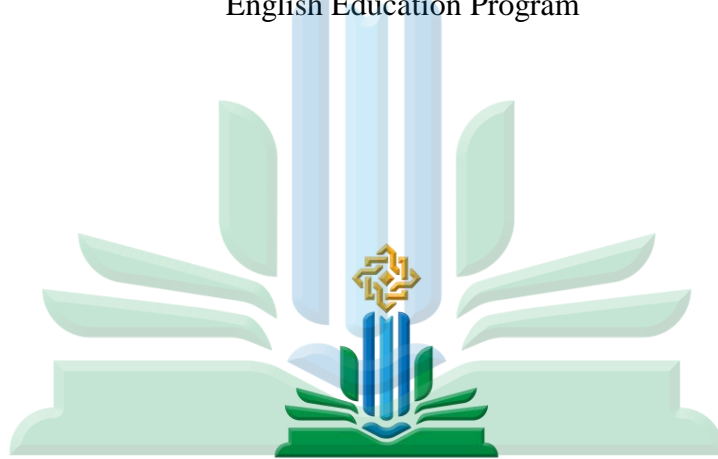


**INVESTIGATING THE USE OF CONFIDENCE SHOW
PROGRAM TOWARDS STUDENT'S PUBLIC SPEAKING
SKILL AT BUSTANUL ULUM
ENGLISH CENTER ISLAMIC BOARDING SCHOOL**

THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq of Jember
In partial Fulfillment of the Requirements
for Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program



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JEMBER
By:

ALFIATUL MUKAROMAH
SRN: T20196109

**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
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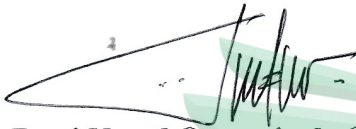
Has been examined and approved in partial
Fulfilment of the Requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Program

Day: Wednesday
Date: 12 June 2024

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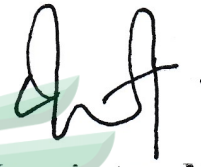
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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَفُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“ O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth.” (Qs.Al- Ahzab : 70).*



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*Kementrian Agama RI, “ Al Qur’an dan Terjemah “, (Sinergi Pustaka Indonesia,2012)
591.

DEDICATION

I proudly dedication this thesis for

1. My beloved parents, my dad Ahmad Mukhlas and my mother Suhemi Eka Hendrawati who have supported me, pray for me in all day and give everything for my life. I am so glad to have you .
2. My beloved young sister, Inayaturoh Rohimah and Raudatul Jannah Nita Humairoh and all my family who always give me support .



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ACKNOWLEDGEMENT

In the name of Allah, the most gracious and merciful. Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, Sholawat and Salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to say thank you to the following people :

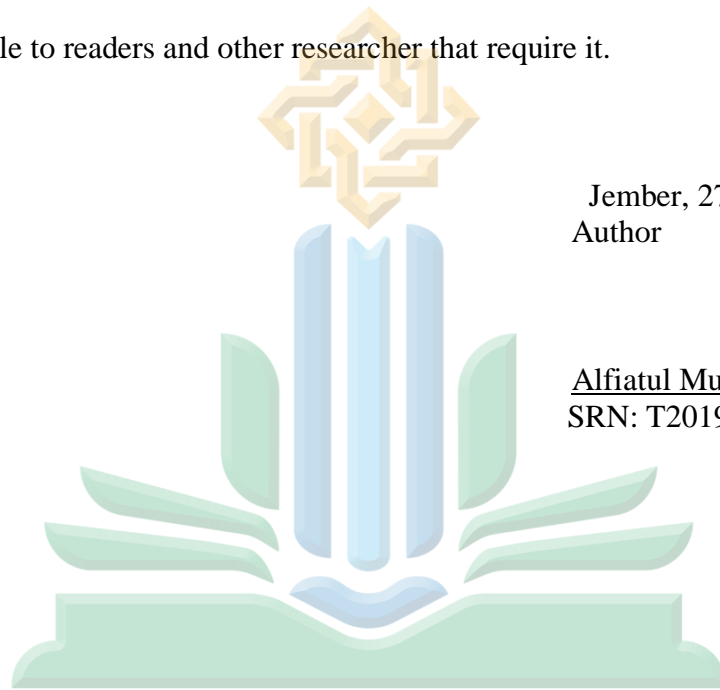
1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Islamic State University of KH. Achmad Siddiq Jember, who has given me opportunity to study in this University.
2. Dr. Abd. Mu'is, S.Ag., M.Si. as the Dean of the Faculty of Tarbiyah and Teacher training of Islamic State University of KH. Achmad Siddiq Jember, who has facilitated me to study in this faculty.
3. Dr. Nuruddin, M.Pd.I. as the Head of Islamic Education and Language Department.
4. Dewi Nurul Qomariyah, S.S., M.Pd, as the Head of the English Education and Language Department.
5. Moh. Rofid Fikroni, M.Pd. as the advisor of this thesis who has helped, guided and supported me during writing my thesis
6. The director of Bustanul Ulum English Center, Iftitah Riska who has given me permission and helped me during my research

7. Wardatul Magfiroh as collaborator who has given me support and help in conducting my research in Bustanul Ulum English Center and the students who have gave their time to participate in this research

May Allah SWT recompense all of the compassion of those who assisted me in finishing my thesis. I feel this thesis has certain weaknesses, but I hope will be valuable to readers and other researcher that require it.

Jember, 27th May 2024
Author

Alfiatul Mukaromah
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ABSTRACT

Alfiatul Mukaromah, 2024: Investigating The Use Of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School.

Keywords: Confidence Show Program, Speaking, Public Speaking

Speaking is an aspect of an art or skill that is important for everyone to have. Because with this skill, everyone or any individual can communicate and interact using good and organized language. Therefore, it is important to learn how to speak well in public. One of the speaking training programs involves making and memorizing a speech or the program commonly referred to as a confidence show program. The confidence show program provides facilities and understanding to students on how to speak confidently in public.

The research focus were: 1) How is the planning of confidence show program towards student's public speaking skill? 2) How is the implementation of confidence show program towards student's public speaking skill? 3) How is the evaluation of confidence show program towards student's public speaking skill? The objectives of this research are ; to describe the planning of confidence show program towards student's public speaking skill, to describe the implementation of confidence show program towards student's public speaking skill and to describe the evaluation of confidence show program towards student's public speaking skill.

This research used qualitative research, with a descriptive approach. It was conducted in Bustanul Ulum English Center Islamic Boarding School. The subjects are director, tutor and the student. The data were gathered by observation, interview, and document review. Source and tmethod triangulation were used to validate the data.

The results of this study showed that: 1) The planning of confidence show program towards student's public speaking skill is done through a speaking class with the material all the important topics for making speeches and delivering speeches. Then, the students are given one week to write the speech and one week to memorize 2) The implementation of the confidence show program towards students' public speaking skills is done through every two weeks there are 3-4 students who have been selected to present a speech with a duration of 5-7 minutes 3) The evaluation of the confidence show program towards students' public speaking skills was done by tutors commenting on the student performances according to predetermined assessment criteria, namely intonation, fluency, and body language after that the tutors provide advice. With the evaluation , it is expected that students can find out the shortcomings that need to be improved in speech performance so that students can have better public speaking skill.

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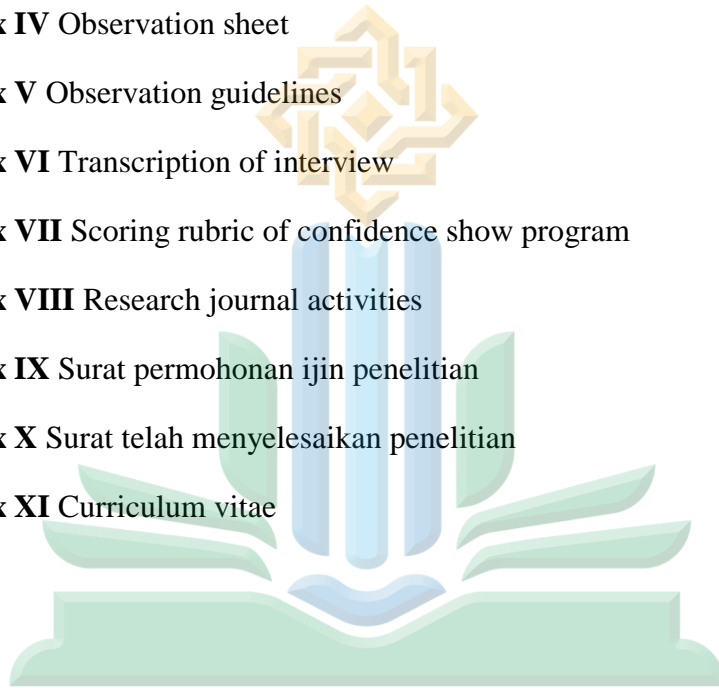
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CHAPTER I

INTRODUCTION

A. Research Context

Language is a communication tools used in daily life to interact with others. Although communication can be carried out with other means of communication, humans communicate using language generally. Language is one of the characteristics of humans that distinguishes them from other creatures such as animals, plants and others. Language also has a reciprocal relationship with social interaction, language forms social interaction and social interaction forms language, thus people can share their ideas, arguments, emotions, and other things with one another.² English, as a means of communication has been growing into a more universal and dominant language on international levels.³ As universal language, it is obvious that English plays an important role in international relations, includes business, marketing, and other activities as well as relationships between nations' economies.⁴

In Indonesia, English is considered to be a foreign language learned by students or learners in formal and non-formal education. A decree (SK) number. 060/U/1993 about the English language program as a local content

¹Zaki Muhammad, "The Teaching of Speaking Though Snake and Ladder Games At The Eighth Grade Students Of SMPN 1 Jenggawah" (Thesis, IAIN Jember, 2020), 1.

² Rabia Hos and Hatice Topal, "The Current Status of English as a Foreign Language (EFL) Teachers Professional Development in Turkey: A Systematic Review of Literature" (The Anthropologist, 2017), 293.

³ M Sammanth Reddy, "Importance of English Language in Today's World", International Journal of Academic Research, UAR, Vol. 3, Issue-4 (2), 2016, 181.

subject for primary school, starting with students in the 4th grade, was issued by the Ministry of Education and Culture on 25 February 1993.⁵ By the release of a decree by the ministry of education in 1993, English is currently one of the subjects taught in Indonesia from primary school until college.

There are four skills that should be learned in English. Those skills are: reading, listening, writing and speaking. The four skills are important because they are relevant to each other. Among the four key of language skills, Speaking is considered the most important ability when learning a foreign language.⁶ Speaking skill is a very important because it is one of the skills that is used in real life and speaking isn't only for interacting with other people, it may also be utilized for trade and business with foreigners. Therefore, most people emphasize speaking ability as a measure of one's success in learning English.

Speaking can also be interpreted as a skill acquired through learning and speaking can be a media for expanding knowledge. According to Hornby, Speaking involves expressing oneself in a certain language, talking or saying something, mentioning something, having a discussion with someone, and addressing someone with words.⁷ In addition, Burns and Joyce argues that speaking is a collaborative process of creating meaning that involves the

⁵ The Minister of Education and Culture, "About English Subjects Becoming Local Content Since Elementary School", 1993.

⁶ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms", *ACIELJ* Vol. 02 No. 2 (2019): 8.

