

APPENDICES

Appendix I. Translation of Al-Qur'an

Name of the Surah	Indonesian	English
QS. An-Nahl verse 125: اُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ	“Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan cara yang baik. Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapa yang sesaat dari jalan-Nya dan Dialah yang lebih mengetahui siapa yang mendapat petunjuk.”	<i>“Invite to the way of your Lord wuth wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.”</i>

Appendix II. Research Instruments

Observation Guide

Narrative Inquiry Observation Framework (Clandinin & Connelly, 2000)

Dimension	Focus of Observation
<i>Interaction</i>	Pre-service teachers' feelings, such as confidence, anxiety, nervousness, and satisfaction, and their interactions with students during classroom activities.
<i>Continuity</i>	How pre-service teachers adapt, reflect, and develop their teaching experiences throughout the lesson.
<i>Situation</i>	Classroom conditions, learning environment, teaching context, and situations occurring during active learning activities.

No	Aspects Observed	Narrative Inquiry Dimension	Notes
1	Pre-service teachers' feelings during the implementation of active learning strategies (e.g., confidence, anxiety,	Interaction	

	nervousness, satisfaction).		
2	Interaction between pre-service teachers and students during active learning activities.	Interaction	
3	Students' responses toward the strategies used by the pre-service teachers.	Interaction	
4	Classroom atmosphere during the implementation of active learning strategies.	Situation	
5	Challenges faced by pre-service teachers during classroom activities.	Situation	
6	Pre-service teachers' ways of handling unexpected classroom situations or student behavior.	Situation	

7	Observable struggles related to time management or student engagement.	Situation	
8	How pre-service teachers adapt during the teaching process.	Continuity	
9	Important or meaningful moments experienced during teaching practice.	Continuity	

Interview Guidelines

RQ 1: How do pre-service teachers describe their experiences in implementing active learning strategies to engage students in classroom practice?

A. Initial Experience in Implementing Active Learning Strategies

1. Did you feel confident, anxious, nervous or satisfied when first implementing active learning strategies? (*Interaction*)
 - a. What feelings did you experience most often?
 - b. Why did you feel that way?
 - c. What classroom situations caused those feelings?
 - d. How did you respond to those feelings?
2. Did your initial experience match your expectations before entering the

classroom? (*Continuity*)

- a. What did you expect before teaching?
- b. What was different from your expectations?
- c. How did this affect your teaching experience?

B. Interaction with Students During Active Learning

1. Did students respond actively to the active learning activities you used?
(*Interaction*)

- a. How did students usually respond?
- b. Were there any responses that surprised you?
- c. How did their responses affect your teaching experience?
- d. What did you learn from those responses?

2. Did active learning help you interact more easily with students? (*Interaction*)

- a. How was your interaction with students during the activities?
- b. Did students communicate more openly?
- c. Can you describe a memorable interaction?
- d. How did this interaction influence your teaching?

3. Did active learning create a different classroom atmosphere compared to traditional teaching? (*Situation*)

- a. What differences did you notice?
- b. How did students react to this learning atmosphere?
- c. How did this affect your role as a teacher?

C. Experience in Applying Active Learning Strategies

1. Did you use different active learning strategies during teaching practice?

(Situation)

- a. What strategies did you use?
 - b. Which strategy did you use most often?
 - c. Why did you choose that strategy?
 - d. Which strategy worked best for your students?
2. Did you find advantages in the active learning strategies you used? *(Continuity)*
 - a. What benefits did these strategies provide for students?
 - b. How did these strategies help your teaching process?
 3. Did you find weaknesses or limitations in the active learning strategies you used? *(Situation)*
 - a. What difficulties or limitations did you notice?
 - b. In what situations were these strategies less effective?
 - c. How did you deal with these limitations?
 4. Did active learning activities always run as you expected? *(Situation)*
 - a. What usually happened during the activities?
 - b. Were there any unexpected situations?
 - c. How did you respond to those situations?

D. Reflection on Active Learning Experience

1. Would you use active learning strategies again in future teaching practice? Why or why not? *(Continuity)*
2. What suggestions would you give to other pre-service teachers who want to implement active learning strategies? *(Continuity)*

RQ 2: What challenges do pre-service teachers face when applying active learning strategies in the classroom?

A. The Gap between Theory and Practice

1. Did you find differences between the theories learned in college and the real classroom situation? (*Continuity*)
 - a. What specific differences did you notice?
 - b. How did those differences affect your teaching?
 - c. How did you adapt to those differences?
2. Did you experience unexpected classroom situations that differed from your expectations? (*Situation*)
 - a. What happened during those situations?
 - b. Why were those situations unexpected?
 - c. How did you respond to them?
 - d. What challenges did those situations create?
3. Did real classroom experiences change your understanding of teaching theory? (*Continuity*)
 - a. What new understanding did you gain?
 - b. How has your perspective changed after teaching practice?

