

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDING

1. The Methods of Muhadharah Applied by The Students in Building Public Speaking Ability

The researcher conducted the observation to gather the data dealing with the methods of muhadharah implied by the students in building public speaking ability. Muhadharah is performed once every seven days. Every Friday, from 15.00 to 16.00 a.m. All participants in Muhadharah are MA Muhammadiyah 2 Al Furqan Islamic Boarding School students. Every student in grades 10, 11, and 12 is randomly assigned to a muhadharah distribution model. This is being implemented in order to train the students. Thus, they are able to talk in public. The results of observation described in the following paragraphs.

a. Memorization Method

The researcher found that almost all students used the memorization method because it was required to memorize the speech script. Even, the master of ceremony (MC) used Arabic at that time looked very smooth and interesting even without bringing the text. before starting the speech, the speakers first collected notebooks with their own speech scripts for the

Muhadharah evaluators. However, there are also those who use the method of extemporaneous speaking, they look like memorizing but spontaneously or using their own language.

SA was one of the participants who chose the memorization method to deliver her speech, and her topic focused on the essential and meaningful theme of *filial piety*. Demonstrating exceptional confidence and fluency in speaking English, SA stood out for her ability to communicate effectively in front of an audience. When asked about her preparation process, she revealed to the researcher that it took her an entire week to prepare her speech. This preparation included creating the content, writing out the text, and thoroughly memorizing it to ensure a seamless delivery. SA emphasized the importance of maximizing one's preparation to achieve a successful public appearance. For her, the process of memorizing the text or script was vital. She also incorporated consistent practice into her routine, which she believed was one of the most effective ways to build confidence and fluency. One of the methods SA relied on was practicing in front of a mirror. Reflecting on her approach, she explained, "As often as we look in the mirror, it feels as if the mirror represents the people in front of us. By practicing repeatedly, we become accustomed to seeing ourselves in a 'public speaking' context. When the time comes to deliver the speech, it's as though the people in front of us are simply inanimate objects familiar companions that accompany us wherever we go".

SA highlighted that the most crucial step in speech preparation is

crafting the material itself. She chose simple and relatable content that her friends could easily understand, ensuring that her audience would stay engaged throughout her delivery. To make the speech more impactful, she included a quote from the Quran midway through her speech, weaving it seamlessly into her narrative to strengthen her message. Additionally, SA took care to summarize the important points of her speech and conclude with moral or motivational messages. This not only reinforced the significance of the topic but also left her audience with valuable lessons to reflect upon.

Her preparation didn't stop at memorizing the script. SA believes that consistent practice is a crucial element in achieving optimal performance. She dedicates time to rehearse various aspects of public speaking, such as intonation, fluency, and body language. She pays particular attention to emphasizing key points by slightly raising her voice at specific moments, ensuring that her message is well received by the audience. Her focus on these small details aids her in creating engaging and dynamic presentations.

As the day of her performance approaches, SA also takes extra steps to prepare herself mentally and emotionally. Before stepping onto the stage, she prays to Allah for fluency in her speech and the courage to appear confident in front of the audience. This spiritual practice provides her with calmness and confidence, helping her approach her speech with a positive mindset.

SA always makes sure to dress neatly and appropriately, as she understands that her appearance can significantly impact her self-confidence. Wearing suitable clothing not only makes her feel more prepared but also demonstrates respect for the audience. Despite her thorough preparations, SA still experiences nervousness that often arises when speaking publicly. However, she has developed strategies to manage her anxiety and maintain her composure.

One technique she employs is reminding herself that muhadharah is a learning process where mistakes are natural and part of growth. By concentrating on the message she wishes to convey rather than worrying about others' opinions, SA is able to stay focused.

Through her meticulous preparation, thoughtful practice, and reliance on prayer and positive thinking, SA successfully delivers a meaningful and engaging speech. Her dedication to this process not only showcases her skills as a speaker but also reflects her understanding of the deeper purpose of public speaking: to share knowledge, inspire others, and grow as an individual.

