CHAPTER II
THEORETICAL FOUNDATION

A. Concept of Speaking Skill

1. Definition of Speaking Skill

Speaking skill is a skill that is quite difficult to master and it is the dream of many people to be able to do this skill. We can communicate with other people even with strangers we meet if we are able to speak English. Brown and Yuke argue that speaking skills at most prove a real lesson in life, meaning that the ability to speak let alone being able to master a foreign language will bring many benefits in real life, and of course, this teaching should not be underestimated for a tutor or teacher. Pinnacle Down argues that "talking is such a part of everyday life that we take it for granted". [1] As we know, speaking is the ability to be able to communicate and is also one of the four skills that are often taught in English lessons. Some define speaking as an interactive way of making meaning which includes the production, reception, and processing of speech sound as an important instrument. [2] According to Bueno, Madrid, and Mclaren, of the four skills in English, speaking is

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[1] Parmawati, A. (2018). *Using Analytic Teams Technique to Improve Students' Speaking Skill.* Edulitics(Education, Literature, And Linguistics) Journal, *3*(2), 21-25.

[2] Thornbury, Scott. 2005. *How to Teach Speaking. England: Pearson Education Limited.*

considered the most important. Good speaking skills will produce words that can and easily understood by listeners. a good speaker is when someone who conveys something clearly and informative. [3] speaking is an utterance or expression produced by a speaker to convey intent and purpose. Furthermore, so that the listener processes the speech conveyed by the speaker, the intent and content of the mind from paying attention to each word or sentence conveyed. So that the speaker's results can be well received, from there our speaking skills are honed so that we can convey clear and informative intentions. so what is being spoken is not only saying or uttering words from the mouth but can convey the meaning and structure of what is being said. the second stage after knowing the language to be able to speak is "fluency". [4] means fluency in understanding in exploring a discourse to be discussed, by increasing the vocabulary that develops.

The success of conveying the intent and purpose is also one of the successes of the ability to speak especially fluently in communication. [5] According to Bygate in Thornbury adopting the definition of speaking is important in interactional abilities which contain making meaning about

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[3] Parupalli, S, R. (2019). *The importance of Speaking Skills in English Classrooms.* An International Peer-Reviewed English Journal. Vol-2,issue-2. 6-18

[4] Marriam, B., Muhammad, A., Dr. Ashiq, H, D. (2011). *Factor Effecting Students' English Speaking Skills.* British Journal of Art and Social Sciences. Vol.2 (1). 34-50

[5] Thanyalak, O. (2012). *Developing Speaking Skills Using Theree Communicative Activities (Discussion, Problem-Solving, and Role-Play).* International Journal of Social Science and Humanity, Vol.2 (6)

communication. [6] The speaker is in accordance with the quote from Bahadorfar and Omidvar which says that speaking skills can be categorized as good speaking skills if the listener can understand the intent conveyed by the speaker. As a listener, a person is not only limited to understanding the words or sentences conveyed by the speaker and also not only understanding linguistic competence in speaking. However, they also have to know and know the use of language based on the situation conveyed by the speaker as something that is known by the mind, for now, or for the future.

Even though humans have different abilities, not even native speakers of the language, as humans we must have good speaking skills in our lives by not forgetting to pay attention to good grammar which will certainly be used to communicate with each other.

2. Types of Speaking

Speaking has various types of uses, of course each type has different skills. This type of speaking is considered important in speaking ability. In this section the researcher explains the various types of speaking proposed by Brown.

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[6] Thornbury, Scott. 2005. *How to Teach Speaking. England: Pearson Education Limited*.

Brown explains five categories of speaking skills. The five categories are as follows:[7]:

1) Imitate

Imitative is the simple ability to reproduce a word (imitate) in the form of a phrase or sentence.

2) Intensive

Intensive is the creation of several short spoken words designed to show content in small groups in grammatical relationships.

