

## APPENDICES

### Appendix 1: Observation Guidelines

E-books features used in class:

E-Book Features	Student Behavior	Used	Not Used
Text Highlighting	Students highlighted key ideas and important vocabulary while reading.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dictionary	Students actively used the dictionary feature to understand unfamiliar words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audio / Narration	Students frequently played and replayed the narration feature to improve pronunciation and comprehension.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interactive Quizzes	Students attempted in-app quizzes to check their understanding, though some found them repetitive.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bookmarking	Students bookmarked important pages for later review.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes / Annotation	This feature was rarely used because it was not available in the current e-book version.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive Pictures	Students relied heavily on visual features to grasp new vocabulary and context.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

E-Book Features	Student Behavior	Used	Not Used
Others	—	<input type="checkbox"/>	<input type="checkbox"/>

### Students' Behaviors

	Reading Comprehension Behavior	Y/N	Notes
1	Connecting prior knowledge to the text	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
2	Identifying main ideas and supporting details	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3	Summarizing the content after reading	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
4	Asking or answering content-related questions	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
5	Improving vocabulary understanding	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
6	Using e-book features to clarify meaning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

	Reading Comprehension Behavior	Y/N	Notes
7	Engaging in discussion about the text	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

#### Students' Behaviors (Follow Up)


	Follow up Observations	Description / Notes
1	Focus during task	Yes
2	Motivation to read	Improved
3	Enthusiasm in exploring features	Yes
4	Time spent using e-book	Mostly
5	Behavior during reading activity	<input type="checkbox"/> Positive

## Appendix 2: Observation in Class

1st Observation in Class 9A (August 12th 2025)

Classroom Activities	Stages
<p>The class began with a short greeting and prayer. The teacher smiled and said, <i>“Assalamualaikum warahmatullahi wabarakatuh, good morning, everyone.”</i></p> <p>Students responded cheerfully, <i>“Good morning, Miss!”</i></p> <p><i>“How are you today?”</i> asked the teacher while looking around the class.</p> <p><i>“We’re fine, thank you!”</i> several students answered.</p> <p>The teacher nodded continued, <i>“Alright, let’s start our lesson. Please open your e-book, English for Nusantara, page one hundred and twenty four.”</i></p> <p>Some students tapped their screens quickly, while others adjusted their e-books. The teacher patiently waited and said:</p> <p><i>“Today, we are going to read and discuss What an Experience! story This unit is about recount text—how to tell your personal experiences in English.”</i></p> <p>Students listened attentively, nodding as they opened the chapter. The teacher added,</p> <p><i>“And now, we will learn how to describe experiences using the right structure.”</i></p>	Pre-reading
<p>The teacher began walking around the class, observing students’ screens. <i>“Now, please read the explanation in your e-book page one hundred and thirty-three about recount text,”</i> she instructed.</p> <p>Students silently read, scrolling through the section on their e-book to the explanations’ Some whispered softly to each other, asking what they did not understand.</p>	While-Reading (Stage 1) — Understanding the Text

<p>The teacher encouraged, <i>“Highlight any words or phrases that show when and where something happened in the story. Those are part of the orientation.”</i></p> <p>Students highlighted words such as <i>‘last weekend’</i> and <i>‘at the mountain’</i>. One of them asked quietly, <i>“Miss, is this part of orientation too?”</i></p> <p><i>“Yes, that’s correct. Orientation usually tells who, where, and when,”</i> replied the teacher gently.</p> <p>She continued, <i>“Now, look at the next part. What are the events that happened during the trip?”</i></p> <p>Students discussed briefly while reading. The classroom was filled with soft murmurs and occasional laughter as they compared answers.</p>	
<p>After ensuring everyone finished reading, the teacher instructed, <i>“Now, pay attention to this part. Look at the verbs used in the text.”</i> She wrote several examples on the whiteboard: <i>go → went, see → saw, enjoy → enjoyed.</i></p> <p><i>“These are in the past form because recount texts talk about things that already happened,”</i> she explained clearly.</p> <p>The teacher pointed to the screen again and said, <i>“Use your highlighter to mark all the past verbs in this text. For example, went, saw, enjoyed, and stayed.”</i></p> <p>Students tapped and highlighted the words on their devices. Some students whispered, <i>“I found ten verbs already!”</i> while others quietly checked each sentence.</p> <p>The teacher continued walking around, saying softly, <i>“Good work, please make sure you don’t miss any verbs.”</i></p> <p>One student raised his hand, <i>“Miss, what’s the past form of buy?”</i></p>	<p>While-Reading (Stage 2) — Using E-Book Features to Solve Comprehension Problems</p>

