

Enhancing Students' Public Speaking through Da'wah

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Abstract-This study aimed to describe the opportunity of developing interactive audio-visual media in learning the rethoric of educational *da'wah* on the basis of scientific approaches at Islamic universities; the next, this study also explained the strategies for developing learning media in learning the rethoric of educational *da'wah* on the basis of scientific approaches at Islamic universities. This current study was a naturalistic descriptive qualitative study. The approach used was scientific approach. The sample of the study consisted of 60 students and 4 lecturers from four Islamic universities, namely Universitas Muhammadiyah Purworejo, Universitas Muhammadiyah Purwokerto, Universitas Muhammadiyah Surakarta and Universitas Ahmad Dahlan. The data in this study were collected through several means, such as interview, observation, and documentation. The findings of the study indicated that there is opportunity to develop interactive audio-visual learning media for *da'wah* rethoric on the basis of scientific approach since the Islamic universities involved in this study have not yet used the media to support the development of *da'wah* competence. Several media commonly used were dolls, cards, puppets, board games, puzzles, youtube videos, phone recordings, and laptops which have not yet been integrated into learning approach. Based on the condition analysis, the implementation of scientific approach-based rethoric *da'wah* learning is needed. The results of needs analysis revealed that students and lecturers need media for rethorical learning of educational *da'wah*. One of the strategies to develop *da'wah* competence is through the development of *da'wah* rethoric learning media with ADDIE model (Branch, 2009) which is in harmony with the *pri Gagne, Wager, Golas, and Keller's* (2008) principles. This media design is integrated into scientific approach which provides positive interaction between students' lecturers, and media.

Keywords: interactive audio-visual media; speaking competence; *da'wah* rethoric; Islamic universities

I. INTRODUCTION

Public speaking competence has become an interest of some people. In academic setting, speaking competence is also called rethoric. The rethoric learning as an application of public speaking is generally engaged by students as literacy application. Rethoric is defined as the art of building argumentation and the art of speaking (Morrison, 2017). In speaking, it is necessary to select appropriate words, use the words appropriately, and communicate immediately (Smith, 2002). The mastery of public speaking skill is needed in various contexts (Nikitina, 2012). Rethoric ability takes place after listening skill. As an example, students listen to a video, then, retell the content in public through speaking activity. Along the history of human life, humans have used public speaking as a vital communication means (Lucas, 2015). Speaking skill cannot be separated from other language skills (Hughes, 2002).

The speaking activity or communication in public is varied in its form, such as teaching, speech, MC, talkshow, *da'wah*, and business communication. Communication is the exchange of information based on adaptation of the human system to his surroundings to create certain meaning or message (Ibrahim, Nuraeni, Ahmad, Kee, & Mustafa, 2012). King (2015: 173) explains that in public speaking, a speaker should know his audience. A good communication process maintains respect to audience, respect to social background, understanding speaker role, control his expression, and follow the rules (Beden, 2016). Audience needs enlightenment and knowledge from a speaker, one of which is from *da'wah* activities. *Da'wah* as a specific form of communication in religious circle becomes a concern and appreciation of society. *Da'wah* is considered as a thing that can be used to solve problems related to moral degradation and people character.

Da'wah which has become part of Indonesian society is seen as religious rethoric activity. There are many problems related to politicians' rethoric skill and impoliteness within a community. Thus, *da'wah* can be used as a guideline of rethoric. This is done to avoid conflict and lie in community. Regarding this issue, Muhammadiyah as a *da'wah* movement organization holds responsibility to enlighten human through their religious messages. *Da'wah* can

also be addressed with the addition of Arabic. The use of Arabic as a da'wah strategy can help the process of message delivery (Aladdin, 2012).

