

**ENGLISH TEACHERS' STRATEGIES IN OVERCOMING STUDENTS'
SPEAKING CHALLENGES AT SMPN 1 BANJARMASIN**

***SARJANA'S* THESIS**



**DINI SHARFINA
REG. NUMBER: 2210117320017**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

**ENGLISH TEACHERS' STRATEGIES IN OVERCOMING STUDENTS'
SPEAKING CHALLENGES AT SMPN 1 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the Sarjana Pendidikan
Program in English Language Education Study Program**

DINI SHARFINA

REG. NUMBER: 2210117320017

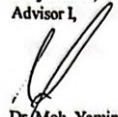
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

LETTER OF APPROVAL

This is to certify that the Sarjana's thesis proposal of (Dini Sharfina) reg. number 2210117210008 entitled "Challenges Faced by Ninth-Grade Junior High Students in Speaking English caused by Limited Vocabulary" has been approved by the advisors for oral examination.

Banjarmasin, 7 Oktober 2025
Advisor I,



Dr. Moh. Yamin, M.Pd.
NIP. 198007162010121003

Second Advisor II,



(Inayati Fitriyah Asrimawati, M.pd)
NIP. 199509182022032025

Approved by:
Coordinator of English Language Education Program,



Dr. Moh. Yamin, M.Pd.
NIP. 19800716 201012 1 003

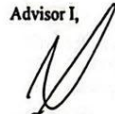
REVISION APPROVAL FORM

Name : Dini Sharfina
Students' ID : 2210117320017
Degree : Bachelor of Education
Study Program : English Language Education
Thesis Title : Teachers' Practices in addressing Vocabulary related Speaking Challenges among Eight-Grade Students at SMPN 1 Banjarmasin.

Has completed the revision of thesis manuscript in accordance with the suggestion given by the Examiner Board therefore, this thesis is ready to be submitted for the Research Result Seminar.

Banjarmasin, July 2026

Advisor I,



(Dr. Moh. Yamin, S.Pd., M.Pd)

NIP. 19800716 201012 1 003

Advisor II,



(Inayati Fitriyah Asrimawati, M.Pd)

NIP. 196404241994032008

Approved by:

Coordinator of English Language Education Department,



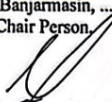
(Dr. Moh. Yamin, M.Pd)

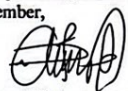
NIP. 198007162010121003

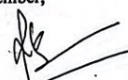
LETTER OF APPROVAL

This is to certify that the Sarjana's Thesis Proposal of Dini Sharfina reg. number 2210117320017 entitled "English Teachers Strategies in Overcoming Students' Speaking Challenges at SMPN 1 Banjarmasin." has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan Program in English Language Teaching*.

Banjarmasin,
Chair Person,


Dr. Moh. Yamin, M.Pd
NIP. 19800716 201012 1 003
Banjarmasin,
Member,


Inayati Fitria Arismawati, M.Pd
NIP. 199509182022032025
Member,


Dr. Rina Listia, M.Pd
NIP. 196404241994032008

Approved by:
Coordinator of English Language Education Study Program,




Dr. Moh. Yamin, M.Pd
NIP. 19800716 201012 1 003

**REVISION APPROVAL FORM
RESEARCH RESULTS SEMINAR**

the undersigned hereby declares that:

Name : Dini Sharfina
Students' ID : 2210117320017
Degree : Bachelor of Education
Department : English Language Education
Thesis Title : "English Teachers' Strategies in Overcoming Students' Speaking Challenges"

has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the thesis examination.

Banjarmasin, 27 July 2026

Advisor I,


Dr. Moh. Yamin, M.Pd.
NIP. 198007162010121003

Advisor II,


Inayati Fitriyah Asrimawati, M.pd
NIP. 199509182022032025

Examiner,


Dr. Rina Listia M.Pd.
NIP. 196404241994032008

Approved by:
Head of English Language Education Department,




Dr. Moh. Yamin, M.Pd.
NIP. 198007162010121003

ABSTRACT

Sharfina, Dini. 2026. English Teachers' Strategies in Overcoming Students' Speaking Challenges at SMPN 1 Banjarmasin. Sarjana's Thesis. English Language Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Moh Yamin S.Pd.M.Pd., the second advisor: Inayati Fitriyah Asrimawati M.Pd.

