

APPENDICES

Appendix 1 Fieldnote sheet phase 1 CLASSROOM OBSERVATION NOTES

Meeting 1

Date : 4 Mey 2026 Topic: Like and Don't Like Learning Media: Digital Flashcards through Canva Participants: 23 thirs-grade students	
Descriptive Notes	Reflective Notes
The teacher entered the classroom and oreoared the teaching material. The teacher started the lesson by saying Bismillah and greeting the students. T: "Bismillahirrahmanirrahim. Good morning. Everyone." S: "Good morning, Miss."	The opening activity helped the teacher prepare the students before starting the English lesson.
The teacher asked the students about their condition and readiness. T: "How are you today?" S: "Yes, I'm ready."	The students responded positively and appeared ready to take part in the lesson.
The teacher introduced digital flashcards as the learning media and explained that the students would learn English vocabulary through pictures and words displayed on the screen. The flashcards were prepared using Canva.	Most students were not familiar with learning vocabulary through digital flashcards. Some students looked interested, while several students preferred to watch before participating.
The teacher introduced vocabulary related to "Like and Don't Like." Pictures and English word were shown on the screen. The teacher pronounced each word and asked the students to repeat it.	The pictures helped students see the meaning of the vocabulary while listening to the pronunciation. Repetition also gave students an opportunity to become familiar with the new words.

T: "Repeat after me." S: "Okay, Miss."	
The teacher showed different pictures and asked simple questions. Some students answered quickly, while other remained silent or waited for their classmates to answer.	Students showed different levels of confidence. Students with strong learning ability tended to respond faster, while students with medium and low learning ability sometimes needed repetition or guidance.
The teacher continued the activity by asking students to pronounce the vocabulary together. Several students participated actively, although some students were still hesitant to speak English.	The students gradually became more comfortable with the activity. However, some students still needed encouragement to answer independently.
During the activity, a few students became distracted and talked with their friends. The teacher redirected their attention the digital flashcards and continued the activity.	The visual presentation helped maintain students' attention, although their concentration was not always consistent.
The teacher gave a short vocabulary activity by showing pictures and asking students to identify the English words.	The activity allowed the teacher to see which vocabulary items students could already recognize.
The teacher reviewed the vocabulary before ending the lesson. The students repeated several words together. The teacher then closed the lesson with Alhamdulillah and a prayer.	The review gave students another opportunity to recall the vocabulary before the lesson ended.

Meeting 2

Date: 05 Mey 2026 Topic: Have and Don't Have Learning Media: Digital Flashcards through Canva Participants: 23 third-grade students	
Descriptive	Reflective Notes
The teacher opened the lesson by greeting the students and saying Bismillah. The teacher then asked the students about their condition and readiness to learn.	The opening activity was similar to the previous meeting and helped students prepare for the lesson.
The teacher briefly reviewed some vocabulary from the first meeting by showing pictures on the digital flashcards and asking students to identify them.	Compared with the first meeting, some students were able to remember vocabulary from the previous lesson and responded more quickly.
The teacher introduced the topic "Have and Don't Have" using digital flashcards. Pictures, English words, and pronunciation were presented through Canva.	The visual presentation helped students follow the new vocabulary one item at a time.
The teacher pronounced each vocabulary item and asked students to repeat it together. Students then answered simple questions based on the pictures displayed on the screen.	Repetition and visual support appeared to help students become more familiar with the vocabulary.
More students participated in the activities than in the first meeting. Several students raised their hands or answered directly when the teacher asked questions.	Students appear more confident and familiar with the learning routine.
Some students still had difficulty pronouncing several English words. The teacher repeated the pronunciation and asked the students to try again.	Although pronunciation was still a challenge for some students, they were more willing to attempt the word than during first meeting.

Students also took part short activities using the digital flashcards. They identified pictures, repeated vocabulary, and answered simple questions.	The activities created more classroom interaction and encouraged students to participate in the learning process.
The teacher reviewed the vocabulary and asked students to repeat the words together before closing the lesson.	The review helped reinforce the vocabulary presented during the meeting.

