THE IMPLEMENTATION OF MULTILINGUAL IN MUHADHARAH PROGRAM TO IMPROVE SPEAKING SKILL THROUGH ENGLISH SPEECHES AT SMAN 1 JETIS

THESIS

By:

HANIFA DWI RAHMAWATI

NIM. 204200024

ENGLISH LANGUAGE TEACHING DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF PONOROGO

2024

ABSTRACT

Rahmawati, Hanifa Dwi. 2024. *The Implementation of Multilingual in Muhadharah Program to Improve Speaking Skill through English Speeches at SMAN 1 Jetis. Sarjana's* Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords : Muhadharah program, speech, multilingual.

SMAN 1 Jetis is one of the public schools in Ponorogo. There are many positive activities carried out that are not inferior to other schools. One of the efforts of SMAN 1 Jetis to make its students a superior generation is by organizing the habituation of muhadharah. In addition to making students' character and morals good, it is also a place to hone their public speaking skills, especially speaking English.

The objectives of this study are 1) To explain the implementation of muhadharah in developing the ability to speak English in public at SMAN 1 Jetis. 2) To find out the supporting factors and inhibiting factors that exist in the implementation of Muhadharah in developing English speaking skills in public at SMAN 1 Jetis.

The method used in this research was descriptive qualitative. Data collection techniques were conducted through observation, interview, and documentation. Data analysis used data reduction, data display, and conclusion. Data were obtained in the form of observation checklists, transcripts of interviews students and teachers

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. In addition, 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.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name   : Hanifa Dwi Rahmawati

Student Number   : 204200024

Faculty   : Tarbiyah and Teacher Training

Department   : English Language Teaching

Title   : The Implementation of Multilingual in Muhadharah Program to Improve Speaking Skill Through English Speeches at SMAN 1 Jetis

has been approved by the advisor and is recommended for thesis examination.

Advisor

Dr. Dhinuk Puspita Kirana, M. Pd.
NIP. 198303272011012007

Ponorogo, 30th April 2024

Acknowledged by

Head of English Language Teaching Department

Faculty of Tarbiyah and Teacher Training

State Islamic Institute of Ponorogo

Dr. Esti Yuli Widayanti, M. Pd.
NIP. 197907192006042002

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MINISTRY OF RELIGIOUS AFFAIRS

STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name   : Hanifa Dwi Rahmawati
Student Number : 204200024
Faculty   : Tarbiyah and Teacher Training
Department   : English Language Teaching
Title   : The Implementation of Multilingual in Muhadharah Program to Improve Speaking Skill Through English Speeches at SMAN 1 Jetis

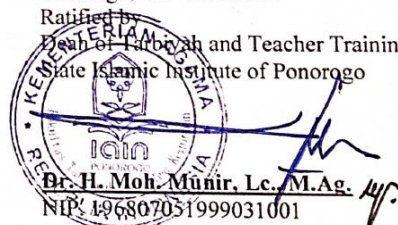has been approved by the board of examiners on:

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Date   : 10th June 2024

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Ratified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag.
NIP. 196807051999031001

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3. Examiner II : Dr. Dhinuk Puspita Kirana, M.Pd.

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Nama   : Hanifa Dwi Rahmawati
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Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
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HANIFA DWI RAHMAWATI

v

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I, the Undersigned:

Name	: Hanifa Dwi Rahmawati
Student ID number	: 204200024
Major	: English Language Teaching
Faculty	: Faculty of Tarbiyah and Teacher Training
Institution	: State Islamic Institute of Ponorogo
Title of the thesis	: The Implementation of Multilingual in Muhadharah Program to Improve Speaking Skill through English Speeches at SMAN 1 Jetis

I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthemore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 28th April 2024

Sincerely,

Hanifa Dwi Rahmawati

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is one of the most important aspects. Communication runs smoothly because of language, namely as a tool. Excellent and correct language is a language that the interlocutor easily understands. Language is also a means to convey, opinion, and argumentation to other parties. Therefore, language has a vital role in society. Language and communication are closely correlated : language as a tool and communication as a conversational interaction. Language universally has many varieties, both from types, levels, and benefits of use. One clear example is that language is a tool for unifying the nation, namely language as an international language, namely English. English is spoken all over the world which has achieved global status.[1]

English is widely used and applied in any field, such as education, English for business, the internet, health, information media, travel, and so on. Learning English is to keep up with modern times and help students jump into going international. Somebody will realize all goals if students study diligently in English. The primary purpose of English teaching is to provide learners with the ability to use English effectively and correctly in communicating.[2]

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[1] Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 6–18.

[2] Davies, P., & Pearse, E. (2000). Success in English Teaching. Oxford University Press.

Speaking English is certainly not accessible; it takes a step by step to get used to it. There are many notions about speaking English. Speaking is a process of interaction when speakers intend to build meaning through producing, receiving and processing information.[3] Speaking is not just talking. Still, everything has a way and is like the novel entitled "*berbicara itu ada seninya*" by Oh Su Hyang.[4] Therefore, it is not easy to interpret a speech because it covers a wide range of things and has its value.

Each student has a different level in how to learn, capture the material taught and even apply English speaking. It is necessary to generalize everything so that it can run as smoothly as it should. However, for students at the level above, it must be boring if they have to wait patiently for other students who are at the level below, likewise students who lack confidence when speaking English must experience problems that are often encountered when speaking English at SMAN 1 Jetis for example, in class during the implementation of muhadharah, some officers lack confidence when speaking in front of other students.[5] Still, not necessarily students answer aloud using English. In other words, students have yet to be able to communicate fluently and accurately due to a lack of knowledge of English.[6] One example of a problem that has become faced by

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[3] Bailey, K. M. (2003). Developing Learners" Academic Writing Skills in Higher Education: A Study for Educational Reform. Language and Education.

[4] Oh Su Hyang, *Bicara Itu ada Seninya : Rahasia Komunikasi yang Efektif* (Bhuana Ilmu Populer, 2021).

[5] Observation transcripts code 09/O/04-III/2024

[6] Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners'English Speaking Skill," 2017, https://www.sid.ir/paper/349619/.

teachers and students is English communication.[7] However, teachers are not tired of supporting students to improve their learning.[8]

Talking about English is not easy, anyone can experience difficulties if they rarely practice speaking English, especially in public. Many are encountered from speaking activities using English; for example, speaking activities in general can be categorized into seven types, for instance : speaking based on pictures, speaking based on voice, telling stories, interviews, discussions, debates, and giving speeches.[9] Even someone who is used to speaking English in public for example for speeches, speeches, or other interests also feels nervous. Everyone can make an English speech depending on the flight hours. According to Luqman Hadinegoro, the meaning of speech is the expression of thoughts in the form of words addressed to the crowd or discourse prepared to be spoken in front of the audience, with the intention that the listeners of the speech can understand, know, accept and can be expected to be willing to carry out everything that is conveyed to them, speech is also the art of speaking, in public.[10]

Using foreign languages in an institution, especially in schools, is the primary value for student knowledge and school pride. Every agency yearns for somebody can expect for mutual progress. Of course, it's not like flipping your hands, but it takes step by step to realize that big dream. One of the strategies by

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[7] Interview transcipts code 02/I/01-III/2024
[8] Interview transcipts code 02/I/01-III/2024
[9] L.M.Leong, Ahmadi, and S. Masoumeh. An Analysis of Factors Influencing Learners' English Speaking Skill. Int.J.Res. English Educ., vol.2. no.1,pp.34-42, 2017.
[10] Hadinegoro, Luqman. (2007). Teknik Seni Berpidato Mutakhir. Yogyakarta: Absolut.

SMAN 1 Jetis is the muhadharah implementation program as a breakthrough for students in getting used to speaking English through speech in three languages, one of which is English. This will be a great opportunity for students to learn to speak English and make it easier to remember every new vocabulary in the English speech text. As well as practising good speaking and rhetoric.

Muhadharah is an activity which contains elements of da'wah or making a speech. Muhadharah comes from the word *hadhoro yuhaadiru* which means present, as masher mim becomes muhadharah which means lecture or speech.[11] Speech itself is interpreted as speech, which is the expression of thoughts in the form of words to the crowd or discourse prepared to be spoken in the audience, with the aim that the listener knows, understands, accepts, and is expected to be willing to carry out everything that has been conveyed to them.[12]

The application of the Muhadharah program to improve student's skills in speaking English through speech. This effort was carried out as a new breakthrough for SMAN 1 Jetis. In addition, it is also school's potential to educate students to become a superior generation. Muhadharah is implemented mainly by Islamic schools or huts, but public schools, namely SMAN 1 Jetis, have adopted this program. This is unique and can be the identity of the school. SMAN 1 Jetis upholds religious values that are packaged by following the times.

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[11] Erfan Dwi Santoso, Rizki Amalia Sholihah, and Yafita Arfina Mu'ti, "Strategi Ekstrakurikuler Muhadharah Dalam Melatih Kemampuan Public Speaking Siswa Mi," *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran* 6, no. 1 (2021): 1029–39.

[12] Hadi Rumpoko, Panduan Pidato Luar Biasa (Yogyakarta: Mega Books, 2012)

Muhadharah activities are one of the English learning programs that aim to improve students' English speaking skills. There are many types of English learning programs such as English as a foreign language (EFL), daily English activity, English training and others. Muhadharah is present as a program to improve English skills through English speech. This is the right step for SMAN 1 Jetis to increase students' confidence in public speaking and improve their' language quality. In addition, muhadharah also trains student management in preparing themselves to perform, such as preparation from the beginning of the event, there is an MC, reading the Quran, speeches, and prayers.[13] Students also have a solid and courageous mentality when appearing in public regarding the use of English.

Therefore, researchers interested in the muhadharah program were used as the title of the study, namely, The Implementation of The Muhadharah Activity Program to Improve Speaking Skills through English Speeches at SMAN 1 Jetis. In addition to the self-development of students and schools, it is also the result of the school's efforts to produce superior seeds with evidence of having participated in English speech competitions.

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[13] Lestari Budianto, "Muhadhoroh and English Public Speaking Skills: Benefits, Challenges, and Strategies," *JET (Journal of English Teaching) Adi Buana* 8, no. 01 (2023): 43–58.

B. Research Focus

Based on the background above, this research focuses on a muhadharah program in increasing students' speaking skill at SMAN 1 Jetis.

C. Statement of The Problems

1. How is the implementation of muhadharah program to improve students speaking skill at SMAN 1 Jetis

2. What are the supporting and inhibiting factors in implementing muhadharah program to improve English speaking skill at SMAN 1 Jetis

D. Objectives of The Study

1. To explain the implementation of muhadharah program to improve students speaking skill at SMAN 1 Jetis.

2. To find out the supporting factors and inhibiting factors for implementing the muhadharah program to improve English speaking skill at SMAN 1 Jetis.