⁷ Albert Sydney Hornby. *Oxford Advanced Learner Dictionary*. New York: Oxford University Press, 1995.

producing, receiving and processing information.⁸ Speaking is also the way that oral communication delivers messages from one person to another. Oral communication can't be correctly used without speaking, because it is the main way in which the speakers can express themselves through the language.⁹

Speaking is also explained in Q.S. Ar-Rahman verse 1-4, which read :

الرَّحْمَنُ . عَلَّمَ الْقُرْآنَ . خَلَقَ الْإِنْسَانَ . عَلَّمَهُ الْبَيَانَ

Meaning: “Most gracious (God)!He is the one who taught the Qur'an. He has created man. He has taught him speech (and intelligence)”. Q.S. Ar-Rahman verse 1-4.¹⁰

From the Q.S. Ar-Rahman verse 1-4 , it talk about god teaches humans to be eloquent with perfect understanding among creatures. It means speech is the distinctive quality which distinguishes human from the animals and other earthly creatures. Therefore, speech is actually a symbol of the expression of human existence as a intelligent being endowed with freedom.

Speaking is an aspect of an art or skill that is important for everyone to have because with these speaking skills, everyone or any individual can communicate and interact using good and organized language.¹¹ In addition, it can also improve a person's personality and mentality when speaking in

⁸ Anne Burns, Joyce Helen. Focus on Speaking. Sydney: National Center for English Language Teaching and Research, 1997.

⁹ David Nunan, “ Practical English Language Teaching” (New York: McGraw Hill, 2003), 14.

¹⁰ Departemen Agama Republik Indonesia, Alquran dan Terjemahan, (Semarang: Toha Putra, 1989) , 389.

¹¹ Dhanik Sulistyarini dkk, Buku Ajar Retorika, (Banten: CV. AA. Rizky, 2020), 2.

public. Moreover, this skill plays an important role for a student because a student will get further teaching to improve their speaking and communication skills in order to transmit the knowledge they have learned. As is the case at the Bustanul Ulum English Center Islamic Boarding School which trains students to be able to speak and communicate well through the Confidence Show Program which is held every two weeks.

Based on the results of interviewed the English tutor at Bustanul Ulum English Center Islamic Boarding school, one way to facilitate student public speaking activities is through the Confidence Show Program. Confidence show program is an activity that is routinely held every two weeks, the activities include a speech program. It is guided directly by tutors with the aim of being able to convey and give advice to members.

Confidence show program is the same as Muhadoroh activities. Muhadoroh is a method of communication (public speaking) that aim to provide facilities and understanding to members regarding how to speak with confidence in public.¹² Muhadharah is usually synonymous with speech or lecture practice activities, as is the same as the confidence show program which is a speech activity, especially in English. The goal of muhadharah activities is to improve students' ability to preach, lecture, and give speeches.

¹² Umi Lailatus Sa'diyah, "Strategi Pendampingan Public Speaking Santri Melalui Kegiatan Muhadharah di Pondok Pesantren Nurul Huda Al-Muniriyyah Desa Karang Duren Kecamatan Balung Kabupaten Jember tahun pelajaran 2021/2022" (Thesis, Universitas Islam Negeri Kyai Haji Achmad Siddiq Jember, 2022), 2.

Another goal of the activity is to improve the students' public speaking mentality and confidence.¹³

Therefore, confidence show program plays a very important role with public speaking, one of which is that it can improve excellent and correct communication skills. Because in the current era there are many places that provide facilities and accommodate to hone skills in terms of training public speaking properly and correctly, one of which is the Bustanul Ulum English Center Islamic Boarding School.

In addition, many researchers have shown that English activities in Islamic Boarding Schools are seen as an appropriate technique to improve students' public speaking skills. The previous research was conducted by Firda Maharani Aneski entitled "The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat". The result of Firda's thesis findings suggested that speech and story telling can help students in improving their public speaking abilities. Firda also conclude in her research that a speech in front of an audience and story-telling significantly help students develop their ideas and feel confident.¹⁴

¹³ Mansur Fauzi, Alwiyah Dja'far "Impelementasi Kegiatan Muhadharah Dalam Meningkatkan Kepribadian Siswa Di Pondok Pesantren Putri Babul Khairat Kertosari Pasuruan", Jurnal Studi

Islam, Vol.14, No.2, Desember 2019 hal 124.

<https://ejournal.kopertais4.or.id/tapalkuda/index.php/pwahana/artivle/download/3611/2662>

¹⁴ Firda Maharani Aneski, "The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, TulangBawang Barat". Journal of English Development , Vol.02, No.02, August 2022, pp.109-166.

Another previous research was from Sabrina Zulfa Ajizah and Muhammad Raihan Khalis and Najla entitled “Improving the Skills Public Speaking Students in La-Tansa Islamic Boarding School”. The result of the study findings suggested that muhadoroh give an improvement in public speaking. Muhadoroh is a speech activity in 3 (three) languages include Indonesia, Arabic and English language. Sabrina and friend’s also conclude that muhadhoroh is an activity that should be carried out in a learning environment because it can improve student's public speaking or what is generally referred to as public speaking.¹⁵ Based on previous research, those research has been conducted that activities especially speech in islamic boarding schools can improve students' public speaking skills.

The use of confidence show program on the public speaking skills in Bustanul Ulum English Center Islamic Boarding School became a new agenda in showing of public speaking. Tutors prefer to continue confidence show to know the student’s public speaking skills. The researcher interested in doing a research about confidence show program because it is an activity that is routinely held every two week, which contains the activities of students make and shows their speech. Thus, the researcher conducted this research under title “Investigating The Use of Confidence Show Program Towards Student’s Public Speaking Skills at Bustanul Ulum English Center Islamic Boarding School”.

¹⁵ Sabrina Zulfa Ajizah, Muhammad Raihan Khalis, and Najla, “*Improving the Skills Public Speaking Students in La-Tansa Islamic Boarding School*” journal *Abdidas* Volume 2 Nomor 6 Tahun 2021 Hlm. 1456 – 1462.

B. Research Focus

According to the research background above, the question of the research :

1. How is the planning of confidence show program towards student's public speaking skill?
2. How is the implementation of confidence show program towards student's public speaking skill?
3. How is the evaluation of confidence show program towards student's public speaking skill?

C. Research Objective

Based on the research focus above, the research objectives for this research are:

1. To describe the planning of confidence show program towards student's public speaking skill.
2. To describe the implementation of confidence show program towards student's public speaking skill.
3. To describe the evaluation of confidence show program towards student's public speaking skill.

D. Research Significance

After completing this research, the researcher hopes that the findings will be beneficial and contribute to the teaching and learning of English, particularly in terms of the speaking skills of students. In this study, significance can be categorized into two categories:

1. Theoretically

This research provides useful and significant contributions to the general knowledge of how to educate and learn speaking ability through confidence show program.

2. Practically

a. For tutors

This research can help them in improving their learning process and as a reference to make an evaluation.

b. For Researcher

The result of this research can be useful for the researcher to have an experience in conducting this research.

c. For other researcher

This research could be used for reference in conducting further research to develop other learning program for learner.

E. Definition of Key Term

The title of this research is “Investigating The Use of Confidence Show Program Towards Student’s Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School”. Before the researcher discussing deeply about this topic, the researcher wants to explain about definition of key term on the title. In order to prevent miscommunication and misperception, the definitions below are provided to help the researcher and readers understand one another. Which are:

1. Confidence show program

Confidence show program is an activity that is routinely held every two weeks in Bustanul Ulum English Center Islamic Boarding School, which contains the activities of the students who make and show their speech in front of all members and tutors. Starting from the tutor providing a speaking class, then instruct students to make speech text, after that they are given time to study and memorize the speech that have been made.

2. Public Speaking Skill

Public speaking is communication that is done orally about a matter or topic in front of many people with the aim of influencing, inviting, educating, changing opinions, providing explanations, and providing information to the public by paying attention intonation, fluency and body language. Public Speaking skill in this research means that the students should make and show their speech in front of their friends and tutors.

F. Structure of Discussion

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of :

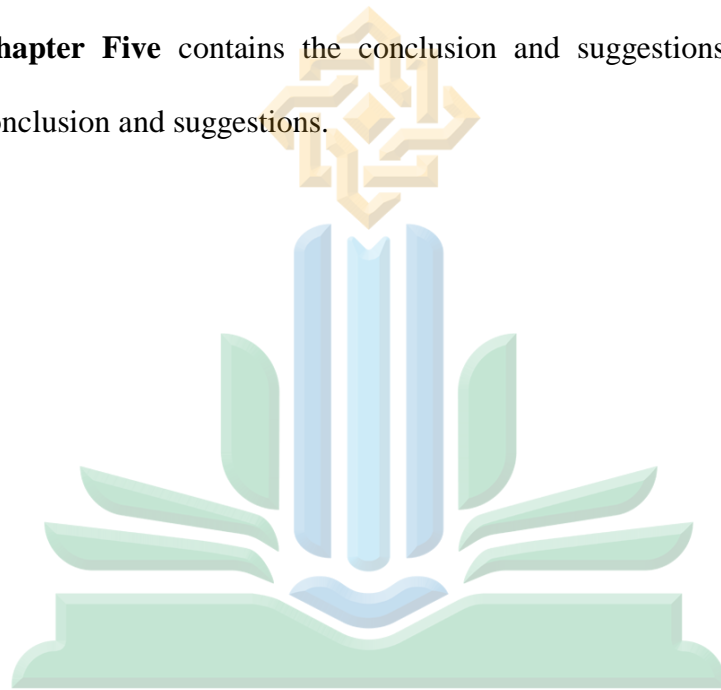
Chapter One contains the introduction to the research. This chapter consists of the research context, research question, research objective, research significance, and definition of key term.

Chapter Two contains a review of related literature. This chapter consists of previous research and theoretical framework.

Chapter Three contains a research methodology. This chapter consists of a research design, research setting, research subject, data collection method, data analysis, data validity and research procedure

Chapter Four contains a research finding. This chapter consists of an description of the research object ,research finding and discussion.

Chapter Five contains the conclusion and suggestions. It consists of conclusion and suggestions.



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CHAPTER II

LITERATUR REVIEW

A. Previous Research

Researchers need some previous research to find a novelty for conducting research. Previous research is important to investigate that the research which will be done by the researcher has differences and similarities with previous research those are:

1. The first research is thesis conducted by Heni Fitri Marlina Sari 2019 entitled “The Implementation of English Speech as an Extracurricular Program to Enhance Students' Public Speaking Ability at MAN 2 Ponorogo”.¹⁶ The results of the research show that students respond positively to the coach's impromptu and direct methods, and they have already made significant progress, especially with their English speech.

The similarity between this research are the same topic about implementation English Speech to improve student's public speaking skills, and then the research using the same research design, namely qualitative research.

2. The second research is from journal written by Rauf Tetuko Barruansyah, 2018 entitled “Applying Impromptu Speech Technique to Improve Speaking Students Speaking Ability at The Fourth Semester Students of STIBA

¹⁶ Heni Fitri Marlina Sari ,“The Implementation of English Speech as an Extracurricular Program to Enhance Students' Public Speaking Ability at MAN 2 Ponorogo” (Thesis,I AIN Ponorogo, 2019).

Persada".¹⁷ The result of this research, student's speaking abilities can be significantly enhanced by using the impromptu speech technique.

The similarity of this research are both researcher have the same topic that is using speech to improve Students speaking ability .The differences of this research is the research focus on impromptu speech technique and the research used a quantitative approach and experimental research design.

3.The third research is thesis conducted by Rena Islamiati 2019 entitled “The English Environment Role In Developing Students’ English Speaking Ability”.¹⁸ The research found that the English Environment in the islamic boarding school has the most important role in developing students’ speaking ability.The formal and informal programs provide students with a broad range of English activities, including memorizing vocabulary, conversation, and public speaking. The informal program of the English Environment is if students break any of the English Environment program's guidelines, they will be punished.

The similarity between this research are the same topic about how students' speaking skills are developed inside islamic boarding school , and then the research using the same method that is qualitative research. The differences of this research are the research has two programs of the English Environment, these are formal and informal program.