Another participant, RA, opted to use the memorization method when delivering her speech. She addressed the topic of bullying, which is an important issue with significant implications. RA believes that memorization is one of the best ways to effectively deliver a lecture. As she stated, mastering the material well indicates preparation for the presentation and helps her focus more on maintaining eye contact with the audience,

thereby strengthening her interaction with them.

When it was her turn for Muhadharah, RA promptly prepared her material. She chose the theme of bullying because it remains highly relevant in many environments, including schools and surrounding communities. She carefully structured her speech, starting with an explanation of what bullying means. RA divides this topic into various forms, detailing types of bullying that may occur, such as verbal, physical, or social harassment.

She also outlines the negative impacts of bullying, particularly the psychological and social consequences experienced by victims. As an illustration, she emphasizes psychological effects such as trauma, stress, and depression that can have long-term repercussions on an individual's mental health.

Additionally, she discussed the social effects, including the loss of friends and a decline in the victim's self-confidence, which can make it even harder for them to recover and reintegrate into their communities.

Understanding the importance of offering solutions, RA made sure to provide actionable steps to address and stop bullying. This balanced approach made her speech both informative and solution-oriented, ensuring it resonated with her audience.

To get ready for her presentation, RA began by creating an outline of her speech. She repeatedly read through the manuscript to become familiar with the content before starting to memorize it. With care, she committed

each sentence to memory, ensuring that she could easily recall it as she delivered her presentation.

To enhance her pronunciation and fluency, she practiced in front of her friends, asking them to listen and provide feedback on any potential errors. Their input helped her make adjustments and improve the clarity of her speech.

RA also recognized the significance of non-verbal communication in making her speech more engaging and persuasive. She practiced various facial expressions to ensure that the emotions she intended to convey were accurately represented. Additionally, she aimed to maintain steady eye contact with her audience, believing that this is essential for building trust and capturing their attention.

She incorporated appropriate body movements to reinforce her points and demonstrate confidence. These physical elements complemented her spoken words, making her delivery more dynamic and impactful. When researchers inquired about the challenges she faced while preparing her speech on bullying, RA mentioned that the heavy workload from school activities often made it difficult for students to find sufficient time to adequately prepare their speeches. This time constraint can make it difficult to practice and memorize the material effectively”.

As the day of her presentation approached, RA focused on mentally preparing herself to manage her nervousness. She reminded herself that *Muhadharah* was an opportunity to learn and grow, not a high-stakes test

where she needed to strive for perfection.

This mindset helped her view the experience as a stepping stone toward self-improvement rather than a judgment of her abilities. She focused on the purpose of her speech to deliver a meaningful and useful message about bullying rather than worrying about looking perfect in front of the audience. By centering her thoughts on the value of her message, she was able to ease her anxiety and approach the task with greater confidence.

In the end, RA's preparation paid off. Her speech on bullying was not only well-structured and informative, but also very attention-grabbing. With her dedication to memorization, she focus on delivery techniques, and her ability to overcome nervousness, she manages to convey important messages while improving her public speaking skills.

The next speaker to appear on stage was Sf. She fully adopted the memorization method she had to adopt, and she agreed with her friends that memorized speeches were often more effective than those recited from text. While this method is quite challenging, it allows for a more natural and engaging delivery, so that speakers can more easily establish a connection with the audience. Following the example of her colleagues, SA and RA, Sf prepared carefully and diligently.

As a speaker, Sf realized that her primary responsibility was not only to deliver a speech on the chosen topic, but also to ensure that her speech was informative, relevant, and engaging to the audience. To achieve this goal, she needs to understand the material presented well and prepare herself

optimally. The topic she selected, “The Importance of Discipline in Life,” was both timeless and significant. Sf opened her speech by emphasizing the importance of discipline as a fundamental value that underlies success in various aspects of life, including education, career, and worship.

