

APPENDICES

Appendix I. Research Instruments

Observation Sheet

No	Observation Sheet		Evidence	Date	Notes
	Types Thematic Pattern	Types Interaction			
1.	Constant Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			
2.	Linear Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			
3.	Split Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			
4.	Derived Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			
5.	Cross-Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			

Interview Guide

No.	Interview Questions	Participant's Response
1.	Understanding thematic patterns in spoken English	
	1. Can you give an example of a thematic pattern you often use when speaking in class? 2. How do you identify the main themes in your conversations during classroom interactions? 3. How do you ensure that the thematic patterns you use support the clarity and fluency of your message during a conversation?	
2.	Challenges faced when constructing thematic patterns	
	1. Do you remember a specific instance where you struggled to use thematic patterns correctly during a class conversation? What did you think went wrong? 2. Is there a particular aspect of English (grammar, vocabulary, fluency) that makes it difficult for you to use thematic patterns effectively?	

	3. How do you try to overcome these challenges when speaking in English in class?	
3.	The influence of learning environment on thematic patterns	
	1. How did the classroom atmosphere (e.g., encouragement, freedom of speech, teacher approach) affect your use of thematic patterns during the conversation? 2. How do peer interactions or group discussions help you develop better thematic patterns? Why or why not?	
4.	Impact of feedback and support on thematic patterns	
	1. What role did feedback (from teachers or classmates) play in helping you improve your use of thematic patterns? Can you recall an instance when feedback helped you improve this skill? 2. Do you think your teacher or classmates can provide better support when you face difficulties in establishing thematic patterns in your speech?	
5.	The role of thematic patterns in improving English-speaking skills	

	1. How do you think your understanding of thematic patterns has developed since the beginning of your studies in the English program? 2. Do you feel more confident in your speaking ability when you understand and apply thematic patterns? How did it affect your overall communication?	
6.	Challenges in applying thematic patterns outside the classroom	
	1. How do you manage topic progression when talking with classmates in informal situations (e.g., outside of class)? 2. Are there any particular barriers you encounter when using thematic patterns in everyday conversation, compared to classroom interactions?	
7.	Personal and cultural factors in constructing thematic patterns	
	1. Do you think that cultural or personal factors influence the way you use thematic patterns in English? If yes, can you explain how?	

Appendix II. Observation and Interview Results

Observation Results

Observation Day 1

Date Observation 9th – 10th October 2025

No	Observation Sheet		Evidence	Date	Notes
	Types Thematic Pattern	Types Interaction			
1.	Constant Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	The students talked about their activities	Thursday, 9 th – Friday, 10 th October 2025	Class A 24, Class A is more active than Class B doing interaction to each other and lecturer. Most of them using Constant Theme Pattern
2.	Linear Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	The students talked about their activities	Friday, 10 th October 2025	Class B 24, Class B tended to use the linear theme pattern a bit more during their presentations that day
3.	Split Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview	The students talked about their activities	Thursday, 9 th October 2025	Few student class 24 A, Telling or giving some description

		5. Storytelling			about their friend
4.	Derived Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	Students gave a group presentation featuring a podcast	Thursday, 9 th October 2025	One of the student class A 24, Sharing information about social media using a derived theme pattern
5.	Cross-Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			

Observation Day 2

Date Observation: 27th - 28th November 2025

No	Observation Sheet		Evidence	Date	Notes
	Types Thematic Pattern	Types Interaction			
1.	Constant Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	Students gave a group presentation featuring a podcast	Thursday, 27 th – Friday, 28 th November 2025	Students create podcasts using several types of thematic patterns, including the constant pattern
2.	Linear Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	Students gave a group presentation featuring a podcast	Friday, 28 th November 2025	Group 3 of class B 24, sharing stories about their daily lives, such as their journey to love until they got married
3.	Split Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			

4.	Derived Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling			
5.	Cross- Theme Pattern	1. Role-Play 2. Discussion 3. Information GAP 4. Interview 5. Storytelling	Students gave a group presentation featuring a podcast	Friday, 28 th November 2025	Group 2 shared their experiences of playing a role

