

## APPENDICES

## Appendix 1. Translation of Al-Qur'an

Name of The Surah	Indonesia	English
Surah Abraham verse 4: مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ	Kami tidak mengutus seorang rasul pun, kecuali dengan bahasa kaumnya, agar dia dapat memberi penjelasan kepada mereka. Maka, Allah menyesatkan siapa yang Dia kehendaki (karena kecenderungannya untuk sesat), dan memberi petunjuk kepada siapa yang Dia kehendaki (berdasarkan kesiapannya untuk menerima petunjuk). Dia Yang Mahaperkasa lagi Mahabijaksana.	We did not send any messenger except in the language of his people, so that he might explain to them. So, Allah leads astray whom He wills (because of his tendency to go astray), and guides whom He wills (based on his readiness to receive guidance). He is the Most Mighty, the Most Wise.
Surah Taha verses 25–28: قَالَ رَبِّ اشْرَحْ لِي صَدْرِي، وَيَسِّرْ لِي أَمْرِي، وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِي، يَفْقَهُوا قَوْلِي	Dia (Musa) berkata, "Ya Tuhanku, lapangkanlah dadaku, dan mudahkanlah untukku urusanku, dan lepaskanlah kekakuan dari lidahku, agar mereka mengerti perkataanku.	He (Moses) said, "O my Lord, expand my chest, and make my affairs easy for me, and remove the stiffness from my tongue, so that they understand my words.

## Appendix 2. Interview Guideline

Research question	Aspect / Indicator	Main Question	Sub-Questions
RQ 1: How do students describe their experiences of facing challenges in English conversation in academic speaking courses?	Students' overall experience in academic speaking course	1. Can you tell me about your experience of speaking English in the academic speaking course?	<p>a. How did you feel when you had to speak English in class?</p> <p>b. Was it easy or difficult for you? Why?</p>
	Types of speaking challenges	2. What challenges did you usually face when speaking English in the course?	<p>a. Did you face problems with vocabulary, grammar, or pronunciation?</p> <p>b. Were you afraid of making mistakes?</p>
	Specific difficult situations	3. Can you describe a situation when you found it difficult to speak English?	<p>a. What happened in that situation?</p> <p>b. Who were you speaking with (lecturer/classmates)?</p>
	Emotional impact	4. How did those challenges affect your confidence in speaking	<p>a. Did the challenges make you more silent or less active?</p> <p>b. How did you feel after experiencing</p>

		English?	those difficulties?
RQ 2: How do students explain the strategies they use to overcome those challenges in academic speaking courses?	Ways of dealing with challenges	5. How did you usually deal with those speaking challenges?	a. What did you do when you forgot words or felt nervous? b. Did you try to continue speaking or stop?
	Conversation strategies	6. How do you usually continue speaking when you face problems during English conversation?	a. Do you try to use easier words? b. Do you pause, repeat, or explain in another way?
	Asking for help or support	7. What do you do when you do not understand your lecturer or classmates during a conversation?	a. Do you ask them to repeat or explain again? b. Or do you stay silent? Why?
	Effect of strategies on confidence	8. How do these strategies help you when speaking English in class?	a. Do they make you more confident? b. Do they help you speak more fluently?
	Reflection on most useful strategy	9. Which strategy do you think helps you the most when speaking English? Why?	a. When do you usually use this strategy?

### **Appendix 3. Interview Results**

Question 1: Can you tell me about your experience of speaking English in the Academic Speaking course?

P1: He explained that in the Academic Speaking course, the lecturer often encouraged students to have conversations in English. He stated that he frequently experienced difficulties in understanding the meaning and topic of conversations because of his limited vocabulary. Even though he often felt confused, the lecturer still encouraged him to continue speaking.

P2: She stated that she felt both happy and slightly pressured during the Academic Speaking course because the level was more difficult than basic speaking. She explained that Academic Speaking focused more on structured answers and IELTS-style speaking tasks. However, she still felt comfortable because the lecturer and classmates created a supportive learning environment.

P3: He stated that at the beginning of the course he often felt nervous, but over time he became more relaxed and comfortable. He explained that some topics were easy while others were difficult depending on his familiarity with the topic.

P4: She explained that the Academic Speaking class was enjoyable and interactive because students practiced speaking more often than learning theory. She also stated that the lecturer created a comfortable classroom atmosphere that encouraged students to try speaking.

Question 2: What challenges did you usually face when speaking English in the course?

P1: He stated that his main challenge was limited vocabulary. He also experienced difficulty understanding conversations and felt afraid of making mistakes in pronunciation. Furthermore, he was worried about being judged by his classmates and sometimes feared that his friends would think he was the lecturer's favorite student because he was often asked to speak.

P2: She explained that her biggest challenge was limited vocabulary. Although she felt her pronunciation was quite good, she often forgot what she wanted to say when answering questions in English. She also experienced difficulties with grammar, especially in choosing the correct tense while speaking spontaneously.

P3: He explained that he sometimes experienced difficulties related to vocabulary and understanding the context of speaking tasks. He also admitted that grammar was occasionally challenging, although he felt pronunciation was not a major problem for him.

