

**EXPLORING STUDENTS LEARNING ENGAGEMENT IN
PRACTICING SPEAKING SKILLS IN LANGUAGE
DEVELOPMENT UNIT UPB AT UIN ANTASARI
BANJARMASIN**

THESIS

By

Mona Eliza



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD / 1448 AH**

**EXPLORING STUDENTS LEARNING ENGAGEMENT IN
PRACTICING SPEAKING SKILLS IN LANGUAGE
DEVELOPMENT UNIT UPB AT UIN ANTASARI
BANJARMASIN**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

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2026 AD / 1448 AH**

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Banjarmasin, 3 Juli 2026

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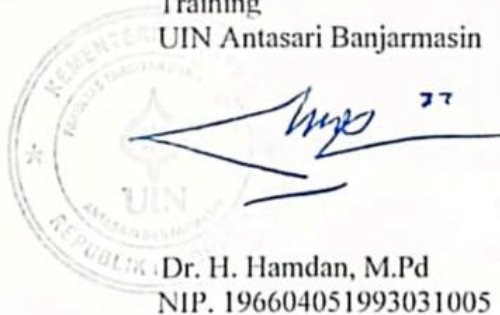
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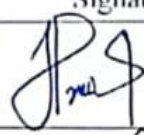
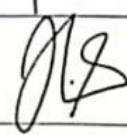
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ABSTRACT

Mona Eliza. 220101030205. *Exploring Student Engagement in Practicing Speaking Skills in Language Development Unit UPB at UIN Antasari Banjarmasin.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, M.Pd

Keywords: Learning Engagement, Speaking Skills, Narative Inquiry, English Language Learning at UPB.

Learning engagement plays a vital role in improving students' speaking skills by encouraging active participation and meaningful learning experiences. This study aims to explore students' learning engagement in practising their speaking skills at the Language Development Unit (UPB) of UIN Antasari Banjarmasin and to identify the factors that influence their engagement. This study employed a qualitative approach with a narrative inquiry design involving five students selected through purposive sampling. Data were collected through semi-structured interviews and analysed using the interactive model proposed by Miles, et. al, 2020 including data reduction, data presentation and drawing conclusions. The results indicate that students' engagement in learning is reflected in four dimensions: behavioural, emotional, cognitive and social engagement. Students participated actively in speaking activities, demonstrated enthusiasm and self-confidence despite experiencing anxiety, applied various learning strategies to improve their speaking skills, and collaborated effectively with peers and lecturers. This study also found that self-confidence, motivation, English language proficiency, classroom atmosphere, teaching strategies and peer support are the main factors influencing students' engagement in speaking practice. In conclusion, students' engagement in practising speaking skills is influenced by both internal and external factors, and creating a supportive learning environment with ongoing opportunities for speaking practice can enhance students' engagement and improve their English speaking skills.

ABSTRAK

Mona Eliza. 220101030205. *Mengeksplorasi Keterlibatan Mahasiswa dalam Praktik Keterampilan Berbicara di Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin.* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, M.Pd

Kata kunci: Keterlibatan Pembelajaran, Keterampilan Berbicara, Narrative Inquiry, Pembelajaran Bahasa Inggris di UPB

Keterlibatan belajar memainkan peran penting dalam meningkatkan keterampilan berbicara mahasiswa dengan mendorong partisipasi aktif dan pengalaman belajar yang bermakna. Penelitian ini bertujuan untuk mengeksplorasi keterlibatan belajar mahasiswa dalam melatih keterampilan berbicara mereka di Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin serta mengidentifikasi faktor-faktor yang memengaruhi keterlibatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry yang melibatkan lima mahasiswa yang dipilih melalui pengambilan sampel purposif. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan model interaktif yang diusulkan oleh Miles, et al, 2020 yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa keterlibatan belajar mahasiswa tercermin dalam empat dimensi, yaitu keterlibatan perilaku, emosional, kognitif, dan sosial. Mahasiswa berpartisipasi secara aktif dalam kegiatan berbicara, menunjukkan antusiasme dan kepercayaan diri meskipun mengalami kecemasan, menerapkan berbagai strategi belajar untuk meningkatkan keterampilan berbicara mereka, serta berkolaborasi secara efektif dengan teman sebaya dan dosen. Penelitian ini juga menemukan bahwa kepercayaan diri, motivasi, kemampuan berbahasa Inggris, suasana kelas, strategi pengajaran, dan dukungan teman sebaya merupakan faktor utama yang memengaruhi keterlibatan siswa dalam praktik berbicara. Kesimpulannya, keterlibatan belajar siswa dalam mempraktikkan keterampilan berbicara dipengaruhi oleh faktor internal dan eksternal, dan menciptakan lingkungan belajar yang mendukung dengan peluang berkelanjutan untuk praktik berbicara dapat meningkatkan keterlibatan siswa serta memperbaiki keterampilan berbicara bahasa Inggris mereka.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 20 1448 A.H

July 5, 2026 A.D



Writer

CONTENTS

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	ii
PLAGIARISM CERTIFICATE	iii
APPROVAL	iv
VALIDATION.....	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGMENT	viii
CONTENTS.....	xi
LIST OF APPENDICES	xiv
CHAPTER 1 INTRODUCTION	1
A. Background of Study	1
B. Definition of Key Terms	7
C. Research Questions	8
D. Objectives of Study	8
E. Significance of Study	8
CHAPTER II THEORETICAL REVIEW.....	12
A. Learning Engagement	12
1. Behavioral Engagement.....	14
2. Emotional Engagement	15
3. Cognitive Engagement	17
4. Social Engagement	19
5. Factors Influencing Students' Engagement	21
B. Previous Study	22
CHAPTER III RESEARCH METHOD	37

A. Research Design.....	37
B. Research Setting.....	38
C. Participant	39
D. Data Collection Technique	40
1. In- Depth Interview	41
C. Data Analysis	42
1. Data Reduction.....	42
2. Data Display.....	43
3. Drawing Conclusions	43
CHAPTER IV FINDINGS AND DISCUSSION	45
A. Findings.....	45
1. Students' Experience of Behavioral Engagement During English Speaking Practice at UPB	45
a. Participation in Speaking Activities.....	46
b. Efforts to Engage in Speaking Activities	48
c. Courage to Speak in the Classroom	50
2. Emotional Engagement	51
a. During Speaking Activities	52
3. Cognitive Engagement	54
a. Before Speaking	54
b. Vocabulary Preparation.....	56
c. Learning from Mistakes	57
d. Reflection on Speaking Performance	59
4. Social Engagement.....	60
a. Working with Classmates	60
b. Peer Support	61
c. Receiving Feedback	63
5. Factors Influencing Students' Engagement During English Speaking Practice at UPB	63
B. Discussion	67

1. Behavioral Engagement	67
2. Emotional Engagement	70
3. Cognitive Engagement	72
4. Social Engagement	73
5. Factors Influencing Students' Engagement	75
CHAPTER V CLOSURE	80
A. Conclusion	80
B. Suggestions	81
REFERENCES.....	83
APPENDICES	85
CURRICULUM VITAE.....	100

LIST OF APPENDICES

Appendix I. Transhteration of Qur`an.....	85
Appendix II. Research Instruments.....	86
Appendix III. Documentation.....	97
Appendix IV. Research Letter.....	98
Appendix V. Consultation Schedules and Notes.....	99