Interview Result

Interview date: 17th April 2026

No.	Interview Questions	Participant's Response
1.	Understanding thematic patterns in spoken English	
	1. Can you give an example of a thematic pattern you often use when speaking in class? 2. How do you identify the main themes in your conversations during classroom interactions? 3. How do you ensure that the thematic patterns you use support the clarity and fluency of your message during a conversation?	P1: I often use a constant thematic pattern when talking about my family or personal experiences. I keep focusing on the same topic and add new information related to it. I try to stay on the same topic so my message is easier to understand. P2: I often use a linear thematic pattern when explaining a recipe step by step. I identify the main topic and connect each idea to the previous one. I connect information logically from one sentence to another. P3: I often use a linear pattern when explaining processes. I focus on the central topic and continue it logically. I try to organize ideas step by step. P4: I often use a linear pattern when describing activities step by

		step. I identify the topic and develop it sequentially. I make sure each idea is connected. P5: I use a linear pattern when explaining instructions. I focus on one topic and connect ideas in sequence. I try to explain ideas clearly and logically. P6: I often use a constant pattern by repeating the same topic. I maintain the same topic throughout the conversation. I stay focused on one theme to avoid confusion.
2.	Challenges faced when constructing thematic patterns	
	1. Do you remember a specific instance where you struggled to use thematic patterns correctly during a class conversation? What did you think went wrong? 2. Is there a particular aspect of English (grammar, vocabulary, fluency) that makes it difficult for you to use thematic patterns effectively? 3. How do you try to overcome these challenges when speaking in English in class?	P1: Yes, I sometimes forgot vocabulary and lost the flow of my ideas. Grammar and vocabulary are my biggest challenges. I practice speaking and learn new vocabulary. P2: During role-play, I became nervous and lost track of my ideas. Fluency and vocabulary make it difficult for me. I practice speaking and prepare before class activities.

		P3: I struggled when I lacked confidence during presentations. Lack of confidence affects my fluency. I try to practice more and stay calm. P4: I sometimes struggled because of grammar mistakes. Grammar and vocabulary are my main challenges. I review vocabulary and practice speaking. P5: I became nervous when speaking in front of the class. Nervousness affects my fluency. I practice speaking with friends. P6: I struggled because I lacked confidence. Vocabulary and confidence are my main challenges. I practice speaking and learn new words.
3.	The influence of learning environment on thematic patterns	
	1. How did the classroom atmosphere (e.g., encouragement, freedom of speech, teacher approach) affect your use of thematic patterns during the conversation?	P1: The classroom atmosphere was supportive and encouraging. My friends help me learn different ways to organize ideas. P2: The teacher's encouragement helped me speak more confidently. Group discussions

	2. How do peer interactions or group discussions help you develop better thematic patterns? Why or why not?	help me develop ideas more clearly. P3: The classroom atmosphere motivated me to participate. Peers help me by sharing ideas during discussions. P4: The classroom atmosphere did not pressure me. Group work helps me improve my speaking. P5: The classroom atmosphere was comfortable. Discussion activities help me organize ideas. P6: The classroom atmosphere was supportive. My friends help me continue conversations.
4.	Impact of feedback and support on thematic patterns	
	1. What role did feedback (from teachers or classmates) play in helping you improve your use of thematic patterns? Can you recall an instance when feedback helped you improve this skill? 2. Do you think your teacher or classmates can provide better support when you face difficulties in establishing thematic patterns in your speech?	P1: Feedback helped me realize mistakes in my speaking. Yes, more feedback would be helpful. P2: Teacher feedback helped me improve my speaking organization. Yes, teachers and classmates can provide more practice opportunities. P3: Feedback showed me how to improve my explanations. Yes, supportive feedback is important.

		P4: Feedback helped me correct mistakes. Yes, more guidance would help. P5: Feedback helped me improve my speaking. Yes, classmates can help by giving suggestions. P6: Feedback helped me identify weaknesses. Yes, additional support would be useful.
5.	The role of thematic patterns in improving English-speaking skills	
	1. How do you think your understanding of thematic patterns has developed since the beginning of your studies in the English program? 2. Do you feel more confident in your speaking ability when you understand and apply thematic patterns? How did it affect your overall communication?	P1: Before this study, I did not know about thematic patterns. Yes, I feel more confident because I can organize my ideas better. P2: I only understood thematic patterns after joining this research. Yes, it improves my confidence and communication. P3: I did not know the theory before this study. Yes, I feel more confident after understanding it. P4: I learned about thematic patterns through this research. Yes, it helps me speak more clearly.