In order for her speech to be effective, she not only gave a general statement, but also explained in depth the significance of the discipline. She uses relevant examples to clarify her argument, so that her listeners can relate the concept to their own experiences. In addition, Sf reinforces her argument with data and includes meaningful elements such as stories, verses from the Quran, and appropriate hadiths to give depth and authenticity to her speech. At the end of her speech, she invited the audience to reflect on the lessons that had been taught, encouraging them to apply discipline in their daily lives through simple actions such as completing tasks on time. This invitation not only makes the message easier to understand but also motivates the listener to make positive changes.

However, Sf faced several challenges in her preparation. Balancing her responsibilities as a student and speaker is not easy, especially since her speech coincides with semester exams as well as the pressures of various school and organizational assignments. This schedule density forces her to be very skilled in time management.

To make the most of her limited free time, Sf began practicing her speech material whenever she had the chance, often with the support of her friends. The support they provide helps her to perfect the way he delivers

while staying in line with the academic and organizational commitments she is following.

During her training sessions, Sf focused on several important elements in speech delivery, such as intonation, fluency in speech, and body language. She realized that effective use of body language is very important, not only to attract the attention of the audience but also as a way to reduce the anxiety she experienced. Sf explained that when a speaker feels anxiety, such as cold hands or empty minds, body language can help reduce the discomfort. By naturally integrating physical movements and expressions into his speech, he feels more able to stay focused and connected to the material being delivered.

Another important aspect of its preparation is mastery of intonation. Sf pays close attention to this because she realizes that intonation plays a crucial role in helping listeners understand the message she wants to convey. With a large audience present, the clarity and variety of her tone of voice became very important to keep their attention and ensure understanding of the points she conveyed. In addition, she strives to achieve fluency in speaking. She believes that speaking too fast can hinder understanding, as the audience may have difficulty following the content of the material being conveyed. Therefore, Sf practiced to regulate her speaking speed so that her delivery remained stable and easy to understand.

With dedication and careful preparation, Sf not only managed to meet the challenge of balancing her responsibilities, but was also able to

deliver a speech that was thoughtful, well-structured, and engaging to the audience. Her efforts underscored the value of discipline not just as a topic of discussion, but as a practice she embodied in her own life.

Na was the next participant in the lineup, and her topic was simple yet universally significant: “The Virtues of Learning.” Recognizing its familiarity, she approached the preparation process with a structured plan. To ensure that the delivery of her speech went well, Na began by detailing the main points that she wanted to convey. Writing down these points not only helps her organize his thoughts, but also serves as a tool for remembering. Once she has a clear understanding of the points, she begins to focus on memorizing them gradually, repeating the main ideas until she feels confident with her memory.

In an effort to perfect her delivery, Na takes the time to practice in a quiet place and free from distractions. One technique she uses is speaking in front of a mirror, which she finds very helpful for evaluating facial expressions and correcting her intonation. She pays attention to how her words sound and makes sure that her expression matches the emotion she wants to convey. After feeling comfortable practicing on her own, Na asked for feedback from her close friends. She invited them to listen to her speech and encouraged them to give constructive input. This practice not only helps her develop, but also gets herself used to speaking in front of an audience, even in a small, familiar group.

However, Na often faces challenges in the form of stage fright that

reappears. She often feels pressured by nervousness when speaking in public, which sometimes affects her confidence. To overcome this, she applied several strategies to reduce his anxiety. First, she prayed to seek calm and peace from God. This spiritual practice helps her focus and approach the situation with a calm mind. In addition, she also practiced slow breathing techniques to calm her nerves further. By taking a deep breath for four seconds, holding your breath for four seconds, and then exhaling slowly for four seconds, she found a way to control her physical reaction to anxiety.

Positive thinking is also an important part of her preparation. Na tries to keep her mind active by doing productive activities, such as reviewing her notes or mentally preparing for her speeches. By concentrating on preparation instead of her nervousness, she can minimize her tendency to overthink. Finally, when her name was called, she stepped forward with a smile. Although her smile was mostly an attempt to hide her nervousness, it also helped her exude an aura of confidence. This simple action not only manages to convince the audience, but also provides a mental boost that makes them feel more relaxed.

