

ENHANCING SPEAKING ABILITY IN TEACHING SYARHIL TILAWAH AL-QUR'AN TO JUNIOR HIGH SCHOOL LEARNERS

Favian Jiwany¹
Muhammad Rafi'i²

^{1,2}Universitas Muhammadiyah Sumatera Utara

*Email: favianjiwanyalwis27@gmail.com

Abstract: *Speaking competence is a fundamental aspect of language development, especially in religious and performative educational settings. One such context is **Syarhil Tilawah Al-Qur'an**, an instructional practice that combines Qur'anic recitation, interpretation, and public speaking skills. This study focuses on exploring effective instructional strategies to enhance students' speaking competence in teaching Syarhil Tilawah Al-Qur'an at the junior high school level. Employing a mixed-methods research design, the study analyzes both qualitative and quantitative data to understand the impact of various pedagogical approaches. The instructional strategies examined include structured speaking activities, teacher modeling, guided practice, and reflective feedback. These strategies are evaluated in terms of their influence on students' fluency, self-confidence, pronunciation accuracy, and rhetorical organization. The results reveal that communicative and performance-based teaching methods significantly improve learners' oral proficiency and active participation in classroom activities. Students demonstrate greater confidence in delivering religious messages and show improved ability to organize ideas coherently while speaking. Furthermore, the integration of reflective feedback helps learners become more aware of their strengths and areas for improvement. Overall, this study contributes to the field of Islamic education by proposing a practical pedagogical framework that effectively integrates religious content mastery with the development of modern speaking skills, thereby preparing students for both academic and religious communication contexts.*

Keywords: *Syarhil Tilawah, speaking ability, Islamic education, junior high school, oral performance*

INTRODUCTION

Speaking is a vital skill in both general and religious education, because it is a basic aspect of human communication. Speaking in educational settings is more than just making sounds; it's a sophisticated process that involves social interaction, emotional regulation, linguistic precision, and cognitive organization. Speaking proficiency is essential for junior high school pupils to acquire critical thinking skills, self-assurance, and the capacity to communicate ideas clearly.

Speaking abilities become particularly important in Islamic education because of the oral traditions that are ingrained in religious instruction. Syarhil Tilawah Al-Qur'an, sermons, religious conversations, and Qur'anic recitation are only a few of the activities that call on students to express themselves in a clear, correct, and convincing manner. Syarhil Tilawah Al-Qur'an is a type of oral religious performance that combines rhetorical delivery, theme explanation, Qur'anic recitation, and interpretation (tafsir). It requires advanced speaking skills and higher-order thinking, in contrast to simple memorization.

The teaching of Syarhil Tilawah Al-Qur'an at the junior high school level frequently encounters a number of difficulties despite its educational promise. Many pupils exhibit poor pronunciation, poor concept organization, low fluency, and significant levels of speaking anxiety. These difficulties are often associated with conventional teaching methods that place more emphasis on competition results and subject memory than on the methodical development of speaking abilities. As a result, pupils may have sufficient theological knowledge yet find it difficult to express it verbally.

Adolescent students are also in a transitional developmental stage that is marked by emotional sensitivity and a fear of being judged negatively. Speaking exercises could make students more anxious rather than more competent if supportive teaching techniques aren't used. As a result, there is an increasing demand for pedagogical strategies that combine Islamic educational goals with communicative language teaching principles, allowing students to develop speaking skills and religious understanding in a balanced way.

By investigating teaching methods intended to improve speaking skills when instructing junior high school students in Syarhil Tilawah Al-Qur'an, this study seeks to meet this requirement. The study specifically looks into how students' oral competency, confidence, and engagement can be improved by organized modeling, guided practice, performance-based activities, and reflective feedback. By doing this, the study hopes to advance the conversation on creative pedagogy in Islamic education and establish Syarhil Tilawah as a useful tool for improving speaking abilities.

LITERATURE REVIEW

Speaking Ability Conceptualization in Educational Environments

The multifaceted concept of speaking ability goes beyond the precise construction of linguistic forms. Speaking is seen by modern academics as an active activity that includes idea generation, language encoding, and real-time articulation. The integration of verbal, emotive, and cognitive elements is necessary for this process. While linguistic processes deal with syntax, vocabulary, and pronunciation, cognitive processes organize thoughts and choose

relevant content. Oral performance is greatly impacted by affective elements including fear and confidence, especially in teenage learners.