E. Significances of The Study

The results of this study are expected to be useful for:

1. Theoretical Significance

The results of this study are expected to contribute to adding knowledge, especially in the context of muhadharah which correlates with SMAN 1 Jetis.

2. Practical Significance

    a. Institution

        The results of this study are expected to provide information about the supporting factors of the existence of Muhadharah packaged in English speech to improve students' English speaking skills.

    b. Students

        This research can help students in convey opinions and suggestions about the implementing muhadharah. In addition, students know the factors that improve students' ability to speak English through speeches implementing the muhadharah program.

    c. Researchers

        After conducting research, researchers are expected to learn more profoundly analyzing the phenomena that occur and the ability to think rhetorically.

    d. Readers

        This research is expected to contribute to readers who need references related to the analyzing of the application of muhadharah (speech practice) to improve English speaking skills.

F. Organization of the Thesis

The study will consist of five chapters, each closely related to each other. The systemic discussion is as follows:

The first chapter is the introduction. This chapter describes the background, which outlines the topic chosen by the researcher and the main idea of the overall thesis. Research Focus, Problem Statement, Research objectives, and the importance and benefits of research are also discussed.

The second chapter is a literature review. This chapter describes the theoretical background, references from previous research that reinforce this research.

The third chapter consists of the research design, research setting, data and data resource, data collection technique, data analysis technique, research validity, during the research about the implementation of to improve English speaking skills.

The fourth chapter is about finding and discussing. This chapter consists of a description, and discussion. This chapter is fragmented and contains the most essential information such as the school history, vision and mission, and school structure of SMAN 1 Jetis, findings and discussion The fourth chapter is about finding and discussing. This chapter consists of a description, and discussion. This chapter is fragmented and contains the most essential information such as the school history, vision and mission, and school structure of SMAN 1 Jetis, findings and discussion about implementation of muhadharah program to improve students speaking skill at SMAN 1 Jetis and about the supporting factors and inhibiting factors for implementing the muhadharah program to improve English speaking skill at SMAN 1 Jetis.

The fifth chapter is the closing. This chapter consists of two parts, there are a conclusion and recommendation for the institution, teachers, students, and further research that can be used as references for other researchers who do the same field as the focus of this study and have a good impact on the future.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Muhadharah

a. Definition of Muhadharah

Muhadharah is the of the word hadhara-yahdhuru, which means to attend. Muhadhoroh can also be interpreted as a speech, as found in the Arabic dictionary AlMunawwir "*Al-Muhaadhorotu*", which means lecture, speech.[14] Muhadharah can also be called da'wah. Da'wah is a masher form of the word da'a-yad'u-da'wah or nada' which means an appeal, invitation, invitation or call.[15] Then it becomes the word da'watun which means a call or invitation.[16] Muhadharah can also be understood as a speech practice, especially the expression of thoughts in the form of words shown to many people, or speeches prepared in public, with the intention that by listening to the speech can know, understand, accept and want to be ready to do everything transmitted to them.[17]

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[14] Amatul Muinah, "Peran Kegiatan Muhadhoroh Dalam Meningkatkan Kepercayaan Diri Santri Pondok Pesantren Modern Bina Insani Putri Kecamatan Susukan Kabupaten Semarang Tahun 2018", (Skripsi, jurusan Pendidikan Agama Islam Institut Agama Islam Negeri Salatiga, 2018), h. 7.

[15] Udji Asiyah, Dakwah Simpatik, (Jakarta: PT. Gramedia Pustaka Utama, 2016), h. 42.

[16] Bahri Ghazali, Da'wah Komunikatif, Membangun Kerangka Dasar Ilmu Komunikasi Da'wah, (Jakarta: CV. Pedoman Ilmu Jaya, 1997), h. 5.

[17] Hadi Rumpoko, Panduan pidato luar biasa untuk pelajar,mahasiswa & umum, Mega Books: Salatiga, 2012. Hal 12

Speaking in public is a da'wah or speech with its purpose. According to Maharuddin, Muhadharah or Speech is the art of speaking in front of a crowd with specific goals and objectives.[18] Based on the concept of Islam, the implementation of muhadharah is also listed in the Al-Qur'an verse An-Nahl letter 125, which means: "Call (people) to your Lord with wisdom and good lessons and argue with them in a good way. Surely, your Lord is the One who knows who is astray from His path, and He is the One who is more aware of those who are guided. (QS. An-Nahl: 125) Based on the verse above, one important point discusses the implementation of muhadharah, namely, "call them with good lessons". So that in the implementation of muhadharah, the information conveyed must contain positive (suitable) lessons.

Based on some of the definitions of Muhadharah above, according to experts and scholars, it can be concluded that Muhadharah is a way for someone to convey ideas or information to others in large numbers in public, packaged using effective and efficient techniques and methods. Muhadharah can also be called a place of self-discovery, because through this method a person can become more confident when speaking. Of course, with all the preparations, not just talking in public.

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[18] Maharuddin, I. (2016). Seni Pidato dalam Bahasa Inggris. Yogyakarta: Immortal Punlisser

b. The Purpose of Muhadharah

In general, muhadharah has a purpose in its implementation, According to Carlile in Maryam, which is summarized in 4 things:

1) Providing Information (to Inform), aims to convey various information or information to the listener ; with this goal the audience is expected to know, understand, and understand the information to be transferred.[19]

2) Entertaining (to entertain), muhadharah aims to release tension, break the atmosphere, or just provide entertainment after undergoing a series of tiring events.[20]

3) Convince (to convince) with this purpose a person tries to persuade others with what he says by the beliefs that exist in him. [21]

4) Give instructions (to instruct), for this purpose, a speaker will give instructions or orders to others, and it is hoped that the order can be carried out by the wishes of the speaker.[22] From the description above, it can be concluded that the aim of implementing muhadharah is to develop individual students who dare to appear and speak massively by conveying ideas or concepts well and correctly.

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[19] Maryam. The Application of Speech in Improving Students Speaking Ability at the Third Year of SMA Muhammadiyah 6 Makassar. Thesis. 2018:19-20.

[20] Kurnia Sulkhiyah, "The Implementation of Muhadharah in Building Students"Public Speaking Ability at Al Islam Islamic Boarding School Ponorogo" (diploma, IAIN Ponorogo, 2023), http://etheses.iainponorogo.ac.id/23562/.

[21] Maryam. The Application of Speech in Improving Students Speaking Ability at the Third Year of SMA Muhammadiyah 6 Makassar. Thesis. 2018:19-20.

[22] Maryam. The Application of Speech in Improving Students Speaking Ability at the Third Year of SMA Muhammadiyah 6 Makassar. Thesis. 2018:19-20.

The implementation of muhadharah certainly makes rhetoric better for thinking today. The book entitled "Modern Rhetoric" by Jalaludin Rakhmat is a breakthrough in defining rhetoric today.[23] Classical rhetoric is understood only as a theory and has axiomatic value in spesific contexts. For example, to win a court case, defend oneself, or influence the public with various formulations.[24] In fact, today the development of rhetoric is not only limited to theory, but also includes elements of technology. The presentation observed by the researcher never left a tool called a computer.

Various kinds of rhetoric in this modern era are speech, presentation, public speaking and others. The importance of re-understanding the basic concepts of public speaking is because public speaking is contextual. The book Public Speaking in Diverse Cultures explains that public speaking practices can vary greatly between cultures. Rhetoric is both an art and a science that studies the use of language with the aim of producing persuasive effects. Alongside logic and grammar, rhetoric is the oldest science of discourse, dating back to the ancient Greeks. To this day, rhetoric is a central part of education in the Western world. Rhetoric as a branch

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[23] Jalaludin Rakhmat, Retorika Modern Pendekatan Praktis, (Bandung: PT Remaja Rosadakarya, 2000), h. 20.

[24] Grace Swestin, "Public Speaking: Teori Dan Praktik (Studi Literatur Mengenai Public Speaking Dalam Konteks Pengajaran," *Scriptura*, January 1, 2011, https://www.academia.edu/3571105/Public_Speaking_Teori_dan_Praktik_Studi_Literatur_menge nai_Public_Speaking_dalam_Konteks_Pengajaran.

of science is closely related to the use of symbols in human interaction.[25]

In Aristotle's systematization of rhetoric, the most important aspects in the theory and rationale of rhetoric are three types of approaches to persuade the audience, namely logos, pathos and ethos.[26] Logos is a strategy to persuade audiences by using discourse that emphasizes knowledge and rationality (rational discourse), while pathos is an approach that prioritizes emotions or utilizes emotions and ethos.Audience is an ethical approach using values that are associated with the emotions of the audience.

2. Muhadharah Implementation

Implementation can be said to be the application or action of an activity. According to Sudarwan and Yunan Danim, implementation is a typical process, which consists of planning, organizing, mobilizing, and supervising actions, which are carried out to determine and achieve predetermined goals through the use of human resources and other sources to achieve certain goals.[27] In terms, implementation is a process of process of applying ideas, concepts, policies or innovations in a practical action so as to have an impact in the form of both practical action so that it has an impact in the form of changes in knowledge, skills and values and attitudes.[28]

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[25] Swestin.

[26] Rapp, "Aristotle's Rhetoric."

[27] dan Yunus D Suwardan D, Administrasi Sekolah Dan Manajemen Kelas (Jakarta: Bumi Aksara, 2008).h.119.

[28] Mulyasa, Implementasi Kurikulum Satuan Pendidikan, Jakarta: Bumi Aksara, 2010, 173.

From the explanation above, it can be understood that implementation is the application of an activity in the form of action as planned and packaged in such a way that the objectives are achieved.

Meanwhile, according to Eko Setiawan, muhadharah is a series of activities or processes, in order to achieve a certain goal. This goal is intended to provide direction or guidance for the steps of da'wah activities.[29]

According to Hadi Rumpoko, muhadharah is defined as a speech, namely the expression of thoughts in the form of words shown to the crowd or discourse prepared to be spoken in front of the public, with the intention that the listeners of the speech can know, understand, accept and hopefully be willing to carry out everything that has been conveyed to them.[30] A speech is an utterance using an arrangement with the aim of being delivered to a crowd.[31]

So, Muhadharah is a habituation program that is carried out in several schools or agencies, in the form of speech training conducted by students who take turns being officers performing in front of their friends by preparing or planning with the aim of providing an understanding of the material presented, training public speaking, making courage appear or strong mentality.

So that from the explanation above, it can be understood that the implementation of muhadharah is the application of the muhadharah

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[29] Eko Setiawan, Op. Cit., hal. 307.

[30] Hadi Rumpoko, Panduan Pidato Luar Biasa, Yogyakarta: Megabooks, 2012, h. 12.

[31] BalqisKhayyirah, (2013). Cara Pintar Berbicara Cerdas di Depan Publik. Jogjakarta: Diva Press. h. 41.

habituation program that has been planned, planned and agreed upon by the school or agency in carrying out the program whether it is in accordance with the planning and objectives.