¹⁷ Rauf Tetuko Barruansyah, “Applying Impromptu Speech Technique to Improve Speaking Students Speaking Ability at The Fourth Semester Students of STIBA Persada”Journal,2018.

¹⁸ Rena Islamiati, “The English Environment Role In Developing Students’ English Speaking Ability”(Thesis , Islamic University of RadenIntan Lampung, 2019).

4. The fourth research is from a journal written by Sabrina Zulfa Ajizah, Muhammad Raihan Khalis, and Najla in 2021, entitled "Improving the Skills Public Speaking Students in La-Tansa Islamic Boarding School".¹⁹ The research found that *Muhadhoroh* is an activity that needs to be done in an educational institution, because it can improve the students' ability to speak in public or what is commonly called public speaking. *Muhadhoroh* is public speaking training activities at La Tansa Islamic Boarding School. *Muhadhoroh* is a speech activity that is carried out in 3 languages (Indonesian, Arabic and English).

The similarity between this research is the same topic about using speech to improve student public speaking skill especially in Islamic Boarding School. The differences of this research is the research only asked students to show their speech without asking the students to make a speech.

5. The fifth research is from a journal written by Firda Maharani Aneski in 2022 with "The Implementation of English Speaking Activities on Students at Modern Al-Furqon Islamic Boarding School".²⁰ The research found that the implementation of speaking activities and based on the routines speaking activities made the students increasing speaking skill. The speaking activities that implemented in Modern Al Furqon Islamic boarding school are speech and conversation.

¹⁹ Sabrina Zulfa Ajizah, Muhammad Raihan Khalis, and Najla, "Improving the Skills Public Speaking Students in La-Tansa Islamic Boarding School" journal *Abdidias* Vol. 2 No. 6, 2021

²⁰ Firda Maharani Aneski, "The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat". *Journal of English Development*, Vol.02, No.02, August 2022.

The similarity between this research are the same topic about the implementation of speaking activities in islamic boarding school and the research using qualitative research. The differences of this research is the research not only use speech in improving students' public speaking skills but also uses story telling.

Table 2.1

The similarities and differences between previous research and this research

No	Name	Similarities	Differences	
			Previous Research	This Research
1.	A Thesis Written by Heni Fitri Marlina Sari 2019 with entitled "The Implementation of English Speech as an Extracurricular Program to Enhance Students' Public Speaking Ability at MAN 2 Ponorogo".	<ul style="list-style-type: none"> • The both researcher have the same research design, namely qualitative research. • The both researcher have the same topic about implementation English speech. 	<ul style="list-style-type: none"> • The research use English speech to improve speaking Student's public speaking ability 	<ul style="list-style-type: none"> • This research use confidence show program towards students' public speaking skills
2.	A Journal Written by Rauf Tetuko Barruansyah, 2018 with entitle "Applying Impromptu Speech Technique to Improve Speaking Students Speaking Ability at The Fourth	<ul style="list-style-type: none"> • The Both researcher have the same topic about implementation English speech. 	<ul style="list-style-type: none"> • The research use a quantitative approach and experimental research design. • The reseach use 	<ul style="list-style-type: none"> • This reseach use qualilative reseach • This research use confidence show program towards students'

No	Name	Similarities	Differences	
			Previous Research	This Research
	Semester Students of STIBA Persada"		impromptu speech technique to improve speaking Student's speaking ability	public speaking skills
3.	A Thesis Written by Rena Islamiati 2019 with entitled "The English Environment Role In Developing Students' English Speaking Ability"	<ul style="list-style-type: none"> • The Both researcher have the same topic about how students' speaking skills are developed inside islamic boarding school • The both researcher have the same research design, namely qualitative research. 	<ul style="list-style-type: none"> • The research has two programs of the English environment: these are the informal and the formal 	<ul style="list-style-type: none"> • This research only focuses on the informal process of learning
4.	A Journal Written by Sabrina Zulfa Ajizah, Muhammad Raihan Khalis, Najla 2021 with entitled "Improving the Skills Public Speaking Students in La-Tansa Islamic Boarding School"	<ul style="list-style-type: none"> • The Both researcher have the same topic about using Speech to improve student public speaking skill especially in Islamic 	<ul style="list-style-type: none"> • The research only asked students to show their speech without asking the students make a speech. 	<ul style="list-style-type: none"> • This research asked students to make and show their speech.

No	Name	Similarities	Differences	
			Previous Research	This Research
		Boarding School.		
5.	A Journal Written by Firda Maharani Aneski 2022 with entitled “The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School”	<ul style="list-style-type: none"> The both researches have the same research design, namely qualitative research. 	<ul style="list-style-type: none"> The research use speech and story telling in improving students' speaking skills 	<ul style="list-style-type: none"> This research only use speech in improving students' public speaking skills

Based the table 2.1, it can be concluded that this research has similarities and the differences with previous research. Some previous research used impromptu speech technique to improve speaking students speaking ability and other previous research used speech activities to improve student's public speaking skills. While this research describes more specifically, using only one activity in the English course at Islamic boarding schools, namely confidence show program which contains the remaining activities of making and show speech.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

Speaking is the ability to inform, share, and convey any ideas from one person to another . According to Tarigan, speaking ability is a skill to communicate a speech articulation to deliver a talk in order to

convey a message and an idea.²¹ It means that speaking is the ability of expressing one's thoughts in a way that communicates with the audience through making utterances.

Speaking is the most important ability in learning English, which is used for asking and giving information. There are many definitions of speaking. In oxford dictionary, Speaking is defined as saying anything in order to share information or show feelings. Having a good speaking is needed by all people because speaking is the key to communicate. Speaking becomes one of the abilities that students need develop in order to express their feelings, explore their ideas, and share their opinions. Tarru Palli state that, Speaking skill is the most important skill to acquire foreign language to be learn among the other skills in learning English. ²²It can be concluded that speaking is the most important skills in learning English, because it is an good ways to helps students in transmit the knowledge, communicate with other and share the ideas and speaking is an activity that involves use spoken language to interact with other people.

Speaking in this research, the student of Bustanul ulum English center Islamic Boarding Shool should make and show their speech in front of their friends and tutors.

²¹ Tarigan, Guntur Hendi. *Pengajaran kosakata* (Bandung : Angkasa, 1993), 15.

²² Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms" *ACIELJ* Vol. 02 No. 02, 2019, 8.

b. The Aspect of Speaking

The aspect of speaking in this research concerned with pronunciation, grammar, vocabulary, and fluency²³.

1) Pronunciation

Pronunciation is the way approach for students to speak more clearly.²⁴ It means that the understanding gained by learning how the words produce clearly when people or students talk or speak to make the process of communication easy to understand.

2) Grammar

Michael Swan stated that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning.²⁵ It means that grammar is needed in learning speaking english, because it uses to prevent misunderstanding and helps in correct speech.

3) Vocabulary

Bogaards and Dvorkin stated that one of the important components of teaching and learning speaking is vocabulary.²⁶ It can be concluded that vocabulary is important in learning speaking English. Because vocabulary is use to express their ideas both in oral and written form.

²³ Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007), 266-271.

²⁴ Bogaards, Paul and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 40.

²⁵ Michael Swan, *Oxford introductions to language study*, November 10, 2005.

²⁶ Bogaards, Paul and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 40.

4) Fluency

In this research fluency becomes the last element of speaking. Brown stated that fluency is the ability to speak naturally, flow well, without having stop and pause a lot.²⁷ It can be concluded that, fluency is ability to speak in a good performance. Such as, intonation, the mastery of the vocabulary, grammar, and pronunciation.

From the explanation above about the aspect of speaking, we can conclude that all of the aspect is important because these aspects support each other to gain the goal of speaking.

c. Types of speaking

According to Brown, there are several types of speaking. They are:²⁸

1) Imitative

Imitative is types of speaking performance and it is the ability to simply parrot back or imitate a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

²⁷ Henry Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Pearson Education, 2001), 268.

²⁸ Henry Douglas Brown, *language assessment principles and classroom practices*, (San Fransisco: Longman, 2003) 141-142.

2) **Intensive**

Intensive is a second type of speaking performance in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) **Responsive**

Responsive is types of speaking performance include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small for talk, simple requests and comments.

4) **Interactive**

Interactive is types of speaking performance that has similarity with responsive but these has a differences between responsive and interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Here, interactive is an interaction between two people or more that exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) **Extensive (monologue)**

Extensive is an oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for

oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Based on the explanation above, this research focused on extensive. Extensive (monologue) is directed to produce tasks include speeches, oral representations, and storytelling. In this research the researcher focused on the speech.

2. Public Speaking Skill

a. Scope of Public Speaking

In general, public speaking is a skill of speaking in front of people. Public speaking is oral communication that combines the art and skill of speaking in front of a large audience.²⁹ Public speaking is a speaker's position where they stand in front of an audience and give a structured speech to share knowledge or information.³⁰ It can also be considered as an effort to convey ideas to the public.

Public speaking is the activity of speaking on a subject to a group of people.³¹ Speaking can also be considered a model of communication. Public speaking in front of an audience generates awareness, perception, and direct reactions from others. It can be concluded that public speaking is an ability that needs to be learned by students, so they can feel confident when speaking in public.

²⁹ Restu Mufianti Etall, "Public speaking", 1.

³⁰ Irfan Moulida. Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan. Thesis. 2019:12

³¹ "Public Speaking". Cambridge Dictionary.

<https://Dictionary.cambridge.org/dictionary/english/public-speaking>. Accessed on February 4, 2023

b. Elements of Public Speaking

Public speaking includes a few elements. According to Georgy as a follow:³²

1) Speaker

The speaker is the focus of an audience's appearance. The key to success in public speaking is the speaker. To become a speaker, a person must be able to communicate ideas in a way that others can understand. Speakers suggest a need to be able to involve the audience in their opinions and feelings.

2) Listener

The object that hears what the speaker is saying is called a listener. The success of public speaking by speakers is determined by listening as an object. A good listener can hear an open message, do not judge the speaker without listening carefully.

3) Message

The message is the main purpose that the speaker gives to the listener. Both verbal and non verbal forms of communication between speakers and listeners make up this content or message. Verbal messages are conveyed through language, meanwhile nonverbal messages are conveyed through expressions, gestures, and appearances. It is ideal to have a balance between verbal and non verbal messages.

³² Aditya Anugrah Ramadhan. An Analysis of Students' Ability and Difficulties in Public Speaking at Muhammadiyah University of Makassar. Thesis, 2018:15-17.

4) Feed Back

Feedback is the response given to the speaker by the listener. Feedback can include both verbal and nonverbal indications in addition to the message. For examples of audience questions and comments delivered directly.

5) Media

Media is a tool used to deliver the message. Examples of media used to convey a message are radio, television, and speeches. Media will be effective if planned carefully.

6) Situation

The situation is the time and location where public speaking communication takes place. Different situations call for different communication strategies. As a result, the speaker needs to learn about the situation at present.

c. Basic Structure of Public Speaking

There are three basic structures in public speaking.³³

1) Introduction

In public speaking, an introduction is generally referred to as a muqadimmah. Muqaddimah is an introduction or opening that usually includes hamdalah, blessings for the prophet, and ayat Al-Qur'an at the end. The speaker will get right into talking about the points they want to make after opening.

³³ Irfan Moulida. Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan. Thesis. 2019:14-15

2) Body

The body contains material that is conveyed to the audience and takes its source from hadiths or verses. Hadiths are used to show the explanation behind the information given.

3) Conclusion

This section includes a summary or important part of the information of which the audience must be aware. The speaker may also offer advice for ideas that the audience can put into practice.

d. The Supporting Factors and Inhibiting Factors of Public Speaking

1) The Supporting Factors

a) Interest

Interest is a persisting tendency to focus, pay attention, and take pleasure in certain activities or content.³⁴ The existence of the interest will make the speakers will continue to learn so speakers can minimize failure in public speaking.

b) Exercise

Rarely speakers come to a large audience and giving the material without any research and preparation.³⁵ Exercise can make speaker more trained. It is to increase success in the public speaking process.

