

APPENDICES

The appendices provide supplementary materials that support the research process and findings of this study. They include the research instruments, documentation, and other relevant materials used during the data collection and analysis.

APPENDIX 1

Table Semi-structured Interview Guideline

No .	Interview Questions
1	Do you like learning English through children's short stories? Why?
2	What do you think about learning new vocabulary through stories?
3	Which part of the story activities do you like the most? Why?
4	Do the pictures in the stories help you understand new English words? How do they help you?
5	Are the English words in the stories easier to remember? Why?
6	How do you feel when you are asked to read, answer questions, or pronounce new words during the story activities?
7	What difficulties do you experience when learning vocabulary through children's short stories?
8	Do you want to learn English using stories again in the future? Why?

APPENDIX 2

SEMI-STRUCTURED INTERVIEW NOTES

Note. The interviews were conducted in Indonesian to ensure that the fifth-grade EFL learners understood the questions and could express their responses naturally. The interview notes below are presented in English translation while maintaining the intended meaning of the participants' original responses.

Participant Code: S1

Speaker	Interview Notes (English Translation)
Researcher	Did you enjoy learning English vocabulary through short stories?
S1	Yes, I did. It was fun.
Researcher	What made it fun for you?
S1	I liked the story and the pictures.
Researcher	Did the pictures help you understand the English words?
S1	Yes.
Researcher	How did the pictures help you?
S1	When I saw the pictures, I could understand the meaning of the words.
Researcher	What about repeating the words? Did it help you?
S1	Yes. It helped me pronounce the words.
Researcher	Were there any words that were difficult for you?
S1	Yes, some words were difficult to pronounce.
Researcher	What did you do when the words were difficult?
S1	I listened to the teacher and repeated them again.
Researcher	Could you remember some words after learning them through the story?
S1	Yes, especially the words with pictures.
Researcher	Would you like to learn vocabulary through short stories again?
S1	Yes.
Researcher	Why?
S1	Because it was fun and easier to understand.

Participant Code: S2

Speaker	Interview Notes (English Translation)
Researcher	How did you feel when learning vocabulary through the stories?
S2	I liked it. It was interesting.
Researcher	What did you like most?
S2	The pictures and the story.
Researcher	Did the story help you understand new words?
S2	Yes, because I could see what happened in the story.
Researcher	Did you find any difficult words?
S2	Yes, a few words.
Researcher	What was difficult about them?
S2	Sometimes the pronunciation.
Researcher	What helped you when pronunciation was difficult?
S2	Listening and repeating after the teacher.
Researcher	Could you remember some of the vocabulary later?
S2	Yes, some of it.
Researcher	Would you like to use stories again in English class?
S2	Yes, I would.

Participant Code: S3

Speaker	Interview Notes (English Translation)
Researcher	Did you like learning vocabulary through short stories?
S3	Yes.
Researcher	Why did you like it?
S3	Because there were pictures.
Researcher	Did the pictures help you understand the words?
S3	Yes.
Researcher	Can you explain how?
S3	I could look at the picture and understand the word.
Researcher	Was it easy to remember all the words?
S3	Not all of them.
Researcher	Which part was difficult for you?
S3	Remembering some words.
Researcher	What helped you remember them?
S3	Repeating the words and seeing the pictures again.
Researcher	How about pronunciation?
S3	Some words were easy, but some were difficult.
Researcher	Did you want to learn with another story?
S3	Yes.

Participant Code: S4

Speaker	Interview Notes (English Translation)
Researcher	What did you think about learning vocabulary through the stories?
S4	It was good.
Researcher	What was good about it?
S4	The story was fun.
Researcher	Did you understand all the new words?
S4	No, not all.
Researcher	What helped you understand the difficult words?
S4	The pictures and the teacher.
Researcher	Did repeating the words help you?
S4	Yes.
Researcher	Did you still have any difficulty?
S4	Yes, I sometimes forgot the words.
Researcher	What did you do when you forgot them?
S4	I looked at the picture or listened to the teacher again.
Researcher	Would you like to learn vocabulary with stories again?
S4	Yes, because it is more interesting.

Participant Code: S5

Speaker	Interview Notes (English Translation)
Researcher	Did you enjoy the story activities?
S5	Yes.
Researcher	What did you enjoy?
S5	The pictures.
Researcher	Did the pictures help you with the English words?
S5	Yes.
Researcher	Were the words easy or difficult?
S5	Some were difficult.
Researcher	Was the meaning difficult, or was the pronunciation difficult?
S5	The pronunciation.
Researcher	What helped you pronounce the words?
S5	Repeating after the teacher.
Researcher	Could you remember all the words?
S5	No, only some.
Researcher	What helped you remember some of them?
S5	The pictures and repeating.
Researcher	Would you like another story in English class?
S5	Yes.

Important: Before inserting this appendix into the thesis, revise any wording that does not exactly match the researcher's original interview notes. The participant responses should not be treated as verbatim quotations unless they were recorded verbatim during data collection.