Keywords: *teachers' strategies, speaking challenges, speaking skills*

Speaking is a highly complex skill in learning English, since students must simultaneously recall and apply pronunciation, grammar, and vocabulary while communicating spontaneously. Junior high school students, whose linguistic system is still developing, often struggle to coordinate these components, making speaking one of the most demanding skills to master. This condition requires teachers to be able to identify students who face speaking challenges and to respond with appropriate instructional strategies. This research therefore aims to describe how teachers identify students who face speaking challenges, discover the forms of challenges faced, and explore the teaching strategies used to help students overcome them during classroom activities. This research employed a qualitative descriptive approach. The subjects of this research were two English teachers who taught eighth-grade students at SMPN 1 Banjarmasin. Data were collected sequentially through a semi-open questionnaire, classroom observation, and follow-up interviews, and were analyzed using the interactive model by Miles, Huberman, and Saldaña (2020).

The findings showed that the teachers identified students' challenges through the observation of verbal behaviors, specifically word repetition during formal assessments and code-switching during natural classroom interactions. Furthermore, the forms of challenges commonly observed—which in this research were predominantly related to vocabulary—were inappropriate word choice, code-switching, and the overuse of fillers, which occurred most frequently during storytelling activities. To help students overcome these challenges, the teachers applied various scaffolding strategies, including direct assistance such as giving clues or extra time, and classroom adjustments such as warm-up activities, providing sentence models, pair work, and visual media.

These results confirm that teachers actively respond to students' speaking challenges through adaptive instructional steps that help maintain the flow of communication. Therefore, it is recommended that English teachers treat continuous classroom observation, not only formal testing, as a legitimate basis for identifying students' speaking difficulties, and that they apply flexible, scaffolded teaching strategies to help students build both their speaking competence and confidence.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful, all praise is devoted to Allah SWT, the Lord of the universe, for His endless mercy and blessings. May peace and blessings be upon Prophet Muhammad SAW, the final messenger, whose teachings continue to guide us. By His grace, the researcher has been able to complete this thesis entitled “English Teachers' Strategies in Overcoming Students' Speaking Challenges at SMPN 1 Banjarmasin”.

The researcher would like to express sincere gratitude and deep appreciation to all individuals who have provided support, guidance, encouragement, and valuable contributions throughout the process of completing this thesis. Special appreciation is extended to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si. as the Rector of Lambung Mangkurat University.
2. Dr. Sunarno Basuki, Drs., M.Kes. AIFO as the Dean of the Faculty of Teacher Training and Education of Lambung Mangkurat University.
3. Dr. Moh. Yamin, M.Pd. as the Coordinator of the English Language Education Department and also as the first advisor for his guidance, support, and valuable suggestions throughout the process of writing and completing this thesis.
4. Inayati Fitriyah Asrimawati, M.Pd, as the second advisor is appreciated for her time and dedication in providing detailed corrections and constructive suggestions throughout the thesis writing process.

5. Dr. Rina Listia, M.Pd. as the thesis examiner for his/her valuable comments, constructive suggestions, and thoughtful feedback that greatly contributed to the improvement of this thesis.
6. Fahmi Hidayat, M.Pd. and Afifah, M.Pd. as the validators for their willingness to review and validate the research instruments used in this study.
7. Teacher AB and Teacher NH, as the English teachers of SMPN 1 Banjarmasin, for their support, assistance and help during the data collection process and classroom observation in completing this thesis.
8. To my beloved mother, thank you for giving me boundless love and affection; thank you for raising and loving me so greatly, and for your sincere and endless prayers—the emotional support you have always given me has been the main reason I have been able to keep moving forward. Without her, it would have been impossible for me to reach this point. And also, I would like to thank my younger brother, who has been reminding and motivating me to finish this quickly so we can spend some family time together. May they always be blessed with good health and lifelong happiness.
9. Thank you to the wonderful people who have always supported me and been there for me: my twin older sisters, Arifa and Alal; my little furry ball—my cat Molly Moyi Jaer; and my supportive friends Diana, Jannah, Nada, Arba, Muzda, Aqilah, Hany, Cici, Rafi, Aufa, Yafie and Gusti—who have been incredibly supportive and filled my emotional needs, whose presence made

the journey through my thesis much easier to overcome and made those moments far more meaningful. Thank you for being there for me so sincerely.

