

INCREASING STUDENTS' SPEAKING SKILLS THROUGH *MUHADHOROH* ACTIVITY IN NAHDLATUSSUBBAN BOARDING SCHOOL

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Abstract

This research aimed to find out the effectiveness of *Muhadhoroh* activity in increasing the students' speaking ability. This research is descriptive and qualitative. *Muhadhoroh* is an activity that involves students giving a speech in many languages in front of audiences. The researcher spread the questionnaire using paper media. The researcher collects the data on 10 February 2023. This study was conducted on a sample of 63 respondents from Nahdlatussubban Islamic Boarding School in Pacitan. The respondents are still of school age. The researcher used simple random sampling as a sampling technique. From the result, the researcher found that 84,13% (53 respondents) experienced becoming speakers in *Muhadhoroh* activity and 15,87% (10 respondents) are never experiencing becoming speakers in *Muhadhoroh*. The researcher also knows from the result that 97% (61 respondents) assume that *Muhadhoroh* can enhance their speaking skills. 3% (two respondents) are assumed that *Muhadhoroh* not increasing their speaking skills.

Keywords: *Speaking skills, Muhadhoroh, Public speaking*

Introduction

The average ability of Indonesian people is still considered low in communicating in public compared to other countries, but this ability continues to increase (Oktaveri, 2015). Even though the ability to speak and appear in public can be trained and learned (Novita et al., 2020). In general, communication has a role to determine the motion of life. Almost all activities both individually and in groups, socially, culturally, politically, economically, religiously, and relations between nations are carried out through communication (Umyun et al., 2023) Humans born in the world function as individual beings at the same time socially beings (Rafid, 2019). As individual human beings have personal space that is not shared with others and as for social beings' humans always interact with each other (Jamaludin, 2017).

Carrying out their role as social beings, humans certainly need communication between humans can interact with each other give each other comprehension and respond to message (Aldiyansah, 2021). According to (Pahrudin, 2020), that communication has an important function in human life social being. Communication activities can be divided into two kinds, namely the formal and the formal and non-formal (Patiung, 2017). Communication in the formal realm means conveying information to interlocutors in official forums, with certain themes and with manners as well as official costumes, whereas communicating in the non-formal realm, means conveying information to the interlocutor unofficial situation (Maisarah, 2016).

Communication skills can be a provision for a personal career and social. Not everyone can communicate well naturally. Guidance and communication training is needed to improve skills for someone to be able to communicate well, especially internal abilities in rhetoric or public speaking. Public speaking is a person's ability to speak in public properly so that the message can be clearly conveyed and the purpose of speaking is immediately obtained Public speaking included in the communication studies family which includes discussing, debating, speeches, chairing meetings, presentations, moderator, master of ceremony and presenter as well as someone's ability to be able to speak in public, groups or individuals who need to use appropriate speaking strategies and techniques (Khoriroh & Muhyadi, 2015).

To achieve success in public speaking, it is necmadras continuous development of

potential for young generations. School is one of the containers that are expected to be able to print generations with good public speaking skills. Students are agents of change, is students must be able to change bad civilizations based on moral values and ethics under the vision and mission of the school. Students must be able to plunge into the middle of a pluralistic society that has thousands of different characteristics in everyone. So, it becomes a challenge for a student when he comes home from school (Frimayanti, 2022).

To practice public speaking, many methods can be used, such as methods carried out by school, especially special class dormitories, among others such as the method used by the special in Nahdlatussubban boarding school namely by using extracurricular *muhadhoroh*. *Muhadhoroh* is an activity or practice of speeches or lectures that are emphasized the skills of students using foreign languages. The technique of using words or language effectively is the skill of choosing words that can affect the communicant according to the situation and condition of the communication. According to (Setiawan, 2015) means that it *muhadoroh* is easily adapted to the situation and conditions and the time available if the limited time of material can be shortened and vice versa if the time allows as much as possible and more profound material can be delivered.

