

APPENDICES

Appendix 1: List of Interview Questions

No.	Questions
RQ 1	
1.	Can you describe your experience using the British Council LearnEnglish Kids platform in your kindergarten classroom?
2.	What challenges have you faced when introducing or using this platform for vocabulary instruction?
3.	Do you find the platform age-appropriate for your students? Why or why not?
4.	Are there any difficulties related to classroom management when using the platform?
5.	What technological barriers, if any, have impacted your ability to use the platform effectively?
6.	How well does the platform align with your curriculum or vocabulary learning goals?
7.	What support or training, if any, do you think teachers need to use this platform more effectively?
RQ 2	
1.	What are your overall impressions of the British Council LearnEnglish Kids platform for teaching vocabulary to young learners?
2.	In your opinion, how effective is the platform in helping children learn and retain new vocabulary?
3.	What features of the platform do you find most beneficial for vocabulary instruction?
4.	Are there any aspects of the platform that you believe limit its usefulness for young learners?

5.	How do your students typically respond to using the platform—are they engaged, distracted, or indifferent?
6.	Do you consider the platform a helpful supplement to traditional teaching methods? Why or why not?
7.	Would you recommend the platform to other kindergarten teachers? What advice would you give them?

Appendix 2: Transcribed Interview

No.	Questions and Answers
RQ 1	
1.	Can you describe your experience using the British Council LearnEnglish Kids platform in your kindergarten classroom?
	<i>A: Based on the activity, it was quite fun for the children, because the children were able to get to know new platforms and new vocabulary.</i>
	<i>B: When using this platform, learning becomes more enjoyable. If I observe, one of the reasons is because the items/content in this platform are rich in colors, interesting images, so that this activity will attract more interest and concentration of children to participate in learning activities.</i>
2.	What challenges have you faced when introducing or using this platform for vocabulary instruction?
	<i>A: Here, the young children, their curiosity is very high, the children want to hold, want to see more closely, want to feel what they see, so the children are not conditioned enough, because with their curiosity, the children want to run around, look towards the platform.</i>
	<i>B: In terms of vocabulary teaching, maybe the challenge is not significant enough. But in terms of class management, there are quite a lot of children, with only one platform and infrastructure, so the challenge is the ratio between the facilities and the number of children, so it is a bit less conducive in its use.</i>
3.	Do you find the platform age-appropriate for your students? Why or why not?
	<i>A: Because we took a sample of 5-6 year olds, I think this platform is suitable because children of that age are able to be given lessons about vocabulary.</i>
	<i>B: Very appropriate, because the age group used as the research material is 5-6 years old, if we relate it to the theory of cognitive development, one of them is an aspect such as matching pictures or recognizing similarities and differences, then in language development it is also related to</i>

	<i>phonological awareness that must be mastered by children of that age, and I saw earlier that this platform is very supportive in that direction, cognitive development, language, then social emotional too, where children can play in turns helping each other, it is very appropriate for child development.</i>
4.	Are there any difficulties related to classroom management when using the platform?
	<i>A: Because we used quite a lot of children, the activity was a bit crowded. This is also a lesson for us, we will make smaller groups in the future.</i>
	<i>B: This is also connected to the previous challenge, it is related to the difficulty in managing the class because the infrastructure was only one and then the children were quite a lot, almost 50 children who participated in the learning activities, so this became difficult. Ideally the children should be grouped in small groups and play in turns. So if in a large group, the children tend to be noisy and their activities are less organized.</i>
5.	What technological barriers, if any, have impacted your ability to use the platform effectively?
	<i>A: ya, karena kami keadaan PAUD nya di kampung, sehingga alat-alat teknologi tersebut masih agak-agak asing, kami masih agak-agak gaptek dalam menggunakan platform tersebut</i>
	<i>B: Overall, if you look at the platform content, it seems that there are no technological obstacles, because from what I observed, the content on this platform is child-friendly and easy to use, so that when it was used, the children immediately understood how to use it, given directions once they could immediately understand what to do to solve the questions on this platform. In relation to teacher ability, what needs to be improved is the role of teachers in using this platform.</i>
6.	How well does the platform align with your curriculum or vocabulary learning goals?

	<i>A: Very good, because the children are enthusiast participating in learning.</i>
	<i>B: Very good, very in line, of course it was said earlier that the developmental aspects of children, especially at the age of 5-6 years, are fully covered in this platform. Where the learning achievements contained in the curriculum are related to the Merdeka curriculum, which now has a dimension of literacy and steam, where children get to know various types of words, children get to know the sounds of words, children get to know the relationship between words and letters and all of that is covered by this platform.</i>
7.	What support or training, if any, do you think teachers need to use this platform more effectively?
	<i>A: Well, for this, because the previous deficiency was also about the lack of mastery of technology, of course we really need training about IT.</i>
	<i>B: As I said earlier, this platform is actually child-friendly and teacher-friendly, meaning it is easy to access and easy to use. If there is training that may be for improving their abilities, it must be how to thoroughly explore the use of this platform in terms of IT usage. Then, no less important is the vocabulary of the teachers themselves. In relation to vocabulary, it also needs to be enriched and it needs to be improved and enriched.</i>
RQ 2	
1.	What are your overall impressions of the British Council LearnEnglish Kids platform for teaching vocabulary to young learners?
	<i>A: Very good, so because they can hear, they can see too, so I think it's quite good.</i>
	<i>B: Overall, this platform is very good and in line with the curriculum, then it is also in line with aspects of child development, language, cognitive, literacy and numeracy. Because there are many items, so that the</i>

