

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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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.*