

APPENDICES

Appendix 1. Translation of Al-Qur'an

Name of The Surah	Indonesian	English
قُلْ لَوْ كَبِيَ الْبَحْرُ هَذَا لِكَلِّبَتْ رَبِّي لَفِ الْبَحْرِ قَبْلَ أَيْ تَلَفَتْ كَلِّبَتْ رَبِّي وَلَوْ جُنُبٌ بِوَيْلِهِ هَدَدٌ	"Katakanlah (Muhammad), 'Seandainya lautan menjadi tinta untuk (menulis) kalimat- kalimat Tuhanku, niscaya habislah lautan itu sebelum kalimat- kalimat Tuhanku selesai (ditulis), meskipun Kami datangkan tambahan sebanyak itu (pula)'."	"Say, 'O Prophet, 'If the ocean were ink for writing the Words of my Lord, it would certainly run out before the Words of my Lord were finished, even if We refilled it with its equal.'".

Appendix 2. Questionnaire Instrument

Questionnaire: The effect of using QR codes in English learning books on students interaction in the classroom

This questionnaire consists of 5 aspects, including student interest in learning, student involvement in class, ease of use, time efficiency, and flexible information acquisition. The questionnaire was made based on the theory taken from Izza (2024) and Tan & Chee (2021).

Instructions:

Please put a mark (✓) on one of the options that best suits your opinion.

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I feel more excited and fun when learning in class with QR codes in engling learning books.				
2.	QR codes in learning book increase my interest in learning English.				
3.	I find it easier to access and understand English learning materials with the help of QR codes.				

4.	With QR Codes, I can obtain information more quickly and efficiently than with traditional methods.				
5.	I feel more active and motivated in the learning process after using QR codes.				
6.	The use of QR codes in english learning book helps me focus and engage in learning activities in class.				
7.	QR codes in english learning books attract my attention and make learning more fun.				
8.	I can save time getting information through QR codes				
9.	I often cooperate and discuss with friends in learning activities after using QR codes.				
10.	QR Code helps me to learn more independently without				

	relying too much on teachers or friends.				
11.	With QR Codes, I am more active in participating in class activities and doing the assignments given.				
12.	I am more confident in speaking English after using the materials accessed through the QR Code.				
13.	13 I feel more comfortable and helped by using QR Codes compared to conventional learning methods.				
14.	I read and understand English materials more often because of QR codes in learning books.				
15.	Using QR Codes help me develop my English skills.				

Appendix 3. Questionnaire in form Google form

docs.google.com

Questionnaire : The effect of using QR Codes in english learning books on students interaction in the classroom

Please fill out this questionnaire honestly with choose the answer strongly agree/agree/disagree/strongly disagree 🙏 Its took only 5 minutes ⏱

Thank you for help me guys ~

Are you interested in learning english? *

☐ Yes, absolutely
☐ No, not really

1. I feel more excited and fun when learning in class with QR codes in english learning book. *

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly disagree

2. QR codes in learning book increase my interest in learning english. *

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly disagree

3. I find it easier to access and understand english learning materials with the help of QR codes. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

4. With QR codes, i can obtain information more quickly and efficiently than with traditional methods. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

5. I feel more active and motivated in the learning process after using QR codes *

☐ Strongly Agree

6. The use of QR codes in english learning book helps me focus and engage in learning activities in class *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

7. QR codes in english learning books attract my attention and make learning more fun. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

8. I can save time getting information through QR codes. *

☐ Strongly Agree

9. I often cooperate and discuss with friends in learning activities after using QR codes *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

10. QR code helps me to learn more independently without relying too much on teachers or friends. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

11. With QR codes, I am more active in participating in class activities and doing the assignment given. *

☐ Strongly agree

12. I am more confident in speaking english after using the materials accessed through the QR code. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

13. I feel more comfortable and helped by using QR codes compared to conventional learning methods. *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

14. I read and listen english materials more often because of QR codes in learning book. *

☐ Strongly agree

15. Using QR codes help me develop my english skill *

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

Kirim Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Konten ini tidak dibuat atau didukung oleh Google -
Hubungi pemilik formulir - Perawatan Layanan - Kebijakan Privasi

Apakah formulir ini tampak mencurigakan? Laporkan

Appendix 4. Interview Guidelines

Interview guidelines to English teachers : teaching strategies

This interview is related to the experience of English teachers in applying QR codes in English books. This interview guide was designed based on the theories of Husaeni (2023) and Mirnayanti (2024).

