

**FACILITATING STUDENTS' SPEAKING
PROFICIENCY IN MA'HAD WALISONGO
PERFORMANCE
THESIS**

Submitted in Partial Fulfillment of the Requirements for Graining the
Degree of Bachelor of Education in English Language Education



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ABSTRACT

Title : Exploring Students' Speaking Proficiency in
Ma'had Walisongo Performance

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This study aims to explain the impact of the Ma'had Walisongo Performance program on students' English-speaking proficiency at Ma'had Al-Jami'ah UIN Walisongo. The program includes various performance-based English activities such as speeches, storytelling, and drama, designed to enhance students' fluency, confidence, and communicative competence. The research employed a qualitative descriptive method, with data collected through observations, interviews, and documentation. The participants consisted of seven individuals, including three second-semester students, three Ma'had administrators (*musyrifah*), and one chief of Ma'had (*Ma'had leader*), selected through purposive sampling in the academic year 2024/2025. An observation checklist adapted from Leong & Ahmadi (2017) was used to assess students' speaking proficiency based on linguistic, psychological, and environmental aspects. The findings revealed that participation in the Ma'had Walisongo Performance program significantly improved students' speaking proficiency, particularly in vocabulary enrichment, fluency, and self-confidence. Students reported that the activities helped them overcome anxiety, express themselves creatively, and develop better public speaking skills. The Ma'had administrators and the chief acknowledged the program's effectiveness in fostering students' language development while also highlighting logistical and motivational challenges. These results indicate that the Ma'had Walisongo Performance program serves as an effective and engaging platform for improving students' speaking skills in an EFL environment.

Keywords: *EFL, English Language Learning, Ma'had Performance, Speaking Proficiency*

DEDICATION

In the name of Allah Azza Wa Jalla, the Lord of this world, the beneficent and merciful. This research is done because of many supports and motivation. With sincerity and humanity, I dedicate this thesis to:

- Beloved campus, UIN Walisongo Semarang especially
- Education and Teacher Training Faculty and English Education Departement.
- All of the lecturers who have educated and taught the writer.
- Beloved family who always spend their time to support the writer.
- All of friends who always give the writer solution and support to finish this thesis.

Thanks a lot, there is no word can express my gratitude but I pray may Allah multiply the best rewards for all your kindness.

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Praise the author prays to the presence of Allah SWT for His mercy, taufik, and guidance, so that the writer is able to complete the writing and preparation of the thesis entitled “Facilitating Students’ Speaking Proficiency In Ma’had Walisongo Performance” well and smoothly. Sholawat and salam are also always give to our prophet Muhammad SAW, who has guided us from the darkness to the lightness. This thesis is structured in partial fulfillment of the requirements for gaining the Bachelor Degree of English Education, Faculty of Education and Teacher Training, State Walisongo Islamic University Semarang.

The author realizes that in disclosure, presentation, discussion, as well as in the choice of words in thesis are still many shortcomings are caused by limited experience owned by the author. However, with guidance, help and assistance from various parties so lacking in this thesis can be resolved.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial for everyone especially in developing teaching and learning process.

Semarang, 23 Juni 2025

Author,

Nurul Hidayah

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, significance of study, and research limitations.

A. Background of the Study

In the current era of globalization, English has become the predominant language used among countries, institutions, and individuals worldwide. It is widely regarded as the international language. According to Parupalli (2019), some people have argued that the continued spread of English is not guaranteed. Despite its current unstoppable momentum, educational systems should be prepared for the possibility this trend may change in the future. English is a language that requires regular practice for effective communication. Therefore, speaking is a crucial skill, especially for English learners. Students use speaking to express their thoughts, but often struggle, which negatively impacts their English learning process. The researcher aims to highlight the importance of developing speaking proficiency in the English learning process (Parupalli S, 2019).

Based on the text suggests that English has become the dominant international language, enabling communication

between countries, institutions, and individuals. Despite its widespread use, there is no guarantee that this trend will continue indefinitely, as noted by Wright (2016). Thus, the education system must be prepared to address potential changes in the future. Effective communication in English necessitates regular practice, making speaking a crucial skill for students. However, many students struggle with speaking, which can impede their overall English learning process. Therefore, it is crucial to prioritize the development of speaking proficiency to enhance the effectiveness of English education.

Speaking is the active use of language to express meanings, ideas, thoughts, feelings, and opinions so that people can understand what is being communicated (Hongwilai & Kawboonsai, 2022). Mastering speaking as a productive skill in learning a foreign language like English presents its own challenges, requiring not only knowledge of the language but also the ability to overcome psychological barriers.

Mastering good communication skills refers to the ability to speak effectively and communicate with people from different cultures. Speaking is considered one of the most essential skills to have. The ability to communicate and deliver a speech is highly recommended in many aspects of life,

especially in educational contexts.(Srinivas Parupalli, 2019) supports the idea that mastering speaking skills allows students to give impressive speeches on various occasions, speak publicly, make presentations for any purpose, motivate and influence people, and boost self-confidence. This is in line with what Bailey (2003) states: that the most crucial part of learning a second or foreign language is learning to speak it, and the ability to hold a conversation in the target language is a measure of success. Furthermore, Aliakbari & Jamalvandi (2010) mentions that speaking is considered the most significant skill among the four language skills. Holandiyah et al., (2022) also state that speaking is one of the most challenging skills. Therefore, for foreign language learners, learning to speak has become a top priority. Additionally, people learn a language in order to develop proficiency in speaking the target language.

Mastering speaking skills in a foreign language like English is crucial for effective communication and is considered one of the most essential language skills. It involves expressing meanings, ideas, thoughts, feelings, and opinions, and requires not only language knowledge but also the ability to overcome psychological barriers. Effective speaking skills are vital in educational contexts and various aspects of life, enabling individuals to give impressive speeches, speak

publicly, make presentations, motivate and influence others, and boost self-confidence. Therefore, developing proficiency in speaking is a top priority for foreign language learners, as it is a key measure of success in language acquisition (Merizawati et al., 2023).

The objective of this study is to enhance students' speaking skills by implementing English speech, storytelling, and drama methods during Ma'had Performance events at Ma'had Al-Jami'ah UIN Walisongo. The Ma'had Performance serves as a platform to nurture students' creativity and encourage their active participation in speaking English. Furthermore, these methods aim to stimulate students' imagination, creativity, and self-expression, all of which are crucial elements in developing English speaking proficiency. Proficiency in English is essential for students in this era of globalization (Diyah et al., 2024).

In this study, the factors that influence students' need to improve their speaking skills at Ma'had Al-Jami'ah UIN Walisongo. It were discusse focused on the significance of speaking abilities in both academic and professional settings. Students who are able to express their ideas and thoughts clearly and persuasively have a distinct advantage in the professional world. However, there are obstacles that can

hinder students' speaking abilities, such as low self-confidence, lack of public speaking experience, and difficulty in creating and delivering stories effectively. To address these challenges, the study integrated English speech, storytelling, and drama methods into a comprehensive strategy aimed at enhancing students' speaking skills and boosting their self-confidence. This approach aligns with the objectives of the Ma'had Performance events (Holandyah et al., 2022).

The Ma'had is no longer a place to study religious knowledge alone; it now offers students opportunities to explore their interests and talents in the field of English. With events like the Ma'had Performance, students can channel their talents in various areas such as speech, storytelling, English drama, and more. In the past, Ma'had could only channel talents in the field of speech, but now it provides a broader platform for diverse expressions and skills.

The Ma'had environment offers a rich tapestry for investigating students' speaking proficiency in English, which is linked to considerations of confidence, interest and aptitude. Although religious education remains the foundation, the integration of English language teaching presents both challenges and opportunities. Understanding the interplay

between language acquisition, self-perception and individual aptitude is crucial to designing effective pedagogical strategies tailored to the needs of the diverse students within the Ma'had. Therefore, the Mahad is no longer a place to study religious knowledge alone, but here students can explore their interests and talents in the field of English. With the Ma'had Walisongo Performance event, students can channel their talents in various talents such as: Speech, Story telling, English drama and so on. Because in the past Ma'had could only channel talents in the field of speech only (Rani Ligar Fitriani, 2022).

B. Research Questions

The primary research questions guiding this study include:

1. How is the implementation of Ma'had Walisongo students performance ?
2. How are students response toward Ma'had Walisongo students performance?

C. Research Objectives

1. To explain the implementation of Ma'had Walisongo performance.
2. To describe students response toward Ma'had Walisongo performance.

D. Significance of Study

This study is expected to give a valuable contribution to some parties theoretically, pedagogically, and practically :

1. Theoretically

The Ma'had environment offers a rich tapestry for investigating students' speaking proficiency in English, which is linked to considerations of confidence, interest, and aptitude. Understanding the interplay between language acquisition, self- perception, and individual aptitude is crucial to designing effective pedagogical strategies tailored to the needs of the diverse students within the Ma'had.