According to Habibia and Nuril, the process of implementing Muhadharah is as follows:[32]

1) The existence of MC

Every student learns and memorizes how to be an MC properly and correctly, because when the muhadharah event takes place, the officer has prepared so that when appointed, whether ready or not, they must accept sincerely. In general, we understand MC as a host or event organizer. The master of ceremony is the person in charge of guiding the event and is responsible for the smoothness and success of the event.[33]

2) The existence of Tilawatil Qur'an

Before the muhadharah begins, the student in charge of muhadharah is reading the holy verse of the Qur'an. The reader of the Qur'an is the person in charge of reading the Qur'an. reading is an activity that is complex because this activity involves the ability to remember graphic symbols in a series of words and sentences that contain meaning.[34]

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[32] Habibia Adama and Nuril Mufidah, "Muhadharoh untuk meningkatkan kemampuan kalam santri PP Nurul Hakim Kediri Lombok Barat," *Jurnal An-Nasyr* 9, no. 2 (December 10, 2022): 119–31.

[33] Fahrur Razi. 2014, MC & Protokoler, Sidoarjo: CV Cahaya Intan, hlm. 3.

[34] Martni Jamaris. 2014, Kesulitan Belajar Persfektif, Assement, dan Penanggulangannya Bagi Anak Usia Dini dan Usia Sekolah, Bogor: Ghalia Indonesia, hlm. 133.

3) Speech

Students who are in charge of being orators are given fifteen minutes to convey the contents of their speeches. students who give speeches for less than fifteen minutes or students who are not fluent in delivering speeches get punished by the language section.[35] The preacher or also known as da'i in the Indonesian dictionary is defined as a person whose job is preaching, through the da'i's preaching activities disseminating the teachings of Islam. In other words, a da'i is a person who invites others either directly The preacher or also known as da'i in the Indonesian dictionary is defined as a person whose job is preaching, through the da'i's preaching activities disseminating the teachings of Islam. In other words, a da'i is a person who invites others either directly or indirectly, through speech, writing, or action to practice Islamic teachings or disseminate Islamic teachings, making efforts to change towards better conditions according to Islamic teachings.

4) Entertainment

Entertainment is held so that students do not feel bored, it can be in the form of games, stand up comedy, sholawatan and so on depending on mutual agreement.[36] Singing Islamic songs as entertainment in a series of muhadharah activities. The purpose of this entertainment is so that students are not tense

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[35] Habibia Adama and Nuril Mufidah, "Muhadharoh untuk meningkatkan kemampuan kalam santri PP Nurul Hakim Kediri Lombok Barat," *Jurnal An-Nasyr* 9, no. 2 (December 10, 2022): 119–31.

[36] Muhadharoh untuk meningkatkan kemampuan kalam santri PP Nurul Hakim Kediri Lombok Bara

while on duty. Both the students on duty and those watching sang with beautiful

chants guided by the students in charge of leading the singing of the song.

5) Evaluation

Evaluation or assessment is a systematic effort to determine whether there

is a deviation, and take the necessary corrective action to achieve the target.[37]

Evaluation of the implementation of muhadarah is carried out after all series of

events are completed. The evaluation is carried out with the aim of knowing

the progress of the muhadarah implementation and correcting the performance

of the students, so that in the next muhadarah event it is maximized.

3. Multilingual

a. Definition of Multilingual

Some humans are at least able to master various languages not only

the legacy of ancestors, but there are several languages used in everyday

life. In social life, humans can also use other means of communication

besides language. According to Crystal, multilingual is a term in

linguistics where people can speak several languages.[38]

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[37] Siswanto....h. 119

[38] Lailatun Niswa, and Daan Mukhlish. "Pilihan Bahasa dalam Masyarakat Multilingual di Kemujian Karimunja Jepara," accessed December 27, 2023, https://scholar.archive.org/work/wn57uostbnagbco4ncrrp3bazi.

b. Function

Language has an important role, especially since everyone uses language every day in communication. For this reason, the function of language is the main thing that needs to be considered. The main function of language is as a communication tool or interaction tool that only humans have.

Humans always use language to communicate in every activity and life. The relationship between language and society can be studied in sociolinguistics. Sociolinguistics explains how to use language in certain social aspects or facets. Sociolinguistics is a branch of linguistics that views or places the position of language in relation to language users in society because in social life humans are no longer as individuals, but as a society.

Halliday carefully examines an in-depth theory of language functions, which complements Hymes' view of communicative competence. The theory of language functions extensively explores the various functions that language commonly performs, including the following:[39]

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[39]   Nailu Rosyidah, "Ekstrakurikuler Multilingual Sebagai Upaya Membiasakan Kemampuan Berbahasa Di MI Pesantren Anak Sholeh Baitul Qur'an" (diploma, IAIN Ponorogo, 2019), https://etheses.iainponorogo.ac.id/8367/.

1). Instrumental function

The instrumental function is that language functions as a tool to vibrate and manipulate the environment or cause an event to occur.[40]

2). Regulatory function

Using language to control the behaviour of others.[41] In this case, language can influence others under certain conditions.

3). Interactional function

The interactional function is a function that focuses on the parties communicating to establish relationships, maintain them, show feelings of care or so-called solidarity.[42]

4). Personal function

The personal function is how a person's attitude towards what they say.[43] Using language to express feelings and meanings, and being able to interact with others and also feel the conditions that are being experienced.

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[40] Laely and Kusnawati, "Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Halliday.

[41] Nailu Rosyidah, "Ekstrakurikuler Multilingual Sebagai Upaya Membiasakan Kemampuan Berbahasa Di MI Pesantren Anak Sholeh Baitul Qur'an" (diploma, IAIN Ponorogo, 2019), https://etheses.iainponorogo.ac.id/8367/.

[42] Laely and Kusnawati, "Analisis Fungsi Bahasa Arab Berdasarkan Fungsi Utama Bahasa Menurut Halliday.

[43] Melinda and Erni, *Variasi Bahasa dalam Tuturan Penjual dan Pembeli di Pasar Dupa Jalan Merpati Tangkerang Tengah Kecamatan Marpoyan Damai Kota Pekanbaru*, Vol. 1, J-LELC, 2021, 69.

5). Heuristic function

The heuristic function is referred to as the audience that functions to acquire knowledge. This language function is used when asking questions.[44]

6). Imaginative function

The imaginative function of language is used to show thoughts or ideas whether real or not, feelings and fantasies.[45]

7). Representational function

Using language to convey information. Language is also able to know a knowledge that wants to be informed to the public.[46]

Given the important function of language learning, language learning in schools should be fostered, utilised and implemented properly. Language learning should be orientated towards the formation of language skills and the formation of other scientific abilities such as those applied when giving speeches.

Good speech skills will make a preacher or da'I able to deliver speeches or statements and even invitations to amar ma'ruf nahi munkar for the community. In giving a speech, the da'I's appearance, language style, and expression must show confidence in conveying

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[44] Yulyani, Ediwarman, and Sundawati, *Register Jual Beli Online pada Grub Facebook Jual Beli Apa saja Daerah Cilegon Serang Banten*, Vol. 3, Prosiding, 2020, 628-635.

[45] Nailu Rosyidah, "Ekstrakurikuler Multilingual Sebagai Upaya Membiasakan Kemampuan Berbahasa Di MI Pesantren Anak Sholeh Baitul Qur'an" (diploma, IAIN Ponorogo, 2019), https://etheses.iainponorogo.ac.id/8367/.

[46] Furqonul Aziz, *Pengajaran Bahasa Komunikatif: Teori Dan Praktek* (Remaja Rosda karya, 1996).

the content of his speech, so that the people who hear his speech are interested and affected by the speech delivered. Speech can also be referred to as the art of persuasion, namely the art of influencing and inviting others, namely amar ma'ruf nahi munkar by using effective language.[47]

4. Speech

   a. Definition of Speech

   Speech is the ability to deliver a message orally in front of an audience for a specific purpose. The number of listeners is not limited, it can be more or less.[48] A speech is a well-crafted statement that is meant to be delivered to a large audience. Speeches are intended to influence others, make them understand, make them happy and satisfied with the speech in an entertaining style. According to James H. MC. Burney and Ernest J. Wrage in the book by Rustica C. Carpio, Anacleta M. Encarnacion, Private and Public Speaking. "Speech is the conveyance of ideas and emotions using symbols that can be seen and heard by the speaker.[49]

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[47] Nanik Shobikah, "Pidato 3 Bahasa (Indonesia, Arab, dan Inggris) Sebagai Metode Pembelajaran Dakwah di Pondok Pesantren Mathla'ul Anwar Pontianak," *Jurnal Al-Hikmah: Jurnal Dakwah* 12, no. 2 (December 31, 2018), https://doi.org/10.24260/al-hikmah.v12i2.1128.

[48] Amirudin Rahin, Retorika Haraki..., p. 115

[49] Rustica C. Carpio, Anacleta M. Encarnacion, Private and Public Speaking...,p. 24.

b. Types of Speeches

Speeches according to their purpose can be divided into 4 types, namely: Informative speech, argumentative speech, persuasive speech and entertaining speech.

1). Informative Speech

Information or knowledge is given to the communicator (listener). With the aim that people know, understand and accept the information. According to Ehninger, Monroe and Gronbeck, informative speech is divided into 3 types: First, oral reports (oral reports), for example: scientific reports, committee reports, annual reports, project reports, etc. Second, instructions (teaching) such as: the teacher gives a lesson, the boss explains the work.Third, lecture information (lecture), for example: public lectures.[50]

2). Argumentative Speech

An argumentative speech is a speech that contains arguments, arguments, reasons, or data to support or refute a certain statement of opinion, opinion, or belief. To increase the acceptance of the proposed argument, factual data, statistics, evidence and testimony (expert testimony or figures) of horsepower are required.

3). Persuasive Speech

The main purpose of speech is to influence people. Persuasion is the process of influencing people's opinions, attitudes, and actions by

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[50] Jalaluddin Rakhmat, Retorika Modern Pendekatan Praktis..., p.89

using psychological manipulation..[51] Thus, man acts according to his will Opinions, attitudes, actions are personality phenomena. Therefore, communicators must know the factors that influence human personality.

4). Entertainment Speech

Entertainment speeches can also be called family speech entertainment speeches. This kind of speech often expresses joy that can be enjoyed with a sense of family and brotherhood intact. Therefore, the speaker must be able to display things to create a friendly atmosphere. Jokes and humor can be used to warm up the atmosphere The purpose of this entertaining speech is to create a family atmosphere, uniting all with the joys, ups and downs of presenting to conference participants, media presentations and recitations.[52]

c. Speech Method

According to Lukman, There are four types of speech methods:[53]

1). Speech Methods

In this method, the speech plan is written purely based on what you want to say. The speech is delivered exactly as it has been prepared. This method is used to avoid mistakes in delivering the

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[51] Jalaluddin Rakhmat, Retorika Modern Pendekatan Praktis..., p.102

[52] Amirudin Rahim, Retorika Haraki.., p.115-120

[53] Lukmanul Hakim dan Heri Fadli Wahyudi, Teknik Modeling dan Konseling, (Haura Utama. Sukabumi, 2022), 21-22

message or speech material. [54]. Some speakers even write greetings or salutations in the opening and salutations in the closing. This method is used in conversations that require precision, for example in formal speeches on political issues, announcements or technical analysis.

