

## The Correlation of Muhadhoroh Training and Students' Public Speaking at an Islamic Boarding School Tangerang

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### Abstract

This study aimed to determine whether there is a correlation between students' public speaking and *muhadhoroh* training with the title "The Correlation of Muhadhoroh Training and the Eighth Grade Students' Public Speaking at Al-Manshuriyah Islamic Boarding School Tangerang". The research subjects in this study were 28 eighth grade students. The research was quantitative survey method. The data instruments were tests and questionnaires. The test was used to collect data on students' public speaking using speech test. Researchers used SPSS 25 and Ms. Excel to analyzed data. The result showed that there was significant relationship between *muhadhoroh* training and students' public speaking. This could be seen from the results of a significant correlation in public speaking and *muhadhoroh* training  $[r]_{xy} = 0,897 > [r]_{t} = 0,374$ ,  $N = 28$  with a significant value 0,05 so there is a correlation.

**Keywords:** correlation study, public speaking, *muhadhoroh* training.

### INTRODUCTION

In general, communication has a role to determine the motion of life. Almost all activities both individually and groups, socially, culturally, politically, economically, religiously, and relations between nations are carried out by means of communication. In fact, every human being is used to communicate to meet various needs and interests.

Communication is a necessity for every human being as a social being between interacting with fellow creatures. One of the most common of humans is to communicate through verbal communication. Verbal communication allows us to exchange information and knowledge through a series of syllables and spoken words (Deterding & Moha, 2017). One's verbal communication skills, especially in mastering foreign languages, have become a major need at this time, considering the needs that exist in the business world and the industrial world have increased very rapidly and have become global. This raises demands for the global community to be able to master at least one international language, especially English (Harmer, 2000). The ability to communicate verbally using English has long turned into a necessity for people who interact with foreigners, and this ability cannot be mastered in a short time. Thus, many schools require their students to communicate using English in their schools every week or a certain day, some even make it the main language in the school environment (Burns, 2003). For example, modern Islamic boarding schools also prepare their students to be able to master several foreign languages at once, one of them being English (Prastyo, 2017). In line with this, the Al-Manshuriyah Islamic

Boarding School Tangerang, also implements various programs to improve English language skills for students in their boarding schools.

Al-Manshuriyah Islamic Boarding School Tangerang is one of the Islamic boarding schools that is required to produce quality students, which requires all students to be able to take part in all educational programs, both academic and non-academic programs. The problem faced by most of the new students at Al-Manshuriyah Islamic Boarding School Tangerang is that students still have difficulty speaking well in public. There are many reasons behind this, including lack of confidence, lack of mastery of English vocabulary and lack of communication skills.

*Muhadhoroh* is an activity program that needs to be done in an educational institution, because it can improve the students' ability to speak in public or what is commonly called public speaking. Public speaking can be defined as the process of communicating with a large group of audiences. Communication plays an important role in public speaking. There is a difference between talking to someone in person and connecting to a large audience. Effective communication ensures the message reaches the audience in the correct and desired form. Communication is incomplete if the receiver does not know what the sender is trying to convey. By knowing this, we can be judged by others as educated people. Many of us can overcome nervousness when speaking, but skills don't end there. There are many proper ways and methods, which we must know, such as when we are giving a speech, giving a lecture, in a meeting, and so on. We also have to be able to make the listener really pay attention and understand what we are saying.

Islamic boarding school is one of the forums that are expected to be able to produce generations with good public speaking skills, one of which is the *muhadhoroh* training. *Santri* are agents of change, namely students must be able to change a bad civilization based on moral and ethical values in accordance with the vision and mission of the Islamic boarding school. *Santri* must be able to plunge into the midst of a pluralistic society that has thousands of different characteristics in each individual. So it becomes a challenge for a student when he returns from the Islamic boarding school. To achieve this mission of Al-Manshuriyah Islamic Boarding School Tangerang holds the *muhadhoroh* training. The *muhadhoroh* training at Al-Manshuriyah Islamic Boarding School Tangerang is included in the non-academic program, which is carried out once a week on Saturdays in the eighth grade.