The attention of the Muhammadiyah is focused on charitable mission in the field of education (Sholeh, 2010). Da'wah rethoric is a religious communication process or sometimes called as tabligh, is a sending of religious messages through various methods, media, and materials with the intention of enlightening people, so that they can receive and understand the intended messages, both in the form of direct feedback (rejected or accepted) or direct action (Muhtadi, 2012: 112). In their da'wah, Muhammadiyah is ordered to 1) say right (Q.S. Al Ahzab: 70), 2) get used to saying good words (Q.S. Fussilat:33) and 3) speak gently (Q.S. Thaha:33-34).

Da'wah in educational setting henceforth called educational da'wah rethoric. Rethoric has become one of the subjects in Indonesian language and literature education study program at some Islamic universities, including in setting 1, setting 2, setting 3, and setting 4. Da'wah rethoric becomes the focus of this study. The purpose of this study is to describe the learning of da'wah rethoric to enhance students speaking skill at some Islamic universities. Observations involving students and lectures were carried out the four universities. The results of the observation inform that the lecturers at the four universities have not yet utilized rethorical learning media which are integrated into learning approaches. Da'wah by using media is much more effective and interesting (Muhtadi, 2012).

Da'wah is a unity of the ability to structure, choose a method, choose a strategy, and select media and implement appropriate da'wah style that is very influential in achieving the purposes of the da'wah (Saddhono, 2012). Da'wah rethoric as the art of public speaking with the essence of religious talks can be applied in the field of education. The learning media for educational da'wah rethoric is needed as a means to improve students' speaking skill. An interactive and communicative learning media needs to be developed in order to systematically improve students' speaking skill. During interaction among students, cooperation is needed since communication skill is an approach that provides interaction and communication focuses (Omar, 2017). Muhammadiyah students as Muhammadiyah cadres need learning media to support their activities both in educational setting and society.

Based on the observation results supported by interview with lecturers and students of Indonesian language and literature education study program of some Islamic universities in Central Java and Specific Region of Yogyakarta it is found that the scientific approach –based learning media of educational da'wah rethoric have not yet been created, let alone utilized. Scientific approach-based learning has not carried out yet. In relation to this, research on the use of media for teaching rethoric in educational da'wah to improve students' speaking ability is important. In addition, the fact reveals the limited number of audio-visual based media. There are several media to enhance students' speaking skill, but the media to enhance students' da'wah competence has not yet existed.

Several research have already discussed public speaking issue, some of the researchers are (Lunenburg, 2010); (Boonkit, 2010); (Bahrani & Soltani, 2012); (Don et al., 2012); Fasset (2004); dan Frobish (2000). A learning process supported by the use of media will create a more interesting learning. Meanwhile, research on the relation between speaking skill and technology, learning media, and scientific approach are presented by Fuller (2003); (You, 2008); Ru Chu Shih (2010) and Boyle (2018).

The use of media in learning process has been conducted by (2015) where she uses interactive CD to improve students' speaking skill, Magdalena (2011) utilizes Al-Quran in improving students' speaking competence, and Hamsa (2008) applies audio media to increase students writing skill. On the other hand, Setiyabudi (2005), Alfiah (2008) and Purbaya (2010) claim that the use of media in teaching and learning process can lead to a more effective learning process. The difference of the previous studies in this current study lies on the integration of learning media and approach applied in this current research.

The social scientific theory is a statement about nature, work process and mass communication effect which are based on systematic and objective observations on media and their relevances (Morrison, 2013: 482). The key point of developing learning media through scientific approach lies within observation activities accommodated in interactive audio-visual media. The observation activities are conducted by students prior to speaking performance. A review of media-related rethoric has been conducted by Leah (2017) who discusses the communication process by using computer, in this case the use of internet in educational field which develops fastly in this recent era. Kramadibrata (2015) also examines the effectiveness of the use of animated video which is associated with speaking skill. A rethoric containing jokes which emphasizes on linguistics humor and and rethoric in persuasion can also be used in a public speaking or speech (Rocmawati, 2017).