2. Pedagogically

Although religious education remains the foundation, the integration of English language teaching presents both challenges and opportunities.

3. Practically

The result of this study is hopefully useful for:

a. For Students:

Students can benefit from a more engaging and comprehensive educational environment that supports

their interests in English alongside their religious studies. They will have more opportunities to develop their confidence, interest, and aptitude in English through various activities and events.

b. For Teachers:

Teachers can gain insights into the most effective strategies for integrating English language teaching within the Ma'had setting. This can help them design better lesson plans and activities that cater to the diverse needs and abilities of their students.

c. For Next Researchers:

Future researchers can build on the findings of this study to explore further the dynamics of language acquisition in religious educational settings. This study can serve as a foundation for more detailed investigations into specific aspects of language learning and teaching in similar environments.

d. For Readers:

Readers can gain a deeper understanding of the complexities involved in integrating English language education within a religious framework. This knowledge can inform their perspectives on educational practices and the potential benefits of a more holistic approach to

teaching and learning.

E. Limitation of the study

The research participants were students at Ma'had Al-Jami'ah UIN Walisongo second semester at UIN Walisongo in the academic year 2024/2025.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights three main points such as previous of the research, literature review, and conceptual framework.

A. Previous Research

The first research was conducted by Mohammad H. Al-khresheh under the title “*The Role of Presentation-Based Activities in Enhancing Speaking Proficiency among Saudi EFL Students: A Quasi-Experimental Study.*” The article emphasized the importance of presentation-based activities in improving the speaking skills of EFL (English as a Foreign Language) students in Saudi Arabia. The study demonstrated that teaching strategies centered on presentations significantly enhanced students’ fluency, coherence, vocabulary usage, grammatical accuracy, pronunciation, as well as their engagement and interaction skills (Al-khresheh, 2024). Using a quasi-experimental design, 16 male university students were divided into experimental and control groups to evaluate their speaking development. The findings revealed that the experimental group showed significant improvement in all aspects of speaking skills after participating in intensive presentation activities for three months.

Furthermore, the study highlighted the critical role of self-efficacy in mastering speaking skills. It pointed out that active participation in presentation tasks helped students reduce

speaking anxiety and boosted their confidence in using English spontaneously. Activities such as group discussions, PowerPoint presentations, debates, and role plays not only exposed learners to real-life communicative scenarios but also encouraged them to reflect and improve on their performance. The study suggested that teachers and curriculum designers should regularly incorporate presentation-based activities into EFL instruction, as these methods have been proven effective in fostering speaking proficiency and increasing learners' motivation to communicate in English.

This research shares similarities with the current study in its focus on enhancing speaking proficiency among EFL students through performance-based strategies. Both studies highlight the use of authentic and interactive methods such as drama, storytelling, and public speaking to improve learners' confidence and fluency. They emphasize the importance of providing real-life communication experiences that allow students to apply their language skills in meaningful contexts. These strategies are especially effective in helping students overcome speaking anxiety and improve their pronunciation, vocabulary, and grammatical accuracy within a supportive environment.

However, the research differs in its unique setting and implementation. While other studies may focus on classroom-based or digital tools, this study explores students' speaking

development through the Ma'had Walisongo Performance program, a distinctive platform within a religious educational context. This program integrates language learning with cultural and spiritual activities, encouraging students to express themselves through creative performances. Unlike studies that rely solely on theoretical or structured classroom practice, this research emphasizes spontaneous language use in live performances, where students must prepare, improvise, and interact with peers and audiences. As a result, it provides deeper insights into the role of community and cultural identity in fostering speaking proficiency.

The second research was conducted by Siti Mariam, Catur Kepirianto, Raharjo, and Nadiah Ma'mun under the title *"Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills."* The article emphasized the effectiveness of combining short conversation practices with digital English conversation applications in enhancing students' speaking proficiency. The study focused on classroom-based action research involving 39 third-semester students from the Arabic Education Department at an Islamic university in Central Java, Indonesia. The researchers found that students showed significant improvements in fluency, pronunciation, grammar, and vocabulary usage after the implementation of this method (Mariam et al., 2022). Moreover, the integration of these applications not only improved speaking

performance but also increased students' confidence, enthusiasm, and active participation in speaking classes.

The article demonstrated that the use of digital media through English conversation applications created a more engaging and interactive learning experience. Students were given opportunities to practice real-life dialogue, perform role plays, and engage in collaborative speaking tasks with their peers. The use of the application made students more confident to speak and helped reduce speaking anxiety. The study also highlighted that in the second cycle of the research, students achieved an average score of 77.1, which surpassed the minimum passing grade. This result showed that the strategy was effective in overcoming challenges such as mispronunciation, lack of grammar accuracy, and low confidence. Overall, the article concluded that integrating short conversations with technology-based learning tools can significantly support the development of speaking skills and foster a positive classroom environment.

This research and the article have similarities, as both focus on helping EFL students improve their speaking skills through activities that involve performance and interaction. The two studies emphasize the importance of engaging students in real-life communication through practical activities. One study highlights the use of short conversations combined with English conversation applications to create a dynamic and motivating

speaking environment. Similarly, the current research utilizes the *Ma'had Walisongo Performance* program to offer students authentic speaking opportunities that build confidence, fluency, and active participation. Both studies underline the role of creative strategies and supportive learning models in enhancing students' oral communication.

This research is different from the article that was conducted. The compared study specifically focuses on the integration of digital applications in speaking instruction and measures students' progress through pre-tests and post-tests over two classroom action research cycles. In contrast, the current research adopts a broader perspective by incorporating not only structured performances but also cultural and religious contexts within the Ma'had setting. It highlights the role of institutional programs and teacher facilitation in nurturing students' speaking development. Moreover, while the other study emphasizes the use of technological tools, the current study places greater emphasis on the affective and motivational aspects of language learning, including confidence-building and student engagement through live performances and community involvement.

The third study conducted by Adieli Laoli titled *“Improving English Speaking Skills Through Debate Methods in Students Junior High School”* focused on enhancing students' speaking abilities in English by implementing structured debate activities in the classroom. Conducted at SMPN 2 Gunungsitoli

Idanoi with 27 students, the study applied a Classroom Action Research (CAR) design over two cycles. The article emphasized that the debate method significantly improved learners' speaking skills, as well as their activeness and motivation during the learning process. Quantitative results showed a rise in students' average scores from 70.37 in the first cycle to 88.9 in the second, while qualitative observations recorded an increase in active participation from 68.63% to 86.75% (Laoli, 2021) .

The study showed that engaging students in debates not only enhanced their fluency, vocabulary, and pronunciation, but also strengthened their ability to express and defend opinions. Through structured arguments and rebuttals, students practiced real-life communication, fostering critical thinking and collaboration. The use of debate techniques created an interactive and student-centered learning environment, encouraging students to be more confident and expressive in speaking English. Moreover, the article highlighted that debate activities helped overcome common barriers in speaking, such as fear and lack of motivation, by making learners more engaged and responsive. Overall, the study demonstrated that debate is an effective method for promoting communicative competence in junior high school EFL learners.

This research is similar to the article because both focus on improving EFL students' speaking skills through interactive and student-centered activities. Both studies recognize the

importance of engaging students in real communicative practices to improve their fluency, vocabulary, and confidence. The use of debate in the article provides structured opportunities for learners to express opinions, refute arguments, and interact in English, aligning with the communicative goals of speaking instruction. Similarly, the current research emphasizes performance-based speaking activities such as speeches, storytelling, and drama presentations as a means of building students' speaking competence within a supportive and dynamic learning environment.

This research has difference with the article that was carried out. While the article centers on the use of debate techniques within a junior high school classroom and evaluates progress through two cycles of Classroom Action Research (CAR), the current study is situated in a higher education context, specifically within a religious institutional setting (Ma'had Walisongo). It not only focuses on students' performance activities but also examines the broader impact of the institutional program, teacher facilitation, and environmental factors on speaking development. Moreover, the current research provides a more holistic analysis of psychological and contextual influences, such as student motivation and confidence, which are essential in fostering meaningful language use in public performance settings.

The fourth study was conducted by Nishi Sharma,

Pranava Manjari, and Himanshu Joshi titled “*Traditional vs Modern English Language Teaching Methods: Study Based on a Survey*” explores the use and preference of English language teaching methods among 100 educators from engineering colleges in Uttar Pradesh, India. The study aimed to compare traditional methods such as bilingual translation and listening-observation with modern approaches like experiential and social learning. By employing statistical analyses including OLS regression and structural equation modelling (SEM), the study examined how variables such as teachers' age, gender, and educational background influenced their choice of teaching methodology. The findings revealed that younger teachers and those with an English-medium background tended to prefer experiential learning, which encourages active participation and practical language use. In contrast, older and more experienced teachers showed a stronger inclination toward the social learning method, emphasizing collaboration and interpersonal communication (Sharma et al., 2024).