³⁴ Slameto. Belajar dan Faktor-Faktor yang Mempengaruhi, (Jakarta. Renika Cipta. 1991), 57

³⁵ Anna Gustina Zainal, Public speaking Cerdas Saat Berbicara di Depan Umum, (Purbalingga, Eurika Media Aksara, 2022) 55

c) Confidence

It is attitude or belief to ability it self. Thus, in taking action the speaker does not feel anxious, feels free to do things as the speaker wishes and has responsibility for his decisions and actions.³⁶

2) The Inhibiting Factors

Anxiety, cognitive, affective, linguistic, and other factors are examples of things that can negatively impact students' ability to speak. These are referred to as inhibiting factors.³⁷

The form of the inhibiting factors of public speaking is the existence of self-anxiety. According to Sulistyarini and Zainal, the sign of anxiety are stage of fright, speech anxiety, feeling depressed, fear assessed and supervised by others.³⁸ One of the main point of anxiety of public speaking is speakers did not confident to speak in public.

3. Confidence Show Program

a. Definition of Extracurricular

Extracurricular, co-curricular, and non-classroom activities have all been used interchangeably, to refer to experiences and pursuits like speech or debate, athletics, music, theater, school publications,

³⁶ Anna Gustina Zainal, Public speaking Cerdas Saat Berbicara di Depan Umum, (Purbalingga, Eurika Media Aksara, 2022) 61.

³⁷ Rini Nurlita. Inhibiting Factor Affecting Students' English Speaking Ability (A case Study At PBI UIN Ar Raniry). Thesis. 2018.

³⁸Anna Gustina Zainal, Public speaking Cerdas Saat Berbicara di Depan Umum, Purbalingga, Eurika Media Aksara, 2022) 56.

student council, school clubs, competitions, and a variety of social events.³⁹

Extracurricular activities are usually described as activities that are not belong to academic curriculum, but are offered by an academic institution. Extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Yildiz states that to be more precise to learn to be English language, students need to join extracurricular activities in language learning, such as English language debate or speech, journalism club or drama club activities to be more fluent in English.⁴⁰

The activities of extracurricular are also as a way for students to experience what they are learning in class in a real-world context. English extracurricular or English club is a group of people who meet regularly to practice speaking, listening, reading, and writing in English. The students join with English extracurricular can have fun, interesting, thoughtful, and provocative conversations in English.⁴¹

The students practice what the students get in the classroom in daily life. In conclusion, joining English club as extracurricular activities is good opportunities for students to achieve their goals in improving their English skills. Extracurricular activities can help students to have

³⁹ Yayan G.H Mulyana, *English for Public Speaking*, Jakarta: Kesaint Blanc, 2007, 71

⁴⁰ Yildiz, Y. 2015. *The Key to Success in English Learning Can Be Involvement in Extra Curricular* . *International Journal of Thesis Projects and Dissertations (IJTPD)* Vol. 3, Issue 3 , 24-28.

⁴¹ Kathleen F. Malu and Bryce Smedley, *A Manual for English for English Club Member*, (Kinshasa: Republique Democratique du Congo, 2015), 11-12 .

a good command of English at the same time. These activities support the characteristics of approaches apply in a foreign language learning process. Then at Bustanul Ulum English Center Islamic Boarding School, confidence show program is one of the extracurricular programs . From the explanation above, it can be concluded that the Confidence Shows Programs as an extracurricular at Bustanul Ulum English Center Islamic Boarding School is an appropriate program to facilitate students in improving their Public Speaking.

b. Definition of Confidence show program

The confidence show program is an activity that is routinely held every two weeks and is usually held on Thursdays at 20.00-22.00 P.M. This program contains an activity where the members make and show a speech with a theme determined by the previous tutors and there will be a certain schedule of who will appear next. Ifitah riska as director of BEC also said that making speech can also increase student creativity in learning and make students find and learn about vocabulary in their speech after that to show maximum performance, students will memorize the contents of the speech ,thus students will accidentally memorize a lot of vocabulary from the words in her speech. And then usually, each activity contains 3-4 members who are ready to show their speeches with a minimum duration of 5-7 minutes.

This activity really encourages students to explor their ideas, makes students feel confident and makes student have a lot

vocabulary. As Jill and Charles Hadfield stated that, we can help learners speak by helping them to find ideas and supporting them, so they feel confident enough to speak.⁴² It is clear that speech activities provide the activity that makes the students develop their ideas and makes them more confident in speaking English.

c. Delivering Speech

Delivering a speech is the main point in the implementation of confidence show program. The rhetoric of da'wah has basic things that must be considered in the delivery. There are:⁴³

1) Intonation

The orator must take attention to three things in the intonation things. There is a voice that must hear, attracts attention, and is easy to understand. The function of intonation is to function of intonation influences the audience thoughts about the content of the speech.

2) Fluency

Regarding speech fluency, it should be simple. Do not be so fast which can make confuse you and do not be slow which makes it boring.

⁴² Hadfield Jill ,and Charles Hadfield, Introduction to Teaching English, OUP Oxford, 2008

⁴³Kurnia Sulkiyah, The implementation of muhadharah in buildinh Student's public speaking ability at al-islah islamic boarding school ponorogo. Thesis 2023:17-18.

3) Body Language

The use of body language will help the orator in explaining the words that are put forward. The audience will understand more easily and believe to speaker when he used non verbal actions that support his words. In body language, the style and demeanor of the orator should be firm but not rigid. The eyes must be evenly distributed and the gesture must be well coordinated.

d. The Goal of Program

The goal of confidence show program, among others are:

- 1) To train student to increase creativity in student learning through making speech and have a lot of vocabulary
- 2) Improve the quality of public speaking skills



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CHAPTER III

RESEARCH METHOD

This chapter presents about how the researcher conducted the research which consist of research design, research setting, research subject, data collection method, data analysis, data validity and research procedure.

A. Research Design

The Design of this research is qualitative research design. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.⁴⁴

In the qualitative research, a discussion about participations and site might consist of four aspect, identified by Miles and Huberman: setting (where the research was conducted), the actors observed or interviewed the events (what the actors observed or interviewed are doing), and the process (the evolving nature of events undertaken by the actors within the setting).⁴⁵

While the approach used in this research is qualitative descriptive approach. That means a research method that is directed to describe perfectly and deeply about the reality of social and all phenomenon happened in the society which becomes the subject of research in order to be described the

⁴⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Roesdakarya Offset, 2014), 6.

⁴⁵ Jhon Ward Creswell, *Research design: Qualitative, Quantitative, and mixed methodsapproaches (2nd Ed)*, (New Delhi, sage Publication, 2003), p.185

kinds, character, nature and the model of the phenomenon.⁴⁶ From the explanation above, that is the reason the researcher uses qualitative design which is often called descriptive qualitative in order to be able to study or describe confidence show programs in depth, so that researchers can take an intense approach with informants to obtain factual data.

B. Research Setting

This research was conducted in Bustanul Ulum English Center Islamic Boarding School, which is located on Jalan KH. Abdullah Yaqien No.1-5, East Krajan, Mlokorejo, Puger, Jember.

There are several reasons the researcher choosed this location, including because their english teacher implemented confidence show programs in the speaking learning process, and made it possible for them to obtain permission to conduct research.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who you wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.

The subjects in this study are students at Bustanul ulum English Center Islamic Boarding School who take part in the confidence show program. In Bustanul ulum English Center Islamic Boarding School to improve the public

⁴⁶ Wina Sanjaya, “*Penelitian Pendidikan*”, (Jakarta: Kencana, 2013) 47

speaking of its students, a program is held, namely the confidence show program. Therefore, researchers want to know how the implementation of the confidence show program towards student's public speaking. Informants who helped in this study amounted to 4 people, namely Iftitah Riska as Director of Bustanul ulum English Center Islamic Boarding School, Wardatul Magfiroh as tutor, Aminah and Raudatul Jannah as members.

D. Data Collection Method

In this research, data collection methods to be used by researcher are observation, interview, and documentation review.

1. Observations

Observation is the process of collecting data by observing the incident situation through the sense of sight. Because seeing directly, then researchers must plunge directly into the field or research arena.⁴⁷

According to Creswell explained that "observation, which the researcher takes field notes on the behavior or activities of individuals at the research site. There are two terms of observation, namely participant observation and non-participant observation. In this research the researcher choose non-participant observation.

A non-participant observer is an observer who visits to a location and records the data without getting involved in the participants' activities.

⁴⁷ Muhammad Djamal, *Pardiga Penelitian Kualitatif* (Yogyakarta: Pastaka Pelajar, 2015), 66.

The researcher in this research choose Non-Participant Observation in conducting the research, with consideration to facilitate the collection of data. The researcher obtained to observe as follows:

- a. Geographical location of Bustanul Ulum English Center Islamic Boarding School.
- b. Objective conditions of Bustanul Ulum English Center Islamic Boarding School.

2. Interview

Interview is a data collection technique to get information from data sources directly through conversation or question and answer between interviewer and informants. There are three types of interview techniques, including : Structured interview, Unstructured interview, and Semi structured interview.

Semi structured interview

These are interviews that use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspects, it is mostly a guided conversation between the researcher and participant. According to Stuckey that just like structured interviews, this type of interview also an outline of topics and questions prepared by the researcher. In semi structured interviews can either be individual or did in groups.

In this research, the type of interview used is a semi structured interview. Because it is flexible, so that researchers can deal directly with

informants and the question materials can be easily informed, so that communicative interactions occur.

Data that was obtained by using interviews were:

- a. Planning of Confidence Show Programs at Bustanul Ulum English Center Islamic boarding school.
 - b. Implementation of Confidence Show Programs in Learning of Speaking Skill at Bustanul Ulum English Center Islamic boarding school.
 - c. The aspects of public speaking are assessed in the confidence show program at Bustanul Ulum English Center Islamic boarding school.
 - d. Evaluation of Confidence Show Programs at Bustanul Ulum English Center Islamic boarding school
3. Document Review

Documentation is a technique of collecting data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, etc.⁴⁸ These sources provide valuable information in helping researchers understand central phenomena. They represent public and private documents. In this research, the data obtained through documentation are:

- a. Vission and Mission of Bustanul Ulum English Center Islamic Boarding School

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2006), p. 236.

- b. Data of tutors of Bustanul Ulum English Center Islamic Boarding School
- c. The organizational structure of Bustanul Ulum English Center Islamic Boarding School
- d. Handbook used in Bustanul Ulum English Center Islamic Boarding School
- e. The Schedule of Bustanul Ulum English Center Islamic Boarding School
- f. Photos of implementation Confidence Show Program

E. Data Analysis

In accordance with Milles, Huberman and Saldana qualitative data analysis uses three steps, they are :⁴⁹

1. Data Reduction

The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the observation or summarized, selected the main things, focused on important things. The results data summarizes and sorts based on the unit conceptual themes, and certain categories provide a sharper picture of the observations as well as making it easier for researcher to find data back. In addition to previous data obtained if needed.⁵⁰

⁴⁹ Matthew Miles, and Michael Huberman “Qualitative data analysis”, Thousand Oaks, California, 1994.

⁵⁰ Matthew Miles, and Michael Huberman “Qualitative data analysis”, Thousand Oaks, California, 1994.

2. Data Display

The next procedure involved describing the data obtained as a result of the data reduction. According to the research focus, the data collected from observation, interview, and documentation was compiled and organized.