Interactive audio-visual media are made with the aim of channelling messages in order to be optimally understood by students. The research design of the implementation of educational da'wah rethoric learning is implemented at Islamic universities in Central Java and the Specific Region of Yogyakarta. Those settings can be used as a place to conduct needs and condition analysis. At the initial stage of observation, it was found that interactive audio-visual learning media were needed to support rethoric teaching. Interactive learning media is a teaching delivery system that presents video recording materials to audiences with computer control, where they do not only watch and listen

but also provide active response and the response determines the speed and sequence of the presentation (Umar dan Rini, 2012). The rethoric learning was designed in several phases. At the first phase, students watched a short movie on social inequality from religious perspective, and then da'wah competence was built by retelling the contents of the movie through da'wah studies of the topics taken from the short movie, called da'wah rethoric.

A learning approach supports a more meaningful learning, such as scientific approach which is very close to students. Learning through scientific approach involves several activities, observing (identifying things you want to know), asking question, formulating hypothesis, collecting data, drawing conclusion, and communication results that consist of knowledge, skill, and attitude. Those steps can be followed by another phase, which is creating (Abdullah, 2015).

Scientific approach supports active and creative learning experience. Students actively build their knowledge (Wieman, 2007; Wieman & Gilbert 2015a; Wieman & Gilbert, 2015b). The scientific method is considered as inductive approach since it provides theory and hypothesis that can be tested (Stinner, 2003). Bandura (1977) observation is a cognitive process which involves a number of attributes of thought and regulation of behavior. An approach that is preceded by observation process is modeling. Learning through modeling involves adding or reducing behavior being observed and making generalization over observations.

Furthermore, Bandura (1977) mentions 4 processes that affect observational learning, namely 1) Attention, a stage where someone selectively observes the events, 2) Retention, a stage where someone recalls behavior presented by model, 3) Production, at this stage someone who has already done observation and recalled the behavior presented by model, tries, imitates, and practices the model behavior. Scientific approaches included in the production process are asking, experimenting, monitoring, and evaluating, 4) Motivation. The most effective learning through observation occurs when observers are motivated to imitate the behavior presented by model.

The scientific approach was born by adapting scientific learning. In this sense, scientific approach has marking characteristics as learning process it can be matched with scientific discovery process (Andayani, 2015: 375). Through scientific approach-based learning media it is expected that it can bridge the competence of da'wah as a part of speaking skill.

The development of da'wah rethoric learning media based on scientific approach is something urgent to conduct. The product developed is learning media that stimulate students' speaking activity using da'wah in Indonesian Language and Literature Education Study Program of Islamic Universities in Central Java and Specific Region of Yogyakarta.

II. METHOD

Research method used in this study is naturalistic descriptive qualitative study. Explanative strategy is used in this study, where the researchers explored information in broad, comprehensive, and in-depth regarding the learning media used by lecturers in teaching da'wah speaking course. The foundation of this study was the intention to enhance students' da'wah competence in speaking course which was the development of instructional material. Surveys were carried out at four universities those are Universitas Muhammadiyah Purworejo (setting 1), Universitas Muhammadiyah Purwokerto (setting 2), Universitas Muhammadiyah Surakarta (setting 3) and Universitas Ahmad Dahlan (setting 4) in the academic year of 2017/2018-2018/2019. The type of data in this research was qualitative data and the populations were students and lecturers at four Islamic universities. Sample consisted of 60 students taken from the population. Research data were involved in setting 1, setting 2, setting 3 and setting 4.

The data collection techniques used were observation, interview, and questionnaire. The data obtained through those means were presented in description and table or graphic. To check the trustworthiness of the data, triangulation was employed. Based on the analysis of Milles (1984:27-239) the data were analysed descriptively-qualitatively, it involved data collection, data reduction, data presentation, and drawing conclusion. The analysis was continued by drawing conclusion based on the learning media, which was the focus of exploration. The data were analysed by describing information obtained from observation, interview, and questionnaire. In developing media, ADDIE model was employed. This model is generally used in developing learning media of interactive da'wah rethoric (Branch, 2009). ADDIE is also in harmony with Gagne, Wager, Golas, and Keller's (2008) principles.

