THE RELATIONSHIP BETWEEN SELF-CONFIDENCE AND WILLINGNESS TO COMMUNICATE IN ARABIC LANGUAGE LEARNING PROCESS

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Abstrak

Partisipasi aktif mahasiswa dalam komunikasi selama pembelajaran bahasa Arab merupakan faktor penting dalam pengembangan keterampilan berbahasa. Namun, kenyataannya, banyak mahasiswa menunjukkan tingkat partisipasi yang rendah, yang dapat menghambat pencapaian kompetensi berbahasa secara optimal. Salah satu faktor psikologis yang diduga berpengaruh terhadap partisipasi tersebut adalah kepercayaan diri. Kepercayaan diri memiliki hubungan erat dengan Willingness to Communicate (WTC) atau kemauan untuk berkomunikasi, yang merupakan indikator penting dalam keberhasilan komunikasi dalam konteks pembelajaran bahasa. Penelitian ini bertujuan untuk mengkaji hubungan antara kepercayaan diri dengan WTC dalam konteks pembelajaran bahasa Arab. Metode yang digunakan adalah kuantitatif dengan pendekatan survei. Data diperoleh melalui penyebaran kuesioner kepada mahasiswa dan dianalisis menggunakan teknik korelasi. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara kepercayaan diri dan WTC. Semakin tinggi tingkat kepercayaan diri mahasiswa, semakin besar pula kemauan mereka untuk terlibat dalam komunikasi selama proses pembelajaran berlangsung. Temuan ini memberikan kontribusi penting dalam bidang pendidikan bahasa, khususnya dalam pembelajaran bahasa Arab. Penelitian ini menekankan bahwa penguatan aspek kepercayaan diri mahasiswa perlu menjadi bagian integral dalam strategi pembelajaran, guna mendorong peningkatan WTC dan, pada akhirnya, meningkatkan efektivitas pembelajaran secara keseluruhan.

Kata Kunci: *kepercayaan diri, pembelajaran bahasa Arab, willingness to communicate*

Abstract

Low student participation in communication during Arabic language learning often poses a significant barrier to the development of language proficiency. One of the psychological factors believed to influence this participation is self-confidence, which is closely associated with the concept of Willingness to Communicate (WTC). WTC reflects an individual's readiness to initiate communication in a second or foreign language, and it is considered a critical predictor of successful language use in instructional contexts. This study aims to investigate the relationship between self-confidence and WTC in the context of Arabic language learning. Employing a quantitative research design with a survey approach, data were collected through a structured questionnaire administered to university students. The data were then analyzed using correlation techniques to examine the strength and direction of the relationship between the two variables. The findings indicate a significant positive correlation between self-confidence and WTC, suggesting that students with higher self-confidence levels are more likely to engage actively in communication during language learning activities. These results contribute to the field of language education by highlighting the importance of psychological factors in communicative competence. The study underscores the need to incorporate strategies that foster students' self-confidence as a means to enhance their willingness to communicate, thereby promoting more effective and interactive Arabic language instruction.

Keywords: Arabic language learning, self-confidence, willingness to communicate

1. INTRODUCTION

Arabic language learning in various educational institutions often faces challenges related to learners' participation in communication (Annisa & Safii, 2023). One of the main obstacles faced is the low involvement of individuals in active communication during the language learning process (Nasution & Setiawan, 2024). This phenomenon is an important issue, considering that communication is a key aspect in mastering a language (Syamaun, 2016). Without active engagement in communication, the development of students' Arabic language skills can be significantly hampered.

One of the factors that can affect the low involvement of individuals in communication is self-confidence (Ginanjar et al., 2019). Self-confidence in the context of language learning is an individual's belief in his or her ability to apply the language that has been learnt, both in oral and written form. Previous research conducted by Macintyre et al. (1998) suggests that self-confidence is closely correlated with Willingness to Communicate (WTC) or willingness to communicate.

Willingnes to communicate is the readiness to participate in an interaction at a given time with one or more people, using a second language as a means of communication (P. Macintyre et al., 2002). WTC refers to an individual's readiness to engage in conversation or communication in a second or foreign language (Makarim, 2024). In this context, self-confidence becomes an important factor that can enhance or hinder students' WTC in second language learning (Mukarom, 2024).