By displaying data, it can be easier to understand what happen, arrange the subsequent job based on what has been learned. Furthermore, it is advised that while exhibiting data, in addition to narrative language, it also be done so using graphs, matrices, networks, and charts. Designing a display, deciding on the rows and columns of a matrix for qualitative data and deciding which data in which form should be entered in the cells, are analytic activities.⁵¹

3. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. The initial conclusions put forward are still temporary, and can change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field collecting data, the conclusions put forward are credible conclusions.⁵²

⁵¹ Matthew Miles, and Michael Huberman "Qualitative data analysis", Thousand Oaks, California, 1994.

⁵² Matthew Miles, and Michael Huberman "Qualitative data analysis", Thousand Oaks, California, 1994.

F. Data Validity

In qualitative design, there are several techniques that was used to increase data validity. In this research, the researcher use the data validity as follow :

1. Source Triangulation

Source triangulation is a technique for determining valid data by cross-checking the same information from different sources(which can include Person, Time, Place, etc.).

2. Method Triangulation

Method triangulation is a technique for determining valid data by cross-checking the same information with different methods (can consist of observation, Interview and documentation).

G. Research Procedure

This section outlines the research implementation plan that is carried out by researcher, starting from the research background, research design, actual research, and report writing

The steps in this research are as follows:

1. Pre-field step

Pre-field step is the step in which it is decided what has to be accomplished before a researcher approaches the study object.

a. Develop research design.

In creating this plan the researcher establishes the following:

the title of the study, the reasons for the research, the focus of the

study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

A researcher must select a research field before beginning the research. The chosen research field is Bustanul Ulum English Center Islamic Boarding School.

c. Permit processing

Before conducting research, researchers take care of licensing in advance to the campus. Thus researchers can immediately carry out the stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researchers started to explore around and assess the area to learn more about the context of the research object. This was done in order to make it easier for researchers to dig up data

e. Prepare research equipment

After everything is complete, the researchers set up the study's necessary equipment before heading out into the field, beginning with the preparation of notebooks, papers, and other materials.

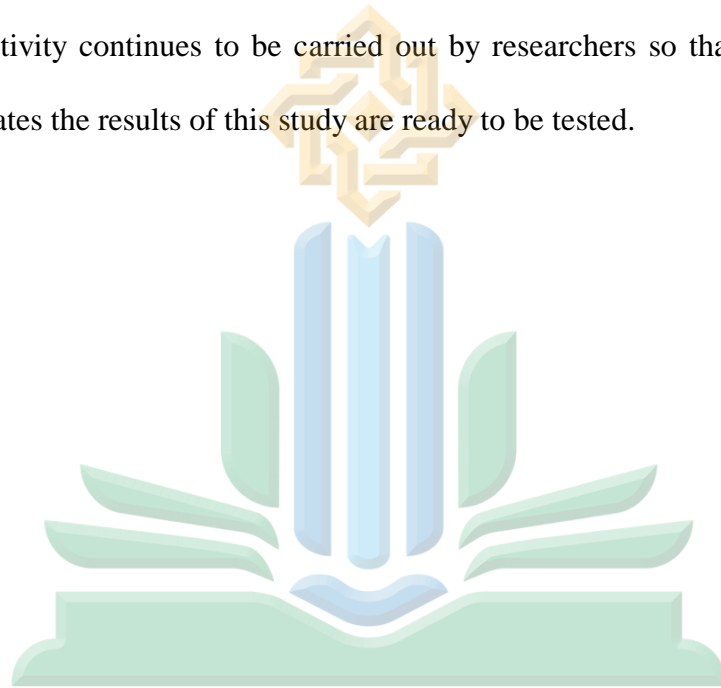
2. Stage of field work

After all of the preparations are considered mature, the next step is to carry out research. In carrying out this stage, the researcher collects the

data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researchers so that the supervisor states the results of this study are ready to be tested.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the research findings and research discussion. The findings is the result of existing research in the field. While the discussion is the process of drawing conclusion from the topic of this research. The goal of this chapter is to answer the research focus collected in the first chapter.

A. Description of the Research Object

1. The Geographic Location of Bustanul Ulum English Center Islamic Boarding School.

The geographical location of Bustanul Ulum English Center Islamic Boarding School is within Kyai Syamsul Arifin islamic boarding school, especially in Dalem Barat. While the location is located in East Krajan, Mlokorejo, Puger, Jember.

The location of this area is between residential areas and rice fields, also still surrounded by the houses of relatives of the founders of the pesantren.

2. Organization Structure of Bustanul Ulum English Center Islamic Boarding School.

Here are the structure of Bustanul Ulum English Center Islamic Boarding School.

Table 4.1

Organization Structure of Bustanul Ulum English Center

No.	Name	Position
1.	Iftitah Rizkab S.Pd	Director
2.	Faiqotun Nikmah	Assistant Director
3.	Siti Nur Haliza	Secretary
4.	Siti Hamidah	Treasurer

5.	Nasihatul Mahmudah	Homeroom Teacher of Step One
6.	Rosita Dewi Ivanka	Homeroom Teacher of Step Two
7.	Wardatul Maghfiroh	Homeroom Teacher of Step Three
8.	Amelatul Mufida	Tutor
9.	Choirin Najah	Tutor
10.	Vika Mei Wulandari	Tutor
11.	Inayatur Rohimah	Tutor
12.	Elvira Khoirunnisa'	Tutor
13.	Nur Halimah	Tutor
14.	Atika Naila Izzati	Tutor
15.	Wildatun Hasanah	Tutor

3. Vision and Mission of Bustanul Ulum English Center Islamic English Center

a. Vision

To become an excellent, Islamic, innovative and competitive English language course institution.

b. Mision

- Creating a comfortable and enjoyable English learning atmosphere.
- Organizing an effective and efficient teaching and learning process according to specific needs.

B. FINDINGS

The researcher collected data through three methods: interviews, observation, and document review. Based on the results obtained, data regarding the planning at Bustanul Ulum English Center Islamic Boarding School are as follows:

1. The Planning of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School

In essence, speaking is the main activity carried out by every human being. After the beginning of the language acquisition process, humans listen to every delivery they hear, then the delivery is processed in the language acquisition tool, which is then issued in the form of words.

The purpose of the planning of confidence show program towards student's public speaking skill is to help students easily get clear directions for making speeches and memorize them, so that students can easily to explore their ideas, expand their vocabulary, and develop their ability to speak confidently and clearly in front of an audience.

Confidence show program at Bustanul Ulum English Center Islamic Boarding School are carried out with planning, implementation and evaluation. The planning of the confidence show program is carried out with special planning. Such as preparing a speech class that covers all the necessary topics for making and delivering speeches, arranging time for memorizing speeches and memorizing material, supporting and directing the students who have been chosen while they gave speeches. In order when the confidence show program is implemented, this program works in accordance with the expected goals.

Public speaking training and speaking abilities is very important in this life. So a program or activity or training is needed that functions to hone these public speaking skills.

The results of the interview with mss.Wardatul Magfiroh as a tutor at Bustanul Ulum English Center Islamic Boarding School said:

“The ability to speak in public requires an adequate vocabulary. As a result, the more words you know, the more ideas you can convey. People who are proficient in ideas and vocabulary to find it easier to interact with others. In this confidence show program, it is planned that the performing members are required to make their own speeches, one of the purposes is so that they can gain a lot of vocabulary and can explore their ideas”.⁵³

The above interview's results make it clear that speaking in front of an audience or giving a speech in public involves more than just having the guts to express your ideas, it also involves having a broad vocabulary and courage to use it effectively.

Then the interview with Raudatul Jannah as student of Bustanul Ulum English Center Islamic Boarding School said:

“ In the past, I found it difficult when speaking in public, sometimes I felt very nervous, sometimes I felt less confident when we communicated with other friends, even though it was only talking to friends, how if speaking in front of many people. Therefore, I am very grateful to be able to take part in this confidence show program where I was taught from scratch how to do good public speaking by making and memorizing speeches ”.⁵⁴

Meanwhile, the results of an interview with Aminah as a student of Bustanul Ulum English Center Islamic Boarding School said:

“I can speak confidently in front of many people, but my limited vocabulary makes it difficult to explain things clearly or for others to understand me. Therefore, I really appreciate the opportunity to participate in the confidence show program, where I learned how to make speeches by myself and gained a lot of new vocabulary”.⁵⁵

⁵³ Mss.Wardatul Magfiroh, Interview, May 1,2024.

⁵⁴ Raudatul Jannah, Interview, May 1,2024.

⁵⁵ Aminah, Interview, May 1,2024.

Based on the results of the interview above, their extensive vocabulary indicates that they are can speak in English, but their fear of public speaking and lack of confidence prevent them from speaking in front of others. There are also student whose vocabulary is a barrier to their ability to speak in public. Which is small, so they require support or instruction in public speaking techniques and confidence building. In order to help students become better public speakers. Bustanul Ulum English Center Islamic Boarding School has created a Confidence Show Program activity. Naturally, there is a stage of careful planning before it is implemented.

Based on the observation, some students at Bustanul Ulum English Center Islamic Boarding School have a lot of English vocabulary, which is because every morning, it has an activity to memorize 10 vocabularies.⁵⁶ However, most of them are still unable to speak in public due to shyness, fear and lack of confidence. The confidence show program certainly helps them to train their confidence.

The following is an interview with mss.Wardatul magfiroh as a tutor at Bustanul Ulum English Center Islamic Boarding School :

“ In carrying out public speaking activities, there needs to be assistance or planning. In Bustanul Ulum English Center Islamic Boarding School, before carrying out the speech activities or confidence show program, there is a plan that has been prepared by the tutors in order to help and make it easier for students to deliver speeches. The first one holds a special speaking class every week which includes discuss material about all the important aspects of making a speech and the procedures for making a speech so that

⁵⁶ Observation at Bustanul Ulum English Center Islamic Boarding School, May 16,2024.

before carrying out the speech making activity, the students already understand the procedures for making a speech. After that, to the selected students, we give one week to make a speech and another one week to memorize. And the way to select students who will appear is by appointing 3-4 people each time the activity is carried out. Then in the process of making a speech, of course we as teachers participate in monitoring and helping to fix if there is something wrong. Therefore, before performing the confidence show program careful planning is necessary for this to ensure that the activity is executed properly”⁵⁷

This is reinforced by Raudatul Jannah's statement as a student of Bustanul Ulum English Center Islamic Boarding School:

“ Before the implementation of the confidence show program, we join the speaking class which explains all the speech material so before making a speech we are taught the rules of procedure first with the tutors. So that we really make our own speeches, and then most of us when making speeches use Indonesian language first and then we translate using the Indonesian English dictionary because we live in islamic boarding school environment which is minimal with technology but by using this dictionary translation we can actually add a lot of new vocabulary so that not only can you make and perform speeches but you also get a lot of new vocabulary. Usually, we look at speech text example of 3 language speech and English skill booster book”⁵⁸

The same thing was expressed by Aminah as one of the student of Bustanul Ulum English Center Islamic Boarding School :

“Before carrying out the confidence show, there are several activities that we carried out. The first was that we took a special speaking class to understand speech making and, we also given video examples of people giving good speeches as well as all material related to speeches. After that, those of us who are selected get one week to make a speech, after one week of making a speech before moving on to the memorizing stage. After that, we usually come to the teachers' room to have the speech's results corrected. If there are any errors, we are then assisted in fixing them and given further guidance before proceeding to the memorization phase. Then the stage of memorization began. And

⁵⁷ Wardatul Magfiroh , Interview ,May 1,2024.

