



## **The Relationship Between Fluency in Speaking Arabic and Self-Confidence to Presentation Skills**

**Eko Prayetno\***

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

e-mail: [echopray99@gmail.com](mailto:echopray99@gmail.com)

**Munirul Abidin**

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

e-mail: [munirul@bio.uin-malang.ac.id](mailto:munirul@bio.uin-malang.ac.id)

### **Abstract**

The high number of Arabic Language Education who have not been able to speak and present using Arabic on campus from among students is a problem for the Arabic language education department. This happens because students prefer to speak Indonesian instantly on campus on an ongoing basis rather than trying to practice speaking Arabic autodidactically. One of the reasons is because of their lack of confidence about Arabic qowaid and learning by themselves. This study aims to determine the relationship between the effect of students' fluency in speaking Arabic and self-confidence on presentation skills in class. The research was conducted with a quantitative approach to Arabic Language Education of IAIN Kendari. Data was collected in a focused manner using google form through social media, namely WhatsApp. The data was analysed using SPSS 21 to find the correlation between the relationship between fluency in speaking Arabic and self-confidence on the ability of Arabic presentation in the class of Arabic Language Education iain kendari students. The results showed that the ability of fluency in Arabic in class had a positive and significant impact on the influence of fluency in speaking Arabic and self-confidence on presentation ability.

Keywords: Influence of Language Fluency; Self-Confidence; Presentation Skills

### **Abstrak**

Tingginya jumlah mahasiswa Pendidikan Bahasa Arab yang belum dapat berbicara dan mempresentasikan menggunakan bahasa Arab di kampus dari kalangan mahasiswa menjadi masalah bagi jurusan pendidikan bahasa Arab. Hal ini terjadi karena mahasiswa lebih suka berbicara bahasa Indonesia secara instan di kampus secara berkelanjutan daripada mencoba berlatih berbicara bahasa Arab secara otodidaktik. Salah satu alasannya adalah karena kurangnya kepercayaan diri mereka tentang bahasa Arab qowaid dan belajar sendiri. Penelitian ini bertujuan untuk mengetahui hubungan antara pengaruh kefasihan siswa dalam berbicara bahasa Arab dan kepercayaan diri terhadap keterampilan presentasi di kelas. Penelitian dilakukan dengan pendekatan kuantitatif Pendidikan Bahasa Arab IAIN Kendari. Data dikumpulkan secara terfokus menggunakan google form melalui media sosial, yaitu WhatsApp. Data dianalisis menggunakan SPSS 21 untuk menemukan korelasi antara kefasihan berbahasa Arab dan kepercayaan diri terhadap kemampuan presentasi bahasa Arab pada kelas Pendidikan Bahasa Arab siswa iain kendari. Hasil penelitian menunjukkan bahwa kemampuan kefasihan berbahasa Arab di kelas berdampak positif dan signifikan terhadap pengaruh kefasihan berbahasa Arab dan kepercayaan diri terhadap kemampuan presentasi

Kata Kunci: Influence of Language Fluency; Self-Confidence; Presentation Skills

## **INTRODUCTION**

Arabic is one of the international languages that has an important role in various fields, including religion, education, and science.<sup>1</sup> In the higher education environment, especially in the Arabic Language Education study programme, mastery of this language is the main key in

---

<sup>1</sup> Dian Ardiana, "Penerapan Metode As-Sam'iyah Asy-Syafawiyah Untuk Meningkatkan Kemampuan Berbicara Dan Menulis Teks Sederhana Bahasa Arab," *Jurnal Ilmiah Teknologi Pendidikan* 15, no. 1 (2024): 37-48.

developing students' academic and professional abilities.<sup>2</sup> One of the important skills to be mastered by Arabic Language Education study students is the ability to speak Arabic, especially in the context of classroom presentations. Fluency in Arabic not only helps students to convey ideas clearly, but also plays a role in increasing their confidence when making presentations.<sup>3</sup> Good presentation skills require fluent speaking skills and in-depth mastery of the material.<sup>4</sup> However, confidence is also an important factor that affects students' ability to deliver presentations effectively in front of an audience.<sup>5</sup>

This study aims to analyse the relationship between Arabic speaking fluency and self-confidence on presentation skills of Arabic Language Education students at IAIN Kendari.<sup>6</sup> Thus, the results of this study are expected to contribute to understanding the factors that influence presentation skills in the classroom and provide suggestions for the development of teaching methods that are more effective in improving students' speaking ability and confidence.<sup>7</sup> To reduce the negative influence of the lack of Arabic speaking fluency and self-confidence on Arabic Language Education students' presentation skills, several steps can be taken. Students need to practice speaking frequently in various situations, use communicative learning approaches, and receive psychological support to build self-confidence.<sup>8</sup> Through presentation preparation, constructive evaluation, role simulation, as well as the use of technology to record exercises will also help them be more confident and skilful in classroom presentations.

In addition to the habit of speaking Arabic conversation, the Arabic language teachers also invite students to be able and brave to try to speak Arabic when presenting in front of the class.<sup>9</sup> Therefore, efforts to arouse interest in trying to use Arabic must be carried out on all students since they are still studying on campus, both at the basic, intermediate and higher levels. Various learning programmes have been implemented and carried out to increase students' interest in speaking Arabic.<sup>10</sup> Starting from the training of qowaid, muhadasa, istima to the obligation to

---

<sup>2</sup> Nadira and Sinaga, "Pengaruh Program Muhadharah Terhadap Kelancaran Berbahasa Arab Santriwati Pondok Pesantren Manbaul Hidayah," *Journal of Basic Educational Studies* 2, no. 1 (2024): 85–97.

<sup>3</sup> Meda Muhammad Anggulan and Sri Suneki, "Penggunaan Metode Presentasi Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Dalam Pembelajaran Pendidikan Pancasila Kelas XI TME 3," *Journal on Education* 06, no. 03 (2024): 17446–50.