<p><i>"Bought," answered the teacher, smiling. "Excellent question."</i></p>	
<p><i>"Now, let's summarize what we've learned," said the teacher. She turned to the whiteboard and drew three boxes labeled Orientation, Events, and Comment.</i></p> <p><i>"Can anyone tell me what goes into each part?" she asked.</i></p> <p><i>Students answered one by one. "Orientation is when and where," said one. "Events are what happened," added another. "Comment is the ending or the writer's feelings," said a third.</i></p> <p><i>"Perfect!" said the teacher. "Now, I want you to look back at your e-book and write three short sentences to describe each part of the structure. You may work in pairs."</i></p>  <p>Figure 4. 1 Written Structure on the whiteboard</p> <p><i>Students began discussing and writing in their notebooks. The teacher walked around, offering feedback and encouragement. "That's a good summary. Try to make the sentences shorter," she said to one pair.</i></p> <p><i>After a few minutes, some students volunteered to read their answers aloud, and the teacher nodded appreciatively. "Excellent, you are doing well in identifying the structure."</i></p>	<p>Post-Reading (Stage 1) — Summarizing and Discussion</p>
<p><i>"Before we finish, let's do a quick quiz in your e-book," the teacher announced. "Click on the 'Check Your</i></p>	<p>Post-Reading (Stage 2) —</p>

<p><i>Understanding' section and answer the five questions there."</i></p> <p>Students focused on their screens. Some frowned in concentration while others smiled after completing the quiz.</p> <p>The teacher walked between the rows, saying, <i>"If you're done early, please review your answers and make sure they're correct."</i></p> <p>After everyone finished, the teacher said, <i>"Now, take your notebook and complete this sentence: Today I learned that..."</i></p> <p>Students wrote reflections such as <i>"A recount text tells our past experiences"</i>, and <i>"We use past tense verbs to write a recount."</i></p> <p>The teacher collected several notebooks and checked quickly, saying, <i>"Good reflections, everyone. You've learned well today."</i></p> <p>She concluded, <i>"That's all for today. Thank you for your attention. Wassalamualaikum warahmatullahi wabarakatuh."</i></p> <p>Students responded together, <i>"Waalaikumussalam warahmatullahi wabarakatuh."</i></p>	<p>Reflection, Assessment, and Feedback</p>
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## 2nd Observation in Class 9B (August 21st 2025)

Classroom Activities	Stages
<p>The class started with greetings and a short prayer. The teacher smiled and said, <i>"Assalamualaikum warahmatullahi wabarakatuh, good afternoon, everyone."</i></p> <p>Students responded, <i>"Waalaikumussalam warahmatullahi wabarakatuh!"</i> followed by, <i>"Good afternoon! Teacher."</i></p>	<p>Pre-reading</p>

*"How's everyone today?" asked the teacher.*

*"We're fine thank you!" replied by all the students enthusiastically.*

The teacher nodded and said, *"Alhamdulillah. Let's start our lesson. Please open your e-book, English for Nusantara, page one hundred and twenty."*



Figure 4. 2 The Students Prepared to Open E-Book

As students opened their e-book, the teacher wrote the topic on the whiteboard: *What an Experience!*

*"Today, we're going to learn about recount text. Has anyone ever told their personal story to a friend?"*

Some students raised their hands. The teacher then said:

*"Good! That's what a recount text is — telling others about something that happened to you."*

The teacher walked to the board and wrote 'Orientation, Events, and Comment'. *"These are the structure of a recount text,"* she explained while pointing at each.

*"Now look at your e-book. You'll see the explanation on your screen."*

Students looked to their e-book.

*"Now, read the text silently and identify which part belongs to orientation,"* said the teacher.

