# CHAPTER I

# INTRODUCTION

## A. Background

Language is the most basic factor given as a gift from the most Creator that allows every human being to live together and to position themselves as social beings. Language can be interpreted as a tool to convey something that comes to mind and heart. However, more in language is a tool to interact or a tool to communicate, in the sense of a tool to convey ideas,concepts, or feelings. In a language system is formed in several components that are patterned regularly and can be ruled out. The language system is in the form of sound symbols, each language symbol can symbolize something that can produce meaning. In early childhood naturally aspects of language skills are learned and acquired to adapt to their environment, as a means of socialization, language is a way of interacting with other people.

Generally, There are some skills in language which includes four aspects, namely; speaking skills, listening skills, reading skills, and writing skills. These four aspects of skills are closely related in various ways and are at the same time a very basic thought process for humans. From this opinion we can conclude that language skills should not be separated because they are closely related because they are one of the fundamental aspects in the human thinking process.

Rahayu (2008) explained aspects of language skills including speaking, listening, writing, and reading skills. These four aspects are interrelated with each other. Listening skills and speaking skills are aspects of spoken language skills that are very closely related. Listening skill is receptive while speaking is productive. Two other types of language skills, namely writing and reading. Both are written language skills. Writing skills are productive, while reading is receptive. from this opinion we can express the opinion that these four aspects are very important in all our activities in daily life. For example, a manager who must be skilled in speaking to manage the employees he leads, then this skill must also be supported by listening, reading and writing skills so that his leadership can run well.

Speaking is an ability to pronounce articulation sounds or words express and convet thoughts, ideas and feelings (Tarigan, 2015). Speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener. To send a message, among other things, the sender must have skills in the encoding process. On the other hand, in receiving the message, the recipient must have skills in the decoding process. From this opinion, we can learn that language skills are very useful in conducting communication interactions in people's lives. Speaking skills can certainly be improved in certain ways, as an educator needs to know how to improve a student's speaking ability in the teaching and learning process, in order to increase the effectiveness of students in speaking. speaking skill is a person's ability to convey ideas, thoughts and feelings verbally to others. Actually speaking it can

not be said that it is easy. The principle is that as long as we master what we are going to talk about, the condition is that it is easy to talk otherwise, increase reading and listening activities.

Based on the explanation before the researcher wanted to know the influence of *muhadharah* as one of extracurricular activity toward student speaking ability. Muhadharah is a human activity in discussing a problem by giving a speech or discussion which is attended by many people. In general, muhadharah does feel foreign to some people's ears. but we need to know that this is very familiar to the ears of students who study in Islamic boarding schools. because it can be said that this activity is deeply rooted in several Islamic boarding schools, including one of them is rahmatul asri boarding school which will be the object of the researcher. because in this pesantren, muhadharah is carried out in every semester because it is considered capable of supporting students' speech abilities and is very compatible with the concept of pesantren which are indeed trained to be able to make speeches even though they only focus on discussing religious themes.

This research directed at *Muhadharah's* activity to determine the on students' speaking ability through *Muhadharah* activity, it is hoped that it can improve students' speaking skills as well as the spirit of learning and help each other in mastering English material which leads to active, creative, and fun learning activities so that students can improve their understanding of English lessons. Based on the above background related to speaking activities using speech texts, both in terms of the obstacles faced by students, an innovative

activity is needed to improve students' speaking skills. In addition, the implementation of extracurricular activities that more varied is expected to overcome the difficulties faced by students. As for the alternative problem solving that is chosen to improve students' speaking skills by implementing the *Muhadharoh* activity, this activity is chosen because it is seen as being able to invite students to speak, through this activity students are motivated to be bolder in speaking in public. because this activity provides more space for students to speak and trains their confidence level so that it can provide opportunities for students to practice speaking in public.

**B. Problem Statement**

Based on the explaination in the background, the problem statement in this study was how is the influence of *muhadharah* as extracurricular activities on students' speaking ability.

**C. Objective of The research**

Based on the problem statement above, this study has objective to find out how is the influence of *muhadharah* as extracurricular activities on students' speaking ability.

**D. Scope of the Research**

Based on the formulation of the problem above, the objectives of this study is to see the influence of *muhadharah* extracurricular activities on students' speaking skills.

## E. Benefits of research

1. Theoretical Benefits

   The benefits of this research could be used as a means to strengthen the theory that extracurricular activities in the form of *Muhadharah* can affect students' speaking ability.

2. Practical Benefits

   a) For Researchers

      This research could be improve comprehension about the implementation of extracurricular activities (*Muhadharah*) in influencing students' speaking ability.

   b) For Schools

      This research expected that the result of this study will improving the quality of education at the school concerned related to language skills, especially in students' speaking skills in groups by implementing extracurricular activities in the form of *Muhadharah*

   c) For Teachers

      The authors hope this study would given insight to the teacher that the *Muhadharah* activity is one method to improve students' speaking skills in English subjects.

   d) For Students

      The researcher expected that the student can increase knowledge and train students to speak in public with this *Muhadharah* activity.

# CHAPTER II

# REVIEW AND RELATED LITERATURE

In this chapter it would be explained about previous research findings, some pertinent ideas, and a conceptual framework

## A. Some Previous Related Research Findings

These are several previous related research findings that have been carried out before by several researchers such as below.