<sup>4</sup> Nasrullah, Anton, and Wanti Nurlaeni, "Efektivitas Pembelajaran Bahasa Arab Menggunakan Metode Mim-Mem ( Mimicry Memorization ) Dalam Meningkatkan Keterampilan Berbicara," *JURNAL INTELEK INSAN CENDIKIA*, no. September (2024): 3082–93.

<sup>5</sup> Firda Aulia et al., "Pelatihan Public Speaking Dan Pengasahan Rasa Percaya Diri," *Ngabekti: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (2024): 161–67, <https://doi.org/10.32478/n5q75538>.

<sup>6</sup> Abdul Khoir et al., "Upaya Guru Dalam Meningkatkan Rasa Percaya Diri Siswa Melalui Pembelajaran Active Learning Di SMAN 3 Kota Bekasi," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 381–91, <https://doi.org/10.29303/jipp.v9i1.1903>.

<sup>7</sup> Heni Alfiaz, Sandra Prima Wati, and Sulis Dwi Nurita, "Membangun Kepribadian Unggul : Penguatan Rasa Percaya Diri Siswa Kelas IX Melalui Teknik Shaping Di SMP Negeri 2 Patianrowo," no. 2007 (2024): 230–39.

<sup>8</sup> Diky Hendriana, Geri Syahril Sidik, and Febri Fajar Pratama, "Peningkatan Rasa Percaya Diri Siswa Melalui Ekstrakurikuler Pramuka," *Journal Pedia* 6, no. 2 (2024): 343.

<sup>9</sup> Tri Anggara et al., "Analisis Penerapan Metode Muhadatsah Dalam Pembelajaran Keterampilan Berbicara Bahasa Arab Siswa Aliyah," *Jurnal Pendidikan Dan Bahasa Arab* 8, no. 1 (2024): 1–11.

<sup>10</sup> I N Fatimah, H Setiana, and Nuni, "Peningkatan Kemampuan Komunikasi Menggunakan Model Problem Based Learning Pada Pembelajaran IPA Di Kelas VIII SMP," 2024, 824–30.

memorise vocabulary in order to foster a love for learning Arabic. The interest of IAIN Kendari's students in improving Arabic speaking fluency and self-confidence is very important for classroom presentation skills.<sup>11</sup> Factors that influence this interest include personal motivation, a supportive learning environment, the role of the instructor, awareness of the benefits of speaking Arabic, and access to learning facilities. Students who are intrinsically motivated, supported by a conducive environment, and receive good guidance from teachers tend to be more confident and competent in presentations, which ultimately strengthens their mastery of Arabic.

Factors influencing IAIN Kendari's Arabic Language Education students' interest in improving their Arabic speaking fluency and confidence in classroom presentations include personal motivation, an interactive learning environment, a supportive teaching role, awareness of the benefits of speaking Arabic, access to learning facilities, and practical experience. All of these factors together shape students' interest and readiness to develop speaking skills and confidence in presentation.<sup>12</sup> Several previous studies have highlighted the importance of Arabic speaking fluency and self-confidence to Arabic Language Education students' presentation skills. Speaking fluency makes it easier to convey ideas, while self-confidence plays a big role in performance when speaking in public. Both enhance the effectiveness of presentations that involve verbal ability, mastery of material, and non-verbal skills. The results of this study can serve as a foundation for better teaching strategies in Arabic language learning.

In addition, the self-efficacy factor also plays an important role in increasing students' interest in learning Arabic.<sup>13</sup> If a student believes that he has the ability and skills to succeed in learning Arabic, then he will be more likely to learn autodidactically with his own efforts<sup>14</sup>. The need for effort is also an important factor in increasing students' interest in learning Arabic. In the current educational environment, the demand for fluency and Arabic language skills is the main

---

<sup>11</sup> Ellice Mellyana Yahriningsih, Norma Risnasari, and Adhistin Sabrina Listiatama, "Strategi Efektif Untuk Meningkatkan Rasa Percaya Diri Anak Sekolah Di SMPN 6 Kota Kediri," 2024, 920–24.

<sup>12</sup> Yahriningsih, Risnasari, and Listiatama.

<sup>13</sup> Ibnu Imam Al Ayyubi et al., "Increasing Student Learning Motivation through the Application of Problem-Based Learning Models," *International Journal Humanities Perspective* 1, no. 1 (2024): 13–18; Hadi Ahmad Bukhori and Ibnu Imam Al Ayyubi, "Hubungan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Dengan Perilaku Siswa Di SMPN 3 Cihampelas KBB," *Al-Mubin; Islamic Scientific Journal* 6, no. 1 (2023): 17–30, <https://doi.org/10.51192/almubin.v6i01.425>; Mumu Zainal Mutaqin et al., "Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims," *Akademika: Jurnal Pemikiran Islam* 29, no. 1 (2024): 73–86, <https://doi.org/10.32332/akademika.v29i1.9145>; Murharyana Murharyana et al., "Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar," *Dirasah International Journal of Islamic Studies* 1, no. 2 (2023): 68–77, <https://doi.org/10.59373/drs.v1i2.17>; Mohammad Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung," *Khulasah: Islamic Studies Journal* 5, no. 2 (2023): 102–11, <https://doi.org/10.55656/kisj.v5i2.114>; Astarina Arif, Ibnu Imam Al Ayyubi, and Hevie Setia Gunawan, "Pengaruh Model Quantum Teaching Terhadap Minat Belajar Anak Usia Dini Di RA Al Hidayah Citapen," *Jurnal El-Audi* 4, no. 1 (2023): 18–25, <https://doi.org/10.56223/elaudi.v4i1.71>.