Basically, the *muhadhoroh* training is the first step in preparing a cadre of *da'i*, by means of which students are trained to give speeches or speak in front of their friends like a preacher who is preaching his *da'wah* messages, so that students do not feel awkward when they are asked to give a speech or speak in public.

Based on the explanation above, the researcher aims to study further about the correlation of *muhadhoroh* training and the public speaking skills of eighth grade students at Al-Manshuriyah Islamic Boarding School Tangerang by conducting a study entitled "THE CORRELATION OF MUHADHOROH TRAINING AND THE EIGHTH GRADE STUDENTS' PUBLIC SPEAKING AT AL-MANSHURIYAH ISLAMIC BOARDING SCHOOL TANGERANG."

Based on the above background, the identification of the research problem can be seen as follows:

1. The students were not confident enough to perform public speaking in English.
2. The students were lack of mastery of English vocabulary
3. The students were lack of English communication skills

4. The teacher still used the concept of the conventional method which is thought to be a factor in the lack of creativity in students' speaking English
5. The Islamic boarding school had not implemented the English system in the daily conversation which is closely related with students' speaking skill

Based on the supporting discussion, the researchers formulated the problem on "Is there any correlation between *muhadhoroh* training and public speaking on the eighth grade students at Al-Manshuriyah Islamic Boarding School Tangerang?"

## **THEORETICAL FRAMEWORK**

### **A. Muhadhoroh Training**

According to Nadler and Nadler (2003, p.137), training is the learning provided by employers to workers related to their current job. Furthermore, Hendriani and Nulhaqim (2008, p.152) training is a series of activities designed to increase skills, knowledge, experience, or change one's attitude. It means that training as a changing perceptions, attitudes, and adding skills for the purpose of assessing and knowing performance. Based on those experts' opinions expressed above, it can be concluded training is a behavior of workers towards their work in an organization with experience, discipline so that workers can do their jobs properly and are listed, so that they lead to a more optimal job. The training referred to by the author is *muhadhoroh* training to train the public speaking skills of the students of the Al-Manshuriyah Islamic Boarding School Tangerang.

Etymologically, *muhadhoroh* comes from Arabic word "*haadhoro-yuhaadhiru - muhadhoroh*" which means there is or is present, presents. Latif (2009) defines *Muhadhoroh* in language as "religious translation or *tabligh* or sermon. Then, Setiawan (2015) *muhadhoroh* is a series of activities or processes, in order to achieve a certain goal. This purpose is intended to provide direction or guidance for the movement of *da'wah* activities. Other sides, Rumpoko (2012) said that *muhadhoroh* can be interpreted as a speech, namely the expression of thoughts in the form of words that are addressed to many people, or a discourse that is prepared to be spoken in public, with the intention that the listeners of the speech can know, understand, accept and are expected to be willing to carry out the speech everything that has been conveyed to them.

The meaning of *muhadhoroh* here is an activity or speech/lecture exercise that is emphasized to the *santri* in the process of making rules and regulations in learning at certain Islamic boarding schools. Based on the above understanding, the purpose of *muhadhoroh's* training strategy is a program or planning of a *da'wah* activity through speech/lecture training activities that are emphasized to students in the process of learning at Islamic boarding schools.

According to Nurhayati (2018, p.174) there are four levels evaluation model adapted from Kirkpatrick (1958). The first recognized in 1959 when Kirkpatrick wrote a series of four articles entitled "Techniques for Evaluating Training Programs" published in *Training and Development*, the journal of The American Society for Training and Development (ASTD). Determining whether a training program is continued or not, as well as obtaining information on how to improve the training program in the future. The four levels as follow:

- 1) Reaction

The reaction stage is basically an evaluation of student satisfaction with the various activities that are followed. The reaction of these students can determine the level of achievement of the goals of organizing *muhadhoroh*. The implementation of the *muhadhoroh* program is considered successful if the students are satisfied with all the elements involved in the implementation process.

