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Implications of Social Anxiety Disorder on the Improvement of *Maharah Al-Kalam* Arabic Students

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Abstract

The goal of this research is to find out the implications of social anxiety disorder for the increase in *maharah al-kalam* of Arabic students, as well as to find out the factors that cause the emergence of social anxiety disorder in Arabic students and the symptoms it causes. This research is included in the type of qualitative research with the library research method. Documentation method is chosen by the author in data collection activities. Then, the collected data were analyzed using content analysis techniques. Research, the result is obtained that shows that social anxiety disorder has implications for increasing *maharah al-kalam* Arabic students. Some of the factors that cause social anxiety disorder in students include not having confidence in their abilities, fear of being wrong, worrying about the negative responses of others, inequality in economic status, addiction to social media, being born to permissive parents, and experiencing trauma. The symptoms include feeling uncomfortable, stiff movements, unfocused eyesight, body shaking, sensitivity, and avoiding eye contact. The results of this study have implications for Arabic language teachers to realize that social anxiety disorder experienced by students is not something that can be taken lightly and needs to be overcome, then so that teachers can take social anxiety disorder prevention measures for their students.

Keywords: *social anxiety disorder, maharah al-kalam, student*

Abstrak

Tujuan dilaksanakannya penelitian ini dalam rangka mengetahui implikasi *social anxiety disorder* terhadap peningkatan *mabarab al-kalam* pelajar bahasa Arab, serta untuk mengetahui faktor penyebab munculnya *social anxiety disorder* dalam diri pelajar bahasa Arab dan gejala yang ditimbulkan. Penelitian ini masuk ke dalam jenis penelitian kualitatif dengan metode *library research*. Metode dokumentasi dipilih oleh penulis dalam aktivitas pengumpulan data. Kemudian data yang telah dikumpulkan dianalisis dengan menggunakan teknik analisis isi. Hingga diperoleh suatu hasil penelitian yang menunjukkan bahwa *social anxiety disorder* memiliki implikasi terhadap peningkatan *mabarab al-kalam* pelajar bahasa Arab. Beberapa faktor penyebab munculnya *social anxiety disorder* pada diri pelajar diantaranya adalah tidak percaya diri terhadap kemampuan diri sendiri, takut salah, khawatir terhadap respon negatif orang lain, kesenjangan status ekonomi, kecanduan media sosial, terlahir dari orang tua permisif, dan mengalami trauma. Adapun gejala yang ditimbulkan berupa perasaan tidak nyaman, gerakan kaku, pandangan mata tidak fokus, tubuh gemetar, sensitif, dan menghindari kontak mata. Hasil penelitian ini memberikan implikasi bagi pengajar bahasa Arab supaya menyadari bahwa *social anxiety disorder* yang dialami pelajar bukan hal yang bisa dianggap remeh dan perlu diatasi, kemudian supaya pengajar bisa melakukan tindakan pencegahan *social anxiety disorder* terhadap pelajarnya.

Kata kunci: *social anxiety disorder, mabarab al-kalam, pelajar*

INTRODUCTION

Being born as a creature that is required to establish relationships with other creatures causes humans to be classified as social beings. In the process of interaction, humans need a communication tool called language.¹

Strata of sound symbols that are discussed together by linguists, then used as a tool for interaction, mutual help, and self-expression is called language. In other areas of life such as politics, economics, society, law, education, and all human actions in it, the role of language is very strong. This phenomenon reinforces the fact that language has a broad role that influences human daily activities. without human language will only be silent and useless. Language fosters values and meanings that are embraced and held tightly as a way of life.²

In addition to upholding the national language which is a means of uniting the people of a country. Arabic is equally important to master to study Islam. Over time, the Arabic language has its charm. This can be seen from the increasing number of students who are moved to deepen their Arabic language.³ In other countries, the Arabic language is in demand for scientific reasons, where the systematics and structure of the Arabic language are considered more beautiful than other languages in the world. These conditions make the Arabic language the language of state communication that holds a large role and is the main economic asset in the world. It can also be said that the Arabic language has a position as an international language.⁴

¹ A A Pamessangi, "Analisis Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Bahasa Arab IAIN Palopo," *AL IBRAH: Journal of Arabic Languange* ..., 2019, <http://ejournal.iainpalopo.ac.id/index.php/ibrah/article/view/1206>.

² O Mailani dkk., "Bahasa sebagai alat komunikasi dalam kehidupan manusia," *Kampret Journal*, 2022, <https://plus62.isha.or.id/index.php/kampret/article/view/8>.

³ E N Suroiyah dan D A Zakiyah, "Perkembangan Bahasa Arab Di Indonesia," ... *Pendidikan Bahasa Arab*, 2021, <https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/302>.