Kantu(2017), in his study conducted the purpose to improve the speaking abilty through speech in the fourth grade students of SDN 107 Gorontalo City. The object of this research is fourth grade students of SDN 107 Gorontalo. The problem in this research " is it speaking ability of fourth grade students of SDN 107 Gorontalo can be improved through speeches? " The method used is classroom action research. With test data collection techniques, observation, and documentation. The results of the initial Based on the results of the study, it can be concluded that through speech can increase the speaking ability of the fourth grade students of SDN 107 Gorontalo City.

Adudu(2020),in her research is to increase the ability of students to make speeches through snowball throwing models. The sample of this research is the fourth grade SDN 3 Tilong Kabila district Bone Bolango. The problem in this research is "Is it possible to improve the ability of students to make speeches through the Snowball Throwing model at SDN 3 Tilongkabila, Bone Bolango Regency.the data collection techniques, observation tests and documentation. Based on the results of classroom action research that is before

conducting research, researchers conducted preliminary observations by interviewing the fourth grade teacher that found in the learning process, especially in the speech material looks students are still shy in speaking and do not dare to appear in front of the class. based on the results of research conducted it can be concluded that through the snowball throwing method can improve the ability of students to make speeches through the snowball throwing model can improve the ability of students to make speeches grade IV SDN 3 Tilong Kabila district Bone Bolango

Mozin (2012), in his researchwith the title isImproving Speech Skills in the Extemporary Method of Fifth Grade Students of SDN 1 Bongo, Gorontalo Regency. The problem in this study is whether the ability to make speeches through the extemporaneous method of fifth grade students at SDN 1 Bongo, Gorontalo Regency can be improved. The purpose of this study is to improve the ability to make speeches through the extemporaneous method of fifth grade students at SDN 1 Bongo, Gorontalo Regency. The research method used was Classroom Action Research (CAR) which was conducted in class V of SDN 1 Bongo, Batudaa Pantai District, Gorontalo Regency. The data collection techniques in this study were using observation, interview, test and documentation techniques. Based on the results of the study, which was conducted on fifth grade students of SDN 1 Bongo, Batuda Pantai District, Gorontalo Regency, at the initial observation stage of the 22 students the ability only amounted to 8 people or 36.36%, after taking action in the first cycle the student's ability increased to 15 students or 68.18 %. The percentage

of students' abilities increased in the second cycle of 19 or 86.36%. Thus, it can be concluded that the extemporaneous method can improve the speaking ability of fifth grade students of SDN 1 Bongo, Batuda Pantai District, Gorontalo Regency.

Sholahuddin (2014), conducted a research with the title Correlation Between Activity Muhadharah Diniyah with Student Achievement in *Muhadharah* Diniyah MTs Boarding Hidayatut Thalibin II . This study problem is to determine whether there is a positive influence between activities *Muhadharah Diniyah* on student achievement in the subjects *Aqeedah* Morals MTs Boarding Hidayatut Thalibin , how large the contribution made , and whether it has significance or not. The method used is a survey method with quantitative approach. The sampling technique is simple random sampling. The research instrument used was a questionnaire with multiple choice form. While the correlation technique used is the product moment The results found in this study that there is a positive relationship between. activity and convincing enough *Muhadharah Diniyah* on student achievement outcomes in subjects *Aqeedah* Morals MTs Boarding Hidayatut Thalibin II . The results showed that the value of r count equal to 0.424 and the category of moderate or moderately ( r count value in the range 0,40-0.70 ) with a KD value of 17.97 % . Thus there is a relationship that is or is reasonably between Diniyah Muhadharah activities on student achievement in the subjects *Aqeedah* Morals in MTs Boarding Hidayatut Thalibin II and *Diniyah Muhadharah* activity has contributed in improving students' achievement .

## B. Some Pertinent Ideas

### 1. Understanding Language

Language is one of the fundamental factors that distinguish humans from animals. Language as a gift from the Creator improves people's ability to live together, helps solve problems, positions themselves as a tool to convey something that comes to mind. However, more in language is a tool to interact or a tool to communicate, in the sense of a tool to convey ideas, ideas, concepts, or feelings. In a language system, it is formed in several components that are patterned regularly and can be determined. The language system is in the form of sound symbols, each language symbol symbolizes something called meaning or concept. Language is a very important aspect in social life. Citing the notion of language opinion which states that there are two meanings of language.

The first understanding states that language as a means of communication between members of the community in the form of sound symbols produced by human speech. Second, language is a communication system that usesvocal symbols (speech sounds) that are arbitrary (Suyanto, 2011: 15). Tarigan provides two definitions of language. First, language is a systematic system. perhaps also for the generative system. Second, language is a set of like symbols or arbitrary symbols. From this statment we can know that language is not stagnant but language is dynamic. (Suyanto, 2011: 15). In Wikipedia, it is explained that language is a tool or cultural embodiment used by humans to communicate or relate to each other, either

through writing or verbally, with the aim of conveying the intentions of the heart or will to the interlocutor or other people.

Language is a complex specialized skill, develops in children spontaneously, without conscious effort or formal instruction, is used without understanding the underlying logic, is qualitatively the same in everyone, and differs from other skills that are more general in nature. process information or behave intelligently (Brown, 2008:6). Language according to the Big Indonesian Dictionary (Hasan Alwi, 2002:88) language means an arbitrary sound symbol system, which is used by all people or community members to cooperate, interact, and identify themselves in the form of good conversation, good behavior, polite good manners. Based on some of the understandings of language put forward by the experts above, the authors can conclude that language is a series of sound systems or symbols produced by human speech organs, which have meaning and are conventionally used by a group of humans (speakers) to communicate (generate thoughts and feelings). feelings) to others.