2) Study

At the learning level, these students learn the knowledge or skills conveyed in teaching activities. Measuring learning means determining one or more things related to the training objectives, such as what knowledge has been learned, what skills have been developed or improved, and what attitudes have changed.

3) Behavior

According to Kirkpatrick (1998), defined behavior as the extent to which changes in behavior arise because participants follow the training program. Level-3 evaluation is carried out to identify the extent to which the material in the training is applied to the daily activities of students.

4) Result

The implementation of training programs, of course, aims to get good results, such as improving quality, productivity, or safety levels. Evaluation of results according to Kirkpatrick (2006, p.134) can be defined as an end result that occurs as a result of participants participating in the training program. *Santri* who are agents of change are expected to play a role through public speaking skills. There are several definitions of public speaking according to several experts.

## B. PUBLIC SPEAKING

According to McBurney and Wrage (1975, p.76) the definition of public speaking is as a communication of ideas and feelings by using symbols that are seen and heard from the conversation regarding thoughts and ideas, using symbols of sound, words, changes in tone and cues. Furthermore, Effendi (2005, p.42) suggests, "Speech in a narrow sense is the art of speaking in public". Speech is not only an informative presentation that contains information or explanations, but is persuasive, that is, it contains an invitation or inducement so that the audience is moved to carry it out. The third opinion was conveyed by Zarefsky (2013, p.126) in his book *Public Speaking: Strategies for Success* argues about the definition of public speaking. "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners". Public speaking is a continuous process of communication in which messages and symbols recirculate continuously between speaker and listener. Then Sirait (2012, p.28) stated that public speaking is a series of ways of thinking that are based on gathering all human talents on past, present and future experiences and combined with ethics, behavior patterns, science, technology, and technology. culture, situation analysis and other factors. These factors are packaged in the form of sentences or utterances that contain the meaning of the communication strategy behind them, in order to achieve learning objectives. Based on several definitions of public speaking that have been put forward by experts, it can be understood that public speaking is the art of public speaking in

which an effective oral communication takes place continuously between the speaker and the listener with the aim of making the listener think, feel and act as expected by the audience.

Arsjad and Mukti (1988, p.17) said there are several aspects that a person needs to pay attention to in order to become a good speaker. The aspects are seen from several factors that are assessed, namely:

1) Voice emphasis, tone and duration

Appropriateness of pressure, tone, and duration is the main attraction in speaking, sometimes even a determining factor. Even though the problem being discussed is less interesting, with the appropriate placement of pressure, tone, joint, and duration will make the problem interesting. On the other hand, if the delivery is flat, it will almost certainly lead to boredom and the effectiveness will be reduced. Placement of stress on words or syllables that are not appropriate will result in awkwardness. This discrepancy will result in the listener's attention shifting to the speaker's way of speaking, so that the subject or the subject of the message conveyed is less attention. As a result, the effectiveness of communication will be disrupted.

2) Diction

The diction should be precise, clear and varied. In every conversation, the use of popular words will certainly be more effective than grandiose words. Unknown words do cause curiosity, but will hinder smooth communication. The speaker should be aware of who the listener is, what the subject of the conversation is, and adapt his choice of words to the subject and the listener. Listeners will be more interested and happy to listen if the speaker speaks clearly in the language they master. A speaker must get used to pronouncing the sounds of the language correctly. Improper pronunciation of language sounds can distract listeners. This will interfere with the effectiveness of speaking. Pronunciation of language sounds that are less precise or defective will cause boredom, less fun, less interesting, or at least can distract listeners. Pronunciation of language sounds is considered defective if it deviates too far from the usual spoken variety, so that it attracts too much attention, interferes with communication or the user (speaker) is considered strange.

