

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

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2026 AD / 1447 AH**

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

**Undergraduate Thesis**

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2026**

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Banjarmasin, 18 May 2026

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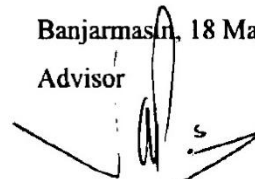
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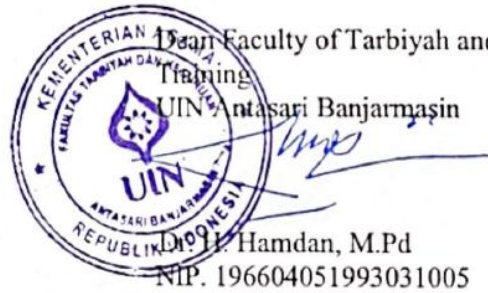
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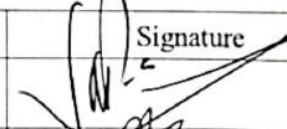

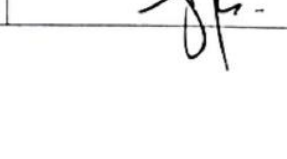
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## ABSTRACT

**Fatia Aziza.** 2220101030126. Enhancing Spoken English Proficiency: Exploring Student Challenges and Conversation Strategies in Academic Speaking Course. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Drs. Saadillah, M.Pd., 2026.

**Keywords:** Spoken English Proficiency, Students Challenges in Speaking, Conversation strategies

This research explores on students' challenges and conversation strategies in the Academic Speaking course at UIN Antasari Banjarmasin. Speaking is considered the most difficult language skill because it required the simultaneous integration of linguistic proficiency, cognitive processing, and psychological preparation in real time. The purpose of this study is to investigate how students describe their experiences with challenges in an English conversation, as well as the strategies they employ to overcome them. A qualitative approach with a narrative inquiry design was used, and data were gathered through semi-structured narrative interviews with four undergraduate students. The data was analyzed using thematic narrative analysis methodology. The data show that students had difficulty across two dimensions: language issues, which included restricted vocabulary, The findings show that students faced challenges on two categories: linguistic challenges (limited vocabulary, grammar difficulties, and pronunciation problems) and psychosocial challenges (communication apprehension, test anxiety, and fear of negative evaluation). To address these problems, students actively employed three types of conversation tactics: message modification strategies, achievement strategies, and time-gaining strategies. These findings show that students are active, adaptable communicators who devise innovative strategies to maintain communication despite language limits, and that classroom atmosphere has a significant impact on either increasing or decreasing speaking anxiety. Academic Speaking teachers should provide psychologically secure learning environments, provide explicit communication strategy instruction, and develop activities that simulate spontaneous oral interaction.

## ABSTRAK

**Fatia Aziza.** 220101030126. *Enhancing Spoken English Proficiency: Exploring Student Challenges and Conversation Strategies in Academic Speaking Course*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing: Drs. Saadillah, M.Pd., 2026.

**Kata kunci:** Kemampuan berbicara Bahasa Inggris, Tantangan siswa dalam berbicara, Strategi percakapan

Penelitian ini mengkaji tantangan mahasiswa dan strategi percakapan dalam mata kuliah Academic Speaking di UIN Antasari Banjarmasin. Berbicara dianggap sebagai keterampilan bahasa yang paling sulit karena membutuhkan integrasi simultan antara kecakapan linguistik, pemrosesan kognitif, dan kesiapan psikologis secara real-time. Tujuan penelitian ini adalah untuk menginvestigasi bagaimana mahasiswa menggambarkan pengalaman mereka dalam menghadapi tantangan percakapan bahasa Inggris, serta strategi yang mereka gunakan untuk mengatasinya. Pendekatan kualitatif dengan desain narrative inquiry digunakan dalam penelitian ini, dan data dikumpulkan melalui wawancara semi-terstruktur dengan empat mahasiswa sarjana. Data dianalisis menggunakan thematic narrative analysis. Hasil penelitian menunjukkan bahwa mahasiswa menghadapi tantangan dalam dua kategori: tantangan linguistik yang meliputi keterbatasan kosakata dan kesulitan tata bahasa, serta tantangan psikososial yang mencakup kecemasan berkomunikasi, kecemasan menghadapi ujian, dan ketakutan terhadap penilaian negatif. Untuk mengatasi permasalahan tersebut, mahasiswa secara aktif menggunakan tiga jenis strategi percakapan, yaitu strategi penyesuaian pesan, strategi pencapaian, dan strategi mengulur waktu. Temuan-temuan ini menunjukkan bahwa mahasiswa merupakan komunikator yang aktif dan adaptif yang merancang strategi inovatif untuk mempertahankan komunikasi meskipun menghadapi keterbatasan bahasa, serta bahwa suasana kelas memberikan dampak yang signifikan dalam meningkatkan maupun mengurangi kecemasan berbicara. Mata kuliah Academic Speaking hendaknya menyediakan lingkungan belajar yang aman secara psikologis, memberikan instruksi strategi komunikasi secara eksplisit, dan mengembangkan aktivitas yang mensimulasikan interaksi lisan secara spontan.

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The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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May, 18th, 2026 A.D



Fatia Aziza

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