

LANGUAGE ENVIRONMENT IN INCREASING CONFIDENCE IN SPEAKING SKILLS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana lingkungan bahasa dalam meningkatkan efikasi diri pada keterampilan berbicara siswa kelas IX MTs Mambaul Ulum Metro. Ini adalah penelitian dan yang digunakan yaitu penelitian kualitatif. Hasil penelitian ini yaitu lingkungan bahasa dapat meningkatkan efikasi diri pada keterampilan berbicara, ini bisa terbentuk dengan didukung oleh lingkungan bahasa meliputi pemberian mufrodzat, muhadasah, pemberian kata-kata mutiara bahasa arab serta harus diberikan disiplin yang tegas agar terciptanya lingkungan bahasa yang efektif untuk mencapai kemahiran berbahasa.

Kata kunci : lingkungan bahasa, efikasi diri, keterampilan berbicara.

ABSTRACT

This research aims to find out how the language environment improves self-efficacy in the speaking skills of class IX students at MTs Mambaul Ulum Metro. This is research and what is used is qualitative research. You can use the data you need to hear, see, read, and write. The results of this research are that the language environment can increase self-efficacy in speaking skills, this can be formed with the support of the language environment including the provision of mufrodzat, muhadasah, the provision of Arabic pearls of wisdom and must be given strict discipline in order to create an effective language environment to achieve proficiency. language.

Keywords: *language environment, self-efficacy, speaking skills.*

INTRODUCTION

Language skills are very important and a necessity for everyone, to communicate with other people, every person must learn language well and correctly so that every word they say is easy to understand. We can learn language from the process of listening, writing and seeing so that humans can master the

language quickly. Language skills enable communication, dialogue and exchange of information, influencing trust, good relationships and making it easier to understand the person you are talking to, learning or understanding education (Johnstone et al., 2018). Self-confidence is a self-understanding that generally operates unconsciously or below the threshold of awareness, and guarantees readiness to act (Kešāne & Weyher, 2021) A person who has self-efficacy always feels that he is a positive and potentially fair individual who can work together with other people in various segments of life (Uqshari, 2005) To gain proficiency in speaking Arabic, a person must interact a lot and practice continuously by deepening their mastery of maharajul letters and expanding the vocabulary obtained through listening and reading activities, as a first step to acquiring proficiency in Arabic speaking skills.

Research that is relevant to the research above was also conducted by Ani Nurjannah in 2019 entitled "Improving Arabic Speaking Skills for Fi Maktabah Al-Madrasah Material using the Time Token learning model for grade 5 students of Madrasah Ibtidaiyah Darunnajah KlopoTEN Sukonono", in her research she mentioned several problems that emerged In the process of learning Arabic speaking skills, the most prominent thing is students' lack of confidence in speaking Arabic. However, the emergence of self-confidence is due to many factors.

Therefore, to find out this problem, researchers conducted qualitative research. Researchers will analyze how the language environment can increase self-confidence in speaking Arabic. Therefore researchers are interested in taking this title. Utilizing self-confidence to improve Arabic speaking skills of MTs Mambaul Ulum Metro students.

DISCUSSION

The word environment in Arabic means to unite, or influence. This means that a person unites with other people or influences each other, including the natural environment, *ijtima'iyah* and *siyasiyyah* *siyasiyyah* (Siregar 2022). Conversations with friends in our environment can foster the quality of the language environment because this is very important for the success of learners in learning a second language. The importance of understanding *Bi'ah Lughowiyah* in learning Arabic