The output of this study is empirical information about the needs of lecturers and students to develop learning media of da'wah rethoric through scientific approach at Indonesian language and literature education study program. The instrument used consisted of 5 aspects of questions, including: 1. The implementation of learning; 2. The experience of using media in learning process; 3. The learning tools that support learning media; 4. The readiness to develop scientific approach-based learning tool; 5. The motivation to use scientific approach-based learning material of educational da'wah rethoric.

The strategy applied in order to enhance students *da'wah* competence was the practice of *da'wah*. In this case, *da'wah* was carried out by picking up a topic from the video available on interactive audio-visual media of the rhetoric of *da'wah*. And then, the students communicated the topic in the form of *da'wah*.

III. DISCUSSION

In the following sections, the findings of this research are presented. The sections cover: 1) The opportunity of learning media for educational *da'wah* rhetoric based on scientific approach involves condition analysis, students' character identification, basic competence of speaking course analysis, and 2) The strategy of *da'wah* rhetoric learning media are the work procedures of ADDIE model consisting of analyze, design, develop, implementation development evaluation (Branch, 2009).

OPPORTUNITY

Surveys and observations at several Muhammadiyah universities in Central Java and Yogyakarta found the information and data about the needs for interactive audio-visual learning media based on scientific approaches. This is in accordance with Suryani's and Achmad's opinion (2018) that interactive audio visual media are more effective in receiving the lesson because they can facilitate students' language styles both in audio and visual style. The pilot survey of the conditions and needs of learning media was carried out on lecturers of Speaking or Rhetoric. The subject of the initial survey related to the conditions and needs of learning media were lecturer of speaking/rhetoric course which consisted of Setting 1 with one lecturer, Setting 2 with one lecturer, Setting 3 with one lecturer and Setting 4 with one lecturer.

Stage planning is a preliminary research as the initial planning stage of learning media for educational *da'wah* rhetoric based on scientific approach developed by collecting supporting resources through survey the conditions and needs for rhetorica learning media. The initial survey of the conditions and needs of learning media was carried out on lecturers of Speaking or Rhetoric. The subject of the initial survey related to the conditions and needs of learning media were lecturer of speaking/rhetoric course which consisted of Setting 1 with one lecturer, Setting 2 with one lecturer, Setting 3 with one lecturer and Setting 4 with one lecturer. Based on interviews and observations of the learning media used by the lecturers, they said that they need media to teach the rhetoric of *da'wah* to improve speaking competence.

The stage of educational *da'wah* rhetoric condition analysis was to improve speaking competencies that has core lecture of speaking courses. Learning activity in Setting 1 was Speaking II course having 2 credits and included in semester II. Setting 2 was Speaking Rhetoric course that had 2 credits and included in semester II. Then, Setting 3 was Speaking Skill course having 3 credits which was in semester I. Setting 4 was Rhetoric with the amount of 2 credits in semester II.

The needs of *da'wah* rhetoric learning media based on scientific approach could be seen in questionnaires distributed to lecturers and students which were reinforced by interviews. It was also found that the use of learning media that had not been integrated with technology and learning approach was an interesting topic for them. In general, the results of the needs analysis with the total of "agree" of 97% and "disagree" of 3% can be seen in figure 1.