Additionally, the study identified gender-based preferences in teaching approaches. Female teachers were more likely to adopt listening and observation strategies, while male teachers favored experiential and bilingual translation methods. Teachers from non-English educational backgrounds were also found to be more inclined toward using the bilingual translation method, likely due to their own learning experiences. Despite

these differences, the study concluded that both traditional and modern methods continue to be used depending on context and learner needs, with a clear trend moving toward interactive and student-centered instruction. The research highlights the importance of adapting pedagogical strategies to suit diverse educational settings and learners' needs, reinforcing the relevance of modern teaching methods in enhancing English language proficiency in today's classrooms.

This research is similar to the previous study, as both focus on improving students' speaking proficiency in EFL settings through interactive and learner-centered methods. Both studies emphasize the importance of moving beyond traditional, teacher-centered instruction toward more dynamic approaches that engage students actively in the language learning process. They highlight the effectiveness of methods that promote practical language use, such as experiential and social learning in the journal, and performance-based activities such as speeches, storytelling, and drama in the current study. These strategies are recognized for improving students' fluency, confidence, and overall communicative competence.

However, the difference lies in the contextual setting and pedagogical implementation. While the journal study explores a comparative analysis of various teaching methods based on demographic factors among English teachers in technical institutions, the present research investigates how

performance-based learning activities within a religious educational environment (Ma'had UIN Walisongo) can develop students' English speaking skills. The current study places emphasis on integrating language learning with cultural and spiritual values, providing a holistic approach to language education that supports both linguistic development and personal growth.

B. Literature Review

1. Islamic Boarding Schools and Islamic Universities

Globalization requires a change in all aspects of life, including changes in perception, orientation, and even the level of selectivity of the Indonesian people in determining education. This era demands education to realize human qualities that are tough, superior, and able to think and act creatively and innovatively. Education is considered the most effective social engineering model for preparing future society because people can think broadly and measurably through education. For this reason, in the world of education, especially in Islamic tertiary institutions, we are faced with the demands of society and who want universities in Islamic tertiary institutions to be able to produce truly high-quality output. The output they want is to master the knowledge, expertise, and skills needed to achieve a decent and prosperous life and also have an

adequate and comprehensive provision of religious knowledge. So it is imperative to balance the mastery of science and technology with the cultivation of faith and piety. The role of Islamic boarding school education in implementing national education can be seen as a subsystem of national education. Islamic boarding schools carry out education based on predetermined directions and objectives. Islamic boarding schools are Indonesia's only Islamic educational institutions that inherit traditional Islamic intellectual treasures. This inheritance is reflected in the loyalty of this institution to continue to carry out philosophical studies on the products of medieval intellectuals (Holandyah et al., 2022).

2. Speaking Proficiency

Speaking proficiency in English as a foreign language plays a pivotal role in communication, enabling individuals to convey thoughts effectively in academic, professional, and social contexts. As highlighted by Nguyen Van Huy et al., (2024) speaking competence requires both linguistic skills and mindful delivery to ensure clarity and engagement in conversations. The study emphasizes the sociolinguistic perspective, pointing out that achieving proficiency involves mastering verbal and non-verbal cues, which enhance the speaker's confidence

and effectiveness. Scholars like Nakhalah (2016) and Leong & Ahmadi (2017) further argue that consistent practice and targeted guidance are critical in overcoming common challenges faced by learners, such as lack of confidence and limited opportunities to speak in real-life scenarios (Katemba & Grace, 2023).

The importance of speaking proficiency extends beyond personal development; it has become a necessity in the globalized world. As businesses increasingly operate across borders, the ability to communicate effectively in English has emerged as a key driver of success. According to Ahmad (2016), English serves as the medium for international communication, making it essential for professionals to possess strong oral communication skills. Additionally, English speaking skills foster collaboration and minimize misunderstandings, which are critical in negotiations and decision-making processes. Scholars like Jenkins (2012) highlights that mastering English is not merely an academic requirement but a strategic asset that opens doors to global opportunities (Madjid, 2020).

Moreover, speaking proficiency contributes significantly to individual empowerment and intercultural competence. Studies by Nguyen (2011) and Hu & Lee (2012) underline the role of thoughtful communication in

bridging cultural differences and fostering mutual understanding. By developing mindful speaking habits, learners can engage effectively with diverse audiences, ensuring their messages resonate across cultural boundaries. To (2017), showed that communication helps build relationships, influence others, and support social change. Similarly, many studies on speaking skills suggest using training that not only teaches language, but also includes culture and emotional understanding.

3. English as Foreign Language

English is recognized as the most widely used language in the world, providing its users with a significant advantage in understanding and accessing international content. In international meetings, global forums, and marketing contexts, English consistently serves as the primary language of communication. Preparing future generations to face globalization requires the establishment of English as a foundational and adaptable language, introduced from the early stages of formal education. In today's interconnected professional world, almost every field has developed its own communities and forums for exchanging knowledge, with English serving as the main medium for expanding access and

communication.

The widespread use of English not only facilitates communication but also functions as a crucial bridge between internal and external stakeholders in global contexts, building trust and professional credibility through effective communication. It is estimated that around two billion people worldwide are currently learning English, reflecting its transformation from an exclusive skill to a core competency essential for modern professional (Nguyen Van Huy et al., 2024). As emphasized by Zanola (2012), English has become indispensable for individuals pursuing careers in international business. Its role has evolved much like literacy did for previous generations once considered a luxury, it is now a fundamental requirement for success in the global economy.

The English language is widely used in areas such as commerce, academia, and international relations, highlighting its irreplaceable significance. This description emphasizes the importance of language as the window to the world. Language is crucial for effective communication with people from various parts of the world. Mastering international languages is essential to overcome the difficulties in global communication. Language encompasses more than communication; it

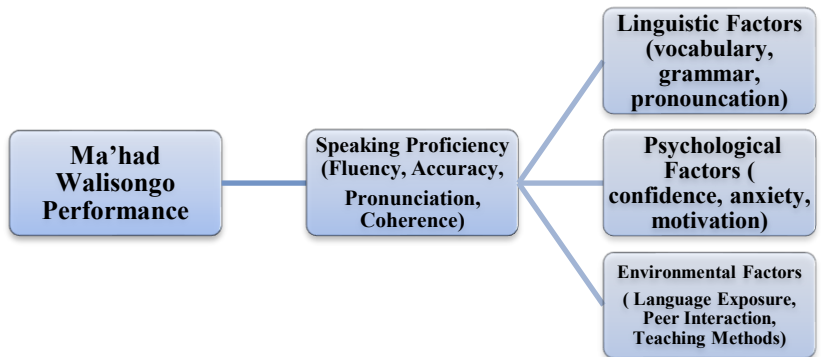
reflects identity, cognition, and culture (Kim, 2003). Language is a sign system that derives meaning from how its elements relate to one another, rather than from their inherent characteristics. In the realm of language learning, competency is usually divided into four core skills: listening, speaking, reading, and writing. Groups these skills into two categories: receptive skills (listening and reading) and productive skills (speaking and writing). Each skill plays a distinct yet interconnected role in achieving full language proficiency (Nurmansyah & Nurmayasari, 2018).

Oral communication is particularly challenging for students learners in the language skill set. According to Alghamdi (2019), effective oral communication requires not only a deep understanding of linguistic structures similar to written language but also the ability to comprehend and generate speech quickly in real-life situations. This involves complex cognitive functions, including phonological encoding, syntactic structuring, and the evaluation of pragmatic and sociolinguistic contexts. These processes are multifaceted and require the rapid integration and application of various cognitive skills. Using precise spoken language helps learners interact with language at a higher cognitive level, improving fluency and making it easier to absorb linguistic

patterns (Kim, 2003). In addition, speaking involves more than just individual expression; it's inherently participatory, requiring active negotiation of meaning between individuals (Apat et al., 2023).

An & Multidisciplinary (2019) highlights that effective negotiation requires more than just verbal proficiency. It involves interactive communication, where listeners provide feedback, and speakers adapt their responses in real-time. Therefore, speaking is a dynamic process, critical in communicative language pedagogy. This approach focuses on using language as a communication tool rather than treating it as a mere academic subject (Al-garni & Almuhammadi, 2019).

4. Conceptual Framework



This chart was intended to facilitate the understanding of the implementation flow of English language learning

in speaking proficiency for students at Ma'had Al-Jami'ah UIN Walisongo, which included:

- a. The management of linguistic, psychological, and environmental factors.
- b. The implementation of Ma'had Performance activities.

Based on the explanation above, the author adopted the conceptual framework from the article by Leong & Ahmadi (2017) "*An Analysis of Factors Influencing Learners' English Speaking Skill*" to analyze students' perspectives on English language learning as implemented through the Ma'had Performance activities. These activities were intended to improve students' speaking proficiency.