Speaking proficiency in educational settings is directly related to students' capacity to actively engage in class discussions and exhibit comprehension through oral speech. Applied linguistics research highlights that continuous contact and performance opportunities, as opposed to isolated drills, are the most effective ways to build speaking skills. Learners can experiment with language, negotiate meaning, and improve their spoken output based on feedback through meaningful communication challenges.

Theoretical Views of Speaking Development

Teaching speaking skills is informed by a number of academic frameworks. The communicative language teaching (CLT) method places a strong emphasis on student interaction and genuine conversation as essential components of language development. According to this viewpoint, speaking ability develops through deliberate language usage in authentic situations.

The importance of social interaction in the development of speaking is further highlighted by the sociocultural theory of learning. This approach holds that students create knowledge through supervised involvement and group activities. In order to help students achieve above their current level of competency, peer support and teacher scaffolding are crucial. According to these beliefs, speaking skills can be improved in the framework of Syarhil Tilawah Al-Qur'an through cooperative rehearsal, modeling, and guided performance.

Speaking is also seen by performance theory as an acting type of communication. This viewpoint is especially pertinent to Syarhil Tilawah, which calls for rhetorical delivery, voice control, audience participation, and linguistic precision. Speaking instruction using performance-based pedagogy enables students to hone their expressive and persuasive abilities in real-world contexts.

Teaching Adolescents to Speak

Students in junior high school constitute a distinct group with particular developmental traits. Students at this period have both increased emotional sensitivity and quick cognitive growth. According to research, teenagers are frequently reluctant to speak in front of others because they are afraid of making mistakes or being judged by their peers.

For this age range, effective speaking education necessitates striking a balance between emotional support and structure. A non-threatening learning environment should be paired with explicit teaching on speaking components including organization and pronunciation. By normalizing mistakes and placing more emphasis on development than perfection, teachers play a critical role in promoting positive attitudes toward speaking.

Research on the development of teenage speech emphasizes the value of consistent practice and progressive task difficulty increases. Speaking exercises that are brief and structured can be used as stepping stones to more difficult performances, like religious or formal addresses.

Oral Performance and Religious Discussion in Islamic Education

Islamic education has always placed a strong emphasis on oral discourse. Spoken language is a major component of traditional religious narrative, sermons (khutbah), and Qur'anic recitation. These techniques place a strong emphasis on speaking truthfully, clearly, and ethically.

In this tradition, Syarhil Tilawah Al-Qur'an holds a special place. It blends the reading of verses from the Qur'an with contextual elaboration and interpretive explanation. Syarhil Tilawah requires both rhetorical skill and cognitive engagement, as contrast to merely ritual repetition. Pupils must comprehend the Qur'anic message and properly convey it to an audience.

Syarhil Tilawah has a lot of pedagogical potential, but it is frequently viewed as a competitive pastime rather than a teaching tool. Its efficacy in methodically improving speaking abilities in formal schooling contexts may be limited by this orientation.

Syarhil Tilawah Al-Qur'an Instructional Models

Different institutions use different pedagogical approaches to teach Syarhil Tilawah. Conventional models often place a strong emphasis on text memorizing and model performance imitation. Although these approaches improve correctness and conformity, they might not sufficiently address learners' speaking growth, especially with regard to fluency and confidence.

Learner-centered and process-oriented instruction are promoted by contemporary pedagogical approaches. With this method, students actively participate in creating meaning, practicing delivery, and evaluating their performance. Teachers serve as facilitators by offering direction, criticism, and chances for development.

In particular, performance-based schooling fits in nicely with Syarhil Tilawah's character. This method fosters the growth of speaking proficiency and religious comprehension by involving students in repeated performances, introspection, and peer assessment.

Evaluation of Speaking Proficiency in Religious Performance

There are particular difficulties when evaluating speaking proficiency in religious settings. Evaluation must strike a balance between linguistic standards, ethical considerations, and content correctness. Fluency, pronunciation, clarity, organization, and audience participation are common elements of speaking assessments.

Assessment in Syarhil Tilawah also entails assessing the consistency of subject presentation and the suitability of Qur'anic interpretation. It has been suggested that rubric-based assessment is a useful instrument for transparent and helpful evaluation. Students can better understand performance objectives and direct their learning process with the use of clear criteria.

When it comes to speaking development, formative assessment is especially crucial. With ongoing feedback, students can pinpoint their strengths and shortcomings and gradually develop. Self-evaluation journals and other forms of reflective assessment further motivate students to take charge of their speaking growth.