2). Memorier Method

This method is an advanced method of the script reading method. In this method, the prepared script is not read but memorized first and then read out in the speech.[55]

3). Spontaneous Method (Improptu)

The spontaneity method is different from the previous two methods. In this method, the speaker does not prepare a script, or does not read the text. The speaker only thinks about what issues to raise. The speech is completely unprepared, because the speaker is appointed suddenly to deliver a message (speech) in public.[56]

4). The method of outlining the framework

In this method, the speaker will be more flexible in conveying his ideas. Communicators (speakers) can prepare their material well in the form of a speech outline. In this method, the

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[54] Stewart L. Tubbs, Sylvia Moss, Human Communication..., p. 124
[55] Helena Olii, public Speaking..., p.47-48
[56] Helena Olii, public Speaking..., p. 48.

speaker determines the main points of the speech content and then compiles them in the form of a speech outline.[57] In addition, the speaker makes special notes. For example, verses, laws, data or numbers that are difficult to remember.

5. The Supporting Factors

The supporting factors of speaking encourage students to study harder. Several supporting factors include[58]:

a. Interest

Interest is the enduring propensity to focus, engage, and appreciate certain activities and content.[59] The desire to succeed will drive speakers to keep learning in order to reduce the likelihood of public speaking failure.

b. Exercise

It is rare for speakers to address a sizable crowd without first doing their homework and preparing.[60] A speaker who exercises can become more skilled. The goal is to improve public speaking performance.

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[57] Helena Olii, public Speaking..., p. 48.

[58] Kurnia Sulkhiyah, "The Implementation of Muhadharah in Building Students' Public Speaking Ability at Al Islam Islamic Boarding School Ponorogo" (diploma, IAIN Ponorogo, 2023), http://etheses.iainponorogo.ac.id/23562/.

[59] Slameto. Belajar dan Faktor-Faktor yang Mempengaruhi, (Jakarta. Renika Cipta. 1991), 57.

[60] Anna Gustina Zainal, Public Speaking Cerdas Saat Berbicara di Depan Umum, (Purbalingga, Eurika Media Aksara, 2022) 55

c. Confident

It is a mindset or a conviction in one's own ability. As a result, when taking action, speakers don't feel nervous, are free to act however they please, and are in charge of their choices.[61]

6. The Inhibiting Factors

In speaking English, besides the supporting factors, of course there are inhibiting factors, namely the lack of confidence of students[62]. Therefore, the need for strong internal and external encouragement in order to control themselves.

One of the lack of confidence comes from shyness and anxiety itself. According to Burns, the factors that inhibit a person's speaking ability are cultural factors, lack of motivation, anxiety and shyness in public speaking.[63] The important point in this case is that it all comes from the student himself whether they wants to or not.

7. Improve English Speaking

The integration of the other language abilities indicates the importance of speaking. Speaking with others helps students improve their vocabulary, grammar, and writing abilities. Pupils are able to converse, discuss, ask questions, tell tales, convey their feelings and

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[61] Anna, Op.Cit.,61.

[62] Anna Gustina Zainal, Public Speaking Cerdas Saat Berbicara di Depan Umum, (Purbalingga, Eurika Media Aksara, 2022) 55.

[63] "Burnes D & Page G. (1985). Insight And Strategies For Teaching Reading. Sidney: Harcourt Brace Javanovich Group.

thoughts, and demonstrate the different ways that language can be used. Speaking is essential outside of the classroom. As a result, language speakers have greater options for employment across various businesses and organizations.[64] According to Baker and Westrup, learners who speak English well can have a higher probability of receiving better education, landing good employment, and getting promoted.[65] These claims are confirmed by their findings. There are two Features of Speaking Ability. According to Risnadedi, that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.[66] Mazouzi contends that the design of learning activities should be based on the achievement of equivalency between fluency and accuracy. Accuracy and fluency are crucial components of a communicative approach.

Students communication competency can be developed through classroom practice. Thus, they ought to be aware of how the linguistic system functions properly. First, fluency is the initial aspect of speaking performance, and teachers focus on teaching speaking skill with this in mind. Hughes defines fluency as a student's capacity to communicate intelligibly without disrupting the flow of conversation by risking losing

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[64] Leong and Ahmadi, "An Analysis of Factors Influencing Learners'English Speaking Skill."

[65] Baker, j., and westrup, essential speaking skills: a handbook for english language teachers. london: continuum.

[66] Risnadedi, "Developing Students` Speaking Ability". Journal of SMP Negeri 17 Pekan Baru. (7). 56-58.

the attention of the audience.[67] Fluency, according to Hedge is the capacity to respond coherently by making connections between words and phrases, clearly articulating sounds, and employing emphasis and intonation.

Accuracy is the second quality of a spoken delivery. Students should be proficient in the language they are learning. As a result, when teaching, educators should place a strong emphasis on correctness. When speaking, students should focus on the precision and completeness of the language form, which includes paying close attention to vocabulary, grammatical structures, and pronunciation. According to Thornbury asserts that complex, lengthy, and well-structured phrases are necessary for learners to correctly apply grammatical structures.[68] Accurate vocabulary acquisition requires choosing the right words for the right situations. Sometimes, even though words or expressions are similar, learners use them in different settings and for different purposes. Thus, students ought to be able to employ language and terms appropriately.

B. Previous Research Finding

Several studies are relevant to this research but still have a difference from this research. They are:

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[67] Hughes, R. Teaching and Researching Speaking. New York: Pearson Education.

[68] Scott Thornbury, *How to Teach Grammar* (England: T.C. Mugla Universites: 1999), 69-90.

The first study that relates to this research is the thesis by Kurnia Sulkhiyah. 2023 . The title is " The Implementation Of Muhadharah in Building Students' Public Speaking Ability at Al-Islam Islamic Boarding School Ponorogo".[69] The purpose of this reference is to bulding confidence speaking. While the purpose of this research is to improve speaking skill. This research uses qualitative methods. The theory used Kamaluddin theory, while the theories used by researcher are Habibia and Nuril theory. Data collection was carried out using interviews, observation, documentation. The subject of this research were the deputy head of curriculum, deputy head of student affairs, ASLAM (student organization of Al Islam) club administrators, orators, and also the audience. The similarity is using qualitative methods and discussing how to students speak. The difference between this reference and this research is that this reference focuses on how to build public speaking while researcher focus to improving speaking skill to increase student confidence in speaking English.

The second study that relates to this research is the journal of global by Ramadhan, Rezkia, M. Isnando Tamrin, and Arif Fiandi. 2023. The title is "The Implementation of Muhadharah Activities for Student Talent Development at MTsN 11 Agam".[70] The purpose of this reference is to

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[69] Kurnia Sulkhiyah, "The Implementation of Muhadharah in Building Students'Public Speaking Ability at Al Islam Islamic Boarding School Ponorogo" (diploma, IAIN Ponorogo, 2023), http://etheses.iainponorogo.ac.id/23562/.

[70] Rezkia Ramadhan, M. Isnando Tamrin, and Arif Fiandi, "The Implementation of Muhadharah Activities for Student Talent Development at MTsN 11 Agam: Pelaksanaan Kegiatan Muhadharah Terhadap Pengembangan Bakat Siswa Di MTsN 11 Agam," *MULTIPLE: Journal of Global and Multidisciplinary* 1, no. 3 (2023): 239–48.

talent development. While the purpose of this research is to improve speaking skill. The theories used Resta et al theory and Rofiq theory, while the theories used by researcher are Habibia and Nuril theory. The research methodology used in this study is a qualitative descriptive. Data collection was carried out using interviews, observation, documentation. The subject of this research were class X, XI, XII students MTsN 11 Agam. The similarity is using qualitative methods and discussing about students. The difference in previous research is the focus on student talent, while researcher focus to improving speaking skill to increase student confidence in speaking English. In addition, the difference in implementation time, the previous study was conducted in the morning and the current study conducted muhadharah in the afternoon.

The third study relates to this research is the thesis written by Budianto, Lestari. 2023. The title is "Muhadhoroh and English Public Speaking Skills: Benefits, Challenges, and Strategies."[71] The purpose of this reference is to English public speaking while the purpose of this research is to improve speaking skill. This research uses qualitative descriptive. The theories used Pei and Wu while the theories used by researcher are Habibia and Nuril theory. Data collection was carried out using interviews, observation, documentation. The subject of this research were English teachers who teach in junior high schools at the Amantul Ummah Islamic boarding school. The similarity is using qualitative methods and discussing

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[71] Budianto, "Muhadhoroh and English Public Speaking Skills."

how to students speak. The difference between this reference and this research is that this reference focuses on challenges, benefits and strategies while researcher focus to improving speaking skill to increase student confidence in speaking English.

The fourth reference that relates to this research is the journal written by Alqadri, Aqbar, and Ika Yanti Ziska. 2022. The title is "The Influence of Muhadharah as Extracurricular Activitiy on Students' Speaking Ability."[72] The purpose of this reference is to improve speaking ability of Arabic and English language while the purpose of this research is to improve speaking skill. This research uses qualitative descriptive. The theory used Habibie Alvons, P. M while the theories used by researcher are Habibia and Nuril theory. Data collection was carried out using interviews, observation, documentation. The subject of this research students of Al Fattah boarding school. The similarity is using qualitative methods and discussing abot students. The difference between this reference and this research is that this reference focuses on classroom objects while researcher focus to improving speaking skill to increase student confidence in speaking English.

The fifth reference that relates to this research is the journal research written by Anwar, Khairul, and Yusdianto Marari Putra. 2022. "Implementation of Mufrodat, Muhadtsah, and Muhadharah Programs in Improving Arabic and English Language Skills at Al-Fattah Islamic

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[72] Aqbar Alqadri and Ika Yanti Ziska, "The Influence of Muhadharah as Extracurricular Activitiy on Students' Speaking Ability," *La Parole: Journal of Language Teaching and Pedagogy* 5, no. 1 (2022): 16–27.

Boarding School in Southeast Aceh".[73] The purpose of this reference is to improved students' speaking ability while the purpose of this research is to improve speaking skill. This research uses qualitative descriptive. The theory used Izzudin while the theories used by researcher are Habibia and Nuril theory. Data collection was carried out using interviews, observation, documentation. The subject of this research were eighth-grade students of junior high school. The similarity is using qualitative methods and discussing about students speak. The difference between this reference and this research is that this reference focuses on experience while researcher focus to improving speaking skill to increase student confidence in speaking English.

