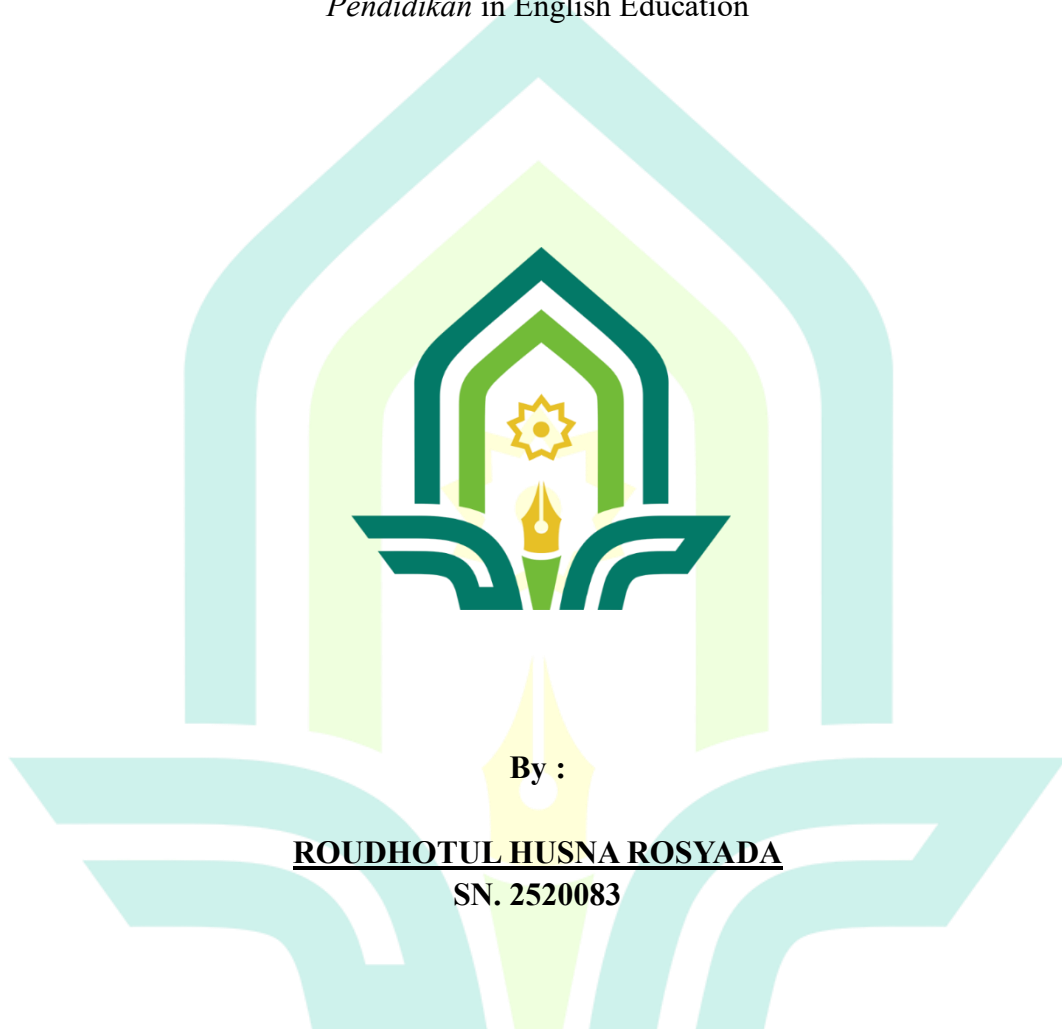


**STUDENTS' EMOTIONS IN SPEAKING PRACTICE
THROUGH DAILY ENGLISH LANGUAGE PROGRAM IN A
BOARDING SCHOOL**

A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of *Sarjana
Pendidikan* in English Education



By :