Students in Nahdlatussubban boarding school really need to study public speaking considering the condition of the community and the problems are very dynamic, not to mention the presence of various propaganda channels. We can state that *muhadhoroh* activities are not only useful in boarding activities *Muhadhoroh* can also help shape the character of students who are brave, assertive, respect other people's opinions, ladder to change, and work under pressure. *Muhadhoroh* is an activity that needs to be done in an educational institution because it can improve students' ability to speak in public or what is commonly called public speaking (Ajizah et al., 2021).

The problem in Nahdlatussubban boarding school is that students still have difficulty speaking well in public. There are many reasons behind the problem in improving students' public speaking skills through *muhadhoroh* activities : (1) students do not realize the importance of public speaking in life as self-sufficiency in the current era of globalization and the future coming, (2) the lack of methods used so that the speech is lacking varied, (3) lack of self-confidence of students in public speaking, (4) difficult students in memorizing speech texts and lack of public speaking skills, and (5) students are not able to master the audience (listeners) when giving a speech. Based on the problems in Nahdlatussubban boarding school continuous training and coaching is a step tough public speaking training with *muhadharah* activities, it is hoped that students can understand the speaking, material understanding, stage mastery, and understanding of the audience and can Increase students' speaking skill through *Muhadhoroh* activity in Nahdlatussubban boarding school.

Method

This research is using descriptive qualitative research method because the researcher wants to describe and elaborate on the implementation of the *Muhadhoroh* program as media to enhance the students' public speaking skills in Nahdlatussubban Islamic Boarding School, Pacitan. The researcher is taking the data from two schools that are still under the Nahdlatussubban Foundation, there are Nahdlatussubban Junior High School and Nahdlatussubban Islamic Senior High School. The primer data is the students' responses to the questionnaire. For the data collecting technique, the researcher is using a paper-based questionnaire by giving a series of questions that correlate to the research subject. The researcher collected data on February 10, 2023. There are 15 questions in the questionnaire. The sample of this research is the students in Nahdlatussubban Islamic Boarding School that have been experiencing the *Muhadhoroh* Program (63 students). The secondary data is from observations.

Findings and Discussions

3.1 Santri and Public Speaking

3.1.1 The students' experience of public speaking

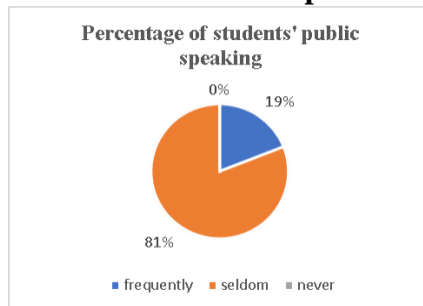


Figure 1. Percentage of students' public speaking experience

The first focus of this research, the researcher wants to know about the students' public speaking at Nahdlatussubban Islamic Boarding School. Figure 1 shows that 81% of respondents (51 students) seldom to speaking in public. They are rarely involved in events that required speaking skill ability. There are several reasons why they seldom to speaking in public. First, lack of media to enhance speaking skills. Even in learning activities in school, the teachers have rarely implicated students in activities that will enhance students speaking skills, such as presentations, discussions, practicing speech, and so on. Many teachers in Nahdlatussubban still use the lecture learning method. So, the teacher is the center of the learning activity.

Second, No speaking skills tutoring program in particular. In Nahdlatussubban there is no specific program that will guide the students to enhance their speaking skills. It is caused by a lack of teachers or tutors who can tutor the speaking skills of the students in Nahdlatussubban. As a result, lack of students who have public speaking skills well. So, when there is an event or competition only delegate the same student to the previous event. The 19% (12 students) are often experiencing public speaking. They often follow some events such as a master ceremony or presenters and also they follow some competitions like speech contests, storytelling contests, and debate contests.

