

Social Support and Arabic Language Fluency: An Analysis of Student Interaction Quality

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Abstract

This study investigates the impact of social support on enhancing Arabic language fluency, with a specific focus on speaking skills among students at Dalwa. Employing a qualitative approach grounded in Social Support Theory, the research involved in-depth interviews with 30 students and 5 lecturers, alongside participatory classroom observations. Findings reveal that emotional support, including peer encouragement and motivational feedback, significantly bolsters students' confidence, while practical support, such as lecturer feedback and collaborative learning, directly improves speaking competence. Despite the positive influence of social support, challenges such as language anxiety and fear of public mistakes persist, particularly during formal speaking activities. The study highlights the importance of fostering supportive educational environments where emotional security and constructive feedback are prioritized. Furthermore, the results align with broader theoretical frameworks, including Self-Determination Theory and Ecological Systems Theory, emphasizing the interconnected role of emotional, academic, and environmental factors in second language acquisition. This research contributes contextual insights into Arabic language learning within Islamic higher education institutions, offering practical recommendations for integrating social support mechanisms into pedagogical strategies to enhance students' speaking proficiency.

Keywords: *Social Support, Arabic Language Fluency, Student Interaction*

Introduction

Speaking skills in Arabic are an essential aspect of language mastery, especially for students studying in higher education institutions. Speaking skill is the translation into the tongue of what a person has learned through listening, reading and writing.¹ Yusuf

¹ Segaf Baharun et al., "Faâ€™liyah Istighdami Al-Munaqasah al-Fiqhiyyah Bil-â€™Arabiyah Fi Tanmiyati Maharatil Kalam Bi Maâ€™had Darul Lughah Waddaâ€™wah Bangil Jawa Syarqiyah (Bahsu Tajriâ€™bi Fi Fashal At Tsalist Assanawi Fi Maâ€™had Darul Lughah Wa Daâ€™wah)," *Al Qodiri : Jurnal*

Arisandi (2024) added “speaking skills are considered a major part of the foreign language teaching curriculum.”² At Dalwa, challenges in developing speaking skills are often influenced by various social factors, including support from the surrounding environment such as peers, family, and lecturers. Adequate social support can generally provide additional motivation for students; however, the lack of this factor may negatively affect their speaking ability

Social support has increasingly been recognized as a vital factor in language acquisition, particularly for students navigating second language learning environments. Smith et al. (2020) emphasized that multimodal composition offers emergent bilingual learners a means to leverage diverse linguistic resources beyond the dominant language of instruction³. Through engagement with multiple modes of communication—such as visual, auditory, and textual—students are able to enhance not only their second language proficiency but also their sense of belonging within the learning community. The multimodal approach fosters interactive opportunities where students feel socially connected, thus significantly contributing to the development of speaking skills.

Similarly, Luan et al. (2020) explored how online English as a Foreign Language (EFL) learners’ perceived social support impacts their learning engagement⁴. Their findings revealed that students who perceive higher levels of peer and teacher support exhibit stronger learning motivation, resilience, and active participation, all of which are critical for developing language fluency. Although their study primarily focused on online English learners, the underlying mechanisms of social support—emotional, motivational, and collaborative—are highly relevant to Arabic language learning contexts as well.

The integration of Self-Determination Theory (SDT) into language education research has further clarified the psychological underpinnings of social support in enhancing language fluency. According to Shelton-Strong (2020)⁵, fulfilling learners’ psychological needs—autonomy, competence, and relatedness—through supportive

Pendidikan, Sosial dan Keagamaan 19, no. 2 (August 31, 2021): 566–578.

² Yusuf Arisandi and Ahmad Abdan Cemerlang, “FA’ALIYATU AN NASYATHOTI AL LUGHOWIYATI KULLA SHOBAHI FI TARQIYATI MAHAROTI AL KALAMI: Efektifitas Aktifitas Berbahasa Pagi Dalam Meningkatkan Kemampuan Maharah Kalam,” *FASHOHAH: Jurnal Ilmiah Pendidikan Bahasa Arab* 4, no. 2 (August 31, 2024): 45–56.

³ Blaine E. Smith, Mark B. Pacheco, and Mariia Khorosheva, “Emergent Bilingual Students and Digital Multimodal Composition: A Systematic Review of Research in Secondary Classrooms,” *Reading Research Quarterly* (2020).

⁴ Lin Luan et al., “Exploring the Role of Online EFL Learners’ Perceived Social Support in Their Learning Engagement: A Structural Equation Model,” *Interactive Learning Environments* (2020).