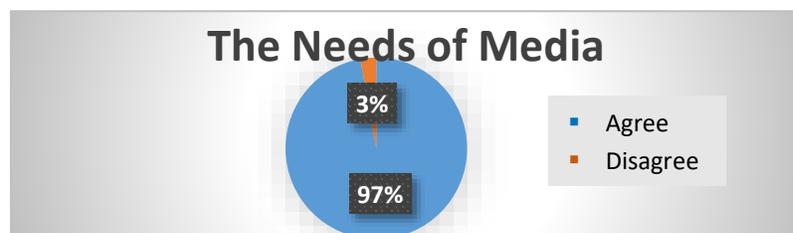


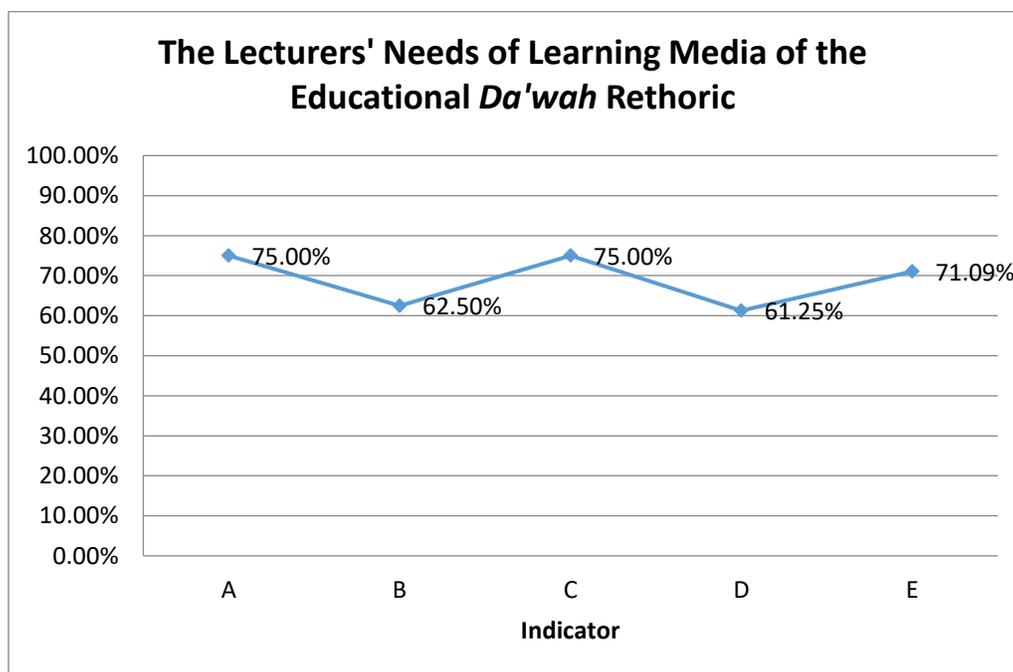
FIGURE 1. The needs of media for students and lecturers

The existing media that are still used are rainbow chirping, earth telling, magic bags, puzzels, youtube recordings, dolls, puppets, cellphone recordings and laptops that have not been integrated with learning approach. The distribution of media usage can be seen in table 1.

No.	Setting	Media
1	I	rainbow chirping, earth telling, magic bags, puzzles
2	II	YouTube
3	III	cellphone dan laptop
4	IV	puppets, YouTube and dolls

TABLE 1. Types of learning Media found in research site

The total of lecturers becoming the informants as the subject of the initial survey related to the conditions and needs of educational *da'wah* rhetoric learning media based on scientific approach were four people. The results of survey found that the needs analysis for developing the educational media consisted of five aspects of learning, they were (A) experience in using media in learning activity, (B) learning tools that support learning media, (C) readiness to compile learning devices based on scientific approach, (D) motivation in using educational *da'wah* rhetoric learning media based on scientific approach (E). In detail, the results of the survey are outlined in figure 3.

FIGURE 2. Graph of lecturers' needs for developing Educational *Da'wah* Rhetoric Learning Media Based on Scientific Approach

The implementation of learning (A) has been running according to the plan stated in each Semester Learning Plan. The experience in utilizing media in learning (B) is concluded to be very good because it has used media in learning. Learning devices that support Learning Media (C) are adequate and adaptive to the needs. Readiness to develop a learning tool for educational *da'wah* rhetoric based on a scientific approach (D) means that development is still required because these basic competencies have not been developed. Motivation using a tool *Da'wah* Rhetoric Learning Media Based on Scientific Approach (E) is high considering that the media is not yet available.