	<i>achievements of the aspects developed in this child are very broad in accordance with the standards of the level of achievement of child development and in accordance with the achievements in the dimensions of the Merdeka curriculum learning, especially literacy and steam.</i>
2.	In your opinion, how effective is the platform in helping children learn and retain new vocabulary?
	<i>A: Very effective, they can learn new vocabulary.</i>
	<i>B: Very-very effective, we can see earlier that the children were so interested in following the learning process, and of course this interest will be in line with the brain's ability to remember new things. In a fun learning, then added this early age children are still in the golden age phase so it is easy to remember the stimulations in this case, new vocabulary, then also supported by interesting applications and pictures so it will be very fun and interesting.</i>
3.	What features of the platform do you find most beneficial for vocabulary instruction?
	<i>A: Matching pictures, it is quite effective for children's activities.</i>
	<i>B: Overall, the features that have been shown are very interesting, one of which is related to cognitive and language aspects at the same time, matching images and shooting letters are useful platform features.</i>
4.	Are there any aspects of the platform that you believe limit its usefulness for young learners?
	<i>A: Still the same as before, because we are not used to using this platform.</i>
	<i>B: Overall, if we look at the aspect of this platform, there are actually no restrictions on its use for early childhood, but again, perhaps the limitation is the limited facilities that ultimately affect the ratio between facilities and the number of children, there are children who are rushed by their friends, so the things like that could be a limitation on the use of the platform.</i>

5.	How do your students typically respond to using the platform—are they engaged, distracted, or indifferent?
	<i>A: Very engaged, the kids are involved, listening, and paying attention.</i>
	<i>B: Very involved, even earlier you can see how interested they were, how great their curiosity was regarding the use of this platform in learning media.</i>
6.	Do you consider the platform a helpful supplement to traditional teaching methods? Why or why not?
	<i>A: I think it is useful, because this platform can also be used for anything, not only about one theme but can also be used for traditional teaching.</i>
	<i>B: In my opinion, this is very useful because it is an alternative use of learning media other than those commonly used, for example, in introducing vocabulary we tend to use picture cards and letter cards, with this platform, it is actually not only a complement, but can be something new in the use of learning media for early childhood.</i>
7.	Would you recommend the platform to other kindergarten teachers? What advice would you give them?
	<i>A: We will share this fun experience with other teacher friends, because according to the children, this platform makes them quite enthusiastic and follow the learning.</i>
	<i>B: Of course, after seeing the use of this platform, it is highly recommended for use in early childhood learning, because this platform can be an alternative to the same media, this can be an alternative collaboration in the use of IT while introducing vocabulary in English. If the suggestion is because this platform is used in IT media, of course each school is expected to be able to procure the existence of supporting IT infrastructure, because this platform can be used when there are supporting infrastructure, be it a laptop or projector.</i>

Appendix 3: Observation Checklist

No.	Indicators	Level		Explanation
		Yes	No	
1.	Teacher navigates the BCLK platform smoothly			
	Teacher can operate the website/apps without major difficulty			
2.	Internet connection affects the use of BCLK			
	Interruptions or delays due to internet problems are observed			
3.	Teacher adapts BCLK activities to students' level			
	Activities are adjusted to suit students' understanding and pace			
4.	Platform content matches lesson objectives			
	Teacher finds appropriate materials for teaching target vocabulary			
5.	Students appear engaged with BCLK activities			
	Students show interest, focus, and interaction during use			
6	Teacher uses BCLK as a supplementary tool			
	BCLK is used alongside other teaching methods, not as the sole resource			
7	Teacher expresses confidence while using BCLK			

	Teacher shows comfort and positive attitude toward using the platform			
8.	Teacher addresses students' questions related to BCLK tasks			
	Teacher is able to guide or support students effectively			
9	Use of BCLK encourages student participation			
	Students actively participate and respond during BCLK-based instruction			
10.	Teacher reflects on the strengths/limitations of BCLK			
	Teacher shares comments, opinions, or self-talk about the platform			
	Able to recall and use new vocabulary learned through BCLK			

