

**TEACHERS' AND STUDENTS' PERCEPTIONS OF THE BENEFITS OF
MUHADHOROH ACTIVITIES FOR ENGLISH PUBLIC SPEAKING AT
THE ISLAMIC BOARDING SCHOOL BABUL HIKMAH**

(Undergraduate Thesis)

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ABSTRACT

TEACHERS' AND STUDENTS' PERCEPTIONS OF THE BENEFITS OF *MUHADHOROH* ACTIVITIES FOR ENGLISH PUBLIC SPEAKING AT THE ISLAMIC BOARDING SCHOOL BABUL HIKMAH

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Arina Manasikana

This study examines teachers' and students' perceptions of *Muhadhoroh* activities in improving English public speaking skills at the Islamic Boarding School Babul Hikmah. *Muhadhoroh* is a structured public speaking practice that helps students develop confidence, fluency, and articulation. This study also explores the extent to which the degree of fit between the teachers' perceptions and the students' perceptions. The data were collected through interviews with five teachers and five students. They were analyzed using thematic coding in NVivo. The findings indicate that *Muhadhoroh* enhances students' confidence, pronunciation, and vocabulary. However, challenges such as nervousness and grammatical difficulties were identified. Teachers emphasized practice and motivation, while students suggested small-group training and direct coaching for improvement. The degree of fit analysis showed a high level of alignment between teachers' and students' perceptions, especially in key themes such as increased confidence, courage, and vocabulary improvement. Minor divergences were found in areas of emphasis, teachers focused more on grammatical structure and suggested structured institutional support, while students highlighted personal comfort and peer-based learning approaches. These findings highlight how *Muhadhoroh* supports language development while also offering insight into how differing perspectives can inform more balanced and effective improvements.

Keywords: *Muhadhoroh, speaking skills, teachers' perceptions, students' perceptions.*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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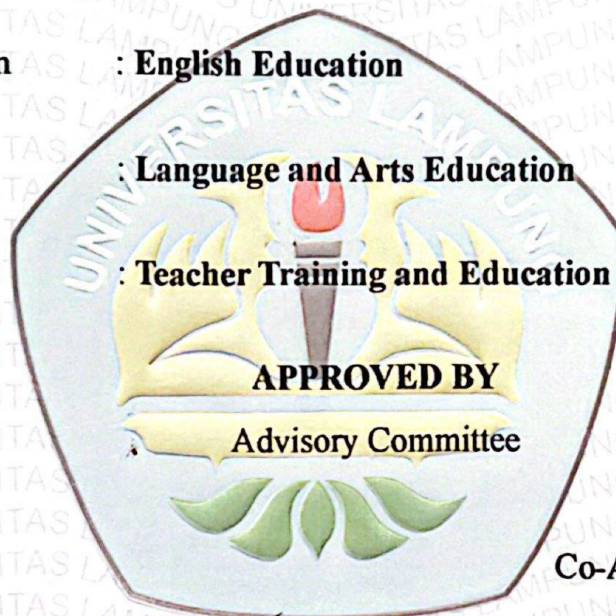
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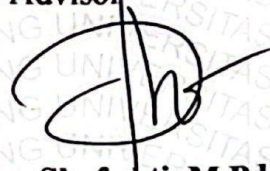
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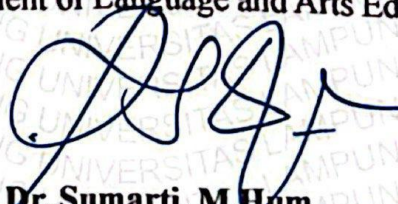
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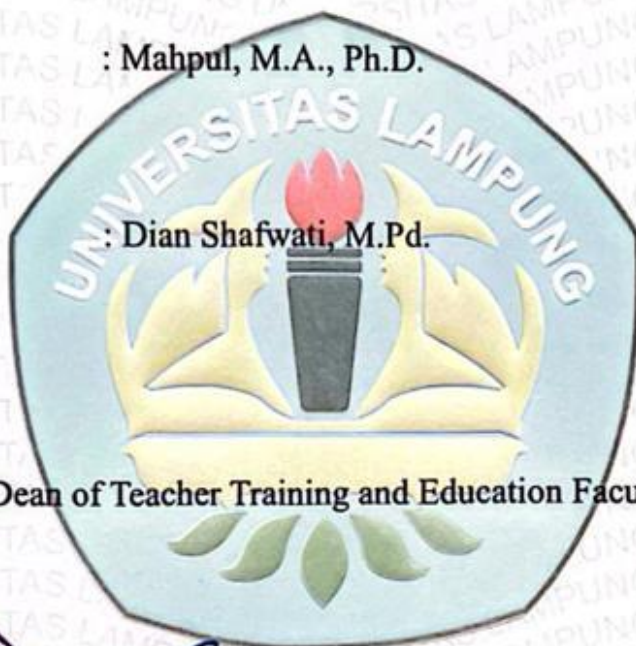
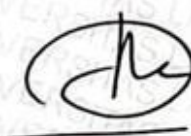
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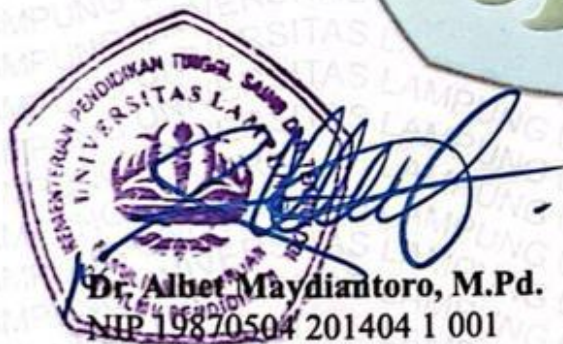
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Arina Manasikana was born in Tanjung Agung, Katibung on January 13th, 2004. She is the third child in the family of Mr. Arifin, M.Pd.I. and the late Mrs. Siti Rohimah. She has two sisters and three brothers, they are Maria Ulfah, Qois Al-Fikri, Annisa Hidayati, Dzakwan Syadad Hasyim, and Fauzan Adzzaki Abdillah.