This article supported students' views that learning English by implementing it through such activities allowed them to imitate good speaking skills. Therefore, the author understood the existence of speaking proficiency when Ma'had Walisongo Performance activities were held. Through these activities, the author further observed how students interacted with one another.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the research method. It played important roles in research since it affected the findings and discussion. Before conducting the data, the researcher represented a clear description research design, research approach, data source, data collection method and data.

A. Research Design

The research employed a qualitative method with a descriptive research design. Descriptive research aims to systematically and coherently describe the facts and characteristics of a specific population or area (Meong, 2002). The research includes data quotations to support the report's findings, which can be derived from interview scripts, field notes, photographs, personal documents, and other official documents (Suryabrata, 1998).

This study explores English language learning within the context of Ma'had Walisongo Performance at Ma'had Al-Jami'ah UIN Walisongo Semarang. It also outlines the supportive activities aimed at developing language skills. This research design was chosen to enable the researcher to gain a deep understanding of the challenges and successes students face in improving their speaking skills through the Storytelling, English drama, and Speech method. Not only the speaking skills

but the students also can show the others talents.

B. Research Approach

To achieve this research's aims and objectives, an appropriate research approach to the subject is needed. The research approach that the researcher used is as follows:

1. Type of Research

The research approach that the researcher used a qualitative research. Qualitative research is employing interview techniques, observation, and documentation.

2. Research Location

The author chose the research location in Ma'had Al-Jami'ah UIN Walisongo Semarang, to obtain the data in this study.

3. Participant of the Research

During the 2024/2025 academic year, this research was conducted on 2nd semester students living in Ma'had Al-Jamiah. The students conducted performance activities or what is commonly referred to as Ma'had Performance. The research involved semi-structured interviews with students about their experiences in participating in Ma'had Performance activities.

C. Data Source

We took three participants from the category of students who participated in Ma'had Performance. And there are also three participants from the Ma'had management.

D. Data Collection Method

The data collection method obtained the necessary data. The data collection methods used :

1. Observation

Terminologically, observation comes from English observation which means observation, review, observation, review, and supervision. According to Bungin, observation is an activity of daily human daily activities by using the eye as the main tool. In this study, researcher observed the situation of the ongoing ma'had stage event. This observation was carried out at Ma'had Al- Jami'ah UIN Walisongo Semarang on Sunday at eight o'clock or after isha prayer in the evening in the Ma'had hall. This aims to answer the first research question first, namely how the implementation of Ma'had performance to overshadow the interest of *mahasantri* talent in English.

2. Interview

Interviews are one of the most widely used data collection tools in research, especially in qualitative research. According to Moleong, an interview is a conversation conducted with a specific purpose, involving two parties: the interviewer, who asks the questions, and the interviewee, who provides the answers.

3. Documentation

In this research, the researcher used documentation to get some pictures as evidence to support the data.

E. Data Analysis Method

In processing the data, the result of data collection which is then explained through a descriptive case studies method is the overall systematic effort made by researcher in understanding the data and finding systematic, rational, and argumentative meanings, which are able to answer each research question well and clearly. Systematic means following certain patterns, sequences, or rules. Rational and argumentative means supported by data, facts, and literature. Data analysis was carried out using Creswell's data analysis theory through the following stages:

1. Transcribing interview and arranging the data into different classification depending on the sources of information's.
2. Reading the data to reflect on its overall meaning.

3. Coding the data, coding was the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It involved taking text data or pictures gather during data collection.
4. Using codes to develop the description.
5. Representative the findings in qualitative narrative passage to convey the finding of the analysis.
6. Creating an interpretation in qualitative research of the findings, research might describe how the narrative outcome compared with theories and general literature on the topic.

The data that had been previously coded based on the variable and indications had been interpreted by the researcher. The data presented in descriptive form, with the required supporting documentation (images, recording, or video). The conclusion drawn from study that is strongly supported by extensive evidence.

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher describes students' speaking proficiency in Ma'had Walisongo Performance for student Ma'had Al-Jami'ah UIN Walisongo focus on Speaking skills. This discussion involves how students develop their speaking skills and their perceptions after participating in Ma'had Performance activities.

A. Research Findings

This sub-chapter describes the use of English learning in Ma'had Walisongo Performance activities, specifically in speaking skills, and students' perceptions of the impact of English learning implemented through Ma'had Walisongo Performance. By examining the research questions, the researcher seeks to identify the impact of English learning, particularly in speaking skills, within Ma'had Walisongo Performance activities, as well as the opinions of students, Ma'had administrators, and Ma'had leaders. The language learning implemented in Ma'had is applied through the Ma'had Walisongo Performance activity. In this study, the researcher took one basic language skill, which was speaking skill. This method helped students learn speaking skills before the Ma'had Walisongo Performance activity was carried out.

In this sub-chapter, the researcher explained the data findings obtained through interviews with second-semester Ma'had students at Ma'had Al-Jami'ah Walisongo in several Ma'had halls.

Ma'had had three halls: the first was commonly known as the hall Ma'had 1AB, hall 1 Ma'had 2A, and the hall 1 Ma'had 2B. With the Ma'had Walisongo Performance program, the students could express their ideas in the event, such as musical drama performances, singing, speeches, and others. In addition, they could create or bring tools to support their performances according to their creativity. They created or brought tools to support their performances according to their creativity. This activity allowed students to explore their language interests independently and express them not only through speech activities. The following section presents students' explanations about the Ma'had Walisongo Performance activity based on interviews and observations that were conducted.

To enhance the analysis of the Ma'had Walisongo Performance program's impact on students' English-speaking skills, relevant studies have been incorporated into each section of the findings.

1. Implementation of English Learning in Ma'had Walisongo Performance

The Ma'had Walisongo Performance program integrated English learning into various activities, emphasizing speaking skills through structured training and practical application. This approach aligns with the concept that interaction among students and between students and lecturers significantly

influences the improvement of speaking abilities. The learning process, both inside and outside the classroom, plays a crucial role in language acquisition, especially in speaking skills.

The Ma'had Walisongo Performance program is an educational strategy that integrates English language learning into various student activities within the Ma'had environment. This program aims to enhance students' speaking skills through a practice-based approach. Beyond formal classroom instruction, it encourages students to use English in daily activities such as group discussions, muhadharah (public speaking), and role-plays. This method reflects the principles of contextual learning, in which students acquire knowledge through real-life experiences within relevant and meaningful contexts.

One of the primary focuses of the program is the development of speaking skills. In many educational settings, English instruction tends to emphasize grammar and reading, while often neglecting oral proficiency. The Ma'had Walisongo Performance program seeks to address this gap by creating an environment that actively supports spoken English usage. This approach aligns with Brown's view that meaningful communication accelerates the process of second language acquisition (Dawn, 2006).

Social interaction among students, as well as between students and teachers, plays a crucial role in the development of speaking proficiency. Vygotsky's sociocultural theory highlights that language learning occurs through social interaction and language use within social contexts (Michael Cole and Sylvia Scribner, 1978). Accordingly, the activities within the Ma'had Performance program support this theory by fostering collaborative and communicative environments where students can actively engage in English conversations.

The *Ma'had Performance* is held regularly on Sunday nights after the Isha prayer. It takes place in the hall (aula) of each Ma'had building and is attended by all students (*santri*) and Ma'had management, creating an inclusive and supportive environment. Participants who perform are rotated weekly based on their respective dormitory units (*rayon*). This rotation ensures equal opportunities for all students to practice and showcase their English-speaking skills, fostering responsibility, confidence, and motivation.

Outside the classroom, the Ma'had setting offers many opportunities for students to continually practice their English skills, such as through English Day policies and language-based extracurricular activities. This creates a language-rich

environment, which is essential for effective language acquisition. According to Nattinger (2014), a rich linguistic environment combined with a low affective filter allows students to absorb language more naturally and efficiently. Peer and teacher support also plays a key role in reducing learners' anxiety and encouraging active participation.

In conclusion, the implementation of English learning through the Ma'had Walisongo Performance program demonstrates that a combination of structured training and practical application is highly effective in improving students' speaking abilities. By emphasizing direct practice and real communication, students become more confident and accustomed to using English in their daily lives. This approach offers a valuable model for Islamic educational institutions seeking to enhance students' oral communication skills in a more holistic and contextualized manner.

2. Impact of English Learning through Ma'had Performance

Participations in Ma'had Walisongo Performance activities have played a pivotal role in enhancing students' English-speaking abilities, leading to notable improvements in fluency, confidence, and motivation. These developments are consistent with research findings that highlight the importance of linguistic factors such as vocabulary mastery, accurate pronunciation, and proper grammar in shaping

speaking performance. Equally significant are non-linguistic factors like self-confidence, reduced anxiety levels, and a supportive learning environment, all of which contribute to students' ability to express themselves effectively. By engaging in regular practice through various structured and creative speaking activities, students gradually became more comfortable using English in diverse contexts, including both formal and informal settings. This progress underscores the value of immersive and interactive learning methods that prioritize meaningful communication and practical application over traditional rote memorization, thereby fostering a deeper and more lasting proficiency in the language.

