

APPENDICES

Appendix I. Translation of Al-Qur`an

No	Name of Surah	Indonesian	English
1.	Surah Al - hujurat ayat 13 يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ	“Wahai manusia! Sungguh, Kami telah menciptakan kamu dari seorang laki-laki dan seorang perempuan, kemudian Kami jadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sungguh, yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah Maha Mengetahui, Mahateliti”	“O mankind, We have indeed created you from a single man and woman. We have made you into nations and tribes so that you may come to know one another. Verily, the most honourable of you in the sight of Allah is the one who is most righteous. Verily, Allah is All-Knowing and All- Aware.”

Appendix II. Research Instrument

Interview Question:

No.	Interview Questions	Participant's Response	
1.	Behavioral Engagement a. Could you tell us about your experience of taking part in speaking activities in class? b. How do you usually take part in speaking activities, such as discussions, presentations or answering questions? c. Do you usually speak up or answer questions in class? Why? d. In your opinion, what makes you more or less active in speaking activities?		
2.	Emotional Engagement a. How do you feel when speaking English in class? b. Can you tell us about a time when you felt confident or lacked confidence whilst speaking?		

	c. Have you ever felt nervous, shy or afraid of making a mistake when speaking? Tell us about that experience?. d. What makes you feel comfortable or enjoy speaking?		
3.	Cognitive Engagement a. What do you usually do to prepare yourself before a speaking test? b. Could you tell us how you prepare your vocabulary or ideas before speaking? c. Do you prepare your vocabulary before speaking? How do you do it? d. When you find yourself struggling with speaking, what do you usually do? e. How do you learn from your mistakes or previous speaking experiences?		
4.	Social Engagement a. Could you tell us about your experience of working with a friend on speaking activities?		

	b. How do your friends help you practise speaking? c. What was your experience of interacting with the lecturer during the speaking session? d. How do you feel when you receive feedback from friends or lecturers?		
5.	Factors Influencing Students' Engagement a. In your opinion, what factors influence your participation in speaking activities? b. How does the classroom atmosphere affect your willingness to speak up or participate? c. Do your friends influence how active you are in speaking activities? Could you tell us about it? d. Does your self-confidence affect your willingness to speak English? How?		

A. Behavioral Engagement

Interview : Could you tell us about your experience of taking part in speaking activities in class?

Partisipant1 “: I often participate in speaking activities like self-introductions, dialogues, group discussions, charades, and others. These

activities have helped me become more accustomed to using English, although I still make mistakes.”

Participants2:” When there is a spoken activity, it increases insight into the actual pronunciation of an English word, that's all that is felt.”

Participant3: “My experience was quite enjoyable. I tried to convey the points I had prepared. Although I felt a little nervous at first, once I started speaking, those feelings disappeared because I focused on the material being discussed.”

Participants4 : “When participating in speaking activities in class, I often participate in group discussions, presentations’

Participants5: “ so, be confident when speaking because you have to be active, things you didn,t know before become clear”r.

Interview: How do you usually take part in speaking activities, such as discussions, presentations or answering questions?

Participants1 :” I usually try to be proactive by answering the lecturer's questions, discussing with my peers, and sharing my opinions””.

Participants2: “Usually, I am nominated by the lecturer or I volunteer.”

Participants3 :” I usually participate by jotting down the key points first before speaking. In group discussions, I actively contribute ideas.”

Participants4”: I usually participate by giving my opinion during group discussions and answering questions that I understand.”

Participants5 :”I do a bit of analysis if there is a meeting.”

Interview : Do you usually speak up or answer questions in class? Why?

Participants1 ;” I want to improve my English skills. However, I sometimes still feel hesitant because I’m afraid of making mistakes with pronunciation or grammar.”

Participants 2”: I’m quite confident because I already have a bit of a foundation in English”.

Participants 3: “ Yes, I’m quite brave. Because for me, the classroom is a place to learn, so there’s no need to be afraid of making mistakes”.

Participants 3 : “I’m quite brave when it comes to speaking or answering questions in class, although I’m still a bit hesitant at times because I’m afraid of making mistakes with my pronunciation or grammar. I keep trying”

participants 4 :” because I want to improve my speaking skills”.

Participants 5 : “ Yes, because I’m usually active during the lessons covered in class.”

Interview : In your opinion, what makes you more or less active in speaking activities?

Participants 1: “ Self-confidence and a good grasp of the subject matter make me more active. Conversely, a limited vocabulary and a fear of making mistakes make me less active.”

Participants2 : “Sometimes I’m too tired to be active”.

Partisipants3: “I become more active if the topic being discussed is really interesting.”

Participants4 : “What makes me more active is a comfortable classroom atmosphere and support from my classmates. Conversely, feeling nervous and having a limited vocabulary make me less active”.

Partisipants5: “ Awkward”

B. Emotional Engagement

Interview : How do you feel when speaking English in class?

Participants 1: “I felt a bit nervous, but also happy to be able to practise my speaking skills in person.”

Participant2 : “ It’s no big deal”

Participants3 : “I felt quite challenged and enthusiastic. Even though my grammar and vocabulary aren’t perfect yet.”

