

**THE IMPLEMENTATION OF “MUHADHARAH PROGRAM”  
TO IMPROVE THE STUDENTS SPEAKING ABILITY AT  
ISLAMIC BOARDING SCHOOL**

**THESIS**

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## SURAT PERNYATAAN KEASLIAN

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**The implementation of “muhadharah program” to Improve the Students Speaking Ability at Islamic Boarding School**

adalah benar-benar karya saya, Kecuali semua kutipan dan referensi yang di sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2024

Saya yang membuat surat pernyataan



Tiara Ulfa Munanda

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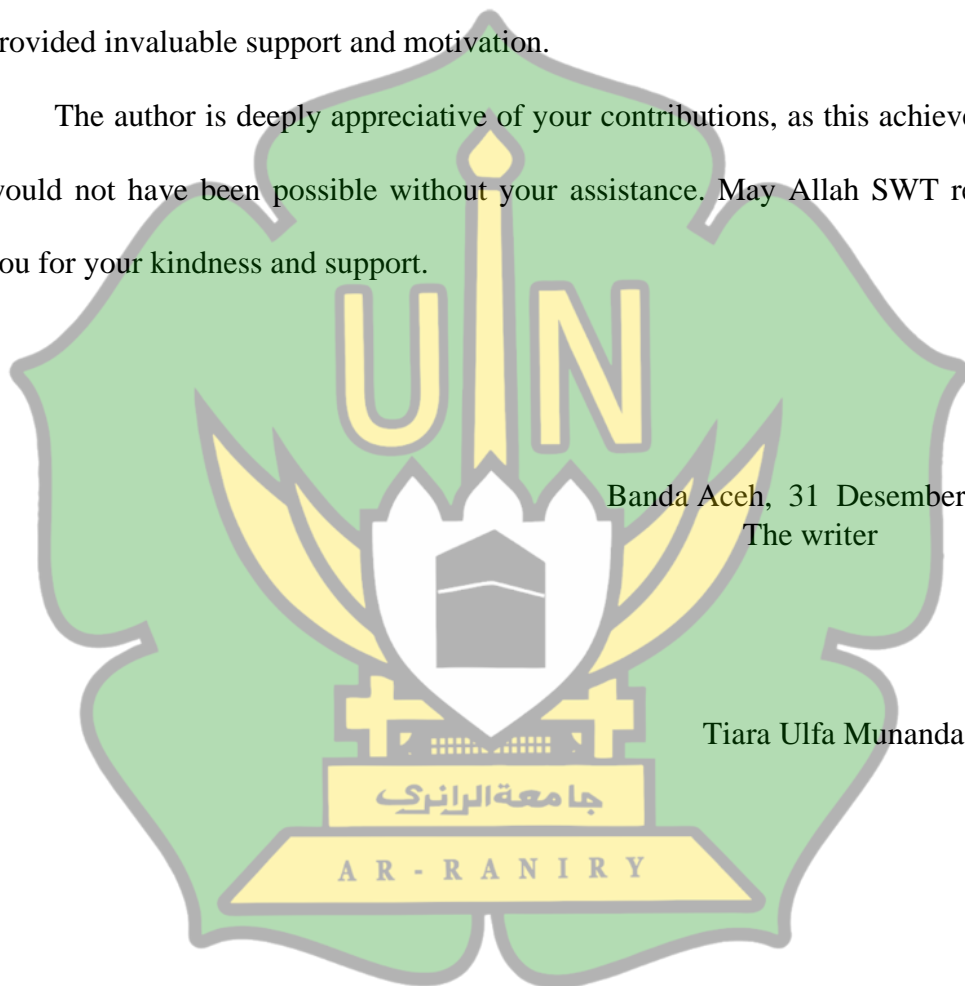
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## ABSTRACT

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This study examines the implementation of the muhadharah program to enhance students speaking abilities at an islamic boarding school. The muhadharah program, a structured public speaking activity, aims to build students confidence, improve communication skills, and develop proficiency in delivering formal speeches. This study used qualitative approach. The study explores how the program impacts students speaking abilities. The subject of this research were eight students of Dayah Insan Qur'ani. Interviews were used to collect data. The findings shows that the implementation of muhadharah program, improved students' speaking ability. The strategy is to make a muhadharah schedule, make and correct speech texts, practice speaking before performance. Inhibiting factors include lack preparation, boredom among participants, and lack of discipline. The supporting factors include the training of self confidence, improving students speaking, increasing vocabulary and the training of discipline. It can be concluded that Muhadharah program encourages active participation of students, which contributes to the development of public speaking skills. Therefore, the Muhadharah program can be considered as one of the effective methods in improving students' speaking abilities at Islamic Boarding School.



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Islamic boarding school is an integrated educational institution where students are taught not only islamic science but general knowledge as well. The students are provided a dormitory to stay under the guidance of teachers. Dayah Insan Qur'ani is one of the islamic Boarding school located in Aneuk Batee, Sukamakmur, Aceh Besar. This Islamic boarding school offers many extracurricular programs and one of which is muhadharah or public speaking.

Public speaking is considered an important program which must be participated by every male and female students once a week. This important extracurricular is offered for the students to practice their speaking skills in front of audience. The students can improve not only the skill of speaking but also how to convince the audience about the subject they present.

However, to deliver a speech in English in front of audience is not easy for EFL learners to master. It needs practice and persistence. Many people can speak English fluently with their peers mates but fail to speak in front of public. Therefore, to be a good public speaker needs continuous practice and to really understand about the subject he/she is going to present.

Some previous studies have been conducted to explore Muhadharah sebagai training public speaking di pondok pesantren pancasila kota Bengkulu. Khairum (2019). The focus of the problem studied is the process and benefits of Muhadharah at the Pancasila Islamic boarding school in Bengkulu city with the

limitation of the problem on the speech delivery officer. The type of research is qualitative, data is collected using observation, interview, and documentation methods, data analysis techniques using the Miles and Huberman model. The results of the study show that Muhadharah activities improve the public speaking skills of students.

Another study was conducted by Rahmawati (2024). This research describes the implementation of muhadharah which aims to improve English speaking skills among students at SMAN 1 Jetis. The study analyzed the implementation process, 1) Master of ceremony, 2) Recitation of the holy verse of Al-qur'an, 3) Speech, 4) Entertainment, 5) Evaluation. This study also found supporting factors such as support from oneself and teachers, a representative muhadharah venue. While inhibiting factors such as student tardiness and some students do not want to be appointed as orators. Solutions such as improved time management and conditioning of participants were proposed to overcome these challenges. Overall, this study sheds light on the dynamics of muhadharah implementation in fostering English proficiency among secondary school students.

Conducting a research on the implementation of muhadharah program at Insan Qur'ani islamic boarding school is of importance to reveal if this program can improve students speaking ability or not.

## **B. Research Question**

1. How are muhadharah activities carried out at Dayah Insan Qur'ani?
2. How does muhadharah program influence students speaking ability at boarding school?

### C. Aims of The Study

This research aims are:

1. To find out the muhadharah activities carried out at Dayah Insan Qur'ani
2. To find out the result of the Implementation of muhadharah program to Improve students speaking ability

### D. Significance of The Study

The result of this research can give better contribution to improve the implementation of muhadharah program at boarding schools, specifically Insan qurani Islamic boarding school. The present study hope to provide information about all the factors that can improve students English speaking skills through muhadharah and help students convey their suggestions regarding the implementation of muhadharah. Apart from that, students also can learn factors that can make them improve their public speaking skills ability from muhadharah activity.

### E. Research Terminology

#### 1. Implementation

Implementation, in a general sense, refers to the process or act of carrying out or implementing a plan, decision, or idea into practice. In many contexts, implementation refers to the effort to bring a previously planned or approved concept or policy to fruition, and ensure that all elements involved are running in accordance with the stated objectives

## 2. Muhadharah Program

The Muhadharah Program in this study refers to the public speaking activity carried out on Saturday at Insan Qur'ani Islamic boarding school every Saturday night. This program is guided by the English teacher staying at the school with students. The purpose of this extracurricular program is to train the students to have a good command of public speaking ability

## 3. Islamic Boarding School

Islamic boarding school in this research is refer to Insan Qur'ani Islamic boarding. It is an integrated islamic boarding school in which the students are taught not only islamic science but general subject as well.

## 4. Speaking Ability

Speaking ability in this study refers to the Insan Qur'ani students. English speaking ability used in their daily activities at the school. The goal for students are able to speak and with speaking skills, students an express opinions well. Speaking ability relates to the students ability in expressing their ideas orally which is represented by the scores of speaking. Speaking ability can converse or to express the students ideas fluently which precise vocabularies and good or acceptable pronunciation.