not only helps students to understand and use the language correctly, but also provides a solid foundation for reading and writing skills. With a good understanding of linguistic rules, students can build their overall Arabic language competency (Rachmawati 2021). Because the language environment is everything that students hear and see that is related to the foreign language they are learning. Concretely, "the language environment in question is everything that students hear and see about the new language they are learning. Ubaid Ridlo said, To implement an Arabic language environment based on many intelligence theories which include nine intelligences (Ridlo 2019). There is a strategy from many institutes that exist with various different education systems and the extent of openness to the times, and the existence of strategies to achieve a specific goal, and the strategy itself has a meaning and direction of all the decisions arranged to achieve a goal, so in the stages of learning, benefit from the various facilities, because the goal is to implement the spirit In strategy (Rahim Marpaung and Lubis 2023). Establishing a "bay'ah" was impossible for a few. All parties in the residence must have the same vision, mission, commitment and interest in developing the Arabic language learning system, so that the process of creating an environment in the Arabic language becomes a joint program that requires collective and creative efforts in achieving it. Language acquisition is no longer viewed in terms of a dichotomy between nature and nurture, but it is increasingly recognized that genetic and environmental factors interact with each other. Genes clearly influence the way individuals receive environmental stimuli. In particular, changes in environmental factors affect gene expression in a biological process called epigenetics (Sriganesh and Ponniah 2018).

Self-efficacy is a mental or psychological state that gives a person a strong belief in himself to do a certain action or perform a specific action. A person with no self-efficacy has a negative concept of himself, and lacks competence in his abilities due to his frequent shutting down of himself. Basically, self-efficacy is an aspect of personality that is considered to be of great importance in a person's life (Perdana, 2019). How many people are there to find out what they want to do with what they have to do with what they have to do with each other, but also with other words that are not the same as the other ones, happy, optimistic, quite tolerant , and

be responsible (Rianti & Darwis, 2020). Self-confidence is an integral element in the human personality structure that plays an important role in the actualization of individual potential. Without the aspect of self-confidence, the possibility of various problems arising in human psychology is higher, Self-confidence has four aspects consisting of: a. Self-confidence and optimism b. Responsible for independent indicators in learning c. Objects with honest indicators d. Rational and realistic with indicators (Anita, Martin, and Hastiani 2022). The Self-Confidence Factor consists of two, namely internal factors and external factors. Internal factors, in this context, refer to intrinsic aspects in an individual's personality that influence their ability to execute tasks in accordance with their competencies, achieve results that are in line with their potential and aspirations, and Shows strong desire and determination to achieve desired goals. while external factors are factors that originate from outside the individual. The family, community and social environment can cause individuals to lack self-confidence. The social environment of adolescents has a strong influence on the formation of self-confidence.

Speaking skills are the ability to pronounce articulatory sounds or pronounce words to convey, express thoughts, ideas and feelings (Amri et al., 2021). Speaking is the ability of students to communicate using language. This speaking ability is an important part of interaction and expressing ideas, opinions, desires and feelings to the person speaking (Hidayatullah & Haerazi, 2022). According to Tarigan, speaking skills are the ability to pronounce artistic sounds or words to express, express, convey thoughts, ideas and feelings, through a lot of practice and practice. Indicators of speaking skills are as follows (Guntur, 2021). According to Ahmad Izzan, the objectives of teaching Arabic language skills are: (a) Training students' tongues so that they are accustomed to and fluent in conversing (speaking) in Arabic, (b) Skilled in speaking in Arabic about any events in society and the international world that occur. known, (c) Able to translate other people's conversations via telephone, radio, TV, tape recorder and so on (Sunar, M Syaroful Anam, 2022).

In this research, researchers used a curative research design with a case study approach. Qualitative research method is the observation of an activity that is occurring in one or more objects of research study which makes the research a key

instrument (Akla, 2018). Researchers used observation, interviews and documentation methods and researchers used credibility tests through triangulation techniques. The process of checking the validity of the data in this research uses a form of confirmability test. Research is said to be objective if the research results have been agreed upon by many people. Testing confirmability means testing research results that are connected to the research process carried out. Triangulation is carried out by means of source and time. This technique is a data inspection technique that utilizes something other than the data for the purposes of checking or comparing the validity of the data. The data analysis technique used in this research is a qualitative data analysis technique. Qualitative research is the observation of an activity that occurs in one or more research objects which places the research as a key instrument.

The language environment has a crucial role in strengthening individual confidence in speaking skills. Supportive environments, such as language classes, provide opportunities to practice without fear of negative judgment. Frequent interactions with people who speak confidently can help a person adopt the same mindset. Additionally, getting positive feedback from peers or mentors in such settings can increase self-confidence by strengthening an individual's speaking skills.

