

CHAPTER IV

RESULTS AND DISCUSSION

This chapter contains the findings and presentation of all the data that the researcher has found. In this part of the research the data is divided into two data, namely general data and special data. General data consists of supporting programs, especially information about the Al Madina Islamic Boarding School. Then specific data in the form of findings obtained from the problem formulation, namely to find out about strategies for implementing public speaking as da'wah and implementing public speaking towards speaking skills at the Al Madina Islamic Boarding School.

A. Result Finding

Specific research data can be seen as follows:

1. Strategy for implementing public speaking as da'wah at the Al Madina Islamic Boarding School

Researcher conducted observations at Al Madina Islamic Boarding School to find out strategy and implementation public speaking as a way of da'wah at Al Madina Islamic Boarding School. Observations were made during the implementation of public speaking at the Al Madina Islamic Boarding School. In this research, researcher conducted non-participant observation. Non-participant observer, namely an observer who does not participate in the life of the person being observed, and acts individually as an observer. In the observation process, researcher used an observation checklist that had been prepared previously. Strategy observation data from public

speaking as da'wah at the Al Madina Islamic Boarding School can be seen in the table below:

Table 4.1
Observation checklist
Activities outside the public speaking course schedule

Subject	Pointers (s)	Yes	No	Note
	Teacher are present in course (CLI club) activities	✓		The teacher attends every activity at CLI to provide material
Teacher	The teacher provides material according to students' needs	✓		The teacher plays a role in providing every material in the activities held by the CLI club
	The teacher punishes any student who breaks the rules	✓		Punishments are given in accordance with boarding

				school regulations, which of course contain lessons for members who violate them
Student	Students fluently use the language, both in the course and outside the course schedule	✓		In accordance with the boarding school regulations, it is mandatory for the boarding school community to use language
	Students are enthusiastic about taking courses	✓		of course excited because the activities are

				packaged in an interesting way so that members don't get bored quickly
--	--	--	--	---

One of the activities carried out at the Al Madina Islamic Boarding School is public speaking, which is carried out by the language institution of the boarding school, namely the CLI club. Public speaking provides students with the opportunity to practice speaking the target language. This activity contains training on students' speaking skills by da'wah on a certain theme. This activity aims to train and familiarize students with speaking English. And appear brave enough to convey a good moral message to the audience using English/Arabic.

This activity is carried out three times a week, in these three public speaking activities it is divided into three languages, the days and division of discussion are, Tuesday evening for Arabic, Thursday afternoon for English and Friday evening for Indonesian. they share conversations according to themes from daily conversation books, in this book there are several conversation themes. The teacher gives a short conversation according to the theme for students to memorize.

The public speaking methods applied are impromptu (spontaneity), manuscript (script), memorizing (memorization), and extempore (using notes or important points). Students are asked to do public speaking according to the teacher's direction. This method is used according to the needs of the moment when the public speaking activity takes place. The memorizing methods are used for group public speaking activities, then the extempore and extempore methods are used for combined public speaking.

The following is a brief explanation of the methods used in public speaking activities implemented by the CLI Club:

1. Memorized method

This style is used when the manuscript is committed to memory and recited to the audience verbatim (word for word).

When we use memorization to present our public speaking, we are often times so focused on remembering what comes next that we lose focus on our audience. Our focus is internal and this causes us to sound robotic and monotone. We are disengaged from our audience and this causes them to be disengaged from our message. A better technique is to memorize your key points, not your word-for-word speech. We will talk about this strategy more when we discuss extemporaneous speaking.

2. Extemporaneous Method

This speaking style is carefully planned and rehearsed, spoken in a conversational manner using brief notes. Speaking extemporaneously has many advantages. It promotes the likelihood that you, the speaker, will be perceived as knowledgeable and credible. In addition, your audience is likely to pay better attention to the message because it is engaging both verbally and nonverbally.

Extemporaneous speaking requires a great deal of preparation for both the verbal and the nonverbal components of the speech. Adequate preparation cannot be achieved the day before you're scheduled to speak. The key to this speaking style is that it is carefully planned yet appears to be natural and conversational. Speaking extemporaneously requires speakers to work through the speechmaking process, create a preparation outline, use that outline to create speaking notes, and practice, practice, and practice some more.