## CHAPTER II

### LITERATURE REVIEW

#### A. Muhadharah

##### 1. Definition of Muhadharah

Muhadharah means a lecture or speech (Al-Munawwir, 2012). In general, muhadharah is defined as a way of conveying information from one person to another using verbal means. Muhadharah is the process of conveying information from one person to many people that have been previously prepared (Rumpoko, 2012). Apart from that, Sulaiman (2017) also provides the definition of muhadharah as a means of speaking in public with certain goals and purposes, so that it can be concluded that when delivering a speech you must have a specific goal and purpose that you want to convey to a large audience

Muhadharah is an activity that needs to be done in an educational institution as it can improve the students ability to speak in public or what is commonly called public speaking. Public speaking also teaches us how to communicate in different places and situations, in the right way and method. By knowing this, we can be judged by others as educated people. Many of us can overcome nervousness when speaking, but skills do not end there. There are many proper ways and methods, which we must know, such as when we are giving a speech, giving a lecture, in a meeting, and so on. We also have to be able to make the listener really pay attention and understand what we are saying. Muhadharah is an extracurricular activity held at Islamic boarding schools. This activity has the potential to improve the student's public speaking skills. However, some

challenges must be considered. Several strategies can be applied to solve these challenges. This study is limited in location and the number of participants who are only in one Islamic boarding school and the type of research instrument. It is recommended for further research to be able to conduct similar research by adding variations of research instrument (Brown & Smith, 2021).

Muhadharah is an educational activity that focuses on verbal communication, typically in the form of speeches, lectures, or public presentations. It is an essential practice in many educational institutions, particularly in Islamic settings, as it serves to improve students' oratory skills, self-confidence, and ability to present their ideas clearly and persuasively. By practicing muhadharah, students are trained to articulate their thoughts effectively in front of an audience, a skill that is invaluable both in academic environments and in real-world interactions. This activity enables students to engage in critical thinking and enhances their ability to structure and deliver a coherent message (Khan & Ali, 2018).

In the context of Islamic education, muhadharah holds additional significance. It is seen as a means of conveying knowledge while maintaining the principles of respect, humility, and ethical communication as outlined in Islamic teachings. The act of public speaking in Islam is often linked to spreading knowledge in a responsible and beneficial way. As such, muhadharah not only helps develop effective communicators but also serves as a way to impart Islamic values through discourse. The delivery of lectures or speeches can revolve around

religious teachings, social issues, or moral guidance, making muhadharah a powerful tool for both educational and spiritual development (Hassan, 2003).

One of the key aspects of muhadharah is that it encourages students to engage with a subject deeply. Preparing for a muhadharah requires thorough research, organization, and critical analysis of the topic at hand. This process enhances students' cognitive abilities and sharpens their analytical skills. Additionally, the practice of delivering a speech demands that students anticipate potential questions, objections, or areas for clarification, thus refining their capacity for problem-solving and improving their public speaking abilities. This intellectual engagement is beneficial not only in improving communication skills but also in fostering a deeper understanding of the subject matter (Brockriede, 1972).

Muhadharah also plays a significant role in developing leadership qualities among students. The act of standing in front of an audience and delivering a speech or lecture requires a level of authority, presence, and confidence. These qualities are fundamental for leadership, as effective leaders must be able to express themselves clearly, inspire others, and lead by example. By practicing muhadharah, students learn how to project confidence, command attention, and communicate with impact, all of which are essential traits for leadership. Moreover, the opportunity to lead discussions or presentations helps students develop a sense of responsibility, as they are tasked with guiding and educating others through their words (Nourhouse, 2018).

In addition to improving communication and leadership skills, muhadharah also encourages social engagement and collaborative learning. When preparing for muhadharah, students often work in groups, exchanging ideas, refining arguments, and providing feedback to one another. This collaborative process fosters teamwork and helps students learn how to listen to others, accept constructive criticism, and engage in meaningful dialogue. Furthermore, the opportunity to present ideas to a diverse audience encourages students to be open-minded and consider various perspectives. These social interactions are essential for developing empathy, respect, and understanding in a multicultural and diverse society (Jamil & Rahman, 2018).

Finally, muhadharah can contribute to the broader educational and cultural environment within an institution. When students engage in public speaking, they share knowledge, perspectives, and experiences that can enrich the intellectual and cultural life of the entire community. The practice of muhadharah helps create an atmosphere of learning and intellectual exchange, where ideas are freely expressed, discussed, and debated. This dynamic exchange of ideas is essential for academic growth and helps create an environment in which students can refine their understanding of the world and their role within it. By encouraging students to engage in such activities, educational institutions promote a culture of active learning and critical thought (Al-Bukhari, 2014).

## **2. The Purpose of Muhadharah**

The muhadharah program is held as a student program to develop interests and talents so that students are able to develop their potential. Such as the skill of

speaking in front of the public (public speaking) becomes even better and is able to shape the character to become more confident, so it is hoped that when students are in society they will be used to public speaking like preaching like a preacher who conveys his preaching message. This is in line with Wren's theory which explains that public speaking is the process of designing and sending a message to an audience (Beebe & Beebe, 2018).

Increasing students' public speaking skills cannot be separated from the role of the muhadharah program. Muhadharah program has a role in helping to improve the public speaking skills of students. The facts found about the role of the muhadharah program are in the form of increasing self confidence, making it easier to create material, being sensitive to the purpose of the discussion and finally playing a role in delivering and presenting the material so that it seems lively and interesting. The role of the muhadharah program will bring students success in public speaking (Cawley, 2018).

The aim of muhadharah is for individuals, in this case students, to develop themselves, get to know themselves, get to know their living environment, and carry out an evaluation of themselves and the direction of their own lives. Apart from that, the aim of muhadharah is also to train students mentally to have the courage to speak in front of many people, develop students' courage, teach them how to make good speeches, and practice how to convey the content of the material clearly. It can be concluded that the function and purpose of muhadharah is to provide information, convey messages, educate and remind listeners of

Islamic teachings, as well as to train the mental and courage of students to be good at speaking in front of many people (Ainayah, 2019).

One of the main objectives of Muhadharah activities is to effectively communicate information or knowledge to an audience. In this context, a speaker strives to facilitate understanding by using clear, structured and engaging communication methods (Smith & Jones, 2015). A good muhadharah allows the audience to receive, digest and remember the information with ease. Therefore, the speaker must pay attention to the manner of delivery, including the correct use of language, appropriate intonation, and a manner of speaking that holds the audience's attention.

In addition to the purpose of conveying information, Muhadharah activities also aim to improve public speaking skills. It is an opportunity for participants or speakers to practice rhetorical skills, build confidence and learn how to interact with the audience. Through speaking practice in Muhadharah activities, one can overcome nervousness and become more adept at delivering messages persuasively and convincingly. This public speaking skill is particularly important in educational and professional contexts where effective communication is key to success (Carnegie, 2017).

## **B. English Speaking Ability**

According to Bygate (1987), speaking skill is the ability to explore idea, intentions, thought and feeling to other people as way to make message clearly delivered and will understood by the hearer. Focusing in the definition of speaking which are stated by Bygate above, it can be concluded that speaking is

an ability which is used to deliver ideas through spoken language. Speaking is often categorized as a productive skill, which means it involves the creation or production of language.

Speaking is often categorized as a productive skill, which means it involves the creation or production of language. Nunan (2003) highlights that speaking, in its nature, is more than just the ability to say words; it encompasses the process of constructing meaning through language in real-time interactions. This ability requires not only the knowledge of vocabulary and grammar but also the capacity to formulate and articulate thoughts clearly and effectively. Nunan (2003) further emphasizes that speaking involves complex cognitive processes, including attention, memory, and decision-making, which are all necessary for the spontaneous production of language during communication. In the context of language learning, developing speaking skills is crucial as it enables learners to engage in conversations and express themselves fluently. The ability to speak well contributes significantly to a learner's overall communicative competence, which is the ability to use language appropriately in various social contexts. According to Celce-Murcia (2001), speaking skills allow learners to convey their intentions, understand others, and negotiate meaning in dynamic, interactive settings. As such, language teachers often focus on enhancing students' speaking abilities through practice, drills, and activities that simulate real-life communication scenarios.

Furthermore, speaking proficiency has a direct impact on language learners' confidence and their ability to participate actively in both social and academic



settings. As Canale and Swain (1980) argue, speaking is closely linked to a learner's social and cultural integration because it facilitates interaction with native speakers or other learners. Moreover, the development of speaking skills is integral to achieving linguistic fluency, which plays a key role in successful second language acquisition. Thus, fostering English-speaking abilities is essential not only for academic success but also for personal growth and effective communication in a globalized world.

Speaking ability is matter which needs much effort. No matter how great an idea is, if it is not communicated properly, it cannot be effective. By speaking, student's learn concepts, develop vocabulary, and perceive the structure of the English language essential components of learning. To speak English well and casual, the students should try to speak it in a way that aligns with how native speakers do. In order to be able to speak English better, it is important to learn all of skills in English and master English phonetic as well, because it is very helpful to learn the language quickly and successfully. In this case, the writer will discuss some aspects which support the speaking ability. They are the definition of speaking, the function of speaking, the purpose of speaking, the kind of speaking activities, the process of speaking, the components of speaking, the characteristic of successful speaking activities, the speaking rules, the problems in speaking, the solution of speaking problems, the activities to promote speaking, and factor affecting students' speaking ability (Bygate, 1987).