One of the significant outcomes observed from the program was an increase in students' fluency in speech. As they engaged more frequently in structured yet interactive speaking activities, such as speeches and role-plays, their ability to produce language spontaneously and coherently improved. This aligns with Richards (2011), who stated that consistent exposure to speaking tasks enables learners to develop automaticity in language use. Furthermore, the program also boosted students' self-confidence in speaking English. Initially, many students struggled with the fear of making mistakes or being judged by their peers. However, the

non-threatening and supportive environment of the Ma'had helped them gradually overcome their anxiety, fostering a more positive attitude toward speaking. This observation supports Horwitz et al., (1986) who emphasized that self-confidence and low anxiety levels are essential for successful language performance.

The program also had a positive impact on students' vocabulary acquisition, pronunciation, and grammatical awareness through continuous application in authentic contexts. By practicing English meaningfully and frequently, students were able to internalize new words and sentence patterns more effectively, aligning with Nation (2013), observation that language learners need to encounter words in various contexts to develop deep vocabulary knowledge and retention. Moreover, both linguistic and non-linguistic factors contributed significantly to students' speaking development. While mastery of grammar and vocabulary was essential, psychological aspects such as motivation, anxiety, and willingness to communicate played equally critical roles. These findings align with the views of MacIntyre & Doucette (2010) who argue that affective factors strongly influence the success of second language communication.

3. Students', Administrators' and Leaders' Perceptions

3.1 Students' Perception

Students expressed positive attitudes toward the Ma'had Walisongo Performance program, appreciating its practical approach to enhancing speaking skills. This perspective is consistent with research indicating that students' perceptions of English learning programs are influenced by their effectiveness in improving language skills and the level of engagement they offer.

Students generally held positive perceptions of the Ma'had Walisongo Performance program. They appreciated its practical approach to learning English, which moved beyond textbook exercises and provided real-world communication opportunities. Many expressed that the program was more engaging and motivating compared to traditional English instruction. This aligns with findings by Dunn & Zimmer (2020) who argues that motivational and learner-centered approaches can increase student engagement in language learning.

Furthermore, students felt that the interactive nature of the activities such as group performances, public speaking, and competitions helped reduce the fear of speaking English and encouraged a more confident attitude. These experiences allowed learners to take ownership of their language use and fostered a sense of achievement. As Ryan and Deci suggest, when learners

perceive a program as meaningful and autonomy-supportive, their intrinsic motivation improves (Dunn & Zimmer, 2020).

Many students also emphasized the importance of the peer learning environment within the Ma'had. Being surrounded by fellow learners who were also striving to improve their English created a collaborative atmosphere. According to Oxford (1997), peer collaboration and cooperative learning foster communicative competence and positive attitudes toward language learning.

In addition, students appreciated the integration of language learning into religious and cultural contexts, which made the content more relatable and engaging. By incorporating English into muhadharah, nasheed performances, and Islamic themes, students saw the relevance of English not only as a global tool but also within their own cultural identity. This supports the views of Norton & Toohey (2001) who advocate for language instruction that considers the learner's identity and sociocultural background.

Overall, student feedback highlighted that the Ma'had Walisongo Performance program offered a holistic, enjoyable, and practical approach to developing speaking skills. It bridged the gap between academic

language learning and real-life application, leading to better outcomes in fluency, motivation, and engagement.

3.2 Administrators' and Leaders' Perception

Administrators acknowledged the program's effectiveness in enhancing speaking proficiency but also noted challenges such as logistical support and preparation time. These observations align with studies highlighting that factors like cultural background, motivation, anxiety, and public speaking apprehension can hinder speaking performance.

Administrators and program coordinators also recognized the effectiveness of the Ma'had Walisongo Performance program in enhancing students' speaking proficiency. They observed that regular exposure to performance-based activities significantly improved the learners' ability to communicate in English. This aligns with institutional language planning principles, where targeted language initiatives produce measurable learning.

However, administrators also noted several challenges in implementing the program. These included limited preparation time, logistical issues such as venue scheduling, and the need for ongoing teacher training. Such practical barriers are consistent with findings from Borg (2003), who pointed out that teacher development

and institutional support are critical for the sustainability of innovation in language education.

Another concern raised was related to students' varying levels of anxiety and motivation. While some students thrived in public performance contexts, others experienced significant nervousness, especially those with low self-esteem or limited prior exposure to English. According to Horwitz et al., (1986) public speaking anxiety and individual differences can impact learners' willingness to participate in oral activities.

Despite these challenges, administrators emphasized the program's value in fostering student leadership, discipline, and creativity. The Ma'had Walisongo Performance served not only as a platform for language learning but also as a space for character development. This reflects holistic education models where language instruction is tied to personal and moral growth.

In conclusion, the perceptions of administrators confirmed that while implementation requires effort and planning, the benefits far outweigh the challenges. The program's success lies in its ability to combine linguistic goals with the institution's broader mission of character education and Islamic values.

4. Types of Activities in Ma'had Walisongo Performance

The program encompassed various activities, including musical dramas, speeches, and singing, allowing students to creatively express themselves. Such interactive and diverse activities are known to positively influence students' engagement and motivation in language learning. The Ma'had Walisongo Performance program featured a variety of creative and engaging activities, such as musical dramas, English speeches, Islamic songs in English, and presentation contests. These diverse activities were designed to provide students with opportunities for self-expression while encouraging them to use English in different contexts. This approach reflects task-based learning, where students use language as a tool to complete real-world tasks (Ellis, 2003).

Musical dramas, for example, allowed students to combine speaking skills with artistic expression. During practice and performance, students had to comprehend scripts, apply appropriate intonation, and convey emotions in English. According to Fox et al., (1985) incorporating drama into language teaching fosters emotional engagement and creates meaningful, enjoyable learning experiences resulting in increased confidence and expressive ability.

Speech activities helped students structure their

thoughts, develop topical understanding, and articulate ideas clearly. Frequent participation in speech events resulted in improved logical reasoning and better command of formal English. Harlen & Deakin Crick (2003) emphasized that performance-based learning enhances students' self-assessment and independent learning capabilities.

Singing English songs also proved to be an effective strategy. It improved students' pronunciation and fluency through rhythmic repetition and exposure to natural intonation patterns. As Murphey (1992) noted, music plays a significant role in language learning by enhancing linguistic memory and promoting pronunciation in an enjoyable way.

Overall, the variety of activities in the Ma'had Walisongo Performance program enriched students' learning experience and created an active, student-centered environment. This variety also catered to different learning styles visual, auditory, and kinesthetic. This aligns with Morgan (2021) Multiple Intelligences theory, which emphasizes the importance of using diverse activities to address students' full potential.

5. Environment and Supporting Facilities in Ma'had

The availability of multiple halls and a supportive learning environment facilitated the implementation of the Ma'had Walisongo Performance program. A conducive

environment and adequate facilities are crucial in supporting students' language learning processes. The supportive environment at the Ma'had significantly contributed to the success of the Ma'had Walisongo Performance program. The availability of spacious halls and performance venues enabled smooth implementation and allowed students to express themselves freely. A well-designed physical space including proper lighting, acoustics, and comfortable seating created a positive atmosphere conducive to student participation. Lyons et al., (2011) emphasized that a positive learning environment increases student engagement and motivation.

Facilities such as sound systems, projectors, and stage equipment further enhanced the program's effectiveness. These tools made activities more engaging and realistic, thus fostering more authentic language use. Hyland (2004) pointed out that authentic learning environments reinforce learners' involvement and encourage natural language production.

Institutional support such as structured schedules, guiding teachers, and event documentation also played a vital role. Without solid management and planning, such activities would be difficult to sustain. According to Forry et al., (2011), learning environments are not only physical but also involve systems and a culture that encourages active student participation.

Social factors, such as peer support and mutual respect among participants, were equally influential. When students feel supported by their peers and mentors, they are more likely to take risks and participate actively. Kelly et al., (2019) stated that positive interaction within a learning community helps build a safe and encouraging learning environment.

Together, the facilities and atmosphere at the Ma'had helped reduce affective barriers such as fear and shyness. A supportive environment is essential for effective language learning. As Nation & Newton (2008) noted, rich learning environments that provide continuous practice opportunities are crucial in building students' fluency and confidence in using a second language.

6. Research Findings Based on Interviews and Observations

The findings from this research reveal that the implementation of Ma'had Walisongo Performance activities significantly contributed to the development of students' English speaking proficiency. The activities were perceived by students not only as a formal requirement but as an effective and meaningful platform for practicing and improving their English speaking skills.