**2. Definition of Speaking**

Speaking skill is a form of conveying information by using words or sentences. In other words, speaking means using various languages depending on the speakers. Speaking is a language skill that needs to be mastered well. This skill is an important indicator for students, especially in learning Indonesian. With good mastery of the language, students can

communicate their ideas, both at school and with the surrounding community, and also maintain good relations with others.

Tarigan in (2008) said that speaking is a language skill that develops in a child's life, and is only preceded by listening skills. Based on the statement from one of these, we can prove it in everyday life by looking at small children in general, children are faster at knowing the language they listen to more often. Meanwhile, according to Haryadi and Zamzani (2000:72) Speaking is a delivery of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that the intent can be understood by others. Based on the various theories above that speaking skills are a means of communication between other people and convey ideas, ideas using good and correct language.

Based on the experts above, the researcher can said that speaking ability is one of important ability that can made students express their ideas by using a language. The students should to has better way specially when they are direct communication with others such as better in pronounciation, intonation, and others so the ideas that they want to express is easy to understand.

**3. The Purpose of Speaking**

The main purpose of speech is to communicate and convey information effectively. The speaker must understand what will be conveyed or communicated. Talking is to entertain and want to get that response or reaction. The purpose or expectation of the conversation is very

dependent on the circumstances and wishes of the speaker, in general the objectives of the conversation are:

a. Encourage or stimulate.

b. move.

c. Informing, and entertaining.

Therefore, the researcher stated that purpose of speaking is to talking and transferring an information and ideas by the good way so what the speaker said can accepted by the listener such as give a feedback and reaction.

**4. Factors supporting speaking activities**

Speaking or verbal communication activities are individual activities in an effort to convey messages orally to a group of people, called the audience or assembly. In order for the purpose of the conversation or message to reach the audience properly, it is necessary to pay attention to several factors that can support the effectiveness of speaking.speaking is a skill in which it creates a flow of sound and articulation systems that can be useful in conveying desires and feelings. Supporting factors in speaking activities are as follows.

a. Linguistic factors include:

1) Speech decree

A reader must get used to pronouncing the sounds of the language correctly. Improper pronunciation of language sounds can distract the listener's attention.

2) Placement of pressure, tone, joint and duration

The suitability of pressure, tone, joint, and duration is the main attraction in speaking, sometimes even a determining factor, even though the issues discussed are less interesting.

3) Word choice

The choice of words should be precise, clear and varied in each speech, and match the choice of words to the subject and the listener.

4) Accuracy of the speakers target

This concerns the use of sentences, speakers who use effective sentences will make it easier for listeners to catch their conversations.

b. The non-linguistic factors include:

1) A reasonable, calm, and not rigid attitude

Speakers who are not calm, lethargic and not stiff will certainly give an unattractive impression. From a natural attitude, the speaker is actually able to show his authority and integrity.

2) The gaze must be directed to the interlocutor

The speaker's views should be directed to all listeners. A view that is only focused on one direction will cause the listener to feel less noticed.

3) Willingness to respect the opinions of others

In conveying the contents of the conversation, a speaker should have an open attitude, in the sense of being able to accept the opinions of

others, be willing to accept criticism, be willing to change his opinion if it turns out to be wrong.

4) Appropriate gestures and expressions

Appropriate gestures and expressions can also support the effectiveness of speaking. Important things besides getting pressure, are usually also assisted by hand movements or expressions.

5) Loudness in sound

The loudness in this voice can be adjusted according to the situation, place, and number of listeners.

6) Smoothness

A fluent reader will make it easier for listeners to capture the content of the conversation.

7) Relevance, reasoning

Ideas after ideas must be logically related.

8) Topic mastery

Formal speakers must demand preparation. The goal is none other than so that the chosen topic is really mastered.

Based on the description above, it can be concluded that the factors that influence speaking activities are linguistic order factors.

**5. Forms of speaking test**

Some examples of spoken text forms according to Nurgiantoro in Dadan Djuanda can be done through several forms of tests that can be used

to test the speaking skills of language learners. These tests include: storytelling, free speech, retelling, guided role play, and interviews.

a. Storytelling

According to Burhan Nurgiyantoro 2001: 278 several forms of speaking activity tasks that can be trained to improve and develop storytelling skills in students. Storytelling is one of the habits of society since ancient times until now. Almost any student who has enjoyed a story will always be ready to retell it, especially if the story is impressive to students.Storytelling is a form of speaking text that is monologue about the occurrence of an event or situation in the form of a short discourse, for example daily activities. This test is usually given more often to learners at the elementary level because their vocabulary and grammar mastery is still minimal.

b. Specch Freely

Just like storytelling, free speaking is a form of speaking test that is monologue in nature. This form of speaking test is usually widely used in learning at the intermediate or advanced level because the test takers' mastery of grammar and vocabulary is quite high, which allows them to speak more.

c. Retelling

Retelling a discourse text, which has previously been seen or read. In retelling the contents of the discourse, test participants are required to use their own language.

d. Role play

In role-playing tests, the test takers usually consist of a minimum of two participants.

e. Interview

In the interview test is used more because the test results in this form better reflect the actual language skills of the test takes.

**6. Speech**

a. Understanding Speech

Speech is the expression of thoughts in the form of words that are shown to many people. While the speech text is a text or script used by a person giving a speech to convey ideas and ideas to the general public.

b. The purpose of the speech is divided as follows:

1) Informative speech

Informative speech as a means of conveying information and understanding to others.

2) Persuasive speech

Persuasive speech aims to influence others to be willing to follow the wishes of the orator voluntarily.

