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The Role of Peer Language Communities in The Development of Arabic Speaking Skills : a Phenomenological Study of Santri

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Abstract

This research aims to uncover the role of the peer language community in developing Arabic speaking skills based on the life experiences of female students at Pondok Pesantren Darussalam Blokagung. The research uses a qualitative approach with a phenomenological design to understand the subjective experiences of students in language community practices at Darul Lughoh Dormitory. Subjects were selected purposively based on their level of participation and the intensity of their use of Arabic. Data was collected thru semi-structured interviews, participant observation, and documentation, and then analyzed thematically using a phenomenological procedure. Data validity is maintained thru triangulation and member checking. The research findings indicate that the peer language community plays a significant role in developing Arabic speaking skills. Horizontal interaction creates a safe and supportive learning environment, allowing students to naturally observe, imitate, and negotiate meaning. Peer emotional support reduces language anxiety, boosts self-confidence, and strengthens the sustainability of language practice. Thus, the peer language community contributes to contextual, communicative, and meaningful Arabic language learning.

Keywords: Arabic Speaking Skills, Peer Language Community, Phenomenology, Santri

INTRODUCTION

Arabic is one of the foreign languages that holds a strategic position in the world of Islamic education, particularly in pesantren environments.(Howell et al., 2025) This language not only

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serves as a tool for communication but also as a key to accessing the treasures of classical and contemporary Islamic scholarship.(Sekarsari et al., 2024) Therefore, mastering Arabic, especially speaking skills, becomes an important part of the process of developing students' academic and religious competence.

Arabic language speaking skills are included in the category of productive skills that require the ability to express ideas orally accurately and contextually. (Prabowo & Hafid, 2024) Mastering these skills not only depends on understanding the grammatical rules that support accurate pronunciation, (Nasrullah et al., 2025) but also requires continuous practice, the courage to communicate, and active participation in real-life communication situations. Thus, speaking is a complex skill because it simultaneously involves linguistic, psychological, and social dimensions.

Holistic Arabic language learning encompasses four main skills: listening, speaking, reading, and writing, which are interconnected and mutually reinforcing.(Mufidah et al., 2025) The ability to communicate using the Arabic language is essentially a spontaneous habit that develops thru learning and repeated practice in a supportive environment. (Safrodin et al., 2024) Therefore, a language environment that is conceptualized and designed to actively encourage the use of Arabic is an important factor, so that Arabic no longer functions as a supplementary language, but is genuinely present in daily conversations. (Alshehri & AlShabeb, 2023)

In the context of pesantren educational institutions, the development of speaking skills is generally tailored to the ability level of the students, which are classified into beginner, intermediate, and advanced levels .(Pikri, 2022) At this point, the peer language community plays a strategic role as a space for social interaction that bridges differences in abilities among students. Advanced students often serve as linguistic models, while beginner students have the opportunity to learn thru meaning negotiation, language imitation, and implicit correction that occurs in daily interactions .(Muttaqin et al., 2024) The process of achieving speaking fluency does not happen automatically, (Sheikh et al., 2022) but is influenced by various internal and external factors, including the social environment in which students interact.(Putra et al., 2024)

In this context, the presence of a peer language community becomes an important element that bridges formal learning with everyday communication practices.(Hamid et al., 2024) Thru light conversation, collaborative activities, discussions, and implicit corrections, the language learning process unfolds as a collective social experience, simultaneously enriching the pragmatic sensitivity of students in language use .(Nawawi et al., 2025) Santri need social spaces that allow them to engage in language practice naturally, without excessive evaluative pressure. (An & Zheng, 2022)

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Several previous studies have examined the role of the environment and learning strategies in improving Arabic language speaking skills. Research by Insaniyah and Munawaroh showed that implementing gamification can increase oral participation while reducing language anxiety. (Basith et al., 2025) Research by Anyes Lathifatul Insaniyah and Ni Munawaroh also found that using word guessing games can modify kalam skills learning to be more interactive and enjoyable .(Insaniyah & Munawaroh, 2024) Additionally, Ulya et al., (2022) emphasize that the success of the linguistic environment is not solely determined by institutional policies, but also by the continuity of interactions between students within a small community that forms naturally. Mekheimer using a phenomenological(Mekheimer, 2025) approach, demonstrated that a sense of security, peer support, and group solidarity play an important role in building students' confidence in speaking Arabic .Rahmi et al., (2024)

Nevertheless, most of these studies still place language communities as part of formal programs or assess their success based on the intensity of practice and learning outcomes achieved. Research specifically exploring the subjective experiences of female students in interpreting everyday linguistic interactions within their peer community, particularly in the context of linguistic identity formation and speaking confidence, is still relatively limited. Additionally, the gender dynamics and unique social relations of female students in the pesantren environment have not been extensively studied thru an approach that focuses on the meaning of experience.