She started her first education at RA Ma'arif Tanjung Agung. Then, she continued her elementary school education at SDN 1 Tanjung Agung and later continued at SDN 3 Tanjung Agung and graduated in 2015. In 2018, she graduated from her junior high school at SMPN 1 Katibung. She continued her education at SMA IT Babul Hikmah Kalianda and graduated in 2021.

She continued her study in the English Education Study Program of Teacher Training and Education Faculty at Lampung University in 2021 through the SBMPTN program. During her study, she's also active in organizations; in 2022, she was entrusted to be a secretary division Religion SEEDS FKIP Unila, and an active member of MTQ-SI division FPPI FKIP Unila. Then, in 2023, she was assigned again as a head division of Religion SEEDS FKIP Unila.

Beyond campus activities, she also dedicated herself to social contributions. She volunteered at *Busa Pustaka*, a community-based literacy movement. In January 2024, she took part in the Community Service Program (*KKN*) in Tengkujuh Village, Kalianda, Lampung Selatan, and completed her Teaching Practice Program (*PLP*) at MTs Al-Khairiyah, Way Lahu. She completed her studies by researching Teachers' and Students' Perceptions of the Benefits of Muhadhoroh Activities for English Public Speaking at the Islamic Boarding School Babul Hikmah.

MOTTO

“إِذَا قَضَىٰ أَمْرًا فَإِنَّمَا يَقُولُ لَهُ كُنْ فَيَكُونُ”

“When He decrees a matter, He only says to it, ‘Be,’ and it is.”

(QS. Al-Baqarah: 117)

“We lived well today so, let’s live well tomorrow too”

(Park Boyoung)

“Every cloud has a silver lining”

DEDICATION



Alhamdulillahirabbil 'alamin

In the divine name of *Allah Subhanahu Wa Ta'ala*,

I dedicate this thesis as a symbol of my love and affection to:

My father, Mr. Arifin, and my one and only love, my late mother, Mrs. Siti Rohimah, as well as my beloved brothers and sisters, who have given me love, support, and prayers throughout every stage of my life. Thank you for all the sacrifices, hard work, and guidance you have given me. You have never tired of praying for me in every circumstance, always strengthening me, and providing the best for me.

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To my beloved alma mater, Universitas Lampung.

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The Author

Arina Manasikana

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I. INTRODUCTION

This chapter explains about research background, research question, research purpose, research significance, scope and limitation, and definition of key terms.

1.1 Research Background

Effective communication skills are essential for students' academic success, personal development, and future career prospects. Among the core components of communication, speaking is often considered the most challenging, as it requires not only linguistic proficiency but also the ability to convey ideas clearly and confidently. Speaking is one of four language skills that must be mastered by students in addition to listening, reading and writing (Aseptiana & Ratih, 2019). Speaking Skills refers to the ability to convey information, thoughts, ideas, or emotions effectively through spoken language.

The field of language education has significantly evolved, especially in cultivating learners' communication skills. A key focus in this area is public speaking, which is essential for boosting students' confidence and ability to express themselves. According to Lucas (2012), public speaking is “a way of making your ideas public—of sharing them with other people and of influencing other people” (p. 7). This definition highlights the importance of clarity, organization, and delivery in successful public speaking. There are several benefits if they master public speaking. It trains critical thinking, gain fine-tuning verbal and non-verbal skills, and overcome a fear of public speaking (Paradewari, 2017). Various studies have investigated methods to improve public speaking, including traditional speech techniques and more engaging, interactive approaches.

Many studies shown that interactive activities like debates, role-plays, and discussions greatly enhance students' speaking proficiency across different languages. These activities support language learning while also encouraging critical thinking, collaborative skills, and cultural awareness among students.