To answer this question, the researcher conducted interviews with three teachers and ten students based on purposive sampling.

The results of interviews with teachers are as follows:

Table 4.2
Teacher Interview Result
Question 1: What should be prepared before public speaking?

List of Teacher interviewees	Answer
Teacher 1	<i>" Usually children are assigned to create the script text first, after the text. After checking, the child memorizes it "</i>
Teacher 2	<i>"First, the member who is an officer makes a second examination test. third, memorize the four dress rehearsals. language elements by the supervising teacher"</i>
Teacher 3	<i>"create the text first and then memorize it"</i>

So in this question, we are still talking about strategy, which is the response from the three teachers" using the method of transkrip and memorizing. That activity which apply to students who are tasked with being Speakers. The stage is to create a text which is then memorized. The text is useful for the students who will perform later. It makes it easier to write it down and then memorize it.

Question 2: How to find interesting topics?

List of Teacher interviewees	Answer
Teacher 1	<i>" Children look for themes by first looking for Ladits through books. lessons they have ever learned "</i>
Teacher 2	<i>"search and hadst or Al Qur'an"</i>
Teacher 3	<i>"from their textbooks"</i>

This question continues from number one. So the students initially created a text of the Hadith which later became a source with related themes discussed. the teacher 1 & 2 explained that to get the hadith the students Look for it from textbooks , where many Hadiths are often taught which discuss many things. Meanwhile, teacher 2 answered that they got it from the Hadith books and the Al Qur'an.

Question 3: Is it permissible to read public speaking texts?

List of Teacher interviewees	Answer
Teacher 1	<i>" is not allowed because you have already reached it "</i>
Teacher 2	<i>"not allowed because the rules have to be</i>

	<i>memorized”</i>
Teacher 3	<i>“cannot, must be memorized”</i>

on this question the three teachers agreed with the CLI club rules, Every text that is made is memorized so that Come on stage is not allowed to look at the text. In accordance with the method used manuscript and memorizing.

Question 4: How many messages are conveyed in public speaking?

List of Teacher interviewees	Answer
Teacher 1	<i>" Usually there is more than one and you cannot just say pearls of wisdom, they must be based on Hadith and Al-Qur'an "</i>
Teacher 2	<i>“For new members it is mandatory to have one hadith, not just pearls of wisdom, for old members it is better to have one hadith”</i>
Teacher 3	<i>“at least one hadith”</i>

on the article from the CLL Club regarding hadiths used by teachers, it explains that one hadith is used as a teacher source 1&2 explaining for new ones one hadith and not just using wisdom and for old members it is recommended that more than one hadith.

Question 5: How is the time management when public speaking takes place?

List of Teacher interviewees	Answer
Teacher 1	<i>" Usually children are given the opportunity to speak publicly you minutes "</i>
Teacher 2	<i>"The activity usually lasts up to 1 hour, however, childrens who are officers are given 3-4 minutes"</i>
Teacher 3	<i>"each officer +-3 minutes"</i>

Regarding the time given for the performance, students are given +- 3 minutes because it has become a club rule so it is better to use the form of not coming out if they explore the language of the theme they are discussing. under 3 minutes. Once finished, students must continue.

Table 4.3

Student Interview Result

Question 1 : What do you think about learning English at Al Madina ,especially in speaking club?

List of Student interviewees	Answer
Student 1	<i>"Very helpful, because by creating texts we often open the dictionary and increase</i>

	<i>vocabulary. new word."</i>
Student 2	<i>" helped, from stage before performing Sometimes I encounter new vocabulary "</i>
Student 3	<i>" quite "</i>
Student 4	<i>" helpful, we can memorize new vocabulary "</i>
Student 5	<i>" helps because you like opening a dictionary "</i>
Student 6	<i>" Very helpful, because it trains to believe in Dior. speak the language and add new vocabulary "</i>
Student 7	<i>" It's quite helpful, sometimes I'm embarrassed straight awayLanguage interact, but with public speaking I train my self-confidence "</i>
Student 8	<i>" help, create new vocabulary "</i>
Student 9	<i>"quite helpful"</i>
Student 10	<i>" pretty helpful, by opening the dictionary:than know new vocabulary "</i>

Based on the interview data above, almost 10 students answered that the application of public speaking. can help students improve their language skills. because for them by opening. dictionary, they can learn new

vocabulary. Not only does this activity add new vocabulary, it can to believe also encourage students to use language.