One of the most prominent benefits reported by the informants was the boost in self-confidence when speaking

English in front of others. By being exposed to real performance situations, students were pushed out of their comfort zones and into situations that required them to apply their language skills in public. One student expressed this clearly, saying, *“I practiced speaking in front of many people, and that became one of the ways for me to overcome my fear of speaking in public”* (Arfa, Hall 1A & 1B). This exposure helped students gradually reduce their anxiety and build a sense of pride in using a foreign language. Another benefit mentioned was the development of practical communication skills through performance preparation. Informants explained that they engaged in intensive rehearsals, memorized scripts, and practiced pronunciation, intonation, and gestures with peers. One student noted, *“We also practiced speaking with clear expressions and good intonation. As a result, when we performed well, we felt more confident”* (Intan, Hall 1 Ma’had 2). This repetitive process of preparation before each performance helped students internalize common English phrases and structures, which they could later use more naturally in conversation.

Furthermore, students emphasized that the Ma’had Walisongo Performance activities were a motivating experience that inspired them to continue improving their speaking skills. Observing the performances of their peers

served as encouragement and set benchmarks for their own learning. One student remarked, *“When we saw our friends practicing their speaking skills well, it became a motivation for us to also give our best performance”* (Intan, Hall 1 Ma’had 2). This peer-driven encouragement created a collaborative and inspiring learning environment. For some students, the performance context presented a positive pressure that encouraged consistent improvement. One participant stated, *“Whether I like it or not, I have to memorize every word and sentence I will say during the performance. If I cannot pronounce it correctly, I will feel embarrassed”* (Laila, Hall 2 Ma’had 2). This sense of responsibility helped students take their language learning more seriously, especially since they had to perform in front of others.

From the perspective of Ma’had management and language supervisors (*musyrifah*), the Ma’had Walisongo Performance was designed as both a reflective and practical space for students to apply their English knowledge. As one supervisor mentioned, *“Learning a language requires more than just studying theory; it also requires practice. The more we practiced, the better we mastered the language”* (Miss Tsalisa, Hall 1 Ma’had 2). Another explained, *“Ma’had Walisongo Perform was the practical application of the*

Conversation sessions... It also aimed to develop students' interest in languages" (Miss Balqis, Hall 2 Ma'had 2). These activities were seen as a crucial extension of the language exposure students received during scheduled conversation classes. To ensure active participation, a rotation system was implemented where each hall or floor was assigned a performance schedule. Students were guided by their *musyrifah*, but still encouraged to be creative and take ownership of their presentations. This system not only helped increase engagement but also allowed students to evaluate their language progress. According to Miss Zahra (Hall 1A & 1B), *"It allowed them to determine how far their language skills had developed. If they felt that their vocabulary was very limited, they needed to find ways to improve it."*

However, the findings also highlight several challenges faced by students. These included technical issues such as inaudible microphones, distractions from noisy peers, and unclear pronunciation during performances. Students also reported internal struggles such as stage fright, fear of forgetting their lines, and limited vocabulary. *"Sometimes I suddenly blank out or mispronounce words, which causes me to lose focus,"* shared one student (Laila, Hall 2 Ma'had 2). Another added, *"I was afraid of making mistakes in pronunciation or grammar"* (Intan, Hall 1 Ma'had 2). These

challenges, although difficult, were also seen as part of the learning process and contributed to the students' self-awareness and motivation to improve.

Overall, the Ma'had Walisongo Performance activity was widely perceived as a highly beneficial and impactful learning experience that effectively supported the development of students' English speaking skills. It created a supportive environment where students could engage with the language meaningfully, receive feedback, and build communicative confidence. As one member of the leadership team summarized, *"Of course, it helps them to influence their English, and maybe some students who see the people who speak English, of course, they will image themselves in English."*

These findings suggest that structured yet creative language activities such as Ma'had Walisongo Performance can serve as powerful tools for enhancing language proficiency, particularly in settings where daily English use is no longer mandatory. By combining performance, peer interaction, mentorship, and self-reflection, Ma'had Walisongo Performance provided both the opportunity and motivation for students to grow as confident English speakers.

B. Discussions

Based on the research findings, it can be concluded that

the Ma'had Walisongo Performance program has made a significant contribution to improve students' speaking proficiency at Ma'had Al-Jami'ah UIN Walisongo. This activity serves not only as a medium for developing linguistic skills but also for enhancing psychological aspects such as self-confidence, motivation, and reducing speaking anxiety. This aligns with Leong & Ahmadi (2017), who argue that success in speaking a foreign language is influenced not only by linguistic competence but also by psychological factors such as anxiety, motivation, and confidence.

The Ma'had Walisongo Performance provides students with a platform to actualize their English language abilities through activities such as speeches, drama, storytelling, and musical performances. These activities facilitate experiential learning, where students gain knowledge through direct experience rather than through classroom theory alone. This corresponds with Kolb et al., (2014) theory, which emphasizes that effective learning involves a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. By performing in front of an audience, students are able to internalize vocabulary, intonation, and sentence structures more deeply.

The collaborative nature of Ma'had Walisongo Performance also plays a vital role. Students learn not only

individually but also through group cooperation and guidance from their *musyrifah* (language mentors). Group rehearsals, script discussions, and post-performance reflections strengthen social interaction, which lies at the core Vygotsky (1985) sociocultural theory. According to Vygotsky (1985), language learning occurs most effectively in social contexts, particularly when learners receive scaffolding from more capable individuals.

From a linguistic perspective, the program shows improvement in students' fluency, pronunciation, and vocabulary acquisition. Through repeated practice, students achieve greater automaticity in speaking, according to Segalowitz (2016) is a fundamental prerequisite for mastering oral communication. Additionally, performing in front of an audience heightens students' awareness of articulation, grammar, and facial expressions, all of which enrich their verbal communication skills.

A supportive learning environment also proves to be a key factor in the program's success. The availability of performance venues, structured schedules, and a collective, encouraging atmosphere within the Ma'had contribute to a positive learning atmosphere. Nation & Newton (2008) emphasize the importance of a language-rich environment that offers continuous opportunities for practice. Ma'had Walisongo has successfully provided such an environment through policies like English Day, scheduled performances, and the dedicated supervision of

competent musyrifahs.

In addition to its advantages, the study also reveals challenges faced by students, such as fear of making mistakes, limited vocabulary, and anxiety when performing in public. Nevertheless, these challenges are seen as essential parts of reflective learning. This supports the view of Horwitz et al., (1986), who note that foreign language anxiety is a common obstacle but can be mitigated through regular practice and exposure in supportive environments.

From the perspective of Ma'had management, the program is also viewed as a strategy to foster students' character, discipline, and sense of responsibility. Students are given the opportunity to plan, prepare, and evaluate their own performances, thereby fostering learner autonomy, as described by Little (2016). Successful performances serve as sources of personal and collective pride, and they strengthen students' sense of ownership over their learning process.

Furthermore, this program reflects the integration of religious, cultural, and academic values in a single framework. By using English as a medium for delivering Islamic messages such as in muhadharah or nasheed performances students not only learn the language but also shape their identities within global and religious contexts. Norton & Toohey (2001) emphasize that learners' identities and social contexts significantly influence the

process of second language acquisition.

Overall, the Ma'had Walisongo Performance has proven to be an effective and contextual pedagogical practice. It not only enhances students' speaking skills but also strengthens the integration of academic, religious, and socio-cultural competencies. This research demonstrates that performance-based, social, and creative English language learning is highly suitable for Islamic boarding school settings and could serve as a model for the development of similar programs in other institutions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, serving the conclusion of the whole research, cover summaries of the major findings, and suggestions for further studies.

A. Conclusion

The implementation of *Ma'had Walisongo Students Performance* was carried out through regular and structured activities such as speeches, storytelling, drama, and musical performances using English. These activities were guided by *musyrifah* and aimed to provide students with practical speaking experiences outside the classroom. The program successfully integrated language learning with cultural and religious values, creating a meaningful and supportive learning environment.

Students responded positively to the program, showing increased confidence, motivation, and fluency in speaking English. They appreciated the opportunity to practice in real contexts and overcome speaking anxiety through peer support and consistent performance. Although some faced challenges like stage fright and limited vocabulary, most students considered the program effective and beneficial for their speaking development.

B. Suggestion

Based on the conclusions of this study, the following suggestions are proposed:

1. For Students

- a. Students should take full advantage of Ma’had Walisongo Performance activities as an opportunity to enhance their English speaking skills.
- b. They are encouraged to practice regularly, engage actively, and support their peers to create a more collaborative and confident learning environment.
- c. Overcoming fear and anxiety should be seen as part of the learning process; with consistent effort, confidence will improve.

2. For Teachers (*Musyrifah*)

- a. *Musyrifah* and language mentors should provide ongoing guidance and constructive feedback to help students improve their pronunciation, grammar, and performance skills.
- b. Teachers are encouraged to integrate more communicative and interactive speaking activities within and outside the classroom to reinforce what is practiced in Ma’had Walisongo Performance.