Participants4 : “ When speaking English in class, I felt a bit nervous but also happy to be able to practise my English skills.”

Participants5 : “ I’m very proud that, by learning bit by bit, I’ve finally been able to make good progress during the course, and the teaching has been excellent.”

Interview : Can you tell us about a time when you felt confident or lacked confidence whilst speaking?

Participants 1 : “I feel more confident when I’ve understood the material and prepared myself in advance. Conversely, I lack confidence when I have to speak off the cuff without preparation.”

Participant 2 : “Basically, as long as you’re not tired, you’ll be fine.”

Participant 3 : “I feel very confident when asked to present material that I’ve prepared thoroughly the night before. Because I’ve mastered the material, I can speak fluently and answer my friends’ questions with confidence.”

Participants 4 : “I feel confident when I’ve understood the material and prepared in advance. Conversely, I feel less confident when I have to speak off the cuff because I’m an introvert.”

Participant 5 : “ Confidence comes from believing deep down that you can do it; when I lack confidence, I feel I don’t fully understand and can’t do it.”

Interview : Have you ever felt nervous, shy or afraid of making a mistake when speaking? Tell us about that experience?

Participants 1 : “Yes, I have, I used to feel nervous during presentations because I was worried about mispronouncing words or using incorrect grammar. However, after receiving support from my lecturers and friends. I became more relaxed”

Participants 2 : “No”

Participants 3: “I have, especially at the start of the semester when I had to speak in front of new people, such as lecturers and new friends I wasn’t very familiar with yet.”

Participants 4 : “Always; I’ve often felt nervous and afraid of making mistakes when speaking in front of the class. I worry that my pronunciation might be wrong or that I won’t be able to get my point across properly.”

Participants 5 : “ Yes, because of my own mistakes”

Interview : What makes you feel comfortable or enjoy speaking?

Participants 1: “ A supportive classroom atmosphere, classmates who don’t mock me, and a lecturer who motivates me make me feel at ease when speaking.”

Participants 2 : “The environment.”

Participants 3 : “ I feel at ease when the audience (my classmates) pay attention or give positive feedback.”

Participants 4 : “I feel at ease when speaking if my classmates and lecturers give positive feedback and do not laugh at the mistakes I make.”

Participant 5 : “I feel perfectly at ease, especially when discussing the subject matter with my classmates.”

C. Cognitive Engagement

Interview: What do you usually do to prepare yourself before a speaking test?

Participant 1 : “ I usually read through the material first, make key notes, and practise saying the sentences I’m going to deliver.”

Participants 2 : “ Thinking it through first.”

Participants 3 : “ Before speaking, I usually read through the material repeatedly to grasp the main points of the discussion.”

Participants 4 : “ Before speaking, I usually read through the material first, look up the necessary vocabulary, and practise saying the sentences I’m going to deliver.”

Participants 5 : “ Thinking it through first.”

Interview : Could you tell us how you prepare your vocabulary or ideas before speaking?

Participants 1 : “ I look for vocabulary related to the topic to be discussed, then make a note of it and try to use it in simple sentences.”

Participants 2 : “ Of course, I make sure to memorise it first.”

Participants 3 : “ I gather ideas by looking for references in books or on the internet that are relevant to the topic.”

Participant 4 : “ I prepare by jotting down the key points I want to convey.”

Participant 5 : “ I think about whether this is suitable or not first.”

Interview : Do you prepare your vocabulary before speaking? How do you do it?

Participants 1 : “ Yes. I usually look up the meaning of words in a dictionary or on Google Translate, then memorise them and try to use them in conversation.”

Participant 2 : “ Yes, I think about it first.”

Participants 3 : “ Yes, I prepare for it. The way I do this is by finding out the meaning and how to pronounce the words.”

Participants 4 : “ Yes, I prepare my vocabulary before speaking. I usually write down new vocabulary from the material, look up the meanings, then memorise them and try to use them in conversation.”

Participants 5 : “ Think about it again and be sure of it.”

Interview : When you find yourself struggling with speaking, what do you usually do?

Participants 1 : “ I try to recall the vocabulary I know, use simpler words, or ask a friend for help if necessary.”

Participants 2 : “ No difficulty.”

Participants 3 ; “ If I suddenly find myself struggling or can’t remember the word I want to say, I usually pause for a moment (take a breath) to calm myself down. Then I choose a different word.”

Participants 4 : “ I pray that Allah will make it easy for me to speak.

Participant 5 : I discuss it with a friend.”

Interview : How do you learn from your mistakes or previous speaking experiences?

Participants 1 : “ I take note of the lecturer’s feedback and then try to improve on it next time.”

Participants 2 : ” Just reflect on it.”

Participants 3 : “ I usually reflect on what went wrong; for example, if yesterday I spoke too quickly or forgot to mention an important point, I’ll make a note of it.”

Participants 4 : “By taking note of the feedback from the lecturer and my classmates, I also try to correct those mistakes so they aren’t repeated next time.”

Participants 5 : “Not doing it again.”

D. Social Engagement

Interview : Could you tell us about your experience of working with a friend on speaking activities?