Appendix 4: Observation Data

No.	Indicators	Level		Explanation
		Yes	No	
1.	Teacher navigates the BCLK platform smoothly			Teacher can smoothly and actively navigate the platform
	Teacher can operate the website/apps without major difficulty			
2.	Internet connection affects the use of BCLK			The teaching and learning process run smoothly, without any internet disruptions.
	Interruptions or delays due to internet problems are observed			
3.	Teacher adapts BCLK activities to students' level			They adjust the activities to the students' level. Teachers use games in BCLK to teach children.
	Activities are adjusted to suit students' understanding and pace			
4.	Platform content matches lesson objectives			Yes, learning and teaching process match the current curriculum
	Teacher finds appropriate materials for teaching target vocabulary			
5.	Students appear engaged with BCLK activities			Almost all students join in the game and are very interested. But sometimes because it is too crowded, learning sometimes becomes uncondusive. Many students approach the screen and shout to imitate.
	Students show interest, focus, and interaction during use			
6	Teacher uses BCLK as a supplementary tool			Teachers still use conventional teaching method (using cards) alongside BCLK
	BCLK is used alongside other teaching methods, not as the sole resource			
7	Teacher expresses confidence while using BCLK			Teachers are very confident and give a positive attitude, but

	Teacher shows comfort and positive attitude toward using the platform			sometimes it seems like teachers are still confused.
8.	Teacher addresses students' questions related to BCLK tasks			Question and answer were actively used, and students were able to answer.
	Teacher is able to guide or support students effectively			
9	Use of BCLK encourages student participation			Students respond very actively and enthusiastically. But because they are too enthusiastic and there are too many students, sometimes learning becomes ineffective.
	Students actively participate and respond during BCLK-based instruction			
10.	Teacher reflects on the strengths/limitations of BCLK			There is still a lot of lack of knowledge from the teachers about technology, even though they are starting to be familiar with the platforms and technology, they sometimes still look confused.

Appendix 5: British Council LearnEnglish Kids Platform

The screenshot shows the 'Word games' page on the British Council LearnEnglish Kids platform. The page has a yellow header with the British Council logo and 'LearnEnglish Kids' text. A navigation bar includes links for Home, Listen and watch, Read and write, Speak and spell, Grammar and vocabulary (selected), Fun and games, Print and make, and Parents. Below the navigation bar, the page title is 'Word games' and the breadcrumb is 'Grammar and vocabulary > Word games'. The main content area features a large heading 'Word games' and a paragraph: 'Do you like learning new vocabulary in English? We have lots of great word games for you to play. You can choose from lots of different topics and have fun playing games and learning English at the same time. You can also post comments!'. There is a grid of letter buttons from A to Z, with 'ALL' highlighted. A sidebar on the right contains a list of categories: Grammar practice, Grammar videos, Grammar chants, Word games, and Word of the week, all with checkmarks.

The screenshot shows the 'Food 1' word game interface. The page title is 'Food 1 | LearnEng...' and the URL is 'learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/food-1'. The main heading is 'Play some word games to learn and practise food vocabulary.' Below this, there is a section titled 'Food 1' with the instruction 'Match the word to the picture.' and '12 items remaining'. A grid of food items is shown, each with a speaker icon: chicken, sausage, hamburger, cake, chips, sandwich, fish, pie, pasta, pizza, toast, and noodles. Below the grid are three picture boxes: a slice of cake, a loaf of bread, and a bunch of green beans. A sidebar on the right contains 'Help and Support' (Support for parents, Getting started for kids, House rules for kids) and 'Courses' (Find an English course for adults, Find an English course for your child).

The screenshot shows the 'Balloon Burst' game interface. The page title is 'Food 1 | LearnEng...' and the URL is 'learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/food-1'. The main heading is 'BALLOON BURST' in large, colorful, bubbly letters. Below the heading is a 'Start' button. The background is orange with various colorful balloons and cartoon characters.

Appendix 6: Documentations



Appendix 7: Attendance List

KEGIATAN BIMBINGAN SKRIPSI

No	Waktu		Pembimbing 1	Pembimbing 2	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal	Jam	Topik Bimbingan	Topik Bimbingan		
1	24-04/25	12.00	Revisi tempro	Revisi tempro		
2	2-05/25	13.00	Draft BAB 1-3	BAB 1-3		
3	22-05/25	13.00	Revisi BAB 1-3	Revisi BAB 1-3		
4	2-06/25	11.00	BAB 3	BAB 3		
5	24-06/25	10.00	Instrumen	Instrumen		
6	25-06/25	11.00	Persiapan Penelitian	Persiapan Penelitian		
7	26-06/25	-	Penelitian	Penelitian		
8	27-06/25	-	Penelitian & konsultasi	Penelitian & konsultasi		
9	1-07/25	10.00	Menyusun BAB 4-5	Menyusun BAB 4-5		
10	1-07/25	10.00	Menyusun Artikel	Menyusun Artikel		
11	3-07/25	12.00	Revisi BAB 1-5	Revisi BAB 1-5		
12	4-07/25	18.00	BAB 1-5	BAB 1-5		
13	7-07/25	12.00	Persiapan Sidang Akhir	Persiapan Sidang Akhir		

Appendix 8: Biodata**PERSONAL INFORMATION**

Full Name : Alifia Syamsya Dhiya Pradana

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