

### Appendix 1: Transliteration

Surah	Translation	
	English	Indonesian
An-Nahl (16:78)	<p>Allah has brought you forth from your mothers' womb when you knew nothing, and then gave you hearing, and sight and thinking heart so that you may give thanks.</p>	<p>Dan Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatu pun, dan Dia memberimu pendengaran, penglihatan, dan hati anurani, agar kamu bersyukur.</p>

## **Appendix 2: Guidelines of the Research-Interview and Narrative Frame**

### **1. Guide Interview**

#### **A. Emotional Experiences:**

- 1) Have you ever felt happy or excited during your English class? What activity were you doing at that time? (Positive Activating Emotion)
- 2) When you first started learning English, did you ever feel scared, nervous, or confused? What were you doing at that time? (Negative Activating Emotion)
- 3) Have you ever felt bored or felt like giving up while learning English? What made you feel that way? (Negative Deactivating Emotion)

#### **B. Self-Esteem (Affective Factors)**

- 1) Do you think you are a smart student? Why do you feel that way? (Global Self-Esteem)
- 2) During English lessons, do you feel like you can understand the material? Or do you often feel confused? (Situational Self-Esteem)
- 3) When you are asked to read, write, or speak in English, do you feel like you can do it? Is it easy or difficult for you? (Task-Based Self-Esteem)

#### **C. Motivation**

- 1) Do you like learning English? Why or why not? (Intrinsic Motivation)
- 2) Do you learn English because you want to, or because your teacher or parents told you to? (Extrinsic Motivation)

### **2. Narrative Frame**

- (1) The first time I learned English I felt .....
- (2) During that time, I remember doing ....., and I liked ..... the most
- (3) But I also did not enjoy ..... because.....
- (4) Now, when I learn English, I feel ..... and I think I am (confident/not confident) in learning.
- (5) I learn English because .....

Date : Wednesday, 18<sup>th</sup> June 2025

Time : 09.00-10.30 WITA  
 Activity : Interview with six fifth graders students of SDN Pulau Pinang Utara  
 Interviewer : Muhammad Jalaluddin Romi  
 Participant : Six students of fifth graders  
 Location : SDN Pulau Pinang Utara, Kabupaten Tapin

### **Emotional Experiences**

Interviewer : Have you ever felt happy or excited during your English class? What activity were you doing at that time? (Positive Activating Emotion)

Participant 1 : "I really enjoyed the activity where we asked about the meaning and purpose of English vocabulary, then it was translated and explained with context."

Participant 2 : "I felt very happy when playing games, like the hangman game we did before."

Participant 3 : "I was happy when we played games, it was fun and not boring."

Participant 4 : "I prefer various learning activities rather than just writing the material."

Participant 5 : "I felt very happy when playing games, like the hangman game we played."

Participant 6 : "It was fun when we played games too, so the lesson didn't feel boring."

Interviewer : When you first started learning English, did you ever feel scared, nervous, or confused? What were you doing at that time? (Negative Activating Emotion)

Participant 1 : "There was a little [nervousness], because at that time you were also a new teacher, so it felt unfamiliar."

Participant 2 : "No, because for me, having someone new, especially teaching something new like English, made me happy with new things."

Participant 3 : "Yes, I felt afraid I wouldn't understand, especially because English feels like a 'rich people's subject'—like, can I really understand it?"

Participant 4 : "Yes, because it was like—wow, English! It feels difficult."

- Participant 5 :“Honestly, I felt normal because for me, it was just another subject. I’m just average at other subjects too.”
- Participant 6 :“Yes, at the beginning of the lesson, because it was my first time learning English, and I didn’t understand some words while the other students could understand them quickly.”
- Interviewer :Have you ever felt bored or felt like giving up while learning English? What made you feel that way? (Negative Deactivating Emotion)
- Participant 1 :“Never. Unless the vocabulary and learning materials are always the same, then yes, I would get bored.”
- Participant 2 :“No, because English is fun. Also, the atmosphere felt different from other subjects.”
- Participant 3 :“Yes, especially when there are other assignments and homework. My head feels full, like I have too much to think about, and it’s hard to focus.”
- Participant 4 :“No, I like English now because I still don’t know much about it, so I feel eager to learn more.”
- Participant 5 :“No, I became interested in English because one day I want to go abroad.”
- Participant 6 :“No, because the class is fun.”