ROUDHOTUL HUSNA ROSYADA

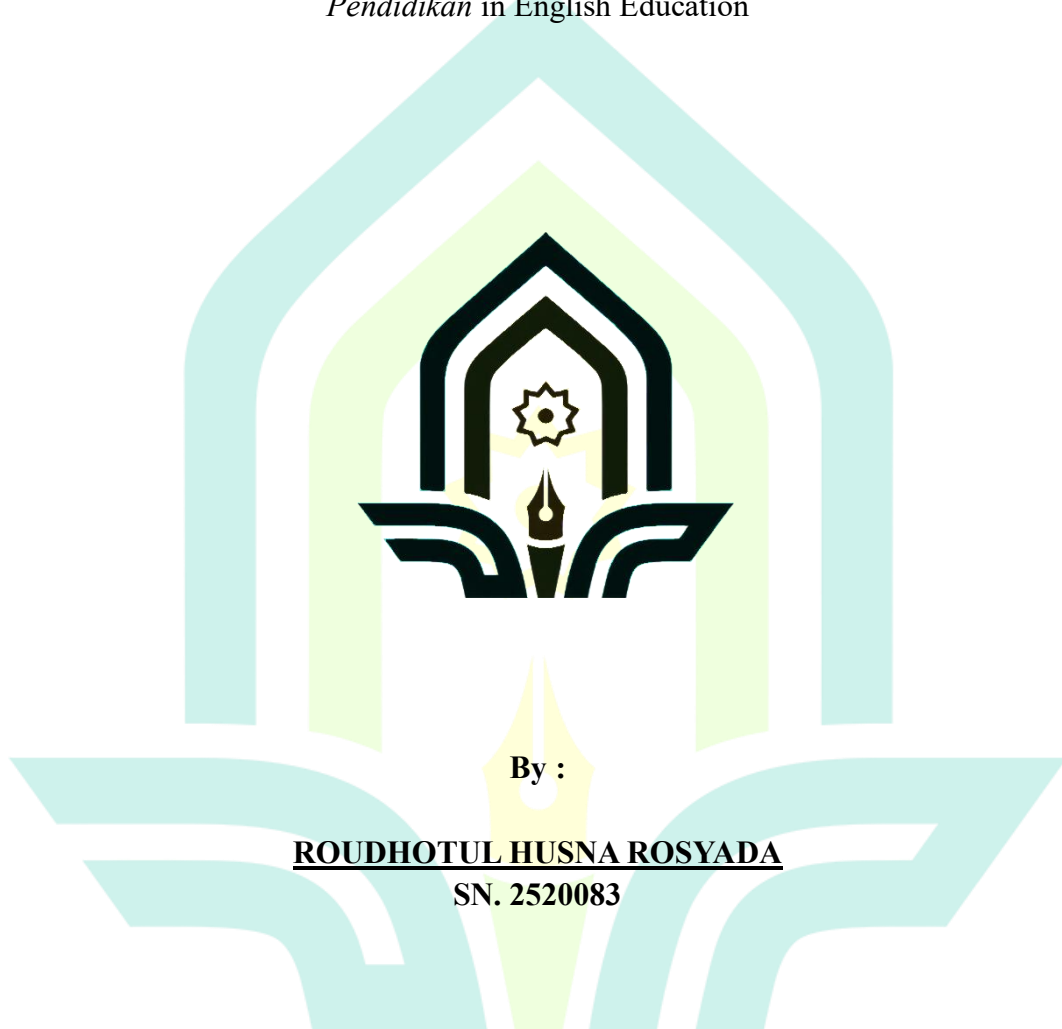
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**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Judul : Students' Emotions in Speaking Practice through Daily English Language Program in A Boarding School