As Arabic language education is gaining more and more attention, many of the learners struggle to achieve fluency due to psychological barriers (Khalilah et al., 2024). One of the main challenges is the anxiety associated with making mistakes when speaking, which has a direct impact on their confidence (Syafitri et al., 2019).

This anxiety can lead to avoidance behaviour, where students are reluctant to engage in communication practices, which can hinder their language development (Šafranj & Katić, 2019).

In addition to internal psychological factors, the learning environment and instructional strategies used by educators also play a critical role in shaping learners' willingness to communicate. When classroom settings lack interactive, student-centered methodologies—such as role-plays, group discussions, or real-life communication tasks—students may miss opportunities to apply their language knowledge in meaningful ways. Traditional grammar-translation approaches, still prevalent in some Arabic language classrooms, tend to prioritize rote memorization over spontaneous communication. This pedagogical gap further contributes to the low WTC among learners, especially when coupled with limited exposure to authentic Arabic language usage outside the classroom.

Moreover, the sociocultural context in which Arabic is taught also influences learners' confidence and communicative behavior. In multilingual societies where Arabic is not the dominant language, learners often lack real-life interlocutors with whom to practice, resulting in limited communicative competence. Cultural perceptions of Arabic as a sacred or formal language may also inhibit learners from using it in casual settings, fearing that mistakes may be perceived as disrespectful or embarrassing. These sociocultural constraints, when combined with internal insecurities, can reinforce communication apprehension and lower students' motivation to engage actively, thereby highlighting the urgency of exploring how self-confidence and WTC interrelate in Arabic language education.

The phenomenon of low WTC in Arabic language learning has been identified in various educational contexts, both domestically and abroad. For example, research by Maryani et al.,

(2024) also found that students who have higher levels of self-confidence are more likely to actively participate in verbal interaction during the teaching-learning process. Another study by Yang et al. (2024) showed that personality factors such as self-confidence, grit and foreign language enjoyment had a significant relationship with WTC. This study suggests that non-cognitive aspects, including self-confidence, play an important role in promoting students' WTC in foreign language classes. This suggests a relationship between self-confidence and WTC that needs to be further researched to understand how these two factors influence each other in the context of Arabic language learning.

Overall, this study seeks to answer one important question namely, Is there a significant relationship between students' self-confidence and WTC in the Arabic language learning process. By knowing the relationship between self-confidence and WTC in Arabic language learning, this study can enrich the academic literature related to Arabic language learning, in addition to providing insights for language educators and learners in helping to overcome common barriers in Arabic language acquisition.

2. METHOD

This study uses quantitative methods with a survey approach, which aims to measure the relationship between self-confidence and Willingness to Communicate (WTC) in the context of Arabic language learning. According to Balaka, (2022), quantitative research can be interpreted as a research approach that focuses on collecting and analysing data in the form of numbers presented in tabular form (scores or values, rankings, or frequencies), quantitative methods were chosen because the data used in this study consisted of numerical data that could be analysed statistically to identify patterns and relationships between variables (Sugiyono & Lestari, 2021). The population of this study were Arabic Language Education master students at UIN Sunan Kalijaga Yogyakarta who were taking semester 1 in the 2024 academic year. The sample was taken using purposive sampling technique to ensure that the respondents involved had relevance to the research context.

Data were collected using a pre-validated online questionnaire designed to measure two main variables: confidence level and WTC in Arabic language learning. The questionnaire included Likert scale questions related to feelings of confidence in using Arabic and the tendency to participate in Arabic communication during the learning process. The Willingness to Communicate scale in this study uses a scale developed by McCroskey and Richmond (1991). The scale used is a 1-10 rating scale. There are 20 Likert scale items with 12 measured and 8 as filler items that are not used in the analysis of results. The measuring instrument used for the Self-confidence Scale is a measuring instrument developed by Peng and Woodrow. Measuring self-confidence through the dimensions of Self-perceived Competence and Anxiety. Each dimension has six items so that a total of 12 items with measurements using a 6-point Likert scale with responses 1 = strongly disagree to 6 = strongly agree (Peng & Woodrow, 2010).

The data collected were analysed using Pearson correlation technique to identify the strength and direction of the relationship between self-confidence and WTC. Pearson correlation is a statistical method applied to identify a linear relationship between two interval or ratio variables (El Hasbi et al., 2023). The results of the statistical analysis indicated the existence of a significant positive correlation between the two variables, where students with high levels of self-confidence are more likely individuals to communicate in Arabic.

