

APPENDICES

Appendix 1. Transliteration

Surah An- Nahl 16:125	Surah An-Nahl 16:125
states:	
<p><i>"Call to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided."</i></p>	<p>"Panggil jalan Tuhanmu dengan hikmat dan petunjuk yang baik, dan berdebatlah dengan mereka dengan cara yang terbaik. Sesungguhnya Tuhanmu Maha Mengetahui siapa yang telah menyimpang dari jalannya, dan Dia Maha Mengetahui siapa yang (benar) mendapat petunjuk."</p>

Appendix 2. Class Teaching Strategy Observation Checklist

No	Indicator	Yes	No	Notes
1	Use of teaching strategies during instruction	✓		Teachers use several teaching strategies such as question and answer sessions and simple games to increase student participation.
2	Use of media and visual aids		✓	Visual learning media have not been used optimally; learning still focuses on blackboards and textbooks.
3	Variety of learning activities (individual/group)	✓		Learning activities are varied, including group work and individual activities.
4	Use of English and/or Indonesian in instruction	✓		Teachers use a mixture of English and Indonesian to aid student comprehension.
5	Effective time management	✓		Learning time was used effectively; transitions between activities went smoothly.
6	Integration of four language skills		✓	Learning still focuses on speaking skills and vocabulary; it does not yet fully integrate the four language skills.

7	Use of technology during lessons		✓	No use of technological devices such as computers, projectors, or audio-visual equipment during learning.
8	Adaption for different student abilities	✓		Teachers adjust the difficulty level of assignments according to students' abilities, providing additional guidance to those who are struggling.

Appendix 3. Student Engagement Observation Checklist

No	Indicator	Yes	No	Notes
1	Active student participation in activities	✓		Most students actively participated in learning activities, especially during role-playing and question-and-answer sessions.
2	Positive reaction to strategies	✓		Students showed positive responses to the learning methods used by teachers, such as language games and group activities.
3	Student interaction with teacher and peers	✓		There was good interaction between students and teachers as well as among classmates during the activity.
4	Student responses to teacher questions	✓		The students responded to the teacher's questions

				enthusiastically, although some still needed time to answer.
5	Ability to complete learning tasks	✓		The students responded to the teacher's questions enthusiastically, although some still needed time to answer.
6	Students getting distracted during class	✓		Some students seemed to lose focus during activities, especially when activities lasted too long without variation.
7	Student enthusiasm and motivation	✓		Students appear enthusiastic in participating in learning activities, especially when the activities are interactive.
8	Use of English in real-life or class contexts	✓		Students try to use English vocabulary in

				simple contexts in class, such as greetings and self-introductions.
--	--	--	--	---

Appendix 4. Student Observation Sheet

No	Statement	Yes	No	Notes
1	I am interested in learning English	✓		Students still experience difficulties in the process of learning English.
2	I enjoy certain activities in English class	✓		Students enjoy several activities carried out during English lessons.
3	I prefer to learn alone/ with a partner/ in a group		✓	Students tend to dislike group learning.
4	The teacher uses music, pictures, or videos		✓	The use of learning media such as music, pictures, or videos is still rarely done by teachers.
5	I understand my teacher's explanations in English		✓	The students did not fully understand the

				teacher's explanation in English.
6	I understand questions in English	✓		Students are quite capable of understanding questions asked in English.
7	I speak English with others in or outside class		✓	Students rarely use English to communicate with others, both inside and outside the classroom.
8	I practice English at home		✓	Students are not accustomed to practicing English at home.
9	I feel comfortable learning English	✓		Students feel comfortable learning English in class.

10	I struggle when learning English	✓		Students still experience difficulties in the process of learning English.
----	----------------------------------	---	--	--

Appendix 5. Interview Checklists for Teachers

No	Indicator	Types of Strategy
1	Use of various teaching strategies	Teachers implement various learning strategies such as demonstrations, question and answer sessions, drilling, storytelling, and simple games. These varied strategies are used to prevent students from becoming bored and to maintain their interest during the English learning process.
2	Adjustment of strategy to different skill levels	Teachers tailor learning strategies to students' diverse abilities. Students with higher abilities are given more challenging tasks, while students with lower abilities receive additional guidance and simpler activities.
3	Use of media or teaching aids	Teachers use learning media such as pictures, flashcards, realia, whiteboards, songs, and simple videos to help students understand English vocabulary and material more easily and interestingly.
4	Suitability of activities to student characteristics	Learning activities are designed according to the characteristics of elementary school students, who are active and enjoy physical activities. Teachers use activities that involve

