CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Nature of Speaking

Speaking is a dynamic process that involves both the speaker and listener actively engaging in the exchange of ideas, utilizing creative speaking skills and mutual understanding to foster effective communication. According to Byrne (1988), speaking is the process by which the speaker and listener engage in creative speaking skills and their respective understanding skills. In the same aspect, Nunan (2003) states that in conversation, people produce systematic verbal speech to communicate the meaning of productive skills. Also Mackey and Gass (2002) summarise spoken expressions that are understood using only the right sounds used, but also choose words in the right order to communicate the right meaning. In addition, Taghilou (2019) refers to the ability to speak based on the target language skills, fluency, grammar, vocabulary, pronunciation, and understanding. Speaking English is a complex process that involves producing, receiving, and processing information as part of an interactive process of meaning production (Brown & Abeywickrama, 2010). Furthermore, speaking is one of the most difficult skills that language learners have to deal with, which requires language learners to develop their speaking ability (Bueno et al., 2005).

Thornbury (2005) defines speaking as much more complex and involves certain skills and several types of knowledge. Linguistic and non-linguistic knowledge must be exercised equally by a speaker. Moreover, Brown (2000) defines speaking as a part of everyday life; A speaker is required to be able to demonstrate his micro abilities (linguistic competence) and macro abilities (linguistic performance) as the main foundation in speaking activities. Fromkin et al. (2003) say that micro and macro components form the basis of a speaker in supporting communicative competence. The micro component (linguistic competence) is how the speaker's knowledge of his language is carried out in certain

interactions, such as lexicon production, morphology, syntax, semantics, phonetics and phonology. The macro component (performance competence) is how the speaker's language knowledge interacts with non-linguistic knowledge, namely pragmatic and sociolinguistic competence. Larsen-Freeman (1988) highlights the micro and macro components of communicative competence in terms of language teaching. Having an adequate understanding of communicative competence enables learners to use the target language. To do this, students need to know the micro and macro components, knowledge of form, meaning, and linguistic function. Students need to know that many different shapes can be used to perform a function and also that one shape can often serve many functions (Menggo, 2018).

Communication abilities can be useful in both personal and professional situations. Not everyone has a natural ability to communicate. Guidance and communication training are required to strengthen communication skills, particularly internal abilities in rhetoric or public speaking. Public speaking is referred to as rhetoric, which is the art of expressing orally to a group of individuals.

Budianto (2023) mentioned that there are five communication strategies, which are as follows:

1. Strategy is a plan of action. Strategies that serve as the organization's guiding approach for accomplishing objectives and ideals;

2. Strategy as a design pattern. The company then implements a strategy that develops a consistent pattern through time;

3. Strategy as position. Strategies for putting the correct viewpoint in place or allocating employment;

4. Strategy as a perspective. Strategies that run the organization from a policy point of view related to the vision and culture of the organization;

5. Strategy as a play. A strategy that is implemented or implemented within an organization to defeat rivals and competitors.

Speaking, whether in the first or second language, demands equal attention to literary skills. Many of the simplest interactions require students to communicate confidently. One of the main problems in learning a foreign language is preparing students to be able to use the foreign language; the extent to which preparation is

carried out and success can be achieved depends on how the teaching staff or teachers understand the goals to be achieved (Bygate, 1987).

2.1.2 *Muhadhoroh* Program

Muhadhoroh activities are often carried out in IBS as a program for language development. According to Umyun et al. (2023), *Muhadhoroh* is derived from the Arabic term "*haadhoro-yuhaadhiru-Muhadhoroh*," which means "there is or is present." In language, *Muhadhoroh* is a "religious translation sermon." Then, *Muhadhoroh* is a sequence of activities or processes that can be interpreted as a speech, namely the expression of thoughts in the form of words that are addressed to a large number of 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 carry out everything that has been conveyed to them. *Muhadhoroh* also is an activity that can help students develop their speaking skills, particularly in public speaking, because students practice delivering speeches in front of an audience (Aldiyansah, 2021; Awaliyani & Ummah, 2021; Dewi et al., 2023; Muhammad et al., 2021; Santoso et al., 2021). Carried out to attain a specific aim. *Muhadhoroh* activity uses three languages; those are Arabic, English, and Indonesian (Salis & Husaini, 2022). This goal is to provide direction or guidance for the progression of speaking skills.

The term *Muhadhoroh* refers to an activity or speech/lecture exercise that is highlighted to the students throughout the process of developing rules and regulations for learning at specific IBSs. Based on the previous, the goal of the *Muhadhoroh* training strategy is a program or planning of a public speaking activity through speech/lecture training activities that are highlighted to students in the learning process at IBSs. The characteristics of *Muhadhoroh* are contains something informative, persuasive, argumentative, descriptive, recreational, educative, and entertaining (Afrizal & Maulana, 2018). *Muhadhoroh* activities are carried out in two situations, formal and informal; this begins with performances that speeches formal situations and ends with attractive performances.