<sup>14</sup> Syadila, Syaripuddin, and Ghazi, "Pengaruh Lingkungan Bahasa Arab (Bi'ah Arabiyah) Dan Potensi Bahasa Dalam Meningkatkan Keterampilan Berbicara Santri Di Pondok Pesantren Terpadu Ushuluddin," *Journal Ilmiah Pendidikan Dasar* 7, no. 2 (2024).

factor that students must master these skills.<sup>15</sup> Therefore, many students realise that by starting their own learning and practice they can create opportunities for success for themselves and even for others.<sup>16</sup> By considering factors such as language course institutions, self-efficacy, and the necessity of this effort, campuses and educational institutions can design programmes that encourage interest in speaking Arabic among students.<sup>17</sup> Support such as Arabic language training, Arabic qowaid development, as well as access to relevant learning resources and networks can help increase interest in learning and prepare students to be brave and confident to be able to present in front of an audience using Arabic.

## RESEARCH METHOD

This research was conducted using a quantitative approach. There are three variables that will be tested in this study, namely fluency in speaking Arabic, self-confidence, and presentation skills in class. Fluency in speaking Arabic in this study is the knowledge, skills, and beliefs of students related to qowaid, istima, and the belief that they are able to understand and be able to practice their abilities well. Self-confidence is the belief in students that they are capable and have an interest in doing something in this case conversing or learning by themselves. While the ability to present in class is the ability of students to start, try and present what they know and are able to convey it in front of their friends, so that the main goal of the ability to be able to present using Arabic with confidence will be achieved. The research population is active students of the Arabic Language Education study programme at the Kendari State Islamic Institute of Religion Batch 2022-2024 which totals 161 students. The sampling technique in this study was carried out by random sampling technique using Google forms distributed through WhatsApp groups of students, ranging from semester one to semester five. With this method, researchers managed to collect data as many as 161 students with the following characteristics:

**Tabel 1.** Respondent Characteristics

Dimention	Characteristics	Total	Presentation
Gender	Man	58	36%
	Woman	103	63%
Major	Arabic Language Education 1-5	161	100%
	1	68	42%
Semester	3	46	28%
	5	47	29%

<sup>15</sup> Asiah, Mulhendra, and Muslim, "Strategi Mahasiswa Meningkatkan Motivasi Belajar Berbicara Bahasa Arab Pada Pembelajaran Maharah Al-Kalam: Studi Kasus Di Sekolah Tinggi Ilmu Tarbiyah Hidayatunnajah Bekasi," *AKADEMIK: Jurnal Mahasiswa Humanis* 4, no. 3 (2024): 1204–19, <https://doi.org/10.37481/jmh.v4i3.1066>.

<sup>16</sup> Septi Nurhayati and Yurita Erviana, "Tingkat Kemampuan Berpikir Kritis Mahasiswa Dalam Presentasi Akademik: Evaluasi Dari Berbagai Aspek Kualitas Penyampaian Dan Interaksi," *Consilium: Education and Counseling Journal* 4, no. 2 (2024): 185, <https://doi.org/10.36841/consilium.v4i2.4688>.

<sup>17</sup> Firda Aulia et al., "Pelatihan Public Speaking Dan Pengasahan Rasa Percaya Diri."

Data collection was obtained through the google form questionnaire method to determine the effect of fluency in Arabic speaking and self-confidence on the presentation skills of Arabic Language Education Iain Kendari students. Data was collected through google forms that were distributed through WhatsApp groups. The questionnaire was constructed using a 5-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire consists of 15 items divided into three variables. For the Arabic Speaking Fluency variable consists of 5 items, the Self-Confidence variable consists of 5 items, and the Classroom Presentation Ability variable consists of 5 items. The data analysis technique uses the SPSS Statistic 21 programme which consists of two stages of analysis, namely the analysis of the validity and reliability of the data seen from the AVE and Cronbach Alpha values. If the data has met the validity and reliability requirements, the analysis is continued with the research hypothesis test by bootstrapping to determine whether the hypothesis proposed in this study is accepted or rejected.

## RESULTS AND DISCUSSION

### Relationship between Arabic Speaking Ability and Presentation Ability

Hypothesis 1 test uses simple correlation analysis to determine whether there is a relationship between Arabic Speaking Ability and Presentation Ability. The formula used is Pearson Product Moment correlation. The results of the calculation of hypothesis 1 test are assisted by SPSS version 21, and can be seen in table 4.14 as follows:

**Table 1. Hypothesis Calculation Results 1**

Correlations			
		Fluency in Arabic Speaking	Arabic Presentation Skills
Fluency in Arabic Speaking	Pearson Correlation	1	<b>.825**</b>
	Sig. (2-tailed)		.000
	N	160	160
Arabic Presentation Skills	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.000	
	N	160	160

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on calculations using SPSS 21 in table 1 above, the value is obtained sig = 0,000. Then by  $\alpha = 0,05$  dimana  $0,000 < 0,05$  maka  $[H_0]$  (1) rejected. This means that there is a relationship between Arabic Speaking Ability (X<sub>1</sub>) on Arabic Presentation Skills (Y). Meanwhile, with the value of  $r_{x_1 y} = 0,825$  then the level of relationship between the two variables is fairly strong, namely motivation has a strong relationship to Arabic learning outcomes. The direction of the relationship between the two variables is positive, which means that the higher the learning motivation, the higher the Arabic learning outcomes.

Hypothesis 2 test uses simple correlation analysis to determine whether there is a relationship between interest in learning and learning outcomes.