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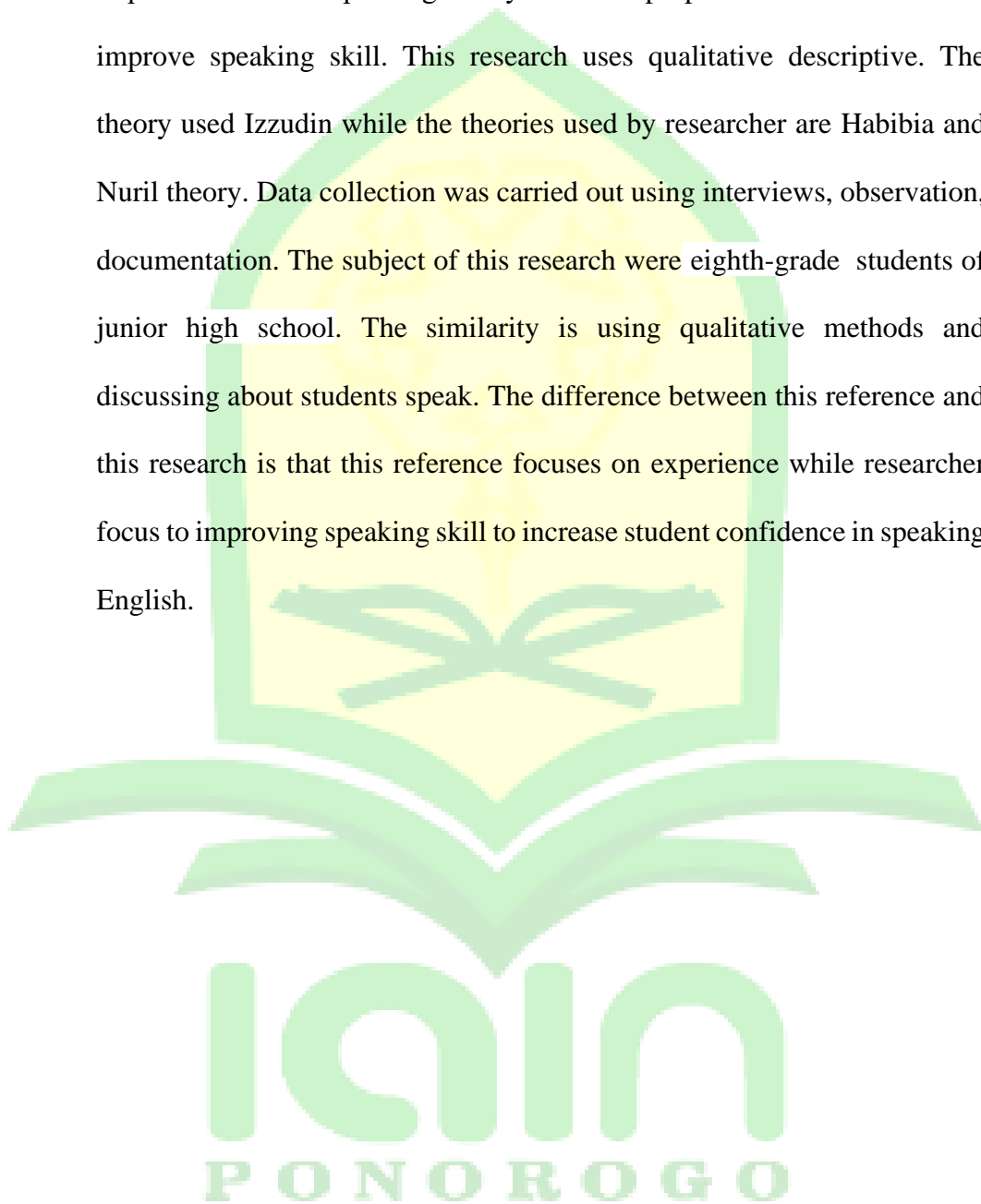
[73] Khairul Anwar and Yusdianto Marari Putra, "Implementasi Program Mufrodat, Muhadtsah, dan Muhadharah dalam Meningkatkan kemampuan Berbahasa Arab dan Inggris di Pondok Pesantren Al-Fattah Arief Aceh Tenggara," *ANSIRU PAI : Pengembangan Profesi Guru Pendidikan Agama Islam* 6, no. 2 (September 9, 2022): 266–73, https://doi.org/10.30821/ansiru.v6i2.17400.

C. Theoretical Framework

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┌─────────────────────────────────────────────┐
│   The Implementation of Multilingual in      │
│   Muhadharah Activity Program through        │
│   English Speeches                           │
└─────────────────────────────────────────────┘
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Implementation	Multilingual	Speech

1. Function 2. Indonesian, Java, English	1. Types 2. Method

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┌─────────────────────────────────────────────┐
│           The Supporting Factors             │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│         Improve English Speaking Skill       │
└─────────────────────────────────────────────┘
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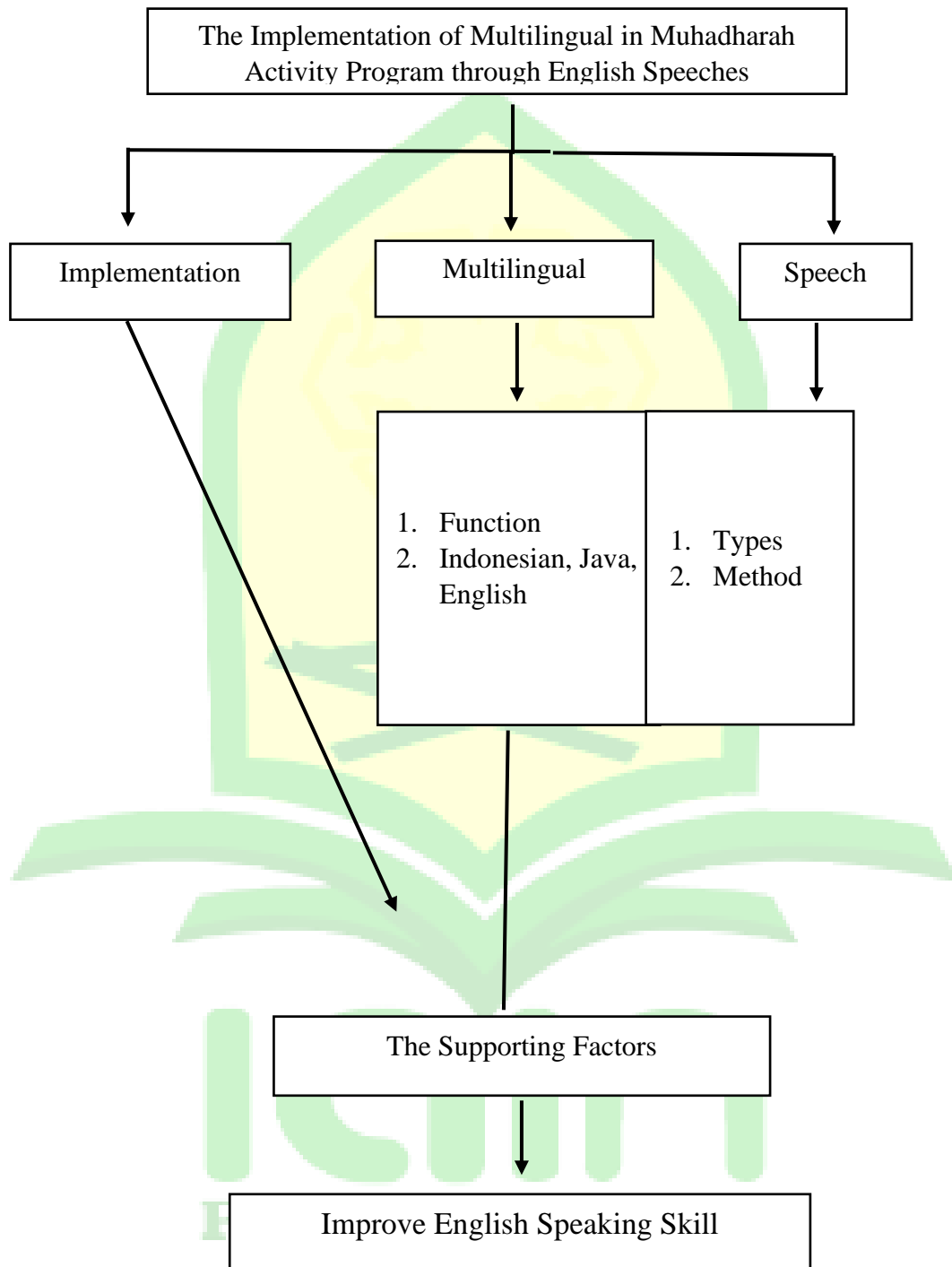
Figure 2. 1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Approach and Types

The method used in this research was qualitative research. In most qualitative methods, there is little guidance on how they could be applied in longitudinal studies with several periods of data collection.[74] Qualitative research begins with accepting that there are different ways of understanding the world (that truth is only valid in specific contexts) and is concerned with discovering the meaning seen by the people studied and with understanding their views.[75]

The descriptive qualitative research method is to seek information or collect data in the form of descriptions of words carried out by researchers through observation, interviews, and documentation to analyze the data that has been collected and then process the data so that somebody can find later efforts can be found in the form of concluding the end of this research.

B. Research Location and Time

In this study which was conducted on February 12th, 2024 to April 23th, 2024, the researcher chose State Senior High School 1 Jetis as the place to conduct this qualitative research. SMAN 1 Jetis is located on S. Sukowati Street, Kutu Wetan Village, Jetis District, Kutu Wetan, Ponorogo, Ponorogo

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[74] Uwe Flick, Ernst von Kardoff, and Ines Steinke, *A Companion to Qualitative Research* (SAGE, 2004).

[75] H. Klopper, "The Qualitative Research Proposal," *Curationis* 31, no. 4 (2008): 62–72.

Regency, East Java. The researcher chose this school because this school has its characteristics, such as upholding religious values even though it is not a boarding school, having a program which is a potential, namely focusing on 3 languages (Indonesian, Javanese, English) which are packaged in the form of activities. Based on observations, this school applies strategies to solve students' problems speaking English, namely muhadharah. The research was conducted at SMAN 1 Jetis with the target of 10th and 11th grade students.

C. Data and Source Data

This research, the data sources was categories into two types. They were primary and secondary data. According to Cambridge Advanced Topic, the definition of data collection is a collection of text, members or symbol in raw or unorganized form.[76] Primary data were obtained from direct observation and interviews at SMAN 1 Jetis. The researcher observed the implementation of muhadharah directly and conducted structured interviews with two teachers and four students. Secondary data came from books, journals, articles, and other published works, including journal references on the implementation of muhadharah in improving speaking, especially English.