No.	Teaching Strategies	Questions	Respons / answer
1.	Collaboration and Group Learning	How do you implement collaborative learning or group activities when using QR codes in the classroom?	
2.	Problem-Based Learning (PBL)	Have you used QR codes in a Problem-Based Learning (PBL) approach? If so, how do you design the learning process using QR codes in problem-solving activities?	
3.	Flexible and	How do you create	

	Engaging Activities	flexible, engaging, and fun learning activities using QR codes to enhance students' motivation and participation?	
4.	Reflection and Feedback	How do you collect and use student feedback regarding the use of QR codes in learning? How does reflection help improve the teaching strategy?	
5.	Teacher Training and Support	Was there any training or support for integrating QR Codes in learning? If so, what kind of training or support have you received to effectively integrate QR Codes	

		into English language teaching? If not, how can you integrate them in the classroom?	
--	--	--	--

Appendix 5. Interview Guidelines with teacher answers

No.	Teaching Strategies	Questions	Respons / answer
1.	Collaboration and Group Learning	How do you implement collaborative learning or group activities when using QR codes in the classroom?	Usually, I divide the students into small groups consisting of three or four members. Each group can scans the QR Code in the English learning book using their smartphones. After they access the audio or reading material, I ask them to discuss the content together or I asked them understanding first . For example, after listening to an audio conversation, they can identify the main ideas, difficult vocabulary, or

			expressions used in the dialogue. Then, each group shares their answers with the class. I think this way is more effective because students learn from each other. Instead of only listening to my explanation, they become more active in discussing and expressing their opinions.
2.	Problem-Based Learning (PBL)	Have you used QR codes in a Problem-Based Learning (PBL) approach? If so, how do you design the learning process using QR codes in problem-solving activities?	Yes, although I don't always formally mention it as Problem-Based Learning, I often use activities that have similar principles. For example, I give students a situation or a problem related to the lesson, then I ask them to scan the QR Code to find information that can help them solve it. After accessing the material, students discuss possible answers in

			groups before presenting their ideas. My role is only to guide them if they have difficulties and make a conclusion from the topic what we learn today.
3.	Flexible and Engaging Activities	How do you create flexible, engaging, and fun learning activities using QR codes to enhance students' motivation and participation?	I try not to make every lesson the same because its boring and some students did not focus on the class. Sometimes I asked students to scan the QR Code to listen to audio, complete worksheets, or answer discussion questions based on the material they access. Occasionally I also combine it with simple games so students become more enthusiastic. QR Codes I used for listening section mostly that there is an audio that has prepared.
4.	Reflection and Feedback	How do you collect and use student	After the learning activity, I usually ask students simple

		feedback regarding the use of QR codes in learning? How does reflection help improve the teaching strategy?	questions such as whether the QR Code was easy to use or the material helped them understand the lesson while accessing it. Sometimes I ask these questions directly during classroom discussion, but for using the QR Codes for learning its quite difficult because in this school actually student did not allow to bring handphone that often except there is the lesson that related such as listening. Their feedback is very useful for me. For example, if students say that the internet connection is slow, I will choose different materials for the next lesson. Reflection helps me understand which
--	--	--	---

			activities are effective and which ones need improvement.
5.	Teacher Training and Support	Was there any training or support for integrating QR Codes in learning? If so, what kind of training or support have you received to effectively integrate QR Codes into English language teaching? If not, how can you integrate them in the classroom?	To be honest, I have never attended a training program that specifically discussed the use of QR Codes in English language teaching. Most of what I know comes from learning independently, exploring the features available in the textbook, and trying them directly in the classroom. Nowadays, there are many resources on the internet, webinars, and teacher communities where we can learn new teaching ideas. I also often exchange experiences with fellow teachers about what works well in class. In my

			opinion, teachers should continue learning and adapting to technology because students today are already familiar with digital learning. Even without formal training, we can still integrate QR Codes effectively as long as we are willing to explore and adjust them to our students needs.
--	--	--	---

Appendix 6. Letter of Completion of Proposal Seminar



**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: <https://tbi.uin-antasari.ac.id>

SURAT KETERANGAN

Nomor: B-148/Un.14/III.1.f/PP.00.9/05/2025

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Fadia Mahardika
N I M : 220101030065
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Ibadah No. 13 Komplek Green Tasbih 1, Banjarbaru.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“EXPLORING THE ROLE OF QR CODES IN ENGLISH LEARNING BOOKS IN
THE INDEPENDENT CURRICULUM”**