B. Difficulties in Classroom Management

1. Did you experience difficulties managing students during active learning activities? (*Situation*)
 - a. What classroom situations were difficult to handle?
 - b. How did students behave during those situations?
 - c. What did you do to manage the classroom?
 - d. Was your strategy effective?
2. Did students ever seem passive, noisy, or difficult to engage? (*Interaction*)
 - a. How did this affect the learning process?

- b. What strategies did you use to encourage participation?
 - c. Were your strategies successful? Why?
3. Did classroom management challenges affect your teaching performance?
(*Interaction*)
- a. How did these difficulties affect your confidence?
 - b. What emotions did you experience?
 - c. How did you overcome these challenges?

C. Difficulties in Time Management

1. Did you experience difficulties managing instructional time during active learning activities? (*Situation*)
- a. Which activities usually took more time than planned?
 - b. Why did this happen?
 - c. How did this affect your lesson objectives?
2. Did real classroom conditions make it difficult to follow your lesson plan schedule? (*Situation*)
- a. What situations caused changes in your schedule?
 - b. How did you adjust your teaching activities?
 - c. Were your adjustments effective?
3. Did your time management improve after several teaching practices?
(*Continuity*)
- a. What helped you improve?
 - b. Did reflection or feedback help?
 - c. What strategies became more effective over time?

D. Low Confidence (Self-Efficacy Issue)

1. Did you ever feel nervous, anxious, or unsure when teaching in the classroom?

(Interaction)

- a. What situations caused those feelings?
 - b. How did these feelings affect your teaching?
 - c. How did you deal with them?
2. Did you ever feel less confident when using English or interacting spontaneously with students? *(Interaction)*
- a. What made those situations difficult?
 - b. How did students' responses affect your confidence?
 - c. How did you handle these situations?
3. Did support from others help improve your confidence during teaching practice? *(Continuity)*
- a. Who supported you most?
 - b. What kind of support was helpful?
 - c. How did this support change your confidence?
4. Did your confidence improve after repeated teaching experiences? *(Continuity)*
- a. What contributed to this improvement?
 - b. How has your teaching changed over time?

Appendix III. Documentations



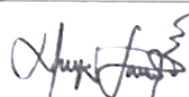
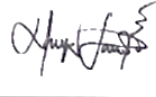
Appendix IV. Consultation Schedule and Notes

CONSULTATION

Name : Nur Latifah

Title : Engaging Student through Active Learning: A Qualitative Study
on Pre-Service Teachers' Strategies in Classroom Practice

Supervisor : Hj. Nur Laila Kadariyah, S.Ag., M.Pd.

No.	Date	Suggestion/Comment	Signature
1	19 Dec 2025	- Explained what kind of experiences that researcher wanted to explore and obtain from the participants - Revised the research instruments to make them more relevant to the research questions and theoretical framework	
2	3 Apr 2026	Added the advantages and disadvantages of each active learning strategy discussed in Chapter II	
3	13 May 2026	Discussed and reviewed the research instruments	
4	19 May 2026	- Submitted the interview transcripts - Added relevant theories to Chapter II	
5	4 June 2026	Consultation findings and discussions section	
6	18 June 2026	- Revised findings and discussions - Prepared the abstract in English and Indonesian - Completed and organized all appendices	
7	23 June 2026	- Checking Chapters I-V - Ready for exam	

Appendix V. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH 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- 1297 /Un.14/III.1/PP.00.9/08/2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

22 Agustus 2025

Yth. Kepala MAN 3 Banjar
Kabupaten Banjar

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 : Nur Latifah
NIM : 220101030073
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani KM 14.500 Komplek Sejahtera Mandiri Asri No.106B,
RT/RW. 021/007, Kec. Gambut
No HP : 085252447772

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, 22 Agustus 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



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

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

CURRICULUM VITAE

1. Full Name : Nur Latifah
2. SRN : 220101030073
3. Place and Date of Birth : Tanah Laut, December 2nd, 2003
4. Nationality : Indonesian
5. Address : Jl. A. Yani KM 14.500 Komp. Sejahtera
Mandiri Asri, Kec. Gambut
6. Phone Number : 085252447772
7. Email : nrrelatifahh@gmail.com
8. Organization/Work experience :
 - a. English Tutor, PPRSAR Mulia Satria Banjarbaru (2023 – Present)
 - b. Part-Time Library Assistant, SMPN 1 Beruntung Baru
 - c. Koperasi Mahasiswa UIN Antasari

Banjarmasin, 17 June 2026



Writer