3) Argumentative speech

Argumentative speech is used to convince listeners.

4) Recreational speech

Recreational speech to make people feel good that is entertaining.

c. Function of Speech

1) Speech generally does one or more of the following:

   Influencing others to want to follow the suggested wishes voluntarily.

2) Convey information or an understanding to the listener.
3) Make other people happy with an entertaining speech so that other people are happy and satisfied with the speech delivered.
4) Educate.
5) Propaganda.
6) Social control.

By looking at some of the functions of speech above, the authors concluded that we can more clearly determine one's attitude towards a speech or when he is giving a speech, even by knowing these benefits, someone who makes a speech can measure for himself whether the speech delivered was successful or failed.

d. Types of Speech

Based on the nature and content of speech, the types of speech can be distinguished as follows:

1) Opening speech is a short speech delivered by the host or MC (master of ceremony).
2) Briefing speech is a speech to direct a meeting.
3) Welcome speech is a speech delivered at a certain activity or event that can be done by several people with a limited time in turn.
4) An inauguration speech, is a speech made by someone who is influential when inaugurating something.

5) Report speech, is a speech whose contents report a task or activity
6) Accountability speech, is a speech containing an accountability report for a particular activity.

**7. Extracurricular**

According to Lutan (1986:72). said that extracurricular is an internal part of a learning process that emphasizes meeting the needs of students. Between the activities or intracurricular and extracurricular activities originally cannot be separated, even extracurricular activities or activities are a complementary extension or also a reinforcement of intracurricular activities or activities to be able to channel talents or also as a driver for the development of the potential of students to be able to reach the maximum level.

There are several types of extracurricular activities such as Scouts, Youth Red Cross, Paskibraka, Sports and Arts Teams, Muhadharah and others. In here the researcher will more focus to make reseaarch about muhadhrah.

So, the researcher can stated that extracurricular is one of the additional activities or activities carried out outside of class hours carried out either at school or outside the school with the aim of being able to gain additional knowledge, skills and insight and also assist in shaping the character of the students in accordance with individual interests and talents.

### *8. Muhadharah*

*Muhadharah* in language comes from Arabic from the syllable *hadhoro yuhaadiru muhadharatan, muhadharah is isim masdar qiasi* which means "to attend to each other". Meanwhile, according to the term *muhadharah* is a human activity in discussing a problem by giving a speech or discussion which is attended by many people. In general, *muhadharah* does feel foreign to some people's ears. but we need to know that this is very familiar to the ears of students who study in Islamic boarding schools. Because it can be said that this activity is deeply rooted in several Islamic boarding schools, including one of them is rahmatul asri boarding school which will be the object of the researcher. because in this boarding, *muhadharah* is carried out in every semester because it is considered capable of supporting students' speech abilities and is very compatible with the concept of *pesantren* which are indeed trained to be able to make speeches even though they only focus on discussing religious themes. The uniqueness of *muhadharah* is that at every meeting the language used is always changing, such as English, Arabic, Mandarin and Indonesian. the *muhadharah* method is carried out in groups and has their own companion. *muhadharah* not only contains speeches, but many are also decorated with variants of exciting teaching methods such as yelling competitions, interesting games, speech challenges with other groups, etc. This made students not bored in participating in this *muhadharah* activity.

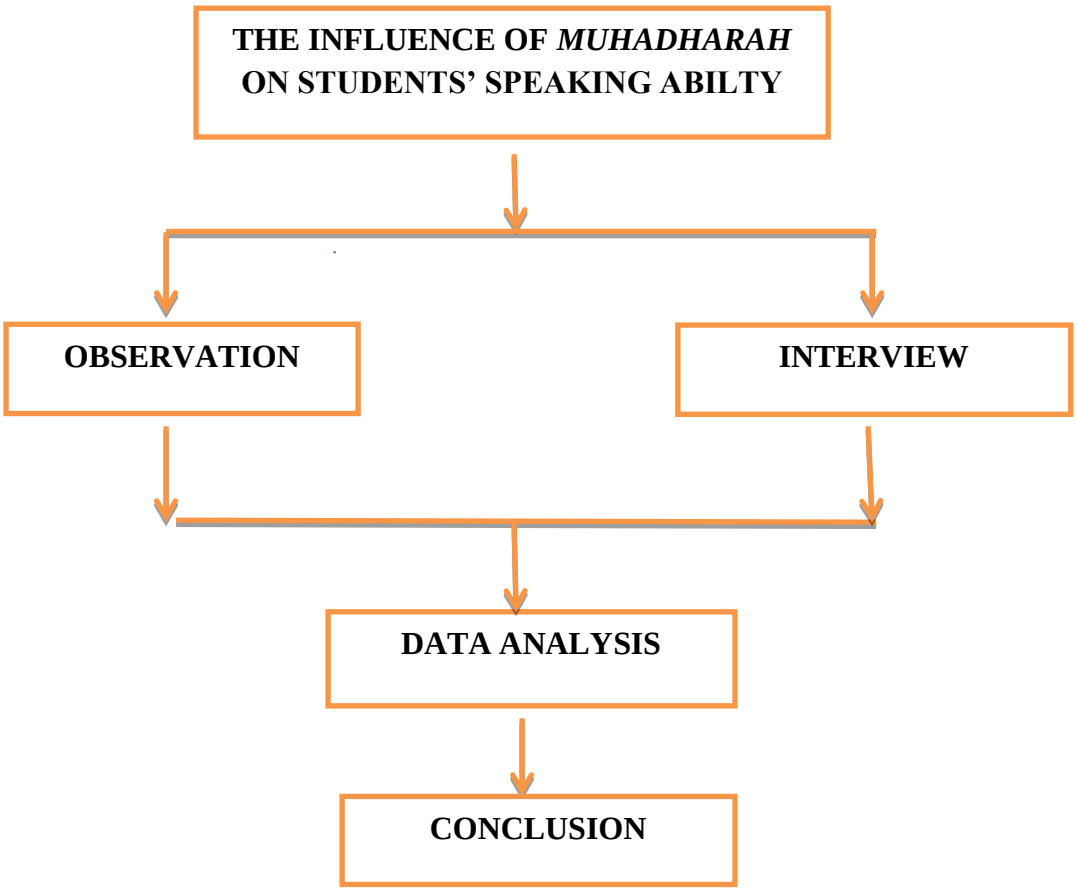
*Muhadharah* and *khitabah* are both categories of fi'ah da'wah activities (group da'wah), and use the word *khitabah* in a sense that includes *muhadharah* and *tabligh* at the same time. Speech is the act of "giving birth" to the contents of the heart or expressing thoughts in the form of words in front of the public. People who are good at talking are not necessarily good at giving speeches, because speech is a skill in itself. (Woolbert, 2014:128). *Muhadharah* activities are speech/lecture practice activities or public speaking activities or it can be said as public speaking which is done every week. This activity aims to develop the skills of students, especially in terms of speeches/lectures, to hone the courage and mentality of students in speaking in front of many people.