In the context of the Darussalam Blokagung Islamic Boarding School, particularly for female students, Arabic holds an important position as a religious identity, a symbol of Islamic intellectualism, and a medium for internalizing boarding school values. Although Arabic language learning has been structured, social reality shows that challenges still exist, such as limited space for practicing linguistic interaction, the diversity of students' initial abilities, and the dominance of their mother tongue in informal interactions. This condition creates a gap between mastering language structure and communicative speaking ability.

This situation gave rise to a peer language community as a social reality that naturally developed among female students (Tomás & Gonçalves, 2024). This community is formed thru daily interactions in the dormitory, joint study activities, and informal pesantren activities that allow for the repeated and contextual practice of Arabic. Thru the process of mutual imitation, indirect feedback, and shared meaning-making, speaking skills are formed as a meaningful collective experience. This language community not only serves as a space for linguistic practice but also as a social arena that builds solidarity, self-confidence, and the linguistic identity of female

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students.(Ali et al., 2025) This relational interpretation aligns with the philosophy of waḥdah al-wujūd in Nusantara manuscripts, which views knowledge as arising from collective life experiences.(Herdiansyah et al., 2025)

Based on this gap, this research offers novelty thru a phenomenological approach in examining the role of the peer language community on the development of Arabic speaking skills, focusing on the life experiences of female students in Islamic boarding schools. This research aims to deeply explore how the peer language community functions as a social arena that builds solidarity and naturally facilitates Arabic language acquisition, as well as enriches the study of Arabic language learning and second language acquisition theory within the context of humanistic, contextual, and sustainable Islamic education (Qari, 2021).

This research has limitations in the scope of informants, which only involves female students in the Arabic language development dormitory, so the findings are contextual and not intended for statistical generalization. The phenomenological approach emphasizes subjective experience, allowing for the emergence of the unique perspectives of peer language communities. Nevertheless, the strength of this research lies in its ability to deeply uncover the dynamics of interaction, the meaning of experiences, and the formation of the students' linguistic identities, which are often overlooked in quantitative studies.

METHOD

This study employs a qualitative approach with a phenomenological design to deeply explore and analyze the lived experiences of female students in their involvement in the peer language community and its role in developing Arabic speaking skills. The phenomenological approach was chosen because it allows the researcher to understand the subjective meanings constructed by the students thru conscious and reflective daily linguistic interactions, rather than merely assessing formal linguistic competence (La Kahija, 2017)(Setiawan et al., 2025).

This research was conducted at the Darul Lughoh Dormitory of the Darussalam Islamic Boarding School in Blokagung, which serves as an environment for Arabic language development for female students. The location was chosen based on the dormitory's characteristics, which make Arabic the primary medium of communication in the daily interactions of the students, thus providing an authentic context to naturally and intensively observe the dynamics of the peer language community.

The research subjects were determined purposively, considering the active involvement of female students in the language community, the intensity of Arabic language use in non-formal

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interactions, and the diversity of speaking skill levels(Creswel, 1998). Data collection was conducted thru semi-structured in-depth interviews, participant observation of language practices in dormitory life, and supporting documentation.

Data analysis was conducted in stages thru the processes of data reduction, data presentation, and conclusion drawing to identify essential themes representing the language experiences of the students(Ridder, 2014) Data validity was maintained thru technique and source triangulation, member checks, and peer discussions to ensure the credibility and consistency of the research findings.(Partelow, 2022.)

RESULT AND DISCUSSION

RESEARCH FINDINGS

PEER LANGUAGE COMMUNITY AS A SAFE SPACE FOR SPEAKING

The development of Arabic speaking skills in female students does not only depend on the methods taught by teachers in formal classroom learning, but is also supported by social interaction that takes place in the dormitory environment. The research findings indicate that the peer language community plays a significant role as a safe space for students to practice Arabic without fear of making mistakes or anxiety about pressure from authorities. The egalitarian atmosphere that naturally arises among peers allows students to experiment with language use, try out new sentences, and naturally correct mistakes thru daily interactions. This social context not only fosters courage to speak but can also strengthen the consistency of language practice on an ongoing basis, which is often difficult to achieve thru activities that take place in a formal classroom setting. In other words, the peer language community serves as a social mediator that facilitates contextual Arabic language learning, while also fostering the students' internal motivation to continue practicing and communicating. This is reinforced by the results of an interview with one of the female students at the Darul Lughoh Dormitory, who stated:

> *"When I speak Arabic with my friends, I'm not afraid of making mistakes. We remind andwingi tak keicorrect each other if we say something wrong, so I'm more confident in trying new sentences."*

This quote confirms that parallel relational interactions within the peer community provide a sense of psychological safety and social support, allowing students to practice Arabic more freely. Thru this experience, speaking skills develop not only technically but also psychologically, building confidence and comfort in using the language. Thus, the learning of Arabic at the Darussalam Blokagung Islamic boarding school, particularly in the Darul Lughoh Dormitory, is

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significantly influenced by the peer community, which serves as a natural social environment where students have the opportunity to practice Arabic intensively, meaningfully, and continuously.