3) Responsive

Responsiveness is in the form of testing user interaction and understanding. in Short conversations, standard greetings and small talk, easy questions, opinions. etc.

4) Transactional (dialogue)

Transactional language is carried out with the aim of conveying or exchanging certain information, which is an advanced form of responsive language.

5) Extensive (monologue)

These are broad oral production tasks including storytelling, speeches, and oral presentations. This language style is often formal for broad, more deliberative tasks.

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[7] H Douglas Brown, *Language Assessment, Principle and Classroom Practice*, (California: Longman, 2008), 141-142.

In conclusion, from the types of speaking from Brown's view. These types are divided into five, namely imitative, intensive, responsive, transactional and extensive, each of which has examples of activities. Such as imitative, namely students following what the teacher says, and intensive, namely two-way communication, while responsive is answering questions responsively, then transactional aims to complete something or exchange information. And the last extensive is one-person conversation that is conveyed to many people.

B. Concept of Public Speaking

1. Theory of Public Speaking

Public Speaking is the ability to communicate orally in front of many people with the aim of conveying information clearly, and efficiently, and can be easily accepted by listeners. Public Speaking can be in the form of speeches, presentations, lectures, and so on. Public speaking or Public Speaking is one of the skills that play a role in one's self-development. Public speaking is the art of speaking, in which the speaker communicates with his audience through an oral presentation.

Then, according to Cleverism, it can be said as a skill that can be used to build engagement or relationships with the audience when

communicating in public. This applies whether in front of people you know or not at all. who speaks fluently and well among hundreds or even thousands of people. Well, basically, these people take advantage of their public speaking skills to be confident and able to add clear information to everyone present.

Not everyone can do Public Speaking well, but this skill can be learned and mastered through continuous study and practice. Becoming a Public Speaker needs to pay attention to several things so that the delivery of messages or information can be carried out effectively. Some of them are intonation, material mastery, stage mastery, emotional control, body language, characteristics, and needs of listeners. [8] If you can master these things, a Public Speaker can get more attention from his listeners. Public speaking can open up opportunities for anyone, including students, public speaking is useful for mastering presentations or in organizations in conveying an opinion. Not only that, but public speaking can also open up opportunities to expand relationships and careers. Some of the benefits that we get if we master this skill are increasing self-confidence, especially in public, building a critical and systematic

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[8] Lucas, Stephen, *The Art of Public Speaking* ,13th Edition, McGraw Hill, (2017), hal-5

mindset, opening up opportunities to establish wider relationships, training leadership skills, developing careers, and many more.

public speaking can have an extraordinary role in our lives, including[9]:

1. form of self-development

If we have the ability to do public speaking, we don't need to worry about ourselves, if one day we are asked to speak in public or as a speaker, either at work or in the family and community. We can also convey our ideas or knowledge to other people more effectively so that what we have conveyed is accepted or applied. The more we practice and increase our knowledge of being a good speaker, the better we will be at presenting ideas in front of other people. We will also be more confident because our ideas are more often heard and accepted by people.

2. have a good influence on those around us

Public speaking plays an important role in society. This is why changes that occur in society often start from one person's thoughts which are then passed on to other people. If we have public speaking skills, it will be easier for us to influence other people to accept and implement our ideas, which will result in changes in society.

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[9] Beebe, Steven A. *Public Speaking Handbook* - 6th edition, Pearson Rental, (2017), hal- 8

2. Teaching of Public Speaking in Boarding School

Public Speaking activities at the Al-Madina Islamic Boarding School are usually called muhadharah. This activity was carried out three times in and activity. This is managed by the CLI (Central Language Improvement) Club. Public Speaking is a self-development program to improve the ability to speak well and this activity is mandatory for all students even though this activity is an extracurricular activity. This activity is guided by CLI administrators who are allocated 90 minutes as stated in the Al-Madina Islamic Boarding School Standard Operational Procedures. This activity is divided into three days, namely every Thursday for English at 11.00-12.30, Friday night for Indonesian at 20.00 until finished and Tuesday night for Arabic at 20.00 until finished. The activity is of course guided by the language teacher. In this activity the language teacher will check student attendance, provide basic public speaking material, provide motivation to class students and provide assessments when students deliver their speeches on stage.