⁵⁸ Raudatul Jannah, Interview, May 1,2024.

because the speech is made by yourself, I think it is easier to understand and memorize . Having direction before giving the speech performance helped me practice and gain the confidence I needed to deliver the best possible performance ”.⁵⁹

Based on the observation, in implementing the confidence show program, the teachers at Bustanul Ulum English Center Islamic Boarding School held the initial stages or planning. First, they held a speaking class scheduled every monday at 21.00 to 23.00 P.M. The speaking class is held to facilitate students to know the things that need to be considered in making and delivering speeches. The teachers not only convey a material in class, but also model how to make a good speech by paying attention to intonation, fluency and body language. The next stage is to make a speech, the selected students make a speech with a theme that has been determined by the teachers. The theme determined is always Islamic-based. The students are given the opportunity to make a speech for one week, if the students are diligent, sometimes less than one week has been completed. After completion, students come to the teacher's room for discussion or guidance, because the teacher and student rooms are close together so they sometimes not only do guidance once but can be several times. After that students are told to memorize the speech, in the process of memorizing students also often ask how to read the speech text and of course in order to help improve student public speaking the teachers must always be ready to help.⁶⁰

⁵⁹ Aminah, Interview, May 1,2024.

⁶⁰ Observation at Bustanul Ulum English Center Islamic Boarding School, May 16,2024.

The research also has documentation of the activity, when the tutor taught speaking class before the confident show.



Picture 4.1
Speaking Class

Based on the interview and observation, the researcher discovered that Bustanul Ulum English Center Islamic Boarding School has planned the following to help students become better public speakers:

- a. Held a speaking class where all the essential topics for crafting a speech and delivering one were covered.
- b. Giving students time to make speeches and participate in guiding the speech-making process.
- c. Giving students time to memorize the speech that has been made.

2. The Implementation of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School

The effort to improve students' public speaking at Bustanul Ulum English Center Islamic Boarding School is by holding a confidence show program. Confidence show program is one of the extracurricular which contains activities about making and performing a speech.

The implementation of the confidence show program at Bustanul Ulum English Center Islamic Boarding School is held every two weeks on Thursday at 20.00-22.00 P.M . This program has been implemented from 2019 until now .

This is as said by mss. Wardatul Magfiroh as a tutor at Bustanul Ulum English Center Islamic Boarding School :

“ Confidence show program has been implemented since 2019 until now, this activity features a speech performance of 3-4 students of Bustanul Ulum English Center Islamic Boarding School which is carried out every two weeks on Thursday at 20.00-22.00 P.M. This activity starts with one of the tutor at Bustanul Ulum English Center Islamic Boarding School being the MC to start and lead the event. Starting with greetings then, giving encouragement after that MC reads out the aspects that would be assessed when students perform. Here are 3 aspects : intonation, fluency and body language. After that then invite the members who have been selected before to show their speeches for 5-7 minutes. As a Bustanul Ulum English Center Islamic Boarding School tutor, I have observed that the member has performed very well so far because, in the past, the speech's content was self-made and memorized, allowing the member to deliver it with skill. After which each member received feedback or an assessment. The idea is for members to reflect on their appearance and make any necessary improvements so that things look better going forward. The existence of this activity is expected that students can be more

confident, can explore their ideas and can add a lot of vocabulary
 ”⁶¹

Based on the explanation of one of the tutors of Bustanul Ulum English Center Islamic Boarding School, it can be concluded that the Confidence Show program is expected to help students to be more confident, can explore their ideas and can add a lot of vocabulary.

This is reinforced by Raudatul Jannah's statement as a student at Bustanul Ulum English Center Islamic Boarding School :

“ The Confidence show program is held once every two weeks on Thursday from 20.00 - 22.00 P.M. Initially, the MC started with greetings, then encouraged the participants and read the aspects that were assessed, then the selected students delivered the speech as much as possible within 5-7 minutes. To be honest, at first I was afraid to speak in public, but because before giving my speech, I had made my own speech and had it memorized, this helped me speak fluently in public. Apart from that, making my own speech made my work heard by other people ”⁶²

From the results of the interview above, the researcher draws the conclusion that the confidence show program is a program that features 3-4 student speech performances. It is held routinely every two weeks. Confidence show program are held on Thursdays at 20.00-22.00 P.M. Starting with the mc opening with greetings then giving encouragement and reading out the aspects that are assessed in speeches then continued with the appearance of the members' speeches and ended with giving advice or tutors' assessment of the students' performances with the hope that students can receive input and improve in the future.

⁶¹ Wardatul Magfiroh , Interview ,May 1,2024

⁶² .Raudatul Jannah, Interview, May 1,2024.

Based on observations, this confidence show program is indeed held every two weeks every Thursday at 20.22 P.M. The program took place on the 2nd floor of the Bustanul Ulum English Center Islamic boarding school. The program was attended by all students. Every two weeks there are 3-4 students who perform for 5-7 minutes, but most of them perform for 5 minutes. In performing the speeches, the students did not look nervous because the material was prepared by themselves and had been memorized so they seemed to master the stage and body language. It can be concluded that this method of making and memorizing is effective to help improve students' public speaking.⁶³

The research also has documentation of activities, when students perform their speeches.



Picture 4.2
Implementation of Confident Show Program

⁶³ Observation at Bustanul Ulum English Center Islamic Boarding School, May 16, 2024.

3. The Evaluation of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School.

Evaluation is one of the steps in a series of actions to raise an institutional unit's performance, productivity, and quality of program implementation. At Bustanul ulum English center Islamic Boarding School, the evaluation is giving comments on the students' performances and provide suggestions or advice.

As for the results of the interview, Mss.Waradtul Magfiroh as a Bustanul Ulum English Center Islamic Boarding School tutor said:

“ When the students perform, the tutors assess the students' performance with three aspects :intonation, fluency and body language. After the students have finished presenting their speeches, the teachers conveyed the shortcomings in the students' performance. This aims to allow students to know which parts they need to pay more attention to. This aims to ensure that students can improve and get better in the future ”.⁶⁴

The same thing was conveyed by Raudatul Jannah as one of the Bustanul Ulum English Center Islamic Boarding School students:

“The confidence show event ended with an evaluation of the speech performance given by tutors from the Bustanul Ulum English Center Islamic Boarding School, the tutors conveyed what should be considered in the speech performance. For example, if I lacked in intonation, the tutor conveyed the shortcomings and then gave suggestions for the future. I believe this evaluation helps me to perform better”.⁶⁵

Based on the interview above regarding the evaluation of confidence show program, the evaluation process by giving comments to

⁶⁴ Wardatul Magfiroh , Interview ,May 1,2024

⁶⁵ Raudatul Jannah, Interview ,May 1,2024

students regarding aspects that are less mastered and less noticed after giving comments the tutors provide suggestions on how to improve it so that it makes students understand to improve their performance in the future.

Based on the observation, after all the performances were completed, the tutors called back the students to comment on their performances in accordance with the aspects that had been determined then the tutors gave advice. The assessment includes intonation, fluency and body language. The tutor conveyed the shortcomings of each student, the student also listen and note the shortcomings.⁶⁶

This research also has documentation of activities when teachers assess students.



Picture 4.3
Evaluation of Confident Show Program

⁶⁶ Observation at Bustanul Ulum English Center Islamic Boarding School, May 16, 2024.

The research also has a scoring rubric for the assessment of confidence show programs.

Table 4.2
Scoring Rubric of Confidence Show Program

Aspect	1(very Poor)	2 (Poor)	3 (Good)	4(Excellent)	Score
Fluency	<ul style="list-style-type: none"> • sentences are not pronounced fluently 	<ul style="list-style-type: none"> • sentences are pronounced with a little fluently 	<ul style="list-style-type: none"> • sentences are pronounced fluently 	<ul style="list-style-type: none"> • sentences are pronounced very fluently 	
Intonation	<ul style="list-style-type: none"> • Intonation and articulation are imprecise and unclear • Consistently use a monotone voice • Inaudible or too loud. • Speaks too slow or fast. 	<ul style="list-style-type: none"> • Intonation and articulation are a bit imprecise and a little unclear 	<ul style="list-style-type: none"> • Intonation and articulation are precise and clear 	<ul style="list-style-type: none"> • Intonation and articulation are very precise and clear 	
Body Language	<ul style="list-style-type: none"> • No movement or descriptive gestures 	<ul style="list-style-type: none"> • Very little movement or descriptive gestures 	<ul style="list-style-type: none"> • Movement or gestures enhance articulation. 	<ul style="list-style-type: none"> • Movements seemed fluid and helped the audience visualize. 	
Totals					

C. Discussion

In this section, a discussion is carried out regarding the data that has been collected previously. Then the collected data is further analyzed and conclusions are drawn.

To find out how the use of confidence show program towards student's public speaking. Researchers obtained data from observation, interviews and documentation.as for the discussion as follows:

1. The Planning of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School

Basically, public speaking skills are something that needs to be honed continuously, because there are so many benefits that we get when we have qualified public speaking. As is the case among students or boarding schools where at this time many boarding schools guide their students to be proficient in public speaking. According to researchers assisted by Freed R. David, the mentoring or planning strategy runs smoothly and effectively.⁶⁷ In Bustanul Ulum English Center Islamic Boarding School, there is planning, namely the existence of special speech classes before the implementation of performing speeches and the assistance carried out is involved between two or more people so that there is mutual communication.

⁶⁷ Umi Laiatus Sa'diyah ,Strategi pendampingan Public Speaking Santri Melalui Kegiatan Muhadharah di Pondok Pesantren Nurul Huda Al-Muniriyah Desa Karang Duren Kecamatan Balung Kabupaten jember.Thesis 2023,hlm.74.

As is the case at Bustanul Ulum English Center Islamic Boarding School, the student's receive support and guidance to help them prepare and deliver an excellent speech, allowing them to feel comfortable giving speeches in front of an audience. The activity of confidence show program towards students' public speaking skills is very good because from these activities members can explore their ideas, students have a lot of vocabulary and make students feel confident performing in front of many people.

2. The Implementation of Confident Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School

Public speaking basically needs to prepare physically, psychologically, prepare material both before performing and when performing.⁶⁸ According to the author's analysis based on the discussion of the results that have been discussed previously in the preparation of the Confidence show program activities, apart from preparing themselves, which members have done by practicing and memorizing, there are extraordinary factors that also influence the success of members in presenting their speeches, namely the planning prepared and provided by teachers of Bustanul Ulum English Center Islamic Boarding School. Such as preparing special speaking classes and providing assistance. This really helps students in successfully increasing their self-confidence.

⁶⁸ Umi Laiatus Sa'diyah ,Strategi pendampingan Public Speaking Santri Melalui Kegiatan Muhadharah di Pondok Pesantren Nurul Huda Al-Muniriyah Desa Karang Duren Kecamatan Balung Kabupaten jember.Thesis 2023,hlm.76.

3. The Evaluation of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School.

The evaluation activity at Bustanul Ulum English Center Islamic Boarding School is by providing coment and suggestions to students which parts need to be improved. In order to determine what needs to be improvment or enhanced going forward.

According to Valentin Manlie, evaluation is essentially a systematic and continuous process for determining the quality (value and meaning) of something, based on certain considerations and criteria in the context of making decisions.⁶⁹ This theory is in accordance with the facts that have been carried out at Bustanul Ulum English Center Islamic Boarding School, namely the evaluation process in the Confidence Show Program activity by providing coment for student performance in accordance with the assessment criteria that have been determined previously after that the tutors giving advice.

According to the author's analysis, the success of the members in carrying out their duties apart from evaluation is due to good planning, where the member are given direction and provided with special classes, which results in the members' public speaking being good.

⁶⁹ Umi Laiatus Sa'diyah ,Strategi pendampingan Public Speaking Santri Melalui Kegiatan Muhadharah di Pondok Pesantren Nurul Huda Al-Muniriyah Desa Karang Duren Kecamatan Balung Kabupaten jember.Thesis 2023,hlm.76.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions related to the research that has been carried out with the title " Investigating The use of Confidence Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School".

A. Conclusion

From the result of the research that has been discussed in chapter IV, the researcher can be conclude that:

The Planning of Confidence Show Program Towards Student's Public Speaking Skill provides a speaking class. Then, the tutor gives one week to the students to write the speech,if there is something wrong, the teachers will explain the mistake and help to correct it. After that, teachers give students one week to memorize the speeches they have made.