Based on the interviews and observations, it can be said that there are opportunities for the needs of interactive audio visual learning media in rhetoric learning based on scientific approach in several Islamic universities.

DEVELOPMENT STRATEGY

The ADDIE development model is used to develop interactive media for *da'wah* rhetoric learning which is a development paradigm (Branch, 2009). ADDIE is in accordance with the principles of Gagne, Wager, Golas, and Keller (2008). This model constructs performance-based learning, student-centered learning, innovative learning, authentic learning and inspirational learning (Branch, 2009). An acronym which is a series of work procedure of the ADDIE model can be known as Analyze, Design, Develop, and Evaluate. Analysis means the stage to identify

causes of problem gaps, design is the stage to verify the material needed to be mastered through media and appropriate testing methods, develop referres to create and validate media, implement means to prepare learning environment and student involvement, and evaluate is to assess the quality of processes and learning products before and after implementation (Syriac, 2018).

ANALYSIS

To develop a product of educational *da'wah* rhetoric media based on scientific approach, needs analysis is necessary based on supporting resources, especially the character of university students as the users in following learning. From the results of *brain storming* through interviews and observations towards students and lecturers as outlined in the data recording card, it was found that the needs for interesting speaking learning media was very high. The lecturer of Speaking course emphasized that learning with conventional media and even without media could cause the students less attracted and creative in learning activity. Furthermore, it would be a useful device for the lecturers if a media for teaching *da'wah* rhetoric based on a scientific approach could be developed.

For the sake of product development of educational *da'wah* rethoric learning based on scientific approach so that it determined Learning Outcomes and Basic Competencies indicators in accordance with the syllabus of Speaking course in Islamic universities. The learning outcome is "students are able to speak in public (public speaking) with the proper and correct Indonesian language followed by good non-linguistic aspects", while the basic competence is students are able to preach with good rhetoric by using proper and correct Indonesian language followed by good non-linguistic aspects.

This course aims to provide competence for students to be able to communicate in public (public speaking). In addition, this course also aims to provide some competencies such as understanding rhetoric and communication science, communication processes and systems, rhetorical history, modern and classical rhetoric, rhetoric and language style, *da'wah* rhetoric and applications, monologics of preach, sermons and cults. This is in line with the learning outcome of the rhetoric course in which students are able to explain and master various monological speaking skills. the basic competency is students are able to preach with good rhetoric in accordance with the stimulus of short films on learning media that are integrated with the stages of scientific approach. *Da'wah* rhetoric performed by university students must be based on the arguments of the Qur'an and Hadith.

Syllabus and Semester Learning Plan are prepared based on curriculum. The preparation of Semester Learning Plan is done with the right strategy in accordance with the characteristics of the learner. After Semester Learning Plan and Syllabus have been arranged, then brainstorming is implemented towards speaking lecturers as the users of the product of educational *da'wah* rhetoric media based on scientific approach before applied it to the learning process in real condition. Semester Learning Plan is prepared based on learning scenario to speak using scientific approach.

The activity of product implementation of educational *da'wah* rhetoric media based on scientific approach begins with the introduction of the rhetoric of educational *da'wah*, social character learning, individual character and evaluation. the introduction of the rhetoric of educational *da'wah* is carried out by the stages of presentation on the educational *da'wah* rethoric, the introduction of scientific approach and learning with religious topics. For learning with media, it is done by using the media directly which is equipped with scientific approach steps such as observing, asking, exploring, dissociating and communicating. The learning social character stage is carried out with class discussion activities, feedback and collaboration. Furthermore, social character arises with exploration and social reflection. For the evaluation stage, it can be done through test and pretest. Lecturer activities in learning include presenting, explaining, describing, facilitating, enriching material, and giving reinforcement. Student activities begin with observing, asking questions, exploring, associating and communicating. At the stage of communicating, the students must have *da'wah* rethoric activity in front of their classmates.