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, October 17th 2024
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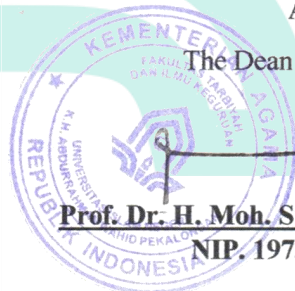
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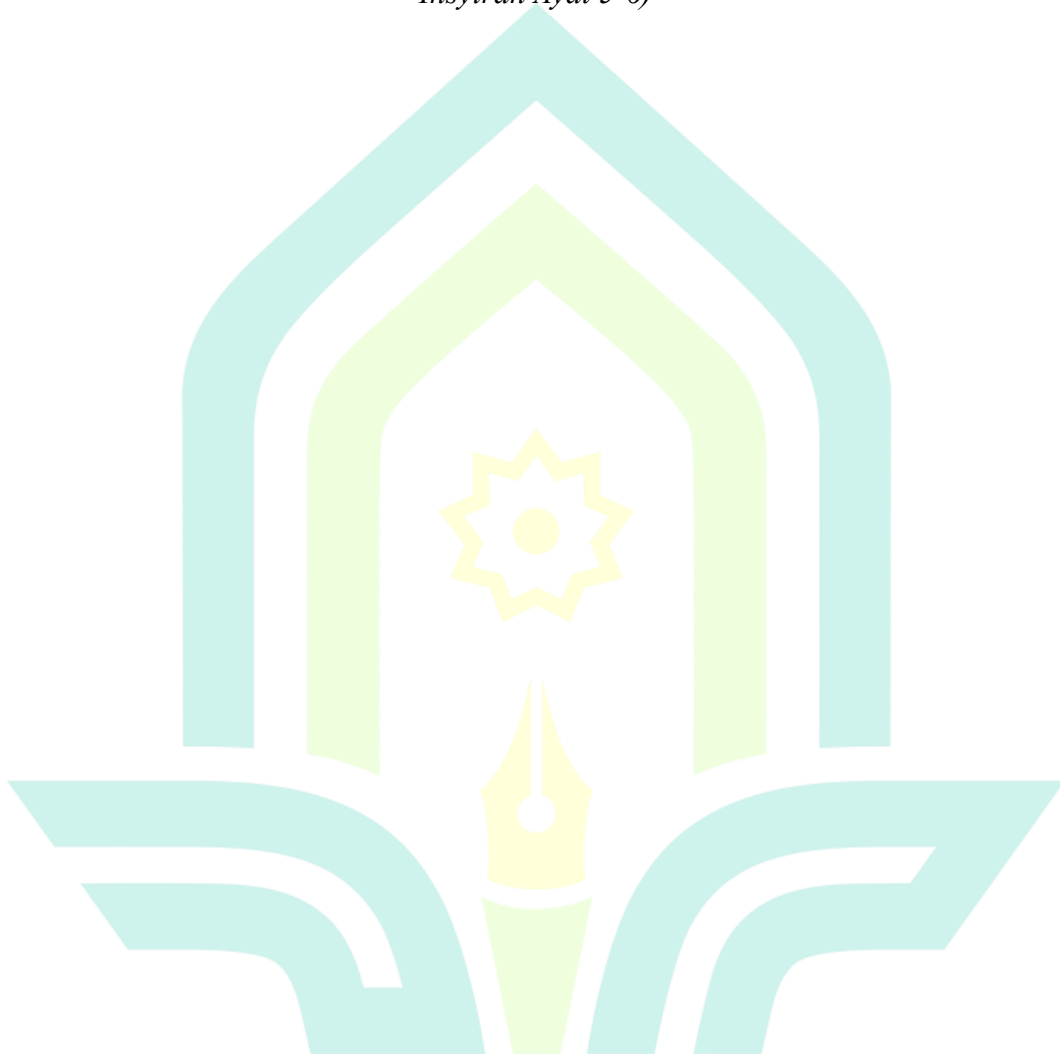
Alhamdulillahirobbil'alamin, thanks to Allah SWT, the most Gracious, the most Merciful, the Creator of the Universe for giving me the blessing and leading me, hence, I could finally finish writing this thesis. Special thanks to many individuals who have been giving the best support. Therefore, I would like to extend my sincere

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MOTTO

“Don't compare your process with others. Like flowers, they grow and bloom not at the same time. So keep fighting and don't give up easily”. (*Husna*)

“Remember the promise of Allah is that after difficulty there is easier, and Allah even repeats it twice. *Fainna Ma'al Usri Yusra, Inna Ma'al Usri Yusra*”. (*Q.S Al Insyirah Ayat 5-6*)