**The Relationship between Self-Confidence and Presentation Skills**

Based on calculations using SPSS 21 in table 2 above, the value is obtained sig = 0,000 . then by  $\alpha = 0,05$  where  $0,000 < 0,05$  so  $[H_0(2)]$  rejected. This means that there is a relationship between self-confidence (X<sub>2</sub>) on Arabic Presentation Skills (Y). while with a value of  $r_{x_1 y} = 0,941$  then the level of relationship between the two variables is strong, i.e. Self-Confidence has a strong relationship with Arabic Presentation Skills. The direction of the relationship between the two variables is positive, which means that the higher the self-confidence, the higher the Arabic Presentation Ability. And the amount of contribution (contribution) variable X<sub>2</sub> to the contribution variable Y is 50%. Testing the third hypothesis using multiple correlations. The results of calculations with SPSS Version 21 can be seen in the following table:

**Table 2. Hypothesis Calculation Results 2**

Correlations			
		Confidence	presentation skills
Confidence	Pearson Correlation	1	.941**
	Sig. (2-tailed)		.000
	N	160	160
presentation skills	Pearson Correlation	.941**	1
	Sig. (2-tailed)	.000	
	N	160	160

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**The Relationship of Arabic Speaking Ability and Self-Confidence to Presentation Ability**

**Table 3. Hypothesis Calculation Results 3**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.942 <sup>a</sup>	.887	.886	1.613	.887	615.839	2	157	.000

a. Predictors: (Constant), Percaya Diri, Kemampuan Berbicara Bahasa Arab

Based on calculations using SPSS 21 in table 3 above, the value is obtained  $\text{sig} = 0,000$ . then by  $\alpha = 0,05$  dimana  $0,000 < 0,05$  so  $[H_0(3)]$  rejected. This means that there is a relationship between Arabic Speaking Fluency ( $X_1$ ) and confidence ( $X_2$ ) on Presentation Skills ( $Y$ ) together. While with the value of  $r_{x_1 x_2 y} = 0,887$  then the level of relationship between the three variables is very strong, i.e. Arabic Speaking Fluency and Self-Confidence together have a perfect relationship with Presentation Ability. The direction of the relationship between the 3 variables is positive, which means that the higher the Arabic Speaking Fluency and Self-Confidence together, the higher the Presentation Ability of learning Arabic. Based on the results of the data analysis above, it can be seen that there is a relationship between Arabic Speaking Fluency and Self-Confidence (independent variable) Arabic Presentation Ability (dependent variable). The research results are summarised in the table as follows:

**Table 4. Relationship Magnitude and Interpretation Category**

No	Variable	Correlation Value	Level of Relationship
1.	Arabic Speaking Fluency	0.825	Very Strong
2.	Convidence	0.941	Very Strong
3.	Arabic Presentation Skills	0.887	Very Strong

Based on Table 4 above, the analysis results show that there is a significant relationship between the variables of Arabic Speaking Fluency and Self-Confidence on Arabic Presentation Ability. The correlation value of 0.825 between Arabic Speaking Fluency and Arabic Presentation Ability indicates a very strong relationship with a very strong category, which means that Arabic Presentation Ability with self-confidence has a positive impact on Arabic Presentation Ability, the influence is very dominant. Furthermore, the correlation value of 0.941 between Self-Confidence and Arabic Presentation Ability is also included in the very strong category, which indicates that Self-Confidence and Arabic Speaking Fluency are very instrumental in improving Arabic Presentation Ability. Meanwhile, when Arabic Speaking Fluency and Self-Confidence are combined, the correlation value increases to 0.887 which falls into the very strong category, indicating that these two variables together have a greater influence on Arabic Presentation Ability. This means that the combination of effective Arabic Speaking Fluency with good self-confidence contributes significantly in creating a more effective Arabic learning process.

**Relationship between Arabic Speaking Ability and Presentation Ability**

The relationship between Arabic speaking fluency and classroom presentation skills is very close, especially in the context of foreign language learning. Thus, Arabic speaking fluency and classroom presentation skills have a close relationship, where one aspect influences and reinforces the other. The combination of these two factors is crucial in the development of language skills and academic performance. Arabic language education has a significant

relationship with students' presentation skills.<sup>18</sup> Improving Arabic Language Proficiency develops reading, writing and text comprehension skills, which improves students' presentation skills when communicating. Good education helps students face challenges in learning the language, making them more active in practising speaking and writing. Encourages Active Participation A positive learning environment encourages students to participate in class activities, improving language skills and self-presentation skills. Social and Communication Skills Arabic improves communication skills and social interaction, which supports students' presentation skills in social settings.<sup>19</sup>

Impact on Academic Achievement High self-presentation skills from Arabic education contribute to academic achievement, creating a positive cycle in learning. Overall, Arabic language education is essential for building students' Presentation Skills, enabling them to communicate effectively, engage actively in learning, and achieve academic success. Lack of Arabic literacy and Presentation Skills in the classroom can have a negative impact on learning and language use. Students may experience difficulties in reading, writing and comprehending texts, which hinders their communication skills. Without Classroom Presentation Skills, they tend to feel anxious when speaking in public and become passive in class activities, such as discussions or presentations.<sup>20</sup> An inability to cope with academic challenges may also occur, reducing motivation to learn. In addition, limitations in communication can reduce opportunities for positive social relationships and result in lower academic achievement. Negative experiences of Arabic language difficulties can lead to apathy towards learning. Overall, the lack of literacy and Presentation Skills in the classroom creates a negative cycle that affects students' communication, engagement and achievement, making it important to improve both in language education. Thus, it is important for each individual to develop a good understanding of language improvement in order to improve Arabic speaking skills in order to improve classroom presentation skills.<sup>21</sup>

### **The Relationship between Self-Confidence and Presentation Skills**

Self-confidence plays an important role in classroom presentation skills. This includes mastering vocabulary and language structures, boosting confidence, and enabling customisation of communication to the context or audience. In addition, speaking fluency facilitates interaction and response to questions, and helps convey ideas in a clear and structured manner. Overall,

---

<sup>18</sup> Rahmad Setyo Jadmiko and Evi Sri Wahyuningsih, "Analisis Kemampuan Berbicara Melalui Kegiatan Presentasi Dengan Memanfaatkan Aplikasi Canva Pada Pembelajaran Bahasa Indonesia Kelas Vi Sdn 1 Wajakkidul," *Jotika Journal in Education* 3, no. 1 (2023): 32–35, <https://doi.org/10.56445/jje.v3i1.109>.