P4: She stated that she often experienced difficulties in spontaneous speaking because she had to think quickly while speaking. She also identified limited vocabulary and grammar as her main challenges.

Question 3: Can you describe a situation when you found it difficult to speak English?

P1: He described a difficult experience during a role-play assignment. He was assigned a character who had to speak English fluently with a particular accent, while he personally felt weak in pronunciation and vocabulary. He also felt nervous because he worried about being judged by his classmates.

P2: She described a situation when she was asked to answer questions with a minimum speaking duration. She often became confused about what else she should say to continue speaking long enough. This situation made her pause and think repeatedly while answering.

P3: He described a difficult experience during a role-play assignment. He did not fully understand the context of the task and felt uneasy because his speaking partner had better vocabulary and communication skills. He also felt that his partner used more advanced expressions.

P4: She described feeling extremely nervous during oral tests and classroom speaking activities. She especially felt intimidated when speaking directly in front of the lecturer because direct eye contact made her feel blank and anxious.

Question 4: How did those challenges affect your confidence in speaking English?

P1: He admitted that the challenges sometimes made him feel insecure and less confident. When classmates reacted negatively to his mistakes, such as making comments or laughing, he became more anxious and tended to close himself off. However, he also explained that he sometimes felt confident after practicing and trying repeatedly.

P2: She explained that the challenges only made her feel embarrassed temporarily. However, because the classroom atmosphere was supportive and nobody judged students harshly, she did not feel overly anxious or afraid. Instead, she preferred to improve her weaknesses rather than lose confidence.

P3: He admitted that he often felt nervous and afraid of making mistakes, especially at the beginning of the semester. However, after several meetings, he gradually

became more confident and comfortable speaking with both classmates and the lecturer.

P4: She admitted that speaking difficulties often made her feel insecure and afraid of being judged by others. When she suddenly became silent or forgot what to say, she worried about how her classmates viewed her. However, she also considered those mistakes as opportunities to improve in future speaking practices.

Question 5: How did you usually deal with those speaking challenges?

P1: He explained that when he forgot a word or did not know how to express something in English, he usually asked his speaking partner or lecturer for help. He also tried to review the materials again outside the classroom and practiced speaking in front of a mirror.

P2: She stated that when she forgot vocabulary or felt nervous, she tried to remain calm and continued speaking by finding alternative ways to express her ideas. She also asked for help from the lecturer or classmates when she became completely stuck.

P3: He explained that when he forgot vocabulary or became stuck while speaking, he usually asked his friends for help or support. He also practiced English casually with his boarding house friends.

P4: She explained that when she became nervous or blank during speaking, she tried to calm herself first. She believed that reducing nervousness could help words come naturally.

Question 6: How do you usually continue speaking when you face problems during English conversation?

P1: He stated that he usually used simpler and more familiar words when he forgot certain vocabulary. He also used body gestures to help explain his meaning and sometimes repeated or re-explained his ideas so the listener could understand him.

P2: She explained that she usually used simpler sentences or easier vocabulary instead of forcing herself to remember difficult words. She also paused briefly to think before continuing her answer.

P3: He mentioned that he often used code-switching by mixing Indonesian and English when he forgot certain words. He also used filler expressions such as “like” or “you know” to gain time while thinking about what he wanted to say.

P4: She stated that she usually searched for alternative or easier words when she forgot vocabulary. She also believed that speakers should continue talking instead of remaining silent.

Question 7: What do you do when you do not understand your lecturer or classmates during a conversation?

P1: He mentioned that he usually asked directly about the meaning of unfamiliar words or expressions. He preferred asking questions so that he could continue the conversation without misunderstanding.

P2: She mentioned that she first asked her classmates sitting nearby for clarification. If they also did not understand, she searched for the meaning through Google Translate or finally asked the lecturer directly.

P3: He stated that sometimes he simply nodded even when he did not fully understand. However, he occasionally asked the lecturer directly for clarification.

P4: She mentioned that she often asked the classmate sitting next to her first before asking the lecturer directly. However, she also sometimes asked the lecturer immediately when she needed clarification.

Question 8: How do these strategies help you when speaking English in class?

P1: He felt that these strategies helped him improve his confidence in speaking. He believed that making mistakes was part of the learning process because he could identify his weaknesses and improve them later.

P2: She felt that the strategies helped her avoid becoming stuck in one problem. They encouraged her to keep searching for solutions and motivated her to continue improving her speaking ability outside the classroom.

P3: He felt that communication strategies such as fillers and code-switching were very helpful because they prevented the conversation from stopping completely. These strategies also increased his confidence while speaking.

P4: She explained that these strategies helped her remain calm and avoid speaking too quickly. As a result, she felt more capable of organizing her thoughts while speaking.

Question 9: Which strategy helps you the most when speaking English? Why?

P1: He explained that the most helpful strategy for him was recording himself while speaking English. By listening to the recording, he could notice his weaknesses in pronunciation, vocabulary, and fluency, which helped him improve his speaking performance.