3.2 Muhadhoroh as a Program to Increasing Speaking Skill

3.2.1 The implementation of Muhadhoroh in Nahdlatussubban Islamic Boarding School

The Muhadhoroh program in Nahdlatussubban become a monthly program that is held once a month. The committees of this program are students from grade X senior high school and grade VII junior high school the assistant committee. The first step of implementing the Muhadhoroh program is the preparation step. The committees will discuss the Muhadhoroh event, starting by setting the date of the event, determining the student's turn to give a speech, determining the language that will use in the speech, and discussing the location of the performance stage. Several languages will use in students' speech, such as the Indonesian language, English language, Arabic language, and Javanese language. The committee will draw the language that will be used and raffle the order of performance. Then, The performer will prepare the material for the speech.

how long the students' preparation for speech

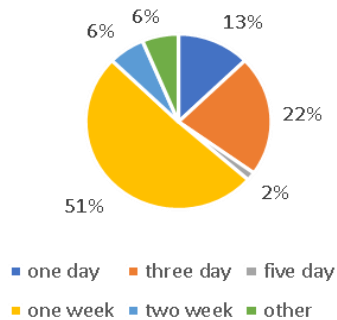


Figure 2. The percentage of students prepared for the speech

The researcher gives a question about how long for performers to prepare their speeches in Muhadhoroh. 51% of respondents (32 students) are preparing the speech for a week. 22% of respondents (14 students) are preparing their speech for three days. 13% of respondents (eight respondents) are preparing their speech in one day. 6% of respondents (4 students) are preparing their material for speech in two weeks. Four respondents are not answering because they not giving speeches yet.

Table 1. Students' obstacles during Muhadhoroh preparation

The obstacles	Number of respondents
Difficulty in material preparation	11
Getting nervous early	22
Committees' difficulties in preparing the event	11
No obstacle	12
Others	7
Total	63

As can be seen in table 1, students in Nahdlatussubban have some obstacles during preparing for Muhadhoroh. 11 respondents said that they have difficulties when preparing material for speech. The lack of media for searching the material becomes one of the factors. Students in Nahdlatussubban are forbidden to bring communication tools and electrical stuff such as laptops, handphones, audio speakers, and so on. So, usually, they use the reference book or borrow the teacher's laptop, but it has limited time. 22 students are getting nervous even before they perform on stage. Not only the speaker in *Muhadhoroh* but also the committees have problems preparing for this event. The committees' obstacles such as lack of coordination between other committees, problems when setting up the stage, problems when setting up the sound system, and coordinating the participant. 12 respondents said that they have no obstacles when preparing the *Muhadhoroh*.

After the preparation step, the students are performing a speech at Muhadhoroh event. They must perform for seven minutes long in front of the audience, there are other students and their teachers. After the event is over, the committees and participants held the evaluation as a medium for reflection and to find out the weakness of the committees and participant and revise it.

3.2.2 Can Muhadhoroh improve the students' speaking skills?

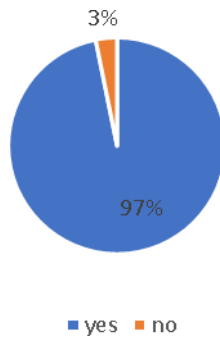


Figure 3. Students' responses about can Muhadhoroh improving speaking skills.

This research's main focus is the *Muhadhoroh* activity as a medium to improve students speaking skills. The researcher asked the students' perception of the *muhadhoroh* activity, can *Muhadhoroh* increase the students' speaking ability? Figure 3 shows that 97% of respondents (61 students) state that *Muhadhoroh* can improve their speaking skills. 3% of respondents (two students) consider that *Muhadhoroh* can not improve their speaking skills. The researcher also gives an open-ended question about their opinions on why *Muhadhoroh* can improve speaking skills.

Table 2. Students' opinions about Muhadhoroh

The reasons	Number of respondents	Percentage
Can increase self-confidence	18	29%
Strengthen mentality and courage	33	52%
Make a habit of speaking well	5	8%
Other	4	6%
Not answering	3	5%
Total	63	100%

Table 2 shows that according to 29% of respondents (18 students), the reason why *muhadhoroh* can improve speaking skills is that *muhadhoroh* can increase self-confidence and courage when speaking especially in public. Self-confidence is a very considerable thing when speaking in public because the speaker needs enough self-confidence to face the audience. According to (Aldiyansah, 2021) *Muhadhoroh* activities have a role that enhancing calmness and self-confidence. 52% of respondents (33 students) said that *Muhadhoroh* is a medium to strengthen mentality and courage. They assume that they are braver and more prepared when speaking in public because they have experience in delivering a speech in *Muhadhoroh*. 8% of respondents state that *Muhadhoroh* can enhance their speaking ability (make a habit of speaking well) because when students practice speaking more, their speaking will be better. Students will more aware of their errors in speaking when they more practice and try to fix these errors (pronunciation, grammatical).