3) Expression

An unsettled, lethargic and stiff conversation will certainly give an unattractive first impression. From a natural attitude, the speaker is actually able to show his authority and integrity. This attitude is very much determined by the situation, place and mastery of the material. Good mastery of the material will at least eliminate nervousness. However, this attitude requires practice. If you get used to it, over time the nervousness will disappear and a calm and natural attitude will arise. The speaker's view should be directed to all listeners. A view that is only fixed in one direction will cause the listener to feel less cared for. Many speakers when speaking do not pay attention to the listener, but look up, to the side or down. As a result, the listener's attention is reduced. Efforts should be made to make the listener feel involved and cared for.

4) Fluency

A speaker who speaks fluently will make it easier for listeners to catch the contents of his conversation. Often the speaker speaks intermittently, even between the interrupted parts, certain sounds are inserted that interfere with the

listener's capture, for example inserting the sound of e, o, a, and so on. On the other hand, a speaker who speaks too fast will also make it difficult for the listener to catch the subject.

5) Topic mastery

Formal talks always require preparation. The goal is none other than so that the chosen topic is really mastered. Good mastery of the topic will foster courage and fluency. So, mastery of this topic is very important, even a major factor in speaking.

Based on the description of the theory above, researchers proposed the following hypothesis:

$H_0$  : There is no significant correlation between *muhadhoroh* training to public speaking for the eighth grade students at the Al-Manshuriyah Islamic Boarding School Tangerang.

$H_a$  : There is a significant correlation between *muhadhoroh* training to public speaking for the eighth grade students at the Al-Manshuriyah Islamic Boarding School Tangerang.

## RESEARCH METHOD

This research was conducted at the Al-Manshuriyah Islamic Boarding School Tangerang that is located at Jl. Al-Hidayah No.15, Poris Plawad Indah Village, Cipondoh District, Tangerang City. This Islamic boarding school is not only for junior high school but from elementary school to high school. The process of collecting data took one month including preparation conducted from April 2022 to May 2022.

In completing the data, the researchers used a survey method in quantitative form with the analysis of product moment. In this research there were two variables. The first variable is the correlation of *muhadhoroh* training as an independent variable (variable X) and the eighth grade students' public speaking as dependent variable (variable Y).

In this research, the researchers took the eighth grade students in Al-Manshuriyah Islamic Boarding School Tangerang as population, there were 30 students. The technique of taking sample used was a sampling technique with the formula of Isaac and Michael (1981) in Riadi (2015, p.21), on the grounds that all members of the population have the same opportunity to be selected as samples that are adjusted to the number of classes. If the total population is 30 students with an error rate of 5%, then the total sample is 28 students. So, the total number of samples with a population of 30 students with an error rate of 5% is 28 students.

Technique of Collecting Data used by the researchers consisted of public speaking test and questionnaire.

1. Public Speaking Test

The type of test in this study was a speech test. The researchers conducted this test by giving an English speech text with globalization theme to each of the eighth grade students, both male and female classes, then giving them 2 days to study the text. After that, we gave them the opportunity to give a speech in front of the class for 3-5 minutes.

2. Questionnaire

The questionnaire in this study was closed, we provided available answers that can be chosen by participants or respondents. Komalasari (2011, p.82) stated a closed questionnaire is a questionnaire which has questions or statements that do not give the respondents the freedom to answer them according to their opinions and wishes. This questionnaire was used to obtain information from respondents regarding the public speaking ability of eighth graders and *muhadhoroh* training based on the indicators mentioned above.

In order to analysis the data the researchers used descriptive analysis and inferential analysis. The descriptive analysis of this research consists of:

1. Presentation of the Data

The researcher presented the data by making frequency distribution table, histogram, polygon, and ogive graphic.

2. Central Tendency

- 1) Mean,
  - 2) Median,
  - 3) Mode,
- 4) Dispersion of the Data;
- a) Range
  - b) Deviation Standard
  - c) Variances
- 5) Total Number of the Class
- 6) The Interval Class

And the inferential analysis of this research consists of:

1. Regression Analysis

According to Riadi (2015, p.107) regression analysis is an analysis of the correlation as a variable to another variable is the independent variable to make estimates or prediction of the average score of dependent variable with known a score of independent variable.