Even though Na had prepared everything well, she still faced various big challenges during the presentation. The audience seems to be less focused on what she is saying. She realized that one of the reasons for the lack of audience involvement was because the material presented felt boring and covered topics that had been talked about frequently. This familiarity

makes it difficult to grab the listener's attention or provide a fresh point of view. Na realized that creating more engaging and diverse content would be helpful, but the experience provided important lessons on how to engage listeners and choose evocative themes.

While the process was far from perfect, Na's journey reflected her determination and growth. She not only worked to overcome her stage fright but also gained insights into improving her presentations in the future. Each step planning, practicing, and managing anxiety contributed to her development as a speaker, leaving her better equipped for future challenges.

Finally, there is MI, who utilizes the memorization technique as well. That day, it was his opportunity to present as a speaker at the Muhadharah event scheduled for next week. His chosen theme was "The Role of Youth in Building the Nation." This topic intrigued him significantly, but it was also quite challenging. The first step involved comprehending the theme. Initially, MI began by searching for information related to the theme. He opened his handphone and explored articles about Indonesian youth figures who made substantial contributions, such as Bung Karno and Sutan Sjahrir. MI also included references to applicable Qur'an verses, like QS. Al- Kahf: 13 concerning the bravery of the Ashabul Kahfi youth.

The second step was to create the outline of the speech. After collecting information, MI proceeded to draft the speech outline: the Opening: Greetings, expressions of gratitude, respect for the audience, and

introduction to the theme. Then the content: the significance of youth as the nation's successors, illustrations of genuine contributions made by youth historically and currently, along with our role as the younger generation. Finally, the closing included a recap of the main points, an inspirational message, and a farewell greeting. The subsequent step was to rehearse the speech while occasionally memorizing the material. Over the next few days, MI practiced his presentation in front of the mirror. Initially, he felt odd hearing his own voice, but he gradually acclimated to it. He made an effort to modify his intonation, articulate clearly, and incorporate a slight smile to convey his confidence.

At times, during class, his peers would observe him. "Bro, you're speaking too quickly. Try to slow down for clarity," his friend remarked. MI valued the feedback and worked on enhancing his speaking style. The final step was to manage his nervousness. As the date drew nearer, MI began to experience anxiety. "What if I forget what I've memorized? What if the audience becomes disinterested?" he contemplated. However, he recalled his teacher's advice: "Public speaking is not about being flawless, but about having the bravery to convey the message. Concentrate on what you wish to express." MI took straightforward measures to alleviate his nervousness by inhaling deeply and exhaling slowly, along with jotting down the key points on a small piece of paper for reference. When it was MI's turn, he approached the podium with steady steps despite his racing heart. He commenced with a greeting and opening as he had rehearsed. During his

speech, he concentrated on the audience, who appeared to be listening with enthusiasm. Several times, he established eye contact and smiled, attempting to create a sense of warmth with them. When it was time for the invitation segment, he stated, “friends, we are all young people with great potential. Begin with small actions, such as studying hard, assisting others, and safeguarding the environment. From those minor steps, we can contribute to a significant change for the nation”.

MI's speech concluded with applause from his friends. Even though everything didn't go flawlessly, MI felt relieved to have done his best. His teacher and friends also conveyed their gratitude. After the event, MI sat in a corner of the hall, feeling satisfied. He contemplated that this experience was not only about performing but also about learning to express oneself and share ideas. “It wasn't as bad as I had imagined,” he murmured with a slight smile. With this preparation and experience, MI is equipped to tackle similar challenges in the future with greater confidence.

b. Extemporaneous Method

In addition to the memorization method, the researcher discovered that some students opted for an alternative approach called the *extemporaneous method*. This method, while similar to memorization, allows for greater spontaneity and flexibility, enabling the speaker to use their own words to expand on or adapt the prepared material as needed. One of the participants, FR, chose this method for his speech. FR explained that he preferred the extemporaneous approach because it allowed him to avoid

being overly fixated on the text and instead focus on connecting with the audience through his natural flow of ideas.