Meeting 3

Date: 09 Mey 2026 Topic: Classroom Objects Learning Media: Digital Flashcards through Canva Participants: 23 third-grade students	
Descriptive Notes	Reflective Notes
The teacher started the lesson by greeting the students, saying Bismillah, and asking them about their readiness to learn.	The students were already familiar with the classroom routine and responded more naturally to the teacher.
The teacher reviewed several vocabulary items from the previous meetings using digital flashcards.	Some students were able to recognize the vocabulary without needing as much repetition as before.
The teacher introduced the topic "Classroom Objects." Pictures of classroom object were displayed on the screen together with their English names.	The pictures provided a direct visual connection between the objects and the English vocabulary.
The teacher pronounced each word and asked the students to repeat it. Students were asked to identify the object shown on the screen.	Most students appeared more confident when identifying vocabulary compared with the earlier meetings.
Some students answered the teacher's questions immediately, while others needed additional time. Students with strong learning ability generally responded faster. Students with medium learning ability were able to answer after repetition, while students with low learning ability sometimes needed additional guidance.	The observation showed that students had different learning abilities and processing and recall speeds for vocabulary.
The teacher continued showing different pictures and asked students to connect each picture with its English word.	Students were beginning to make a clearer connection between the visual image and the English vocabulary.
Students participated in the actives and appeared more comfortable	Their increasing willingness to answer suggested that repeated exposure to

answering questions in front of their classmates.	the vocabulary was helping build familiarity and confidence.
The teacher reviewed the vocabulary and closed the lesson after asking students to repeat the word once again.	The review reinforced the vocabulary before the students left the classroom.

Meeting 4

Date: 11 May 2026 Topics: Like and Don't Like, Have and Don't Have, and Classroom Objects Learning Media: Digital Flashcards through Canva Participants: 23 third-grade students	
Descriptive Notes	Reflective Notes
The teacher opened the lesson by saying Bismillah and greeting the students. The teacher explained that the lesson would review vocabulary from the previous meetings	The students were already familiar with the learning routine and appeared more prepared to participate.
The teacher displayed digital flashcards on Canva and showed pictures related to the three topics that had been taught	Using the same visual medium allowed the teacher to review vocabulary that students had encountered during the previous meetings.
Students were asked to identify pictures and name the English vocabulary. The teacher also asked simple questions related to vocabulary.	Most students were able to respond more confidently than during the first meeting.
Students with strong learning ability generally answered quickly and could recognize the vocabulary from the pictures. Students with a medium level of learning ability were able to answer most questions after some repetition. Students with low learning ability still needed occasional guidance but were more willing to try answering.	The differences in learning ability were still visible, but students generally showed progress in vocabulary recognition and participation.
Some students still made pronunciation mistakes when saying several English words. The teacher repeated the word and encouraged students to pronounce it again.	Pronunciation remained an area that needed practice, although the students appeared less hesitant than at the beginning of the study.
The teacher continued the review	This activity allowed the researcher to

activity by showing pictures without immediately giving the vocabulary. Students tried to recall the English words independently.	observe students' vocabulary retention after several meetings.
Most students were able to identify the pictures and provide the corresponding English words. Students also responded to simple classroom questions with greater confidence.	The students showed positive development in vocabulary recognition, participation, and confidence compared with the first meeting.
The teacher reviewed the main vocabulary one final time. The students repeated the words together. The teacher then ended the lesson with Alhamdulillah and a prayer.	The final review helped reinforce the vocabulary learned during the four meeting and brought the implementation to an end.

APPENDIX 2

SEMI-STRUCTURES INTERVIEW QUESTIONS

The interviews were conducted after the implementation of digital flashcards. The interviews aimed to explore the students' experiences in learning English vocabulary through digital flashcards.

The interview were conducted in Indonesia so that the students could express their opinions and experiences more confortably.

The interview questions were:

1. "Do you like learning English using digital flashcards? Why?"
2. "Is learning with digital flashcards more interesting than using books? Why?"
3. "How do you feel when the teacher shows digital flashcards on the screen?"
4. "Do you pay more attention when using digital flashcards ?"
5. "When you see the picture and the English word together, does it help you understand the meaning?"

The interview participants represented three different levels of learning ability: **Strong, Medium, and Low.**

APPENDIX 3

INTERVIEW TRANSCRIPTIONS

A. Students with Strong Learning Ability

Question 1: “Do you like learning English using digital flashcards?Why?”

Students:” Yes, I like it because the pictures are colourful and there are animations. It makes learning English more interesting.