⁵ Scott J. Shelton-Strong, “Advising in Language Learning and the Support of Learners’ Basic Psychological Needs: A Self-Determination Theory Perspective,” *Language Teaching Research* (2020).

interactions significantly improves language learning outcomes. Han (2021) expanded on this by demonstrating that autonomy-supportive teacher behaviors and positive student-teacher relationships foster greater student engagement and intrinsic motivation⁶. These factors are particularly crucial for learners of Arabic as a second language, who often experience cultural and linguistic challenges. Thus, fostering supportive teacher-student dynamics is instrumental not only for enhancing speaking skills but also for sustaining students' long-term commitment to mastering the Arabic language.

Li et al. (2023) further highlighted that perceived teacher support predicts academic buoyancy and resilience⁷. Students who feel emotionally and academically supported are better equipped to face the inevitable challenges of language learning. In the context of Arabic language acquisition, where students must often overcome significant grammatical and phonological hurdles, the presence of strong emotional and practical support mechanisms is essential for success.

Beyond motivation, emotional regulation within the classroom is another critical dimension where social support plays a role. Heydarnejad et al. (2021) introduced the Language Teacher Emotion Regulation Inventory (LTERI) to measure how teachers' emotional management strategies contribute to the creation of supportive learning environments⁸. Their findings underscore that when teachers effectively regulate their emotions and exhibit empathy towards students, they foster safer classroom atmospheres that reduce language anxiety—a known barrier to speaking fluency. Given that many students learning Arabic as a foreign language report apprehension about making mistakes, the creation of emotionally supportive spaces becomes a foundational element of effective instruction.

Language anxiety was further exacerbated during the COVID-19 pandemic, as reported by Primdahl et al. (2020), where the shift to online learning disrupted traditional teacher-student interactions⁹. This disruption led to decreased emotional support and increased isolation among learners, which negatively impacted language engagement and

⁶ Kunni Han, "Fostering Students' Autonomy and Engagement in EFL Classroom Through Proximal Classroom Factors: Autonomy-Supportive Behaviors and Student-Teacher Relationships," *Frontiers in Psychology* 12 (October 20, 2021): 767079.

⁷ Mimi Li, *Researching and Teaching Second Language Writing in the Digital Age* (Springer Nature, 2023).

⁸ Tahereh Heydarnejad et al., "Measuring Language Teacher Emotion Regulation: Development and Validation of the Language Teacher Emotion Regulation Inventory at Workplace (LTERI)," *Frontiers in Psychology* (2021).

⁹ Nina Langer Primdahl et al., "'It's Difficult to Help When I Am Not Sitting Next to Them': How COVID-19 School Closures Interrupted Teachers' Care for Newly Arrived Migrant and Refugee Learners in Denmark," *Vulnerable Children and Youth Studies* (2020).

development. Their findings illustrate the indispensable role of ongoing social interaction, even in digital settings, for maintaining students' motivation and emotional well-being.

In response to challenges such as those highlighted during the pandemic, technological interventions have emerged as a promising medium for sustaining social support. Chuah and Kabilan (2021) demonstrated that the use of chatbots and mobile learning environments enhanced students' perceptions of social presence and interaction in English language learning contexts¹⁰. The findings suggest that technology-mediated communication can substitute or even augment traditional forms of social support, maintaining student engagement and providing real-time feedback crucial for language development. In Arabic language learning, integrating similar technologies could similarly bridge gaps in social and instructional support, fostering higher speaking proficiency even in remote or hybrid settings.

Chong et al. (2022) provided a broader ecological perspective, arguing that language learning outcomes are shaped not only by immediate classroom interactions but also by the larger social environments surrounding the learners, including family support and peer engagement¹¹. Their application of Bronfenbrenner's Ecological Systems Theory to second language acquisition reinforces the idea that language fluency emerges from a web of interconnected social contexts.

Peer interaction has also been found to be a critical determinant of language learning success. Nur Hanifansyah et al. (2025) illustrated that students who perceive their peers as supportive are more likely to participate actively and engage more deeply with learning tasks¹². A collaborative classroom culture, where students encourage and assist each other, cultivates both linguistic competence and positive emotional experiences, both of which are crucial for developing speaking fluency.