P2: She explained that improvisation and using easier expressions were the most useful strategies for her. These strategies helped her continue speaking smoothly even when she forgot certain vocabulary or ideas.

P3: He explained that filler expressions were the most useful strategy for him because they helped him gain time to remember vocabulary. He recalled an experience when he forgot the English word for “*cat*” during a video project and used fillers until he finally remembered the word.

P4: She stated that calming herself down and using simpler words were the most helpful strategies because they reduced her nervousness and helped her continue speaking more comfortably.

## Appendix 4. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B- 0007 /Un.14/III.1/PP.00.9/01/2026 02 Januari 2026  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

Yth. Ketua Prodi Tadris Bahasa Inggris  
Di Banjarmasin

*Assalamu'alaikum Wr.Wb*

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Fatia Aziza  
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Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.  
*Wassalamu'alaikum Wr.Wb*

Banjarmasin, 02 Januari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S. Ag., M.Pd.I.  
NIP 197212112008011009

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan

## Appendix 5. Research Completion Letter



**KEMENTERIAN AGAMA**  
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### SURAT KETERANGAN SELESAI RISET

Nomor: B-58/Un.14/III.1/PP.00.9/04/2026

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Fatia Aziza  
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 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (21 Desember 2025 - 21 Februari 2026) dengan judul:

**“ENHANCING SPOKEN ENGLISH PROFICIENCY: EXPLORING STUDENT CHALLENGES AND CONVERSATION STRATEGIES IN ACADEMIC SPEAKING COURSE”**

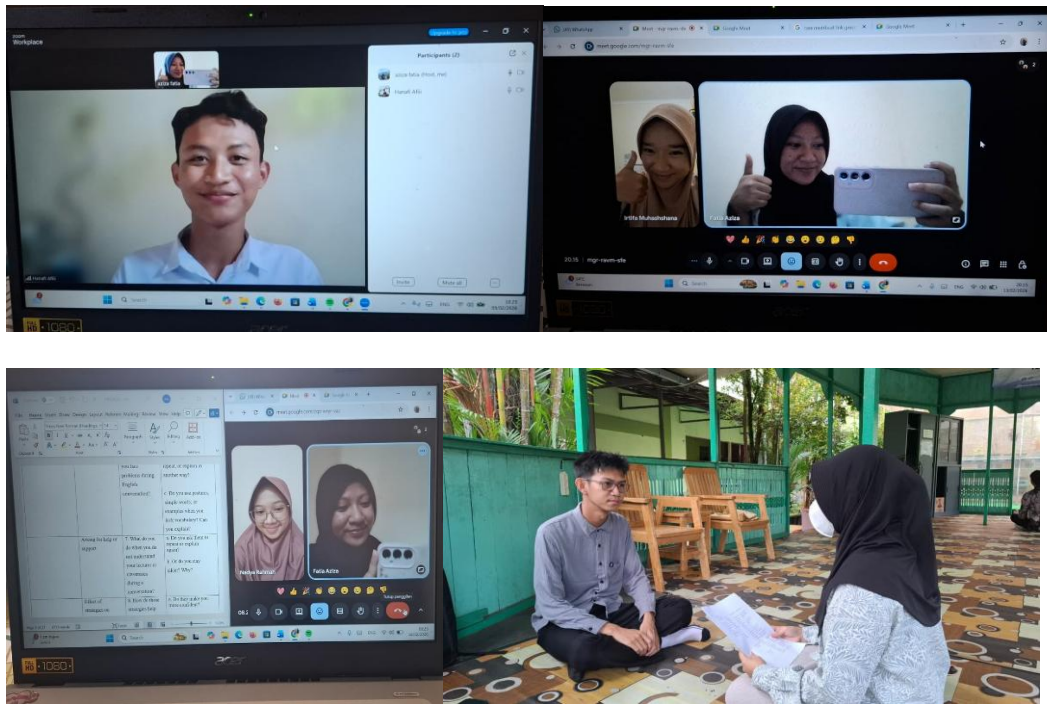
Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 14 April 2026  
 Ketua Prodi,

  
 Afifah Linda Sari

*Melayani Lebih Baik, Lebih Baik Melayani*








## Appendix 6. Documentation



## Appendix 7. Consultation Schedules and Notes

### CONSULTATION NOTES

Name of Advisor: Drs. Saadillah, M.Pd.

No.	Day/Date	Notes	Signature
1.	Tuesday, 8 December 2025	Revision after seminar proposal	
2.	Tuesday, 16 December 2025	Continue writing preparing the research	
3.	Friday, 19 December 2025	Ask signature for research letter and continue writing on thesis template	
4.	Monday, 19 January 2026	Change the research method to narrative inquiry and continue to research	
5.	Monday, 4 May 2026	Revise some based on the advisor's notes	
6.	Tuesday, 12 May 2026	Revise about pages, references, spaces, and continue writing others.	
7.	Monday, 18 May 2026	Ready to exam	

**CURRICULUM VITAE**

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Banjarmasin, 17 May 2026



Fatia/Aziza