Question 2 : In your opinion, do the strategies used can help students learn to speak?

List of Student interviewees	Answer
Student 1	<i>"Likes to feel inferior to old members who are already skilled."</i>
Student 2	<i>" there are no difficulties because in CLI the study area "</i>
Student 3	<i>" Lack of time because he likes clashing With other activities "</i>
Student 4	<i>" language and interaction with other club members. Do you like it or not? Because it's less sophisticated "</i>
Student 5	<i>" It's normal to be difficult but it's a place to learn. So I solved the difficulty, is when interacting with old member whose language is advanced "</i>
Student 6	<i>" difficulty adapting to studying with Old members louching makes too much new members still don't understand "</i>
Student 7	<i>" difficulty adjusting to old members "</i>

Student 8	<i>" Talking to old members "</i>
Student 9	<i>"the difficulty is still adjusting though cli members " is a qualified choice Who is skilled in language . but if you still don't know how to use it, you don't feel like you can do it yet"</i>
Student 10	<i>" difficulty adapting to studying with Old members "</i>

Even though there are shortcomings and difficulties in activities in the CLI club, such as when interacting with old members, these new members are insecure and don't Be confident and. lack of time because it is quite busy, but it can be seen in terms of activities that there are 1 Students who answered that there was nothing difficult because in this club We are taught to be able to

Question 3 : How do you find the topic in the public speaking text?

List of Student interviewees	Answer
Student 1	<i>"from textbooks."</i>
Student 2	<i>" check the hadith first before you can make it public speaking text "</i>
Student 3	<i>" from the books / hadits book "</i>

Student 4	<i>" Textbooks , Teacher's words, and Al Qur'an has a translation "</i>
Student 5	<i>" textbooks "</i>
Student 6	<i>" Before making a text, usually the hadith is first tied to a hadith book, a book of ta'lim muth'lim or wasoya sometimes from Al Qur'an too "</i>
Student 7	<i>" textbook or Al Qur'an , Yellow book "</i>
Student 8	<i>" from Hadist books or Al Qur'an "</i>
Student 9	<i>"From pearls of wisdom , hadith and al Qur'an"</i>
Student 10	<i>" from the yellow book or al - Qur'an or experience When Studying the book is written down Important words "</i>

In the beginning, public speaking activities went through quite a process, namely the text first and the theme or topic. Make in can Students from hadith and Qur'an or wisdom.

Question 4 : Is the speaking learning strategy given suitable and its application very easy in the CLI Club?

List of Student interviewees	Answer
Student 1	<i>"fun."</i>
Student 2	<i>" Exciting, helps develop speaking skills"</i>
Student 3	<i>" is great, great activity "</i>
Student 4	<i>" I'm excited, guided more deeply to speak fluently "</i>
Student 5	<i>" fun, There are many activities that help improve language skills "</i>
Student 6	<i>" Quite helpful to improve language "</i>
Student 7	<i>" Exciting, there are activities What's interesting is that it's easy to increase your knowledge of the language "</i>
Student 8	<i>" I think really helps to improve language skills, especially speaking languages Well "</i>
Student 9	<i>"It's really helpful"</i>
Student 10	<i>" Exciting, make him believe in learning the language more "</i>

On this question, all the students interviewed agreed that the activities in the CLI club could help improve their language.

Question 5 : What are the difficulties or obstacles that you face when learning speaking in the CLI Club?

List of Student interviewees	Answer
Student 1	<i>"I think is appropriate, it can be seen that every member uses language well."</i>
Student 2	<i>" It is suitable and easy because it is packaged in a tie shape for the activity "</i>
Student 3	<i>" It is appropriate and quite high "</i>
Student 4	<i>" it is quite appropriate, because the activities held can make it easier to improve students' language "</i>
Student 5	<i>" it is suitable for most of its members use language well "</i>
Student 6	<i>" is quite appropriate "</i>
Student 7	<i>" Appropriate from the initial form of activities that help improve speaking ability "</i>
Student 8	<i>" It's quite suitable, because the activity is fun or not it's easy to get bored "</i>
Student 9	<i>"Appropriate, from activities that can help</i>

	<i>improve language skills”</i>
Student 10	<i>” Appropriate, and quite easy ”</i>

Even though 10 students answered this question varied, all of them agreed that this activity was suitable for them to improve their language skills, for example, the students used the language well and the activity was packaged in a fun way.