### **Self-Esteem (Affective Factors)**

- Interviewer :Do you think you are a smart student? Why do you feel that way? (Global Self-Esteem)
- Participant 1 :“Maybe just a little, because I’m not sure. Some people think I’m smart, others think I’m just average, or not smart at all.”
- Participant 2 :“I’m not sure, because others are smarter than me. Like [another student], who understands lessons more quickly.”
- Participant 3 :“A little, because my grades go up and down. Sometimes high, sometimes low—not like [pointing to Participant 1].”
- Participant 4 :“Sometimes I feel smart, sometimes I don’t, because I rarely study at home.”
- Participant 5 :“No, because my scores often drop and are below average.”
- Participant 6 :“I’m not sure, because I rarely study, but I want to be smart.”
- Interviewer :During English lessons, do you feel like you can understand the material? Or do you often feel confused? (Situational Self-Esteem)

- Participant 1 :“Both. I sometimes understand quickly, but sometimes I feel confused because there are still strange words or terms that I don’t know yet.”
- Participant 2 :“I often feel confused, because there are still many unfamiliar words. Sometimes I even leave out letters or write them wrong — it’s hard.”
- Participant 3 :“I often feel confused. It’s hard to understand, especially when the words are written one way but read another. And sometimes the same word can mean different things.”
- Participant 4 :“I’m often confused because there are many words and terms that feel strange and hard to understand.”
- Participant 5 :“Sometimes I understand, sometimes I feel confused — it depends on how the teacher explains it.”
- Participant 6 :“I often feel confused because there are many words I don’t know the meaning of.”
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- Interviewer :When you are asked to read, write, or speak in English, do you feel like you can do it? Is it easy or difficult for you? (Task-Based Self-Esteem)
- Participant 1 :“I can read and write, though sometimes I get confused with the structure. Speaking is hard for me, but I can find and arrange the words—I just don’t feel confident speaking them out loud.”
- Participant 2 :“I can do it, but reading is still a bit hard because I feel embarrassed if I say something wrong.”
- Participant 3 :“I can’t do it. Everything is hard, especially since I just started learning English.”
- Participant 4 :“I think I can do it, but I still need guidance because some parts are difficult.”
- Participant 5 :“I can’t do it, because I’m still not used to it, and I feel shy.”
- Participant 6 :“I don’t think I can. Maybe it would be hard, especially reading and speaking—it’s very hard to say the words.”

### **Motivation (Affective Factors)**

- Interviewer :Do you like learning English? Why or why not? (Intrinsic Motivation)
- Participant 1 :“I love English! Because it’s fun, easy, and I get to explore a new language.”
- Participant 2 :“I like it. The lesson is fun... and the teacher is kind.”
- Participant 3 :“I just like it... because the subject feels unique.”

- Participant 4 :“I like it because the class is fun and I enjoy the English subject.”
- Participant 5 :“It’s just normal. It feels the same as other subjects. I prefer Math.”
- Participant 6 :“I like it, because the games are fun.”
- Interviewer : Do you learn English because you want to, or because your teacher or parents told you to? (Extrinsic Motivation)
- Participant 1 :“Yes, I’m motivated to learn English for myself because I want to work abroad someday.”
- Participant 2 :“Yes, I want to learn it on my own because English is a cool and fun subject—even though it’s also a school subject.”
- Participant 3 :“Both. First, because English was introduced in school, but then I felt the urge to explore it more by myself.”
- Participant 4 :“I want to learn more about English, that’s why I often ask the teacher for word meanings outside the class.”
- Participant 5 :“I just follow what’s in the school lesson.”
- Participant 6 :“Actually, I do have a bit of my own interest, but for now I just follow what’s taught at school because there’s still a lot I don’t know.”