⁴ M A Norlaila dan D R A Muradi, "KESULITAN MAHASISWA DALAM BERBAHASA ARAB," *researchgate.net*, t.t., https://www.researchgate.net/profile/Ahmad-Muradi/publication/349867505_KESULITAN_MAHASISWA_DALAM_BERBAHASA_ARAB_Studi_pada_Mahasiswa_Jurusan_PBA_UIN_Antasari_dari_Beberapa_Latar_Belakang_Pendidikan/links/6044e63292851c077f21baa2/KESULITAN-MAHASISWA-DALAM.

When a learner sets foot in linguistics, he or she will become acquainted with the four language skills, which in the Arabic language are sequentially called *maharah al-istima'* (listening skills), *maharah al-kalam* (speaking skills), *maharah al-qira'ah* (reading skills), and *maharah al-kitabah* (writing skills). Of the four skills, skills in speaking or *maharah al-kalam* are more important to master. Because the principal function of learning a language is as a tool for communication which is one of the staples of life.⁵

Based on the fact that *maharah al-kalam* is very important to have, Arabic teachers should always teach students to practice conversing (*muhadatsah*) regularly using the Arabic language. Because the core target in learning the Arabic language is for students achieve success to speak and communicate every day using the Arabic language and memorize verses of the Al-Qur'an and daily prayers.⁶

Practicing to step-up *maharah al-kalam* is not easy and requires a long journey. Because language is set as a routine process, when studying a national language or a foreign language (Arabic language), students are encouraged to voluntarily exert their intentions and steps with full passion in trying to get used to speaking in that language. Speaking and communication activities are interesting activities. However, it is possible to transform into a scary activity due to several things, such as student psychology problems.⁷

One of the psychological problems that are directly correlated with the speaking process is social anxiety disorder.⁸ The essence of

⁵ A Thoyyibah, "Analisis kesalahan ortografi bahasa Arab mahasiswa pendidikan bahasa Arab Universitas Muhammadiyah Malang," *Arabiyatuna: Jurnal Bahasa Arab* (download.garuda.kemdikbud.go.id, 2019), [http://download.garuda.kemdikbud.go.id/article.php?article=2325342&val=10809&title=Analisis Kesalahan Ortografi Bahasa Arab Mahasiswa Pendidikan Bahasa Arab Universitas Muhammadiyah Malang](http://download.garuda.kemdikbud.go.id/article.php?article=2325342&val=10809&title=Analisis%20Kesalahan%20Ortografi%20Bahasa%20Arab%20Mahasiswa%20Pendidikan%20Bahasa%20Arab%20Universitas%20Muhammadiyah%20Malang).

⁶ S Rokhmany, *Problematika Maharah Al-Kalam Siswa Di MTs Negeri 1 Brebes* (etheses.uingusdur.ac.id, 2019), <http://etheses.uingusdur.ac.id/id/eprint/156>.

⁷ S Samal, "Keterampilan Berbicara (Maharah Al-Kalam) Bahasa Arab Mahasiswa Jurusan Pendidikan Agama Islam (PAI) Semester I Dan III Ta. 2016/2017 Fakultas Ilmu ...," *Kuttab: Jurnal Ilmiah Mahasiswa*, 2021, <https://mail.iainambon.ac.id/ojs/ojs-2/index.php/kjim/article/view/2069>.

⁸ T Salsabila dan WA Puspitosari, "Hubungan Body Image dengan Kecemasan Sosial pada Remaja Pengguna Media Sosial," *Prosiding ...*, no. Query date: 2023-03-20 21:13:48 (2020), <http://download.garuda.kemdikbud.go.id/article.php?article=2495338&val=23800&title=Hubungan%20Body%20Image%20dengan%20Kecemasan%20Sosial%20pada%20Remaja%20Pengguna%20Media%20Sosial>.

language is the process of speaking, so social anxiety disorder has a close relationship with language learning. In 1920 the phenomenon of social anxiety was born in psychiatric studies. The Diagnostic and Statistical Manual of Mental Disorder (DSM) refers to it as Social Anxiety Disorder in the 1994 fourth edition of DSM-IV. This mention has the purpose of emphasizing that this disorder is quite serious. Based on the DSM-V it is known that social anxiety disorder is about feelings of fear or anxiety that are born by triggers in the form of situations that have the opportunity to make sufferers stare intensely at other people.⁹

Research has established that social anxiety disorder is a serious public health problem and causes certain symptoms that can be recognized even at an early age. Doctors and researchers are expected to carry out further studies related to this condition according to its development.¹⁰