From the observation data and forms of interviews obtained, it can be concluded that students who carry out these activities have three days to prepare before performing because they use extempore and memorizing methods.

Using this method is a strategy for students to improve language skills, especially speaking skills. and this activity is packaged in the form of da'wah which makes it easier for students to act directly as speakers in conveying a message, information or invitation using language. The form of strategy used is : Write the outline of the speech first, Practice speaking, Overcome self-anxiety.

2. Process of Public speaking Activities at Al Madina Islamic Boarding School

This form of public speaking is carried out outside of student learning activities. because this is a program from a language institute or CLI Club. in this process we will see how this activity takes place and what benefits can be taken from this activity

To answer this question, researchers conducted interviews with three teachers and ten students based on purposive sampling. This question continues from the question of strategy. The results of interviews with teachers are as follows:

Table 4.4
Observation checklist
During on activities

Subject	Pointers (s)	Yes	No	Note
Teacher	The teacher guides student activities	✓		In combined public speaking activities, teachers are directly involved, both as supervisors and as performers of the activities. However, in

				public speaking groups, it is left to the CLI administrators
	The teacher provides motivation before starting the activity	✓		The teacher provides motivation before the activity starts, sometimes preparing prizes for officers who perform well
	The teacher checks the students' attendance	✓		check student attendance and find out the reasons for students not participating in the activity
Students	Public speaking practice students (those whose job is to	✓		The student who is the officer brings the

	<p>be speakers appearing in front of students who are an audience)</p>		<p>text and then hands it over to the supervisor and it can be confirmed that the student has memorized it</p>
	<p>Students who are in the audience note important points from the students who appear as speakers</p>	<p>✓</p>	<p>Students who are in the audience are required to bring writing tools to record important points in each theme presented by the facilitator, which will later become a source of new knowledge for the audience.</p>

Teacher	The teacher correct mistakes if students make mistakes in pronunciation	✓	in public speaking activities, the combination of language pronunciation checking is carried out by the teacher as a guide, but when it comes to public speaking groups, that role is replaced by CLI administrators.
---------	---	---	---

Table 4.5

Teacher Interview Result

Question 6: How is public speaking related to da'wah?

List of Teacher interviewees	Answer
Teacher 1	<i>" Suitable, One form of developing speaking abilities "</i>
Teacher 2	<i>"connected, because you are not only trained to speak the language, but it becomes a form</i>

	<i>of broadcast in this era where everything is possible, usually whoever is sophisticated. His language/words are good, he will definitely be a role model.”</i>
Teacher 3	<i>“It is very related because as a Syiar Road it is a language especially English which has a national language position”</i>

From this question, all 3 teachers agreed to answer that this activity is related to developing speech skills. Teacher 2 added that it not only develops speech skills but this is also a form of Syibs. those with the language don I correspond to the teacher 3 because especially English is an international language.

Question 7: How many times do you need public speaking practice?

List of Teacher interviewees	Answer
Teacher 1	<i>“ One time training for maturation ”</i>
Teacher 2	<i>“Children who become officers are given the opportunity for 1 day to compose 1 text and memorize it.”</i>
Teacher 3	<i>“Time lag for practicing is usually 3 days”</i>

on this question regarding preparation before appearing teacher 1 answered only One day of training. Teacher 2 also answered Just like teacher 1 One day writing, one day memorizing while teacher 3 answered 3 days for preparation before the perform, namely 1 day makes the text 1 day to memorize and 1 day Exercise.

Question 8: What is the role of the tutor in the continuation of public speaking activities?

List of Teacher interviewees	Answer
Teacher 1	<i>" ask as an observer and guide "</i>
Teacher 2	<i>"usually plays as speakers a role in public speaking. As a combination, the group is just a guide. and proofread the text."</i>
Teacher 3	<i>"only as a guide"</i>

The role of the teacher during public speaking activities. took place only as a guide. In accordance with the answer to the teacher 3. teacher 2 explained that there were joint public speaking activities. The teacher could act as a speaker and in public speaking groups, sometimes correcting the text.