### NARRATIVE FRAME PARTICIPANT 1

The first time I learned English I felt **a little nervous, because the teacher was new and it felt unfamiliar**. During that time, I remember doing **vocabulary discussions and translations**, and I liked **asking for meaning and getting contextual explanations** the most. But I also did not enjoy **repeated or similar materials**, because **they made me bored**. Now, when I learn English, I feel **excited** and I think I am **a little confident** in learning. I learn English because **I want to work abroad someday**.

### NARRATIVE FRAME PARTICIPANT 2

The first time I learned English I felt **happy, because I like new subjects and a new teacher**. During that time, I remember **we are doing games and interactive activities**, and I liked **the hangman game the most**. But I also did not enjoy **some spelling and writing parts**, because **I sometimes missed letters or made mistakes**. Now, when I learn English, I feel **excited**, and I think I am **not too confident** in learning. I learn English because **it's fun and cool and the teacher is kind**.

### NARRATIVE FRAME PARTICIPANT 3

The first time I learned English I felt **afraid, because I thought English was a subject for "smart people" and I might not understand**. During that time, I remember **we are doing games**, and I liked **the fun parts of the lessons the most**. But I also did not enjoy **the hard assignments, because I had other schoolwork and felt overwhelmed**. Now, when I learn English, I **often feel confused**, and I think I am **not confident in learning**. I learn English because **it's a school subject, but I also want to explore it more**.

#### NARRATIVE FRAME PARTICIPANT 4

The first time I learned English I felt **nervous, because it seemed like a difficult subject**. During that time, I remember doing **games and group tasks**, and I liked **fun activities more than just writing**. But I also did not enjoy **unfamiliar words, because they were hard to understand**. Now, when I learn English, I feel **curious**, and I think I am **somewhat confident** in learning. I learn English because **I like the subject and often ask about English words**.

#### NARRATIVE FRAME PARTICIPANT 5

The first time I learned English I felt **neutral, because I saw it just like any other subject**. During that time, I remember doing **games, and I liked the hangman game the most**. But I also did not enjoy **being unfamiliar with the words, because it made me feel left behind**. Now, when I learn English, I feel **interested**, and I think I am **not confident** in learning. I learn English because **I want to travel abroad someday**.

#### NARRATIVE FRAME PARTICIPANT 6

The first time I learned English I felt **confused, because I didn't know many words and others understood faster than me**. During that time, I remember **doing games, and I liked the games and various class activities the most**. But I also did not enjoy **reading and speaking tasks, because it's hard to pronounce the words**. Now, when I learn English, I feel **a little unsure**, and I think I am **not confident** in learning. I learn English because **I follow what's taught at school, and I think I want to know more later**.






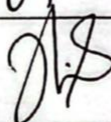


### Appendix 3: Interview Activity



### THESIS CONSULTATION NOTES

Method Name of Advisor: Hidayah Nor, M. Pd

DATE	NOTES	SIGNATURE
March 16 <sup>th</sup> 2025	Perombakan Background of Study, surah yang dipakai harus memiliki ketersambungan dengan teori yang akan dibahas.	
	Perbaikan pada format penulisan.	
March 26 <sup>th</sup> 2025	Perbaikan pada kalimat research questions.	
	Perbaikan kata dan kalimat yang kurang tepat.	
April 8 <sup>th</sup> 2025	Penggantian metode studi kasus menjadi narrative inquiry.	
April 11 <sup>th</sup> 2025	Penambahan aspek emotional experiences sebagai salah satu lensa reflektif penelitian.	
	Perubahan pada research questions.	
May 23 <sup>rd</sup> 2025	Perbaikan penulisan pada BAB 4	
June 17 <sup>th</sup> 2025	Penambahan approval, appendix dll	

## CURRICULUM VITAE

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9. Academic Achievement : -
10. Non-Academic Achievement : -
11. List of Scientific Works :
  - a. The Influence of Tiktok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru.”, Co-authored with Intan Erwani, Muhammad Naziruddin Sawithy, Rohana, Saidah Ulfah and Izza Supeni. Published in *ELITE Journal*, Vol. 4, No. 1, pp. 25-40, 2022.

Banjarmasin, July 6<sup>th</sup> 2025



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Writer