In a study, information was obtained that as many as 61% of adolescents have social anxiety. Continuous social interaction makes it fall into the high category. These data reveal the fact that adolescents are quite sensitive to a social anxiety disorder that grows within them. In general, people who have this disorder often choose to isolate themselves and avoid social situations. So that all the desires that are embedded in the heart are just shackled there without being able to be expressed.¹¹

In some studies, people claim that social anxiety disorder is the same as social phobia. Social phobia is a feeling of fear and anxiety that crosses common boundaries in aspects of the social environment.¹² Social anxiety disorder can start in childhood or adolescence. Even if students grow up with a history of shyness since childhood, the level of

⁹ R Cederlund, "Social anxiety disorder in children and adolescents: assessment, maintaining factors, and treatment," no. Query date: 2023-06-14 11:33:38 (2013), <https://www.diva-portal.org/smash/record.jsf?pid=diva2:650125>.

¹⁰ MR Mohammadi dkk., "Social anxiety disorder among children and adolescents: A nationwide survey of prevalence, socio-demographic characteristics, risk factors and co-morbidities," ... *of affective disorders*, no. Query date: 2023-06-04 10:09:06 (2020), <https://www.sciencedirect.com/science/article/pii/S0165032719325790>.

¹¹ A S Situmorang, *Hubungan Antara Kecenderungan Narsistik Dengan Kecemasan Sosial Pada Remaja* (eprints.mercubuana-yogya.ac.id, 2020), <http://eprints.mercubuana-yogya.ac.id/id/eprint/9797/>.

¹² A Fatahillah dan T D Hastjarjo, "Penggunaan Virtual Reality Exposure terhadap Simtom Fobia Sosial pada Mahasiswa Saat Melakukan Public Speaking," *Gadjah Mada Journal of ...* (scholar.archive.org, 2021).

social anxiety disorder can be higher. One of the reasons for the recurrence of this disorder is when there is a traumatic social encounter.¹³

The urgency of studying the implications of social anxiety disorder for the improvement of *maharah al-kalam* for Arabic students is so that researchers can explain that social anxiety disorder as a psychological problem also has implications for students who are learning to improve *maharah al-kalam*. So that further research can be carried out to overcome these problems that may occur in various regions.

Discussion of problems in *maharah al-kalam* is often found in previous studies, but the problems discussed are related to language elements, not psychological problems. such as Wulandari's research "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab". The results of the research on students participating in the intensification of Arabic at IAIN Metro showed that in the practice of learning Arabic speaking skills, there were problems in the form of phonological errors, namely letters that occurred including pronunciation errors of letters whose pronunciation sounds similar.¹⁴ Another research by Aming Ma in his thesis on "Problematika Keterampilan Berbicara Bahasa Arab Pada Siswa Kelas IX Semester II di Bakong Pittaya School Patani Thailand Selatan Tahun Ajaran 2018-2019". The research results obtained by the researcher show that there are speaking problems in learning Arabic from a linguistic point of view, which include sound problems, sentence structure problems, writing problems, and others.¹⁵ M Thohir and J Imannisya also conducted research in the form of "Analisis Kesalahan Berbahasa Arab pada Percakapan Sehari-hari di Pondok Modern Asy-Syifa Balikpapan ". The method chosen and pursued carefully gives the result that grammatical errors in the average speech are caused by a lack of mastery of grammar, inaccurate wording, mistakes in speech, minimal

¹³ F R Kapailu dkk., "Penerapan Terapi Kognitif untuk Remaja yang Mengalami Fobia Sosial: Sebuah Kajian Kepustakaan [Implementation of Cognitive Therapy to Adolescent With Social ...," *Acta Islamica ...*, 2021, <http://alisyraq.pabki.org/index.php/aicra/article/view/84>.

¹⁴ N Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab," *Jurnal Al-Fathin* (download.garuda.kemdikbud.go.id, 2020), [http://download.garuda.kemdikbud.go.id/article.php?article=1764037&val=18847&title=Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab](http://download.garuda.kemdikbud.go.id/article.php?article=1764037&val=18847&title=Analisis%20Kesalahan%20Fonologis%20Dalam%20Keterampilan%20Berbicara%20Bahasa%20Arab).