Data obtained in the form of observation checklists, transcripts of interviews students and teachers. While the data source is taken based on information data in the form of words and actions.

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[76] Cambridge advance, Cambridge international AS & A level information technology 9626 for examination from 2017, topic support guided 2017.3

1. **Primary Source**

According to Gay and Peter, primary data constituent first handed knowledge, such as eyewitness report and original document.[77] Hox and Boije states, using primary data which are data collection for the specific research problem at hand, using procedure that fit the research problem best.[78] The following information was obtained by researcher through :

a. Mrs. Maryani, S.Pd.I as the person in charge of Muhadharah at SMAN 1 Jetis.

b. Mrs. Sulikah S.Pd as the English teacher at SMAN 1 Jetis.

c. Students of class X and XI of SMAN 1 Jetis.

2. **Secondary Data Sources**

Secondary data is data that aims to support or primary data amplifier. Gay and Peter states that secondary data is constituted second hand in information.[79] In this research the secondary data was documentation, muhadharah schedule, direct observation and so on.

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[77] L.R Gay and Peter. W Airisian. Edcational Research: Competence for analysisi and application. (New Jersey: Merril publishing company) 2000:10

[78] 56 Joop J.Hox abd R.Boeji. data collection, primary vs secondary. Encyclopedia of social measurement 2005. Vol.1 : 593

[79] ohn Crorwll. Research design qualitative and mix method approaches #rd edition. London. 2009

D. Data Collection Technique

The technique of data collection used by the researcher stated as follows:

1. Observation

Observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation. Through observation, researchers learn about behavior, and the meaning of that behavior. The observation used in this research is passive participation observation because the researcher goes to the place of the observed activity but is not involved in the activity.[80] Observation is carried out to obtain data or information by directly observing and paying attention to the implementation of muhadharah with observation instruments that have been prepared by research.[81] Such as the flow of preparation before the implementation of muhadharah.

According to Ary it means that observation is the basic method for obtaining qualitative data. The qualitative researcher's objective is a complete description of behavior in a particular setting, not a numerical summary of the occurrence or duration of observed behavior. In this observation activity, the status of a phenomenon is determined by observing not by asking.

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[80] Sugiono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2016), 226- 228.

[81] Observation transcripts code 09/O/04-III/2024

2. Interview

An interview is a form of gathering information. The way of it is by question and answers conducted by researcher and respondent. An interview is used to collect data on the subject, feelings, beliefs, and respondent opinion about the situation by their words by using questions being interview.[82] This is to obtain data in the form of information about the implementation of muhadharah can improve English speaking in students at SMAN 1 Jetis both preparation, practice, implementation. Information obtained from several subjects include:

a. Mrs. Maryani S.Pd.I. as the person in charge of muhadharah SMAN 1 Jetis.

b. Mrs. Sulikah S.Pd. as the English teacher of SMAN 1 Jetis.

c. Students of class X and XI at SMAN 1 Jetis.

An interview is a conversation between two people to exchange ideas for a specific purpose. According to Esterberg in Sugiyono's book, there are three kinds of interviews, namely: structured interviews, semi-structured interviews, unstructured interviews.[83]

The interview used in this research is a structured interview in which the researcher has prepared research instruments in the form of interview

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[82] R. Bueke Jamohson and Larry Christensen. Educational Research Qualitative, Quantitative and Mixed Approaches 5th Edition. USA: Sage Publications, Inc.2014:317

[83] Sugiyono, *Metode Penelitian Kualitatif*, edisi 3 (Bandung: Alfabeta: 2018), hal 115.

guidelines, questions as needed. In addition, supporting tools are needed to support in the form of notebooks, cell phones to record sound and photograph evidence of having conducted interviews. This is used after obtaining permission from the data source.

E. **Data Analysis Technique**

Data analysis is doing to answer the research question in this research. According to Miles and Huberman, qualitative data analysis is carried out continuously until the data is saturated and interactively.[84]

1. Data Reduction

According to Sugiyono, data reduction is summarizing, choosing the main things, focusing on important things that are in accordance with the research topic, looking for themes and patterns, ultimately providing a clearer picture and making it easier to do further data collection make it easier to do further data collection.[85]

The first step is to summarize the observation and interview data to get the core information that has been collected. From the interviews, there were two teachers (the person in charge of muhadharah, English teacher) and four students. In summary, this included information about the preparation and implementation as well as the factors of the muhadharah. Observations focused on when students carried out muhadharah activities.

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[84] Zuchri Abdussamad. Metode Penelitian Qualitative. Syakir Media Press. 2021:161

[85] Sugiono, 2018. Metode Penelitian Kuantitatif. Penerbit Alfa Beta, Bandung

The second focuses on the important elements of the summary. More specifically, it focused on the implementation of muhadharah in improving students' English speaking at SMAN 1 Jetis. Observations that include things done by students during the activity.

Furthermore, it is aimed at the most relevant aspects of the research, namely how the implementation of muhadharah and what are the supporting and inhibiting factors of muhadharah activities.

2. Data Display

After the data is reduced, the second step is to present the data (data display). According to Miles and Huberman limit a presentation as a set of organized information that gives the possibility of drawing conclusions and taking action.[86] In the qualitative research model, data presentation can be done by making brief descriptions, charts, relationships between categories and the like. Presentation of data is intended to make it easier for researchers to see the overall picture or certain parts of the research.[87] By presenting the data, it will make it easier to understand the phenomena that occur and then plan further work based on what has been understood previously.

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[86] Miles, M.B. dan A.M. Huberman. 1992. Analisis Data Kualitatif: Buku Sumber Tentang MetodeMetode Baru. Jakarta: UI Press.

[87] Zainal Arifin, Penelitian Pendidikan Metode dan Paradigma baru..., hal.

3. Conclusion and Data Verification

After reducing data and presenting data, the next step is drawing conclusions or verification. Conclusions in qualitative research are new findings that have never existed before. These findings can be in the form of a description or description of an object that was previously unclear or has not found a meeting point of the problems found.[88] After analyzing the data obtained and collected from field observations, interview transcripts, and other important notes, researchers can draw conclusions about the implementation of muhadharah can improve English speaking in students and find supporting and inhibiting factors from the implementation of muhadharah. As a process of verification, the researcher re-examined the conclusions supported by the original field data.

F. Checking the Validity

To test the validity of the data, researcher will check the accuracy of the finding with a predetermined procedure. According to Retno, validity is a key to know the effective of research. A data can call valid if data can be accounted for and measure something appropriately.[89] Triangulate have three types, there are:[90]

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[88] Sugiyono, *Metode Penelitian Manajemen*, h. 405-412.

[89] Widyaningrum, Retno. Statistika Edisi Refisi. Yogyakarta. Pustaka Felicha. 2014:107
[90] Zuchri., Op.Cit, 190-191

1. Source Triangulation

   Checking data is by looking at information through several existing sources. The data that has been collected will be categorized and described to determine the same and the different information, so the researcher can get a specific result.

2. Triangulation Technique

   The function of the triangulation technique is to recheck information from the same source but using a different method. For example, data that has been obtained through the interviews will be rechecked by observation, documentation, or interview.

3. Time Triangulation

   Collecting of the data at difference time or situations allows for different data so the data will be checked repeatedly until data certainty can be found.

CHAPTER IV

FINDING AND DISCUSSION

A. **General Data**

1. **Profil of SMAN 1 Jetis**

   Name   : SMAN 1 Jetis

   NPSN   : 20510156

   Status   : Country

   Since   : 2004

   Accreditation   : B

   Address   : Jl.Sukowati, Desa Kutuwetan, Kec. Jetis, Ponorogo[91]

2. **The History of SMAN 1 Jetis**

   SMAN 1 Jetis was established in 2004; the implementation of new student admissions was still as a Filial SMAN Sambit, then the Decree of the Regent of Ponorogo Number: 642.2/301.A/405.51/2004 Dated June 29, 2004 means that SMAN 1 Jetis has officially established itself as the only State High School in the Jetis District area, but the Definitive Principal was only available in early 2005 namely Mr Drs. Kateno, M. Pd who previously served as Principal of SMAN Ngrayun Ponorogo. The number of students in the first batch was 33 students ; on the way, tsome resigned or transferred so that the number until graduation was only 26 students. The students wanted to resign because the school did not yet have its building. The

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[91] Documentation transcript 08/D/28-III/2024

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building was borrowed from SD Kutukulon, and the seats were small. Since there is no administrative staff, the administration is still handled by SMAN 1 Sambit. The new administrative staff (PTT) started in the second semester of 2005 after occupying the new building in Kutuwetan Village, Jetis Subdistrict, Ponorogo Regency.

The majority of the teachers were borrowed teachers from SMAN Sambit. Over time, newcomer teachers / mutations from within and outside the Ponorogo city and even outside Java as well as new batch teachers continue to arrive so that gradually the borrowed teachers are returned. The current situation of the number of teaching teachers is sufficient and even some subjects have more teachers.

The condition of the new building in Kutuwetan Village in early 2005 can be accessed through the river with a bamboo bridge (in Javanese: Sesek). The existing building consists of an office building and 2 new classrooms (APBD II Development Budget 2004). As soon as there was a new building, then at the time of admission of new students (PSB) in the academic year 2005/2006 the number of applicants immediately increased so that they received 3 classrooms. Because the number of classrooms is only 2, some borrow people's houses and some enter the afternoon in shifts.

In the 3rd year, 2006/2007 academic year to be precise, the number of classrooms increased by 1 room as a result of the 2006 BIS RKB funded construction. The PSB committee received 3 groups so that the entry was arranged per time, namely, class X entered the afternoon while Classes XI

and XII entered the morning. And so on until the 5th year, namely the 2008/2009 academic year. While in 2008 also built RKB 1 room with funds BIS RKB 2008.

In the sixth year of the 2009/2010 academic year, the first semester was still in the morning, but after that one classroom was built with committee funds so that starting in 2009 SMAN 1 Jetis had already entered the category of National Standard School (SSN) in the first year. In the second semester of the construction of the new building 1 room can already be occupied so that all students can enter the morning although some are still borrowing the chemistry laboratory room as a classroom.

In the 7th year, the 2010/2011 academic year has stepped on the implementation of SSN. In the second year, in the first semester, 2 new classrooms were being built with central and committee funds, so that in the second semester the 2 classrooms were already in use and the chemistry laboratory room could be used as its function. The logo of SMA N 1 Jetis is named SURYA ALAM. This name was originally extracted from local history, namely taken from the name of the title given by the Majapahit Kingdom to Ki Ageng Kutu, Ki Demang Suryo Ngalam, by the community pronounced Surya Alam. Surya means the sun that illuminates nature. With this, SMA N 1 Jetis is expected to become a vehicle and center for the development of knowledge that becomes a light in living life in various circles of society.