However, in the context of English language learning, there is a distinct gap in understanding teachers' and students' perceptions and experiences with a specific interactive activity called *Muhadhoroh*. A study from Budianto (2023) with the title “*Muhadhoroh* and English Public Speaking Skills: Benefits, Challenges, and Strategies” indicates that *Muhadhoroh* could provide opportunities for students to develop talents in the field of English public speaking skills because students had the opportunity to perform various kinds of English performances in public.

Muhadhoroh is an activity performed by students in the form of public speeches in front of an audience. The implementation of *Muhadhoroh* aims to equip students with the independence and proficiency needed for public speaking as they mature (Fauziyati, 2022). This *Muhadhoroh* activity is a talent development activity for students in Islamic boarding schools. In this activity, the teachers target the students to perform various kinds of performances either individually or in groups. The performances presented in *Muhadhoroh* activities themselves take various forms, ranging from speeches, poetry, drama, dance, and so on (Budianto, 2023).

While these studies contribute significantly to the discourse on language learning methodologies, none have specifically investigated the unique benefits and challenges associated with *Muhadhoroh* activities in the context of English public speaking. This gap in the literature highlights the need for empirical research that explores how *Muhadhoroh* can be effectively implemented to enhance English language learners' public speaking skills.

This research aims to investigate how *Muhadhoroh* activities benefit English public speaking skills from the perspectives of teachers and students. Through qualitative methods like interviews, observation, and documentation, the study aims to uncover perceived advantages, challenges, and effectivity of participating in *Muhadhoroh* activities for enhancing students' English public speaking. The findings will enhance our understanding of how culturally embedded interactive activities can improve communication skills among English learners. Ultimately, the study aims to offer evidence-based suggestions for educators looking to innovate and improve students' English public speaking proficiency using culturally relevant teaching approaches.

1.2 Research Question

As the Research Background explained above, this research attempts to answer this following question:

1. What are the teachers' and students' perceptions of the benefits of participating in *Muhadhoroh* activities for enhancing students' English public speaking skills?
2. What is the degree of fit between teachers' and students' perceptions of participating in *Muhadhoroh* activities for enhancing students' English public speaking skills?

1.3 Research Purpose

1. To explore teachers' and students' perceptions of the benefits of *Muhadhoroh* activities in improving students' English public speaking skills.
2. To analyze the degree of fit or the extent of difference between teachers' and students' perceptions to understand whether there is alignment or significant divergence.

1.4 Research Significance

This research provides information about the teachers' and students' perception on the benefits of participating *Muhadhoroh* for enhancing students' English public speaking skills. This research has both theoretical and practical implications for language education. Theoretically, it fills a gap in the literature by examining teachers' and students' perceptions of how *Muhadhoroh* activities can enhance English public speaking skills, particularly in culturally embedded contexts. This also expands research on perception analysis in language learning by introducing the concept of degree of fit to measure gaps between teacher and student viewpoints. Practically, the study provides valuable insights for educators on how

to incorporate *Muhadhoroh* activities into English classrooms to boost student engagement, critical thinking, and confidence in public speaking. The findings aim to inform the development of more effective and culturally relevant teaching practices, ultimately leading to improved student outcomes in language education.

1.5 Scope and Limitation

This research aims to observe the public speaking roles within *Muhadhoroh* activities conducted in English, to assess their impact on enhancing students' English public speaking skills. By employing qualitative methods, the study seeks to provide detailed insights into these specific components of *Muhadhoroh*. While this will yield valuable information on how these activities improve students' confidence and proficiency in public speaking, the research is confined to observing these aspects and may not cover all elements of *Muhadhoroh* activities. Additionally, the findings might be specific to the educational settings and participants involved in the study, which could limit the general applicability of the results. Nonetheless, this focused examination allows for an in-depth understanding of these key elements within the broader context of language education.

1.6 Definition of Key Terms

- a. *Public speaking* is that it is sharing one's ideas publicly to other people and influencing others (Lucas, 2009). This definition means that public speaking is the act of giving a speech or presentation to an audience with the aim of informing, persuading, or entertaining them.
- b. *Teachers' and Students' perception* refers to how teachers and students understand, interpret, and feel about a particular topic, activity, or situation shaped by their background knowledge and life experiences (The Iris Center, 2012).
- c. *Degree of Fit* refers to a conceptual measure in this study referring to the extent of difference between teachers' and students' perceptions of *Muhadhoroh* activities (Strauss, A., & Corbin, J, 1990).

- d. *Muhadhoroh* can be interpreted as a speech, namely the expression of thoughts in the form of words that are addressed to many people, or a discourse that is prepared to be spoken in public, with the intention that the listeners of the speech can know, understand, accept and are expected to be willing to carry out the speech everything that has been conveyed to them (Rumpoko, 2012). *Muhadhoroh* also often held in Islamic boarding schools, to practice and develop their speaking skills in front of an audience.

This chapter already discussed the introduction of the research, including the research background, research question, research purpose, research significance, scope and limitation, and definition of key terms used to explain this research.

