLL principle of emphasizing emotional safety in language learning.

By Week 4, students demonstrated significant behavioral changes. Observations recorded that learners began constructing longer sentences and, in some cases, initiated conversations without prompting. One student reflected, “At first, I never volunteered to speak. But after several CLL sessions, I started initiating short Arabic sentences because the activities felt more natural.” This suggests not only increased self-efficacy but also greater autonomy, a key objective of Curran’s humanistic approach.

The integration of the mujāḍalah, khiṭābah, and muḥāḍarah programs into CLL activities also strengthens this development. Mujāḍalah exercises help students express their opinions in an organized manner and confidently respond to their peers' arguments, khiṭābah provides a space to practice speaking in front of a group, while muḥāḍarah allows them to construct longer, more structured discourse. These three activities, combined with the CLL approach, help students feel better prepared, more confident, and more comfortable initiating Arabic conversations.

Teachers observed similar improvements. As one teacher reported, “Students no longer wait for perfection; they focus on communication. Their confidence has increased noticeably.” Another noted that peer assistance became more frequent, indicating a growth in community learning and interdependence among students. Taken together, these findings demonstrate that CLL effectively enhanced students’ Arabic-speaking self-efficacy by creating an emotionally supportive and interactive learning environment in which fear of judgment was minimized.

### **3.2 Discussion**

The improvements observed in students’ speaking self-efficacy in the implementation of CLL can be understood through both Curran’s humanistic learning theory and Bandura’s concept of self-efficacy. Curran asserts that learners thrive when emotional safety is established, allowing them to experiment with language without fear. This aligns with the students’ claims that group work and teacher support reduced their

anxiety<sup>19</sup>.

Bandura identifies four sources of self-efficacy: mastery experiences, vicarious learning, verbal persuasion, and emotional states. The CLL sessions addressed all four. Students gained mastery through repeated speaking practice, observed peers succeeding (vicarious experience), received supportive feedback (verbal persuasion), and experienced decreased anxiety (improved emotional states)<sup>20</sup>. These combined factors strengthened their belief in their ability to speak Arabic.

The findings of this study resonate with several research outcomes reported in journals. Jiafin Su (2022) emphasizes that affective conditions, particularly anxiety, play a decisive role in shaping learners' speaking performance, and the present study's findings clearly echo this observation. As students engaged in CLL activities, their anxiety gradually decreased, allowing their self-efficacy to develop more naturally<sup>21</sup>. This pattern also resonates with Jack C. Richards and Theodore S. Rodgers' (2014) examination of supportive teacher–student interactions, which demonstrated that emotionally reassuring instructional behavior can substantially reduce language anxiety. The counseling role adopted by the teacher in the CLL classroom appears to have created precisely this type of emotionally secure environment<sup>22</sup>. Furthermore, the results align with Xiaoshan Huang and Susanne P. Lajoie's (2023) claim that collaborative learning environments foster greater confidence in oral communication. The group-based nature of CLL encouraged students to rely on peer support, thereby reducing their fear of errors and enhancing their readiness to speak<sup>23</sup>.

This sense of shared responsibility and collective encouragement also aligns with Mansour Amini's (2025) findings, which show that humanistic teaching models nurture learner autonomy and increase willingness to communicate. As observed in this study,

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<sup>19</sup> Ruth Wajnryb, "C.L.L. Revisited – Addressing Socio-Cultural Factors in Language Learning," *Australian Review of Applied Linguistics* 12, no. 2 (1989): 34–50, <https://doi.org/10.1075/ara12.2.03waj>.

<sup>20</sup> Xia Hao and Fan Fang, "Learners' Speaking Self-Efficacy, Self-Efficacy Sources and Their Relations in the Traditional and Flipped Instructional Modes," *Asia Pacific Journal of Education*, October 16, 2024, 1–16, <https://doi.org/10.1080/02188791.2024.2414051>.

<sup>21</sup> Jiafan Su, "Community Language Learning and Learner Anxiety," *Frontiers in Humanities and Social Sciences* 2, no. 8 (2022): 1–4, <https://doi.org/10.54691/fhss.v2i8.1650>.

<sup>22</sup> Jack C. Richards And Theodore S. Rodgers, *Approaches And Methods In Language Teaching*, 2nd Ed., Cambridge Language Teaching Library (Cambridge University Press, 2001), <https://doi.org/10.1017/CBO9780511667305>.