In this case, the researcher stated that *muhadharah* is one of good activity that can train the students to have a good ability in speaking. Other hand, *muhadharah* can make student more confident and more brave to show up and speak up in front of many people(public).

## C. Framework

Language skills as a tool to interact or a tool to communicate, in the sense of a tool to convey ideas, ideas, concepts, or feelings. The language system is in the form of sound symbols, each language symbol symbolizes something called meaning or concept.Speaking ability is one of the important skills to be taught after listening skills, so it needs greater emphasis because in speaking students are required to have aspects of speaking, namely linguistic aspects. The linguistic aspects are emphasis,

pronunciation, vocabulary and sentence structure. Extracurricular activities such as muhadharah can be used to train students to dare to give speeches and help students in speaking in public. Based on this description, the framework can be illustrated in the following table:



# CHAPTER III

# RESEARCH DESIGN

## A. Research Method

This research applied qualitative research. The purpose of qualitative research is to explain a phenomenon as deeply as possible by collecting the deepest data, which shows the importance of depth and detail of the data being studied.

According to Creswell (2008), defines qualitative research methods as an approach or search to explore and understand a central phenomenon. To understand the central phenomenon, the researcher interviewed the research participants or participants by asking general and rather broad questions. Information is then collected in the form of words or text. This collection of information is then analyzed. From the results of the analysis, the researchers then describe it with the studies of other scientists made previously. The final results of qualitative research are stated in the form of a written report.

According to Saryono (2010), qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influence that cannot be explained, measured, or described through a quantitative approach. based on the explanations of several experts above, this underlies the author to use qualitative research methods, although later the author used the average calculation for data processing, but basically researchers are more dominant in using qualitative research methods.

## B. Research participant

The subjects of this study were class IX students of SMPS Rahmatul Asri school year , the participants of this study selected from one class as a sample then interviewed to get more in-depth information.

## C. Data Collection

In this research, the researcher used the steps for collecting the data, as follow:

### 1. Observation

Observation As a first step, researchers observed students at SMPS PPM RAHMATUL ASRI school year. Here the author wanted to explain that in this school one of the extracurricular activities is *muhadharah.* These *muhadharah* activity was usually carried out every week using three languages, namely English, Arabic, Indonesian. Usually this activity is carried out at night in groups and each student is given a time schedule to appear then the participants became listeners and explained the contents of the speech from the speaker on duty. For more in-depth observations, researchers conducted observations using an observation checklist. The observations were in the form of their responses to the ongoing learning. In making these observations, researchers were expected to be helped easily in obtaining information because they had experience before how the learning situation is so that the information obtained is more pure and accurate.

**2. Interview**

After making observations, and selected several participants who could be used as samples for research, the next step was an interview. In the interview process, the researcher asked the participants several questions directly or face-to-face, but if the situation is not possible, an online discussion would be conducted. There were several types of interviews to get research information (Hayati, 2019), including personal interviews, structured interviews, unstructured interviews, and in-depth interviews. However, what researchers would used later are in-depth interviews. In-depth interviews were conducted by researchers and respondents to obtain detailed information. This interview could be structured or unstructured. Even so, in conducting in-depth interviews, still used draft questions so that the discussion did not widen everywhere and the interview could discuss what the researcher wanted from the respondent.

**3. Documentation**

All activities or activities carried out by researchers during the research presented in the form of documentation. Reporting to the Big Indonesian Dictionary (KBBI), documentation is a process of collecting, processing, and storing information in the field of knowledge, which provides or collects evidence related to information, such as quotes, pictures, recordings, videos, and other reference materials. With the existence of research documentation, the data presented is considered accurate and true.

## D. Technique of Data Analysis

The data analysis technique is a way of mapping, parsing, calculating, to reviewing the data that has been collected in order to be able to answer the problem formulation and obtain conclusions in research. As stated by Sugiyono (2018, p. 285) that the data analysis technique is the method used with regard to calculations to answer the problem formulation and hypothesis testing proposed in the study.