II. LITERATURE REVIEW

This chapter provides an overview of *Muhadhoroh* activities, the significance of English public speaking, the definition of perception, and an exploration of the perceived benefits from both the teachers' and students' perspectives.

2.1 *Muhadhoroh* Activities

Muhadhoroh is a traditional practice in many Islamic educational institutions. *Muhadhoroh* from the word that form root base by word حضر “*hadir*” that means present, then become *masdar mim* محاضره “*muhadhoroh*” that have mean speech (Al-Munawwir, 2007). According to Gorys at Kamaluddin, *muhadharah*, *khitabah*, lecture or speech is the presentation of oral explanations to a group of people. *Muhadhoroh* involves students delivering speeches in front of an audience. This activity aims to enhance students' public speaking skills, foster confidence, and improve their ability to convey ideas effectively. In the *Muhadhoroh* activity, the language used is usually a foreign language such as English and Arabic although Indonesian is also allowed, but in the context of this study, the focus is on *Muhadhoroh* activities conducted in English. The *Muhadhoroh* activity is a talent development program designed for students in Islamic boarding schools. It involves various performances, both solo and group, encompassing forms such as speeches, poetry, drama, dance, and more. Budianto (2023) stated that this activity aims to enhance the language skills of the students. Furthermore, it serves as a platform for entertainment and self-confidence building, it required the students to show their talents in front of a diverse audience.

2.2.1 *Historical Background*

The practice of *Muhadhoroh* has its roots in Islamic educational traditions, where oratory and the ability to articulate thoughts clearly are highly valued. *Muhadhoroh*, as a historic platform where students could learn speakery

skills in preparation for their roles in the community and religious scholars. As stated by Al-Mahmood (2016), *Muhadhoroh* has been instrumental in developing rhetorical skills and promoting intellectual discourse within Islamic communities.

1.2.2 Procedures of Muhadhoroh

On the procedures of *Muhadhoroh*, there are two procedures which are preparing speeches and delivering speeches.

1) Preparing the *Muhadhoroh*

Before delivering a *muhadhoroh*, speaker must make some preparations. Kamaluddin explained about the *muhadhoroh* preparations. There are:

a) Material

To choose the topic or material, a speaker must consider several things, for example: the topic selections are appropriate to the moment when *muhadhoroh* is carried out; choose a topic related to the audience; analyze verse or hadiths as the basis of the material; and understanding the verse or hadiths so the speaker has complete material in delivering the speech.

b) Method of *Muhadhoroh*

Muhadhoroh or speech has several methods. There are Manuscript, memorized, impromptu, and extemporaneous method (Hakim & Wahyudi, 2022).

1. Manuscript Method

According to Crick (2017), Manuscript means writing out every word of a speech and delivering it as written. This type of speech is more accurate referred to as reading speeches not delivering speeches. The word manuscript is a speech of speaker uses transcripts in message delivery.

2. Memorized Method

Memorized is a speech method that speaker memorizes the text or pre-written speech script (Susanti, 2018). Crick (2017) stated

that it is write a manuscript first and then rehearse it until one knows it by heart. It is to minimize errors in delivering speeches, so that it takes time to memorize the speech to deliver.

3. Impromptu Method

It is a method that delivering speeches without writing scripts. According to Beare at Maria, impromptu speech is delivering without any preparation. The speech was spontaneous so, there is no preparation, and the speech often based on the experience and the speakers' insight.

4. Extemporaneous Method

Extemporaneous is the method that combines impromptu and memorized methods. Before the speech, the speaker wrote a script and makes a keynote of the material (Sulkhiyah, 2023). The essential feature of this speech is notecard, which include key points, quotes, and transition drawn from a large outline.

c) Place and Audience Analysis

One of the procedures in preparing the *muhadhoroh* is analyzing the place and audience. The speaker must analyze the place where the *muhadhoroh* will be delivered. So, the speaker knows how to behave following the places where the *muhadhoroh* is held. The speaker also must pay attention to some aspects of the audience, for example: the number of audiences; age and gender; and education level (Kamaluddin).

2) Delivering the speech (*muhadhoroh*)

Delivering a speech is the main point in the implementation of *muhadhoroh*. Kamaluddin explained that the rhetoric of da'wah has basic things that must be considered in the delivery of *muhadhoroh*.

a) Intonation

Intonation is defined as the melodic pattern in speech that can alter the meaning of a sentence. It is essential for effective verbal communication as it helps listeners interpret the speaker's intent and

emotional state. Intonation can convey grammatical meaning as well as the speaker's attitude. According to Dale & Poms (2005) in Widagsa (2024), it will "tell" whether a person is making a statement or asking a question; it will also indicate if the person is confident, doubtful, shy, annoyed, or impatient.

b) Fluency

For the fluency of the speech, it should be simple. Do not be so fast which can make you confuse and do not be slow which makes it boring.

c) Body Language

The use of body language will help the speaker in explaining the words. The audience will understand more easily and believe to speaker when they used nonverbal actions that support their words (Mufianti et al., 2017).