The program held by CLI certainly has several objectives in carrying out public speaking training at the Al-Madina Islamic Boarding School:

1. instilling a role for students in giving speeches like preachers (da'imubaligh) so that they are able to deliver speeches with religious value in an effort to increase the spread of Islamic values

(da'wah al-islamiyah), adab and morals, as well as provide motivation in front of society based on Al-Quran and Al-hadith.

2. provide opportunities to learn and practice being a professional speaker on various occasions and on any theme.

3. instill the habit of giving speeches or presentations in foreign languages (Arabic and English).

4. Develop students' self-confident attitude, both in terms of mental courage and social competence to encourage students to speak better on stage in front of many people.

5. explore students' talents to improve their skills before competing in national and international inter-Islamic boarding school speech competitions.

In public speaking practice, students must take turns with their friends to deliver speeches in three languages: Indonesian, English and Arabic based on a schedule set by their language teacher. The speech material is adapted to the topic or theme determined by the language team or CLI team.

3. Strategies of Public Speaking

Public speaking is important for students. because this ability will help them improve their self-esteem and institutional performance. By having public speaking skills, they can do many things more easily, such

as making better presentations, delivering speeches that are easy to understand and of course will be widely accepted by listeners, conveying their logic to fellow students and teachers, and communicating with everyone.

However, the first step to achieving all of these things is to overcome the fear of public speaking. There are several strategies students can use to overcome public speaking difficulties.

However, doing this is not easy, the first step to achieving all this is to overcome the fear of speaking in public. There are several strategies that students can apply to overcome difficulties in speaking in public.

1. Write the outline of the speech first

Developing a speech framework using points in the form of key words written on a small piece of paper can help the speaker speak extemporaneously. This activity also prevents the speaker from overtalking or what is often called excessive discussion. Writing an outline can make students focus on the conversation and they remember the topic by looking at the instructions in the outline.[10]

2. Practice speaking

Practicing speaking can be done a lot through any media, one of which is practicing in front of a mirror, which is the best way to reduce

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[10] Sellnow, D. D, "*Confident Public Speaking. North Dakota Thomson Wadsword*" (2005)..

the fear of speaking in public and of course has a good impact on being more confident.

Many great public speakers do this activity, even though they do it once in a lifetime. They argue that if we can face ourselves, it will also be easy to face other people. Because the fear we experience is within ourselves.[11]

3. Overcome self-anxiety

speakers must learn self-knowledge to know their communication style, including their strengths and weaknesses. know how to overcome anxiety in public speaking. practice speaking in class. Talking in class with a teacher or friend really helps build self-confidence and self-evaluation. Always try to stand up and communicate with the teacher so that students get solutions to overcome their fears.[12]

4. Methods of publik speaking

Speech methods according to Webster are:

1. Script method

where the communicator chooses the technique used, namely that the script is written in full about what things he wants to convey to the audience; the speaker develops his ideas in sentences

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[11] Krist, M. W, "*How to Overcome Fear of Public Speaking at College*" (2017).

[12] Rozakis, L, "*The Complete Idiot's Guide To Public Speaking (Second Edition)*" (Indianapolis:1999).

sentences, alenia alenia, which then become a complete form of discourse. When performing, the communicator only reads the text of the script. written where it was prepared earlier.

2. memorization method

is that the communicator is able to memorize by heart the script that has been prepared by him; the communicator does not create a script in writing, but has it memorized in his head; in front of. the public communicator has presented sentences that have been prepared previously and have been recorded in his mind.