3.2.3 The students' obstacle in Muhadhoroh

In *Muhadhoroh* activity, it required the public speaking ability to speak in front of an audience. But, in practicing public speaking speakers have obstacles or problems when facing the audience. According to (Brown, 2017) there are some problems in public speaking such as lack of confidence, lack of attention to the audience, lack of organization, lack of preparedness, and lack of time management. The respondents also have some obstacles in *Muhadhoroh*.

Table 3. The students' obstacles when delivering a speech

The obstacle	Number of respondents
Getting nervous	44
Difficult in speaking (spelling,	8

pronunciation)	
No obstacle	5
Others	6
Total	63

Table 3 shows that 44 respondents are getting nervous when they deliver a speech in *Muhadhoroh*. That is a common problem when students deliver a speech. It correlates with the student's self-confidence. Higher confidence that students have will enhance their public speaking ability. Their speaking will be enjoyable, flow, and not nervous when facing the audience. Sadly, in *Muhadhoroh* many students still don't know how to manage their nervousness. They can suddenly forget the focus of their speech. Many students still choose to produce humming when they got nervous and lost in what they will say. Difficulties in speaking are also included in obstacles in delivering the speech. As can be seen in table 3, eight students are got difficulties speaking. It includes difficulty in spelling and pronunciation. Moreover, when students deliver speeches in foreign languages like English or Arabic languages. It needs more attention because it has many tricky words and is difficult to speak. Five respondents have no obstacles because they have no experience to deliver a speech in *Muhadhoroh*.

3.2.4 The student's need for a mentoring session in Muhadhoroh

With the all obstacle above, the researcher thinks that the students need mentors to help with the preparation step before *Muhadhoroh*. The researcher gives a question about how students need a mentor or mentoring session before *Muhadhoroh*.

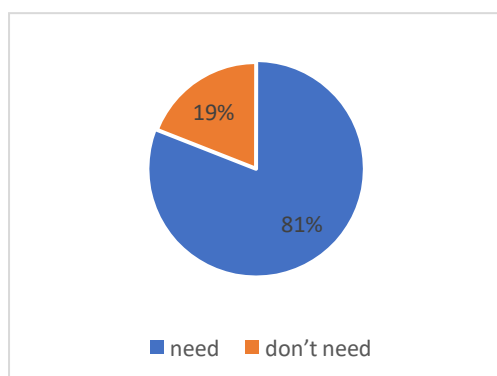


Figure 4. The percentage of students who need a mentor

Figure 4 shows that 81% of respondents (51 students) need a mentor to help prepare for *Muhadhoroh*. They said the mentor can help to teach how to speak well in public, how to write the material for speech, and teach the pronunciation or *makharijul huruf*. It definitely give a big impact on students instead of students preparing for themselves. 19% of respondents (12 students) are not required of a mentoring session because they said that they can prepare themselves for *Muhadhoroh*.

Conclusion

The result shows that *Muhadhoroh* is one of activity that can improve students speaking skills, especially in public speaking, because in *Muhadhoroh* students will practice delivering a speech in front of the audience. 97% of respondents said that *Muhadhoroh* can improve speaking skills, and 3% of respondents said otherwise. The biggest student obstacle in *Muhadhoroh* is getting nervous when delivering a speech. Proven by 44 respondents said that they get nervous when they deliver a speech. Eight respondents are having difficulties in speaking especially in spelling and pronunciation. 81% of respondents need the mentoring session before the *Muhadhoroh* is held. They said the mentoring session will help students to prepare their speech for *Muhadhoroh*.

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