### The Importance of Speaking ability

As we know that language is a means of communication between fellow humans. By communicating someone can get their ideas out or get ideas, information, or news from other people, of course what is meant by communication here is through speaking. Without speaking, language is only considered as a mere script (Qureshi, 2007). Of course, in the process of acquiring a second language, good skills are needed, especially in speaking because indirectly we can judge whether someone is proficient or not in a foreign language through the way they speak.

According to Richard (2008), there are three functions of speaking, there are: talk as interaction, talk as transaction and talk as performance. Talk as interaction refers to communication that takes place in regular social interactions. For instance, when people meet, they communicate ideas while introducing themselves, making small talk, swapping stories, and many more. Whereas Talking as a transaction, on the other hand, focuses on the context and the message being sent, like when teachers are imparting knowledge to students, etc. Talk as Public speeches that educate the public, such as speeches, announcements, and class presentations, are referred to as performances. According to the description given above, speaking can be defined as a human activity that involves communicating with others by using speech to express ideas, sentiments, and opinions. Because speaking is a tool for communication, having effective speaking abilities is necessary for effective communication. Additionally, learners can use these speaking abilities to help them settle in nicely at work. In the

contemporary world, it is customary to demonstrate a candidate's abilities during a job interview, and a lot of decisions are made based on how well the candidate performs (Rao, 2019).

### **The Definitions of Speaking**

Speaking is a part of the important skills in learning English. Speaking is the ability to perform the linguistics knowledge in actual communication, where the student use this skill in daily activity. It is not only a matter of transferring some messages to other persons but is also to make communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. Some of the experts of linguistic have different opinions from each other because their background of the study is different. However, all of the opinions have similarities (Julfikar, 2020).

There are some definitions and perspectives of speaking proposed by some experts. To start with Cameron (2001) states that speaking is the activity of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speaking foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourses that the listener will understand.

Thornbury (2005) considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to

what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. While, Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, 2005). However, speaking is different from writing in some aspects. Brown in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanent, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do (Erdila, 2019).

With the same idea Louma (2004) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases

and clauses connected with and, or, but or that, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written text stands to contain a wider variety of words than oral texts.

Furthermore (Brown, 2000) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. The first characteristic is clustering, which means that fluent speech is Phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically.

The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. One of the advantages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate (Nur, 2024).

Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms. Another salient characteristic of fluency is rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronunciation as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Learning to produce waves of language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations. As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007).

The strategies can be in the forms of improvising, discarding, foreign using, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words which are difficult to say. The next strategy is foreignizing, choosing a word in the language the speakers know (such as their first language) to be foreignized with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it. A spoken language has a number of forms which is also important to be covered in the language course (Fredrik, 2017).

Brown (2000) divides spoken language into two types, monologues and dialogues. The first type is monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, etc. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which makes foresee in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

Figure 1: Types of oral language, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, as speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand. With regards to its natures, speaking is considered difficult. The understanding of the characteristics of speaking above may lead the speaker to succeed their performances. Thus, speaking should be well learnt by the learners from the very basic. (Brown, 2000).

In conclusion, speaking is a productive language skill in which activity includes two or more people who have interactions in order to give or get messages through the use of verbal and non-verbal language.



According to (Hornby, 1995) speaking is about something to talk or say something about something; to mention something, to have a conversation with somebody, to address somebody in words, to say something or express oneself in a particular language. In addition (Nunan, 1999) state speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language.

### **C. The Component of Speaking**

Speaking has some important components, there are:

#### **1. Pronunciation**

Pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the world of language (Hornby, 1987).

Yates and Zelinski in Hasan (2014) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of language segments, such as timing, rhythm, intonation, phrasing and how the voice is projected (voice quality). Pronunciation is a critical aspect of language learning, as it involves the production of sounds in speech, which can significantly affect communication and intelligibility.

According to (Celce-Murcia, Brinton, and Goodwin, 1996), pronunciation involves not only the accurate production of individual sounds (phonemes) but also the mastery of suprasegmental features like intonation, stress, and rhythm.

They argue that pronunciation is an essential component of language proficiency and must be taught systematically to help learners achieve clear, understandable speech. Good pronunciation skills ensure effective communication and enhance learners' confidence in speaking. Furthermore, they emphasize that teaching pronunciation should go beyond isolated drills and be integrated into overall language teaching, involving both segmental and suprasegmental features. Meanwhile, (Underhill, 2005) stresses that pronunciation should be approached in a holistic way, considering the learner's goals and the context in which they will use the language. He highlights the role of both native-like and comprehensible pronunciation in communication. Underhill suggests that learners need exposure to various accents and speech patterns, as this diversity helps them adapt to different speaking situations. He also advocates for a more learner-centered approach, where teaching pronunciation takes into account the learners' phonological background and their specific needs. Both experts agree that pronunciation is not merely about replicating native-speaker patterns but about fostering intelligibility and communicative effectiveness.

## 2. Grammar and Vocabulary

Grammar and vocabulary are component that should be mastered in teaching learning process of language. The word of grammar has several meaning and many people attempt to explain about grammar. Different experts explain or define the term grammar differently. Harmer (2001) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It is also defined by (Lado, 1977) as the

study of rules that are claimed to tell the students what should and should not say in order to speak language of the social educated class. In conclusion, grammar is the study of the classes of words, their inflections, functions and relations in the sentences of language.

Grammar gives a very important contribution to the speaking skill. (Al Hosni, 2014) mentions grammar as one of the aspects affecting speaking performance. People are able to speak effectively if they have good grammar. With the good grammar, people can use the words and communicate with others properly (Al Hosni, 2014).

Vocabulary is very important for people who learn English as foreign language. Like stated by (Wilkins in Thornbury, 2002) that without grammar is very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies (Thornbury, 2002).

Grammar and vocabulary are two foundational aspects of language learning. Grammar refers to the set of rules that govern how sentences are structured, determining the relationship between words, phrases, and clauses. It includes elements like syntax, verb tenses, and word order, ensuring clear and coherent communication. Without a solid understanding of grammar, even a rich vocabulary can lead to confusion or misunderstandings. On the other hand, vocabulary refers to the words we use to express our thoughts. A broad vocabulary allows for more precise and nuanced communication, enabling speakers to convey a range of ideas with clarity and sophistication. For effective

language learning, both grammar and vocabulary must be developed concurrently, as they work together to facilitate accurate and fluent expression (Smith, 2020).

The acquisition of grammar and vocabulary is essential in language development, as they each complement one another. While grammar provides the structural framework, vocabulary allows speakers to express meaning within that framework. Research indicates that explicit grammar instruction can enhance learners' ability to produce grammatically accurate speech and writing, while vocabulary expansion enhances comprehension and expressive skills (Schmitt, 2010).

Furthermore, integrating grammar and vocabulary in context-based activities, such as reading or conversation practice, enhances retention and application. In sum, both grammar and vocabulary are indispensable in achieving language proficiency and effective communication (Nation, 2013).

### 3. Fluency

In Layman's terms, fluency is most often associated with speaking naturally or smoothly, or like a native. Although people also talk about reading or writing fluently, it is arguably, less common, and listening fluency may get little or no mention. Similarly, researchers have mostly focused on spoken language, followed by reading and writing fluency, and to a lesser degree, listening (Muller, Adamson. Brown and Herder, 2014).

Fluency in muhadharah (speaking or public speaking) is an essential skill for effective communication, especially in formal or academic contexts. In muhadharah, fluency refers to the speaker's ability to deliver ideas in a clear,

smooth, and confident manner, without frequent pauses, stammering, or hesitation. Fluency is not just about knowing the language, but about articulating thoughts quickly and coherently while maintaining an appropriate tone, speed, and clarity. In this context, fluency goes beyond just linguistic proficiency; it encompasses the speaker's ability to engage and captivate the audience, presenting information in an easily digestible way. The process of developing fluency in muhadharah requires both language skills and public speaking techniques. A fluent speaker must be familiar with the vocabulary, grammatical structures, and rhetorical strategies of Arabic to express themselves effectively. Moreover, as noted by Al-Shehri (2017), fluency in public speaking in Arabic also demands a good command of pronunciation, stress, and intonation. These aspects of speech help to maintain the listener's attention and ensure that the speaker's message is understood clearly. Practicing speech delivery, using effective body language, and refining vocal modulation are also key components in achieving fluency in muhadharah.

In educational and religious contexts, fluency in muhadharah is highly valued because it allows the speaker to convey complex ideas with ease. For instance, scholars or educators delivering lectures in Arabic must be able to express abstract concepts succinctly and persuasively. (Al-Attas, 2011) emphasizes that in formal Arabic discourse, fluency is not only about linguistic capability but also about the ability to structure a logical and persuasive argument. This type of fluency can be enhanced by consistent practice, active engagement in discourse, and an understanding of the cultural and intellectual contexts in which

the speech occurs. As such, the development of fluency in muhadharah requires a combination of language mastery, rhetorical skill, and cultural awareness.