3. For Ma’had Management

- a. The management should continue to support and improve the facilities and organization of Ma’had Walisongo Performance to ensure it remains effective and inclusive.
- b. Language policies could be enhanced by offering more consistent exposure to English in daily activities,

announcements, and informal interactions.

- c. Management should consider providing training for musyrifah on how to mentor language learners effectively.

4. For Future Researchers

- a. Future studies can explore the quantitative impact of Ma'had Walisongo Performance on students' speaking test scores or compare it with other language learning methods such as debate or digital learning.
- b. It is also suggested to examine the long-term influence of performance-based activities on students' professional communication skills.

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APPENDICES

Appendix 1

Interview Guidelines

Students' experience in ma'had performance activities as a means of developing speaking skills.

For students Ma'had Al-Jami'ah Walisongo :

No	Questions
1.	Do you think the activities in Ma'had Walisongo Performance help you feel more confident when speaking?
2.	What experiences did you gain from the Ma'had Walisongo Performance activities as a means of learning English, especially in speaking skills?
3.	Do you think Ma'had Walisongo Performance activities can help improve your English-speaking skills?
4.	What challenges did you face during the Ma'had

	Walisongo Performance activities?
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For Management (*Musyrifah*) of Ma'had Al-Jami'ah Walisongo :

No	Questions
1.	What are the main objectives of Ma'had Walisongo Performance activities, especially in developing students' speaking skills?
2.	What strategies or methods are used to encourage active participation in Ma'had Walisongo Performance activities?

For Leadership of Ma’had Al-Jami’ah Walisongo :

No	Questions
1.	How do you see the contribution of Ma’had Walisongo Performance activities can provide positive feedback and growth on students' speaking proficiency?

Appendix 2

The Interviewees' Responses

Students from Hall Ma'had 1AB (Arfa)

Questions	Data
1. Do you think the activities in Ma'had Walisongo Performance help you feel more confident when speaking?	Yes, because with the Ma'had Walisongo Performance activity, I practiced speaking in front of many people, and that became one of the ways for me to overcome my fear of speaking in public.
2. What experiences did you gain from the Ma'had Walisongo Performance activities as a means of learning English, especially in speaking skills?	The experience I gained from the Ma'had Walisongo Performance activity was that I became more confident in speaking English. Before performing, I often practiced, which made speaking English smoother, although only for a few words or sentences.

3. Do you think Ma'had Walisongo Performance activities can help improve your English-speaking skills?	Yes, this performance activity helped me improve my English skills because I learned many new words. However, sometimes this activity did not help due to unclear pronunciation.
4. What challenges did you face during the Ma'had Performance activities?	The challenges I faced included the microphone sound not being heard in the back, friends being noisy, unclear pronunciation, and sometimes the performance being uninteresting, which made it difficult to stay engaged and learn new English vocabulary.

Students from Hall 1 Ma'had 2A (Intan)

Questions	Data
<p>1. Do you think the activities in ma'had performance help you feel more confident when speaking?</p>	<p>In my opinion, the Mahad Performance activity helped me become more confident because, through this activity, I was required to learn speaking in front of many people. Through the Mahad Performance activity, we not only learned to speak in front of many people, but we were also required to learn how to overcome nervousness and improve our confidence when performing. In the Mahad Performance activity, we also practiced speaking with clear expressions and good intonation. As a result, when we performed well, we felt more confident in the Mahad Performance activity.</p>

<p>2. What experiences did you gain from the Ma'had Performance activities as a means of learning English, especially in speaking skills?</p>	<p>In my opinion, I gained a lot of experience from the Mahad Performance activity. this activity helped me improve my speaking skills. Not only that, but I also learned to perform with confidence by practicing intonation, pronunciation, and body gestures with my friends and preparing performances before the event. This way, when performing, I became more accustomed to using English naturally.</p> <p>When we performed well during the Mahad Performance activity, it became an inspiration and motivation for other friends to give their best performance as well.</p>
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<p>3. Do you think Ma'had performance activities can help improve your English-speaking skills?</p>	<p>Of course, because as we already knew, Mahad no longer required students to speak in English every day. In my opinion, this activity provided a platform for us as students to at least have the opportunity to practice English during the event. When we saw our friends practicing their speaking skills well, it became a motivation for us to also give our best performance. With the feedback from the organizers and friends during practice, we knew our weaknesses before performing.</p>
<p>4. What challenges did you face during the Ma'had Performance activities?</p>	<p>The challenges I faced during the event included feeling nervous, being afraid of making mistakes in pronunciation or grammar, and fearing that I would forget</p>

	<p>my script or dialogue in English. This was probably a big challenge for me. However, there were still many other challenges, such as learning to speak with natural expressions and not being stiff in front of an audience. Sometimes, I also struggled to understand the correct accent and intonation in English, which was something I needed to practice more.</p>
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Students from Hall 2 Ma'had 2B (Laila)

Questions	Data
1. Do you think the activities in ma'had performance help you feel more confident when speaking?	<p>In my opinion, the performance activity at Mahad Al Jamiah Walisongo has greatly helped in boosting my confidence, especially in my English language skills, particularly in speaking. This is due to the</p>

	<p>requirement to use English. Whether I like it or not, I have to memorize every word and sentence I will say during the performance. If I cannot pronounce it correctly, I will feel embarrassed. Therefore, through this opportunity, I am forced to practice speaking in English, which has ultimately increased my confidence. My confidence has increased because I feel proud to speak a foreign language and be brave enough to perform in front of others.</p>
<p>2. What experiences did you gain from the Ma'had Performance activities as a means of learning English, especially in speaking skills?</p>	<p>The experience I gained was during the process of memorizing the words I would say, as well as the nervousness I felt when I performed. This experience is very valuable to me because I felt a high level of</p>

	<p>pressure to perform at my best. Although I initially felt insecure and had stage fright, I ended up feeling more confident and motivated to continue improving my English skills.</p> <p>In my opinion, speaking is the most difficult skill among the other English skills, because here I am pushed to speak and communicate something clearly to others. The challenge is that I struggle to put together the vocabulary into a good conversation. Additionally, my vocabulary is still limited, which makes me feel less confident when I have to speak.</p>
3. Do you think Ma'had performance activities can help improve your English-speaking skills?	<p>Yes, it is very helpful because of the pressure and the demand to perform at my best. It is that feeling of anxiety that keeps me</p>

	motivated to give my best performance.
4. What challenges did you face during the Ma'had Performance activities?	The challenge I faced was more about feeling nervous or having stage fright when performing. Sometimes, I suddenly blank out or mispronounce words, which causes me to lose focus.

Management of Ma'had Al-Jami'ah Walisongo from Hall Ma'had 1AB
(Miss Zahra)

Questions	Data
1. What are the main objectives of Ma'had Performance activities, especially in developing students' speaking skills?	It helped the <i>santri</i> develop their language skills because they were able to build their confidence in showcasing their abilities in front of the public.
2. What strategies or methods are used to encourage active participation in Ma'had Performance activities?	It allowed them to determine how far their language skills had developed. If they felt that their vocabulary was very limited,

	<p>they needed to find ways to improve it. By understanding their vocabulary level, they became more self-aware and made efforts to expand their vocabulary. As they learned new words, it became easier for them to speak in the language.</p> <p>Regarding methods and strategies, I did not fully understand them because those two aspects had different meanings. However, to encourage active participation in <i>Ma'had Perform</i>, one possible way was for the <i>musyrifah</i> to guide the performance so that participants remained engaged. However, the <i>musyrifah</i> should not have fully controlled the event but should have given the participants space to be creative.</p>
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	<p>This way, they felt that they were not only directed by the <i>musyrifah</i> but also guided and supported to actively participate in the activity.</p>
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Management of Ma'had Al-Jami'ah Walisongo from Hall 1 Ma'had 2A
(Miss Tsalisa)

Questions	Data
<p>1. What are the main objectives of Ma'had Performance activities, especially in developing students' speaking skills?</p>	<p>Based on my observations, the existence of Ma'had Perform was indeed aimed at developing the students' speaking skills. Every Monday, there was an agenda called conversation, where we discussed various theories. For practice, we used the Ma'had Perform activity itself because, as we all know, learning a language requires</p>

	<p>more than just studying theory, it also requires practice. The more we practiced, the better we mastered the language. This meant that language activities, including conversation sessions and even interests and talents, supported students in improving their speaking skills, especially if they actively participated. There were two types of language activities: compulsory and non-compulsory. The conversation session was compulsory, whereas interest- and talent-based activities were optional for those who wanted to participate in additional speaking exercises.</p>
<p>2. What strategies or methods are used to encourage active participation in Ma'had</p>	<p>for Ma'had Perform itself, there was already a structured division. Each week, the</p>