3. extemprants method

communicators in this technique do not create a complete written manuscript and do not need to memorize the sentences they want to convey, but the communicator simply provides an outline of the ideas they want to convey; on the pulpit, just looking at the framework he has made, the speaker conveys his ideas by selecting words, and presenting sentences, then creates a discourse framework in one unity at the time of delivery. there is the use of improvisation, creativity in language is required from the speaker.

4. impromptu method

technique impromptu is a technique where the speaker has not prepared the equipment. In the slightest, the first possibility is that

this happened because the request to appear to the speaker by the committee happened suddenly, the second possibility is that the speaker had been contacted beforehand, but the speaker thought there was no need to make preparations; Practical preparation is done just a few minutes before performing, improvisation plays a big role in this.[13]

C. Concept of Da'wah

1. Definition of Da'wah

As a religious community, Islam teaches us to do things in goodness and truth. Every Muslim has the right to convey kindness and remind fellow Muslims in a way that is often done by means of da'wah, as Allah SWT mentions in Surah Ali Imran verse 104 (053:104): people who invite [all that is good, order what is right and forbid the bad guys, and they are the lucky ones. To understand the meaning of da'wah al-ma'ruf al-munkar, M. Natsir, a Mayumi figure, leader of the Largest Islamic Party in Indonesia in the 1949 period. In 1958, interpreting da'wah was not just conveying or calling. for good things, but requires several conditions, such as finding suitable materials, knowing the condition of the subject of preaching

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[13] Pramelani, Muherni.AU, Taqwa. S, (2023) *Public Speaking Strategies To Become A Reliable Communicator In The Manager Of Tpq Baiturrahman,* Jurnal Pengabdian Kepada Masyarakat Volume 2 No 5, Oktober 2023 : 211-215

correctly, and choosing a representative method using language that does not offend listeners and is wise and grows or contains enthusiasm. spreading da'wah so that it can reach and benefit the community and get the expected results.

From this thought can become a concept and strategy for social change, namely determining the purpose and function of da'wah as "Shubada'ala al-nas" which means to be a pioneer for humans who lead humans to the ultimate goal of their lives, namely worshiping God. Second, prepare da'wah or agents of good social change to achieve the perfection of da'wah objectives. third, namely the method of conveying to produce something that can be digested, it can be said that the wisdom is taken from the da'wah itself. and he explained that wisdom is more than knowledge. a parable of nutritional science that can be digested and integrated with taste becomes the driving force for the success of carrying out a social change.[14]

Islam is a universal religion which makes Da'wah an important and fundamental element. because in Islamic history it has been invested in da'wah, because it has a wider positive impact on the

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[14] Setiawati.R, Mubasit. M, Suslina.S, Rojiati. U dan Aisyah. U, (2021), *Understanding Social Change in the Perspective of Da'wah on Tought of Mohammad Natsir,* Jurnal dakwah dan sosial, 4(02) 413-425.

lives and character of Muslims. in the literal sense of Da'wah is to persuade someone to call, to give voice and invite[15] According to Sharia, the true meaning of Da'wah is a message from Allah SWT or a revelation from Allah given to humans through His apostles so that they believe in the true religion of Islam.[16] Da'wah in the sense of any message that contains the element of inviting the truth is considered good and is used to spread its goodness to other people, nations and countries, inviting them to accept it. There are many synonyms for da'wah, such as awakening and calling, while other words are in the form of invitation, which means to remember and advise. If we look at the meaning of strategy, it is revealed that da'wah is the name of wisdom, policy and foresight.Also translated into the Arabic dictionary for political science and planning or solving problems.

In this case, the highest achievement in the form of piety must make a human being who fears God's will. In da'wah, more emphasis is placed on the formation of morals in social life, not only for himself or for others. then da'wah activities to be effective must be carried out with proper planning and strategy of da'wah and

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[15] Zubaidi,SyedMurtaza,Tajuluroos,PublisherDarulfikar,Labnan,Bearoot,Vol.8,P,322

[16] Urdu daira Maarif Islamia,dawat,V,9,P344

education must go hand in hand. [17] Religion should be a continuation of good morals and help strengthen them. But the Truth cannot be forced because it will only become a problem.