The theme FR selected for his speech was *The Obligation of Fasting During the Month of Ramadan*. He chose this topic because it resonated deeply with him and was a subject he frequently encountered in religious sermons. As a Muslim, he was also familiar with the commonly recited verse from the Quran, which forms the basis of fasting in Islam:

"O you who have believed! It is obligatory for you to fast as it was obligatory for those before you, so that you may attain piety." (QS. Al-Baqarah: 183).

This verse, often memorized and cherished by Muslims, not only strengthened the content of FR's speech but also provided a spiritual foundation for his delivery.

FR's preparation process mirrored that of his peers, though he approached it with a more relaxed attitude. FR, who has spoken in public a lot since high school, feels very familiar with the activity. His experience allows him to approach the situation with confidence and ease, so he rarely feels nervous like others usually experience at similar events. This confidence gives him an advantage in designing and delivering his speeches, allowing him to focus more on grabbing the audience's attention rather than worrying about his appearance.

When FR stepped onto the stage, he managed to captivate the audience's attention with his confident attitude and energetic presentation.

He combines intonation, body language, and a unique personal style to make his speeches engaging and memorable. His ability to set the tone of his voice and use expressive body movements gives depth and energy to every word he speaks, so that the audience is engaged in the message he conveys. FR's speaking style, which has been honed through years of experience, stands out for its authenticity and appeal, leaving a deep impression on the hearts of his listeners.

FR's speech on fasting in Ramadan was not only informative but also inspiring. The preparation he had invested in mastering the content, coupled with his ability to adapt and improvise, resulted in a speech that was both polished and relatable. His thorough understanding of the material, combined with his skill in reading the room and tailoring his delivery to the audience, contributed to the effectiveness of his performance.

The response from the audience was overwhelmingly positive. FR's speech was so engaging and thought-provoking that it earned him a standing ovation from his peers. They were impressed not only by the substance of his speech but also by the manner in which he delivered it with ease, confidence, and a touch of spontaneity that kept it fresh and lively.

FR's mastery of the extemporaneous method allowed him to demonstrate an exceptional level of preparation and adaptability. He seamlessly balanced structure and spontaneity, delivering a speech that was deeply rooted in Islamic teachings while remaining accessible and relatable. By the end of his presentation, it was clear that FR had successfully

conveyed his message while leaving a profound impact on his audience, proving himself to be a seasoned and skilled speaker.

The researcher indicated that there are four methods commonly utilized in delivering speech material, namely, Manuscript, Memorization, Impromptu, and Extemporaneous method. Nevertheless, after conducting several observations and interviews, the researcher discovered that only two methods are employed by students when delivering speeches, specifically the memorization method and extemporaneous method. This is attributed to the school regulations that mandate the utilization of the memorization method; if students fail to memorize, they are prohibited from performing or face punishment by standing in front during the lecture. After they have completed delivering the entirety of their speech content, it is the responsibility of those who have received punishment to summarize all the content of their peers' speeches. Regardless of whether utilizing Indonesian, English, or Arabic, all content must be summarized in front of the entire student body. It can be deduced that the role and aim of muhadharah are to deliver information, communicate messages, educate and remind audiences of Islamic principles, and to cultivate the mental resilience and bravery of students so that they become proficient in public speaking.

2. The Challenges of Student`s Speech Preparation and Delivery as an Orator in Muhadharah at Al- Furqan Islamic Boarding School

The researcher found several challenges faced by students when preparing material for delivering a muhadharah speech. Through the relevant

interviews, there are several challenges, namely the difficulty in finding interesting or non-monotonous speech materials, the lack of guidance or attention from the responsible teacher, which leads them to prepare the speech materials themselves, and the difficulty in gauging the audience's understanding of the presented materials. Then the lack of experience in performing in front of an audience makes them a bit nervous or blank when they perform. The Muhadharah activity trains the students to speak in a structured manner, by training their mental resilience and fostering independence. In the implementation of Muhadharah activities, there are several steps that need to be passed, namely the selection of students who will perform, training before the event, physical preparation, voice, and clothing, mental preparation, and arrangement of places and materials. By following these steps, students will be better prepared to perform during the Muhadharah event.

a. Arranging Speech Text

In the results of the interview, the researcher found several obstacles faced by participants when looking for material or determining the content of the speech. SA stated that the main challenge for us as students in compiling speeches is the limitation of time, considering that the activities at the Islamic boarding school are very dense. Determining the right time for preparation is a challenge in itself, and the preparation of material also takes a long time.