¹⁵ A Ma, *Problematika Keterampilan Berbicara Bahasa Arab Pada Siswa Kelas IX Semester II Di Bakong Pittaya School Patani Thailand Selatan Tahun Ajaran 2018-2019* (repository.uinsaizu.ac.id, 2019), <http://repository.uinsaizu.ac.id/6495/>.

motivation to speak, and students' vocabulary far from many words.¹⁶ Observations, documentation, and interviews conducted by Ifi Erwhintiana and Abdul Basid in their journal entitled "Analisis Diagnostik Kesulitan Belajar *Maharah Kalam* Mahasiswa Bahasa dan Sastra Arab 2017 dalam Perspektif Edwin R. Guthrie" results in the causes of learning difficulties in *maharah al-kalam* namely lack of mastery of Arabic *mufrodat*, lack of mastery of nahwu-shorof rules, and lack of time management.¹⁷ In the thesis entitled "Problematika *maharah al-kalam* siswa kelas VII A di MTs Negeri 1 Brebes" by Sa'diana Rokhmany it is known that obstacles in *maharah al-kalam* include linguistic problems, vocabulary problems (*mufrodat*), problems pronouncing (sounds) Arabic, problems *Qawa'id and I'rab*, and the problem of *tarkib* (sentence structure).¹⁸

The five previous research works focused on issues that had a lot of influence from a linguistic point of view and each research was carried out with one participant in one place. So this research focuses on the psychological problems of Arabic language students who do not only discuss one subject, but students with different statuses and in various places. So that in this study the researchers examined the Implications of Social Anxiety Disorder on the Improvement of *Maharah Al-Kalam* Arabic Students in various cases.

METHOD

Based on the object being reviewed, this research is classified into a type of qualitative research that has a literary or library nature. Library research is research that is carried out through the method of gathering information, data, and mixed theories contained in the literature. A series of processes in this literature study are conducting a survey and analysis of the literature on the selected related themes.

This study uses the method of gathering data through documentation, namely data collection that is carried out use of journals,

¹⁶ M Thohir dan J Imannisya, "Analisis kesalahan berbahasa Arab pada percakapan sehari hari di Pondok Modern Asy-Syifa Balikpapan," *EL-IBTIKAR-Jurnal Pendidikan* ..., 2020, <http://repository.uinsa.ac.id/id/eprint/336/>.

¹⁷ I Erwhintiana dan A Basid, "Analisis Diagnostik Kesulitan Belajar Maharah Kalam Mahasiswa Bahasa Dan Sastra Arab 2017 Dalam Perspektif Edwin R.," *Guthrie. Universitas Negeri Malang*, no. Query date: 2023-06-03 21:08:20 (2017), <http://arab.sastra.um.ac.id/wp-content/uploads/2017/11/09-Ifi-Erwhintiana.pdf>.

¹⁸ Rokhmany, *Problematika Maharah Al-Kalam Siswa Di MTs Negeri 1 Brebes*.

articles, theses, and other scholarly search works without the need to carry out field research.¹⁹ The data source needed in this study is a secondary data source resulting from the results of the latest expert research through an online application called 'Publish of Perish'. The type of research data taken in this study is in the form of qualitative data. The results of data descriptions are narratives or descriptions, not in the form of numbers that can be studied through statistical procedures.²⁰

The next action is data analysis by conducting a systematic review and sorting the data to be entered. Content analysis based on Miles and Huberman's theory was chosen to analyze qualitative data with interactive and ongoing activities according to the stages of the research. These activities include; (1) Data collection, namely collecting, classifying, and identifying the data to be determined as a research source. As for this study, the data relates to the problems of social anxiety disorder and *maharah al-kalam* of Arabic students; (2) Data reduction, namely the process of selecting and focusing on important data. The selection of data in this process is carried out by collecting data on data disposal; (3) Data display, namely compiling conclusions from all data sources that have gone through the reduction process and formulating the data that has been found; and (4) Conclusion, namely describing and presenting the data that has been analyzed into a narrative as the conclusion of the examination results.²¹

From this series of steps, the final results can provide facts on the object under study, namely the Implications of Social Anxiety Disorder on the Improvement of *Maharah Al-Kalam* Arabic students.

¹⁹ RF Pringgar dan B Sujatmiko, "Penelitian Kepustakaan (Library Research) Modul Pembelajaran Berbasis Augmented Reality Pada Pembelajaran Siswa," *IT-Edu: Jurnal Information* ..., no. Query date: 2023-03-18 20:48:08 (2020), <https://ejournal.unesa.ac.id/index.php/it-edu/article/view/37489>.

²⁰ N Azkia dan N Rohman, "Analisis metode montessori dalam meningkatkan kemampuan membaca permulaan siswa sd/mi kelas rendah," *Al-Aulad: Journal Of Islamic Primary* ..., no. Query date: 2023-03-18 20:48:08 (2020), <http://journal.uinsgd.ac.id/index.php/al-aulad/article/view/7917>.

²¹ MB Miles dan AM Huberman, *Analyse des données qualitatives*, Query date: 2023-06-18 19:22:32 (books.google.com, 2003), https://books.google.com/books?hl=en&lr=&id=AQHRyJIAiPEC&oi=fnd&pg=PA7&dq=%22michael+huberman%22&ots=_3NKF3u13Y&sig=LeA3Hkh8Veztx2CZcsEpbQvHH_c.