#### 4. Comprehension

Comprehension refers to the cognitive process of understanding, interpreting, and making sense of information received through reading, listening, or other forms of communication. It is not just about recognizing words or sentences, but about grasping the meaning and context behind them. In reading comprehension, for example, it involves the ability to identify key ideas, infer implicit meanings, and understand how different pieces of information connect to form a coherent whole. This process requires critical thinking, the application of prior knowledge, and the ability to draw conclusions from the material at hand. Comprehension is foundational to learning and communication, as it allows individuals to process and retain information effectively (Snow, 2002).

In the context of language learning, comprehension is an essential skill for both understanding and producing language. It plays a crucial role in listening comprehension, where learners need to decode spoken language and interpret its meaning in real-time. Listening comprehension is often tested in language proficiency exams, where individuals must understand dialogues or speeches and answer questions based on the content. Similarly, comprehension in speaking involves both understanding questions and responding appropriately by organizing thoughts and using relevant language (Richards & Renandya, 2002). For example, a speaker who has high comprehension skills will not only

understand the question but will also be able to elaborate on their response effectively, providing a detailed and relevant answer.

Moreover, comprehension is vital in writing, as it enables individuals to convey ideas clearly and logically. Writing comprehension involves the writer's ability to organize their thoughts, structure their arguments, and provide sufficient details to support their points. Effective communication in writing relies heavily on comprehension because the writer must understand their audience and the context of their message. Without comprehension, written communication would be unclear or lack depth, making it difficult for the reader to grasp the intended meaning (Flower & Hayes, 1981). In sum, comprehension is a multifaceted skill that underpins all areas of communication, whether it be listening, speaking, reading, or writing.

## 5. Intonation

Intonation refers to the variation in pitch while speaking, which plays a critical role in conveying meaning, emotion, and emphasis. It involves the rising and falling of the voice across a sentence or phrase. Intonation helps listeners understand the intent behind a speaker's words, whether it's a question, statement, surprise, or excitement (Crystal, 2008). By adjusting pitch, speakers can also highlight important information or signal the structure of discourse.

The significance of intonation extends beyond simple sentence types; it influences how we perceive the speaker's emotions and attitude. A neutral intonation might suggest indifference, while a rising intonation could suggest curiosity or eagerness. In contrast, a monotone delivery can sound dull or



uninterested, even if the words themselves are positive or enthusiastic (Gussenhoven, 2004). For learners of a second language, mastering intonation is crucial as it not only enhances understanding but also helps in sounding more natural and fluent.

Intonation also aids in organizing speech and guiding listeners through complex sentences or narratives. For instance, in longer sentences, a speaker may use changes in intonation to demarcate clauses or to signal where important ideas or contrasts lie. These tonal shifts provide cues to the listener about the structure of the message, enabling them to follow along more easily. In this way, intonation becomes an indispensable tool for effective communication, ensuring that the intended meaning is clearly conveyed (Ladefoged, 2001).

#### 6. Body language

Body language refers to the non-verbal signals that we use to communicate, including facial expressions, gestures, posture, and eye contact. These physical movements and expressions often convey emotions, intentions, and reactions that complement or sometimes contradict verbal communication. Unlike words, body language can be subconscious and is frequently a more honest reflection of our feelings or state of mind. For example, crossed arms may indicate defensiveness or discomfort, while a smile may express friendliness or happiness (Ashley, 2021).

The study of body language falls under the domain of non-verbal communication and is essential for understanding how people convey information beyond spoken language (Rawad, Sherzod & Mohammed ). Gestures such as

nodding or shaking the head, hand movements, and even the way one positions their body in relation to others can convey significant meaning. These non-verbal cues help to clarify verbal messages, provide emotional context, and enhance interpersonal interactions. Body language can vary greatly between cultures, making it important to be aware of cultural differences when interpreting non-verbal cues.

Understanding body language is crucial not only in personal interactions but also in professional and public settings. In a job interview, for example, maintaining good posture and eye contact can demonstrate confidence and attentiveness, while slouching or avoiding eye contact may suggest nervousness or lack of interest. Similarly, body language plays a significant role in establishing trust and rapport in relationships. Research in psychology and communication studies has shown that body language often carries more weight in communication than words themselves, reinforcing the idea that much of our communication happens without speaking (Allan & Barbara, 2004).

## 7. Listening

Listening is an active process that involves receiving, understanding, interpreting, and responding to auditory messages. Unlike hearing, which is a passive physiological process, listening requires conscious effort to make sense of the sounds and words being conveyed (Brownell, 2012). It is a complex skill that not only involves paying attention but also the ability to filter and process information in order to understand the speaker's intent, emotions, and content.

Effective listening also includes giving feedback, both verbal and non-verbal, to confirm comprehension and engagement in the conversation.

According to Brownell (2012), listening is a skill that can be developed through practice and involves several stages, including receiving, attending, understanding, remembering, and responding. Each stage plays a crucial role in ensuring that the listener fully comprehends the message being communicated. Good listening skills help individuals in various aspects of life, from education to professional settings, by facilitating clear communication and reducing misunderstandings. Furthermore, it allows individuals to build stronger relationships and make informed decisions based on accurate information.

Listening is not only a cognitive process but also a social and emotional one. It is essential in creating a positive communication environment, whether in personal or professional contexts. In education, effective listening enables students to grasp concepts and engage actively in classroom discussions. In the workplace, listening fosters teamwork, problem-solving, and leadership effectiveness. Therefore, improving listening skills is vital for enhancing overall communication and creating more effective and empathetic interactions (Tanjung, 2018).

#### **D. Previous Study**

Mutiara, Alafa, and Rahayu conducted their study on “*Muhadharah activity in Nahdlatussaban Boarding School*”. The result shows that *Muhadharah* is one of activity which can improve students speaking skills, especially in public speaking. This research used descriptive and qualitative method. From the result,

the researcher found that 84,13% experienced becoming speakers in Muhadhoroh activity and 15,87% are never experiencing becoming speakers in Muhadhoroh. The researcher also knows from the result that 97% assume that Muhadhoroh can enhance their speaking skills. 3% are assumed that Muhadhoroh not increasing their speaking skills.

Another study was conducted by Sabrina, Muhammad, and Najla on *“Improving the skills Public Speaking Students in La-Tansa Islamic Boarding School*. This activity focuses on strengthening Muhadhoroh 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.

The third study that relates to this research is a Thesis by Fima Riska Oktari, *“Strategi Pelatihan Muhadharah Terhadap Kemampuan Berpidato Santri Pondok Pesantren Darul Falah Teluk Betung Bandar Lampung”*. 2017. This research used qualitative approach. The result of this research is muhadharah can improve speech ability. The difference of this reference with his research is this reference analyzing three language in muhadharah, but in this research was four languages.

### **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the research describes about the research method, reviews the research design, participants, techniques of data collection and data analysis.

#### **A. Research Design**

This study employs qualitative method. Bogdan and Taylor (2010) states that qualitative method are research procedures that produce descriptive data about people and observed behavior in the form of written or spoken words. And this study used is descriptive qualitative. Methods focus on exploring phenomena in their natural settings, providing a deeper understanding of people's experiences, behaviors, and social contexts. By emphasizing the meanings and interpretations that individuals attach to their actions, qualitative research seeks to capture the richness of the human experience in a way that quantitative approaches may not be able to achieve. This approach allows researchers to investigate complex issues that are not easily quantifiable, thus enabling a more nuanced and holistic view of the research topic.

#### **B. Research setting and Participant**

This study is conducted at Insan Qur'ani Islamic boarding school. Eight participants are selected purposely. Researchers used purposive sampling techniques in selecting samples. Purposive sampling is a random sampling technique and has certain criteria considerations. This technique is most suitable for qualitative research that does not generalize (Amin, 2023). Researchers selected samples randomly by considering the predetermined criteria, they must

be eighth grade junior high school. Eight students were selected because the population of participants was around Eighty students. The researcher took 10% of students as a sample (Eight students) so that the data obtained represented the entire population.

Every student choosen has joined the muhadharah program during their study at Insan Qur'ani Islamic Boarding School. Eight The number of eight participants is also commonly used in qualitative research methods because it allows for in depth data collection without losing control of the interview process (Creswell, 2014). According to Creswells book, the ontext and goal of study have a significant impact in how many participants are needed to reach data saturation in qualitative research, including individual interviews. Typically, between five and ten can participate in complex issues such program muhadharah. Eight can be deemed excellent if the goal is to examine the various participants in depth experiences in comprehending or taking part in the muhadharah program.

The respondents in this research were 8 students of class XII and VIII Dayah Insan Qur'ani, as seen in the following table.

Table 4.1 List of Respondents

No.	Initial	Sex	Class
1	CG	Female	XII
2	FN	Female	VIII
3	PR	Female	VIII
4	KA	Female	VIII
5	RPM	Female	VIII
6	NPR	Female	VIII
7	ST	Female	VIII
8	ZG	Female	VIII

### C. Data Collection

Data collection techniques are the methods used to obtain data/facts that occur in research subjects to obtain valid data. Data collection techniques are the most important step in research, because the main aim of research is to obtain data. Data collection techniques in this research were carried out through interview.