1.2.3 Purpose of Muhadhoroh

According to Carlile in Maryam (2018), the specific purpose is divided into several kind of speech. The classification is:

1) Speech to Inform

In this speech, the speaker shares new experiences, information, or ideas. The purpose is to inform the audience about a topic. Examples include informative speeches, descriptive speeches, definitions, announcements, and process explanations.

2) Speech to Persuade

In this speech, the speaker aims to influence the audience's opinions using their material. Examples of persuasive speeches include speeches that seek to prompt action, stimulate thought, or convince the audience.

3) Speech to Entertain

A speech to entertain is designed to make the audience feel at ease while enjoying certain events. Examples include humorous speeches, after-dinner speeches, and speeches given at ceremonies.

2.2 Public Speaking

Public speaking is the process of delivering a speech or presentation to a live audience with the intent of informing, persuading, or entertaining. This skill encompasses various elements such as clear articulation, engaging storytelling, and effective use of body language. The fundamental purpose is to convey a message that resonates with the audience, prompting them to think, feel, or act in a particular way. It requires careful planning, practice, and an understanding of the audience's interests and needs to be effective (Lucas, 2019).

The art of public speaking involves mastering several key components. First, content development is essential; speakers must research their topics thoroughly and organize their ideas logically. Next, delivery techniques such as voice modulation, pacing, and eye contact help maintain audience engagement. Additionally, the use of visual aids can enhance the presentation and clarify complex points. Overcoming anxiety is another critical aspect, as nervousness can hinder performance. Techniques like deep breathing, visualization, and rehearsal can help manage public speaking anxiety (Carnegie, 2017). Ultimately, effective public speaking combines both the science of communication and the art of performance.

2.2.1 Importance of English Public Speaking

Public speaking is a vital skill in many fields, including business, education, and politics. In the corporate world, it is essential for presentations, pitches, and meetings. Effective English public speaking skills can lead to better academic performance, as students can present their ideas more clearly and confidently. Professionally, it opens doors to a wider range of opportunities, as English is the lingua franca of the global business and academic

communities. As noted by Crystal (2003), English has become the dominant language of communication in various fields, making proficiency in English public speaking an essential asset. Politicians rely on public speaking to campaign, debate, and connect with constituents. According to Dale Carnegie, a pioneer in public speaking training, the ability to speak well in public is an invaluable asset that can lead to professional and personal success (Carnegie, 2017). Public speaking also contributes to personal development by building self-confidence, enhancing critical thinking skills, and improving the ability to engage with diverse audiences. These skills are transferable to various aspects of life, making individuals more competent and articulate communicators. Lucas (2015) emphasizes that public speaking fosters personal growth by encouraging individuals to express their thoughts and opinions effectively.

2.3 Perceptions

Perception is the organization, identification, and interpretation of sensory information to represent and understand the presented information or environment. Perception refers to the students' subjective experience through their own observation and how they see reality. According to Altman, Valenzi and Hodgetts (1985), perception is the way stimuli are selected and grouped by a person in such a way that the stimuli can be meaningfully interpreted.

2.4 Perceptions of *Muhadhoroh* Activities

The perceptions of *Muhadhoroh* activities' benefits can be various between teachers and students, according to their roles, experiences, and expectations.

2.4.1 Teachers' Perception

Teachers play a crucial role in facilitating *Muhadhoroh* activities. Their perceptions of the benefits are crucial for the successful implementation and sustainability of this activity. Teachers often view *Muhadhoroh* activities as valuable tool for enhancing their effectiveness. This approach helps students

develop practical communication skills alongside theoretical knowledge. As reported by Khan and Al-Hamadi (2020), teachers believe that *Muhadhoroh* activities make the learning process more engaging and enjoyable for students. From the teachers' perspectives, *Muhadhoroh* activities provide unique opportunity to observe students' growth over time. They can identify improvements in students' confidence, language proficiency, and presentation skills. These observations validate the importance of *Muhadhoroh* as an educational practice. Zayid (2018) suggest that teachers see significant progress in students' abilities to articulate their thoughts and handle public speaking situations more effectively.

2.4.2 Students' Perceptions

Students are the primary beneficiaries of *Muhadhoroh* activities. Their perceptions provide insights into the practical benefits and challenges of participating in these sessions. Many students perceive *Muhadhoroh* activities as instrumental in building their confidence. Regular practice helps them overcome the fear of public speaking, making them more self-assured. According to Rahman and Said (2017), students who participate in *Muhadhoroh* activities report a marked increase in their self-confidence levels. Students also often recognize the role of *Muhadhoroh* activities in improving their English language skills. The need to prepare and deliver speeches in English enhances their vocabulary, grammar, and the overall language proficiency. Research by Johnson (2016) indicates that students involved in regular public speaking exercises like *Muhadhoroh* can fosters critical thinking and problem-solving skills, which are essential for academic and professional success.