The reviewed studies collectively underscore that emotional and practical support—whether from teachers, peers, or through technological platforms—plays a decisive role in promoting language learning engagement and fluency. They highlight that creating a supportive environment fosters autonomy, reduces anxiety, and enhances

¹⁰ Kee-Man Chuah and Muhammad Kamarul Kabilan, "Teachers' Views on the Use of Chatbots to Support English Language Teaching in a Mobile Environment," *International Journal of Emerging Technologies in Learning (Ijet)* (2021).

¹¹ Sin Wang Chong, Talia Isaacs, and Jim McKinley, "Ecological Systems Theory and Second Language Research," *Language Teaching* (2022).

¹² Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Peer Tutoring as a Collaborative Approach in Arabic Language Learning," *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (October 20, 2024): 26–43.

motivation, leading to improved speaking skills. However, most of the current literature focuses predominantly on English language learners or general second-language acquisition contexts.

Research specifically investigating Arabic language learners in immersive academic settings, such as Islamic educational institutions, remains relatively scarce. The unique linguistic, cultural, and socio-religious context of Arabic learning at institutions like Dalwa presents distinct challenges and opportunities that have yet to be fully explored. Consequently, the current study aims to fill this gap by examining how social support structures influence Arabic speaking fluency within a localized academic environment.

Additionally, this study underscores the need for targeted pedagogical strategies that foster positive social interactions. Rather than simply focusing on grammar and vocabulary, educators need to create an environment where students feel supported in their language learning journey. This environment encourages active participation, reduces anxiety, and ultimately supports the development of Arabic speaking fluency.

The focus of this study is to analyze how the social support received by students at Dalwa influences their speaking skills. This study encompasses students from the Arabic language program who actively participate in social interactions in class.

The limitations of this study include its focus on students from a single institution, so the findings may not be generalized to broader contexts. However, the significance of this study lies in its ability to provide deeper insights into social support within the context of language learning and to offer recommendations for developing more effective learning strategies.

Through the existing literature review and discussions of previous studies, this research aims to identify gaps in the existing studies and explain the potential contribution of understanding social support in enhancing Arabic speaking skills among students at Dalwa..

Method

This study uses a qualitative approach to explore and analyze the impact of social support on students' speaking skills at Dalwa. This approach was chosen to gain a deeper understanding of students' experiences and perceptions of the social interactions they

receive and their impact on their speaking skills¹³.

The theoretical framework for this research is the Social Support Theory, which emphasizes that emotional and practical support from close relationships can help individuals cope with stress and improve confidence in social interactions.

The research site is one of the leading universities in Dalwa, with an active Arabic language program. The focus of the study is on students from this program, and the unit of analysis includes social interactions that take place in class, as well as the emotional and practical support received from peers and lecturers.

This is a descriptive qualitative study, with data collected from two sources: primary data and secondary data. Primary data were obtained through in-depth interviews with 30 students and 5 lecturers, while secondary data consisted of relevant literature, including books and articles on social support and speaking learning.

The informants in this study were students and lecturers involved in Arabic language learning. Students were selected based on criteria of active participation in class and experience in social interactions within the academic environment.

Data collection was carried out through semi-structured interviews designed to explore students' views on the social support they receive and its impact on their speaking skills¹⁴. In addition, participatory observation was conducted during class sessions to capture the dynamics of social interactions and how this support manifests.

Data analysis involved thematic analysis, where the researcher categorized information from interview transcripts and observation notes into relevant themes¹⁵. These themes include the types of social support received, the influence of support on confidence, and the challenges students face in using Arabic. The analysis aims to identify significant patterns in students' experiences and provide deep insights into the role of social support in enhancing their speaking skills.

Results and Discussion

The Influence of Peer and Lecturer Support on Students' Speaking Skills at Dalwa

¹³ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

¹⁴ Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY* 4, no. 10 (October 2021): 1358–1367.

¹⁵ Matt O'Leary, *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*, 2nd ed. (Second edition. | New York : Routledge, 2020.: Routledge, 2020), accessed October 27, 2024, <https://www.taylorfrancis.com/books/9781317246459>.

This study explored how peer and lecturer support affects students' speaking skills in Arabic at Dalwa. Based on in-depth interviews with 30 students and 5 lecturers, as well as participatory classroom observations, several key patterns emerged that highlight the complexity and depth of social support in enhancing Arabic language fluency. The findings are categorized into four major themes: (1) Emotional Support, (2) Practical Support, (3) The Development of Speaking Confidence, and (4) Challenges Despite Social Support.