While-Reading  
(Stage 1) —  
Understanding the  
Text



<p>Students began scrolling through the model recount. Some whispered softly to discuss with their friends.</p> <p><i>“Excellent,” said the teacher. “You can highlight that sentence in your e-book.”</i></p> <p>The teacher continued, <i>“Next, find the events. What did the writer do during the trip?”</i></p> <p>Students highlighted the next paragraphs and discussed quietly in pairs. The teacher monitored their progress by walking around and offering feedback.</p>	
<p>The teacher then added examples on the whiteboard: <i>go → went, have → had, see → saw.</i></p> <p><i>“These words are in the past form. In recount texts, we use past verbs to describe what already happened.”</i></p> <p>She pointed to the e-book again, <i>“Now, please use your highlighter tool to mark all the past verbs you can find in the text.”</i></p> <p>Students tapped their screens, highlighting words like <i>went, visited, enjoyed, and took.</i></p> <p>Some students asked the teacher for clarifying the verb they feel unfamiliar.</p> <p>As students continued working, the teacher moved closer to assist some students that seemed troubled.</p> <p><i>“Remember, you can also check the digital dictionary in your e-book if you’re not sure.”</i></p> <p>Students nodded and resumed identifying the verbs.</p>	<p>While-Reading (Stage 2) — Using E-Book Features to Solve Comprehension Problems</p>
<p>After everyone finished, the teacher turned back to the whiteboard and asked, <i>“Who can tell me what we write in the orientation part?”</i></p> <p>At this session, the teacher actively asked students what are the structures for.</p> <p>The teacher continued, <i>“Now, I want you to write three sentences that show each part in your books.”</i></p>	<p>Post-Reading (Stage 1) — Summarizing and Discussion</p>

<p>Students began writing, referring to their e-books. Some discussed word choices, while others quietly wrote their sentences.</p> <p>The teacher circulated, giving feedback and encouraging students, <i>“That’s a good sentence. Try to make it shorter.”</i></p> <p>After several minutes, she asked a few volunteers to share their work. <i>“Very nice, you understand the structure,”</i> she said appreciatively.</p>	
<p><i>“Before we close, let’s check your understanding with the task in your e-book,”</i> said the teacher.</p> <p>Students tapped the quiz section and began answering the questions. The teacher walked around, monitoring their screens and occasionally reminding, <i>“Check your answers before submitting.”</i></p> <p>A student proudly shouted, <i>“Yay one hundred!”</i> while others reviewed their mistakes.</p> <p><i>“Great! If you made an error, try again and learn from it,”</i> said the teacher.</p> <p>After the quiz, she asked, <i>“Now, please write your reflection: Today I learned that...”</i></p> <p>Students wrote: <i>“A recount text tells past experiences,”</i> and <i>“We use past verbs in recount text.”</i></p> <p>The teacher concluded, <i>“That’s all for today. Thank you for learning actively. Wassalamualaikum warahmatullahi wabarakatuh.”</i></p> <p>In this activity, the students directly wrote the reflection in the e-book where there is a designated section to write reflections.</p> <p>Students replied together, <i>“Waalaikumussalam warahmatullahi wabarakatuh.”</i></p>	<p>Post-Reading (Stage 2) — Reflection, Assessment, and Feedback</p>

## 3rd observation in 9A (august 26th 2025)

Classroom Activities	Stages
<p>The teacher started the class by greeting, <i>“Assalamualaikum warahmatullahi wabarakatuh, good morning, everyone.”</i></p> <p>Students replied, <i>“Waalaikumussalam warahmatullahi wabarakatuh, good morning!”</i></p> <p><i>“How are you today?”</i> asked the teacher.</p> <p><i>“We’re fine, thank you!”</i> the students answered together.</p> <p><i>“Good. Today we will read a text about another experience. Please open page one hundred twenty-four, titled ‘My First Snorkeling Experience.’”</i></p> <p>Students tapped their screens and prepared to read.</p> <p>The teacher continued, <i>“Before reading, what kind of text is this?”</i></p> <p>Students responded, <i>“Recount text.”</i></p> <p><i>“Excellent. Remember, recount text tells our past experience,”</i> The teacher reminded.</p>	Pre-reading
<p><i>“Now, please read the text silently,”</i> said the teacher.  <i>“Find out what the story is about, who was involved, and where it happened.”</i></p> <p>Students started reading the text carefully. The class became quiet while each student scrolled through their e-book. Some used the built-in dictionary feature to check unknown words.</p> <p>One student asked, <i>“What does ‘snorkeling’ mean?”</i></p> <p><i>“It’s swimming with a mask and tube to see underwater life,”</i> explained the teacher.</p>	While-Reading (Stage 1) — Understanding the Text