2.4 The Concept of Degree of Fit

The term degree of fit in this study refers to the extent of similarity or divergence in perception between two participant groups, in this case, teachers and students. It draws conceptual grounding from comparative analysis in qualitative inquiry.

According to Miles, Huberman, and Saldaña (2014), matrices and cross-case displays are valuable for examining the similarities and differences between themes across groups. This method enables researchers to systematically compare coded data and highlight convergence and divergence in understanding. Similarly, Creswell and Poth (2018) support the practice of comparing themes in qualitative research to reveal patterns of meaning across participant experiences.

In this research, the degree of fit is quantified using a percentage-based difference in how frequently themes are mentioned by each group. While this numerical comparison offers clarity, it serves to complement the qualitative narrative rather than replace it. Thus, the degree of fit acts as an interpretive tool within the broader thematic analysis.

2.5 Previous Studies

Research on the benefits of *Muhadhoroh* activities in English has become popular in recent years. Previous research has confirmed the importance of *Muhadhoroh* in improving students' social skills, especially in non-English speaking countries. For example, a study by Rahman (2021) found that students who participated in *muhadhoroh* activities showed a significant improvement in their confidence and fluency in speaking English. This development in was due to the structure and revision of *muhadhoroh* lessons, which provided students with an environment where they could practice and improve their speaking skills.

Moreover, a study by Aisyah and Nurul (2019) confirmed the role of *muhadhoroh* in enhancing students' self-directed learning. Their research found that group discussions and peer feedback during *muhadhoroh* played an important role in improving students' knowledge. Students can learn from their peers, correct their peers' mistakes, and gain new ideas about effective public speaking.

These findings are consistent with the broader literature on the benefits of nonverbal activities in language learning. According to Brown (2018), regular practice through speaking activities can lead to significant improvement in language skills and public speaking. Such activities provide students with a unique communication platform by bridging the gap between academic and practical knowledge.

In addition to improving linguistic abilities, *muhadhoroh* activities have been linked to the development of essential soft skills. A study by Setiawan (2022) found that students who regularly participated in *muhadhoroh* sessions demonstrated enhanced leadership skills, as they often had to organize and lead discussions or presentations. This experience translated into greater self-confidence and the ability to effectively manage group dynamics, which are crucial skills in both academic and professional settings.

Additionally, Al-Tamimi and Shadi (2021) examined the cultural benefits of *muhadhoroh* activities. Their research found that such activities help students better understand and appreciate different perspectives because they often discuss different topics. This exposure not only broadened students' horizons but also developed their global citizenship and cultural competencies, which are very important in a globalizing world.

Overall, the field of research on *muhadhoroh* activities highlights a variety of areas of interest, from language development to the development of social skills and cultural awareness. Together, these findings highlight the importance of incorporating *muhadhoroh* into English language learning programs because they provide a holistic approach to education that goes beyond language learning.

This chapter has reviewed the relevant literature on *Muhadhoroh* activities and their perceived benefits for English public speaking. It has highlighted the historical context, implementation, and significance of *Muhadhoroh*, the definition of perception and the varying perceptions of teachers and students, also the previous studies.

III. METHODS

This chapter presents the research methodology, which cover the research methodology and design, place and time of the research, research subject, research instruments, procedure of data collection, and the data analysis.

3.1 Research Methodology and Design

This study explores the perceptions of teachers and students of the benefits of *Muhadhoroh* activities for English public speaking. A qualitative research design is employed to gain in-depth information about the participants' experiences and perspectives. Qualitative research is a method of inquiry that aims to understand human behavior and the reasons that govern such behavior. It investigates the why and how, not just what, where, and when (Creswell, 2013). The study adopts a phenomenological approach to understand the lived experiences of the participants engaged in *Muhadhoroh* activities.

3.2 Place and Time of the Research

The research was conducted at Islamic Boarding School Babul Hikmah, an Islamic school located at Jl. Pondok Pesantren Dusun V Umbul Tengah Desa Kedaton Kec. Kalianda, Lampung Selatan, Lampung, Indonesia. The research was carried out until sufficient data was collected and began after the issuance of a research approval letter from the Dean of FKIP University of Lampung.

3.3 Research Subject

The research subjects included:

1. Teachers: 5 English teachers who facilitate *Muhadhoroh* activities
2. Students: 5 Students who actively participate in *Muhadhoroh* activities.

A purposive sampling technique was used to select participants who had rich experiences and insights related to the study's focus. Patton (2002) stated that purposive sampling is a non-probability sampling method in which the researcher selects participants based on specific characteristics and qualities, ensuring they can provide rich and relevant data.