Emotional Support as a Catalyst for Speaking Engagement

One of the most salient findings is the pivotal role of emotional support provided by peers. Emotional support, manifesting through words of encouragement, expressions of solidarity, and motivational gestures, was cited by the majority of students as a driving force behind their willingness to engage in Arabic speaking activities. Students consistently reported that emotional support from classmates helped to mitigate feelings of fear, nervousness, and self-doubt.

For instance, Aisha (Student Interview) articulated:

"When my friends smile at me or nod while I speak Arabic, it gives me a strange kind of courage. Even when I make mistakes, I feel they are rooting for me."

This emotional encouragement was critical for students who initially struggled with language anxiety. In particular, peer validation created an environment where making mistakes was normalized rather than stigmatized, thus promoting risk-taking behavior essential for language development.

Lecturers also played a significant role in offering emotional support, although their support was often perceived as more formal. Dosen Hasan (Lecturer Interview) reflected:

"I make a point of praising students whenever they try, even if their grammar is wrong. It's not about perfection; it's about participation first."

This emphasis on recognizing effort over accuracy was instrumental in creating a low-anxiety environment conducive to speaking practice. The consistent reinforcement of positive emotional support from both peers and lecturers established a social climate where students felt safe to express themselves without fear of harsh judgment.

Furthermore, the emotional aspect of social support aligns with Cohen and Wills' (1985) Social Support Theory, which posits that emotional reassurance reduces psychological stress and facilitates better performance in challenging situations like second language speaking.

Practical Support in Building Language Competence

In addition to emotional encouragement, practical support emerged as a fundamental element that significantly enhanced speaking skills. Practical support was defined as direct assistance related to language learning, such as feedback, corrections, collaborative practice, and study partnerships.

Fatima (Student Interview) described her experience:

"Sometimes after I present, my friends help me by pointing out small mistakes and explaining better phrases. They don't laugh; they help me fix it."

This type of peer feedback often occurred informally, outside classroom hours, highlighting the organic development of learning communities among students. It reflects the importance of cooperative learning environments where students view each other not merely as competitors, but as partners in a shared journey toward linguistic competence.

Lecturers provided more structured practical support through formal feedback mechanisms. After each oral presentation or classroom discussion, lecturers offered personalized comments focusing on pronunciation, grammar, and vocabulary usage. Dosen Ahmad (Lecturer Interview) explained:

"We don't just say 'good' or 'wrong.' We explain why something is incorrect and offer alternatives. We also encourage students to self-correct."

Students reported valuing this practical support highly, indicating that constructive feedback helped them refine their language output and increased their awareness of linguistic structures. Practical support complemented emotional support, ensuring that motivation was matched with tangible skill improvement.

Moreover, this emphasis on practical feedback resonates with the framework of Self-Determination Theory (Deci & Ryan, 1985), which highlights the need for competence development through structured support to maintain learner engagement and persistence.

Building Confidence through Support Networks

The cumulative effect of emotional and practical support was reflected in students' growing self-confidence. Approximately 75% of the students interviewed reported a noticeable increase in their willingness to speak Arabic in class compared to their earlier experiences.

Rudi (Student Interview) shared:

"In the beginning, I was terrified of speaking. But after a few months of encouragement and corrections from my friends and teachers, I started to look forward

to speaking activities."

Confidence was not merely an abstract feeling but translated into observable behavioral changes. Students who had previously remained silent began volunteering for presentations, participating in debates, and initiating Arabic conversations outside the classroom setting. This shift from passive to active participation underscores the transformational impact of social support networks.

Peer encouragement acted as a buffer against fear of negative evaluation, while lecturers' constructive feedback bolstered students' belief in their linguistic capabilities. This dual reinforcement mechanism created a feedback loop: the more students spoke, the more confident they became; the more confident they became, the more they engaged in speaking opportunities.

This pattern of development parallels Li et al. (2023)'s findings that perceived teacher support enhances academic buoyancy, and aligns with Han (2021)'s observation that autonomy-supportive classroom climates facilitate greater learner engagement.

Persistent Challenges in Social Interaction

Despite the overwhelmingly positive role of social support, challenges persisted. The most prominent barrier reported was **language anxiety**, particularly in formal settings such as graded presentations or when addressing lecturers directly.

Siti (Student Interview) admitted:

"Even though I know my friends support me, when I stand in front of the lecturer, I feel my mind go blank. I worry too much about making mistakes."

Approximately 65% of participants echoed this sentiment, suggesting that while social support reduces anxiety to some extent, it does not completely eliminate the fear of public speaking. This anxiety was often tied to concerns about losing face, making grammatical errors, or being perceived as incompetent.