Pada Hari/Tanggal : Jum'at, 11 April 2025
Tempat : Ruang TBI 1.28

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 16 Mei 2025

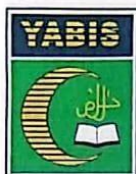
Ketua,



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendix 7. Research letter



YAYASAN YABIS BONTANG SMA ISLAM TERPADU YABIS BONTANG

AKREDITASI "A"

NPSN : 30 40 18 28

Jl. Brigjend Katamso No. 40 RT. 45 Bontang - Kalimantan Timur, Telp. 0548-3554445 / Fax 0548-3554445 Kode Pos 75311
Website : <http://smayabis.sch.id>, e-mail : smayabis.center@gmail.com

SURAT KETERANGAN

Nomor : 420 / 1023 / SMA IT YABIS / BTG / VI / 2026

Yang bertanda tangan di bawah ini :

Nama : *Badaruddin, S.Ag*

NIP : *02 07 193*

Selaku Kepala *Sekolah Menengah Atas Islam Terpadu Yabis Bontang*, Propinsi Kalimantan Timur. Menerangkan bahwa siswa dengan identitas yang tercantum dibawah ini :

Nama	: Fadia Mahardika
NIM	: 220101030065
Program Studi	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Antasari Banjarmasin
Jabatan	: Mahasiswa
Tempat Penelitian	: SMA IT Yabis Bontang
Waktu Penelitian	: 1 Minggu
Judul Penelitian	: Exploring The Role Of QR Codes In English Learning Books In The Independent Curriculum

Nama tersebut di atas telah Selesai melaksanakan Penelitian Dalam Rangka Penyusunan Skripsi.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Bontang, 30 Juni 2026

Ka. SMA IT Yabis Bontang



Badaruddin, S. Ag.

NPK: 02 07 193

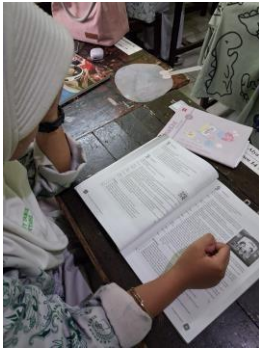
Appendix 8. Consultation Notes

CONSULTATION NOTES

Name of Advisor : Hidayah Nor, M.Pd

No.	Day/date	Notes	Signature
1.	Monday, 10 November 2026	Change the proposal into a thesis templete, complete chapter 4, make more the theoritical review.	
2.	Thursday, 22 January 2026	Arrange the findings base on RQ 1 and RQ 2, pay attention the paragraph and margins.	
3.	Thursday, 05 February 2026	Complete the discussion with theoritical review.	
4.	Tuesday, 28 April 2026	Complete the thesis chapter 4 & 5.	
5	Friday, 26 June 2026	Complete the thesis from cover to acknowledgement, make approval letter, pay attention to the registration requirements.	
6.	Monday, 29 June 2026	Signature on the approval letter.	

Appendix 9 . Documentation in Class



CURRICULUM VITAE

1. Full Name : Fadia Mahardika
2. SRN : 220101030065
3. Place and Date of Birth : Bontang, 31 Desember 2003
4. Nationality : Indonesian
5. Address : Jl. Ibadah no. 13 komplek green tasbih 1, Banjarbaru
6. Phone Number : 081258268431
7. Email : fadia.mahardika@gmail.com
8. Organization/Work experience :
 - a. Volunteer of event division in International Events 2022
 - b. Member of archery community UIN Antasari Banjarmasin 2022
 - c. Private teacher in Education Guidance kalsel 2024-2026
9. Academic Achievement :
 - a. The outstanding student at 2023-2024
 - b. Presenter of 3rd ICETLI Kudus 2023
 - c. Presenter in national seminar ULM 2023
 - d. Partisipant in the 6th INACELT palangkaraya 2023
 - e. Presenter in sensasada seminar 2023
 - f. Presenter in KAIB XV in Brunei Darussalam 2024
 - g. Presenter in BUAF 2024
10. Non-Academic Achievement :
 - a. Volunteer at International Community Service by English Education Department in Yala, Thailand 2025
11. List of Scientific Works :
 - a. Teacher Career Development Teacher Protection and Reward, 2023, Shariajournal
 - b. The Impact of Social Media On The Use of English Slang, 2024, TEFLA Jornal
 - c. Incorporating Religius Moderation Values Into Effective English Language Teaching Practies, 2025, Intensive Journal

Banjarmasin, July 01st, 2026

Fadia Mahardika