10. Last but not least, to the researcher herself, Dini Sharfina, who completed this thesis despite facing many ups and downs and still managed to see it through to the end.

The researcher realizes that this thesis is not perfect. Therefore, opinions, suggestions, and criticisms are needed for improvement. Hopefully, this thesis can provide a meaningful contribution to the readers.

Banjarmasin, July 2026

Dini Sharfina

TABLE OF CONTENTS

ENGLISH TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' SPEAKING CHALLENGES AT SMPN 1 BANJARMASIN	1
ENGLISH TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' SPEAKING CHALLENGES AT SMPN 1 BANJARMASIN	I
TABLE OF CONTENTS	VI
ABSTRACT	VI
ACKNOWLEDGEMENT	VII
CHAPTER I	1
INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.2 RESEARCH QUESTION	3
1.3 OBJECTIVE OF THE STUDY	4
1.4 SIGNIFICANCE OF THE STUDY	4
1.4.1 Theoretical Significance	4
1.4.2 Practical Significance	5
1.5. SCOPE OF THE STUDY	5
1.6 DEFINITION OF KEY TERMS	6
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
2.1 SPEAKING SKILL	7
2.2 SPEAKING CHALLENGES	8
2.2.1 Definition of Speaking Challenges	8
2.2.2 Forms Speaking Challenges	9
2.3 RELATIONSHIP VOCABULARY AND SPEAKING CHALLENGES	12
2.4 TEACHERS' STRATEGIES	13
2.4.1 Teaching Speaking Strategies	14
2.4.2 Teaching Vocabulary Strategies	15
2.4.3 Identification of Speaking Challenges	16
2.4.4 Instructional Responses and Classroom Adjustment	17
2.4 PREVIOUS STUDIES	18
CHAPTER III	22
METHOD OF THE RESEARCH	22
3.1 APPROACH AND TYPE OF RESEARCH	22
3.2 SUBJECT OF RESEARCH	22
3.3 SETTING OF THE RESEARCH	23
3.4 INSTRUMENTATION OF THE RESEARCH	23
3.4.1 Semi-Open Questionnaire	24
3.4.2 Classroom Observation	24
3.4.3 Follow-Up Interview	25

3.5 DATA AND SOURCES OF DATA	26
3.6 DATA COLLECTION PROCEDURES	27
3.6.1 Semi-Open Questionnaire.....	27
3.6.2 Classroom Observation.....	28
3.6.3 Follow-Up Interview.....	28
3.7 DATA ANALYSIS	29
3.7.1 Data Condensation.....	29
3.7.2 Data Display.....	30
3.7.3 Conclusion Drawing and Verification	30
3.8 TRUSTWORTHINESS OF THE RESEARCH/ DATA TRIANGULATION.....	30
CHAPTER IV	33
RESEARCH FINDINGS AND DISCUSSION.....	33
4.1 DESCRIPTION OF THE DATA	33
4.1.1 Data of Teacher AB	34
4.1.2 Data of Teacher NH.....	38
4.2.1 Findings on Challenge Identification.....	42
4.1 TABLE CROSS-CASE MATRIX OF TEACHERS' IDENTIFICATION METHODS.....	42
4.2.2 Findings on Forms of Speaking Challenges	43
4.2 Table Forms of Speaking Challenges	44
4.3 Table Comparison Matrix of Reasons Storytelling	45
4.2.3 Findings on Teaching Strategies.....	48
4.4 TABLE COMPARISON MATRIX OF TEACHING STRATEGIES USED BY THE TEACHERS	48
4.5 TABLE THEME CATEGORIZATION OF TEACHING STRATEGIES.....	51
4.3 RESEARCH DISCUSSION	52
4.3.1 Discussion of Challenge Identification.....	53
4.3.2 Discussion of Challenge Types.....	56
4.3.3 Discussion of Teaching Strategy	60
CHAPTER V.....	65
CONCLUSIONS AND SUGGESTIONS.....	65
5.1 CONCLUSIONS.....	65
5.2 SUGGESTIONS	67
REFERENCES.....	69
APPENDICES	70