Question 2: “Is learning with digital flashcards more interesting than using books?Why?”

Students: “Yes, because there are pictures and activities. It is more interesting than reading a book.”

Question 3: “How do you feel when the teacher shows digital flashcards on the screen?”

Students: “I feel happy and excited. I like seeing the pictures and guessing the English words.”

Question 4: “Do you pay more attention when using digital flashcards?”

Students: “Yes, because I want to see the pictures and answer the teacher’s questions.”

Question 5: “When you see the picture and English word together, does it help you understand the meaning?”

Students: “Yes, because I can connect the word with the picture, so it is easier to remember.”

B. Student with Medium Learning Ability

Question 1: “Do you like learning English using digital flashcards?Why?”

Students: “Yes, because the pictures help me remember the English word.”

Question 2: “Is learning with digital flashcards more interesting than using books?Why?”

Students: “Yes, because the words are shown one by one with pictures, so it is easier to understand.”

Question 3: “How do you feel when the teacher shows digital flashcards on the screen?”

Students: “I feel happy and interested because the pictures are colourful.”

Question 4: “Do you pay more attention when using digital flashcards?”

Students: “Yes, because I can focus on the picture and word.”

Question 5: “When you see the picture and English word together, does it help you understand the meaning?”

Students: “Yes, the picture helps me understand and remember the vocabulary.”

C. Student with Low Learning Ability

Question 1: “Do you like learning English using digital flashcards?Why?”

Students: “Yes, because the pictures help me understand the words. At first, I was afraid to say the words, but later I became more confident.”

Question 2: “Is learning with digital flashcards more interesting than using books?Why?”

Students: “Yes, because the pictures are colourful and make learning more interesting.”

Question 3: “How do you feel when the teacher shows digital flashcards on the screen?”

Students: “I feel happy. I like looking at the pictures and learning with my friends.”

Question 4: “Do you pay more attention when using digital flashcards?”

Students: “Yes, because the pictures make me want to look at the screen. Sometimes I get distracted, but I look again when a new picture appears.”

Question 5: “When you see the picture and English word together, does it help you understand the meaning?”

Students: “Yes, the pictures help me understand the words. Sometimes I still need help from the teacher.”

APPENDIX 4

DOCUMENTATION OF RESEARCH ACTIVITIES

Documentation 1. Opening the English Learning Activity

The teacher opened the English lesson and prepared the students before starting the vocabulary learning activity.



Documentation 2. Presentation of Digital Flashcards

The teacher presented digital flashcards through Canva using the classroom screen.



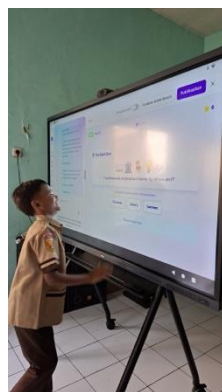
Documentation 3. Vocabulary Learning Activity

Students listened to the teacher's pronunciation and repeated the vocabulary presented through the digital flashcards.



Documentation 4. Students' Participation

Students participated in the activities by identifying pictures, answering questions, and pronouncing the vocabulary.



Documentation 5. Vocabulary from the learning activities and asked students to recall the words based on the pictures.



Documentation 6. Students interview

The researcher conducted semi-structured interview with the selected students participants after the learning activities.



Dokumentation 7

Group photo with all the third-grade students and one teacher



APPENDIX 5

CURRICULUM VITAE



A. Personal identity

Name	: Nazwa NurAzmi Ismail
Place of Birth	: Kebumen, Jawa Tengah
Date of Birth	: 27 July 2004
Sex	: Female
Home	: Kampung Cinusa Hilir, RT 003 RW 002, Desa Nusawangi, Kecamatan Cisayong, Kabupaten Tasikmalaya
Nationality	: Indonesia
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B. Educational Program

- Elementary School at SDN 7 Gianyar Bali (2011-2016)
- Junior High School at Smp Nurul Wafa (2017-2019)
- Vocational High School at SMK Nurul Wafa (2020-2022)
- University at Universitas Galuh, English Educational Study Program

C. Research Experience:

Undergraduate research entitled:

“The Use of Digital Flashcards as Multimodal to Enhance English Vocabulary Mastery in Elementary School at Ciamis: A Case Study.”