Meanwhile, the definition of data analysis techniques according to other experts such as Patton (in Kaelan, 2012, p. 130) said that data analysis is a process of arranging data sequences, organizing them into patterns, categories, and basic units of description. Bogdan (in Sugiyono, 2018, p. 334) explained that data analysis in qualitative research is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they are easier to understand, and the findings can be informed to the public. other people.

Miles and Huberman (in Sugiyono, 2018, p. 337) suggest that qualitative data processing methods or techniques can be carried out in three stages, namely data reduction, data display, and conclusion drawing/Verification.

### a. Data Reduction

The data obtained from the field is certainly quite a lot and in a form that is not as consistent as quantitative data. Therefore, data reduction can be carried out which means summarizing, choosing the main things, to

focus on the important things, looking for themes and patterns and discarding what is not needed.

**b. Data Display**

After being reduced, the next step is to display or present the data in order to have clearer visibility. The presentation of the data referred to here can be as simple as a table with a neat format, narration, graphs, charts, pictograms, and the like. Through the presentation of the data, the data is organized, arranged in a pattern of relationships, making it easier to understand.

**c. Drawing conclusion and Verifying**

The third step in the analysis of qualitative data according to Miles and Hubermn is drawing conclusions and verification. The initial conclusions put forward are tentative in nature, and will change if strong evidence is found to support the next stage of data collection. But if the evidence is valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

**E. Validity and Reliability**

Validity tests in research emphasized validity and reliability tests. Validity is the accuracy or alignment of data reported by researchers with data that occurs in the object of research (Sugiyono, 2017:267). In qualitative research, the data is declared valid if the data reported with the actual data that occurs in the field does not have a difference. However, the truth of data 26 reality in qualitative research is singular but plural and

depends on human construction, in this case, that every human being has different thoughts and opinions. The reliability and validity of the analytical data in this research will be tested using triangulation. This technique is defined as checking data from various sources to confirm data or findings that have been obtained previously, so that accuracy is found in the data that has been collected with data obtained from these sources

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in line with the problem statements outlined in introduction part. In the discussion section, argument and further interpretation of the findings are given.

## A. Findings

This section presents the process of collecting data applied observation, interviews and documentation. This data collection was held at the Modern Islamic Boarding School Junior High School Rahmatul Asri. In the observation part of the researcher made a direct observation on *Muhadharah* activity. This activity was held twice a week and was held at night with the outdoor method, and carried out in groups both in male and female students. This activity was attended by all junior high school students. In the first observation there was a briefing of addressing while in the second observation there was training on how to do *muqaddimah*/opening speech in a foreign language.

After that, researchers conducted interviews with several random selected students. In this section, researchers have determined several questions related to research. The interview process showed an interesting answer from the participant. Researchers collected data by recorded the interview process.

The researcher also used a questionnaire to support the results of interviews. Each of the findings was described as follows:

**1. Observation Data**

The researcher determined the students speaking ability by doing direct observation. To take the observation data of the students, the researcher spent as long as two meetings. The researcher observed the students activities and what are the students do in their school.

The researcher found that some of the students activities was practicing their ability such as their pronunciation, body language, and their intonation specially in improving their speaking ability. The students also doing speech practice to sharpen their speaking ability. There was some documentation of observation data on students in Modern Islamic Boarding School Middle School Rahmatul Asri, as follows:



Figure 4.1. observation data

## 2. Interviews Data

In this section presented the result from the interviews to answer the problem statement about the influence of *Muhadharah* as extracurricular activity on students' speaking ability. The interview conducted in *RAHMATUL ASRI BOARDING SCHOOL*. Respondents consist of 14 second grade students in Rahmatul Asri Boarding School. The interview process is a structured and unstructured interview consist of 9 questions. The result of the interview presented as follows:

### a) The students ability before trained by muhadhoroh activity

Based on the interviews result the researcher found that most of the participants was still lack in English. The participants deeply learn English when they are entered this boarding house. Most of participants have they own problems like vocabulary another participant also said that he is hard to learn because there no friends to practice his English.

### b) Knowledge of the students on Muhadhoroh activities

Based on the interview result all of the participants already know what is *muhadharah*. All the participants can explain clearly about the *muhadharah*. It showed that the participants already have experience and knowledge about the *muhadharah*. So, it is very good for the researcher to get more good data from the respondents.

**c) The understanding of the students about the procedures of *Muhadharah* activity for good speech before participating.**

The next was about the participants understanding in how to good in speech before they participating in *muhadharah.* The data showed that before participated in *muhadharah* the participants did not know how do good speech. Researcher also found that before joined in *muhadharah* the participants have much problems in speech, like less of confident in front of many people, and did not have knowledge about how to good at speech. After joined in *muhadharah* most of the participants got good benefit like, become more confidents and get knowledge about how to good in speech.

**d) The students perception that Muhadhoroh needs to be recommended become extracurricular activities that should be in all schools.**

Next was about the participants perception about the implementation of *muhadharah* for another school. Participants said that it was good if other school applied *muhadharah* because *muhadharah* very good to increase students' ability especially in speaking skill. The data also showed that students really recommended to applied *muhadharah,* because based on participants experience in participated in *muhadharah*.

**e) The students perception about the advantages of *Muhadharah* activity**

The next was about the advantages of the *muhadharah*. The interview result showed that the participants can clearly explained what advantages they got from *muhadharah.* It showed that the participants very enjoy and got much benefit from participated in *muhadharah*. Advantages that participants got like their vocubulary improved, *muhadharah* also taught and trained how to speech, intonation and body language. And it can made student more confident and more brave to show up and speak up in front of many people(public).