APPENDIX 3

LESSON PLAN

School	SDN Sukarama	Grade	5 (Five)
Teacher	Ina Trisnawati	Time Allocation	2 x 35 minutes (70 minutes)
Subject	English	Meeting	1 of 4
Theme	Vocabulary Learning through Children's Short Stories	Date	May 7, 2026
Topic / Story	The Hare and the Tortoise	Number of Students	28 students
Focus	Students are able to understand and use new vocabulary from the story.		

I. LEARNING OBJECTIVES

By the end of the lesson, students are expected to:

- Understand the meaning of vocabulary words from the story The Hare and the Tortoise.
- Pronounce the new vocabulary words correctly.
- Use the new vocabulary words in simple sentences.

II. LEARNING MATERIALS

- Children's short story: The Hare and the Tortoise
- Vocabulary list with pictures
- Board and markers
- Vocabulary learning material / word cards
- Worksheet for matching and simple sentence practice

III. LEARNING STEPS

Stage	Teacher's Activities	Students' Activities	Time
1. Opening	• Greet the students. • Pray together. • Check attendance. • Ask a simple motivating question related to the topic.	• Greet the teacher. • Pray together. • Respond to the teacher's question.	10 minutes
2. Warm-up	• Introduce pictures of the hare and tortoise. • Ask simple questions such as "Who is faster?" and "Who is slower?"	• Observe the pictures. • Answer the questions.	5 minutes

3. Introducing the Story	• Introduce the title The Hare and the Tortoise. • Ask students to predict the story. • Briefly introduce the characters.	• Predict the story. • Listen to the explanation.	5 minutes
4. Story Reading	• Read/tell the story with expression. • Show the story pictures using the available tablet/material. • Ask simple comprehension questions.	• Listen to the story. • Observe the pictures. • Respond to simple questions.	15 minutes
5. Vocabulary Introduction	• Present the target vocabulary with pictures/context. • Explain the meaning of each word. • Model pronunciation and ask students to repeat.	• Listen to the explanation. • Repeat the vocabulary together and individually.	15 minutes
6. Vocabulary Practice	• Guide matching/questioning activities. • Ask students to use selected words in simple sentences. • Give pronunciation feedback.	• Participate in vocabulary activities. • Practice pronunciation. • Make simple sentences.	10 minutes
7. Closing	• Review the vocabulary. • Ask students what words they remember. • Give a short reflection and close the lesson.	• Answer review questions. • Mention remembered vocabulary. • Respond to the closing.	10 minutes

IV. ASSESSMENT

Aspect	Technique	Instrument
Knowledge	Vocabulary recognition and meaning	Matching / oral questions
Skills	Pronunciation and simple vocabulary use	Oral practice / simple sentences
Attitude	Participation and cooperation	Classroom observation

V. REMARKS / NOTES

Teacher / Researcher Notes:

APPENDIX 4

CLASSROOM OBSERVATION FIELD NOTES

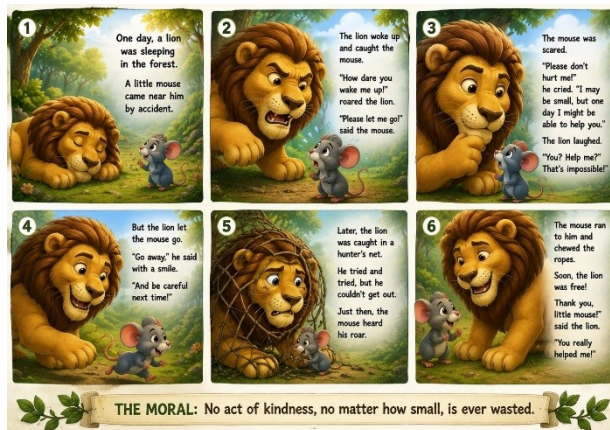
Meeting / Date	Focus of Observation	Observed Classroom Activities	Students' Responses	Researcher's Field Notes
Meeting 1 (May 7, 2026)	Vocabulary introduction through <i>The Lion and the Mouse</i>	- The teacher introduced the story <i>The Lion and the Mouse</i>. - The teacher showed the story pictures and asked simple questions. - The teacher introduced 10 target vocabulary words with pictures. - Students listened, repeated the words, and practiced pronunciation. - Students matched the words with the pictures and answered questions.	- Students looked interested in the story and pictures. - Most students listened carefully. - Students were enthusiastic in repeating the vocabulary. - Some students had difficulty pronouncing "caught" and "net". - Students were active in answering the questions using simple English and some Indonesian.	- Pictures helped students understand the meaning of new words. - Repetition and modeling supported students' pronunciation. - The story provided meaningful context for vocabulary learning.
Meeting 2 (May 14, 2026)	Vocabulary review and practice	- The teacher reviewed the vocabulary from the previous meeting. - Students played a vocabulary game (matching words and pictures). - Students practiced using the words in simple sentences. - The teacher gave feedback and corrected pronunciation.	- Students could recall most of the vocabulary. - Students were engaged in the game and enjoyed the activity. - Some students still needed help using the words in sentences. - Students responded well to the teacher's feedback.	- Review activities helped students recall previously learned vocabulary. - Games increased students' motivation. - Sentence practice provided opportunities to use vocabulary in context.
Meeting 3 (May 21, 2026)	Vocabulary application in speaking and reading	- The teacher read the story again together with students. - Students worked in pairs to retell parts of the story. - Students answered comprehension questions related to vocabulary. - The teacher guided pronunciation and sentence use.	- Students could retell the story with guidance. - Most students understood the questions and answered them. - Some students were still shy to speak in front of the class. - Students improved in using the vocabulary in sentences.	- Re-reading the story strengthened students' vocabulary retention. - Pair work encouraged more students to speak. - Continued practice is needed for shy students to build confidence.
Meeting 4 (May 28, 2026)	Vocabulary consolidation and assessment	- The teacher reviewed all target vocabulary through various activities. - Students completed a vocabulary task (matching, sentence writing). - Students shared their answers and discussed together.	- Students could complete most of the tasks well. - Students were confident to share their answers. - Students showed positive attitudes and participated actively.	- Multiple activities helped students consolidate their vocabulary knowledge. - Students showed improvement in vocabulary use throughout the meetings.