		movement, singing, and playing so that students are more enthusiastic about learning.
5	Use of game-based assignments	Teachers use educational games such as word guessing, matching games, and simple role plays as learning tasks. This strategy helps students learn English in a fun and relaxed atmosphere.
6	Integration of local culture in English teaching	Teachers integrate local culture into learning materials, for example by using local place names, foods, or customs as examples in teaching simple English vocabulary and sentences.
7	Handling of instructional challenges	Teachers overcome learning obstacles such as lack of student focus or time constraints by changing strategies, simplifying material, and providing clearer and more concise instructions.
8	Use of technology in instruction	Teachers utilize simple technologies such as instructional videos, English song audio, or presentations to increase students' interest in learning and aid their understanding of the material.

9	Assessment of students' English proficiency	Teachers assess students through direct observation, oral exercises, simple written assignments, and short quizzes to determine their progress in English.
10	Motivation strategies for less enthusiastic students	Teachers provide motivation through praise, simple rewards, and verbal support to boost the confidence of students who are less enthusiastic about learning English.
11	Creation of engaging learning environments	Teachers create a fun, safe, and interactive learning environment by establishing two-way communication and encouraging active student participation during learning.
12	Strategy adjustment based on language skill	The learning strategy is tailored to the language skills being taught, such as listening through songs, speaking through simple dialogues, reading through short texts, and writing through word copying exercises.
13	Encouraging English use outside the classroom	Teachers encourage students to use English outside of class through simple tasks such as memorizing vocabulary, naming objects in the home, or practicing everyday expressions.

14	Support for struggling students	Teachers provide special assistance to students who experience learning difficulties by repeating material, providing additional explanations, and offering individual help.
15	General facilitation of learning process	Teachers act as facilitators who guide, direct, and assist students during the learning process so that English learning objectives can be achieved optimally.

Appendix 6. Student Questionnaire

No	Statement	Yes	No	Notes
1	I am interested in learning English	✓		Students still experience difficulties in the process of learning English.
2	I enjoy certain activities in English class	✓		Students enjoy several activities carried out during English lessons.
3	I prefer to learn alone/ with a partner/ in a group		✓	Students tend to dislike group learning.
4	The teacher uses music, pictures, or videos		✓	The use of learning media such as music, pictures, or videos is still rarely done by teachers.
5	I understand my teacher's explanations in English		✓	The students did not fully understand the

				teacher's explanation in English.
6	I understand questions in English	✓		Students are quite capable of understanding questions asked in English.
7	I speak English with others in or outside class		✓	Students rarely use English to communicate with others, both inside and outside the classroom.
8	I practice English at home		✓	Students are not accustomed to practicing English at home.
9	I feel comfortable learning English	✓		Students feel comfortable learning English in class.

10	I struggle when learning English	✓		Students still experience difficulties in the process of learning English.
----	----------------------------------	---	--	--

Appendix 7 Observation Guidelines

	Aspect	Participant	Component	Observed Indicators	Observation Notes
1	Teaching Methods	Teacher	Learning Strategies	Implementation of methods such as Total Physical Response (TPR), songs, storytelling, and gamification	The teacher used the Total Physical Response approach by asking students to perform movements according to instructions in English. In addition, the teacher incorporated songs and simple games relevant to the learning theme. Students appeared enthusiastic about participating in the activities, and the classroom

					atmosphere became lively and enjoyable.
2	Teacher-Student Interaction	Teacher & Students	Student Engagement	Students' active participation; teacher's responsiveness, encouragement, and interaction techniques	Teachers interact actively with students, asking questions and praising correct answers. Students appear confident in expressing their opinions and answering questions, even with limited vocabulary. Interaction is two-way, creating a communicative classroom atmosphere.

3	Teaching Media	Teacher	Media Utilization	Use of visual aids, audio resources, interactive media, and educational technology in delivering material	Teachers use pictures, vocabulary cards, and simple audio recordings to help students understand. These media are used effectively to attract attention and clarify the meaning of words. However, the use of digital technology is still limited because classroom facilities are inadequate.
4	Student Motivation	Students	Student Response	Students' enthusiasm, interest, emotional involvement, and	Most students seemed enthusiastic about participating in the learning activities. They actively imitated the teacher, sang