RESULTS AND DISCUSSION

Social anxiety disorder is a psychological problem that is very susceptible to attack humans, including Arabic language learners, this condition can disrupt life processes for sufferers because it causes individuals to have difficulty interacting and communicating normally with other people, thus reducing the social abilities of the individual.²²

The results of the research that are presented next are phenomena that indicate the existence of social anxiety disorder in different subjects. When social anxiety disorder within them affects their ability to speak or communicate, then when they learn *maharab al-kalam* in learning Arabic, the process will be hampered. The following table is compiled based on research data from various sources after going through the content analysis process.

No.	Subject	Research Result
1.	Arabic Language Development Special Program Students	Not all faculties at the State Islamic University, students have educational backgrounds at Islamic boarding schools or madrasah aliyah. So their knowledge and skills related to learning Arabic are still relatively low, even almost nil. So, when they are in the midst of students with above-average Arabic skills, they lack self-confidence and are unsure of their ability to deal with new things, causing anxiety to speak Arabic. This anxiety arises because these students are not proficient in mastering the language they have learned. The signs of anxiety are the emergence of excessive and continuous worry or fear in living daily life.

²² OGA WARUI dan KSS OONUMA, "GAMBARAN PERILAKU SOCIAL ANXIETY DISORDER PADA TOKOH TOMOKO KUROKI DALAM ANIME WATASHI GA MOTENAI NO WA DOU KANGAETEMO," *repository.ub.ac.id*, no. Query date: 2023-03-20 21:13:48 (t.t.), <http://repository.ub.ac.id/166275/1/Fatha%20Shiyamti.pdf>.

		This is certainly evidence of social anxiety disorder in these students. ²³
2.	Arabic Language Education Students	The phenomenon of social anxiety disorder is also seen in the worry of Arabic Language Education students about bad reactions or replies that are likely to be received after speaking Arabic. So, these students experience fear when facing negative judgment, either from friends or lecturers. One of these negative assessments is scathing criticism from others and being labeled as not being able to speak Arabic. ²⁴
3.	Students Studying Arabic	Students who experience social anxiety disorder tend to show concern every time they communicate. So, he will feel uneasy and uncomfortable when communicating in a foreign language in front of other people, because he continues to maintain the prejudice that his language skills are very limited, namely speaking and listening skills. Students who are afraid of other people's negative judgments always think that criticism is a threat to themselves and a sign of failure. Errors in language are part of the learning process. ²⁵
4.	High School/ Vocational High	Feelings of inferiority and self-doubt are part of the symptoms of social anxiety disorder. Students who do not hold the title of graduating from a pesantren or madrasah

²³ RD Kurniawan, "... efikasi diri terhadap kecemasan berbicara di depan umum pada mahasiswa program khusus pengembangan bahasa Arab Fakultas Psikologi Tahun Ajaran ...," no. Query date: 2023-03-23 20:23:49 (2022), <http://theses.uin-malang.ac.id/36650/>.

²⁴ MI Alfian, N Niswah, dan ..., "Kecemasan Berbahasa untuk Ketrampilan Berbicara Bahasa Arab pada Tingkatan Perguruan Tinggi," ... *Pendidikan Bahasa Arab*, no. Query date: 2023-03-23 20:23:49 (2022), <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/14887>.

²⁵ FZ Sholeha dan S Al Baqi, "Kecemasan Peserta Didik dalam Pembelajaran Bahasa Arab," *Mahira*, no. Query date: 2023-03-23 20:23:49 (2022), <http://jurnal.iairm-ngabar.com/index.php/mahira/article/view/234>.

	School Alumni Students	alayah experience this condition more often. So they have never studied Arabic regularly before. These symptoms often form when they are in the classroom and participate in the process of learning Arabic with other friends who have sufficiently higher Arabic language skills. Because they view their knowledge and skills as too low and not comparable to other friends. So, they already think that they are not capable. ²⁶
5.	Orphanage Children	When observing children in orphanages. They show quite clearly unusual physical movements such as looking down, stiff movements, and unfocused eyes when asked to explain or tell their identity. When they meet new people who have never been met before in their environment, they give off trembling reactions and even insist on staying away from unacquainted crowds. So they don't like communicating. ²⁷
6.	Low Socioeconomic Status Teenagers	Adolescents who have low socioeconomic status also have anxiety when dealing with other people. The results of the interviews with MD (16) explained by the researcher, adolescents fall into the category of low socioeconomic status. He said that some obstacles and difficulties arose during intercourse in the presence of many people, moreover, the educational institutions he attended were filled with the majority of children with respected parents who had high socioeconomic status. MD revealed that he

²⁶ A S Sehra, "... LATAR BELAKANG PENDIDIKAN MAHASISWA DAN IMPLIKASINYA DALAM PEMBELAJARAN BAHASA ARAB INTENSIF: Problematika latarbelakang pendidikan," *El-Tsaqafah: Jurnal Jurusan PBA*, 2021, <https://journal.uinmataram.ac.id/index.php/eltsaqafah/article/view/3827>.