LEARNING THRU OBSERVATION AND IMITATION OF PEER LANGUAGE

The peer language community contributes to speaking skills thru the processes of observation and imitation of language. Research findings indicate that students develop speaking abilities by observing their peers, imitating their peers' speech, making indirect corrections, and negotiating meaning in daily interactions. This activity arises naturally, for example, when students study in groups, discuss, debate current issues, or communicate casually in their free time. This process of observation and imitation fosters situational Arabic language acquisition and communicative practice, ensuring that each interaction serves as a meaningful learning opportunity. This mechanism confirms that the peer community serves as an optimal learning medium outside of formal class hours, providing space for students to naturally absorb language, correct errors, and enrich their vocabulary and sentence structure. The results of an interview with one of the female students at Darul Lughoh Dormitory strengthen this finding. The student stated:

> *"I often imitate the way my friends construct Arabic sentences when we chat or study in groups. If there's anything wrong with the vocabulary, my friend gently corrects me, so I can learn without feeling embarrassed or, even worse, pressured."*

This quote illustrates how direct observation of peers becomes a natural and effective learning strategy. In this way, students gain real language experience, are able to provide educational corrective feedback, and gradually develop their speaking skills. This finding confirms that the success of female students at Darussalam Blokagung Islamic boarding school in developing Arabic speaking skills is highly dependent on the social dynamics of the peer community, which provides behavioral models, direct feedback, and continuous practice opportunities. Thru the process of imitating the language of peers and adjusting meaning in this interaction, students not only master Arabic technically but also gain a deeper understanding of language use in their daily social context.

BOOSTING SELF-CONFIDENCE AND REDUCING LANGUAGE ANXIETY

Mastering Arabic speaking skills for female students not only involves the technical aspects of the language, but also significant psychological domains, such as confidence and a sense of

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security when speaking a foreign language. Research findings indicate that peer language communities play a significant role in reducing language anxiety, embarrassment, and fear of making mistakes. Emotional support from peers in the form of encouragement, positive reinforcement, and gentle reminders when mistakes are made helps students feel comfortable trying new sentences and experimenting with language structures. Group solidarity within the language community is a key element that shapes speaking courage, leading to the development of Arabic language skills not only technically but also psychologically. This process demonstrates that horizontal interaction among students creates an environment that supports mental growth, builds self-confidence, and fosters intrinsic motivation to continuously practice Arabic. One of the female students at the Darul Lughoh Dormitory confirmed this experience in an interview:

> *"When I speak Arabic with my friends, I don't feel embarrassed even if I make mistakes. My friends always encourage me and gently remind me, so I feel more confident trying new sentences."*

This quote shows how the social reinforcement from the peer community has a positive psychological effect on the students' speaking abilities. With emotional support, students are able to overcome the fear and anxiety that usually arise in language practice. This phenomenon shows that the peer language community not only serves as a space for linguistic practice but also as an arena for developing self-confidence and reducing anxiety. The success of forming Arabic speaking skills in female students at Darussalam Blokagung is highly dependent on supportive social interaction, where psychological aspects are key to achieving sustained courage and fluency in speaking.

RESEARCH DISCUSSION

PEER LANGUAGE COMMUNITY AS A SAFE SPACE FOR SPEAKING

The interpretation of these findings suggests that the presence of a peer language community serves as a social mediator supporting the overall development of Arabic speaking skills, both technically and psychologically. The emotional safety created in peer interactions allows students to experiment with language, build courage, and process and solidify language structures without fear of making mistakes. This perspective aligns with the theory proposed by Vygotsky in 1978, namely Sociocultural Theory(Lantolf, 2000), which emphasizes the importance of social interaction in learning. Thru scaffolding provided by others or peers in a social context, cognitive development is supported.

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Additionally, these findings support the concept of the Zone of Proximal Development (ZPD), where students' abilities develop more optimally when they receive support from more competent peers or those with similar language proficiency. The concept of a safe space within the context of a peer community is also relevant to the theory of Communities of Practice (Wenger, 1999), which emphasizes that learning occurs thru active participation in social practices, where community members share experiences, help each other, and collectively shape professional or linguistic identities.