2. Learning different languages for Da'wah

Language is the best means to communicate, understand and speak, what can be explained through one's mother tongue and national language, will even be difficult to explain in another language. If seen from the perspective of the context of preaching, this is why Allah sent his prophets and apostles according to the language of their own people in preaching so that people can easily accept and understand it. If the Prophet's language was different from the language of the people, then it would clearly be very difficult to understand God's rules or commands correctly. Language is of course needed in various areas of preaching such as preaching, teaching, writing, speeches and correspondence etc.[18]

Former Grand Mufti of Saudi Arabia Abdul Aziz bin Abdullah emphasized the importance of preaching in different languages: It is the duty of rulers and able-bodied people who have sufficient knowledge to preach in living languages according to the way they speak, and it is obligatory. so that they preach in various languages, people preach in

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[17] Haque, Munawar, (2009), *Islamic Da'wah: Teory and Practice. By sohirin M.Solihin,* Intellectual Discourse, journals.iium.edu.my, 17(1).

[18] Alkatni, Muhammad Abdul Hayi, Nizam ul hakoomat un Nabvia,P194

these languages so that the religion of Allah can reach them in these languages in introducing the religion of Allah to the wider community. Da'wah can now be done and made easier with these methods such as video broadcasts, social media, journalism and other methods which are more widely available today than before.[19]

D. Curriculum At Islamic Boarding School

At the beginning of the establishment of the Islamic boarding school (pre-independence period), the curriculum was not well known because at that time it was only based on the vision and mission of the establishment of the Islamic boarding school to produce a Qur'anic generation. Although at that time it had been introduced to at least various Islamic boarding schools by ministers. Most Islamic boarding schools only implement the practice of teaching spiritual guidance and life skills training in Islamic boarding schools, life skills in Islamic boarding schools. So most Islamic boarding schools have freedom in each of their rules but are firm and of course have their own goals in implementing them in the curriculum. Apart from that, the goals of Islamic boarding school education are often only determined by the policies of the kyai, and previous people who have implemented them in accordance with the expectations of the Islamic boarding school

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[19] Ibn Baz, Abdul aziz Abdullah bin baz,Dawat Ilalah,p12

supervisors in accordance with the development of the Islamic boarding school.

To face the challenges of modernity in its development, Islamic boarding schools with the type and style of education applied in the process of achieving learning objectives always use their own curriculum, so that there is no alienation towards the term curriculum in Islamic boarding schools.

As mentioned above, the curriculum is also an important component in an Islamic boarding school educational institution. A good curriculum that is implemented will bring effective and efficient values in conveying the vision and mission of an Islamic boarding school. and optimizing human resources (students). In an effort to achieve educational goals, the aim of establishing Islamic boarding schools is to prepare students to become people who are devout in the religious knowledge taught by the kyai concerned and practice it in society.

The curriculum developed in Islamic boarding schools can be divided into two types according to the type of Islamic boarding school pattern itself, namely:

1. The curriculum of the Salaf Islamic Boarding School (traditional) at this institution can be said to still have non-formal status because it only studies a type of classical scripture which includes: Tauhid,

Tafsir, Hadith, Ushul Figh, Sufism, Arabic (Nahwu, Sharaf, Balaghah and Tajwid) , Ethics, Morals. The application of the Islamic boarding school curriculum is based on the level of ability according to one's expertise, the more one understands the lessons and the teaching can be proven at the initial, intermediate and advanced levels. And it is not proven through certain classes.

2. Modern Islamic Boarding School

Usually this type of Islamic boarding school combines the teaching style applied by Salaf Islamic boarding schools and the formal education model by establishing education. They study science according to the curriculum in higher education (madrasah) during college. Meanwhile, the rest of the time, with busy class hours from morning to evening, is for studying Islamic knowledge typical of Islamic boarding schools (study of classical books).