²⁷ WK Sari, N Jannah, dan V Afriyanti, "Identifikasi Permasalahan Kecemasan Sosial dan Penanganannya Pada Remaja di Pantu Asuhan," *Bulletin of Counseling ...*, no. Query date: 2023-03-20 21:13:48 (2022), <https://journal.kurasinstitute.com/index.php/bocp/article/view/177>.

		<p>didn't have many friends at school. It means he is not very familiar with friends. The cause of this condition is that he feels ashamed to interact and make friends with rich kids. He also did not dare to initiate communication when dealing with one of his schoolmates even though it was very necessary, the assumption that was firmly instilled in him was that his friends did not respect what he said and made it the butt of jokes. Even though he had never tried to prove it. Even the most severe condition as a result of social anxiety disorder is, he often intends to skip school and doesn't want to go to school just because of anxiety in dealing with his friends.</p> <p>28</p>
7.	Late Teens	<p>Late adolescents with all of life's problems tend to experience dependence and addiction to social media, both physically and mentally. The cause of the emergence of this addiction is that social media is quite effective in offering sophistication and attractiveness as a diversion from the problems and attacks of thoughts that he experiences. So, he often escapes from the real world to the virtual world. As a result, he has problems when required to communicate and interact with humans in the real world. The stiff and cowardly attitude that appeared to him made the opportunity to establish communication and collaboration lines increasingly eroded.²⁹</p>

²⁸ D Pratiwi, R Mirza, dan M El Akmal, "Kecemasan Sosial Ditinjau Dari Harga Diri Pada Remaja Status Sosial Ekonomi Rendah," *Al-Irsyad: Jurnal Pendidikan Dan ...*, 2019, <http://jurnal.uinsu.ac.id/index.php/al-irsyad/article/view/6734>.

²⁹ BK Santoso, I Noviekayati, dan AP Rina, "Kecemasan sosial pada remaja akhir: Bagaimana peranan adiksi media sosial?," *INNER: Journal of Psychological ...*, no. Query date: 2023-03-20 21:13:48 (2022), <https://aksiologi.org/index.php/inner/article/view/677>.

8.	Catatonic Schizophrenic Patients	Catatonic schizophrenic patients with closed personalities who limit themselves a lot, tend to be passive in all their actions. He always depends on the pressure and attention of others, this makes the patient often feel depressed when facing stressors. The patient's small social abilities encourage him to withdraw from the neighborhood. One of the reasons for this low social ability is the permissive parenting style of parents so that patients are never taught to recognize stress coping. Parents who have not cared about patients since childhood, are very passive, and rarely invite them to communicate have succeeded in making the patient a closed person and spending more time shutting himself in the room. So, even after he was a teenager he didn't communicate well with his family or the surrounding environment. The patient does not dare to express his opinion even in the most basic and simple words. ³⁰
9.	Children with Selective Mutism	The results of the interviews with several sources including parents and caregivers, it is known that N has been traumatized since studying at his old school. N witnessed at the school the teacher reviled his friend. This incident made him not dare to speak in class, which led to his fear of going to school. N is still a child who feels tormented with anxiety, dependence, timid, shy, sensitive, stiff, kept away from social situations, always avoids people's eyes, and is silent when asked to communicate. ³¹

³⁰ M F Al Amin, "Meningkatkan keterampilan sosial pasien skizofrenia katatonik melalui social skill training," *Procedia: Studi Kasus dan Intervensi Psikologi*, 2021, <https://ejournal.umm.ac.id/index.php/procedia/article/view/16455>.

³¹ D A P Koenarso, "Penerapan Safe Place Technique Dalam Menurunkan Gejala Kecemasan Pada Anak Yang Mengalami Selective Mutism," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 2020, <http://jurnal.uinbanten.ac.id/index.php/assibyan/article/view/2377>.

10.	Social Media Addiction Teens	The results of the study explained that dependence on the use of social media can cause adolescents to experience social anxiety. Ranging from moderate to upper-levels of social anxiety. The significant impact of social anxiety affects many productive adolescents, especially women who tend to suffer. ³²
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From Table. 1 can be analyzed regarding the factors causing the birth of social anxiety disorder as an obstacle to the increase of *maharah al-kalam*.