ABSTRAK

Keterampilan berbicara sangat penting untuk komunikasi, interaksi, dan identitas. Di pesantren, siswa diwajibkan untuk berlatih bahasa Inggris di lingkungan asrama mereka. Salah satu pesantren modern di Pekalongan, menerapkan program bahasa Inggris harian untuk membantu siswa mengembangkan keterampilan berbicara mereka. Program ini dirancang untuk mengembangkan keterampilan bahasa Inggris siswa. Meskipun, beberapa siswa menghadapi kesulitan, seperti takut salah atau merasa malu, beberapa siswa dapat memaksimalkan program ini untuk mengembangkan keterampilan berbicara mereka dan merasa senang saat mengikutinya. Peneliti bertujuan untuk menganalisis pengalaman siswa dalam praktik berbicara melalui program bahasa Inggris harian. Penelitian ini dapat berfungsi sebagai bahan referensi bagi pembaca dan guru untuk mengevaluasi pembelajaran bahasa Inggris lebih lanjut di Pondok Pesantren. Penelitian ini menggunakan pendekatan kualitatif dan menggunakan metode Narrative Inquiry. Peneliti mengumpulkan data menggunakan metode observasi dan wawancara. Penelitian ini melibatkan dua orang siswa sebagai partisipan. Peneliti menggunakan teori Braun dan Clark (2006) untuk menganalisis data yang diperoleh dalam penelitian. Penelitian ini dilakukan di salah satu Pondok Pesantren di Pekalongan dimana memiliki program daily english language yang belum tentu disemua pondok memiliki program tersebut. Temuan hasil penelitian menunjukkan bahwa meskipun siswa merasa cemas, gugup, kekurangan kosakata, dan takut membuat kesalahan saat mengikuti program bahasa Inggris harian, program ini dapat membuat siswa merasa bahagia, nyaman, dan percaya diri. Selain itu, program ini mudah diikuti oleh pemula, dan membantu mereka mengembangkan keterampilan bahasa Inggris mereka serta menumbuhkan kecintaan terhadap bahasa Inggris.

Keywords: *Praktik berbicara, Perasaan siswa, dan Program daily english language.*

ABSTRACT

Speaking skills are crucial for communication, interaction, and identity. In Islamic boarding schools, students are required to practice English in their environs of dormitories. One of the modern Boarding Schools in Pekalongan implements a daily English language program to help students develop their speaking skills. The program is designed to develop students' English skills. Though some students face difficulties, such as fear of being wrong or embarrassment, some students can maximize this program to develop their speaking skills and feel happy when they follow it. The researcher aims to analyze students' emotions in speaking practice through a daily English language program. This research could serve as reference material for readers and teachers to evaluate further English language learning in the Boarding School. The research results illustrated the experiences felt by students during the daily English language program. This research used a qualitative approach and employs the narrative inquiry method. The researcher collected data using observation and interview methods. This research involves two students as participants. The researchers used the Braun and Clarke (2006) theory to analyze the data obtained in the study. This research was conducted in one of the Boarding Schools in Pekalongan, which has a daily English language program that may not be available. The research findings indicate that although the students feel anxious, nervous, lacking vocabulary, and afraid of making mistakes when following the daily English language program, this program can make students feel happy, comfortable, and confident. In addition, this program is easy to follow for beginners and helps them develop their English language skills and love for the English language.

Keywords: Speaking practice, Student's emotions, and Daily English language Program.

PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my research proposal entitled "**Students' Emotions in Speaking Practice Through Daily English Language Program in A Boarding School**" can be completed. It submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the Requirements for Sarjana Pendidikan Degree at English Education Department of Education and Teacher Training Faculty. This thesis can be accomplished because of many supports from several people. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