An interview is a structured interaction between two or more individuals, where one party, typically the interviewer, asks questions to gather information, assess qualifications, or evaluate the suitability of the other party. Interviews are commonly used in a variety of contexts, such as job recruitment, academic research, media reporting, or even informal settings like professional networking. The aim of an interview is to obtain relevant insights, opinions, or data to make informed decisions or conclusions.

### D. Data Analysis

In analyzing the data, I used descriptive analysis by categorizing the data from the interview. In this context, the categorization was based on the research questions of this research. An interview involves direct conversation between the interviewer and respondent. The activities used in this data analysis are data reduction, data display and verification.

#### 1. Data Reduction

Data reduction means make summarizing the information that relates to a certain topic. It is like selecting the main information, concerned with the important information by looking for the theme and pattern of the topic research (Creswell, 2014). In this research, the researcher collected data

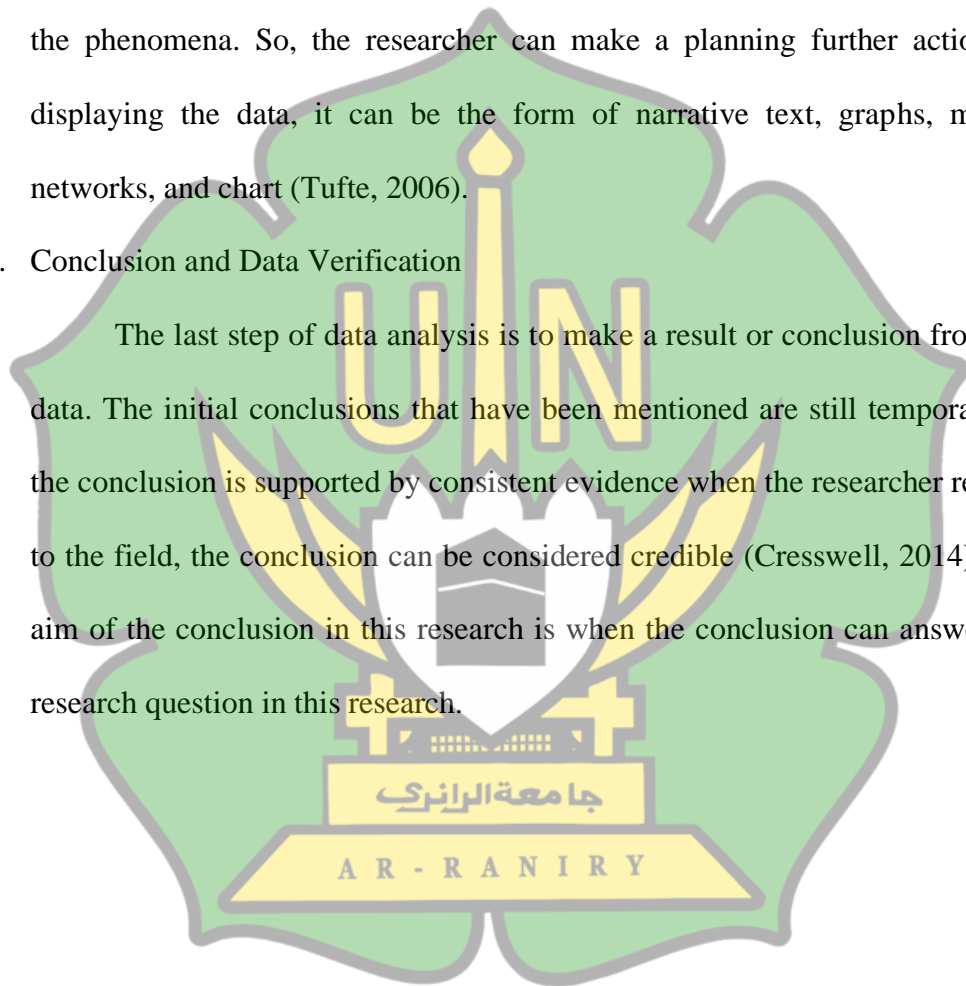
through interviews, then researcher transcribed it and displayed it in the descriptive form.

## 2. Data Display

Data display such as short descriptions, charts, the relationship between categories, and other things. It is to facilitate the researcher to understand of the phenomena. So, the researcher can make a planning further action. In displaying the data, it can be the form of narrative text, graphs, matrix, networks, and chart (Tufte, 2006).

## 3. Conclusion and Data Verification

The last step of data analysis is to make a result or conclusion from the data. The initial conclusions that have been mentioned are still temporary. If the conclusion is supported by consistent evidence when the researcher returns to the field, the conclusion can be considered credible (Cresswell, 2014). The aim of the conclusion in this research is when the conclusion can answer the research question in this research.





## CHAPTER IV

### FINDING AND DISCUSSION

This chapter describes the research findings and discussion of the research about the muhadharah program influence students speaking ability. In addition, this chapter contains analysis of the collected data to answer the research questions.

#### **A. Research Findings**

In this section, the researcher presented the collected data that answered the research questions: How are muhadharah activities carried out at Dayah Insan Qur'ani and how does muhadharah program influence students speaking ability. The data of this research were obtained from interview that had been conducted with a total of eight participants from students of Dayah Insan Qur'ani. After analyzing the data, the researcher discovered several findings from this research which are explained in details.

##### ***1. The implementation of muhadharah program at Dayah Insan Qur'ani***

The muhadharah activities conducted at Dayah Insan Qur'ani can be seen based on their implementation, planning, and evaluation in those activities.

a. The implementation of the muhadharah activities at Dayah Insan Qur'ani has a program that is regularly carried out by all students. One of them is the muhadharah program, which is held once a week. Based on the research at Dayah Insan Qur'ani, the researcher found some information.

It is same as results of the interview with CG as muhadharah manager. She said:

*“The implementation of muhadharah at Dayah Insan Qur’ani is extraordinary. It is held on Saturday night every week at 21.00 WIB. Starting the class decoration on Saturday afternoon”*

In the activity of muhadharah, there are strategies employed to ensure the muhadharah session.

The information that researchers obtained from CG:

*“The strategies used in muhadharah are:*

*Making the muhadharah schedule: By implementing the strategy of making schedule, the muhadharah activities will be carried out in structured manner. This allows all students to have the opportunity to take turns delivering speeches.*

*Making and correcting speech texts: With this strategy, students are required to make speech texts and correct it with the managers. The goal is for students to be confident in delivering the content of speech and to use correct language*

*Practice speaking before performing : Students do speaking before performing , so they do not get nervous in front of the audience and can use correct language”*

CG also explain about the supporting and inhibiting factors in muhadharah.

She said :

*“The supporting factors are: The existence of administrators to manage muhadharah activities, so that students can perform optimally, the existence of students to carry out activities, and enliven the muhadharah event well, interactive learning approach. Because of the muhadharah, many students gain more knowledge*

*The inhibiting factors are : Lack of preparation of students due to short time, participants feel bored or lack enthusiasm in practicing, because some have difficulty memorizing texts, participants are not disciplined, because some of them are bored in doing activities”*

To overcome the inhibiting factors she said :

*“We do to overcome these inhibiting factors is to be more enthusiastic and diligent in looking after the students at the Insan Qur'ani Islamic Boarding School so that they are enthusiastic in carrying out muhadharah activities”*

#### b. Planning of muhadharah

Every time an activity is held, it is essential to carry out planning in order to achieve the set objectives. Because planning is the initial stage of the process to systematically prepare the activities that will be carried out in order to achieve specific goals. Planning in the implementation of muhadharah at Dayah Insan Qur'ani begins with the preparation of speech texts to be corrected by the managers

As stated by CG in an interview :

*“The text of the speech in this muhadharah activity is collected to the person in charge of the class to check where are wrong in sentences.*

Then, after it was determined that the implementation of this muhadharah is mandatory for all students, muhadharah is conducted 4 times a month in a classroom setting. The system in the muhadharah conducted at Dayah Insan Qur'ani is that the students who participate in the muhadharah have their schedules determined, which are on a rotating basis.

As stated by CG an an interview :

*“In this muhadharah , several groups are formed per class, such as those in charge of the event, decorations, tools and speeches. This all is done with the cooperation of each class team”*

#### c. Evaluation

Evaluation is a method of assigning meaning, significance, value, quality to an object being evaluated or making decisions about an object. Evaluation in the implementation of muhadharah at Dayah Insan Qur'ani is

conducted at the end of the activity in the form of guidance or evaluation from the person in charge of the muhadharah.

As stated by CG in an interview :

*“After the students have given their speeches, there will be a direction or evaluation by the person in charge and will be absen too”*

Based on the results of interviews and analysis of the implementation of the muhadharah activities at Dayah Insan Qur'ani, it can be concluded that this muhadharah program is being conducted well and in an organized manner. Each activity is carried out regularly every week at a predetermined time, namely on Saturday evenings. With the scheduling system and task distribution in each class, every student has an equal opportunity to participate in this activity, which demonstrates good cooperation and coordination among the students.