<p>After several minutes, the teacher said, <i>“Now, please answer the eleven questions below the text.”</i> Students began writing their answers directly in their e-books.</p> <p>The teacher walked around to see the progress and give short help when needed.</p>	
<p>The teacher led a class discussion to review the answers to the assignment like, <i>“Who went snorkeling?”</i> and <i>“. Where did they go?”</i></p> <p>The teacher continued, <i>“Correct. Let’s highlight the sentences showing the events.”</i> Students highlighted phrases such as <i>“We saw many beautiful corals”</i> and <i>“It was an unforgettable experience.”</i></p> <p><i>“Now, open your Language Focus section on page one hundred twenty-seven,”</i> the teacher instructed. <i>“Find the verbs used in past form.”</i></p> <p>Students read the chart and underlined words like <i>went, saw, felt, and enjoyed.</i></p>	<p>While-Reading (Stage 2) — Using E-Book Features to Solve Comprehension Problems</p>
<p>The teacher wrote on the whiteboard several examples: <i>go – went, feel – felt, swim – swam.</i></p> <p><i>“These are irregular verbs. You often find them in recount text,”</i> the teacher explained further.</p> <p><i>“Now go to page one hundred twenty-nine and complete the fill-in-the-blank activity,”</i> the teacher continued.</p> <p>Students filled in the blanks individually. The teacher checked their work and gave feedback such as, <i>“Number three, check again, the past of take is took.”</i></p> <p>After finishing, the teacher discussed the answers together: <i>“Number one: went. Number two: saw. Number three: enjoyed. Number four: felt. Number five: took.”</i></p>	<p>Post-Reading (Stage 1) — Summarizing and Discussion</p>

Students corrected their mistakes directly in their e-books.	
<p>The teacher concluded the activity by saying, <i>“Now write a short reflection: Today I learned that...”</i></p> <p>Students wrote short sentences like <i>“I learned about snorkeling,”</i> and <i>“I can use past tense correctly.”</i></p> <p><i>“Good work, everyone. You have understood the story and used correct verbs,”</i> said the teacher.</p> <p><i>“Alhamdulillah, that’s all for today. Wassalamualaikum warahmatullahi wabarakatuh.”</i></p> <p>Students replied, <i>“Waalaikumussalam warahmatullahi wabarakatuh.”</i></p>	Post-Reading (Stage 2) — Reflection, Assessment, and Feedback

4th observation in 9B (September 4th 2025)

Classroom Activities	Stages
<p>The teacher opened the class with a warm greeting, <i>“Assalamualaikum warahmatullahi wabarakatuh, good afternoon, everyone.”</i></p> <p>Students responded together, <i>“Waalaikumussalam warahmatullahi wabarakatuh, good afternoon.”</i></p> <p><i>“How are you today?”</i> asked the teacher.</p> <p><i>“We’re fine, thank you!”</i> the students replied.</p> <p>The teacher smiled and said, <i>“Good. Please open your e-book to page one hundred twenty-four. Today, we will read a story titled ‘My First Snorkeling Experience.’”</i></p> <p>Students immediately opened their e-books. The teacher continued, <i>“Can you tell me what type of text this is?”</i></p> <p>Several students answered, <i>“Recount text.”</i></p>	Pre-reading