2. Normality Test

In this research the researcher conducted the normality test to know whether the data were normal distributed or not. The researcher used formula written in Riadi (2014, p.94).

3. Homogeneity Test

The researcher used Fisher formula written in Riadi (2016,p.104) to get the homogeneity result. With the significance value of 5% the criteria of homogeneity result as follow:

If:  $F \text{ count} < F \text{ table}$  the data is homogenous

$F \text{ count} > F \text{ table}$  the data is not homogenous

4. Linearity Regression Test

In the linearity test was performed to find the equation regression line of the independent variable and dependent variable. The linearity regression test which used was the formula written by Riadi (2016, p.110).

5. Regression Significance Test

For testing the regression significant, the researchers used the formula written in Riadi (2016, p.111):

$H_0 : \beta \leq 0$  (The regression is not significance)

$H_a : \beta >$  (The regression is significance)

6. Correlation Significant Test (t-test)

For testing the correlation coefficient the researchers used formula written from Riadi (2015, p.112). If  $t_{count} > t_{table}$  then,  $H_0$  is rejected  $H_1$  is accepted, thus the correlation between X with Y is significant.

**RESULTS AND DISCUSSION**

**A. Data Description**

Table 1. The Data Result of Independent Variable X (*Muhadhoroh Training*)

No.	Analysis	Result
1	Lowest score	49
2	Highest score	84
3	Mean	67,50
4	Median	67
5	Mode	65
6	Range	35
7	Class	6
8	Interval Class	6
9	Deviation Standard	8,876

From the table 1 above, we could see the mean score for Muhadhoroh Training was 67.50. The highest score was 84, while the lowest score was 49.

From the table 2, it is described that the total number of classes was 6 classes and the class interval was 6. The highest number of relative frequency was 25% (7 students) in the five classes, and the smallest number was 3,58% (1 students) in the first class.

Table 2. Frequency Distribution Table of Variable X

Class	Interval	Limit Class	Tally	Absolute Frequency	F <sub>relative</sub> (f <sub>r</sub> )%
	LLC ULC				
1	49-54	48,5 – 54,5	A	1	3,57
2	55-60	54,5 – 60,5	E	5	17,86
3	61-66	60,5 – 66,5	Eaaa	8	28,57
4	67-72	66,5 – 72,5	Bb	4	14,29
5	73-78	72,5 – 78,5	Eaa	7	25
6	79-84	78,5 – 84,5	ba	3	10,71
				28	100

Besides the frequency distribution table, the data described by using histogram and polygon the diagrams as follow:



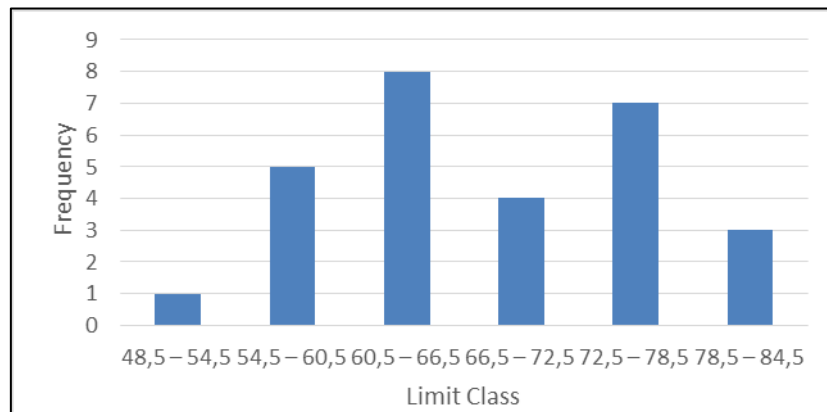


Figure 1. Histogram for Variable X (Muhodharoh Training)