Thorough planning is also an important factor in the smooth execution of the muhadharah activities. Starting from the preparation of the speech text that must be corrected before being delivered, to the preparation of decorations and necessary tools, all stages are carried out meticulously and in an organized manner. This shows that Dayah Insan Qur'ani highly prioritizes quality in every implementation of the program, which aims to achieve the set goals, namely improving students' speaking and communication skills.

Evaluation after the muhadharah activities is also very important to improve and enhance the quality of future activities. With the guidance and evaluation from the person in charge, students can identify the strengths and weaknesses in their speech delivery.

## 2. The influence of muhadharah program students speaking ability

From the results of the researcher's interview with the manager about the influence of students' speaking abilities, there was an improvement after the muhadharah activities were held. This program provides students with the opportunity to regularly practice and develop their public speaking skills. In addition, students become more confident in expressing their opinions and ideas verbally. With this activity, students' speaking skills can be honed, and they are better prepared to face communication challenges. The muhadharah activity also encourages students to pay more attention to the structure and delivery of the material so that it is clearer and easier for the audience to understand.

Participant CG said :

*“The changes I saw during the implementation of this muhadharah activity were that many students were confident enough to appear in public and many generations of achievers were born for for Dayah”*

The same information is from student of class VIII (ST). She said:

*“At first I felt nervous when speaking in front of friends but after following the muhadharah program I felt more confident”*

KA revealed that :

*“I used to be very awkward when presenting, but now I am more comfortable explaining the material in front of my friends. I learned to speak clearly”*

KA revealed that :

*“In my opinion, muhadharah activities are very helpful in improving my speaking skills. In addition to training my courage to speak in public, I also become more aware of the use of proper grammar when speaking”*

In addition to boosting self-confidence, muhadharah activities can also serve as an effective means to enrich vocabulary. When someone prepares a speech or presentation, they tend to search for and learn new words to clarify and strengthen the message they want to convey. This process forces the speaker to think more critically about word choice and sentence structure, which in turn expands their language skills.

As stated by ZG :

*“With the existence of muhadharah, I felt that my speaking ability is better, because in very speech text I find vocabulary that I don't know yet and then I will find out the meaning so I can speak in public”*

The same information from PR. She said :

*“During the Muhadharah program, I learned to choose vocabulary that I didn't know and look for its meaning. Previously, I didn't pay much attention to the importance of vocabulary variation. Now, I pay more attention to how to choose words that can make my speech clearer and more interesting”*

Based on interviews above that can be concluded the influence of the muhadharah program on students' speaking abilities is that this program has a significant positive impact. Students showed an increase in confidence when speaking in public, which they initially perceived as a challenge. They feel more comfortable and confident in expressing their opinions and ideas. In addition, this program also helps students develop their speaking skills, including the ability to choose and use more precise vocabulary and pay attention to the structure of material delivery so that it is clearer and easier for the audience to understand.

Through preparation and speaking practice, students can also enrich their vocabulary, which in turn enhances their overall communication skills. Additionally, the muhadharah program also encourages students to focus more on delivery techniques and systematically organizing their material, making their presentations more engaging and effective. With the existence of this program, students not only develop in the aspect of public speaking but also in critical thinking skills and enriching their language proficiency.

## **B. Discussions**

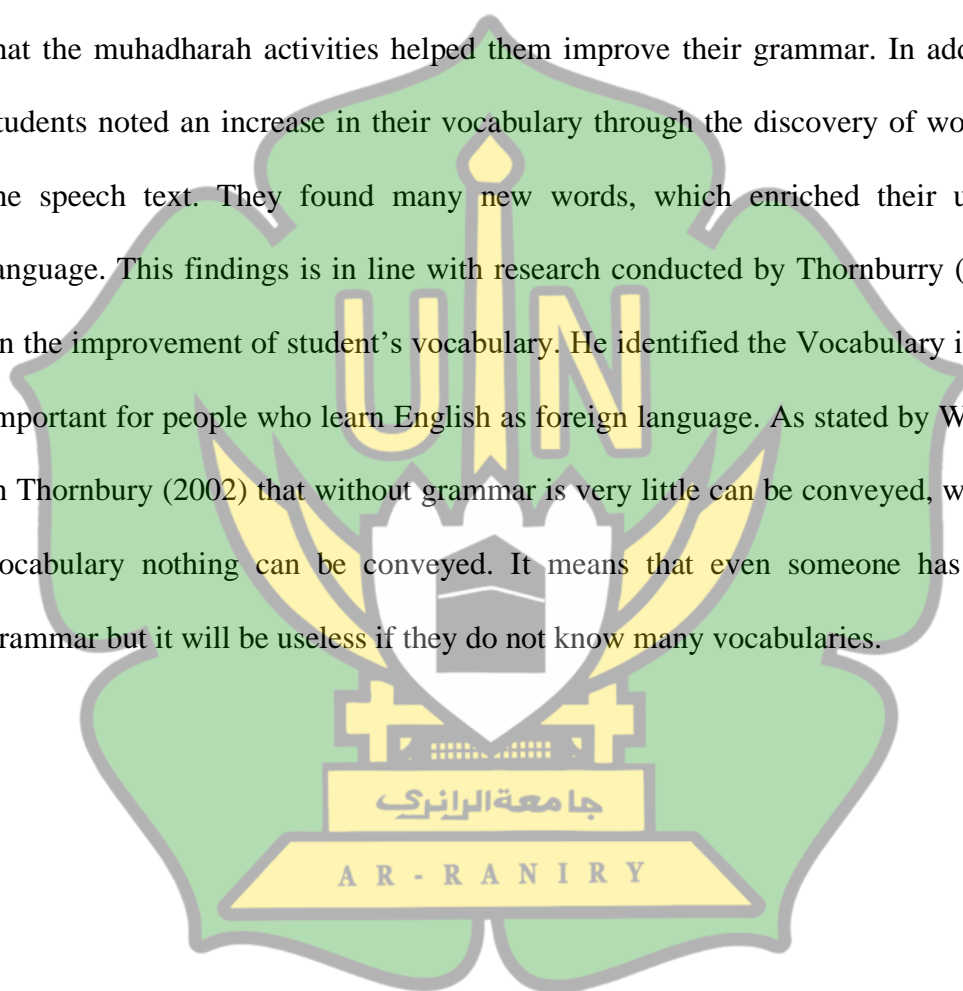
Based on interviews with the students from Dayah Insan Qur'ani, the following is a discussion about the implementation of muhadharah program and the influence students speaking ability:

At Dayah Insan Qur'ani, the Muhadharah program is implemented in a structured manner, involving teachers and senior students as the main facilitators. The main objective of this activity is not only to train students to speak effectively in public but also to form critical thinking skills, convey ideas with a logical structure, and foster self-confidence. In its implementation, students are given the opportunity to speak in front of their friends in a supportive and conducive atmosphere. This is in line with research by Khan & Ali (2018) the Muhadharah is an educational activity that focuses on verbal communication, typically in the form of speeches, lectures, or public presentations. It is an essential practice in many educational institutions, particularly in Islamic settings, as it serves to improve students' oratory skills, self-confidence, and ability to present their ideas clearly and persuasively. By practicing muhadharah, students are trained to



articulate their thoughts effectively in front of an audience, a skill that is invaluable both in academic environments and in real-world interactions. This activity enables students to engage in critical thinking and enhances their ability to structure and deliver a coherent message.

Some students reported an improvement in their speaking skills. They felt that the muhadharah activities helped them improve their grammar. In addition, students noted an increase in their vocabulary through the discovery of words in the speech text. They found many new words, which enriched their use of language. This findings is in line with research conducted by Thornbury (2002) on the improvement of student's vocabulary. He identified the Vocabulary is very important for people who learn English as foreign language. As stated by Wilkins in Thornbury (2002) that without grammar is very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

The research on the influence of the Muhadharah program at Dayah Insan Qur'ani demonstrates that the program plays a significant role in improving students' speaking abilities. Through a structured implementation, including regular training, speech preparation, and practice, students experience notable growth in public speaking skills. They are able to organize and present speeches more effectively, use clearer language, and gain confidence in speaking in public. The program's strategies, such as scheduling, speech text correction, and speaking practice, contribute to the students' success. Despite some challenges, such as time constraints and difficulties in memorization, these obstacles are addressed through continuous support and encouragement from the program managers. Overall, the Muhadharah program proves to be an effective tool in enhancing students' communication skills and confidence.

#### **B. Recommendations**

Based on the findings of the study, the following recommendations are proposed to improve the students speaking ability at Dayah Insan Qur'ani

##### **1. For managers**

They should frequently provide advice and motivation to students to optimally develop their self-confidence. Additionally, they need to be more active in collaborating with the muhadharah managers in conducting muhadharah guidance. This is important to raise students' awareness of the significance of

muhadharah guidance in their mental development, encouraging them to participate more earnestly in muhadharah activities.

## 2. For all students

For all students to be more active in participating in Muhadharah activities, because participating in Muhadharah sincerely will be able to increase self-confidence and improve public speaking skills. The ability to speak in public and mental training to be able to perform in front of an audience.