The principles of *Muhadhoroh* are to help students become more self-assured and confident enough to speak in front of an audience. To that end, *Muhadhoroh* entails practicing public speaking with careful preparation to get the ideal results (Ati, 2020). Apart from that, the *Muhadhoroh* program also hopes that students will be able to give speeches or lectures well and correctly, students will have self-confidence when appearing to speak in front of many people, instill a sense of religion in students, train them to carry out Islamic teachings and get used to speaking in front of many people.

2.1.3   The Stages of *Muhadhoroh* in its Implementation

Muhadhoroh activities are carried out by planning, implementing and evaluating. *Muhadhoroh* planning is carried out programmatically with special planning, such as preparing time, materials or topics, techniques, facilities and infrastructure for students, as well as selecting students who will appear so that when carrying out *Muhadhoroh* activities, they take place according to the expected targets (Dewi et al., 2023). In planning, students who are selected or take their turn are also required to prepare a speech text. Making *Muhadhoroh* texts requires grammatical discipline and being able to account for the contents of the *Muhadhoroh* (Rofiq, 2021).

The *Muhadhoroh* process starts with the consolidation of student organization administrators with a language consultant. The first is speech training. The section of the organization that is responsible for carrying out the *Muhadhoroh* event is known as the *Banansa* or language section; the *Banansa* section is an important part of the management of the IBS organization. The opening speech technique begins with a greeting, followed by *muqadimah*, prayer, and title, and they have a seven-minute performance period in front of the other students and their teachers. The content of the solid is made interesting by the students which can be corrected by the instructor who is practicing. The intonation must be clear and spoken softly or according to the theme so that the conclusion is structured in such a way. The second is material delivery communication training. The provision and training of *Muhadhoroh* are under the responsibility of the language section center,

a forum under the education bureau. Central *Banansa* has been holding *Muhadhoroh* events twice a week. In addition to the supervisors and field implementers, the IBS administrators must be followed by all IBS students for each class. The third *Muhadhoroh* program to action. *Muhadhoroh* is part of the language program held by *Banansa*; the *Muhadhoroh* event is held every weeknight starting at 9:00 p.m. The language section has grouped this program; students are required to make a speech text, which will be approved and stamped by the language section with a note that it must be memorized. Suppose they do not memorize the text themselves. In that case, they will not get a signature and stamp and then submit it to the supervisor no later than the afternoon before carrying out that rote practice in front of the supervisor. In the ceremony, the MC started the event by reading the agenda, The language section made the students scheduled to be MC, Qori', trilingual speech (Arabic et al.). Each room consists of a room supervisor, one MC, one Qori', three speeches and students according to their respective divisions led by the MC and under the leadership. Responsibility of the room supervisor for each room (each room consists of two room supervisors). Appointing students who do not have a schedule to appear takes the essence/conclusions of each speech delivered by the MC to the students in the room spontaneously without discrimination/class (Fauzi, 2020).

Following the *Muhadhoroh*, the committees and participants conducted an evaluation to identify areas of strength and weakness and make necessary revisions. The implications of *Muhadhoroh's* self-confidence, according to Awaliyani and Ummah (2021), are as follows:

1. individual (e.g., courage to speak in public, emotional control when handling a situation, firmness when making a decision, adding experiences and interests);

2. social (e.g., enhanced communication skills, ability to receive social criticism respectfully and courteously, and increased capacity to voice opinions in public forums).

In conclusion, *Muhadhoroh* is a fun speaking kills exercise that is serious and relaxed so that the audience who is listening to the topic or material of someone's speech does not feel bored.

2.1.4   The Effects of *Muhadhoroh* Towards Speaking Skills

The *Muhadhoroh* program, with a series of training and performances that students carry out, has a great influence on speaking skills. *Muhadhoroh* activities include lecture practice and speaking activities; this activity is designed to develop students' skills, especially in public speaking and preaching, as well as hone their self-confidence and spirituality when speaking in front of large groups (Nuramawati et al., 2020). Then, through *Muhadhoroh*, students are trained to speak by delivering speeches in front of their friends and teachers. This *Muhadhoroh* activity is carried out to give students the courage to appear in public with full confidence (Awaliyani & Ummah, 2021). This activity has the potential to improve the students' speaking skills (Budianto, 2023).