PRODUCT DESIGN OF EDUCATIONAL RHETORIC DA'WAH LEARNING MEDIA BASED ON A SCIENTIFIC APPROACH

The design of educational *da'wah* rhetoric learning media based on scientific approach is carried out in a series with development activities including: content, task analysis, and design concept. The material contents of media are sourced from Semester Learning Plan. The material presented in the form of a media based on scientific approach is supported by the Pinnacle and Macro Flass programs. The flow of media development is built on two basic types of users, they are lecturers and students. Each user has a different authority. The lecturer has the role to provide proper material in the form of text, video, and audio with the additional features that can help the learning process take place well. Lecturers can also provide homework and final tests.

The product of educational *da'wah* rhetoric learning media based on scientific approach consists of an opening page that contains the appearance of the name of the media which is coupled with the learning steps. The next

appearance is a short film to stimulate students' speaking competence in having *da'wah*. Furthermore, there is a menu of educational *da'wah* rhetoric examples performed by the model. The language used in instruction is Indonesian language that is clear and easy to understand.

Media must be relevant to current technological developments. This needs to be addressed with technological and information literacy. For example, learning activity must be in harmony with technology (Sanjaya, 2012). The criteria for media selection include paying attention to the creative process, imagination in accordance with the script and learning media containing scientific truth. The reality in text-based learning does not support the scientific truth so that the scientific approach in educational *da'wah* rhetoric learning is felt as the right solution as an effort to improve the competence of public speaking. The chosen media adjusts the learning outcomes "students are able to speak in public by paying attention to linguistic and non-linguistic aspects". The basic competence in speaking is focused on *da'wah* rhetoric that targets the education world among students of Islamic universities. Student-centered learning is a learning goal. Media can be presented as a medium or props so that students gain learning experience and facilitate interaction with the media. The existing media facilitates the students to repeat the material at home without getting help from the lecturer in which the learning media can be in the form of online and offline.

Students as the target of media development need to learn based on experience gained directly from the media. Students have been treated to concrete media as part of their experience. Students are directly connected to the media without any intermediaries. Based on this direct experience, there is a tendency for students to get concrete results so that it will have implications on high accuracy. Experience through live images and films as a stimulant for speaking activities is very useful. By observing the film students can learn on their own then they identify the topics of *da'wah* material draft which will eventually be communicated in front of friends and assessed by the lecturer. This is the advantage of the media.

The interactive audio-visual learning media in the *da'wah* rhetoric learning cannot be meaningful entirely if without a sustainable, periodic and one time observation process. This applies because media content contains something gradual that cannot be separated step by step. This causes the limitation of this media. This media were made for about three semesters or eighteen months. The preparation details of this media making start from the preparation of the prototype, revision and preparation of the product. Costs needed in filmmaking process include the process of shooting and burning recorded film material, revisions of prototype and rearrangements of media.

The availability of the facilities to present the material through a media is significantly helpful. The facilities include laptop and active speaker. In general, the media must allow interaction between the media and students. After students observe the media, there will be direct performance from students. This concrete activity is the bridge to media effectiveness and student activity.

DEVELOPMENT

The development of this media has several stages: 1) Building Content. At this stage, the contents are created in the form of *da'wah* rhetoric learning media based on scientific approach presented in an interactive audio-visual manner. This media has been adapted to the Semester Learning Plan of Speaking course which is aimed at achieving the basic competence of *da'wah*. 2) Selecting/developing a supporting media. 3) Developed supporting media include visual, auditory and kinesthetic content. In addition, the media are also integrated with a learning approach that accommodates observing, listening and *da'wah* activities. 4) Developing guidelines for students. The guidelines presented to students are scientific learning steps contained in the video so that students can operate by themselves without any helps. 5) Developing guidelines for lecturers. It refers to lecturer guidance in the form of learning steps for the learning process. 6) Validating. Experts validation are from media, linguists and education experts. 7) Conducting formative revisions. It means revising instructional products and processes that have been carried out with small groups, broader groups and broad groups trials.