Question 9: How can public speaking activities be memorable?

List of Teacher interviewees	Answer
Teacher 1	<i>" by including ice breaking and prizes "</i>
Teacher 2	<i>"presents a display of humor / the officer who appears displays an impressive hah with his Sencher style."</i>
Teacher 3	<i>"Depending on the CLI team's ability to train its members to appear in their own style that can entertain the audience"</i>

Each teacher answered this question differently because it was according to what they had done in the activity. Teacher 1 answered, sneaking in Ice breaking and giving prizes to Speakers who looked stunning. Teacher 2 believes that to make the activity memorable, it is the officer's demeanor. each, convey their own style, so that when they perform they will make the audience feel comfortable with the opinion of the teacher's 3 answer

Question 10: How do you know the effectiveness of public speaking activities?

List of Teacher interviewees	Answer
Teacher 1	<i>" from members' enthusiasm for participating in these activities."</i>
Teacher 2	<i>"the child enthusiastically uses language."</i>
Teacher 3	<i>"the use of language every day , because trick speaks fluently from Public Speaking activities"</i>

The success of public speaking activities can be seen from everyday life. Students can use language well because with this trick, students are required to convey messages fluently in basic language. These three teachers agree with this answer.

Table 4.6

Student Interview Result

Question 6 : Is teaching speaking only done in class? Or are there other activities that can support speaking during CLI Club?

List of Student interviewees	Answer
Student 1	<i>"not only carried out in class, only some activities are carried out In class only to provide material."</i>
Student 2	<i>" in class to provide material usually only to</i>

	<i>provide material The rest is in the field "</i>
Student 3	<i>" is not only in other classes The rest is in the field "</i>
Student 4	<i>" in class usually study mater. The rest are in the field, hall or mosque "</i>
Student 5	<i>" in class actually rarely stops at the mosque/hall more often because I'm in a better mood. "</i>
Student 6	<i>" not just in class, there are many places "</i>
Student 7	<i>" In class, the most important thing is to be given teaching material The rest of the activities are done in the field."</i>
Student 8	<i>" Most activities are carried out in the field or mosque because the teaching is given verbally "</i>
Student 9	<i>"classes usually can't even be used, unless the class administrator has permission to use it in the field. teaching yes, if you use it for activities like English corse, learning to open a dictionary Jhon m c and Oxpord , Grammar"</i>
Student 10	<i>" classes are rarely in the field more often "</i>

Regarding the place where Public Speaking is carried out, it is not carried out in the classroom, but this activity is carried out in the mosque or hall and the field is generally only used for class. During ell activities related to giving material. Such as grammar, how to open an Oxford dictionary, latter / pere scientific writing.

Question 7 : How often do you use english in the club? Is the use of English only in the club?

List of Student interviewees	Answer
Student 1	<i>"Quite often doesn't hang up during CLI only activities but speaks fluently."</i>
Student 2	<i>" Must language, even if you are a CLI member If you don't use a language the punishment is more severe."</i>
Student 3	<i>" must use language, you just have to take classes at CLI Club, but you have to use in daily activities "</i>
Student 4	<i>" I often can't even break it, so I use it too. in daily activities."</i>
Student 5	<i>" Not only used in class, it must be used in all day "</i>
Student 6	<i>" Often because of obligations, even though I'm not fluent in the language, I don't even go</i>

	<i>to class but I use it in daily activities. "</i>
Student 7	<i>" Must be used as often as possible , Even though it's still a mix of languages."</i>
Student 8	<i>" Often it's just that if you can't speak or don't know the language, it's better to keep quiet, for fear of being punished "</i>
Student 9	<i>"Often because of obligations, we use language in everyday life too "</i>
Student 10	<i>" sometimes ~ Because I can't communicate fluently using , it's better to keep quiet, I use it in everyday life too "</i>

The use of language in students' daily lives can be seen from the To Students interview data which states that the use of mother tongue is mandatory and must not be violated and that if students violate it, they will be punished. Even if you are not fluent in the language. The student chose to remain silent and tried to continue flashing.

Question 8 : In your opinion,how muchinfluence does the environment have in building speaking skills here?