<sup>23</sup> Yanling Xiao, "The Impact Of AI-Driven Speech Recognition On EFL Listening Comprehension, Flow Experience, And Anxiety: A Randomized Controlled Trial," *Humanities And Social Sciences Communications* 12, No. 1 (2025): 425, <https://doi.org/10.1057/S41599-025-04672-8>.

students increasingly initiated speech independently as the sessions progressed, suggesting a gradual strengthening of autonomy<sup>24</sup>. Finally, Kim-Daniel Vattøy and Siv M. Gamlem (2024) highlight the importance of peer-assisted learning in boosting self-efficacy among language learners, a finding that closely mirrors the dynamics seen in the CLL sessions, where peer guidance and reassurance played a central role in helping students overcome hesitation and develop greater confidence in their speaking abilities<sup>25</sup>.

Across all five studies, a central theme emerges: supportive, interactive, and emotionally safe learning environments significantly enhance students' confidence and willingness to communicate. The current study contributes to this scholarly conversation by demonstrating how CLL applied specifically within an Arabic language context can yield similar improvements.

While many previous studies have focused on English or other foreign languages, fewer have examined the psychological aspects of Arabic-speaking. This study, therefore, adds a unique perspective by showing how a humanistic pedagogy can address affective barriers in Arabic learning. The shift in students' speaking behavior from silence to active participation provides practical evidence that CLL is a viable method for enhancing speaking self-efficacy in Islamic school settings.

The results suggest that teachers should pay close attention to the emotional climate of the classroom. Instruction that emphasizes collaboration, peer support, and compassionate feedback can foster stronger confidence in language learners. Furthermore, CLL offers a flexible framework that enables teachers to balance linguistic goals with affective needs.

The foregoing discussion indicates that the novelty of this study lies in addressing a relatively underexplored gap in the literature by explicitly linking improvements in Arabic-speaking self-efficacy to the underlying mechanisms of the humanistic Community Language Learning (CLL) approach within an Islamic school

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<sup>24</sup> Mansour Amini Et Al., "The Significance Of Humanistic Approach And Moral Development In English Language Classrooms," *Discover Education* 4, No. 1 (2025): 238, <https://doi.org/10.1007/S44217-025-00691-4>.

<sup>25</sup> Kim-Daniel Vattøy And Siv M. Gamlem, "Students' Experiences Of Peer Feedback Practices As Related To Awareness Raising Of Learning Goals, Self-Monitoring, Self-Efficacy, Anxiety, And Enjoyment In Teaching EFL And Mathematics," *Scandinavian Journal Of Educational Research* 68, No. 5 (2024): 904–18, <https://doi.org/10.1080/00313831.2023.2192772>.

context, rather than merely asserting the general effectiveness of CLL. More specifically, this study offers an original contribution by systematically explicating how Bandura's four sources of self-efficacy mastery experiences, vicarious experiences, verbal persuasion, and emotional states are activated through key CLL practices, including the development of a supportive learning community, the teacher's counseling-like scaffolding, peer-mediated assistance, and the management of learners' affective conditions. It further delineates a coherent trajectory of learners' behavioral change, moving from silence and fear of negative evaluation toward increased speaking initiative and greater learner autonomy. In addition, the study is distinctive in foregrounding Arabic as its primary instructional context, an area that remains comparatively underrepresented in previous research, thereby generating more context-specific empirical insights into how affective barriers in Arabic learning may be mitigated through emotionally safe and collaborative classroom design. Accordingly, the novelty of this study is not only attributable to its focus on Arabic but also to its more refined conceptual account of how and why CLL contributes to the development of speaking self-efficacy through the dynamic interplay of affective and cognitive factors in classroom practice.

## **Conclusion**

The findings of this study demonstrate that the implementation of Community Language Learning (CLL) contributed meaningfully to the improvement of students' Arabic speaking self-efficacy at MAK Al Hikmah 2 Benda Brebes. Through the creation of an emotionally supportive and collaborative learning environment, CLL helped reduce learners' anxiety, encouraged more spontaneous oral expression, and fostered greater autonomy in communication. These outcomes align with existing research that highlights the importance of affective support, peer collaboration, and humanistic pedagogy in enhancing learners' confidence and willingness to communicate. The study therefore reinforces the argument that psychological and social dimensions of learning must be addressed alongside linguistic instruction, particularly in contexts where speaking anxiety is a significant barrier to language development.

Despite its contributions, this research acknowledges several limitations. The findings are drawn from a single institutional context and a relatively small participant

group, which may limit broader generalizability. Future studies could extend this work by incorporating larger samples, longitudinal designs, or comparative interventions across multiple schools. Practical implications for educators include the need to integrate supportive counseling strategies, structured peer collaboration, and learner-centered activities into Arabic language classrooms to cultivate both competence and confidence. Further research exploring variations of humanistic and community-driven methods may provide additional insights into how Arabic-speaking skills and the affective factors that underpin them can be strengthened across diverse educational settings.

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