3.4 Research Instruments

The primary research instruments for this study are:

3.4.1 Semi-structured Interviews

Semi-structured interviews involve guided conversations where the interviewer follows a flexible script to explore specific topics while allowing participants to express their thoughts freely (Bryman, 2016). This interview aims to explore the perceptions and experiences of teachers and students. The interview conducted with selected teachers and students. Each interview will last approximately 15-30 minutes and will be audio-recorded with participants' consent. To obtain data on teachers' and students' perceptions on the benefits of *Muhadhoroh* activities for English public speaking, researcher used interview guidelines. The interview questions that prepared by the researcher are arranged based on several key principles that ensure they effectively gather relevant and detailed information about teachers' and students' perceptions of *Muhadhoroh* activities. These principles are their experience, experience-based question start with questions that ask about personal experiences helps to ground the interview in the respondent's reality, making them feel comfortable and setting the stage for more in-depth questions (Kvale & Brinkmann, 2015). Next is identify the perceived benefits, Questions about perceived benefits and challenges are essential for understanding the practical implications and effectiveness of a program or activity. This approach helps in identifying both positive outcomes and areas needing improvement (Creswell & Poth, 2018). After that are challenges and solutions, Denzin and Lincoln (2018) promote deeper understanding of the research problem by advocating deep,

probing questions that go beyond high-level questions to identify hidden problems and practical solutions. Next are emotional and behavioral, emotional and behavioral responses explore how participants feel about an activity and their behavioral responses provides insight into their engagement and the psychological impact of the activity. This is crucial for understanding the holistic impact (Patton, 2015). The last is suggestions for improvement, ending with questions that seek suggestions for improvement not only provides actionable insights but also empowers participants by valuing their input for future developments (Rubin & Rubin, 2012).

So, the researcher prepared grid of questions:

For Teachers:

1. Can you describe your experience with *Muhadhoroh* activities at your school?
2. What do you believe are the main benefits of *Muhadhoroh* activities for students' English public speaking skills?
3. What challenges have you encountered while implementing *Muhadhoroh* activities, and how have you addressed them?
4. How do students generally respond to *Muhadhoroh* activities?
5. What improvements or changes would you suggest to enhance the effectiveness of *Muhadhoroh* activities in developing English public speaking skills?

For Students:

1. Can you describe your experience with *Muhadhoroh* activities at your School?
2. What do you think are the main benefits of participating in *Muhadhoroh* activities for your English public speaking skills?

3. What challenges have you faced while participating in *Muhadhoroh* activities, and how did you overcome them?
4. How do you feel during *Muhadhoroh* activities? Are you comfortable speaking in front of your peers?
5. What improvements or changes would you suggest to make *Muhadhoroh* activities more effective in helping you develop your English public speaking skills?

3.5 Procedure of Data Collection

The data collection process for this study occurred in three phases: preparation, data collection and post-collection. Each phase was carefully planned to ensure efficient and effective data collection.

1. Preparation phase

During the preparation phase, the necessary permission was obtained from the school administration. An interview was developed to ensure that all aspects of the program were covered. The interview guide contained semi-structured questions designed to elicit detailed responses from both teachers and students. The activities were scheduled to ensure that interviews were conducted at a time convenient for the participants, thus minimizing disruption to their normal activities.

2. Data collection phase

Semi-structured interviews were conducted with selected teachers (5 participants) and students (5 participants) during data collection. Each interview was expected to last 5-10 minutes and was recorded to ensure accurate recording of participants' responses.

3. Post-Collection Phase

In the post-collection phase, all audio recordings from the interviews were transcribed verbatim to ensure that participants' responses were accurately

recorded. This phase also includes the initial coding of the data for in-depth analysis after the study. The collected data was stored securely to maintain confidentiality and integrity, ensuring the confidentiality of the participants throughout the study.

3.6 Data Analysis

Although this study uses a qualitative design, basic quantification of the coding results was applied using NVivo software. This included calculating the percentage of references for each theme from teachers and students. This approach helped identify the extent of alignment or divergence, referred to in this study as the degree of fit between their perceptions. While not aiming to make statistical generalizations, these numbers support the thematic analysis and strengthen the interpretation of the findings within a qualitative framework. The “degree of fit” used in this study is a conceptual tool designed to measure the extent of agreement or divergence in perceptions between teachers and students. This approach is informed by qualitative comparison methods suggested by Miles and Huberman (2014) and Creswell and Poth (2018), who emphasize cross-case analysis and theme comparison in qualitative studies. In accordance with (Miles and Huberman, 1994) define analysis as three simultaneous activities: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Miles and Huberman (1994) define data reduction as the process of selecting, focusing, reducing, abstracting, and converting data from written field notes or transcripts. Data reduction, which involves transcribing all interviews, organizing field notes and the materials collected, aims to systematically condense, and organize the data (Miles & Huberman, 1994). These data then underwent systematic coding, starting from the initial coding to identify patterns and themes. Open coding techniques were used to develop codes from the data, which were then classified into broad categories using axial coding to explore relationships and connections between the identified themes (Strauss & Corbin, 1990).

2. Data Display

Data display focused on developing themes based on specific sections of the text, highlighting keywords and important topics related to *Muhadhoroh* activities. Verbatim statements and examples from interviews were used to illustrate each theme, and empirical evidence will be presented to support the findings.

