

ABSTRACT

Ahmad Kaunul Huda. Student Registered Number. 126203212093. 2025. *The Students' Psychological Problems in Speaking English Daily Language Program at Mamba'Us Sholihin Islamic Boarding School*. Thesis. English Language Education. Faculty of Tarbiyah and Teacher Training. Sayyid Ali Rahmatullah University Tulungagung. Supervisor. Dr. Nany Soengkono Madayani. S. S. M. Pd.

Keyword: *Speaking skills, Daily Language Program, students' psychological problems, speaking strategies, Islamic boarding school, qualitative research.*

Speaking is one of the most essential yet challenging skills for EFL learners, especially in non-formal education environments such as Islamic boarding schools. Although Mamba'us Sholihin Islamic Boarding School has implemented a structured Daily Language Program to cultivate English-speaking habits, its implementation has not fully aligned with the expectations. Many students still struggle to use English consistently due to various psychological and linguistic barriers. This research aims to investigate (1) the psychological problems faced by students in speaking English during the Daily Language Program and (2) the strategies used by students to overcome those difficulties.

This study employed a qualitative descriptive case study design. Data were collected through in-depth interviews, direct observations, and documentation involving five students and English language managers. The data were analyzed using the Miles & Huberman model, consisting of data reduction, data display, and conclusion drawing.

The findings reveal that students encounter five major psychological problems: shyness, fear of making mistakes, lack of self-confidence, lack of motivation, and anxiety. Each psychological problem appears in specific behaviors, such as avoiding eye contact, remaining silent when unsure, switching to Indonesian or Arabic, and feeling pressured by the punishment system. Additionally, students often experience nervousness during spontaneous speaking tasks, fear of being misunderstood, and confusion when their peers do not respond in English. Despite these challenges, students utilize several strategies to overcome their difficulties, including mixing languages (code-mixing), practicing self-calming techniques, seeking support from managers and peers, ignoring negative judgment, engaging in enjoyable learning activities, and increasing their exposure to English.

The study concludes that psychological factors play a dominant role in shaping students' speaking performance. A supportive environment, engaging activities, and positive reinforcement are crucial for strengthening students' confidence and motivation. The findings are expected to provide insights for teachers, program managers, and future researchers in improving the effectiveness of daily language programs at Islamic boarding schools.

ABSTRAK

Ahmad Kaunul Huda. Student Registered Number. 126203212093. 2025. *The Students' Psychological Problems in Speaking English Daily Language Program at Mamba'Us Sholihin Islamic Boarding School*. Skripsi. Tadris Bahasa Inggris. Fakultas. Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Pembimbing. Dr. Nany Soengkono Madayani. S. S. M. Pd.

Kata Kunci: *kemampuan berbicara, program Daily Language, masalah santri, strategi berbicara, pesantren, penelitian kualitatif.*

Kemampuan berbicara merupakan salah satu keterampilan yang paling penting namun juga paling menantang bagi pembelajar bahasa Inggris sebagai bahasa asing (EFL), khususnya di lingkungan pendidikan non-formal seperti pesantren. Meskipun Pondok Pesantren Mamba'us Sholihin telah menerapkan program Daily Language sebagai upaya membangun kebiasaan berbahasa Inggris, pelaksanaannya belum sepenuhnya sesuai dengan tujuan yang diharapkan. Banyak santri masih mengalami kesulitan dalam menggunakan bahasa Inggris secara konsisten karena berbagai hambatan psikologis dan linguistik. Penelitian ini bertujuan untuk mengetahui: (1) masalah-masalah psikologi yang dihadapi santri dalam berbicara bahasa Inggris selama program Daily Language, dan (2) strategi yang digunakan santri untuk mengatasi masalah tersebut.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi langsung, dan dokumentasi yang melibatkan lima santri serta Pengurus bahasa. Analisis data dilakukan menggunakan model Miles & Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa santri menghadapi lima masalah psikologi utama dalam berbicara bahasa Inggris, yaitu rasa malu, takut melakukan kesalahan, kurang percaya diri, kurang motivasi, dan kecemasan. Setiap masalah tampak melalui perilaku tertentu seperti menghindari kontak mata, memilih diam ketika ragu, beralih ke bahasa Indonesia atau Arab, serta merasa tertekan oleh sistem hukuman. Selain itu, santri kerap mengalami kegugupan ketika diminta berbicara secara spontan, takut tidak dipahami, dan bingung ketika lawan bicara tidak merespons dalam bahasa Inggris. Meski demikian, santri menggunakan beberapa strategi untuk mengatasi hambatan tersebut, seperti mencampur bahasa (code-mixing), menenangkan diri sebelum berbicara, meminta bantuan dan dukungan teman serta pengurus bahasa, mengabaikan penilaian negatif, mengikuti kegiatan belajar yang menyenangkan, dan meningkatkan paparan bahasa Inggris.

Penelitian ini menyimpulkan bahwa faktor psikologis memiliki pengaruh dominan terhadap kemampuan berbicara santri. Lingkungan yang suportif, aktivitas yang menarik, serta penguatan positif sangat dibutuhkan untuk meningkatkan kepercayaan diri dan motivasi santri. Temuan ini diharapkan dapat menjadi masukan bagi guru, pengelola program, serta peneliti selanjutnya untuk meningkatkan efektivitas program Daily Language di pesantren.