The Implementation of Confidence Show Program Towards Student's Public Speaking Skill is held regularly every two weeks on Thursdays at 20.00-22.00 P.M. Then continued with the appearance of the members who had been selected before, usually consisting of 3-4 members and given a duration of 5-7 minutes.

The Evaluation of Confidence Show Program Towards Student's Public Speaking Skill by giving coment on student performance according to predetermined assessment criteria, namely intonation, fluency and body language then the tutors provide suggestions.

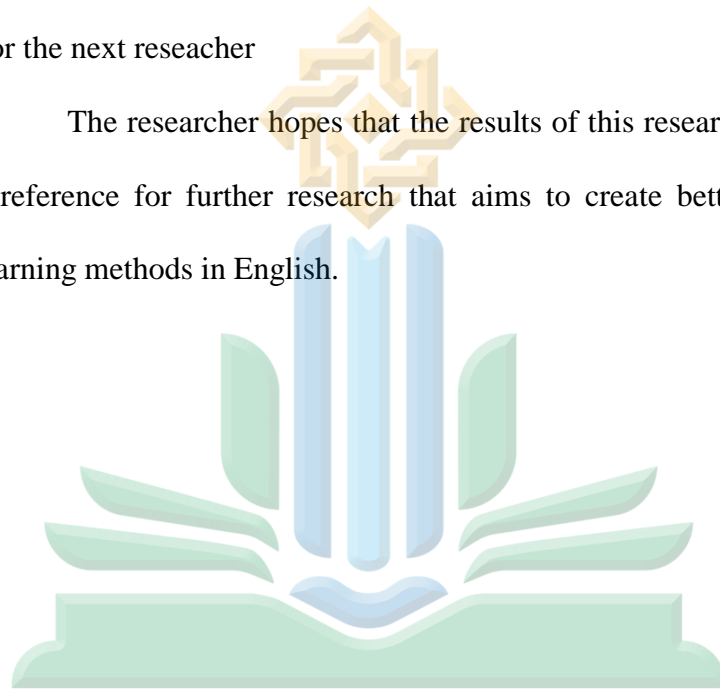
B. Suggestion

1. Director of Bustanul Ulum English Center Islamic Boarding School.

The researcher hopes that the facilities and learning places provided by the school can be more complete .So, the learning process can be carried out optimally.

2. For the next reseacher

The researcher hopes that the results of this research can be use as a reference for further research that aims to create better teaching and learning methods in English.



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APPENDIX I

APPENDIX I

DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Alfiatul Mukaromah
Nim : T20196109
Faculty : Education and Teacher Training
Program : English Education

Declare that thesis entitled " Investigating The Use of Confident Show Program Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School " is truly my original work from the result of conducting research at Bustanul Ulum English Center Islamic Boarding School , expect some resource which are accepted from references mentioned.

Jember, 27 Mei 2024



Alfiatul Mukaromah

SRN : T20196109

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APPENDIX II

RESEARCH MATRIX

Title	Variable	Indicator	Source of data	Research Method	Research Focus
Investigating The Use Of Confidence Show Program Towards Student's Public Speaking Skill At Bustanul Ulum English Center Islamic Boarding School	Confidence Show Program	1. Planning Of Confidence Show Program 2. Implementation Of Confidence Show Program 3. Evaluation Of Confidence Show Program	1. Tutor Of Bustanul Ulum Center 2. Member Of Bustanul Ulum Center 3. The Member Data Of Bustanul Ulum Center 4. The Schedule of The Program	1. Research Approach :Qualitative 2. Data Collection Method : a. Observation b. Interview c. Documentation 3. Data analysis Method: Qualitative Descriptive 4. Validation of Data: Triangulation Source	1. How is the planning of Confidence Show Program Towards Student's Public speaking skill? 2. How is the implementation of Confidence Show Program Towards Student's Public speaking skill? 3. How is the evaluation of Confidence Show Program Towards Student's Public speaking skill?
	Public Speaking Skill	1. Scope of Public Speaking 2. Element of Public Speaking 3. Basic Sturture of Public Speaking 4. The Supporting Factors and Inhibiting Factor of Public Speaking			

APPENDIX III

RESEARCH INSTRUMENTS

A. Instrument of Observation

1. Geographical location of Bustanul Ulum English Center Islamic Boarding School
2. Conditions of Bustanul Ulum English Center Islamic Boarding School

B. Instrument of interview

1. For Director of Bustanul Ulum English Center Islamic Boarding School
 - a. What is the vision and mission of Bustanul Ulum English Center Islamic Boarding School ?
 - b. What is the handbook and media commonly used by the teacher of Bustanul Ulum English Center Islamic Boarding School ?
 - c. What is the schedule of the program at Bustanul Ulum English Center Islamic Boarding School ?
2. Tutor of Bustanul Ulum English Center Islamic Boarding School
 - a. How is the planning of teaching public speaking skill with the confidence show program at Bustanul Ulum English Center Islamic Boarding School?
 - b. How is the implementation of confidence show program at Bustanul Ulum English Center Islamic Boarding School ?
 - c. What is the aspects of Public speaking are assessed in the confidence show program at Bustanul Ulum English Center Islamic Boarding School ?

d. How is the evaluation of Confidence show program towards student's public speaking skill at Bustanul Ulum English Center Islamic Boarding School?

3. Member of Bustanul ulum English Center Islamic Boarding School

- a. Is that true that every 2 week there is Confidence show program which contain speech activities?
- b. Can you please tell me about that program in detail? What is it for and what is the function of it for your skill as a member?
- c. Do you enjoy with the program?
- d. In your opinion, is the confidence show program effective for improving your public speaking skills?

C. Instrument of Document Review

1. Vission and Mission of Bustanul Ulum English Center Islamic Boarding School
2. Data of tutors of Bustanul Ulum English Center Islamic Boarding School
3. The organizational structure of Bustanul Ulum English Center Islamic Boarding School
4. Handbook used in Bustanul Ulum English Center Islamic Boarding School
5. The Schedule of Bustanul Ulum English Center Islamic Boarding School

APPENDIX IV

OBSERVATION SHEET

	Yes	No	Not observed	Explain any significant observations or concerns.
I. Planning :				
1) Does Bustanul Ulum English Center provide classes for learning to speak?	✓			Therefore, the Bustanul Ulum English Center prepared a speaking learning class that was held every Monday before carrying out the Confidence Show program activities. The purpose of this was to teach students the fundamentals of giving a speech and how to practice it effectively.
2) Are there any special materials given to students?	✓			As for the material delivered or explained by tutors specifically regarding speech material, tutors usually explain material from reading journals and reading books. The books that are often used are three-language speech books and English Skill Booster.
3) Does Bustanul Ulum English Center provide time for students to memorize or study the material to be performed?	✓			the tutors of Bustanul Ulum English Center give 1 week to make a speech and 1 week to memorize.
4) Is there any special guidance for students who will perform?	✓			Yes, students who are chosen to participate will receive guidance. If there are errors, the teacher will provide guidance and correction. This is done to make it

				easier for students to create speech texts.
II. Implementation: <i>Does the student usually</i>				
5) Speak with attention to accentuation (emphasis on the sound of a word)?	✓			Most students at the Bustanul Ulum English Center already speak by paying attention to accentuation (emphasis on the sound of a word)
6) Adjust standard voice speed or tempo to situations and conditions (Speak at slow, medium, and fast tempo)?	✓			Bustanul Ulum English Center students are able to adjust the standard speed or tempo of voice according to the situation and conditions. This happens because students really understand the content of their speech so they can easily adjust the tempo in delivering their speech.
7) Speak at a speed that others can understand?	✓			With one week of memorization time, students have time to practice so that students can speak clearly and be understood by the audience
8) Speak without talking like "emm, hemm, aaa, etc."?		✓		When students feel a little nervous at the beginning of the performance, many students still say "emm, hemm, aaa, etc."
9) Adjust body movements to the material presented (should not be silent)?	✓			Bustanul Ulum English Center students usually pay great attention to body movements, because this includes the assessment aspect of speech and so far they have done very well.
10) Adjust expression to the material presented	✓			One of the advantages of making your own speech

(sad expression, happy expression, etc.)?				is that students easily remember the material presented so that when carrying out a speech students can understand which things need to be expressed as sad or happy and so on.
III.Evaluation :				
11) After participating in the Confidence Show Program, do students feel that their public speaking is better?	✓			Students feel more confident after join confident show program activities because from the start students have received good direction to take special speaking classes and then be able to make their own speeches and of course because of the guidance of the teachers.
12) Does Bustanul Ulum English Center provide an evaluation meeting for students after the confident show program?	✓			After the students present their speeches, the teachers will provide an evaluation by giving suggestions and explaining what aspects are still lacking and need further attention. so that in the future students can improve themselves. There are 3 aspects of assessment that are assessed in the speech performance process, namely intonation, fluency and body language.

APPENDIX V

OBSERVATION GUIDELINES

In conducting research, researcher also used observation guidelines that have been prepared to facilitate conducting research at the Bustanul Ulum English Center Islamic Boarding School as follows:

1. Gheographical location of Bustanul Ulum English Center
2. Organization structure of Bustanul Ulum English Center
3. Planning Of Confidence Show Program
4. Implementation and Evaluation Of Confidence Show Program

No.	Observation Activities	Day/Date
1.	Gheographical location of Bustanul Ulum English Center Islamic Boarding School	Monday,29 April 2024
2.	Organization structure of Bustanul Ulum English Center Islamic Boarding School	Monday,29 April 2024
3.	Planning Of Confidence Show Program	Monday,29 April 2024
4.	Implementation and Evaluation Of Confidence Show Program	Thursday, 16 May 2024



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APPENDIX VI

Transcription of interview

Interview 1

Mss. Wardatul Magfiroh (Tutor)

Researcher: Good morning Mss

Tutor: Good morning

Researcher : Yesterday I made an observation. So now I want to interview Mss regarding the Confidence Show Program. Do you be willing?

Tutor: Yes, I do.

Researcher : Mss, What is Confidence Show Program?

Tutor : Confidence show program is an activity that is routinely held every two weeks, which contains the activities of members make and shows their speech.

Researcher : Alright mss. So students are also asked to create speech texts, not just show their speeches. why and what is the reason?

Tutor : Public speaking skills require sufficient vocabulary mastery. As a result, the more words you know, the more ideas you can convey. People who are proficient in both ideas and vocabulary find it easy to interact with others. in this confident show program there is a planner where the members who appear are required to make their own speeches, one of the aims is so that they can get a lot of vocabulary and can explore their ideas.

Researcher : Mss, how many stages are there in implementing this confidence show program?

Tutor : there are 3 stages. The are planning, implementation and evaluation.

Researcher : So, how is the planning of the use confidence show program toward student's public speaking mss?

Tutor : In carrying out public speaking activities, there needs to be assistance or planning. In this Bustanul Ulum English Center Islamic Boarding School, before carrying out the speech activities or confidence show, there is a plan that has been prepared by the tutors in order to help and make it easier for students to deliver speeches. The first one holds a special speaking class every week which includes discuss material about all the important aspects of making a speech and the

procedures for making a speech so that before carrying out the speech making activity, the members already understand the procedures for making a speech. After that, to the selected students, we give 1 week to make a speech and another 1 week to memorize. And by the way, the way to select students who appear is by appointing 3-4 people each time the activity is carried out. Then in the process of making a speech, of course we as teachers participate in monitoring and helping to fix if there is something wrong. Therefore, before performing the confident show activity Careful planning is necessary for this to ensure that the activity is executed properly.

Researcher : And How The Implementing mss ?