**f) The students perception about the disadvantages of Muhadharah activities**

After knowing the advantage of *muhadharah* next was about the disadvantages of the *muhadharah.* From the interview result it showed that the most of the students got trouble in the time of *muhadharah* held. *muhadharah* was held at night it is made students can not made preparation for the next day. Another participants also said that *muhadharah* too much rule in it so the participants often get punished.

**g) The students perception on the influence of *muhadharah* activities on their speaking ability**

The next was talk about the influence of *Muhadharah* to the speaking ability of the students. Based on the interview result it showed that *Muhadharah* really influenced participants speaking ability especially in the level of confidence of the participants. Another aspect was about the vocabulary of the participants, participants said that after

participated in *muhadharah* the vocabulary of participants was increased. So, if the vocabulary of the participants was increased it is also will impact participants speaking also.

**h) The students perception obout their reason to join *Muhadharah* extracurricular activities**

Next was about the reason of the students why they joined in *muhadahrah.* Based on the interview result researcher found variety answer from the participants. Here are several answers from the participants like to be good at speech in public with various language. Because the main result after participated in *Muhadharah* was become good speaker.

**i)The students perception that *Muhadharah* is helping them in terms of speaking compared to ordinary class meetings**

The last was about the comparation *muhadharah* in term of speaking skill with the ordinary class meeting. From the interview result researcher found that *muhadharah* was better in increased the participants speaking skill that the ordinary class meeting. Participants said that *muhadharah* was better because in *muhadharah* the participants got much opportunity in practice their knowledge that the ordinary class. In the ordinary class the participants mostly spent time for the theory made them felt bored. That is why participants felt better in muhadharah than ordinary class meetings.

Based on the data above researcher concluded that, *Muhadharah* as extracurricular was very good in term to improved students' speaking ability. From the data obtained it showed that there are many benefits from *Muhadharah.* From the participants answer researcher found that after participated in *Muhadharah* the participants got more confidents to speech in the public. Another finding that researcher found was the vocabulary level of the participants also improved after participated in *muhadharah*. Beside that, in the Rahmatul Asri boarding school or the location researcher took data the implementation of *Muhadharah* still need attention. Based on the interview result the participants said that the participants got problem participated in *muhadharah* because *muhadharah* was held in the night, so some of the participants got trouble with it. It was because the participants not had time to make preparation for next day because they had to did Muhadharah at night. So, Muhadharah as extracurricular very influenced students speaking ability in the implementation.

## B. Discussion

This stage would be present the explanation and reviews the result based on the findings above. The researcher also provided the answer of the problem statement and the objectives of the research. Furthermore,the researcher showed some research results that have been done before and then comparing with this research. There are four research related to this research that focused on the students speaking and speech ability and also one of them was explained about *muhadharah* itself.

The first related research was coming from Kantu(2017), in her research talking about the use of speech to improve the students speaking abiity. The result of her research stated that through speech, the students' speaking ability was increased. The differences was placed with the researcher study, kantu's research used classroom action research with data collected using a test. While, the researcher used case study research used interviews that consist of some questionnaires to collect the data.

Another researcher was Adudu(2020) that wants improve the students ability to make them speech through snowball throwing method at the fourth grade students SDN 3 Tilong Kabila. The background of this research based on the observation result found that the students ability especially in the speech material looks students are still shy in speaking and do not dare to appear in front of the class. The researcher conducted classroom action research with the data collection techniques, observation tests and documentation. The result of this study showed that snowball throwing method can improve the students ability and make them more confident to speech in front of the class. It was different with this study that the researcher only focused on the students speaking and speech with *muhadharah* method.

The next researcher was coming from Mozin(2012), in his research focused on the students speech skills. He was conducted the extemporary method to improve the students speaking ability at fifth grade students of SDN 1 Bongo, Gorontalo Regency. This research was using classroom action

research. The result of this study stated that every cycle start from first cycle until the last cycle has improvement. It was concluded that the extemporary method was effective to improve the students speaking ability.

The last related research was Sholahuddin(2012), in his research talking about the correlation correlation between activity muhadharah diniyah with students achievement in *muhadharah diniyah* mts boarding hidayatut thalibin II. This research has similiarities with the researcher study. Sholahuddin also focused on the influence of *muhadharah* method. But, there were some differences such as, sholahuddin wants to see that there was positive influence of *muhadharah* on the students achievement while the researcher focused on the influence of *muhadharah* on the students speaking ability. Another hand, the study of sholahuddin used survey method with quantitative approach. The result of that study showed that *muhadharah* activity has contributed in improving the students achievement.

Based on the previous related findings above, the researcher could stated that most of them was focused on the students speaking and speech ability using various method and strategy. The last one has similar with this research that focused on the influence of *muhadharah* activities. But, especially of this study has objectives to see the influence of *muhadharah* as extracurricular activities on students speaking ability. The researcher applied the qualitative approach with three steps of collecting data that was observation, interview and documentation. There were 14 students as

respondent at the grade eight students of SMPS Rahmatul Asri. The result to answer the problem of the research was collected in interview section by gave the students some questionnaires as instrument of the research about *muhadharah* activity. There is 9 questionnaires that the researcher gave to the students by direct interview.