Participants 1 : “I have practised dialogues and presentations with friends. We helped each other improve our pronunciation and gave feedback to make our performances better.”

Participants 2 : “Yes”

Participants 3 : “The experience was very helpful. During group presentations, we divided the material fairly. Before presenting, we usually did a short run-through or gave each other feedback on which parts needed clarifying.”

Participants 4 : “I have worked with friends on speaking activities, such as dialogues and group discussions. This collaboration helped me become more confident in speaking because we were able to support one another.”

Participant 5 : “We discussed the future.”

Interview : How do your friends help you practise speaking?

Participants 1 : “They helped by practising conversation with me, giving examples of correct pronunciation, and encouraging me when I felt a bit lacking in confidence.”

Participants 2 : “By checking with one another to avoid mistakes”

Participant 3 : “My friends help by being good listeners when I try to express.”

participant 4 : “my opinions, and by pointing out when I’ve used a word incorrectly.”

Participants 5 : “My friends help me by practising conversation together, giving feedback on my pronunciation, and helping when I forget a particular word. They’re a great help and make me feel confident.”

E. Factors Influencing Students' Engagement

Interview : In your opinion, what factors influence your participation in speaking activities?

Participants 1 : “Good, the lecturer gives students the opportunity to speak and provides constructive guidance and feedback.”

Participant 2 : “My experience so far has been very positive. The lecturer usually listens attentively, offers praise once I have finished speaking, and clarifies or adds points that were missing.”

Participants 3 : “ very good.”

Participants 4 : “ My interaction with the lecturer during speaking sessions has been quite good. The lecturer gives students the opportunity to speak and offers guidance when mistakes are made.”

Participants 5 : “ I am polite towards the lecturer and do not look for trouble.”

Interview : How does the classroom atmosphere affect your willingness to speak up or participate?

Participants 1 : “ If the classrom atmosphere is comfortable and supportive, I'm more motivated to speak . conversely if the atmosphere is tense, I become more hisistant. “

Participants 2 : “ There's no magic formula. The atmosphere in the classroom really affects me.”

Participants3 : “ If the atmosphere is relaxed, fun, and non-judgemental when someone makes a mistake, I become much braver.” Participants3: “A comfortable, low-pressure classroom environment makes me more confident in using English.”

Participants4 : “ Conversely, an atmosphere that's too tense makes me more hesitant to speak.”

Participants 5 : “ I really like it and it's fun; they must stay solid.”

Interview : Do your friends influence how active you are in speaking activities? Could you tell us about it?

Participants 1 : “ Yes. When my classmates are active and supportive, their support makes me feel more confident.”

Participants 2 : “ No.”

Participants 3 : “ Yes, it has a big influence. When classmates show attention, don't laugh at mistakes, and actively respond, I feel valued. This makes me feel safe and encourages me to speak up more in class.”

Participants 4 : “ Yes, my classmates influence my participation. When my classmates are active and supportive, I become more motivated to speak up and participate.”

Participants 5: “ No, they help.”

Interview : Does your self-confidence affect your willingness to speak English? How?

Participants1 : “ and the little knowledge I have, it makes me brave enough to speak English, even if it's just a bit, haha.”

Participants 2 :” Yes, it has a huge impact.”

Participants 3: “ When I feel confident, my mind is calmer, so the vocabulary I've learnt can come out more fluently.”

Participants 4: “ Yes, self-confidence greatly affects my ability to speak English. When I'm confident, I'm more willing to express my opinions and speak fluently. However, when I'm less confident, I tend to hesitate and be afraid of making mistakes.”

Participants 5 : “Yes, that's right.”

Appendix III. Documentation



Appendix IV. Research Letter



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10 Juni 2026

Yth. Ketua Prodi Tadris Bahasa
 Inggris UIN Antasari 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 : Mona Eliza
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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, 10 Juni 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



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Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

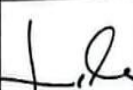
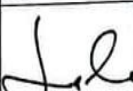
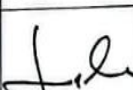
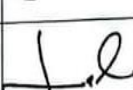
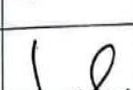
Appendix V. Consultation Notes

CONSULTATION

Name: Mona Eliza

Title: Exploring Student Learning Engagement Practicing Speaking Skills In Language Development Unit UPB At Uin Antasari Banjarmasin

Advisor: Afifah Linda Sari, S.S, M.Pd,

No	Date	Suggestion/Comment	Signature
1	22/4/2026	Consultation After Proposal Seminar	
2	23/4 2026	Consultation Chapter 1 Research Questions,obj,of key, terms	
3	04/05/2026	Consultation Revision Skiripsi	
4	11/05/2026	Consultation to improve the thesis and writing, and revisions in chapter 1, RQ	
5	3/6/2026	Consultation Research Instruments	
6	5/6/2026	Research Instruments Consultation and Request for Signature of Approval Letter Research	
7	23/06/2026	Results of the consultation on writing style	
8	29/06/2026	Consultation regarding repairs and request for signed approval	

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Mona Eliza