<sup>19</sup> Novita et al., "Pemberian Pelatihan Public Speaking Untuk Meningkatkan Kepercayaan Diri Dan Keterampilan Presentasi Di Depan Umum," *Jurnal Abdimas Indonesia* 3, no. 2 (2023): 192–200, <https://doi.org/10.53769/jai.v3i2.460>.

<sup>20</sup> Fahri and Aristiawan Aristiawan, "Pengembangan Media Pembelajaran Powerpoint Berbantuan Software Prezi Dengan Pendekatan Kontekstual Untuk Meningkatkan Kemampuan Presentasi Siswa," *Jurnal Tadris IPA Indonesia* 3, no. 2 (2023): 126–39, <https://doi.org/10.21154/jtii.v3i2.2036>.

<sup>21</sup> Wandayani, "Penerapan Metode Presentasi Untuk Meningkatkan Kemampuan Berbicara Pada Mata Kuliah Berbicara Lanjutan 2 Mahasiswa Sastra Cina, Fib Ub," *Praniti: Jurnal Pendidikan, Bahasa, Dan Sastra* 2, no. 3 (2022): 191–200.



speaking fluency supports communication effectiveness and presentation quality.<sup>22</sup> There is a close relationship between Arabic speaking fluency and classroom presentation skills. Self-confidence helps students to convey ideas clearly, increase confidence when speaking in public, and facilitate interaction and response to audience questions. It also allows students to adapt to the presentation situation, so that the material presented can be well understood by the audience. Self-confidence is key in supporting effective communication during classroom presentations. The influence of self-confidence on presentation skills in class can also be seen in terms of learning in the classroom.<sup>23</sup> By having good Self-Confidence, individuals can better their Presentation Skills in class to start motivating themselves. They will be able to think realistically and determine suitable and appropriate learning to support classroom Presentation Skills.<sup>24</sup>

In addition, there is a close relationship between self-confidence and presentation skills in class because self-confidence allows students to be more comfortable and confident in presenting material. Students who are fluent in speaking can more easily organise their thoughts orally, avoid excessive pauses, and respond to questions more quickly and appropriately. This not only improves communication effectiveness, but also makes the presentation more engaging and interactive for the audience. Overall, there is a close relationship between self-confidence and classroom presentation skills.<sup>25</sup> Speaking fluency supports the clear and structured delivery of ideas, increases confidence, and facilitates interaction with the audience. This ability helps students to deliver material more effectively, respond to questions appropriately, and adapt to presentation situations, resulting in smoother and higher quality communication overall.<sup>26</sup>

### **The Relationship of Arabic Speaking Ability and Self-Confidence to Presentation Ability in Classes**

The relationship between Arabic Speaking Ability has a close relationship with the ability to present in class. Arabic Speaking Ability is a person's confidence in their ability to successfully perform a particular task. When students have high Arabic Speaking Ability, they tend to be more confident in their ability to present, which can affect their interest in actively participating in class. Arabic Speaking Ability Improves Classroom Presentation Ability Students who have high Classroom Presentation Ability in their ability to speak in public feel more comfortable when

---

<sup>22</sup> Hera et al., "Peran Pengajaran Bahasa Berbasis Drama Dalam Meningkatkan Kemampuan Presentasi Peserta Didik," *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, no. 4 (2022): 873–82, <https://doi.org/10.30872/diglosia.v5i4.537>.

<sup>23</sup> Fitria and Damhuri, "Pengaruh Metode Langsung (Direct Method) Terhadap Keterampilan Berbicara Bahasa Arab Siswa Kelas XI Madrasah Aliyah Al-Falah Limboto Barat," *Al-Kilmah : Jurnal Pendidikan Bahasa Arab & Humaniora* 2, no. 1 (2023): 11–25.

<sup>24</sup> Irma Septiya Ningsih et al., "Hubungan Antara Penguasaan Kosakata Dan Interaksi Sosial Dengan Kemampuan Berbicara Siswa Kelas 2 SDIT Alam Nurul Islam," *Jurnal Dimensi Pendidikan Dan Pembelajaran* 11, no. 1 (2023): 114–26, <https://doi.org/10.24269/dpp.v11i1.8200>.

<sup>25</sup> Muh. Abrar and Asriani, "Hubungan Kemampuan Bahasa Arab Terhadap Prestasi Menghafal Al-Qur'an Santri Kelas XI SMA Cahaya Qur'an Cibungbulang Bogor Tahun Ajaran 2019/2020," *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 4, no. 1 (2023): 35–43, <https://doi.org/10.55623/au.v4i1.158>.