The first factor is not confident in one's abilities. A student with a lower *maharah al-kalam* than his friends often feel inferior to express his abilities even a little. So that he will not want to try to learn slowly. New students with little knowledge of Arabic and difficulty teaching material often experience this condition.

No matter how much an individual is capable if without self-confidence, they will not have self-motivation and feel worried about life's journey because they are always attacked by anxiety when interacting with other people. People with low self-confidence will try desperately to avoid places or opportunities that require them to create interactions with other people. This happened because he was afraid of other people making fun of him or blaming him. So, not having confidence in one's abilities is proven to be an obstacle to increasing *maharah al-kalam*.³³

The second factor is fear of being wrong. In the feeling of fear of being wrong, some students want to convey a message to others, but the feeling of fear of being wrong overtakes them so they will never be able to convey the sentence they want to convey.

The majority of students are afraid to speak in front of people for fear of making mistakes. They are afraid of being laughed at and

³² A Fitriana, "PENGARUH KETERGANTUNGAN PENGGUNAAN MEDIA SOSIAL TERHADAP PERILAKU KOMUNIKASI DAN KECEMASAN SOSIAL PADA REMAJA DI ... " (repository.unissula.ac.id, 2022).

³³ H Mutahari, "Hubungan antara kepercayaan diri dengan kecemasan sosial pada siswa kelas VII SMP Negeri 2 Kalasan Tahun Ajaran 2015-2016," *Jurnal Riset Mahasiswa Bimbingan Dan ...*, no. Query date: 2023-04-03 22:18:25 (2016), <https://journal.student.uny.ac.id/index.php/fipbk/article/view/995>.

humiliated After making mistakes with their friends. This can be seen when students feel shaky when the teacher assigns them to practice communication in front of the community.³⁴

If a student has instilled anxiety and fear of being wrong, then he will strongly reject the experiment of speaking Arabic. The feeling of fear of being blamed by the teacher or friends, makes him never catch the lesson from his mistakes. No one has succeeded in improving *maharah al-kalam* without experiencing errors. Worried about the negative response of others.

Students who experience social anxiety disorder cannot be separated from worrying about negative responses from other people. So when he spoke Arabic, he was afraid of being insulted, compared, and ostracized. Therefore, he will choose silence rather than risk getting such a bad response.

Research conducted by Nolan & Walters on measuring social anxiety using the Social Anxiety Scale For Adolescents (SAS-A) proves that one of the causes of the growth of social anxiety disorder is Fear of Negative Evaluation, namely the condition of individuals who are haunted by fear and think far about bad possibilities views and judgments of others.³⁵

The third factor is gap in economic status. Students with low economic status tend to feel embarrassed when dealing with friends from respected families. Feeling inappropriate and different from them. If this shame has grown in the heart, then the student will not be able to express his feelings when he wants to learn to improve *maharah al-kalam*

The cause of the student feeling embarrassed is that he feels his self-esteem is so low. Low self-esteem can give symptoms of social anxiety disorder. One sight that stands out is that she often avoids social contact. These people do not like going out of the house or going into crowds because they have a high sense of shame and consider criticism

³⁴ SLA Noerjanah dan A Dhigayuka, "Strategi Pengajaran Guru Dalam Mengatasi Kecemasan Berbicara Siswa," *Holistik*, no. Query date: 2023-04-06 15:41:08 (2020), <https://www.syekhnrjati.ac.id/jurnal/index.php/holistik/article/view/7623>.

³⁵ HM Inderbitzen-Nolan dan KS Walters, "Social Anxiety Scale for Adolescents: Normative data and further evidence of construct validity," *Journal of clinical child ...*, no. Query date: 2023-04-03 22:00:45 (2000), https://doi.org/10.1207/S15374424JCCP2903_7.

to be a disaster. This condition is certainly a big obstacle in developing *maharah al-kalam*.³⁶

The fourth factor is social media adiction. The level of use of social media which seems to be an addiction has been proven to influence interactions among two or more people. This relationship contains reciprocity and mutual influence based on mutual assistance. When social interaction is already degraded due to excessive use of social media, it can lead to the emergence of an abnormal social life. They will be haunted by shame, withdraw from the real earth, incident social anxiety, and feel alone. Increasingly, they are always trying to distract themselves from real-life interactions through social media.³⁷

This anxiety is getting worse when you have to talk to other people directly. So the willingness to hone *maharah al-kalam* is also nil.

The fifth factor is born to permissive parents. It is undeniable that only active parents are able and willing to give sincere social support to their children. This support is an important key that contributes to a positive impact on the personal growth and development of social, language, and motor skills in a child. If from an early age, a child does not receive support from his parents, then he or she will not be able to make true social adaptation. Because at that time, the social life around them influenced them. Supposedly at that time, they began to learn to know and like other people through social activities guided by their parents.