IMPLEMENTATION

Implementation phase contains:

- 1) Preparing Lecturers: Lecturers has previously been given guidance and directives related to the implementation of *da'wah* rhetoric learning media based on scientific approaches that has been developed.
- 2) Preparing Students: Preparing students before implementation includes tools needed during learning with the developed media such as in the form of laptop.
- 3) Implementation Strategy: The strategy used in learning refers to the scientific based learning approach starting from the first stage in which students *observe* short films about social problems. Then, the second stage is the process of *asking* the short film topic expressed explicitly by students. The third stage is *exploring* material obtained by students that might be used for *da'wah* rhetoric material through the Qur'an, hadith, books and the internet. The fourth stage is *associating*. It is done by connecting the material with

one references to be used as final material that is ready to be delivered in the class. The fifth stage is *communicating* the final material in front of friends and lecturers in the form of *da'wah* with a maximum duration of seven minutes. This is the characteristic of this media, namely speaking/rhetoric learning which is integrated with the learning approach. This shows the positive interaction between students and the media.

In particular, the resulting media products will be in the form of interactive audio-visual media with interesting short films both visually and audio, and supported by university course that supports the basic competencies to be learned. This media pays attention to effectiveness and efficiency considering the design that has been adjusted to the needs. Students prefer to use audio-visual media because it is more concrete and fun as the result of music and sharp images. The media used can be used to provide concrete and easily understood knowledge.

The principle of the use of this media is to lead students understand material not only verbally, but also involve the physical and psychological aspects. The principle of this learning media is to facilitate students to learn because after being presented in class activity, students can repeat it at home both online and offline. This media is used to support speaking skill of *da'wah*. Learning material has been relevance with the learning based on distinctiveness and complexity. In accordance with observations and interviews, students' interests and needs require a learning media to improve the speaking competence of *da'wah*. Audio-visual media can be considered more interesting and in accordance with the students conditions in audio-visual manner. Learning media of *da'wah* rhetoric based on scientific approach is structured with an easy program to be operated by all lecturers at the research site.

The strategies and methods that have been implemented are important because initially students have not been able to speak *da'wah* so that with the stimulation of learning media based on scientific approach, students can speak fluently. With the stimulation of learning media of *da'wah* rhetoric, students who are initially passive or less proficient in public speaking become active and fluent in speaking *da'wah*.

EVALUATION

The evaluation phase in this study consisted of: 1) Determining the evaluation criteria in the form of perceptions named perceptions about speaking *da'wah* that can be stimulated by learning media. Furthermore, the learning of *da'wah* rethoric material based on scientific approach and performance in the form students' appearance to speak in public with the competence to speak *da'wah*. 2) Selecting evaluation tools: assessment of speaking performance both linguistic and non-linguistic assessment. 3) Evaluating: carried out sustainably, starting from the initial assessment of pre-test and the final assessment of post-test.

IV. CONCLUSION

The conclusions of this study are (1) there is an opportunity to develop an interactive audio-visual learning media for *da'wah* rhetoric based on scientific approach because some Islamic universities has not created such media to support the competence of speaking *da'wah*. The media that are still used include dolls, cards, puppets, board games, puzzles, youtube recordings, cellphone recordings that have not been integrated with a learning approach. Based on the analysis of these conditions, the learning media of *da'wah* rhetoric based on scientific approach needs to be applied. (2) The proper strategy to implement *da'wah* learning is to develop a *da'wah* rethoric media that is integrated with learning approach having positive interactions between students and media. This research is contrary from Greenfield's (2009) research which states informal learning environments that can develop new cognitive skills such as television, video games and the internet can be adapted by formal education by taking positive things in it.

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