<sup>26</sup> Nailil and Juwika, "Pentingnya Bahasa Arab Dalam Pendidikan Diplomasi Dan Hubungan Internasional," *Jurnal Pendidikan Indonesia* 4, no. 11 (2023): 1242–52.

presenting. This affects the way they present themselves in class and makes them more enthusiastic to practice and participate. Positive Arabic Speaking Ability can increase students' interest in developing their speaking and presentation skills.<sup>27</sup> The higher their confidence in their own abilities, the more likely they are to enjoy the process of preparing and conducting the presentation.<sup>28</sup>

Ability development is optimised when students have strong Arabic Speaking Skills, they tend to be more open to learning and receiving feedback. They are more likely to see mistakes as opportunities to improve, thus improving their presentation skills. Good Arabic Speaking Skills can help reduce the fear and anxiety that often comes with public speaking. This allows students to focus more on the content and quality of the presentation rather than unnecessary worries. High Arabic speaking ability can increase students' interest and presentation ability, and conversely, success in presentation can strengthen students' Arabic speaking ability.<sup>29</sup> The positive experience during the presentation makes them feel capable, which then strengthens their Arabic Speaking Ability in similar tasks in the future. In other words, students with strong Arabic Speaking Ability tend to be more interested and capable in presenting in class. High Arabic Speaking Ability encourages them to hone their speaking ability and communication skills, which are crucial to achieving success in academic and professional contexts.<sup>30</sup>

Arabic speaking fluency and Presentation Ability influence each other, and Arabic Speaking Ability acts as a mediator that strengthens the relationship between the two. Arabic Speaking Ability Affects Presentation Ability. Arabic Speaking Ability is the belief in one's own ability to perform a particular task. In the context of speaking Arabic, Arabic Speaking Ability determines how much students' Presentation Ability is when communicating in Arabic. When students are confident in their abilities, their Presentation Ability improves, so they are more courageous and comfortable when speaking.<sup>31</sup> Speaking Fluency Improves Arabic Speaking Ability the experience of speaking Arabic fluently helps students build confidence that they are able to use the language effectively. Each positive speaking experience creates a foundation for Arabic Speaking Proficiency, as students experience their abilities first-hand in real situations, which then reinforces confidence in their abilities.<sup>32</sup>

Arabic Speaking Ability as a Bridge to Presentation Ability, Arabic Speaking Ability not only affects speaking ability, but also shapes Presentation Ability. Students who have high confidence in their Arabic speaking ability will feel more confident in various speaking situations, both formal

---

<sup>27</sup> Salwa Hanum, "Analisis Korelasi Antara Ilmu Sharaf Dan Kemampuan Berbicara Bahasa Arab Dengan Alumni Dayah Terpadu Aceh," *Jurnal Seumubeuet: Jurnal Pendidikan Islam* VOLUME: 2 | (2023): 2-10.

<sup>28</sup> Ardiana, "Penerapan Metode As-Sam'iyah Asy-Syafawiyah Untuk Meningkatkan Kemampuan Berbicara Dan Menulis Teks Sederhana Bahasa Arab."

<sup>29</sup> Marsaa Setiana et al., "Pengkajian Penggunaan Media Dalam Pembelajaran Bahasa Arab Oleh Mahasiswa Pendidikan Bahasa Arab 2023," *Jurnal Ilmiah Dan Karya Mahasiswa* 2, no. 1 (2024): 301-10.

<sup>30</sup> Nadira and Sinaga, "Pengaruh Program Muhadharah Terhadap Kelancaran Berbahasa Arab Santriwati Pondok Pesantren Manbaul Hidayah."

<sup>31</sup> Hendriana, Sidik, and Pratama, "Peningkatan Rasa Percaya Diri Siswa Melalui Ekstrakurikuler Pramuka."

<sup>32</sup> Erika De Keyser et al., "An Optimization Model Minimizing Costs of Fertilizer Application in Flemish Horticulture," *International Journal of Agricultural Sustainability* 21, no. 1 (2023), <https://doi.org/10.1080/14735903.2023.2184572>.

and informal. Arabic Speaking Ability here acts as a bridge that connects speaking ability with Presentation Ability. Arabic Speaking Ability Helps to Overcome Anxiety With strong Arabic Speaking Ability, students are better able to overcome anxiety and fear of being wrong when speaking Arabic.<sup>33</sup> This confidence allows them to focus on communication unencumbered by fear of mistakes, so they can express themselves better and have more Presentation Ability. Mutually Reinforcing Relationship Speaking fluency, Arabic Speaking Ability, and Presentation Ability are mutually reinforcing. Successful speaking experiences improve Arabic Speaking Ability, which in turn fosters Presentation Ability. This positive cycle is continuous: the more often students feel successful in speaking, the higher their confidence and Presentation Ability to speak again the next time.<sup>34</sup> Overall, Arabic speaking fluency can improve students' self-presentation ability, but this effect is amplified by Arabic speaking ability. In other words, Arabic Speaking Ability acts as an important link in the relationship between speaking fluency and Presentation Ability, allowing students to feel more and more Presentation Ability as their experience and confidence in Arabic increases.<sup>35</sup>

## CONCLUSION

Based on the results of the research that has been carried out, conclusions can be drawn as follows there is a significant relationship between Arabic Speaking Fluency and Arabic Presentation Ability in the Class of Arabic Language Education Iain Kendari Students with  $rx_1 y = 0,825$ . There is a significant relationship between Self-Confidence and Presentation Ability to learn Arabic Arabic in the Classroom of Arabic Language Education Iain Kendari Students with  $rx_2 y = 0,941$ . There is a significant relationship between Arabic Speaking Fluency and Self-Confidence together with Arabic Presentation Ability in Arabic Language Education Iain Kendari Students' Class with  $x_1 x_2 y = 0,887$ .

## REFERENCES

- Abrar, Muh., and Asriani. "Hubungan Kemampuan Bahasa Arab Terhadap Prestasi Menghafal Al-Qur'an Santri Kelas XI SMA Cahaya Qur'an Cibungbulang Bogor Tahun Ajaran 2019/2020." *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 4, no. 1 (2023): 35–43. <https://doi.org/10.55623/au.v4i1.158>.
- Alfiaz, Heni, Sandra Prima Wati, and Sulis Dwi Nurita. "Membangun Kepribadian Unggul: Penguatan Rasa Percaya Diri Siswa Kelas IX Melalui Teknik Shaping Di SMP Negeri 2 Patianrowo," no. 2007 (2024): 230–39.