Performance activities?	<p>responsibility rotated among the floors, from the first floor to the seventh. When it was a floor's turn to lead Ma'had Perform, all students were required to participate, regardless of their roles. The important thing was that everyone had to be involved. This system also served as a way to encourage students to fully take advantage of the Ma'had Perform activity. Additionally, when a floor was scheduled to perform, the musyrifah of that floor provided guidance and direction to ensure that their presentation aligned with the existing guidelines of Ma'had Perform. Therefore, I believe that these factors helped motivate students to actively engage in this activity.</p>
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	<p>That was probably one of the ways, one of the efforts, right? We couldn't force all the students to fully apply it because, in reality, not all of them had expert-level language skills. So, as Miss mentioned earlier, the first step we needed to take as the management team was to lead by example. In various activities, we tried our best to use a foreign language, whether it was Arabic or English. After that, we also tried to motivate the students by explaining the benefits of practicing English—why learning and using English was important, and what advantages they could gain from it. That was our effort, Miss, because if we had forced them, I think it would</p>
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	<p>have been quite difficult. Actually, we could have enforced a rule requiring them to use the language, but in the Ma'had system at that time, language had already become a secondary curriculum rather than the main one. So, I thought making it mandatory to use a specific language wouldn't have been appropriate, as it no longer aligned with the curriculum at that time.</p>
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Management of Ma'had Al-Jami'ah Walisongo from Hall 2 Ma'had 2B
(Miss Balqis)

Questions	Data
1. What are the main objectives of Ma'had Performance activities, especially in developing students'	Ma'had Perform was an implementation of the weekly Conversation session. The Conversation session took place

speaking skills?	<p>every Monday after the congregational Subuh prayer and lasted for about half an hour. During this session, the teacher delivered language-related materials, such as vocabulary and tenses. The implementation of these lessons could be seen in Ma'had Perform, which served as a form of practice. In essence, Ma'had Perform was the practical application of the Conversation sessions. Besides that, Ma'had Perform also aimed to develop students' interest in languages. Apart from language, there was also an artistic aspect to it, including linguistic arts such as singing, poetry, musical drama, and others.</p>
2. What strategies or methods are used to encourage active	<p>Actually, Ma'had no longer had a language curriculum, so we</p>

<p>participation in Ma'had Performance activities?</p>	<p>found it quite difficult to cultivate students' interest in speaking. However, we tried to foster that interest by implementing a rule for Ma'had Perform, which required it to be conducted 100% in a foreign language. We also socialized the idea to the students that Ma'had Perform was not only about showcasing artistic performances but also about improving their speaking skills. At least a week before their scheduled Ma'had Perform, students were required to practice to ensure that their speech was fluent and not disorganized. Of course, the musyrifah on each floor had to accompany and guide them during the practice sessions showing them the correct pronunciation, providing</p>
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	<p>feedback, and offering advice on how to improve. The musyrifah on each floor acted as a mentor or guide, assisting each student in preparing for Ma'had Perform.</p> <p>Actually, this was quite difficult, but little by little, we implemented the use of a foreign language. For example, when making announcements or having discussions with the students, we used small phrases in English, such as "How are you today?" or "Good afternoon, all." We tried to incorporate the language gradually. When opening an event or a session, we also used English for the opening, at least. That was what we implemented. It turned out that in Ma'had, the role of Ma'had Perform and</p>
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	<p>Conversation classes became clear in this aspect. We couldn't enforce the full use of a foreign language because, aside from being challenging, the Ma'had curriculum had also changed. During opportunities like ta'ziran, we usually asked questions in a foreign language, such as "What's your mistake?" We used simple English phrases, nothing too complicated.</p>
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Leadership of Ma'had Al-Jami'ah Walisongo

Questions	Data
1. How do you see the contribution of Ma'had performance activities can provide positive feedback and growth on students' speaking proficiency?	I think it's will efficient and they important for they speaking skill, because without English and Arabic maybe, of course, it will be difficult to continue their study in the USA.

	<p>So, English program in the Islamic boarding school, it is just for complete their proficiency in English.</p> <p>And of course, it helps them to influence their English, and maybe some students who see the people who speak English, of course, they will image themselves in English.</p>
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Appendix 3

Observation Checklist

Title: Speaking Proficiency Observation Checklist

Source: Adapted from *Leong & Ahmadi (2017)*

Objective: To observe and assess students' speaking proficiency based on linguistic, psychological, and environmental factors.

Students from Hall Ma'had 1AB (Arfa)

No.	Criteria	Yes (✓)	No (X)
A. Linguistic Factors			
1	Student uses a wide range of vocabulary appropriately.	(✓)	
2	Student constructs grammatically correct sentences.		(X)
3	Student pronounces words correctly and clearly.		(X)
4	Student speaks fluently without excessive pauses.	(✓)	
5	Student organizes speech coherently and logically.	(✓)	
B. Psychological Factor			
1	Student speaks with confidence in front of others.	(✓)	

2	Student does not show excessive anxiety while speaking.		(X)
3	Student is motivated and actively engages in the speaking task.	(✓)	
4	Student maintains eye contact while speaking.	(✓)	
C. Environmental Factors			
1	Student interacts well with peers during speaking activities.	(✓)	
2	Student participates actively in discussions and role-plays.	(✓)	
3	Student responds appropriately to teacher's feedback.	(✓)	
4	Student benefits from the learning environment (e.g., support from peers, teachers, and learning materials).	(✓)	

Students from Hall 1 Ma'had 2A (Intan)

No.	Criteria	Yes (✓)	No (X)
A. Linguistic Factors			

1	Student uses a wide range of vocabulary appropriately.	(✓)	
2	Student constructs grammatically correct sentences.		(X)
3	Student pronounces words correctly and clearly.		(X)
4	Student speaks fluently without excessive pauses.	(✓)	
5	Student organizes speech coherently and logically.	(✓)	
B. Psychological Factor			
1	Student speaks with confidence in front of others.	(✓)	
2	Student does not show excessive anxiety while speaking.		(X)
3	Student is motivated and actively engages in the speaking task.	(✓)	
4	Student maintains eye contact while speaking.	(✓)	
C. Environmental Factors			
1	Student interacts well with peers during speaking activities.	(✓)	

2	Student participates actively in discussions and role-plays.	(✓)	
3	Student responds appropriately to teacher's feedback.	(✓)	
4	Student benefits from the learning environment (e.g., support from peers, teachers, and learning materials).	(✓)	

Students from Hall 2 Ma'had 2B (Laila)

No.	Criteria	Yes (✓)	No (X)
A. Linguistic Factors			
1	Student uses a wide range of vocabulary appropriately.	(✓)	
2	Student constructs grammatically correct sentences.	(✓)	
3	Student pronounces words correctly and clearly.	(✓)	
4	Student speaks fluently without excessive pauses.	(✓)	
5	Student organizes speech coherently and logically.	(✓)	

B. Psychological Factor			
1	Student speaks with confidence in front of others.	(✓)	
2	Student does not show excessive anxiety while speaking.	(✓)	
3	Student is motivated and actively engages in the speaking task.	(✓)	
4	Student maintains eye contact while speaking.	(✓)	
C. Environmental Factors			
1	Student interacts well with peers during speaking activities.	(✓)	
2	Student participates actively in discussions and role-plays.	(✓)	
3	Student responds appropriately to teacher's feedback.	(✓)	
4	Student benefits from the learning environment (e.g., support from peers, teachers, and learning materials).	(✓)	

Appendix 4

Interview Documentations



*Musyrifah Ma'had Al- Jami'ah UIN Walisongo from Hall Ma'had
1AB*



Musyrifah Ma'had Al- Jami'ah UIN Walisongo from Hall 1 Ma'had
2A



Musyrifah Ma'had Al- Jami'ah UIN Walisongo from Hall 2 Ma'had
2B



Student Ma'had Al- Jami'ah UIN Walisongo from Hall Ma'had 1AB



Student Ma'had Al- Jami'ah UIN Walisongo from Hall 1 Ma'had 2A



Student Ma'had Al- Jami'ah UIN Walisongo from Hall 1 Ma'had 2A



The leader of Ma'had Al- Jami'ah UIN Walisongo

The performances of students Ma'had Al- Jami'ah UIN Walisongo



CURRICULUM VITAE

A. Identity

Name : Nurul Hidayah
Student Number : 2103046159
Date of Birth : 12 April 2001
Address : Kedunguter, Brebes, Jawa Tengah
Telephone : 08985652916
E-mail : nh0348034@gmail.com
Nationality : Indonesian
Sex : Female
Marital Status : Single

B. History Education/Qualification

1. Formal Education

- a. SDN Kedunguter 01
- b. MTS Al-furqon Karawang
- c. MA Darunnajat Bumiayu
- d. UIN Walisongo Semarang

2. Non-Formal Education

- a. PP Al Qur'an Al Furqon Karawang
- b. PPM Darunnajat Bumiayu
- c. Ma'had Al- Jami'ah UIN Walisongo Semarang