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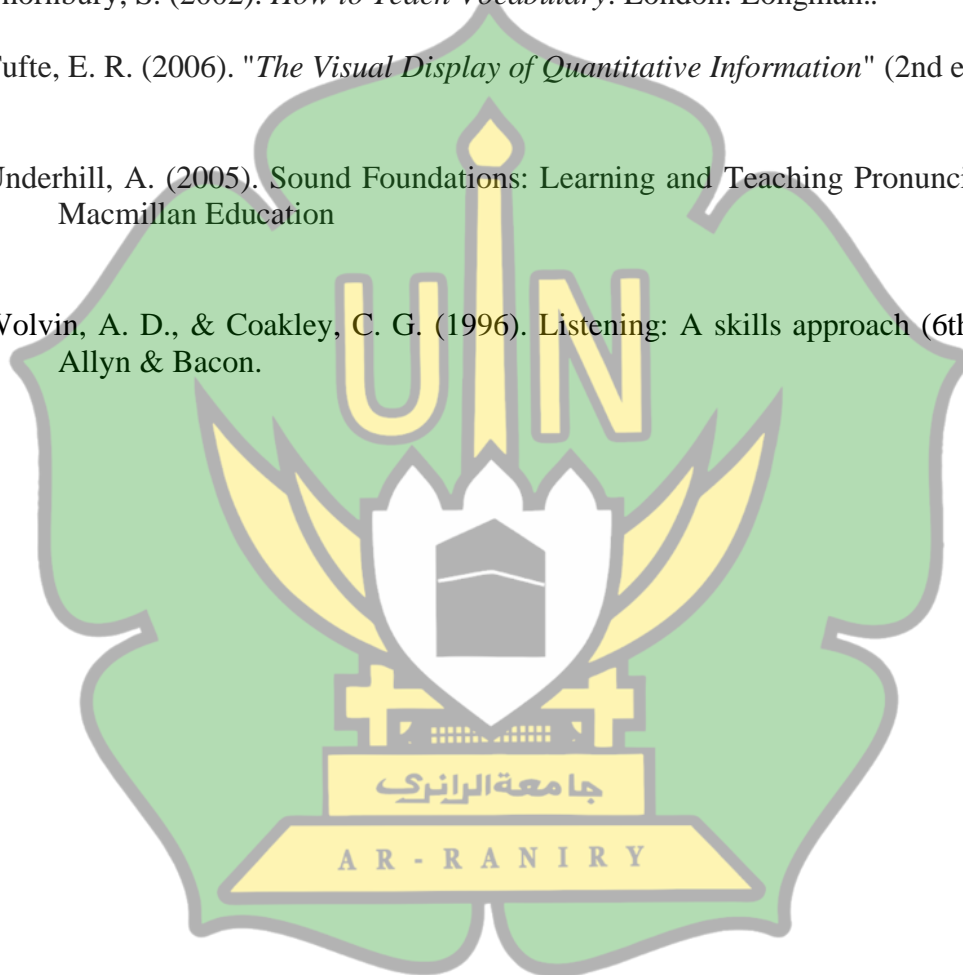
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## Appendix A

### LIST OF QUESTIONS INSTRUMENT

Interviewer : Tiara Ulfa Munanda  
Interviewee :  
Date :  
Place : Dayah Insan Qur'ani

The interviewer will ask the interviewee several questions related to the research

#### **Pengurus**

1. Bagaimana pelaksanaan kegiatan muhadharah di Dayah Insan Qur'ani?
2. Bagaimana cara melatih santriwati sehingga bisa tampil dalam kegiatan Muhadharah ini?
3. Sesuai yang anda amati selama ini, adakah perubahan peningkatan kemampuan Berbicara santriwati selama ada kegiatan muhadharah?
4. Strategi apa saja yang di gunakan dalam kegiatan muhadharah ?
5. Apa saja faktor pendukung dan penghambat dalam kegiatan muhadharah ?
6. Apa yang anda lakukan untuk mengatasi faktor penghambat tersebut ?

#### **Santriwati kelas VIII**

1. Apakah anda mengetahui tujuan di laksanakan nya kegiatan muhadharah?
2. Apakah dengan adanya kegiatan muhadharah ini dapat meningkatkan kemampuan berbicara anda?
3. Berapa lamakah anda bisa meningkatkan kemampuan berbicara selama process muhadharah?



## Appendix B

### INTERVIEW TRANSCRIPTS

Interviewer : Tiara Ulfa (TU)

Participant : CG

TU : How is the implementation of muhadharah at Dayah Insan Qur'ani?

CG : The implementation of muhadharah at Insan Qurani is extraordinary. It is held on Saturday night every week at 21:00 WIB. Starting from preparing the text from D-a week, and starting the class decoration on Saturday afternoon for the evening event. The speech text for this muhadharah activity is collected by the class person in charge to check where there are wrong sentences. And in this muhadharah activity, several groups are divided per class, for example, there are those who are part of the event, decoration, equipment, and speech. All of this is done in collaboration by each class team. And on Sunday the most beautiful muhadharah class will be announced which will be assessed by the arts section of OSDIQ (OSIS). After the students give their speeches, there will be directions or evaluations by the person in charge and they will also be absent.

TU : How do you train students so that they can appear in this Muhadharah activity?

CG : The way to train students so that they can appear in this muhadharah event is to give examples and teach little by little. Usually, they will be trained when collecting the opening. The person in charge will listen to the students' speeches before they appear on the day.

TU : As you observe, is there a change in the improvement the students' speaking ability during the muhadharah activity?

CG : The changes that I saw during the implementation of this muhadharah activity were that many students were confident enough to appear in public. And many generations of achievers were born for the Dayah itself

TU	What strategies are used in muhadharah activities ?
CG	<p>The strategies used in muhadharah are :</p> <ul style="list-style-type: none"> <li>-Making the muhadharah schedule : By implementing the strategy of making schedule, the muhadharah activities will be carried out in structured manner. This allows all students to have the opportunity to take turns delivering speeches.</li> <li>-Making and correcting speech texts : With this strategy, students are required to make speech texts and correct it with the managers. The goal is for students to be confident in delivering the content of speech and to use correct language</li> <li>-Practice speaking before performing : Students do speaking before performing , so they do not get nervous in front of the audience and can use correct language</li> </ul>
TU	: What are the supporting and inhibiting factors in the muhadharah activity?
CG	<p>: The supporting factors are : The existence of administrators to manage muhadharah activities, so that students can perform optimally, the existence of students to carry out activities, and enliven the muhadharah event well, interactive learning approach. Because of the muhadharah, many students gain more knowledge</p> <p>The inhibiting factors are : Lack of preparation of students due to short time, a. Participants feel bored or lack enthusiasm in practicing, because some have difficulty memorizing texts, participants are not disciplined, because some of them are bored in doing activities</p>
TU	What do you do to overcome these inhibiting factors?
CG	<p>We do to overcome these inhibiting factors is to be more enthusiastic and diligent in looking after the students at the Insan Qurani Islamic Boarding School so that they are enthusiastic in carrying out muhadharah activities.</p>

Interviewer : Tiara Ulfa (TU)  
Participant : ZG

TU : Do you know the purpose of the muhadharah activity?

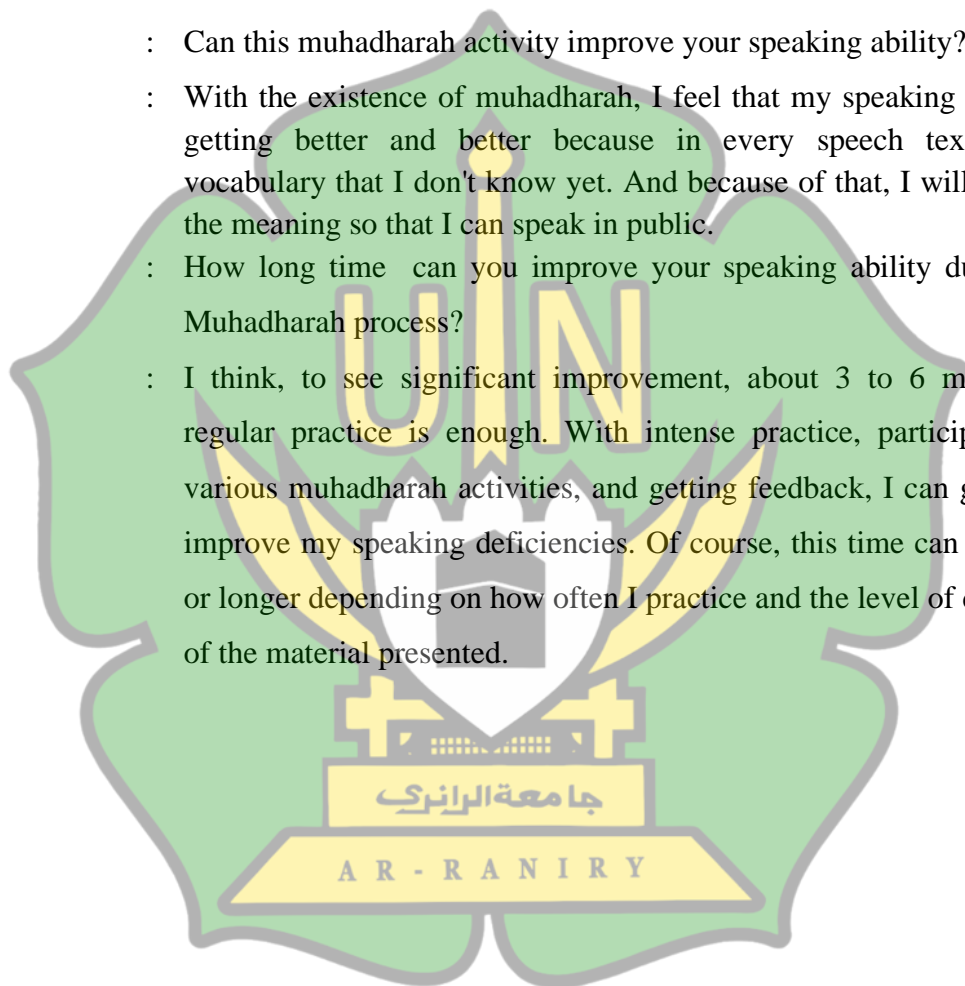
ZG : The aim of implementing muhadharah is to improve students' ability to speak in public and reduce feelings of lack of self-confidence for each student