FR also agreed that the time given was only one week before the

event making the preparation less than optimal. It would be better if there was a schedule arranged so that we could prepare the material well in advance. As students, we feel that we still need to learn how to manage our time between school and other activities.

Careful preparation from the beginning is one way to look attractive. However, the very busy schedule of Islamic Boarding School activities makes it difficult for students to find time to practice both individually and in groups for performances at Muhadharah events. In addition, the difficulty in obtaining various properties needed for performances in the Islamic Boarding School environment also adds to the challenges in preparation. As revealed by MI, *“the main challenge is time management”*. *We realize that students at Islamic boarding schools only have little free time other than having to prepare for the Muhadharah event.*

Tight schedules are a challenge for participants in groups such as IPM, which is equivalent to the Student Council. This is due to the difference in leisure time between dormitories, making time management difficult. Managing time for activities that require prior preparation at the Islamic Boarding School becomes difficult because of the many activities available to students. Since there is no specific time for practice and preparation, students must collaborate with their peers independently to arrange time to prepare for their performance at the Muhadharah event, although they are expected to give the best performance.

b. Memorizing Text

Vocabulary limitations are also an obstacle in memorizing speech texts; some students experience learning difficulties due to limited vocabulary in English. It may be challenging for them to arrange and present the information effectively if they are unable to comprehend or utilize the appropriate terminology. Sf brought up the fact that many vocabulary words are difficult for us to speak, so we continue to practice pronouncing them so that we don't lose our train of thought when performing.

In addition, the reliance on the text presents another difficulty when it comes to memorization of speech content. When speaking, such as when presenting their subjects in class, some students have a tendency to rely too heavily on the text or notes. This may break up their delivery and give them a less certain appearance. Their capacity to engage with the audience may also be impacted by this reliance. SA contends that the last stages of material preparation are inadequate practice and internalizing the information at this point. The information must be preserved in memory, whether it has been produced as text, an outline, or simply reading the references. In this situation, practice and repetition with the help of notes if needed should strengthen memory.

The difficulty level of the material, the material that needs to be memorized is often quite long and complex, making it difficult for students to remember everything. When the material is too complicated, students may feel overwhelmed and have difficulty remembering the key points. This

was explained by Na, in creating lecture materials, we make varied content to avoid repeating the speeches that have been delivered previously, therefore we have some difficulty finding new material that is easy to memorize.

c. Intonation

The challenge in the intonation of the content in muhadharah lies in the difficulty of remembering the correct intonation. RA asserts that students frequently encounter difficulties in recalling the appropriate intonation while presenting the material. Incorrect intonation has the potential to alter the meaning of what is being communicated, thus it is crucial for students to engage in consistent practice to ensure they remember and employ the correct intonation. Another challenge is the presence of anxiety and psychological pressure; feelings of anxiety or pressure when addressing an audience can negatively impact students' capacity to remember and utilize intonation accurately. Such anxiety often results in forgetfulness of certain parts of speech or difficulty adjusting the tone of voice when speaking. Na recounted her own experience, which reflects that many students have limitations in their public speaking experience. Without enough practice, they may have difficulty remembering and using intonation well when delivering speeches. Minimal speaking experience can hinder their ability to adjust the necessary intonation variations.

d. Fluency

Here are some of the challenges related to fluency, especially when

it comes to mastering a broad vocabulary. Memorizing a lot of vocabulary in English can be a challenge for students. It is important for students to understand and remember various words in order to deliver speeches fluently. The sheer volume of vocabulary to memorize can make students feel as if they are using their entire memory capacity for complex sentence structures. In addition, sentence structures in English are often more complicated compared to other languages. Memorizing complex sentences can hinder students' ability to relate words logically and coherently.