Empirical Research on Islamic Education and Speaking

Positive results have been shown by empirical studies on speaking training in Islamic education when communicative and performance-based tactics are used. When speaking exercises are incorporated into religious education, studies show improvements in students' fluency, confidence, and involvement.

However, there is a study void at the junior high school level because current studies frequently concentrate on extracurricular activities or higher education. Furthermore, there aren't many studies that particularly look into Syarhil Tilawah Al-Qur'an as a tool for methodical speaking growth. This gap highlights how crucial the current study is in providing empirical support for this unexplored field.

Conceptual Framework and Research Gap

A number of gaps can be found in the reviewed literature. First, little study has been done on incorporating speaking pedagogy into junior high school students' Syarhil Tilawah instruction. Second, comprehensive explanations of teaching procedures and evaluation standards are frequently absent from current research. Third, studies on religious education hardly ever specifically address the emotive aspects of speaking development, such as anxiety and confidence.

The current study uses a conceptual framework that combines performance-based pedagogy, sociocultural learning theory, and communicative language instruction to close these disparities. This paradigm presents Syarhil Tilawah Al-Qur'an as an all-encompassing educational activity that concurrently fosters student confidence, speaking proficiency, and religious comprehension.

METHOD

Design of Research

In order to record both quantifiable gains in speaking proficiency and students' subjective learning experiences, this study used a mixed-methods research design. A thorough grasp of the instructional influence was made possible by the integration of quantitative and qualitative data.

Participants

Thirty junior high school kids participating in an Islamic education program made up the participants. The pupils had little experience doing formal Syarhil Tilawah presentations, although they were proficient in reciting passages from the Qur'an. Informed consent and other ethical principles were upheld, and participation was entirely voluntary.

Intervention in Instruction

The following elements were incorporated into the eight-week instructional program:

Modeling: In order to comprehend structure, language use, and delivery methods, students saw excellent Syarhil Tilawah performances.

Guided Practice: Instructors gave students detailed instructions on topic arrangement, intonation, and pronunciation.

Performance-Based Tasks: Students often rehearsed both individually and in groups delivering brief Syarhil Tilawah portions.

Feedback and Reflection: To encourage ongoing development, constructive criticism from peers and instructors was followed by introspection.

Tools for Gathering Data

Information was gathered using:

1. Speaking performance criteria that evaluate pronunciation, correctness, organization, and fluency
2. Observation papers for classrooms
3. Journals of student reflection
4. Semi-structured interviews with chosen subjects

Analysis of Data

To find changes in speaking performance, quantitative data from pre-tests and post-tests were descriptively evaluated. To investigate students' perspectives, difficulties, and learning objectives, qualitative data were coded and subjected to thematic analysis.

RESULT AND DISCUSSION

Findings and Conversation

4.1 Improvement of Speaking Capabilities

The results showed that students' general speaking skills had significantly improved. Results from the post-test revealed improved fluency, more cohesive concept structure, and clearer articulation. Students' rhetorical skills increased as they were able to incorporate Qur'anic texts with explanatory speech.

4.2 Self-assurance and Decreased Speaking Fear

Speaking anxiety significantly decreased, according to qualitative data. Because of their continuous practice and encouraging comments, students said they felt more confident. The

cooperative learning setting decreased anxiety about receiving a poor grade and promoted peer support.

4.3 Syarhil Tilawah's Educational Value

Syarhil Tilawah was no longer a performance-oriented exercise but rather a meaningful learning experience thanks to the incorporation of speaking-focused instruction. In addition to improving their communication abilities, students gained a deeper comprehension of the teachings of the Qur'an.

4.4 Consequences for Islamic Education

The findings imply that, when taught methodically, Syarhil Tilawah Al-Qur'an can serve as an efficient teaching instrument for speaking growth. To optimize linguistic and spiritual results, Islamic education instructors are urged to use reflective and communicative techniques.

CONCLUSION

This study shows that a purposeful integration of communicative pedagogy and Islamic educational concepts is necessary to improve speaking ability when teaching Syarhil Tilawah Al-Qur'an. The oral competency and confidence of junior high school pupils are greatly enhanced by structured modeling, guided practice, and reflective feedback.

The results highlight how crucial it is to switch from memorization-based training to learner-centered and performance-oriented methods. By doing this, Syarhil Tilawah Al-Qur'an can function as a potent tool for improving speaking skills and the overall development of learners in Islamic education.

To further corroborate these findings, future research is advised to examine longitudinal effects, comparative instructional models, and larger educational contexts.

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