TU : Can this muhadharah activity improve your speaking ability?

ZG : With the existence of muhadharah, I feel that my speaking ability is getting better and better because in every speech text I find vocabulary that I don't know yet. And because of that, I will find out the meaning so that I can speak in public.

TU : How long time can you improve your speaking ability during the Muhadharah process?

ZG : I think, to see significant improvement, about 3 to 6 months of regular practice is enough. With intense practice, participating in various muhadharah activities, and getting feedback, I can gradually improve my speaking deficiencies. Of course, this time can be faster or longer depending on how often I practice and the level of difficulty of the material presented.



Interviewer : Tiara Ulfa (TU)

Participant : ST

TU : Do you know the purpose of muhadharah activity ?

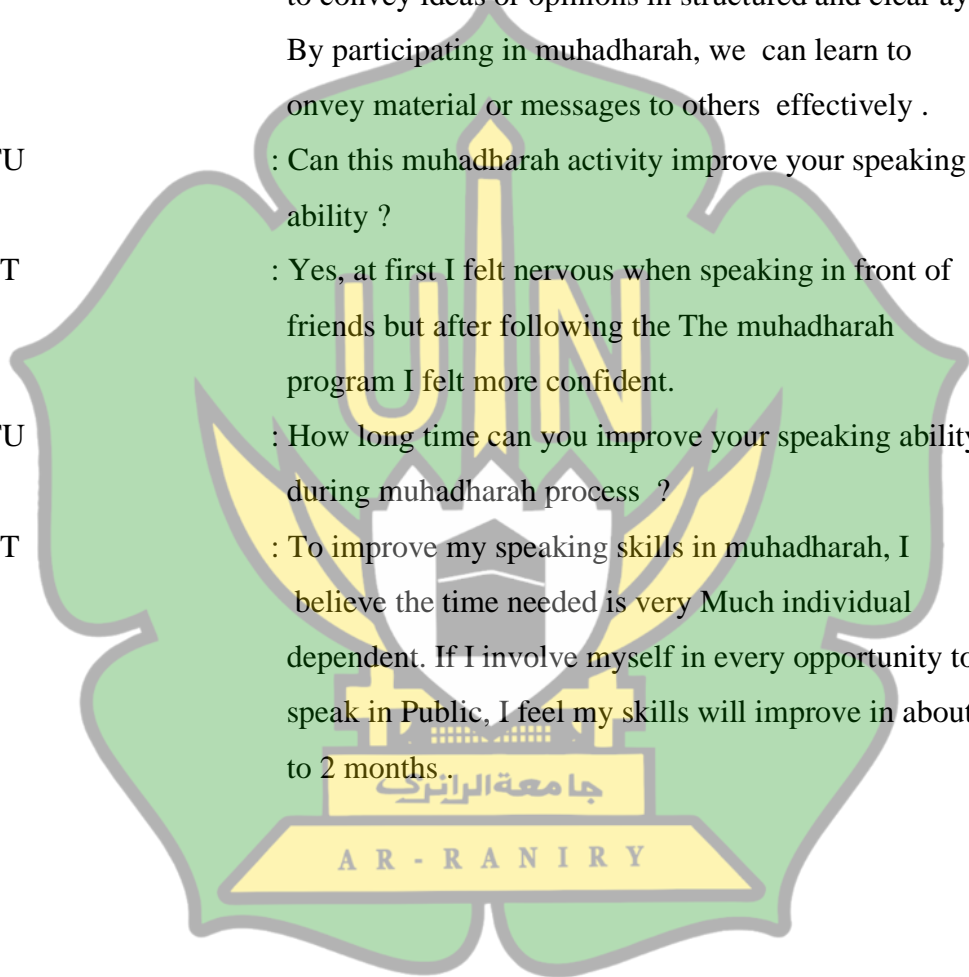
ST : Yes, I know. The purpose of the muhadharah activity is to train public speaking skills and develop self confidence. In addition, this activity can also be a means to convey ideas or opinions in structured and clear way. By participating in muhadharah, we can learn to convey material or messages to others effectively .

TU : Can this muhadharah activity improve your speaking ability ?

ST : Yes, at first I felt nervous when speaking in front of friends but after following the The muhadharah program I felt more confident.

TU : How long time can you improve your speaking ability during muhadharah process ?

ST : To improve my speaking skills in muhadharah, I believe the time needed is very Much individual dependent. If I involve myself in every opportunity to speak in Public, I feel my skills will improve in about 1 to 2 months.



## Appendix C

### PICTURES OF INTERVIEW



## Appendix D

### RECOMMENDATION LETTER OF CONDUCTING A RESEARCH FIELD

  
**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**NOMOR: 377 TAHUN 2024**

**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**  
**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang :**

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

**Mengingat :**

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/KMK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

**MEMUTUSKAN**

**Menetapkan :** Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

**KESATU :** Menunjuk Saudara :  
**Drs. Amiruddin, M. Pd**  
**جامعة الرانيري**  
Untuk membimbing Skripsi

**Nama :** **A R TIAN UIN NINIRY**  
**NIM :** 200203098  
**Program Studi :** Pendidikan Bahasa Inggris  
**Judul Skripsi :** The Implementation of "Muhadharah Program" To improve Students' speaking ability at Islamic Boarding School

**KEDUA :** Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

**KETIGA :** Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

**KEEMPAT :** Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

**KELIMA :** Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Oktober 2024  
Dekan, 

**Pembusutan**

- Salinan Kementerian Agama RI di Jakarta;
- Dijen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelaporan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Manajemen UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsp.





## Appendix E

### Appointment Letter Of Supervisor



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10057/Un.08/FTK.1/TL.00/11/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Pimpinan Dayah Insan Qur'ani

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203098

Nama : TIARA ULFA MUNANDA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : KRUENG SABEE-CUREK

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE IMPLEMENTATION "MUHADHARAH PROGRAM" TO IMPROVE THE STUDENTS SPEAKING SKILL AT ISLAMIC BOARDING SCHOOL***

Banda Aceh, 24 November 2024

An, Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



معة الرانيري

Berlaku sampai : 31 Desember 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.  
NIP. 197208062003121002

## Appendix F

### Confirmation Letter From The School



**KEMENTERIAN AGAMA**  
**DAYAH INSAN QUR'ANI**  
MADRASAH TSANAWIYAH SWASTA  
Jln. Banda Aceh – Medan Km.12,5 Komplek Masjid Baitul 'Adhim  
Desa Aneuk Batee Kec. Suka Makmur – Aceh Besar  
E-mail : [mts.insanqur'ani@gmail.com](mailto:mts.insanqur'ani@gmail.com) hp. 08116714748  
NSM : 121211060023 NPSN : 69895037



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**SURAT KETERANGAN**  
Nomor : a.167/Mts.01.04.102/XII/2024

Kepala Madrasah Tsanawiyah Swasta Insan Qur'ani dengan ini menerangkan bahwa :

Nama	: Tiara Ulfa Munanda
NIM	: 200203098
Program Studi	: Pendidikan Bahasa Inggris (PBI)
Fakultas	: Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar yang namanya tersebut di atas telah melakukan pengambilan data penelitian untuk penulisan Skripsi dari tanggal 08 Desember 2024 dengan Judul:

***The Implementation of "Muhadharah Program" to Improve the Students Speaking Ability at Islamic Boarding School***

Demikian surat keterangan ini dibuat agar dapat digunakan seperlunya.



جامعة الرانيري  
A R - R A N I R Y

Aceh Besar, 19 Desember 2024  
Kepala Madrasah  
  
Muhammad Fidaus, S.Hum., Dpl