3. Drawing Conclusion

Drawing conclusion involved interpreting these themes in the context of existing literature on educational practices and public speaking skill development. This included discussing the obvious benefits of *Muhadhoroh* activities reported by teachers and students, as well as identifying any challenges. The data interviews from both perceptions (teachers and students) were used to validate the findings, and member checks will be performed to ensure accuracy and enhance credibility (Denzin and Lincoln, 2018). The analysis aims to draw comprehensive conclusions about *Muhadhoroh* activities in improving English-speaking skills and make practical recommendations for training programs based on the strengths and improvements identified through research.

This chapter presents the methodological approach to guide this research by examining the most effective and efficient way to explore teachers' and students' perceptions of the benefits of *Muhadhoroh* activities in English.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the study and provides suggestions for improving *Muhadhoroh* activities to enhance students' English public speaking skills. The conclusions summarize the key findings of the research, highlighting both the benefits and challenges of *Muhadhoroh*. The suggestions offer practical recommendations for teachers, students, and future researchers to further improve the effectiveness of this activity in fostering public speaking proficiency.

5.1 Conclusion

This study explored the perceptions of teachers and students regarding the benefits of *Muhadhoroh* activities in enhancing English public speaking skills at Islamic Boarding School Babul Hikmah. The findings confirm that *Muhadhoroh* plays a significant role in improving students' confidence, pronunciation, vocabulary acquisition, and courage in public speaking. Through repeated practice and structured exposure, students gradually develop fluency and overcome their fear of speaking in front of an audience.

Teachers recognize *Muhadhoroh* as a valuable platform for fostering students' public speaking skills, enhancing their ability to express thoughts clearly, and developing critical thinking skills. However, challenges remain, including nervousness, fear of making mistakes, and a lack of structured feedback. Some students experience anxiety during public speaking, while others need more guidance to improve their speech organization, pronunciation accuracy, and grammatical structures. These challenges highlight the need for enhancements in teaching strategies and feedback mechanisms to further optimize the effectiveness of *Muhadhoroh*.

The use of the degree of fit analysis provided a nuanced understanding of the alignment and divergence between the two groups' perceptions. An average degree of fit of 19% indicates moderate alignment overall. While there was strong agreement on the themes of confidence and vocabulary acquisition, key differences were found in grammar and sentence structuring highlighting a need to better integrate both linguistic precision and student-centered speaking practice into *Muhadhoroh* sessions.

The findings underscore the dual role of *Muhadhoroh* in both language development and personal growth. The activity not only supports students' linguistic proficiency but also helps build their self-confidence, resilience, and adaptability which is important skills for academic and professional success. The study suggests that integrating modern pedagogical methods, structured evaluations, and technology-based learning tools can maximize the impact of *Muhadhoroh* and make it an even more effective learning experience.

5.2 Suggestion

5.2.1 For Educators and Schools

To improve the effectiveness of *Muhadhoroh* activities, teachers and schools should implement structured feedback mechanisms, such as one-on-one coaching and peer evaluations, to provide targeted improvements in students' performance. Small-group training sessions can offer personalized guidance and encourage collaborative learning, while utilizing video recordings and playback analysis can help students self-evaluate and refine their speech techniques. Organizing public speaking workshops with experienced speakers or alumni can inspire and mentor students, and integrating interactive activities, such as debates, storytelling, and improvisational speaking, can make *Muhadhoroh* more dynamic and engaging. A graded evaluation system should also be established to provide constructive criticism and track students' progress over time.

5.2.2 For Students

For students, active participation in *Muhadhoroh* through regular practice and seeking opportunities to speak in front of an audience is crucial. Taking advantage of teacher and peer feedback can help refine speech organization, delivery, and pronunciation. Engaging in self-assessment techniques, such as reviewing video recordings of speeches, can identify areas for improvement, while developing strategies to overcome public speaking anxiety, including breathing exercises, visualization techniques, and systematic desensitization, can boost confidence. Expanding vocabulary and refining pronunciation through additional language exercises and exposure to fluent English speakers can further enhance language proficiency.

5.2.3 For Future Research

Future research should focus on comparing different formats of *Muhadhoroh*, such as debates, storytelling, and structured presentations, to determine the most effective method for language development. Investigating the long-term impact of *Muhadhoroh* on students' public speaking abilities, confidence, and communication skills in higher education and professional settings would provide further insights. Additionally, examining the relationship between *Muhadhoroh* and overall academic performance, particularly in subjects requiring strong verbal communication skills, and assessing how teacher interventions and structured coaching influence students' progress in *Muhadhoroh* activities over an extended period, could provide valuable contributions to the field of public speaking education.

By implementing these suggestions, *Muhadhoroh* activities can be refined and improved to further support students' growth in public speaking and language proficiency. Enhancing teaching methodologies, feedback systems, and technological integration will ensure that students receive comprehensive training in public speaking, preparing them for academic success and future career opportunities.

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