<p><i>“Yes, correct. Recount text tells our past experiences. Let’s read carefully.”</i></p>	
<p>The teacher instructed, <i>“Please read the text in quiet and find what the story is about.”</i></p> <p>Students began reading the text attentively. Some students even whispered words they were unfamiliar with.</p> <p>After a few minutes, the teacher instructed students to do assignment, <i>“Now answer the questions after the text in your e-book.”</i></p> <p>Students began writing their answers while discussing quietly with their fellow students. The teacher walked around, observing and guiding.</p> <p><i>“If you find it difficult, read the paragraph again,”</i> said the teacher.</p>	<p>While-Reading (Stage 1) — Understanding the Text</p>
<p>After students finished the questions, the teacher began a discussion followed by asking questions related to the assignment. The questions like <i>“Who is the main character of the story?”</i> or <i>“Good. Where did the writer go?”</i></p> <p>The teacher continued, <i>“Now, let’s highlight the important sentences that show the events.”</i> Students used the highlighting tool on their e-books.</p> <p>The lesson move on to the next activity with the teacher instructed, <i>“Next, open the Language Focus on page one hundred twenty-seven and pay attention to the verbs used,”</i> said the teacher.</p> <p>Students read the list of verbs and underlined <i>went, saw, enjoyed, felt, and took.</i></p>	<p>While-Reading (Stage 2) — Using E-Book Features to Solve Comprehension Problems</p>
<p>The teacher wrote several verbs on the whiteboard: <i>go – went, see – saw, take – took, feel – felt.</i></p> <p><i>“Repeat after me,”</i> instructed the teacher. Students repeated the verbs aloud in unison.</p>	<p>Post-Reading (Stage 1) — Summarizing and Discussion</p>

<p><i>“Good. These are irregular verbs, so you must memorize them,”</i> explained the teacher.</p> <p><i>“Now, go to page one hundred twenty-nine and complete the fill-in-the-blank exercise,”</i> continued the teacher.</p> <p>Students filled in the blanks independently while checking the past verb chart.</p> <p>The teacher walked around to observe and corrected some mistakes. After all students finished, the teacher discussed the answers and guided corrections together on the whiteboard.</p>	
<p>The teacher concluded, <i>“Now, write one reflection sentence starting with: Today I learned that...”</i></p> <p>Students wrote their reflections such as <i>“I learned how to use past verbs,”</i> and <i>“I understand recount text better.”</i></p> <p>The teacher selected a few students to read their sentences aloud. The class listened attentively.</p> <p><i>“Very good. You have worked hard and understood the story clearly,”</i> said the teacher.</p> <p>Finally, the teacher said, <i>“Alhamdulillah, that’s all for today. Wassalamualaikum warahmatullahi wabarakatuh.”</i></p> <p>Students replied, <i>“Walaikumussalam warahmatullahi wabarakatuh.”</i></p>	<p>Post-Reading (Stage 2) — Reflection, Assessment, and Feedback</p>