FR contends that proper intonation also presents a fluency challenge; appropriate intonation is critical when delivering a speech. Students need to remember the right intonation according to the context of the sentence so that misunderstandings do not occur. Difficulty remembering intonation can make pronunciation sound unnatural.

Mrs. Ferina, who is in charge of student affairs and muhadharah activities, emphasized the importance of regular practice to improve fluent speaking skills. It is crucial for students to regularly practice speaking to improve their skills in saying words quickly and without hindrance. Lack of practice can cause students to feel unprepared when they have to perform in public.

e. Body Language

Body language is an important element that must be considered in addition to material methods and preparation. When delivering speeches, the use of body language can provide significant support. As stated by research,

the eloquence and intonation of an orator are very visible. Orators emphasized a few words in their speeches. The purpose of this emphasis is to highlight the main ideas in the content of the speech.

The challenge associated with body language involves maintaining a friendly facial expression; the process of memorizing a friendly facial expression can prove to be challenging. Students need to make an effort to remember ways to display smiles, maintain eye contact, and use other expressions to make the audience feel comfortable. Difficulties in remembering facial expressions can give the impression of lack of confidence among students.

In addition, it is important to align body movements with the spoken words. Students are expected to memorize how to use their hands, body, and head in order to convey emotions and the intent of speech effectively. Difficulty remembering the right body movements can make speech sound unnatural. In addition, non-verbal communication aspects such as eye contact, posture, and hand movements are also very important. Students should ensure that they memorize the use of these elements to demonstrate confidence and professionalism. Insufficient practice in this domain can hinder students' ability to communicate effectively. The integration of verbal and non-verbal skills can pose a significant challenge. Students should strive to recall how to synchronize words with body movements and facial expressions in order to present a comprehensive impression. Difficulties in merging these components may render the speech incoherent.

From the above data, it can be concluded that the students of Al-Furqan Islamic Boarding School use body language when giving speeches, e.g. through gestures. The speaker also speaks with a clear voice, good intonation and a smooth flow of speech. This allows the audience to hear the speaker's voice clearly and the speech is spoken fluently.

B. DISCUSSION

1. The method of Muhadharah Applied by the Students in Building

Public Speaking Ability

Speech explanations given to a group of people are known as muhadharah, khitabah, lectures, or speeches. Muhadharah is an activity that takes the form of the khutbah, which is essentially a relationship of communication in the form of Islamic teachings, according to Latief in Fauzan (2020). It takes place in a mosque, meeting room, or another location. In Islamic boarding, muhadharah is an extracurricular activity that involves speaking. One of the areas of Islamic religious knowledge taught in Islamic boarding schools is Muhadharah, or Islamic lectures, according to Kamaluddin at Kurnia (2023). Muhadharah aims to develop pupils' ability to communicate their thoughts. The same is true of speech and khitabah. To become proficient in any of these, trial and error is necessary.

Students at Al Furqan Islamic Boarding School practice public speaking through the muhadharah. This activity is considered an extracurricular. In particular, it is required extracurricular. The culture of Al Furqan Islamic

Boarding School is Muhadharah. The purpose of muhadharah is to boost students' self-esteem. Additionally, it has a positive effect on the process of learning English. Through the use of muhadharah, students are exposed to new vocabulary when speaking in English. Additionally, Muhadharah trains pupils to be excellent public speakers. Public speaking, as defined by Templeton and Irfan (2018), is the ability of a speaker to stand in front of an audience and present information in an organized way.

Following their observations, the researchers concluded that the memorized method was the strategy they employed during the muhadharah speech. since it is required. They didn't even read the text while they were presenters.

2. The Analysis of the challenges of Student's Speech Preparation and Delivery as an Orator in Muhadharah at Al- Furqan Islamic Boarding School

Two key elements need to be taken into account before giving a speech or muhadharah. It involves both preparing and delivering a speech. Three components make up speech preparation, based on Kamaluddin at Kurnia (2023). Material preparation, methodology, audience and location analysis.