List of Student interviewees	Answer
Student 1	<i>"Very influential, because it creates boredom</i>

	<i>and it has an effect."</i>
Student 2	<i>" Influential, if the person you are talking to doesn't speak the language you have to balance it too."</i>
Student 3	<i>" Very influential "</i>
Student 4	<i>" Influential, The effect of being smart in language Because you train often."</i>
Student 5	<i>" It has an effect if the environment speaks frequently, You will be embarrassed and of course forced to use language "</i>
Student 6	<i>" It has an effect, if the person you are talking to speaks a language then you yourself will be encouraged to use the language. "</i>
Student 7	<i>" Very influential, It's embarrassing if you don't use language yourself while others use language."</i>
Student 8	<i>" Influential, Can do it because used to "</i>
Student 9	<i>"Influence, if other people use language, We will be encouraged to use language"</i>
Student 10	<i>" Influential, encouraged to use language. It's influential, if you use it frequently to communicate it will become smooth quickly, which is one way to encourage the</i>

	<i>environment."</i>
--	----------------------

From 10 Students answered that this is very influential, a good environment will also have a good effect on communication with language and one form of self-reliance with language is interacting in one's environment

Question 9 : In your opinion, how are the teachers in managing the class to make students active in using English?

List of Student interviewees	Answer
Student 1	<i>"Be sure to teach normally, give material Like studying in class."</i>
Student 2	<i>" like studying in class members Sometimes it's fun."</i>
Student 3	<i>" Sepest studying in class, Active,because we like it "</i>
Student 4	<i>" I depend on the teacher who teaches. there are teachers who are cool, there are those who just give material."</i>
Student 5	<i>" usually teachers who are It's fun in making ice breaking or make a challenge about language "</i>
Student 6	<i>" like providing material in class, sometimes there are some teachers who make it fun The</i>

	<i>vibes of the game is not far away to practice our language. "</i>
Student 7	<i>" in th class can be active because we are enthusiastic about the activities and there are several teachers who create a fluid class vibes."</i>
Student 8	<i>" As with normal learning, teacher makes a game that is not far away and material which was delivered "</i>
Student 9	<i>"It's like studying normally, there are teachers who make challenges or ice breaking"</i>
Student 10	<i>" As with normal learning, the teacher usually assigns memorization but uses fun methods, such as Made music."</i>

In this interview data, the answer is that almost some teachers teach as if they were giving material as usual, but there are some teachers who have a style that can lighten the atmosphere and build excitement in the activity

**Question 10 : What tests did you get to improve your speaking?
when is the test given?**

List of Student interviewees	Answer
Student 1	<i>"the test is strosy telling or muhadasah in front of the boarding school community, it feels like a holiday."</i>
Student 2	<i>" Storytelling tests in front of the entire Pondok community are held on Fridays, sometimes every two weeks."</i>
Student 3	<i>" language speaking test, holidays Even then, the test was impromptu "</i>
Student 4	<i>" The test was a story using language, on Friday, sometimes uncertain."</i>
Student 5	<i>" The test is convertation or telling a story language is carried out in front of the All Students, The time is uncertain, sometimes impromptu "</i>
Student 6	<i>" The language lessons, public speaking too are actually part of the language, the only thing that makes you tense is the storytelling or convertation test in front of all Students, time on Friday. "</i>
Student 7	<i>" speaking test with the language in front of</i>

	<i>all Students, The timing is uncertain."</i>
Student 8	<i>" tests in front of all students speaking/chatting with language partners, the time is Friday "</i>
Student 9	<i>"language speaking test, time on Friday but Seldom"</i>
Student 10	<i>" The lesson is to chat in front of all Students using language on Friday."</i>

So, this question is related to students' language skills, but this test was not carried out by all members of the CLI, but only a few students were appointed. The form of the test was story telling or language conversations carried out in front of all the residents of the Islamic boarding school, but Not just tests. Student 6 also believes that Public Speaking is one of the language tests for students.

The results of observations and interviews that researchers have grouped together can draw the conclusion that the activities organized by the CLI club are not only to improve speaking and language skills, but many activities are held to increase insight into language. such as learning to open a dictionary, writing and even grammar are taught.