		P5: I did not know thematic patterns before. Yes, I feel more confident now. P6: I was not aware of thematic patterns before this study. Yes, understanding them improves my confidence.
6.	Challenges in applying thematic patterns outside the classroom	
	1. How do you manage topic progression when talking with classmates in informal situations (e.g., outside of class)? 2. Are there any particular barriers you encounter when using thematic patterns in everyday conversation, compared to classroom interactions?	P1: I usually continue the topic naturally. No significant barriers; I feel more relaxed outside class. P2: I follow the previous topic and respond naturally. I rarely face barriers outside class because I feel less pressure. P3: I continue conversations by linking ideas together. I feel freer outside class. P4: I continue topics based on the previous discussion. No major barriers outside class. P5: I usually continue topics naturally with friends. I feel more relaxed outside class. P6: I talk more freely outside the classroom. There is less pressure outside class.
7.	Personal and cultural factors in constructing thematic patterns	

	1. Do you think that cultural or personal factors influence the way you use thematic patterns in English? If yes, can you explain how?	P1: Personal experiences influence the way I explain ideas. P2: My personal background affects the examples I choose. P3: My personal experiences influence my speaking style. P4: My experiences affect how I develop ideas. P5: My personal interests influence the topics I discuss. P6: My personal experiences influence the way I communicate.
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Appendix III. Photographs

Observation in Class 9th – 10th October 2025 & 27th - 28th November 2025



Student's Interview 17th April 2026



Appendix IV. Reaserch Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 1474 /Un.14/III.1/PP.00.9/10/2025 01 Oktober 2025
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth. Rektor 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 : M. Aufi Dzikri
 NIM : 210101030180
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl Cendana I, Sungai Mai, Kayutangi, Kota Banjarmasin,
 Banjarmasin Utara
 No HP : 0878-4139-5094

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, 01 Oktober 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



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

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA
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SURAT KETERANGAN SELESAI RISET

Nomor: B-221/Un.14/III.1/PP.00.9/06/2026

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

N a m a	: M. Aufi Dzikri
NIM	: 210101030180
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (10 Oktober 2025 - 12 Desember 2025) dengan judul:

**“EXPLORING STUDENT'S NARRATIVES ON THEMATIC PATTERNS IN
CLASSROOM LEARNING INTERACTION”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 15 Juni 2026
Ketua Prodi,



Afifah Linda Sari

Appendix V. Consultation Notes

Consultation Notes

Name of Advisor: Fajriannor M.Pd

No.	Day/Date	Notes	Signature
1.	2 nd June 2025	Discussing the entire thesis after the thesis proposal seminar	
2.	13 th June 2025	Discussing and adding types of thematic patterns	
3.	23 th June 2025	Discuss and add types of interactions in the classroom, and expand on the theory for Chapter 2	
4.	30 th June 2025	Clarification in Chapter 3 regarding participants and locations	

5.	11 th September 2025	Discussing research instruments and the sample size	
6.	24 th September 2025	Add theoretical background to Chapter 2 to strengthen the research findings	
7.	14 th April 2026	The revisions to the content of Chapters 1–3 use a more detailed explanation	
8.	15 th April 2026	Modifying instruments and adding observations to a class	
9.	7 th May 2026	Discussing the results of the observations	

10.	11 th May 2026	Discussing the results of the interviews specifically, the students' responses regarding thematic patterns and a follow-up to Chapter 4	
11.	24 th May 2026	Discussing Chapter 4 in the "Findings and Discussion" section	
12.	11 th June 2026	Discussing the content of the thesis, Chapters 4-5	
13.	15 th June 2026	Final consultation on chapter 1-5	

Appendix VI. Translation of Qur'an

Name of the Surah	Indonesian	English
Al-Qur'an surah Al-Isra` verse 4: عَلَّمَهُ الْبَيَانَ	Dia mengajarnya pandai menjelaskan.	He taught him to be smart. He taught him to explain things well. Explain. Explain.

CURRICULUM VITAE

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8. Organization/Work experience :
 - a. Secretary of the core team in Esa Antasari
 - b.
9. Academic Achievement :
 - a.
 - b.
10. Non-Academic Achievement :
 - a.
 - b.
11. List of Scientific Works :

Banjarmasin, 24 June 2026

M. Aufi Dzikri