Additionally, the speaker's approach has a few different kinds. Kamaluddin (1997) asserts that the Muhadharah employs two different kinds of techniques. In muhadharah, there are four approaches, claim Hakim and Heri (2022). The impromptu method, the manuscript method, the

memorizing method, and the extemporaneous method are among them. They employ the memory method, based on observations. However, students can use the extemporaneous technique if they are not familiar with the content.

Giving a speech is the second process. There are three components to giving a speech, or muhadharah, as defined by Kamaluddin (1997). Body language, fluency, and intonations are emphasized. Based to the interviews, Al-Furqan Islamic Boarding School students employed gestures and other body language when giving presentations. Along with using the appropriate fluency, the orator speaks clearly enough for the audience to hear them.

Based on the analysis of the preparation and delivery of speeches by students in muhadharah, it can be concluded that the preparation and delivery of speeches by students as orators in muhadharah is an important aspect. Muhadharah is a key component of Islamic Boarding Schools and an important platform for enhancing public speaking skills. Through structured practice in preparation and delivery, students hone important skills that contribute to their overall communication skills:

1. Preparation Techniques

In the preparation process, students use a variety of methods, including memorization and practicing public speaking. This method helps them become more familiar with the material presented, thereby increasing confidence and fluency during presentations. Research shows that good preparation is crucial for a successful speech, as it makes it easier for

students to convey their thoughts clearly and convincingly.

2. Overcoming Psychological Barriers

Facing Psychological Challenges Many students experience psychological barriers such as anxiety and lack of confidence when speaking in public. The muhadharah program includes various strategies to overcome this problem, such as peer support, constructive feedback, and guidance from experienced orators. These support measures help students to build confidence and reduce tension, so they can perform more effectively.

3. Delivery Skills

The delivery phase involves not only verbal communication but also non-verbal elements such as body language and intonation. Students are trained to utilize appropriate gestures, maintain eye contact, and modulate their voices to enhance the impact of their speeches. The incorporation of these elements is essential for engaging the audience and conveying messages effectively.

4. Challenges Faced

Despite the positive outcomes associated with muhadharah, students encounter challenges such as difficulty in content mastery, time constraints for preparation, and varying levels of language proficiency. These factors can hinder their ability to prepare adequately and deliver speeches with confidence. Addressing these challenges through targeted training and practice is vital for improving overall performance.

5. Impact on Personal Development

Participation in muhadharah not only enhances public speaking skills but also contributes to personal growth. Students report increased self-confidence and improved interpersonal skills as a result of their involvement in these activities. The experience gained through public speaking prepares them for future academic and professional endeavors.

In summary, the muhadharah program plays a significant role in developing students' speech preparation and delivery skills as orators. By focusing on comprehensive preparation techniques, addressing psychological barriers, enhancing delivery skills, and overcoming challenges, students are better equipped to communicate effectively in various contexts. The findings underscore the importance of continuous practice and supportive learning environments in fostering proficient public speakers within Islamic educational settings.

Obstacles are circumstances that impede actions, whether it involves work, travel, and similar activities. In accordance to the research findings derived from observations and interviews carried out, there are several obstacles encountered in the implementation of the muhadharah learning for students at Al-Furqan Islamic Boarding School, as outlined below:

a. Lack of Time Discipline

Time is an extremely precious resource in human existence. This is particularly true in the context of learning muhadharah, where students are expected to be punctual or arrive according to the set timetable. However,

from the observations conducted, the author noted that some students still fail to follow these rules, exhibiting a lack of discipline and arriving late for the muhadharah lessons.

b. The Difficulty of Creating and Memorizing Text Material

In the implementation of muhadharah learning, the participating students are categorized into two levels: senior and junior students. The presence of junior students, who are still quite young, complicates the task of memorizing the material text.

c. Stage Fright/Nervousness

We can recognize that stage fright/nervousness is a significant source of anxiety and fear when presenting in front of an audience. Based on the observations, the author continues to notice many students who remain anxious or lack self-assurance when facing the crowd.

d. Lack of references for students

Since many students are still hesitant to approach the dormitory administrators, they are still unwilling to look for information from the Qur'an, Hadith, or other classical Islamic literature.