It was said that this activity went quite well, looking at the answers from students who were interviewed, they felt enthusiastic about taking part in this public speaking activity, even though in this activity the teacher did not play a direct role and only acted as a guide, the students were more expressive in acting as good speakers in this activity.

B. Discussion

In this section the researcher analyzes the data that has been collected from observations and interviews. Apart from that, the researcher explained the results of the analysis by answering two questions from the problems that had been observed and collected. Firstly, the Strategy of CLI Club (Central Language Improvement) for public speaking at Al-Madina Islamic Boarding School. The second question is Public speaking Activities as a way of da'wah at Al-Madina Islamic Boarding School.

2. The Strategy of CLI Club (Central Language Improvement) for public speaking at Al-Madina Islamic Boarding School.

Public speaking is a program held by language institutions or what can be called CLI clubs (Central Language Improvement) at the Al Madina Islamic Boarding School. This activity contains speeches in Indonesian, English and Arabic, and contains a moral message.

At the Al Madina Islamic Boarding School, observation is used to find out how public speaking strategies are implemented in terms of speaking ability. From the results of observations, the implementation of public speaking at the Al Madina Islamic Boarding School is by delivering religious speeches in order to spread Islamic values (da'wah al-islamiyah), morals, and motivational speeches in front of the community based on the Koran and Al-Qur'an. 'an, hadith.

According to information from observations and interviews, five strategies were found to be used in the CLI Club. The first is that students write the text of their speech according to the sources found, namely the Qur'an or hadith, to obtain more information to gather ideas. The six students interviewed carried out this activity as a form of strategy established in the CLI club to avoid forgetting their speech. four students answered that apart from writing their text from this source, they also looked for it from textbooks or wisdom. The second strategy is for students to memorize texts that have been written according to the CLI club rules with the aim of avoiding confusion in speaking when performing. The third strategy is for students to increase self-awareness. This strategy was used by the eighth participant to overcome his difficulties so that he could analyze his mistakes and weaknesses to increase his self-confidence and not repeat the same mistakes in the next

performance. The fourth strategy is for students to carry out dress rehearsals to correct and is a form of student refreshment. The fifth strategy is to open a dictionary with the aim of adding new vocabulary. There is a fear that one day they will forget when the student's speech will improve in delivering his speech.

Based on the results of research conducted by Nanda Rizka Utami, there are ten strategies used by students of the English Department at UIN Ar-ranity to overcome their speaking problems, namely by practicing speaking in front of a mirror or other people, write or note down a speech outline, increase self-awareness, use pauses to release stress, record their speech, try to speak in class, use the pecha kucha method and watch public speaking videos.¹

2. Public speaking activities at the Al Madina Islamic Boarding School

This activity is held three times a week, Friday night for Indonesian, Tuesday night for Arabic, and Thursday for English, for those who serve as speakers based on experience when studying in class or the Qur'an and hadith. From the sources obtained, students create a text first in Indonesian, then translate it into English, after the text is

¹ Nanda Rizka Utami, " *English Students' Strategies In Overcoming Public Speaking Difficulties In Pubic Speaking Class*" (Aceh : 2019) hal. 35-36

finished, then submit it to the CLI club administrators who will later correct it, either with the administrators themselves or submit it to the supervisor, namely the teacher. who was given the mandate at the CLI club. After correction, students are required to memorize the text, and finally, students prepare to practice public speaking before appearing with the aim of the teacher evaluating the mistakes they make, such as pronunciation errors, voices that are too soft, not memorizing enough, and so on.

The teacher's role is not only to evaluate, but there are several activities that involve the teacher in delivering material, such as grammar activities, how to open a dictionary to find new vocabulary and translating, writing, English language conversion. This activity helps students write perfect speech texts.

From the results of observations, public speaking activities as away from da'wah at the Al Madina Islamic Boarding School look good. Public speaking can help students explore their speaking skills, so they can improve their speaking abilities. Public speaking is also a form of test regarding students' speaking skills.

Based on the results of research conducted by Fitriana and Weny, the implementation of the public speaking program is to improve students' speaking skills which includes increasing students' vocabulary, students' self-confidence and getting students used to speaking English. To achieve this goal, public speaking also includes several activities to support student development.²

² weny Fitriana, "*Public Speaking Program In Bilingual Class at Man 2 Kudus*" (Kudus: 2019) p.97