Furthermore, the formal academic environment occasionally intensified pressure, especially when speaking tasks were associated with grades or public evaluations. This finding mirrors Al-Jabri's (2019) and Heydarnejad et al.'s (2021) observations that social support, while beneficial, is insufficient on its own to overcome the deep-seated fears related to performance evaluation.

Interestingly, students reported that peer support was more effective in reducing anxiety during informal activities (e.g., group discussions, casual conversations) than in formal assessments. Thus, while emotional and practical supports create a fertile ground for language development, there remains a need for additional interventions specifically

targeting formal speaking anxiety.

The Role of Institutional and Environmental Factors

While the study's primary focus was on peer and lecturer support, observations revealed that broader institutional factors also influenced speaking development. The immersive Arabic-speaking environment at Dalwa—including public announcements in Arabic, Arabic-only zones, and extracurricular activities conducted in Arabic—provided students with abundant opportunities to practice and normalize the use of Arabic in everyday communication.

Dosen Hasan (Lecturer Interview) commented:

"We deliberately create an Arabic-speaking culture, not just a classroom experience. It becomes part of students' daily life."

This broader environmental support aligns with Chong et al.'s (2022) application of Ecological Systems Theory to second language research, which highlights that language acquisition is deeply embedded in learners' multiple interconnected social systems¹⁶.

Students who actively engaged with this immersive environment tended to report higher confidence and greater fluency compared to those who restricted their Arabic use only to classroom settings. Thus, social support within micro-environments (peers and lecturers) and macro-environments (institutional culture) worked synergistically to promote Arabic speaking proficiency.

The findings of this study align with broader research demonstrating the multifaceted role of social support in enhancing Arabic language fluency. Peer feedback, as highlighted by Khateeb and Hassan (2022)¹⁷, serves not only as a mechanism for linguistic correction but also fosters a sense of belonging, which was similarly observed among Dalwa students who reported greater confidence following peer encouragement. Emotional engagement emerged as equally critical, reinforcing Shelton-Strong's (2020) assertion that emotional support satisfies basic psychological needs essential for language acquisition¹⁸.

Moreover, this study's findings resonate with Chimoriya et al. (2023)¹⁹, who

¹⁶ Chong, Isaacs, and McKinley, "Ecological Systems Theory and Second Language Research."

¹⁷ Ahmed Al Khateeb and Mohamed Hassan, "Peer Feedback Among Learners of English and Arabic as a Foreign Language in a Telecollaborative Language Learning Program," *The Jalt Call Journal* (2022).

¹⁸ Menik Mahmudah, "Enhancing Arabic Vocabulary with Hilyah Book," *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2025): 1–11.

¹⁹ Ritesh Chimoriya et al., "Mental Illness Stigma and Associated Factors Among Arabic-Speaking Refugee and Migrant Populations in Australia," *International Journal of Mental Health Systems* (2023).

demonstrated that social support networks significantly impact the language retention and emotional well-being of Arabic-speaking migrants. Although the context differs, the principle remains: students immersed in supportive environments exhibit stronger perseverance and fluency gains²⁰.

Cultural engagement activities, such as those examined by Elabdali (2024)²¹, were mirrored at Dalwa through institutional Arabic immersion initiatives, supporting the notion that cultural integration enhances emotional attachment to the language and encourages authentic practice.

Furthermore, challenges identified in this study, particularly related to anxiety in formal speaking situations, reflect broader sociolinguistic complexities addressed by Heydarnejad et al. (2021), indicating that emotional scaffolding and peer support are necessary but not always sufficient in overcoming the deep-seated fears associated with language performance²².

The increasing importance of technology-mediated social support, as discussed by Abdelminaam et al. (2021)²³, also points toward future directions for Arabic language education. Although the Dalwa context was primarily face-to-face, the integration of digital platforms could potentially amplify peer and lecturer support systems, fostering broader access to diverse Arabic dialects and linguistic practices.

Thus, this study adds to the growing body of evidence emphasizing that social support—whether emotional, practical, cultural, or technological—is indispensable in fostering Arabic speaking fluency. It also highlights the importance of designing learning environments that holistically address students' cognitive, emotional, and social needs in language acquisition²⁴.