				willingness to engage in classroom activities	along, and participated in games. Some students appeared passive at first, but began to get involved after the teacher provided encouragement and interesting examples.
5	Teaching Challenges	Teacher	Barriers	Any observable difficulties or constraints faced by the teacher in applying strategies	Teachers face challenges in maintaining students' concentration during activities that last for a long time. In addition, variations in students' English comprehension abilities mean that teachers have to repeat some instructions. Time constraints also

					make it difficult to complete all planned activities.
--	--	--	--	--	---

Appendix 8 Interview Guidelines

Research Question

1. What strategies do teachers use when teaching English at SDN 1 Sungai Tiung?

- a. Teachers used games, songs, chants and interactive activities to practice vocabulary, grammar, and even speaking.
- b. They also used repetition to internalize new words and phrases. Choral drills can build confidence and allow all students to practice together.
- c. Teachers used positive reinforcement and constructive feedback to motivate young learners and guide their progress.

2. How can teachers use these strategies in English classes to help young students engagement in SDN 1 Sungai Tiung?

Teachers can implement the strategies in a systematic and child-friendly manner:

Start with Fun and Movement:

Warm-up songs and chants

Use flashcards for vocabulary introduction and review.

Play games like "Slap the card," "Guess the word," or "Memory."

Teachers design activities where students can practice with a partner or in small groups

By strategically implementing these methods, teachers at SDN 1 Sungai Tiung can create dynamic and engaging English classes that capture the interest of

young students, foster their language development, and build a positive foundation for future learning.

Appendix 9 Documentation



Appendix 10. Sempro Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-441/Un.14/III.1.f/PP.00.9/07/2024

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Alfu Alfaina
N I M : 210101030645
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Mistar Cokrokusumo Komp. Kelapa Gading 3 No. 4
RT 005 RW 001 Kel. Sungai Besar Kec. Banjarbaru
Selatan.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“STRATEGIES TO INCREASE YOUNG LEARNERS' INTEREST IN LEARNING
ENGLISH: A SINGLE CASE STUDY”**

Pada Hari/Tanggal : Selasa, 19 Maret 2024
Tempat : Ruang TBI 2.25

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 29 Juli 2024

Ketua,



Afifah Linda Sari

Appendix 11. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0768 /Un.14/III.1/PP.00.9/05/2025 21 Mei 2025
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Kepala SDN 1 Sungai Tiung
 Kota Banjarbaru

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 : Alfai Alfaina
 NIM : 210101030645
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Purnawirawan Komp. Bumi Nirwana Asri No. 11
 No HP : 082148651931

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) 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, 21 Mei 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,


 Prof. Dr. Ahmad Muradi, M. Ag.
 NIP 197808082005011006

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix 12. Thesis Consultation Notes

CONSULTATION			
Name : Alfu Alfaina			
Title : "Strategies to Engage Young Learners' Interest in Learning English: A Single Case Study"			
Supervisor : Dra. Andi Irlina, M.Hum			
No.	Day/Date	Suggestion/ Comment	Signature
1.	Tuesday, 30 September 2025	<ul style="list-style-type: none"> • Correction of Background • Correction of Definition of Key Terms • Correction of Significant of Study 	
2.	Wednesday, 8 October 2025	<ul style="list-style-type: none"> • Consultation Interview Guidelines and Observation Guidelines 	
3.	Wednesday, 15 October 2025	<ul style="list-style-type: none"> • Consultation additional Theory on Chapter II 	
4.	Tuesday, 4 November 2025	<ul style="list-style-type: none"> • Correction of Previous Study 	
5.	Tuesday, 18 November 2025	<ul style="list-style-type: none"> • Correction Chapter III • Rearrange part of Data Collection with Data Analyze 	
6.	Tuesday, 9 December 2025	<ul style="list-style-type: none"> • Correction of Chapter IV on Findings 	
7.	Wednesday, 17 December 2025	<ul style="list-style-type: none"> • Correction of Chapter IV on Discussion, add Some Theory on Strategy Learning of Young Learners • Add put the table on Appendices 	
8.	Monday, 22 December 2025	ACC	

CURRICULUM VITAE

1. Name : Alfu Alfaina
2. SRN : 210101030645
3. Place and Date of Birth : Banjarmasin, 2 Desember 2002
4. Address : Jl. Palam Raya Komp. Bumi
Nirwana Asri No. 11
5. Phone Number : 082148651931
6. Email : alfualfaina9@gmail.com
7. Organization/experience : -
8. Experience : -
9. Academic Achievement : -
10. Non-Academic Achievement : -

Banjarmasin, 31 December 2025

Alfu Alfaina