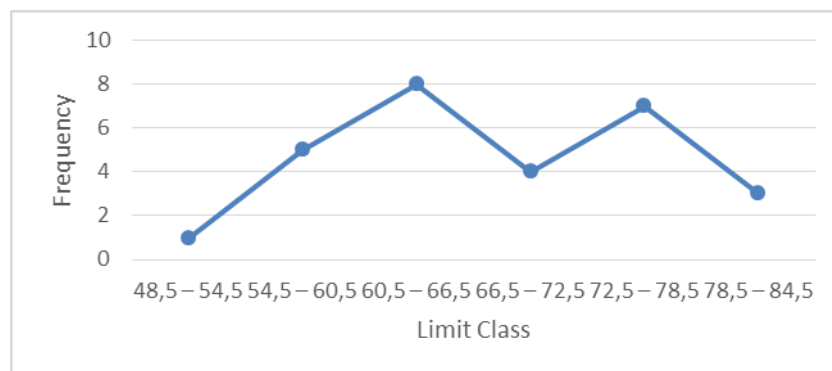


Figure 2. Polygon for Variable X (Muhodharoh Training)

And here are the descriptive data for Variable Y (Public Speaking), followed by the frequency distribution, histogram and polygon.

Table 3. The Data Result of Dependent Variable Y (Public Speaking)

No.	Analysis	Result
1	Lowest score	60
2	Highest score	88
3	Mean	76,00
4	Median	76
5	Mode	76
6	Range	28
7	Class	6
8	Interval Class	5
9	Deviation Standard	6,885

Table 4. Frequency Distribution Table of Variable Y

Class	Interval	Limit Class	Tally	Absolute Frequency	F <sub>relative</sub> (f <sub>r</sub> )%
1	60-64	59,5 – 64,5	Aa	2	7,14
2	65-69	64,5 – 69,5	a	1	3,57
3	70-74	69,5 – 74,5	Eaa	7	25

4	75-79	74,5 – 79,5	Ebb	9	32,15
5	80-84	79,5 – 84,5	Eaa	7	25
6	85-89	84,5 – 89,5	b	2	7,14
				28	100

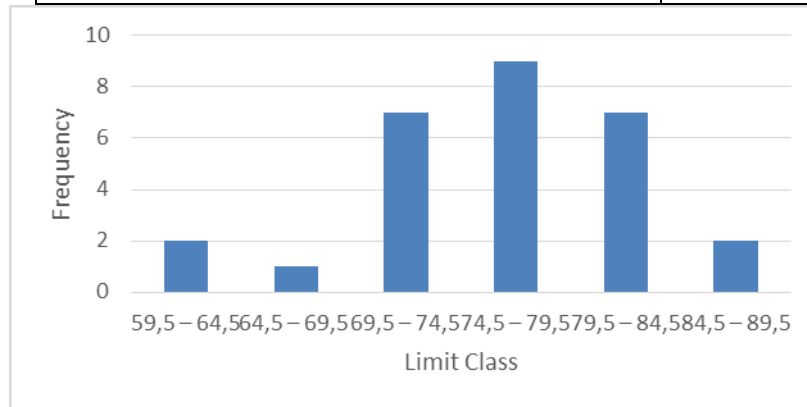


Figure 3. Histogram of Dependent Variable Y (Public Speaking)

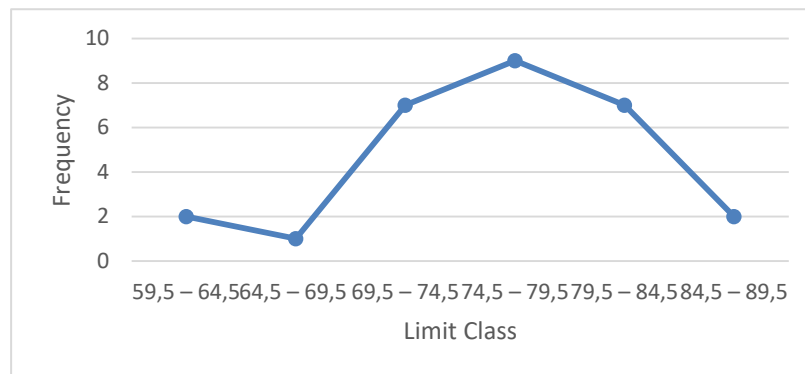


Figure 4. Polygon of Dependent Variable Y (Public Speaking)