Thus, social interaction within a peer language community is not merely a verbal exercise, but also a social-cognitive process that strengthens intrinsic motivation, builds self-confidence, and creates a conducive environment for continuous learning. This phenomenon confirms that the success of developing speaking skills in female students at Darussalam Blokagung Islamic Boarding School is highly dependent on a social ecosystem that supports authentic, contextual, and interactive language practice, integrating the principles of social pedagogy with the psychological dynamics of the learners.

LEARNING THRU OBSERVATION AND IMITATION OF PEERS

The interpretation of these findings suggests that Arabic language learning among female students does not occur in isolation thru formal instruction, but is formed thru social interaction that is participatory and collaborative. The process of observation and imitation carried out by students toward their peers is a natural form of social learning, where students acquire linguistic behavioral models, receive feedback, and adjust their speech according to the context of communication.

This perspective aligns with Social Learning Theory, which posits that individuals learn thru observing model behavior, imitation, and social reinforcement .(Bandura, 1997, n.d.) The use of peer feedback also indicates a scaffolding process, as explained in Vygotsky's Sociocultural Theory in 1978, where students' abilities develop optimally when supported by interaction with more competent or equal peers, allowing them to reach their Zone of Proximal Development (ZPD) .(Lantolf, 2000)

Additionally, these findings align with the concept of Communities of Practice, which emphasizes that learning occurs thru active participation in social practices, where community members imitate, collaborate, and internalize situational knowledge.(Wenger, 1999) This process of observation and imitation not only improves technical speaking skills but also builds an understanding of language use in pragmatic competence, social context, and effective

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communication strategies. Thus, success in efforts to develop Arabic speaking skills among female students at Darussalam Blokagung is highly dependent on the learning process thru social interaction within the peer community, which provides authentic feedback, models, and repeated experiences, while simultaneously strengthening internal motivation and understanding the socio-cultural context of the target language.

BOOSTING SELF-CONFIDENCE AND REDUCING LANGUAGE ANXIETY

The interpretation of these findings suggests that the Arabic language speaking skills of female students develop not only thru cognitive or technical aspects of the language, but also thru psychological dimensions influenced by social interaction within the peer community. The emotional support provided by peers thru gentle correction, encouragement, and positive reinforcement creates a sense of security and reduces language anxiety, making students more willing to experiment with new vocabulary and constructively correct their mistakes.

This view aligns with Vygotsky's in 1978 Sociocultural Theory, which emphasizes that cognitive development and individual competence occur thru social interaction and support from others or groups.(Lantolf, 2000) In this context, peers act as more knowledgeable others who provide psychological and linguistic scaffolding, enabling students to reach their Zone of Proximal Development (ZPD) in speaking Arabic. Additionally, these findings support the Communities of Practice theory,(Wenger, 1999) which emphasizes that learning occurs thru active participation in social practices, where community members support and strengthen each other's abilities.

Krashen's in 1982 concept of the affective filter is also relevant, as a social environment free from fear can also support the reduction of emotional barriers that typically hinder language learning. Thus, the peer language community not only provides a means for linguistic practice but also builds essential psychological capacities such as self-confidence, courage, and intrinsic motivation. This phenomenon confirms that the success of forming Arabic speaking skills in Darussalam Blokagung female students depends on the integration between social mechanisms, emotional support, and collaborative practices that create a safe, conducive, and sustainable learning environment.

CONCLUSION

Based on the findings from the research results and discussion, it can be concluded that the peer language community plays an important role in the development of Arabic speaking skills among female students at Darussalam Blokagung Islamic Boarding School, particularly in the Darul

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Lughoh Dormitory. This community has become a safe space that facilitates students to practice Arabic freely, without hierarchical pressure or fear of the consequences of speaking incorrectly. Horizontal interaction between individuals contributes to the creation of psychological comfort, making students more willing to experiment with new utterances, practice language structures, and consistently cultivate language practices outside of formal learning.

Additionally, the peer community serves as an effective medium for social learning thru observation, imitation, and the negotiation of meaning. Students learn by observing how their peers speak, imitating the expressions used by their classmates, and accepting any feedback and subtle corrections they receive directly from daily interactions. This process is considered capable of improving speaking fluency, enriching vocabulary, and situationally maturing students' pragmatic communicative competence. This finding confirms that learning Arabic does not solely rely on formal instruction, but rather grows thru the active participation of students in authentic and sustainable social practices within the community environment.

Furthermore, the peer language community also plays a significant role in the psychological development of students, particularly in terms of self-confidence and reducing language anxiety. With emotional support, group solidarity, and positive reinforcement, students can overcome their shyness and fear of speaking Arabic. Thus, it can be concluded that the success of developing female students' speaking skills is not only determined by mastery of technical linguistic aspects, but also by a supportive and conducive social environment. Peer language communities function as social mediators that integrate cognitive, linguistic, and psychological aspects, making Arabic language learning more meaningful, contextual, and sustainable.

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