Tutor : Confidence Show program has been implemented since 2019 until now, this activity features a speech performance of 3-4 students of Bustanul Ulum English Center Islamic Boarding School which is carried out every two weeks on Thursday at 20.00-22.00 . This activity starts with one of the tutor at Bustanul Ulum English Center Islamic Boarding School being the MC to start and lead the event. Starting with greetings then, giving encouragement after that the MC also read out the aspects that be assessed when students perform . Here are 3 aspects : intonation, fluency and body language. After that then invite the members who have been selected before to show their speeches for 5-7 minutes. As a Bustanul Ulum English Center Islamic Boarding School tutor, I have observed that the member has performed very well so far because, in the past, the speech's content was self-made and memorized, allowing the member to deliver it with skill. After which each member received feedback or an assessment. The idea is for members to reflect on their appearance and make any necessary improvements so that things will look better going forward. The existence of this activity is expected that students can be more confident, can explore their ideas and can add a lot of vocabulary.

Researcher : And the last, How is the Evaluation mss?

Tutor : When the students perform, the tutors assess the students' performance with 3 aspects :intonation, fluency and body language. After the students have finished presenting their speeches, the teachers will convey the shortcomings in the students' performance. This aims to allow students to know which parts they need to pay more attention to. This aims to ensure that students can improve and get better in the future.

Researcher : ok mss,. Maybe that's enough, Thank you very much for your time.

Tutor : ok, Your welcome.

Interview 2

Iftitah Riska (Director)

Researcher: Good Morning Mss

Director: Good Morning

Researcher : What is your name mss?

Tutor : My name is Iftitah Riska.

Researcher : What is your position in Bustanul Ulum English Center.

Tutor : Iam as a directur of Bustanul Ulum English Center.

Researcher: I will be here for research, sir. So there is some data or information that I want to ask, related to vision, mission and other questions. Do you be willing?

Director : Yes, I do.

Researcher: ok mss.the first question,What is the vision and mission of Bustanul Ulum English Center?

Director: The Vision is to become an excellent, Islamic, innovative and competitive English language course institution. Then the Mision is creating a comfortable and enjoyable English learning atmosphere and Organizing an effective and efficient teaching and learning process according to specific needs.

Researcher: After that ,What is the books and media, that Bustanul Ulum English Center use in confidence show program activities?

Director: There are two books. A 3 language speech book and an English Skills Booster. Usually, when presenting material other than books, tutors get references from related journals. If the media that is often used is sometimes using a projector to show videos of speeches, music or pictures and using the books I mentioned earlier.

Researcher: Then, what are the programs at BEC?

Director : There are lots of programs. There are daily, weekly and monthly programs. In Daily programs , there are night clubs and heward classes. If in

Weekly program, there are Morning Classes, Confidence Shows, Big Classes and Elective Classes. Meanwhile, in monthly there are meetings with study clubs..

Researcher : ok mss,. Maybe that's enough, Thank you very much for your time..

Tutor : ok, Your welcome.

Interview 3

Raudatul jannah (student)

Researcher : Hai,Good morning ?

Student : Good morning Sister.

Researcher : What is your name ?

Student : my name is Raudatul Jannah

Researcher : Do you Student's at Bustanul Ulum English Center

Student : Yes, Iam student of Bustanul Ulum English Center

Researcher : Here I will ask about the Confidence show program. Do you join the program?

Student : Yes, I do.

Researcher : What is your reason for joining the program?

Student : In the past, I found it difficult when speaking in public, sometimes I felt very nervous, sometimes I felt less confident when we communicated with other friends, even though it was only talking to friends, how if speaking in front of many people. Therefore, I am very grateful to be able to take part in this confident show activity where I was taught from scratch how to do good public speaking by making and memorizing speeches

Researcher : Is it true that before giving a speech, you are given the facility to take special classes and receive guidance?

Student : Yes,is it true. Before the implementation of the confidence show program we join the speaking class which explains all the speech material so before making a speech we are taught the rules of procedure first with the tutors. So that we really make our own speeches, and then most of us when making speeches use Indonesian language first and then we translate using the Indonesian

English dictionary because we live in islamic boarding school environment which is minimal with technology but by using this dictionary translation we can actually add a lot of new vocabulary so that not only can you make and perform speeches but you also get a lot of new vocabulary. And then We usually look at speech text example of 3 language speech and english skill booster book.

Researcher : Then, How is the implementation of Confidence Show Program?

Student : The Confidence Show is held once every 2 weeks on Thursday from 20.00 - 22.00. Initially, the MC open with greetings, then give encouragement to the participants and read out the aspects that be assessed, then those of us who are selected deliver our speech as fully as possible in 5-7 minutes. To be honest, at first I was afraid to speak in public, but because before giving my speech, I had made my own speech and had it memorized, this helped me speak fluently in public. Apart from that, making my own speech made my work heard by other people

Researcher : The last,How is the evaluation ?

Student : The confidence show program concluded with a performance evaluation of the speeches given by Bustanul Ulum English Center Islamic Boarding School members. The teachers told us what we needed to pay attention to in our speech performance. For example, if I am lacking in intonation, the tutor conveyed these shortcomings. I believe this evaluation help me perform.

Researcher : ok mss,. Maybe that's enough, Thank you very much for your time.

Student : ok, Your welcome.

Interview 4

Aminah (student)

Researcher : Hai,Good morning ?

Student : Good morning Sister.

Researcher : What is your name ?

Student : My name is Aminah

Researcher : Do you Student's at Bustanul Ulum English Center

Student : Yes, I am student of Bustanul Ulum English Center

Researcher : Here I will ask about the Confidence show program. Do you join the program?

Student : Yes, I do.

Researcher : What is your reason for joining the program?

Student : I can confidently talk in front of groups of people, but my limited vocabulary makes it difficult for me to explain things clearly or for other people to understand me. For this reason, I was really appreciative of the opportunity to participate in the Confident Show program, where I learned how to give a speech on my own and gained a wealth of new vocabulary.

Researcher : Is it true that before giving a speech, you are given the facility to take special classes and receive guidance?

Student : yes, it is true, so Before carrying out the confident show, there were several activities that we carried out. The first was that we took a special speaking class to understand speech making and, we were also given video examples of people giving good speeches as well as all material related to speeches. After that, those of us who are selected get 1 week to make a speech, after 1 week of making a speech before moving on to the memorizing stage. After that, we usually come to the teachers' room to have the speech's results corrected. If there are any errors, we are then assisted in fixing them and given further guidance before proceeding to the memorization phase. Then the stage of memorization began. And because the speech is made by yourself, I think it is easier to understand and memorize. Having direction before giving the speech performance helped me practice and gain the confidence I needed to deliver the best possible performance

Researcher : Ok mss,. Maybe that's enough, Thank you very much for your time.

Student : Ok, your welcome.

APPENDIX VII


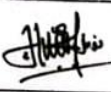





SCORING RUBRIC OF CONFIDENT SHOW PROGRAM

Aspect	1(very Poor)	2 (Poor)	3 (Good)	4(Excellent)	Score
Fluency	<ul style="list-style-type: none"> • sentences are not pronounced fluently 	<ul style="list-style-type: none"> • sentences are pronounced with a little fluently 	<ul style="list-style-type: none"> • sentences are pronounced fluently 	<ul style="list-style-type: none"> • sentences are pronounced very fluently 	
Intonation	<ul style="list-style-type: none"> • Intonation and articulation are imprecise and unclear • Consistently use a monotone voice • Inaudible or too loud. • Speaks too slow or fast. 	<ul style="list-style-type: none"> • Intonation and articulation are a bit imprecise and a little unclear 	<ul style="list-style-type: none"> • Intonation and articulation are precise and clear 	<ul style="list-style-type: none"> • Intonation and articulation are very precise and clear 	
Body Language	<ul style="list-style-type: none"> • No movement or descriptive gestures. 	<ul style="list-style-type: none"> • Very little movement or descriptive gestures. 	<ul style="list-style-type: none"> • Movement or gestures enhance articulation. 	<ul style="list-style-type: none"> • Movements seemed fluid and helped the audience visualize. 	
Totals					

APPENDIX VIII

Research Journal's Activities

Name : Alfiatul Mukaromah
 Nim : T20196109
 Location : Bustanul Ulum English Center
 Title : Investigating The Use of Confident Show Progra Towards Student's Public Speaking Skill at Bustanul Ulum English Center Islamic Boarding School.

NO.	Day, Date	Activity	Note, Informan	TTD
1.	Monday, 29 th of April	Observation	Mss. Wardatul Magfiroh	
2.	Monday, 29 th of April	Interview Director	Mss. Ifitah	
3.	Tuesday, 30 th of April	Interview Tutor	Mss. Wardatul Magfiroh	
4.	Tuesday, 30 th of April	Interview Member	Raudatul Jannah	
5.	Tuesday, 30 th of April	Interview Member	Aminah	
6.	Thursday, 16 th of May	Observation	Mss. Wardatul Magfiroh	
7.	Thursday, 16 th of May	Interview Tutor	Mss. Wardatul Magfiroh	
8.	Thursday, 16 th of May	Interview Member	Raudatul Jannah	
9.	Thursday, 16 th of May	Interview Member	Aminah	

Jember, 16th May 2024
 Director of BEC



APPENDIX IX



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli Telp (0331) 428104 Fax (0331) 427005 Kode Pos: 68136
Website [www.http://fik.umkhas-jember.ac.id](http://fik.umkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6847/In.20/3.a/PP.009/04/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Bustanul ulum English Center

Jl. KH. Abdullah Yaqien No.1-5, Krajan,
Mlokorejo, Kec. Puger, Kabupaten Jember, Jawa
Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NM : T20196109
Nama : ALFIATUL MUKAROMAH
Semester : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Investigating The Use of
Confident Show Program Towards Student's Public Speaking Skill at Bustanul Ulum
English Center Islamic Boarding School" selama 15 (Lima Belas) hari di
lingkungan lembaga wewenang Bapak/mrs. Ifitah Riska S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 April 2024

Dekan,
Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



KHOTIBUL UMAM

APPENDIX X



Bustanul Ulum English Center (BEC)
Pondok Pesantren Bustanul Ulum Mlokorejo
Jl. KH. Abdullah Yaqien No. 1-5 Mlokorejo, Puger, Jember



SURAT KETERANGAN

Nomor: 120/BEC.PPBU/D.1/3/2023

Yang bertanda tangan di bawah ini :

Nama : Ifitah Riska
Jabatan : Direktur Markas Bahasa Inggris PP. Bustanul Ulum Mlokorejo

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama : Alfiatul Mukaromah
NIM : T20196109
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Telah melakukan penelitian di Markas Bahasa Inggris Pondok Pesantren Bustanul Ulum Mlokorejo-Puger-Jember dengan Judul "Investigating The Use of Confident Show Program Towards Student;s Public Speaking skill at Bustanul Ulum English Center Islamic Boarding School" selama 15 hari di lingkungan lembaga wewenang Bapak/Ibu KH. Syamsul Arifin di Markas Bahasa Inggris Pondok pesantren Bustanul Ulum Mlokorejo Jember. Yang dilaksanakan mulai tanggal 29 april sampai 17 maret 2024.

Demikian surat ini kami buat untuk digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SUDIQ

J E M B E

Jember, 17 Maret 2024

Direktur BEC



APPENDIX XII

CURICULUM VITAE



Personal Information

Name : Alfiatul Mukaromah
SRN : T20196109
Place, date of birth : Jember, 08 November 2001
Gender : Female
Address : Jubung Lor Sukorambi Jember
Faculty : Tarbiyah And Teacher Training
Major : English Education
Email : alfiatulmukarromah77@gmail.com

Education Background

2007- 2013 : SDN Jubung 03
2013- 2016 : SMP plus Bustanul Ulum Mlokorejo
2016- 2019 : SMA Plus Bustanul Ulum Mlokorejo