APPENDIX 5

Children's Short Stories Used in the Study

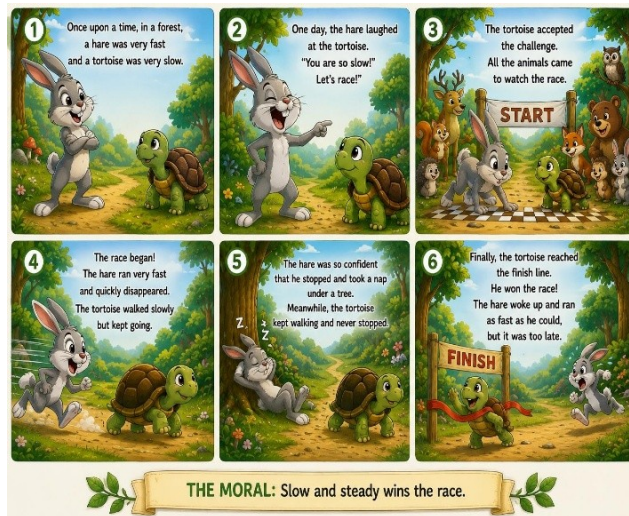
1. The Lion and the Mouse was used to introduce and practice English vocabulary through storytelling, pictures, pronunciation practice, questions, and vocabulary activities.

Story Material :



2. The Hare and the Tortoise was used to introduce and practice English vocabulary through storytelling, pictures, pronunciation practice, questions, and vocabulary activities.

Story Material :



APPENDIX 6

Vocabulary Learning Materials

The following vocabulary was introduced and practiced through the children's short stories during the classroom activities.

1. The Lion and the Mouse

A. VOCABULARY MATERIAL				
The Lion and the Mouse				
No.	Vocabulary	Picture	Meaning (Indonesian)	Example in Context
1	lion		singa	The lion was sleeping in the forest.
2	mouse		tikus	The mouse ran across the lion.
3	forest		hutan	The animals lived in the forest .
4	sleep		tidur	The lion wanted to sleep .
5	catch		menangkap	The lion caught the little mouse.
6	help		menolong	The mouse wanted to help the lion.
7	net		jaring	The lion was caught in a net .
8	bite		menggigit	The mouse bit the net.
9	free		bebas / membebaskan	The mouse helped the lion become free .
10	kind		baik hati	The lion was kind to the mouse.

The vocabulary was introduced through pictures and the context of the story. Students practiced the pronunciation and reviewed the words through storytelling, questioning, shared reading, and picture-word matching activities.

2. The Hare and the Tortoise

APPENDIX 4

VOCABULARY LEARNING MATERIALS

B. Vocabulary: The Hare and the Tortoise

No.	Vocabulary	Picture	Meaning	Example in Context
1.	hare		kelinci	The hare could run very fast.
2.	tortoise		kura-kura	The tortoise walked slowly.
3.	fast		cepat	The hare was very fast.
4.	slow		lambat	The tortoise was slow.
5.	race		perlombaan	The hare and the tortoise had a race.
6.	run		berlari	The hare could run quickly.
7.	walk		berjalan	The tortoise continued to walk.
8.	rest		beristirahat	The hare stopped to rest.
9.	finish		garis akhir / menyelesaikan	The tortoise reached the finish line.
10.	win		menang	The tortoise won the race.

The vocabulary was introduced through pictures and the context of the story. Students practiced the pronunciation and reviewed the vocabulary through storytelling, repetition, questioning, and vocabulary-related activities.

APPENDIX 7

Documentations of Classroom activities

The following photographs document the teaching and learning activities conducted during the implementation of children's short stories in vocabulary learning.