---

<sup>33</sup> Apri Wardana Ritonga, "Analysis of Arabic Textbook 'Takallam Bil 'Arabiyyah Volume 6' Based on Mickey's Theory," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 1, no. 1 (2021): 25–32, <https://doi.org/10.31869/aflj.v1i1.2534>.

<sup>34</sup> Fatimah, Setiana, and Nuni, "Peningkatan Kemampuan Komunikasi Menggunakan Model Problem Based Learning Pada Pembelajaran IPA Di Kelas VIII SMP."

<sup>35</sup> Anggulia and Suneki, "Penggunaan Metode Presentasi Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Dalam Pembelajaran Pendidikan Pancasila Kelas XI TME 3."

- Anggara, Tri, Medhi Sampurno, Moh Rozy Zamroni, and Laily Maziyah. "Analisis Penerapan Metode Muhadatsah Dalam Pembelajaran Keterampilan Berbicara Bahasa Arab Siswa Aliyah." *Jurnal Pendidikan Dan Bahasa Arab* 8, no. 1 (2024): 1–11.
- Anggulation, Meda Muhammad, and Sri Suneki. "Penggunaan Metode Presentasi Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Dalam Pembelajaran Pendidikan Pancasila Kelas XI TME 3." *Journal on Education* 06, no. 03 (2024): 17446–50.
- Ardiana, Dian. "Penerapan Metode As-Sam'iyah Asy-Syafawiyah Untuk Meningkatkan Kemampuan Berbicara Dan Menulis Teks Sederhana Bahasa Arab." *Jurnal Ilmiah Teknologi Pendidikan* 15, no. 1 (2024): 37–48.
- Arif, Astarina, Ibnu Imam Al Ayyubi, and Hevie Setia Gunawan. "Pengaruh Model Quantum Teaching Terhadap Minat Belajar Anak Usia Dini Di RA Al Hidayah Citapen." *Jurnal El-Audi* 4, no. 1 (2023): 18–25. <https://doi.org/10.56223/elaudi.v4i1.71>.
- Asiah, Mulhendra, and Muslim. "Strategi Mahasiswa Meningkatkan Motivasi Belajar Berbicara Bahasa Arab Pada Pembelajaran Maharah Al-Kalam: Studi Kasus Di Sekolah Tinggi Ilmu Tarbiyah Hidayatunnajah Bekasi." *AKADEMIK: Jurnal Mahasiswa Humanis* 4, no. 3 (2024): 1204–19. <https://doi.org/10.37481/jmh.v4i3.1066>.
- Ayyubi, Ibnu Imam Al, Rifqi Rohmatulloh, Deri Saputra, Dzul Fitriyah, and Ai Sri Masfuroh. "Increasing Student Learning Motivation through the Application of Problem-Based Learning Models." *International Journal Humanities Perspective* 1, no. 1 (2024): 13–18.
- Bukhori, Hadi Ahmad, and Ibnu Imam Al Ayyubi. "Hubungan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Dengan Perilaku Siswa Di SMPN 3 Cihampelas KBB." *Al-Mubin; Islamic Scientific Journal* 6, no. 1 (2023): 17–30. <https://doi.org/10.51192/almubin.v6i01.425>.
- Fahri, and Aristiawan Aristiawan. "Pengembangan Media Pembelajaran Powerpoint Berbantuan Software Prezi Dengan Pendekatan Kontekstual Untuk Meningkatkan Kemampuan Presentasi Siswa." *Jurnal Tadris IPA Indonesia* 3, no. 2 (2023): 126–39. <https://doi.org/10.21154/jtii.v3i2.2036>.
- Fatimah, I N, H Setiana, and Nuni. "Peningkatan Kemampuan Komunikasi Menggunakan Model Problem Based Learning Pada Pembelajaran IPA Di Kelas VIII SMP," 2024, 824–30.
- Firda Aulia, Inna firdan Choirun Habibah, Nur Hayati Amalia, Moch. Falihul Hilmi, Moch. Andi Maulana Islam, Miftahul Abdul Lathif, and Mohammad Yusuf Agung Subekti. "Pelatihan Public Speaking Dan Pengasahan Rasa Percaya Diri." *Ngabekti: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (2024): 161–67. <https://doi.org/10.32478/n5q75538>.
- Fitria, and Damhuri. "Pengaruh Metode Langsung (Direct Method) Terhadap Keterampilan Berbicara Bahasa Arab Siswa Kelas XI Madarasah Aliyah Al-Falah Limboto Barat." *Al-Kilmah : Jurnal Pendidikan Bahasa Arab & Humaniora* 2, no. 1 (2023): 11–25.
- Hanum, Salwa. "Analisis Korelasi Antara Ilmu Sharaf Dan Kemampuan Berbicara Bahasa Arab Dengan Alumni Dayah Terpadu Aceh." *Jurnal Seumubeuet: Jurnal Pendidikan Islam* VOLUME: 2 | (2023): 2–10.
- Hendriana, Diky, Geri Syahril Sidik, and Febri Fajar Pratama. "Peningkatan Rasa Percaya Diri Siswa Melalui Ekstrakurikuler Pramuka." *Journal Pedia* 6, no. 2 (2024): 343.