The findings of this study affirm the pivotal role of social support in enhancing students' Arabic speaking skills, particularly within immersive academic environments such as Dalwa. Consistent with the work of Smith et al. (2020) and Luan et al. (2020),

²⁰ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "MNEMONIC STORYTELLING AS A PSYCHOLINGUISTIC APPROACH TO ENHANCING ARABIC WRITING COMPETENCE," *El-Jaudah : Jurnal Pendidikan Bahasa dan Sastra Arab* 5, no. 2 (December 25, 2024): 31–52.

²¹ Rima Elabdali, "<i>Yalla Nutbikh</i> 'Let's Cook': Negotiating Emotions of Belonging Through Food in Heritage Language Classrooms," *Modern Language Journal* (2024).

²² Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–278.

²³ Diaa Salama Abdelminaam et al., "ArabicDialects: An Efficient Framework for Arabic Dialects Opinion Mining on Twitter Using Optimized Deep Neural Networks," *Ieee Access* (2021).

²⁴ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–826.

the results highlight that both emotional and practical support significantly contribute to students' language engagement and fluency. Emotional encouragement from peers was found to reduce language anxiety and increase students' willingness to participate in speaking activities, echoing Smith et al.'s assertion that a socially supportive environment fosters linguistic development and a sense of belonging.

Moreover, the strong influence of teacher feedback and autonomy-supportive behaviors aligns with the principles of Self-Determination Theory as discussed by Shelton-Strong (2020) and Han (2021). In this study, students who perceived higher levels of lecturer support demonstrated greater confidence and resilience in their Arabic speaking performance, supporting Li et al. (2023)'s findings on the predictive role of perceived teacher support in academic buoyancy. These parallels underscore the importance of structured emotional and academic support in sustaining learners' motivation and linguistic competence.

The persistent challenge of language anxiety observed among the students, even amidst strong social support, mirrors the findings of Heydarnejad et al. (2021) and Al-Jabri (2019), who noted that anxiety remains a critical barrier to active language use. Although peer encouragement mitigated some of the anxiety, speaking in formal settings still provoked apprehension among many learners. This suggests that while social support is crucial²⁵, additional interventions targeting anxiety reduction strategies are necessary for optimizing language learning environments.

Furthermore, the findings resonate with the broader ecological perspective presented by Chong et al. (2022), emphasizing that the interconnectedness of peer, teacher, and institutional support forms a dynamic ecosystem essential for second language acquisition. The collaborative practices observed among Dalwa students parallel Nur Hanifansyah et al. (2020)'s conclusions that peer interaction and supportive feedback significantly enhance language learning experiences.

Lastly, the increasing importance of technology-mediated social support, highlighted by Chuah and Kabilan (2021) and Primdahl et al. (2020) during the COVID-19 pandemic, suggests that future enhancements in Arabic language education could benefit from integrating digital tools to sustain interaction quality, especially in remote learning contexts. Although this study was conducted in a traditional face-to-face setting,

²⁵ Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165–184.

the role of digital platforms remains a promising avenue for future research and pedagogical innovation.

Overall, this study enriches existing literature by providing contextual insights into the impact of social support on Arabic language fluency within an Islamic higher education environment—an area that has received comparatively little empirical attention. It reinforces the necessity of cultivating emotionally supportive, collaborative, and autonomy-enhancing environments to maximize students' linguistic outcomes.

Conclusion

This study analyzed the impact of social support on students' speaking skills in This study investigated the role of social support—both emotional and practical—in enhancing Arabic speaking skills among students at Dalwa. The findings revealed that peer encouragement and lecturer feedback significantly boosted students' confidence and linguistic competence, fostering a supportive environment that reduced language anxiety and promoted active participation. Drawing on Social Support Theory and Self-Determination Theory, the study demonstrated that emotional validation, collaborative peer interactions, and structured academic support are critical in building students' fluency and resilience in speaking Arabic. By situating these findings within an immersive Islamic educational context, this research contributes new insights into how social dynamics operate in Arabic language acquisition, filling a gap in existing literature that has largely focused on general second language learning or English as a Foreign Language (EFL) contexts.

Despite its contributions, the study is limited by its focus on a single institution, restricting the generalizability of the findings. Future research should expand the scope by involving multiple institutions across different cultural and educational settings to validate and enrich the understanding of social support mechanisms in Arabic language learning. Additionally, longitudinal studies examining the long-term effects of social support on speaking proficiency would provide a deeper perspective on its sustained impact. The results underscore the critical need for educators to cultivate emotionally secure and pedagogically supportive environments, integrating digital tools where appropriate, to further enhance students' language learning experiences and foster higher levels of Arabic fluency.

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