3. **Vision, Mission and Objective of SMAN 1 Jetis**

   a. Vision : Producing graduates who are pious, have noble character, are cultured, knowledgeable, independent, care about the environment and have broad insight.

   b. Mission : To make students who are faithful and pious, have good morals, keep the environment clean, have the ability to think logically, critically, creatively and innovatively as well as develop science and technology.

   c. Objective : To improve imtaq, personality, noble morals, intelligence, knowledge and skills to live independently and pursue further education.
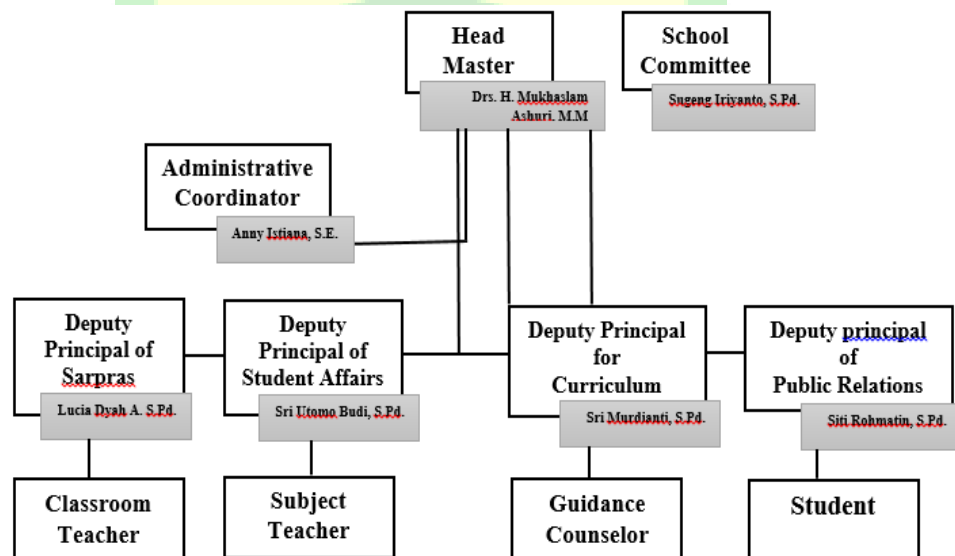
4. **School Structure**

Figure 4. 1 School Structure of SMAN 1 Jetis

B. Data Description

From the research that has been conducted, the researcher obtained data results from the application of muhadharah in improving English speaking at SMAN 1 Jetis. The data presented by the researcher is in accordance with the objectives. In this chapter, the intended data presentation is to describe the data obtained at SMAN 1 Jetis into several types of groups, namely:

1. **The Implementation of Muhadharah in Multilingual to Improve English Speaking skill at SMAN 1 Jetis**

   a. Master of Ceremony (MC)

   Opening or referred to as the host of the muhadharah implementation at SMAN 1 Jetis. The officer is performed by two people. MC is fully responsible for the implementation of muhadharah from beginning to end. This is proven based on observations by researchers.[92]

Figure 4.2 Master of Ceremony

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[92] Observation transcripts code 09/O/04-III/2024

b. Recitation of the holy verse of Al-Qur'an

Recitation of the holy verse of Al-Qur'an performed by one person officer. Before starting the core of the event, the officer recites the holy verse of Al-Qur'an as a form of religious values instilled in students. This was proven based on the researcher's observation at SMAN 1 Jetis.[93]

Figure 4.3 Recitation of the holy verse of Al-Qur'an

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[93] Observation transcripts code 09/O/04-III/2024

c. Speech

There are three people who are in charge and perform in front of the audience. This was proven from the researcher's observation at SMAN 1 Jetis.[94] The material presented is according to the needs of the students. Students are free to choose the theme that will be presented during the speech so that they can be more relaxed and there is no pressure.

Figure 4.4 Indonesian Speech

Figure 4.5 Javanese Speech

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[94] Observation transcripts code 09/O/04-III/2024

Figure 4.6 English Speech

d. Entertainment

Led by 1-2 people and together chanting Islamic poetry. This can be proven from the researcher's observation at SMAN 1 Jetis.[95] The existence of entertainment, namely by chanting *sholawat* or Islamic songs, aims to shape students' character values and always get blessings. In addition, as a form of entertainment because it has carried out the core activities.

Figure 4.7 Entertainment

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[95] Observation transcripts code 09/O/04-III/2024

e. Evaluation

The final part is evaluation, the teacher gives feedback after the muhadharah activity is over. The teacher provides reflection and evaluation to students.[96]

Figure 4.8 Evaluation

From the information above and relevant data from researchers. Researchers found a structured class division schedule. From the information data described from several informants related to the stages carried out.

Table 4. 1 Schedule of the division of officers for the implementation of muhadharah at SMAN 1 Jetis.

NO.	DAY/DATE	OFFICER	DESCRIPTION
1.	Friday/ 5 January 2024	XII MIPA 1	
2.	Friday / 12 January 2024	XII MIPA 2	

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[96] Interview transcipts code 04/I/01-III/2024

3.	Friday 19 January 2024	XII IPS	
4.	Friday / 26 January 2024	XI MIPA	
5.	Friday / 2 February 2024	XI IPS	
6.	Friday / 9 February 2024	X A	
7.	Friday / 16 February 2024	X B	
8.	Friday / 23 February 2024	XI MIPA	
9.	Friday / 1 March 2024	XI IPS	
10.	Friday / 8 March 2024	X A	
11.	Friday / 15 March 2024	X B	
12.	Friday / 22 March 2024	XI MIPA	
13.	Friday / 29 March 2024	XI IPS	
14.	Friday / 19 April 2024	X A	
15.	Friday / 26 April 2024	X B	
16.	Friday / 3 May 2024	XI MIPA	
17.	Friday / 10 May 2024	XI IPS	
18.	Friday / 17 May 2024	X A	
19.	Friday / 24 May 2024	X B	

As an orator in a speech, there are things that must be prepared so that it can run smoothly. Based on the results of observations and interviews, being an orator must prepare yourself to be mentally ready, the material chosen according to needs, the methods used according to ability. This was conveyed by Reni as an orator. She explains:

"Usually, the muhadharah material is free to choose. The chosen theme is discussed with other orators. But usually each orator chooses according to their needs, the themes that I usually bring up are about garbage and bullying."[97]

The same thing was said by Mrs. Maryani. She said:

"I let them independently search for materials on the internet according to their needs and interests. But still with a theme that includes good things that can be applied. This is so that they are not confused and can express themselves."[98]

The same thing was said by Juliana. She said:

"On the day of the event, I suddenly search the internet with a free theme. Usually my theme is about hygiene and health. I am relaxed about it because it has become a habit for me to be an orator."[99]

From the data above, it can be understood that the material presented by the orators is not from school. They are free to choose a good and useful theme that is certainly as needed. This is evidenced by the observations of researchers when conducting research.[100] Of course, all of them also have limitations in choosing because it is not arbitrary, it must be in accordance with what is expected to have a positive impact.

During the speech, of course, there are several methods, namely memorization, script, impromptu and extemporaneous. SMAN 1 Jetis applies all four methods. Most of them use the manuscript method or by

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[97] Interview transcipts code 03/I/01-III/2024

[98] Interview transcipts code 01/I/07-III/2024

[99] Interview transcipts code 04/I/01-III/2024

[100] Observasion transcript code 08/O/04-III/2024

reading. Based on observations made by researchers, researchers found that there were those who used memorization, impromptu and extemporaneous methods.[101] All methods are used depending on the ability and experience of the student. However, of the four methods, Mrs. Maryani as the muhadharah supervisor expects students to be loose on transcripts or can be memorized. She said:

> "Most students read the script, but there are some who do not use the script. I do not force them so that they are not pressured and can carry out the activities well. The point is that they want to do it because generating the intention is harder than just doing it."[102]

The same thing was said by Reni. She said:

> "I like languages, especially since I'm pursuing English. When I was an officer, at first I did speech by reading but after I learned and understood I tried to be paperless and I memorized. It really helped me in increasing my confidence level. Sometimes I forget to memorize but I can improvise because I am used to the vocabulary I use in speaking English."[103]

Erin said the same thing. She said:

> "From tenth to eleventh grade I was an orator with the theme being education and health. I was enthusiastic when I became an orator by reading a script because I was still shy and not confident if I didn't use a script."[104]

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[101] Observasion transcript code 08/O/04-III/2024

[102] Interview transcipts code 01/I/07-III/2024

[103] Interview transcipts code 03/I/01-III/2024

[104] Interview transcipts code 06/I/07-III/2024

From the information above, it can be concluded that the application of muhadharah has four methods. They are memorization method, script method, impromptu method, extemporaneous method. Of the four methods, it is expected to apply the memorization method. Because by memorizing, it can make students accustomed and easily if there will be improvisation. In addition, it trains confidence in speaking without hesitation.

However, if students are not used to it, they can use the script reading method because it is to practice building confidence. The impromptu method is suddenly appointed during the day. Meanwhile, the extemporaneous method is an experienced orator who is familiar and has plus points in confidence because he is believed to have mastered the stage and has more flying hours.

2. **Supporting and Inhibiting Factors that are Found in Implementing Muhadharah at SMAN 1 Jetis**

   a. **The Supporting Factors**

   1) Internally, the Intra-School Student Organization annually holds a speech competition involving students. Muhadharah participants enthusiastically participate. This is one of the success factors that muhadharah creates a superior generation.

      This was proven during an interview with Mrs. Maryani as the person in charge of muhadharah, she said student participated in the speech competition.[105]

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[105] Interview transcipts code 01/I/07-III/2024

2) Students' interest in learning English. Currently, English is considered difficult by students. Therefore, the efforts of the school and teachers break down so that there is a willingness of interest and talent in English. Through the application of muhadharah, it can help students like the language field, especially English, so that during teaching and learning activities, teachers and students can interact and communicate massively.

As said by Mrs. Sulikah during the interview, muhadharah activity can support students' interest in speaking English.[106]

3) Girls feel an increase in level. Not all female students feel any development in themselves. However, there are some students who make their abilities must improve at all times. Therefore, they always challenge themselves to continue to upgrade themselves.

This is what Reni felt, she said she did not hesitate when speaking English because she was trained and used to it.[107]

4) Giving rewards in any case is also a supporting factor either verbally or valuable objects. Rewards are not only objects but appreciation of praise also has a positive impact or also called word affirmation.

This was said by Mrs. Marani, she continues to support students to have confidence to improve their skills.[108]

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[106] Interview transcipts code 02/I/01-III/2024
[107] Interview transcipts code 03/I/01-III/2024
[108] Interview transcipts code 01/I/07-III/2024

5) A representative place is an important factor. In carrying out muhadharah activities, comfort is something that needs to be considered because if students are comfortable, activities can be carried out smoothly without being noisy.