The linguistic environment plays an important role in improving students' self-efficacy in speaking skills through several ways. First, an environment that supports and encourages active communication provides opportunities for students to practice speaking without fear of negative assessment. Second, frequent interactions with peers or mentors who speak confidently can provide a positive example and inspire students to adopt the same attitude. Third, constructive feedback from peers or teachers in such environments can help students improve their speaking skills, which in turn increases their self-confidence. Thus, a supportive and communication-centered linguistic environment can significantly improve students' self-efficacy in speaking skills.

Factors that influence students' self-efficacy in speaking skills include:

1. Experience: Positive experiences in public speaking or in other communication situations can increase students' self-confidence.

2. Feedback: Constructive feedback from teachers, peers, or parents can help students improve their speaking skills and increase self-confidence.

3. Role Model: Having a good role model, such as a teacher or community figure who is good at speaking, can inspire students and provide a good example to follow.

4. Social Support: Getting support from peers, family, or teachers in facing speaking challenges can increase students' self-confidence.

5. Emotion Regulation: Students' ability to manage their emotions, such as anxiety or fear, when speaking in public also influences their self-efficacy in speaking skills.

And the linguistic environment is designed in such a way as to support the development of students' speaking skills and increase their self-efficacy. First, we create a safe and supportive atmosphere where students feel comfortable to speak without fear of negative judgment. Apart from that, collaboration between students through activities to memorize vocabulary given by the teacher, group discussions, role plays, muhadatsah and giving Arabic speeches according to the vocabulary they have. Through this active interaction, students have the opportunity to practice speaking in front of others and receive constructive feedback from peers and teachers. as well as strong social support by recognizing and reinforcing students' efforts to improve their speaking skills. This can take the form of praise, appreciation, or additional guidance when needed.

development of knowledge and speaking skills through structured practice and task-based learning. Thus, through the linguistic environment created in the classroom, students can train their self-efficacy so that they can dare to speak Arabic even though they are not yet very fluent. Outside of class, you should also have strategies that support language, such as attaching vocabulary to the school environment and supervising students so that they continue to speak Arabic even though they are not in class. By implementing this, students will increase their self-confidence.

In observing the language environment in increasing confidence in speaking skills, several things can be noted. First, pay attention to what the atmosphere is like in the language class or other communicative environment. How can the

language environment in your classroom help improve students' self-efficacy in speaking skills? Second, what strategies do you apply in learning to create an environment that supports the development of students' speaking skills? Third, what is the role of the learning environment in increasing students' confidence in speaking Arabic, both inside and outside the classroom?

CONCLUSION

The language environment is created so that all students feel comfortable speaking. Teachers always provide support and tell us that mistakes are part of learning. often practice speaking in front of friends. That way, we have lots of opportunities to practice and feel more confident in our speaking skills. Although there are still those who are shy, lack of mastery of vocabulary, fear of being laughed at by friends if they make a mistake in speaking, so they lack self-confidence.

The learning environment plays an important role in increasing students' confidence in speaking Arabic. In the classroom, a supportive and collaborative environment gives students the opportunity to practice without fear of negative evaluation. Outside the classroom, implementing strategies such as sticking to vocabulary, and teacher support in using Arabic also helps students feel more confident in speaking. And what is no less important is providing new vocabulary every day so that their vocabulary increases, making it easier for them to speak.

Based on research and analytical discussions that have been carried out, researchers conclude that in learning to speak, the environment plays an important role in strengthening a person's self-confidence. In language classes, for example, a supportive atmosphere provides opportunities for students to practice without fear of criticism. They can interact with people who are confident in speaking, take positive examples from them, and get feedback that helps them improve their skills. Other factors such as positive experiences, good feedback, and social support also have an influence in building students' self-confidence.

A learning environment specifically designed to improve students' speaking skills also plays a big role. Through various activities such as discussions, role plays, and speaking exercises, students are given the opportunity to practice and get

support. Structured learning and giving relevant assignments also help them feel more confident. Outside the classroom, support for using the target language such as sticking vocabulary around the school can also help students continue practicing. With this approach, students' confidence in speaking will increase significantly.

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