3. RESULTS AND DISCUSSION

Normality Test

The normality test aims to determine whether the data from the variables used in the study are normally distributed, so that they are suitable for use in parametric statistical tests. In this study, the normality test was carried out using the Shapiro-Wilk method.

Tabel 1. Uji Normalitas Shapiro-Wilk Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kepercayaan Diri	.069	31	.200*	.988	31	.971
Willingness to Communicate	.110	31	.200*	.952	31	.177

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results show that the Sig. value for the self-confidence variable is p=0.971> 0.05, while for the Willingness to Communicate (WTC) variable is p=0.177> 0.05, it can be concluded that the data from both variables are normally distributed.

Normal data distribution indicates that the variable measurement results have a distribution pattern that is in accordance with the basic assumptions of parametric statistical analysis. This ensures that the data is suitable to proceed to the next stage of analysis, namely the linearity test and Pearson correlation.

Linearity Test

The linearity test aims to confirm that there is a linear relationship between the independent variable (self-confidence) and the dependent variable (WTC). Linearity of relationship is one of the important assumptions in Pearson correlation analysis.

Tabel 2. Linearity Test ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Willingness to Communicate * Kepercayaan Diri	Between Groups	(Combined)	24421.876	18	1356.771	1.057	.473
		Linearity	13131.347	1	13131.347	10.226	.008
		Deviation from Linearity	11290.530	17	664.149	.517	.896
	Within Groups		15408.833	12	1284.069		
	Total		39830.710	30			

The results of the linearity test are displayed through the ANOVA table. The Sig. deviation from linearity value is p=0.896 > 0.05. This indicates that the relationship between self-confidence and WTC is linear. In addition, it is known that the calculated F value is 0.517 < F table 4.18 so it can be concluded that the self-confidence variable and the WTC variable fulfil the linearity assumption.

This linear relationship means that changes in the self-confidence variable have a comparable effect on changes in the WTC variable, both in the positive and negative directions. In this study, the linearity detected supports the validity of the Pearson correlation test as the main method for testing hypotheses.

Correlation Test

After the assumptions of normality and linearity were met, Pearson correlation test was conducted to test whether there is a significant relationship between self-confidence and WTC in Arabic language learning.

Table 3 below shows a summary of the correlation between self-confidence and WTC:

Tabel 3. Correlation Test

		Kepercayaan Diri	Willingness to Communicate
Kepercayaan Diri	Pearson Correlation	1	.574**
	Sig. (2-tailed)		.001

Willingness to Communicate	N	31	31
	Pearson Correlation	.574**	1
	Sig. (2-tailed)	.001	
	N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).			

The analysis results show that the correlation value is r=0.574, with a significance value of p=0.001 <0.05, it can be concluded that there is a significant positive relationship between self-confidence and WTC in Arabic language learning.

The correlation value of r=0.574 shows a relationship that is in the moderate to strong category. This positive relationship indicates that the higher the level of self-confidence of students, the higher their Willingness to Communicate level. Conversely, students with low self-confidence tend to have a lower willingness to communicate in the Arabic language learning process.

DISCUSSION

The results of this study revealed a significant positive relationship between the level of self-confidence and Willingness to Communicate (WTC) in the context of Arabic language learning. The correlation coefficient value r=0.574 with p=0.001, indicates that the higher the level of self-confidence of students, the greater their willingness to communicate using Arabic. The following discussion will address these results in various perspectives, supported by theory and previous research.

Self-confidence is an individual's belief in their ability to do something (Pramesti & Hakim, 2023), in this case using Arabic verbally. Students with high self-confidence have a positive perception of their ability to communicate, which in turn encourages them to participate more often in speaking activities. In contrast, students who lack confidence tend to experience communication anxiety, which inhibits their engagement in the language learning process.

This study provides support for the theory proposed by P. D. Macintyre et al., (1998), which states that self-confidence is a major component in a person's readiness to communicate in a second language (Willingness to Communicate). In addition, this result is also in line with the study of Bensalem et al., (2023), which found that self-confidence contributes significantly to student engagement in second language conversation.