According to Alqadri (2022) in his research, there were several effects of *Muhadhoroh*:

1. The differences between students before and after attending *Muhadhoroh*: where before attending *Muhadhoroh,* the students did not know how to give a good speech, and after attending *Muhadhoroh,* the students got good benefits, were more confident and gained knowledge about how to make a good speech;
2. *Muhadhoroh* is recommended as an activity that should be in school; it is approved by students that if the school applies *Muhadhoroh,* it is very good for developing speaking abilities;
3. The effects of *Muhadhoroh* are to increase vocabulary, to teach and train intonation and expressing body language, it will make students more confident and braver to speak in front of many people.

Apart from *Muhadhoroh* making students confident in speaking in front of an audience and improving students' abilities in responding to *Muhadhoroh* topics, *Muhadhoroh* is also a place to train mental, developing talent, knowledge, learn

discipline, cooperation, and other character traits through this practice (Nuramawati et al., 2020).

2.1.5   The Drawback of *Muhadhoroh*

The *Muhadhoroh* program, while offering certain significances, also presents various drawbacks and inhibiting factors that require attention. According to Santoso et al. (2021), the obstacles in implementing the *Muhadhoroh* program include: (1) students' lack of interest in participating, (2) insufficient mental resilience among participants, (3) inadequate facilities, (4) diverse student characteristics, and (5) monotonous material delivery. Additionally, Albaihaqi (2024) identifies further drawbacks, such as students being difficult to manage, ineffective time management, and students struggling with low self-confidence— an issue that remains widespread among Indonesian youth.

Fadilla and Umam (2024) highlights similar issues in her study of the *Muhadhoroh* program at MAPM Cukir, emphasizing students' lack of confidence, shyness, tardiness, negative peer comments, and poor moods as critical barriers. These intrinsic problems within students contribute significantly to the program's challenges, with many refusing to actively participate. notes that some students appear to engage haphazardly, lacking substantial motivation. However, as Insani et al. (2021) argues, that weaknesses in students' oral language proficiency cannot be entirely attributed to their shortcomings. Factors such as limited prior exposure to language skills, misperceptions about the *Muhadhoroh* activities, and a lack of foundational language education also play a role. Fitriani et al. (2024) further emphasizes that the linguistic environment significantly influences the success of language learning.

Lack of Responsibility among the Program Organizer also contribute to the drawbacks of the *Muhadhoroh* program. According to Waziadah et al. (2024) a shortage of competent organizer to manage the program affects its effectiveness. Also, Alqadri (2022) points out that scheduling the *Muhadhoroh* sessions at night presents a significant drawback, as students frequently complain about losing their rest time, which impacts their engagement and overall experience.

2.2 Study of Relevant Research

Based on the previous studies, there have been many studies about *Muhadhoroh* as the strategy for English-leaning speaking skills. The relationship between targeted training and skill development is a central theme in language education. Umyun et al. (2023) explore by investigate the correlation between *Muhadhoroh* training and students' public speaking at an IBS and their strategies for overcoming it by conducting observation and questionnaires. According to the study, *Muhadhoroh* training and students' English public speaking have a significant correlation. It implies that students who have more *Muhadhoroh* will have better English in public speaking.

Moreover, speaking skills, particularly in public speaking, are essential in developing students' confidence and communication abilities. Various strategies have been implemented to enhance these skills, one of which is through *Muhadhoroh* activities. Dewi et al. (2023) investigated students' speaking skills through *Muhadhoroh* activities, their strategies through a questionnaire, and their methods, both descriptive and qualitative. The result of the study shows that *Muhadhoroh* is an activity that can improve students' speaking skills, especially in public speaking, because in *Muhadhoroh,* students will practice delivering a speech in front of an audience.

Then, Extracurricular activities play a crucial role in supporting students' personal and academic development, especially in enhancing their language skills. *Muhadhoroh*, as one of these activities, has been shown to significantly impact students' speaking abilities, as demonstrated by Alqadri (2022) tried to investigate the influence of *Muhadhoroh* as extracurricular activities on students' speaking ability in PPM Rahmatul Asri. The results of this study indicate that extracurricular *Muhadhoroh* is a good school extracurricular activity that can affect students' speaking ability. Based on the results of interviews, the results showed that *Muhadhoroh* extracurricular activities greatly affect students' speaking ability in English. As for the supporting things contained in *Muhadhoroh* activities, such as debriefing in speech procedures, increasing students' vocabulary, learning how to

make facial expressions or body gestures, and being able to directly train students mentally to speak in public.

Previous studies collectively demonstrate that Muhadhoroh is an effective strategy for enhancing students' English-speaking skills, particularly in the context of public speaking. However, no research discusses the significances and drawbacks of the *Muhadhoroh* program. Therefore, research is needed to explore the significances and drawbacks of the *Muhadhoroh* program for learning English-speaking skills.