## B. Test of Data Analysis

### 1. Normality Test

Based on the result of normality test by using chi square test, the researcher found that variable X (*muhadhoroh* training) has normal distribution with  $X^2_h$  is -56,60 and  $X^2_t$  is 11,070. It can be concluded if  $X^2_h < X^2_t$ , so the data was normally distributed. For variable Y (public speaking) the researcher found that  $X^2_h$  is -81,74 and  $X^2_t$  is 11,070. It can be concluded if  $X^2_h < X^2_t$ , so the data was normally distributed.

### 2. Homogeneity Test

The researcher used Fisher test to get the result of homogeneity test. The homogeneity test result is as follow:

$F_{observed}$	$F_{table}$
1,66	1,90

Based on the table above, it can be concluded if  $F_{\text{observed}}$  smaller than  $F_{\text{table}}$  ( $F_{\text{observed}} < F_{\text{table}}$ ), therefore, the sample were from homogenous population.

### 3. Test of Data Hypothesis

To conduct the research hypothesis in this research. The researcher used Pearson Product-Moment Correlation Coefficient.

Statistical Hypothesis:  $H_0 : r=0$

$H_1 : r \neq 0$

If  $r_{xy} < r_{\text{table}}$  means there is no significant relationship between X variable and Y variable.

$H_0$  is accepted and  $H_1$  is rejected.

$r_{\text{count}}$	$r_{\text{table}}$
0,897	0,374

Based on the Correlation Significant table, it shown that  $r_{\text{count}}$  is higher than  $r_{\text{table}}$ , therefore  $H_0$  is rejected and  $H_1$  is accepted. It means there is significant correlation between *muhadhoroh* training and public speaking.

The result of the data analysis and the hypothesis testing, the result obtained of the testing of significant correlation formula that  $t_{\text{count}} (0,897) > t_{\text{table}} (0,374)$ . It can be concluded that there was significant correlation between *muhadhoroh* training (variable X) and the students' public speaking (variable Y) in the eighth grade of student's at Al-Manshuriyah Islamic Boarding School Tangerang.

It could be proved from some result of data analysis in the previous chapter, that the normality test of variable X (*muhadhoroh* training) result was  $X^2_h$  is -56,60 and  $X^2_t$  is 11,070. Because  $X^2_h < X^2_t$  it can be concluded that the data was normally distributed. And for variable Y (public speaking), the researcher found  $X^2_h$  is -81,74 and  $X^2_t$  is 11,070. it can be concluded that  $X^2_h < X^2_t$  therefore the data was normally distributed. Then, for homogeneity test of both variables found that  $F_{\text{observed}} (1,66) < F_{\text{table}} (1,90)$ , therefore, the data was from homogenous data.

The result of linearity and regression test was  $F_{\text{observed}} (1,66) < F_{\text{table}} (1,90)$ , it could be concluded that  $H_1$  is rejected and  $H_0$  is accepted. In short, the equation of regression Y and X is linear. For significant test between *muhadhoroh* training and students' public speaking was significant.

### CONCLUSION AND SUGGESTION

Based on the results of the research, we can conclude that *muhadhoroh* training and students' English public speaking have significant correlation. It implies that students that have more *muhadhoroh* shall have better English public speaking.

And here are our suggestions for students, English teachers and other researchers:

1. Students should have more time in each class or expand the period of the course, therefore they could learn more deeply about public speaking.
2. English Teachers should be creative to choose the method in teaching and about the them of lesson material, especially in *muhadhoroh* training. The researcher hopes it can help student's ability and confidence in their public speaking.

3. The result of this research can be used as additional information about *muhadhoroh* training and public speaking. Besides, this research can be used as a reference for other researchers who are interested in conducting the similar research.

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