Such as Elementary Schools with Madrasah Ibtidaiyah, Junior High Schools with Madrasah Tsanawiyah and High Schools with Madrasah Aliyah and even universities. The curriculum used is the Salaf Islamic Boarding School curriculum which is adapted to the Islamic education curriculum sponsored by the Department of Religion at the school (Madrasah). Meanwhile, special Islamic boarding school curricula are

allocated to local content or can be implemented according to their own policies.

Al- Madina is one of the Islamic boarding schools that implements these two curricula. Even though there is a lot of modern learning, we don't forget the learning implemented by the Salaf Islamic boarding school curriculum.

E. The Previous Research

1. *Using public speaking tasks in English language teacher*

   First, research conducted by Gina Berru Shea. To illustrate the use of pre-student discussion and debate in ELT, the researcher explained the role of these activities in the thematic unit in the form of a demo with enthusiasm. It can be seen from its implementation that the theme or activity is suitable for developing student interests.

   The final activity was closed by a review and reflection activity on the presentation. The presentation stage is a form of public speaking task, so by giving this task, the actor who is the speaker is not neglected. The way to focus their reflection is by recording it as a form of self-assessment.

2. *An Analysis of Students' Ability and Difficulties in Public Speaking At Muhammadiyah University of Makassar*

Second, research conducted by Aditya Anugrah Ramadhan. The findings of this research are how to classify student questionnaire assessments recorded in the interview section with the aim of analyzing students' difficulties in public speaking. The data provided is in the form of a questionnaire regarding the characteristics of students' public speaking abilities and what difficulties students face in doing public speaking. And what is more interesting is that the researcher displays the strategies used to overcome the students' difficulties.

In the discussion, there were findings regarding students' difficulties in public speaking. The researchers concluded that they were panic, lack of confidence, nervousness, lack of understanding of the material, forgetting words, unable to speak loudly, looking less attractive, unable to answer audience questions properly and correctly.

3. *Public Speaking Program In Bilingual Class at Man 2 Kudus*

In the third study, Fitriana and Weny. There are several stages in implementing a public speaking program, including the objectives of the public speaking program, the material provided in the public speaking program. The teacher's role in implementing this is very important because it is a form of participation for students and the

latter of course has a role in evaluating public speaking program activities.

Researchers concluded that the purpose of holding this activity was to improve students' speaking skills which included increasing vocabulary, self-confidence and getting used to speaking English well.

In general, the previous research is equally focused on the form of implementation in public speaking activities, and what distinguishes it is the method that I took in this study, which is qualitative. I take a difference with this method, because it focuses on the strategy applied in language institutions, namely CLI, which is different from the three previous studies, by analyzing the strategies implemented in these schools which might be useful as a teacher's reference source in implementing strategies that have not been implemented in schools. or course institutions.

Apart from explain the formulation, methods research, and conclusions of previous research relevant, researchers also include the sides of the equation and differences with previous research.

Table 2.1 Differences and similarities in previous research

No	Title	Similarity	Difference
1.	Gina Berru Shea" Using public speaking tasks in English language teacher"	The similarity is The implementation of public speaking activity	1. This research using quantitative 2. Make public speaking a form of assessing speaking ability
2.	Aditya Anugrah Ramadhan "An Analysis of Students' Ability and Difficulties in Public Speaking At Muhammadiyah University of Makassar"	This research using qualitative method	1. Displays strategies for overcoming public speaking anxiety 2. Focus on the difficulties of public speaking
3.	Fitriana and Weny "Public Speaking	1. This research	The difference lies in

	Program In Bilingual Class at Man 2 Kudus"	using qualitative method 2. The implementation of public speaking activity 3. This research presents a series of public speaking strategies.	overcoming students' difficulities in public speaking activities