The findings of the results to see the influence of *muhadharah* activity to the students speaking ability could be seen of the various perception of the respondent in answering the questions. Based on students perception, there was positive and negative influence about *muhadharah*. Firstly, talking about the positive influence, there was many good perception. Most of students stated that *muhadharah* could help them more confidence to speak when they are doing the speech activities. furthermore, they were said that by *muhadharah* also taught them how to got good body language and good intonation when they're speak. In other hand, the students said that *muhadharah* should become an extracurricular activity because *muhadharah* taught them more practice to speak so they also got a lot of vocabularies than the material in classroom. Secondly, talking about the negative influence, most of the students only said that *muhadharah* activity was held in the night times and there was a punishment that some students hate it. Nonetheless, the students stated that they speaking ability was improve after they were joined in *muhadharah* activity. Therefore, the researcher concluded that *muhadaharah* activity can helped the students to improved their speaking ability specially at the grade eight students of SMPS Rahmatul Asri.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presents two section. The first section is conclusion, which is based on the research findings and discussion. The second is suggestion based on the conclusion.

## A. Conclusion

Based on the previous findings and discussion of the research, *Muhadharah* activity as extracurricular was very good in term to improve students' speaking ability. According to the information gathered, *muhadharah* has numerous advantages. According to the results of the participants' answers in the interview sections, the researcher discovered that after participated in *muhadharah*, the participants had more confidence in speaking. Another discovery made by the researchers was that after participated in *muhadharah*, the participants' vocabulary levels improved. Apart from that, the implementation of *muhadharah* in the Rahmatul Asri boarding school or the location researcher's took data still need attention. Based on the interview results, participants said it difficult to participate in *muhadharah* activity since it is held at night, and some of the participants have difficulty with it. Because they had to do *muhadharah* at night, the participants didn't have time to prepare for the next day. As a result, the researcher came to the conclusion that *muhadaharah* activity can assist

students enhance their speaking ability, particularly among students in the eigth grade at SMPS Rahmatul Asri.

The role of the school should to more pay attention and also controlling of *Muhadharah* activity because this activities is one of good way on students speaking ability but still lack of attention from the teachers as fasilitators. Therefore, the consequence can seen that many of the students was not directed and get fatigue when they are doing this activities and uncontrolled and also made the material and the consept in *muhadharah* unstructured.

## B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For the students, should be more serious when joining in *muhadharah* activities although there was no academic assessment from the teachers. It would be more effective to improve your speaking ability include your body language, intonation, way of thinking and levels of your vocabulary.

2. For the teacher, in implementing *muhadharah* activities, teachers should be more involved in controlling the students. The teacher must also reconsider the punishment so the students doesn't getting bore and the time of the implementation of *muhadharah* also need attention because most of students said that they didn't like when it

held at the night time.

3. For the next researcher, this study is possible to be a reference as research related findings especially in speaking ability. The next researcher also could be change this study into classroom action research(CAR). The researcher also suggested for the next researcher to complete the research instuments such as observation list and the questionnaires so it would make the research more easier in applying.

## BIBLIOGRAPHY


Alwi, H., Lapoliwa, H., Sugono, D., Adiwimarta, H. K. S. S., Suratman, S. T., Nainggolan, D., & Darheni, N. (2002). *Kamus Besar Bahasa Indonesia Jakarta*: Balai Pustaka.

Brown, Dauglas. (2008). *Prinsip pembelajaran dan pengajaran bahasa. Jakarta*: Person education.

Cresswell. (2008). *Research Design*. Yogyakarta: Pustaka belajar diterjemahkan oleh Achmad Fawaid.

Hayati, R. (2019). *Penelitian Kepustakaan (Library Research) Macam, dan Cara Menuliskannya.*

Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion.*

Creswell, J. W., Damschroder, L., Kowalski, C. P., & Krein, S. L. (2008). *Qualitative Research Methods: Key Features and Insights Gained From Use in Infection Prevention Research.* American Journal of Infection Control.

Kantu, N. (2018*). Meningkatkan Kemampuan Berbicara Melalui Pidato pada Siswa Kelas IV SDN 106 Kota Gorontalo.*

Lutan, R. (1986).*Pengelolaan Interaksi Belajar Mengajar Intrakurikuler, Kokurikuler, dan Ekstrakurikuler.* Jakarta: Departemen Pendidikan dan Kebudayaan Universitas Terbuka.

Mozin, Y. (2012). *Meningkatkan Kemampuan Berpidato Dalam Metode Ekstemporan Siswa Kelas V SDN 1 Bongo Kabupaten Gorontalo*.

Nurgiyantoro, B. (2001). *Penilaian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.

Pulukadang, W.T & Adudu, S.M. (2020). *Meningkatkan Kemampuan Siswa Berpidato Melalui Model Snowball Throwing di Kelas IV SDN 3 TilongkabilaKabupaten Bonebolango.*

Saryono, A. (2013). *Metode Penelitian Kualitatif dan Kuantitatif*. Yogyakarta: Nuha Medika.

Saryono. (2010*). Metode Penelitian Kualitatif. Bandung*: PT. Alfabeta.

Sholahuddin, M. (2014*). Pengaruh Kegiatan Muhadharahdiniyah Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Aqidah Akhlak di MTS Hidayatut Thalibin II Bogor*.

Sugiono. (2011). *Statistik untuk Penelitian*. Bandung: Alfabeta.

Sugiyono. (2007). *Metode Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Sunyoto & Suyanto. (2011*). Analisis Regresi dan Uji Hipotesis*. Yogyakarta: Caps.

Tarigan, H.G.(2008). *Teknik Pengajaran Keterampilan Berbahasa.* Bandung. Indonesia

Tarigan, H. G. (2015). *Pengajaran: Kompetensi Bahasa.* Penerbit Angkasa.