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The Writer

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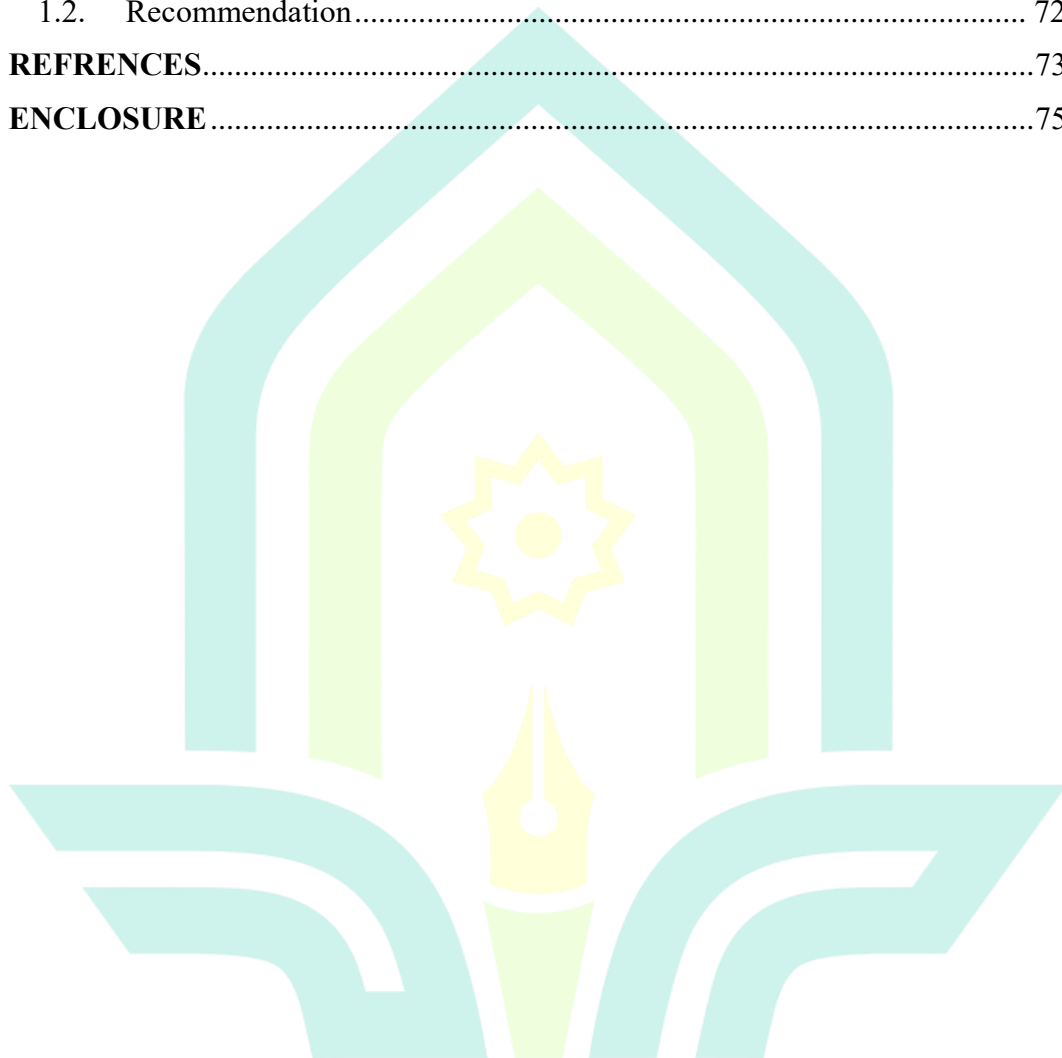


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CHAPTER I

INTRODUCTION

1.1. Research Background

One of the essential aspects of skill is speaking. Speaking is the ability to verbally construct a phrase and sentence that can be understood in conveying a message—ideas, self-expression, identity—to others when asking questions and answering them on a topic (Royani, 2022). In addition, speaking is a blend of cognitive, language, and motor skills to give and receive information and communicate spontaneously (Azizifar et al., 2019). Speaking is one of the most important language abilities. It is usually something that must be mastered by every learner. As stated by Harahap et al. (2015) in their research, one of the abilities that a person must master is to communicate and express what is in his mind. It has an important role that must be natural and meaningful.

The boarding school has a system for facilitating students' language learning and speaking skills. As the journal, *English Learning System in Boarding School* describes, the goal of learning a language is to practice it, not to memorize its structure and grammar. Because of this, Islamic boarding school students must reside in school district dorms and speak English to practice the language instantly (Nurjaman, 2016). One of Modern Boarding School in Pekalongan, was chosen as the research setting. The boarding is a modern boarding school based in the district. The residence was chosen as a research site because it has a program that supports student

development by implementing a daily speaking program using a foreign language, or this program can be called a daily English language program.

The daily English language program is set to help launch the English language skills of students in the boarding school. This daily English language program is designed to ensure that students are accustomed to practicing speaking in the language. Based on the pre-research observation, the researcher obtained some information: The specified foreign languages are Arabic and English. Students must communicate using a foreign language when speaking with other students and with teachers (*ustadz/ustadzah*) according to the schedule, for the first two weeks in Arabic and the next two in English. The program is supported by some activities accompanied by the student's organization and teacher of the boarding school (*ustadz/ustadzah*) (Jannah, observation, 24 January 2024).