The value of r=0.574 indicates a relationship in the moderate to strong category (El Hasbi et al., 2023). This shows that self-confidence is one of the factors that influence WTC, and has a significant influence. Other factors, such as motivation, anxiety, and learning experience, may also contribute to students' WTC. This is in line with research by (Liu, 2023) which highlighted that motivation and learning experience can serve as a counterbalance to anxiety. Thus, a holistic approach that includes emotional support and adaptive learning strategies is important to improve overall WTC.

In the context of learning Arabic as a foreign language, confident students tend not to worry too much about the mistakes they make when speaking. Instead, they view mistakes as part of the learning process, which gives them the courage to keep trying and learning (Fadhilah, 2022).

Communication anxiety is one of the main obstacles in the development of Arabic speaking skills. According to Khalilah et al. (2024), anxiety can arise from fear of criticism, lack of mastery of the material, or previous negative experiences. The results of this study indicate that self-confidence can be the key to reducing such anxiety, as self-confident individuals have better control over their emotions in communication situations.

A supportive learning environment is instrumental in building students' self-

confidence. Maryani et al.'s study (2024) showed that students in a supportive environment tend to show higher levels of confidence, which in turn increases their WTC. A supportive environment can be in the form of a non-stressful classroom atmosphere, positive relationships between teachers and students, and sufficient opportunities for speaking practice.

This study supports previous theories and research that one of the main challenges in Arabic language learning is students' low participation in active communication, which is often caused by self-confidence. By identifying the relationship between self-confidence and WTC, this study provides insights for educators to develop supportive teaching strategies.

In addition to individual psychological factors, the role of instructional design and teacher behavior is crucial in shaping students' self-confidence and WTC. Teachers who provide constructive feedback, avoid excessive correction during speaking activities, and recognize students' efforts can significantly boost learners' self-esteem. According to Alasmari (2021), communicative tasks that are meaningful and tailored to students' proficiency levels help create a safe space for learners to experiment with language without fear of judgment. This kind of instructional approach not only enhances linguistic competence but also promotes a sense of agency and confidence in communication.

Furthermore, cultural and social dimensions cannot be overlooked when discussing WTC in Arabic language learning. In many contexts, Arabic is viewed not merely as a communicative tool but also as a formal, sacred, or academic language, which may create an added pressure for learners to speak it "perfectly." This perception can hinder spontaneous language use and increase anxiety levels, especially among beginners. Addressing these sociocultural barriers—by normalizing mistakes, incorporating colloquial or situational Arabic, and promoting intercultural awareness—can complement psychological interventions aimed at increasing students' confidence and willingness to communicate.

4. CONCLUSIONS

This study revealed a significant positive relationship between self-confidence and Willingness to Communicate (WTC) in Arabic language learning. The results of statistical analysis showed a correlation coefficient value of $r = 0.574$ with $p = 0.001$, which indicates that the higher students' self-confidence, the greater their willingness to communicate in the Arabic language learning process.

This finding reinforces existing theories and prior research which state that self-confidence is an important factor in increasing students' communication participation, especially in the context of second language acquisition. Furthermore, Willingness to Communicate is also influenced by several psychological factors; self-confidence in particular helps reduce communication anxiety, fosters active engagement, and facilitates the development of communicative competence.

Therefore, fostering a supportive learning environment, offering consistent positive reinforcement, and providing students with low-stress speaking opportunities are essential to enhancing their WTC. The results of this study can also serve as a valuable reference in designing pedagogical strategies that prioritize psychological readiness—particularly self-confidence—as a foundation for effective Arabic language instruction.

However, this study is not without limitations. The research relied on self-reported questionnaires, which may be subject to bias or misinterpretation. The sample was also limited to a specific group of learners, potentially restricting the generalizability of the findings to broader populations or different educational contexts. Future research is encouraged to incorporate qualitative approaches, such as interviews or

classroom observations, and to explore longitudinal impacts of self-confidence on WTC over time.

Despite these limitations, the study contributes meaningfully to the field of second language education, particularly Arabic language pedagogy. It highlights the psychological dimension—specifically self-confidence—as a pivotal factor influencing learners' communicative behavior. By doing so, it opens new pathways for educators and curriculum developers to integrate affective strategies into language instruction, ultimately aiming to enhance student outcomes in communicative proficiency.

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