This was said by siska, a comfortable place with good ventilation makes the implementation of muhadharah run smoothly.[109]

b. **The Inhibiting Factors**

1) Some participants who listened because it was not conducive. Students focus on their own activities such as playing cellphones.

This was confirmed during an interview with Erin, who said that when it was not conducive, participants did not listen.[110]

2) Some students are undisciplined and late when entering muhadharah activities. This is due to subjects that do not match the hours.

During an interview with Juliana, she said that this was due to the subject hours exceeding their limits which made students arrive late during muhadharah.[111]

3) The orator was shy and did not want to be appointed as an officer.

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[109] Interview transcipts code 05/I/01-III/2024

[110] Interview transcipts code 06/I/07-III/2024

[111] Interview transcipts code 04/I/01-III/2024

This was said by siska, the appointed officer did not want to be appointed so a class discussion was held.[112]

C. Discussion

1. The Implementation of Muhadharah in Multilingual to Improve English Speaking skill at SMAN 1 Jetis

a. Master of Ceremony (MC)

Every event requires one or more people to guide the event to run well. The implementation of Muhadharah at SMAN 1 Jetis also applies the same thing, namely the opening or referred to as the host in the implementation of muhadharah at SMAN 1 Jetis. In this implementation, the officers are carried out by two people. This is proven based on observations by researchers.[113] MC is fully responsible for the implementation of muhadharah from beginning to end. Both of them work together in order to divide the tasks equally so that they can feel the same responsibility. The success of being a host is due to the presence of chemistry so that it can communicate well as it should.

b. Recitation of the holy verse of Al-qur'an

As a model student, of course, you can apply good things. By having good morals and character, they have become the superior generation that is expected. Therefore, SMAN 1 Jetis implements a program that

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[112] Interview transcipts code 05/I/01-III/2024
[113] Observation transcripts code 09/O/04-III/2024

can fill time with positive activities and improve skills. In the implementation of muhadharah, of course, there are stages from beginning to end. One of the stages is the reading of the holy verses of the Qur'an carried out by one officer. This was proven based on the researcher's observation at SMAN 1 Jetis.[114] Before starting the main event, the officer reads the holy verse of the Qur'an as a form of instilling religious values to students.

c. Speech

In the implementation of muhadharah at SMAN 1 Jetis there are three people who are in charge and perform in front of the audience. This was proven from the researcher's observation at SMAN 1 Jetis.[115] Just like a speech in general, of course, everyone has different characteristics in perofrm. In the implementation of muhadharah there are three languages displayed, namely Indonesian, Javanese, English. Of course this can be a positive thing to improve students' speaking skills in three different languages and students can recognize new vocabulary. The material presented is in accordance with the needs of the students. In addition, students are free to choose the theme that will be presented during the speech so that it can be more relaxed and there is no pressure.

This was proven during an interview with Mrs. Sulikah as the person in charge of Muhadharah.[116]

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[114] Observation transcripts code 09/O/04-III/2024
[115] Observation transcripts code 09/O/04-III/2024
[116] Interview transcipts code 01/I/07-III/2024

d. Entertainment

In the stages of each event, of course, there is such a thing as entertainment, it can be in the form of ice breaking, stand up comedy, singing and so on. In the implementation of muhadharah at SMAN 1 Jetis there is entertainment in the form of sholawat or singing Islamic songs led by 1-2 people and together chanting Islamic verses. This can be proven from the researcher's observation at SMAN 1 Jetis.[117] The existence of entertainment, namely by chanting *sholawat* or Islamic songs, aims to shape students' character values and always get blessings. In addition, as a form of entertainment because it has carried out the core activities.

This was proven during an interview with Mrs. Sulikah as the person in charge of Muhadharah.[118]

e. Evaluation

The last stage is evaluation, at this stage the teacher provides constructive feedback to students so that the implementation of muhadharah in the future can be even better. All obstacles have solutions and can be fixed.

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[117] Observation transcripts code 09/O/04-III/2024
[118] Interview transcipts code 01/I/07-III/2024

2. Supporting Factors and Inhibiting Factors that are Found in Implementing Muhadharah to Improve English Speaking Skill

a. The Supporting Factors

1) Internally, Internally, the Intra-School Student Organization annually holds a speech competition involving students. Muhadharah participants are very enthusiastic about participating in the competition. This is one of the success factors of muhadharah in creating a superior generation. One of the supports from the school is to implement various programs which can support students' interests and talents. Of course, students are free to express and work without pressure. Because something if done not according to the heart then the results are not as expected. Therefore, teachers and schools strive for students to have an opinion or express themselves in order to understand what talents students are interested.

This was proven during an interview with Mrs. Maryani as the person in charge of muhadharah, she said student participated in the speech competition.[119]

2) The use of various languages makes everyone interested in learning them. SMAN 1 Jetis implements the muhadharah program in three languages, namely Indonesian, Javanese, and English. First, Indonesian as the national language is the unifying language of the nation that can be used every day. Second, Javanese as a regional

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[119] Interview transcipts code 01/I/07-III/2024

language that must be preserved so as not to forget the culture. Third, English as a language that can be learned so as not to be left behind with modern times besides that it can also be a provision for the future. Currently English is considered difficult by students. Therefore, efforts from the school and teachers break down so that there is a willingness of interest and talent in English. Through the application of muhadharah can help students like the language field, especially English, so that during teaching and learning activities, teachers and students can interact and communicate massively. In addition, students can recognize new vocabulary.

As said by Mrs. Sulikah during the interview, muhadharah activity can support students' interest in speaking English.[120]

3) In the implementation of muhadharah at SMAN 1 Jetis, some students felt an increase in level. Not all students feel the development in themselves. However, there are some students who make their abilities must improve every time. Therefore, they always challenge themselves to keep upgrading themselves. Because every process is not instant, everything is obtained because of earnestness. There is no result that betrays the process.

This is what Reni felt, she said she did not hesitate when speaking English because she was trained and used to it.[121]

[120] Interview transcipts code 02/I/01-III/2024
[121] Interview transcipts code 03/I/01-III/2024

4) Giving rewards in any case is also a supporting factor both verbally and valuable objects. Rewards are not only in the form of objects but appreciation in the form of praise also has a positive impact or also called word reinforcement. Rewards can be from teachers and fellow students because support determines the process of student success.

This was said by Mrs. Marani, she continues to support students to have confidence to improve their skills.[122]

5) A representative place is an important factor. In carrying out muhadharah activities, comfort is something that needs to be considered because if students feel comfortable then the activities can be carried out smoothly without any noise. In the implementation of muhadharah at SMAN 1 Jetis, facilities already exist as well as a clean place with many windows so that air can enter.

This was said by siska, a comfortable place with good ventilation makes the implementation of muhadharah run smoothly.[123]

b. **The Inhibiting Factors**

1) In the implementation of muhadharah at SMAN 1 Jetis because there are also many participants, it is not unusual for it to be crowded. Few participants listen and pay attention because the classroom atmosphere is not conducive. Students focus on their own activities such as playing cell phones or chatting with their side friends. This

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[122] Interview transcipts code 01/I/07-III/2024
[123] Interview transcipts code 05/I/01-III/2024

makes the condition even more crowded because they are influenced by other friends.

This was confirmed during an interview with Erin, who said that when it was not conducive, participants did not listen.[124]

2) Some students were undisciplined and late when entering the muhadharah activity. This is due to subjects that do not match the time. Subjects that exceed the schedule should make students carry out muhadharah activities not on time. This is not often but usually an obstacle in the implementation of muhadharah at SMAN 1 Jetis.

During an interview with Juliana, she said that this was due to the subject hours exceeding their limits which made students arrive late during muhadharah.[125]

3) Everyone is different, of course, has different characteristics. Orators who are shy and do not want to be appointed as officers. There are orators who have high confidence, half or even don't have that confidence yet. Of course, everything follows the process over time.

This was said by siska, the appointed officer did not want to be appointed so a class discussion was held.[126]

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[124] Interview transcipts code 06/I/07-III/2024
[125] Interview transcipts code 04/I/01-III/2024
[126] Interview transcipts code 05/I/01-III/2024

CHAPTER V

CLOSING

A. Conclusions

Based on research that has been conducted regarding the implementation of muhadharah in building improvisational English speaking skills at SMAN 1 Jetis, it can be concluded that:

1. The Implementation of Muhadharah in Multilingual to Improve English Speaking skill at SMAN 1 Jetis

    a. Master of Ceremony (MC)

Opening or referred to as the host of the muhadharah implementation at SMAN 1 Jetis. The officer is performed by two people.

    b. Recitation of the holy verse of Al-qur'an

Before starting the core of the event, the officer recites the holy verse of Al-Qur'an as a form of religious values instilled in students.

    a. Speech

There are three people who are in charge and perform in front of the audience. The material presented is according to the needs of the students.

    b. Entertainment

Led by 1-2 people and together chanting Islamic poetry. The existence of entertainment, namely by chanting *sholawat* or Islamic songs.

    c. Evaluation

The last stage is evaluation, at this stage the teacher provides constructive feedback to students so that the implementation of muhadharah in the future can be even better.

2. Supporting Factors and Inhibiting Factors that are Found in Implementing Muhadharah to Improve English Speaking Skill

   a. The Supporting Factors

1) Internally, the Intra-School Student Organization annually holds a speech competition involving students. Muhadharah participants enthusiastically participate.

2) The efforts of the school and teachers break down so that there is a willingness of interest and talent in English.

3) Girls feel an increase in level. Not all female students feel any development in themselves. However, there are some students who make their abilities must improve at all times.

4) Giving rewards in any case is also a supporting factor either verbally or valuable objects.

5) A representative place is an important factor. In carrying out muhadharah activities, comfort is something that needs to be considered because if students are comfortable, activities can be carried out smoothly without being noisy.

   b. The Inhibiting Factors

1) Some participants who listened because it was not conducive. Students focus on their own activities such as playing cellphones.

2) Some students are undisciplined and late when entering muhadharah activities. This is due to subjects that do not match the hours.

3) The orator was shy and did not want to be appointed as an officer.

B. Recommendations

After conducting research at SMAN 1 Jetis regarding the implementation of muhadharah in improving English speaking improvisation through English speech, the recommendations given are:

1. For SMAN 1 Jetis

   Muhadharah activities continue to be carried out, maintained and maintain their existence in increasing improvisation in speaking English and forming independence and innovation which can produce superior seeds with achievements and good morals.

2. For English Teachers

   The teacher is the student's first role model in studying. Hopefully, they will always motivate and give full support to the learning process and focus on students' self-development in English.

3. For EFL students

   Students are expected to be more enthusiastic and serious in carrying out muhadharah activities. The benefits for female students are improving English speaking skills, adding new vocabulary, becoming more confident.

4. For Future Researchers

   Researchers hope that this research can provide new knowledge and serve as a reference regarding the implementation of the muhadharah habituation program in improving female students' English speaking improvisation.

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