It established a language program using foreign languages daily, producing much experience for students, especially in speaking skills. Students can maximize their abilities while attending the program. According to Brown and Lee (2015), sometimes, spoken language is easy to do but, in some cases, challenging to do. When people want to talk smoothly, sometimes they have trouble doing it. To conduct a successful talk, they must meet some characteristics of a successful speech activity, such as learners talking a lot, participants being engaged, high motivation, and language being acceptable. If these four characteristics are met during the daily English language program, then the conversation can be said to be

successful. During the observations with the language department, the researcher obtained some information. There are children who are enthusiastic about taking a daily English-speaking course; students show their enthusiastic attitude actively and speak a lot. However, there are also students who have difficulties in the course following this, as students are afraid of being wrong and embarrassed to say what they want in a foreign language (Jannah, observation, 24 January 2024).

According to Ur (1999), there are some problems faced by the students when speaking. The problems of speaking include student inhibition, having nothing to say, low participation, the theme to be spoken, and the use of the mother tongue. Based on some of the information mentioned and the speaking program set by the boarding school, the researcher is interested in digging out more information. The researcher wants to know what the students experienced when following the daily English language program, whether there were any difficulties with a daily English language program that students encountered during speaking practice, or whether it could maximize and develop speaking skills in students. Therefore, the researcher is interested in doing research on how students experience speaking practice through a daily English language program. The researcher hopes that the study could be used as reference material for readers to explore speaking practices or for teachers to evaluate further English language learning that could be applied in the Boarding School.

1.2. Operational Definition

1.2.1. Students Emotions

Emotions are the state of an individual as a result of perceptions of both external and internal stimuli. Emotions produce positive or negative judgments about something subjective and based on inner considerations. This study focused on the students' emotions during speaking practice.

1.2.2. Speaking

Speaking is oral communication that has an important role that must be mastered by English learners in order to communicate correctly and reasonably. According to (Taslim et al., 2019) stated that speaking is communicating with others in order to convey and receive information, ideas, and share experiences.

1.2.3. Daily English Language Program

This program is set to be compulsory for students while in the neighborhood of boarding schools, either when talking to friends or teachers. The program has a rule that the whole student must learn to speak a foreign language. The foreign languages specified are Arabic and English. During the first two weeks for Arabic and two weeks later for English, the program is supported by the addition of vocabulary given by the students organization.

1.3. Limitation of the Study

The scope of this research is how students experienced their emotions in speaking practice through the daily English language program. This study

focuses on students in a boarding school. Since emotions come in many forms, this research will outline students' positive and negative emotions.

1.4. Formulation of the Problems

What are students' emotions in speaking practice during the daily English language program in a boarding school?

1.5. The Aims of The Study

The aims of this study to find more in-depth information about the various emotions of students in speaking practice through a daily English language program in a boarding school.

1.6. Significances of the Study

- 1.6.1. Theoretical Significance: This research contributed to and supported the theory of Martin and White (2005), which is connected to students' emotions in speaking and learning languages.
- 1.6.2. Empirical Significance: This study provided empirical insight into students' emotions when following the rules of the everyday English language, especially in speaking practice.
- 1.6.3. Practice Significance: This research can be useful for readers or teachers as information to guidelines evaluation learn about the various students experiences in speaking practice through daily English language program.

CHAPTER V

CONCLUSION

1.1. Summary of the Findings

In conclusion, this research provides empirical data showing that students' positive impressions while following the daily English language program are that they feel happy, comfortable, and confident. In addition, students have negative emotions while following the daily English language program, such as feeling anxious and lacking vocabulary. Besides, the environment (teachers or student organizations) accepts the program's presence by supporting the program, guiding the students during activities, and giving facilities to students to develop their skills. Aside from that, the students have an impression about the daily English language program that this program is easy for beginners to follow and helps them develop their English language skills.

1.2. Recommendation

In this research, only two female participants were questioned, so the data was obtained based on the emotions provided by those participants. The researcher would like to contribute some suggestions for further research to include more than two participants to gather more extensive and comprehensive data to represent a larger sample of other students better; further research could also explore students' perceptions of male and female students when following a daily English language program. Besides, it can be analyzed through the analysis of gender theory to know the dissimilarity between males' perception and females' perception.

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