If the individual social development of children at that time is hampered, it will give result in the form of passivity and fear that surrounds them. They will also experience anxiety when they want to interact socially.³⁸

So, if students grow from permissive parents who rarely invite them to communicate since childhood and give the wrong parenting style. So the student becomes a closed figure. This self-closing attitude,

³⁶ SK Faizah, "Peran Harga Diri dalam Mengembangkan Kecemasan Sosial," *Taqorrub: Jurnal Bimbingan Konseling dan ...*, no. Query date: 2023-04-03 22:25:41 (2021), <http://jurnal.iairm-ngabar.com/index.php/taqorrub/article/view/203>.

³⁷ R Aditia, "Fenomena Phubbing: Suatu Degradasi Relasi Sosial Sebagai Dampak Media Sosial," *KELUWIH: Jurnal Sosial Dan Humaniora*, no. Query date: 2023-04-03 23:27:59 (2021), <https://journal.ubaya.ac.id/index.php/soshum/article/view/4034>.

³⁸ Y FAYAU, *HUBUNGAN KARAKTERISTIK DAN POLA KOMUNIKASI ORANG TUA DENGAN PERKEMBANGAN PERSONAL SOSIAL ANAK USIA PRASEKOLAH DI PAUD ...* (repository-kes.ukim.ac.id, 2022), <http://repository-kes.ukim.ac.id/id/eprint/264/>.

in addition to having the opportunity to be shunned by friends, can hinder students' language skills.

The sixth factor is experiencing trauma. Students who have observed an act of violence and yelling, whether it happened to themselves or others, are at high risk of experiencing trauma.

A series of bad memories due to human actions experienced by oneself and others is the cause of the most severe trauma. If the trauma of an embarrassing event has ever happened to oneself, then the individual will continue to be attacked by shame and consider himself cheap. People with stories of traumatic incidents often feel alienated, not considered, worthless and have little self-confidence.³⁹

The description above proves that traumatized students will feel discouraged when communicating or socializing with other people, especially if they are forced to use Arabic, which according to them is quite complicated. He would feel fear of terrible retribution if he tried to blend in more closely with others.

The seventh factor is used to live alone. A person who prefers to be alone will get used to living in solitude so he will lose the courage to meet strangers, let alone talk. Therefore, he will experience a social anxiety disorder.

A study also stated that people who have social anxiety disorder will have a higher feeling of loneliness due to difficulty regulating emotions.⁴⁰

The lack of courage and loneliness will make him also not dare to sharpen *maharah al-kalam*.

As for the symptoms that may arise when Arabic students try to learn to improve *maharah al-kalam* based on the data in the table. 1 of them; (1) Not feeling comfortable and uneasy; 2) Stiff in movement and attitude; 3) Difficulty making the eyes focus; (4) The body is shaking; (5) Sensitive; and (6) Avoid eye contact.

Based on the data above, it can be proven that social anxiety disorder has implications for increasing *maharah al-kalam* for Arabic students, namely as an obstacle for Arabic students in improving *maharah*

³⁹ K Aurel, *Perancangan Informasi Mengenai Social Anxiety Disorder Melalui Media Buku Motivasi Ilustrasi* (elibrary.unikom.ac.id, 2020), <https://elibrary.unikom.ac.id/id/eprint/3342/>.

⁴⁰ S Danneel dkk., "Loneliness, social anxiety, and depressive symptoms in adolescence: examining their distinctiveness through factor analysis," *Journal of Child and ...*, no. Query date: 2023-06-04 10:09:06 (2019), <https://doi.org/10.1007/s10826-019-01354-3>.

al-kalam. Because social anxiety disorder greatly affects students' communication skills and is not a psychological problem that can be underestimated

CONCLUSION

From the results of the research above, the researcher concluded that social anxiety disorder has implications for the upgrade in the *maharah al-kalam* of Arabic students. The factors that cause social anxiety disorder in students include not having confident to show their abilities, afraid of being wrong, worried about receiving negative responses from others, disparities in economic status, dependence on social media, being born into a permissive family, suffering from trauma, and feeling of loneliness. Students who experience social anxiety disorder will show symptoms in the form of sensation uncomfortable, stiff movements, unfocused eyesight, body shaking, sensitivity, and avoiding eye contact. When Arabic language students have a social anxiety disorder, they will automatically have difficulty communicating. This will certainly harm upgrading *maharah al-kalam* in students. Thus, it is hoped that the results of this study can act as a stimulus for Arabic language teachers to pay more attention to students and conduct research regarding ways to deal with a social anxiety disorder if there are Arabic language students who are known to experience these problems. This research can be developed for future research, namely regarding how to prevent and overcome social anxiety disorder that arises from various factors in this study.

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