### Appendix 3: Teacher's Interview

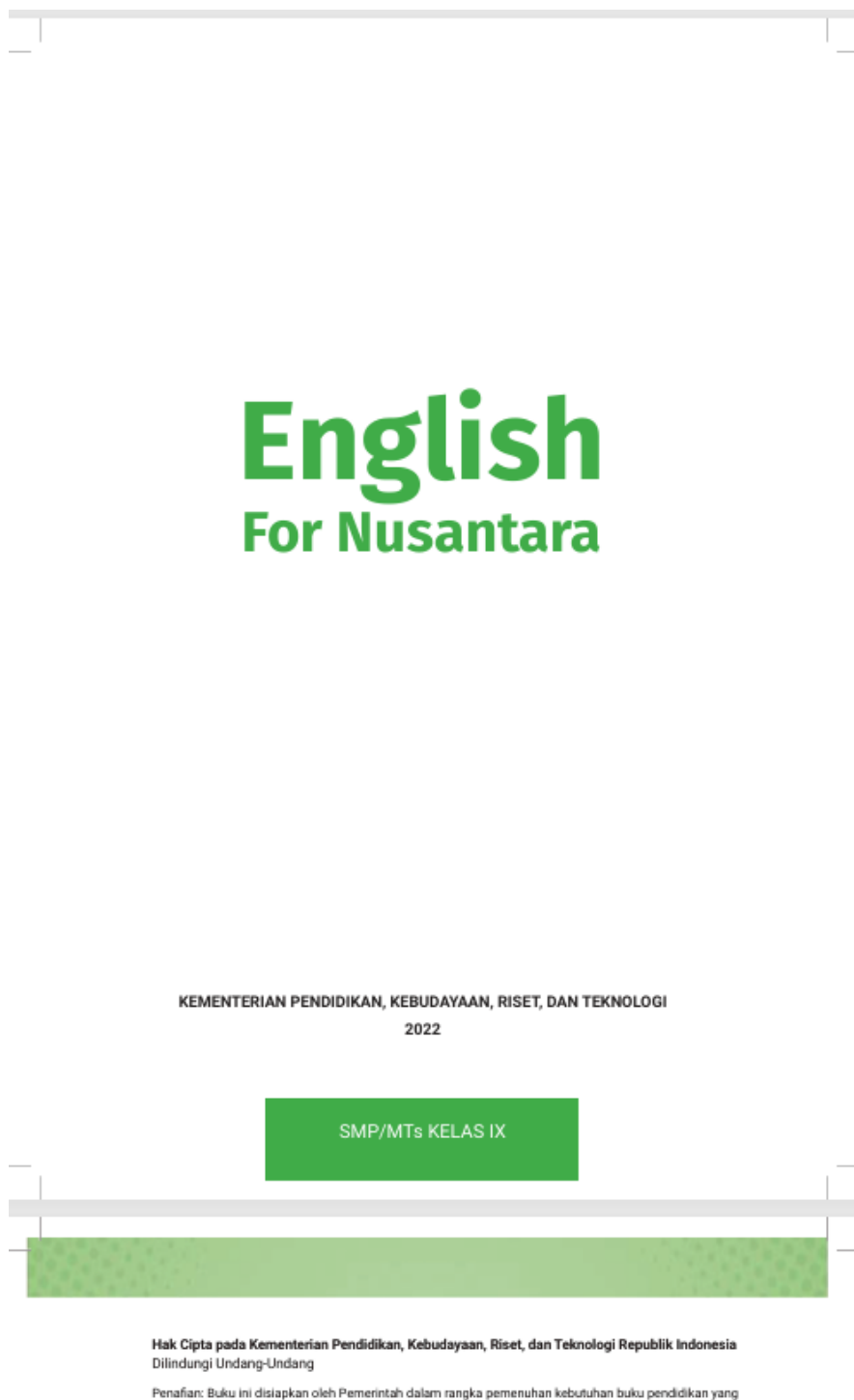
Interview to The Teacher:

Interview Questions	Teacher's Responses
Can you share your experiences in teaching English?	
How many years have you taught English with the help of E-books?	
1. How do you integrate e-books into your English teaching activities?	
2. What specific e-book features do you often encourage students to use during reading lessons?	
3. In your opinion, which e-book features most effectively improve students' reading comprehension? Why?	
4. How do students usually respond when using e-book features in reading activities?	
5. What challenges have you observed when students use e-books for reading?	



Interview Questions	Teacher's Responses
6. How do you address or overcome those challenges in the classroom?	
7. In what ways do e-books influence students' motivation to read in English?	
8. Do you notice any improvement in students' reading comprehension since using e-books? Please explain.	
9. How do you evaluate students' reading progress when they use e-books compared to printed books?	
10. What are your expectations or suggestions for improving the use of e-books in English learning?	

#### Appendix 4 : Sample of E-book Features Used in the Study











## Appendix 5: Consultation schedules

### CONSULTATION NOTES

Name of Advisor: Dr. Hj. Raida Asfihana, M.Pd.

### CONSULTATION NOTES

Name of Advisor: Dr. Hj. Raida Asfihana, M.Pd.

No.	Date	Notes	Signature
1	8 May 2025	Preparing for observations and adapting the proposal into thesis	
2	22 May 2025	Observation and interview results consultation.	
3	15 October 2025	Content revisions from chapter I to V	
4	28 October 2025	Changing the interview narratives into verbatim	
5	3 November 2025	Chapter 4 writing revisions, adding tables and discussion content	
6	18 November 2025	Checking the revisions of all chapters	
7	19 November 2025	Checking the acknowledgement, conclusion, and writing editing	
8	25 November 2025	Checking the suggestions and conclusion	

## Appendix 6: Photographs





**CURRICULUM VITAE**

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Banjarmasin, 23th November  
2025

Muhammad Fadhil Nugroho