- Hera, Syihabuddin Syihabuddin, Vismaia S. Damaianti, and Sumiyadi Sumiyadi. "Peran Pengajaran Bahasa Berbasis Drama Dalam Meningkatkan Kemampuan Presentasi Peserta Didik." *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya* 5, no. 4 (2022): 873–82. <https://doi.org/10.30872/diglosia.v5i4.537>.
- Keyser, Erika De, Anke De Dobbelaere, Jan Leenknegt, Erik Meers, Erik Mathijs, and Liesbet Vranken. "An Optimization Model Minimizing Costs of Fertilizer Application in Flemish Horticulture." *International Journal of Agricultural Sustainability* 21, no. 1 (2023). <https://doi.org/10.1080/14735903.2023.2184572>.
- Khoir, Abdul, Akmal Rizki Gunawan Hasibuan, Nafi'ah Nafi'ah, Indah Nurazizah, Almas Syafa Syaharoh, and Ahmad Afif Ramadhani. "Upaya Guru Dalam Meningkatkan Rasa Percaya Diri Siswa Melalui Pembelajaran Active Learning Di SMAN 3 Kota Bekasi." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 381–91. <https://doi.org/10.29303/jipp.v9i1.1903>.
- Murharyana, Murharyana, Ibnu Imam Al Ayyubi, Rifqi Rohmatulloh, and Irfan Suryana. "Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar." *Dirasah International Journal of Islamic Studies* 1, no. 2 (2023): 68–77. <https://doi.org/10.59373/drs.v1i2.17>.
- Mutaqin, Mumu Zainal, Dirga Ayu Lestari, Solihin Solihin, Ibnu Imam Al-Ayyubi, and Siti Rahmawati. "Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims." *Akademika: Jurnal Pemikiran Islam* 29, no. 1 (2024): 73–86. <https://doi.org/10.32332/akademika.v29i1.9145>.
- Nadira, and Sinaga. "Pengaruh Program Muhadharah Terhadap Kelancaran Berbahasa Arab Santriwati Pondok Pesantren Manbaul Hidayah." *Journal of Basic Educational Studies* 2, no. 1 (2024): 85–97.
- Nailil, and Juwika. "Pentingnya Bahasa Arab Dalam Pendidikan Diplomas Dan Hubungan Internasional." *Jurnal Pendidikan Indonesia* 4, no. 11 (2023): 1242–52.
- Nasrullah, Anton, and Wanti Nurlaeni. "Efektivitas Pembelajaran Bahasa Arab Menggunakan Metode Mim-Mem ( Mimicry Memorization ) Dalam Meningkatkan Keterampilan Berbicara." *JURNAL INTELEK INSAN CENDIKIA*, no. September (2024): 3082–93.
- Ningsih, Irma Septiya, Dhuta Sukmarani, Aditia Eska Wardana, and Siti Nurrochmah. "Hubungan Antara Penguasaan Kosakata Dan Interaksi Sosial Dengan Kemampuan Berbicara Siswa Kelas 2 SDIT Alam Nurul Islam." *Jurnal Dimensi Pendidikan Dan Pembelajaran* 11, no. 1 (2023): 114–26. <https://doi.org/10.24269/dpp.v11i1.8200>.
- Novita, Syamsul Bakhri Gaffar, Rahmawati Syam, Kurnia Ali Syarif, and Miftah Idris. "Pemberian Pelatihan Public Speaking Untuk Meningkatkan Kepercayaan Diri Dan Keterampilan Presentasi Di Depan Umum." *Jurnal Abdimas Indonesia* 3, no. 2 (2023): 192–200. <https://doi.org/10.53769/jai.v3i2.460>.
- Nurhayati, Septi, and Yurita Erviana. "Tingkat Kemampuan Berpikir Kritis Mahasiswa Dalam Presentasi Akademik: Evaluasi Dari Berbagai Aspek Kualitas Penyampaian Dan Interaksi." *Consilium: Education and Counseling Journal* 4, no. 2 (2024): 185. <https://doi.org/10.36841/consilium.v4i2.4688>.

- Rahmad Setyo Jadmiko, and Evi Sri Wahyuningsih. "Analisis Kemampuan Berbicara Melalui Kegiatan Presentasi Dengan Memanfaatkan Aplikasi Canva Pada Pembelajaran Bahasa Indonesia Kelas Vi Sdn 1 Wajakkidul." *Jotika Journal in Education* 3, no. 1 (2023): 32–35. <https://doi.org/10.56445/jje.v3i1.109>.
- Ritonga, Apri Wardana. "Analysis of Arabic Textbook 'Takallam Bil 'Arabiyyah Volume 6' Based on Mickey's Theory." *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 1, no. 1 (2021): 25–32. <https://doi.org/10.31869/aflj.v1i1.2534>.
- Sabarudin, Mohammad, Ibnu Imam Al Ayyubi, Irfan Suryana, Rifqi Rohmatulloh, and Saepulloh Saepulloh. "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung." *Khulashah: Islamic Studies Journal* 5, no. 2 (2023): 102–11. <https://doi.org/10.55656/kisj.v5i2.114>.
- Setiana, Marsaa, Rayya Raihana, Rusyda Ainun Sajidah, Umar Abdul Aziz, and Ahmad Fu'adin. "Pengkajian Penggunaan Media Dalam Pembelajaran Bahasa Arab Oleh Mahasiswa Pendidikan Bahasa Arab 2023." *Jurnal Ilmiah Dan Karya Mahasiswa* 2, no. 1 (2024): 301–10.
- Syadila, Syaripuddin, and Ghazi. "Pengaruh Lingkungan Bahasa Arab (Bi'ah Arabiyah) Dan Potensi Bahasa Dalam Meningkatkan Keterampilan Berbicara Santri Di Pondok Pesantren Terpadu Ushuluddin." *Journal Ilmiah Pendidikan Dasar* 7, no. 2 (2024).
- Wandayani. "Penerapan Metode Presentasi Untuk Meningkatkan Kemampuan Berbicara Pada Mata Kuliah Berbicara Lanjutan 2 Mahasiswa Sastra Cina, Fib Ub." *Praniti: Jurnal Pendidikan, Bahasa, Dan Sastra* 2, no. 3 (2022): 191–200.
- Yahriningsih, Ellice Mellyana, Norma Risnasari, and Adhistin Sabrina Listiatama. "Strategi Efektif Untuk Meningkatkan Rasa Percaya Diri Anak Sekolah Di SMPN 6 Kota Kediri," 2024, 920–24.