

APPENDICES

Appendix I. Translation of Al-Qur'an

No	Name of The Surah	Indonesian	English
1.	Al – Alaq verse 1- 5 اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾	1. Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan 2. Dia telah menciptakan manusia dari segumpal darah 3. Bacalah, dan Tuhanmulah Yang Mahamulia 4. Yang mengajar (manusia) dengan perantaraan kalam (pena 5. Dia mengajarkan manusia apa yang tidak diketahuinya	1. Read with the name of your Lord who created" 2. He created man from a clot of blood 3. Read, and your Lord is the most gracious 4. Who imparted knowledge by means of the pen 5. Taught man what he did not know
2.	An- Nahl verse 78	Dan Allah mengeluarkan kamu	And Allah brought you forth from

	وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا ۖ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۚ لَعَلَّكُمْ تَشْكُرُونَ ٧٨	dari perut ibumu dalam keadaan tidak mengetahui sesuatu pun, dan dia memberimu pendengaran, penglihatan, dan hati nurani, agar kamu bersyukur.	your mothers' wombs knowing nothing, and He has endowed you with hearing, sight, and a conscience, so that you may be grateful.
--	---	---	--

Appendix II. Research Instruments

Research Instrument for RQ 1:

A. Observation sheet

No.	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
1.	Teacher Facilitation of Vocabulary Comprehension	The teacher explains vocabulary using multimodal resources					
		Model vocabulary					
		Guides students					
		Provides support during activities					
2.	Student's engagement	Students pay attention					
		Participate actively					
		Respond to task					
		Show enthusiasm during learning					

3.	Student's responses to multimodal resources	Students interact with the materials					
		imitate pronunciation					
		follow gestures					
		respond to images or videos and participate in activities					
4.	Indications of vocabulary retention	Students are able to recall words					
		match vocabulary with pictures or actions					
		pronounce words correctly					
		use vocabulary in simple classroom activities					
5.	Classroom interaction and learning atmosphere	Students interact actively with the teacher and peers.					

		Students participate comfortably in vocabulary activities.					
		The classroom atmosphere encourages involvement in multimodal learning.					

Note: The roles of multimodal resources in this study are based on a theoretical framework consisting of three main roles: (1) Enhancing Learner Engagement, (2) Supporting Meaning Comprehension, and (3) Providing Memory Cues and Strengthening Retention. These roles are used as analytical categories to examine how multimodal resources support vocabulary learning among EFL learners.

B. Interview Guideline For Teacher

No.	Interview Questions
1.	Which multimodal resources do you consider most effective for supporting vocabulary retention? Why?
2.	How do your students usually respond to different multimodal resources used in class?
3.	How do you know whether students remember the vocabulary taught through these resources?
4.	How do your students usually respond to different multimodal resources used in class?

5.	What factors make multimodal resources effective in vocabulary learning?
6.	What challenges do you face when using multimodal resources in teaching vocabulary?
7.	In your opinion, what role do multimodal resources play in helping students understand and remember vocabulary?

B. Interview Guideline For student

No.	Interview Questions
1.	How do you feel when learning vocabulary through pictures, writing, videos, songs, speech, or movement?
2.	Which multimodal resources help you remember English words the most? Why?
3.	Do multimodal resources (pictures, speech, visual modes, writing, music, gestures, etc.) help you understand the meaning of new words? How?
4.	Can you tell me which classroom activities help you remember vocabulary best?
5.	Are there any activities or media that make vocabulary difficult to remember?

Research Instrument for RQ 2:

A. Observation sheet

No.	Aspect observed			Role of multimodal			How to implement	Field notes
				1	2	3		
1.	Types of multimodal resources use.	Speech						
		Body language or gesture						
		Auditory Elements						
		Verbal Expression						
		Facial Expression						
		Music						
		Writing						
		Visual mode						
Field note								
2.	Teacher implementation of multimodal resources	The teacher integrates multimodal resources						

		to introduce						
		Explain						
		Practice						
		Review vocabulary						

B. Interview Guideline For Teacher

No.	Interview Question
1.	What kinds of multimodal resources do you usually use when teaching vocabulary?

Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 667 /Un.14/III.1/PP.00.9/04/2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

23 April 2026

Yth. Kepala SD MUHAMMADIYAH 8 & 10
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : RACHEL FAUZAL KARIMA
NIM : 220101030841
Program Studi : TADRIS BAHASA INGGRIS
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Kampung Melayu darat GG. Amal No. 2 Rt. 9, Banjarmasin
No HP : 081251160000

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Banjarmasin, 23 April 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV. Research Completion Letter



MAJELIS PENDIDIKAN DASAR MENENGAH
DAN PENDIDIKAN NOFORMAL
PIMPINAN CABANG MUHAMMADIYAH BANJARMASIN 4
SD MUHAMMADIYAH 8
Jl. Cempaka II No.29 Telp./Fax: (0511) 4367766 Banjarmasin (Kalimantan Selatan)

SURAT KETERANGAN SELESAI RISET
Nomor : 139/KET/IV.4.AU/A/2026

Yang bertanda tangan di bawah ini :

N a m a : SURIANI HUSEIN, S.Pd.I
NUPTK : 1937 7486 5020 0072
KTAM : 1905 7009 1069 724
Jabatan : Kepala SD Muhammadiyah 8
Banjarmasin (Kalimantan Selatan)

Dengan ini menerangkan bahwa :

N a m a : RACHEL FAUZAL KARIMA
NIM : 220101030841
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat Banjarmasin
Prodi : Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan penelitian di SD Muhammadiyah 8 Banjarmasin dengan judul “ THE RULE OF MULTIMODAL RESOURCES ENHANCING VOCABULARY RETENTION FOR ELEMENTARY EFL LEANER”.

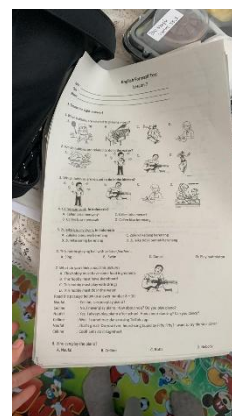
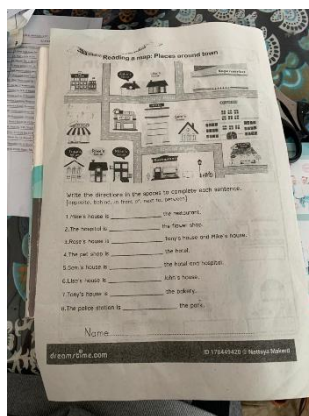
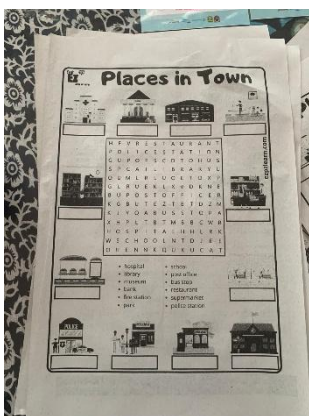
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 13 Februari 2026
Kepala Sekolah,

SURIANI HUSEIN, S.Pd.I



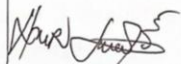
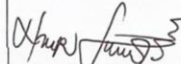
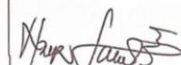
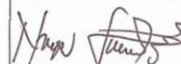
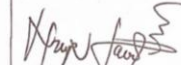
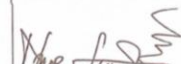
Appendix V. Documentation



Appendix VI. Consultation Schedules and Notes

CONSULTATION NOTES

Name of Advisor: Hj. Nur Laila Kadariyah, S.Ag.,M.Pd.

No	Day/Date	Notes	Signature
1.	Monday , 9 March 2026	Revision after seminar proposal	
2.	Thursday, 17 March 2026	Revision chapter 1-3 and about instrument	
3.	Thursday, 16 April 2026	Revision the thesis format to strictly follow the official guidli, observation sheet	
4.	Monday, 20 April 2026	Ask signature for reaserch letter and continue writing on thesis template	
5.	Monday, 22 June 2026	Revision Chapter IV and V	
6.	Friday, 26 June 2026	Revision about pages, references, spaces and continue writing others	
7.	Thursday, 2 July 2026	Ready to exam	

Appendix VII. Completed Observation Sheet

DATE : Monday, 27 April 2026 (About Ability)

No.	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
1	2	3	4	5	6	7	8
1.	Teacher Facilitation of Vocabulary Comprehension	The teacher explains vocabulary using multimodal resources	√	√	√		
		Model vocabulary	√	√	√		
		Guides students	√	√	√		
		Provides support during activities		√			
2.	Student's engagement	Students pay attention	√	√			All the students were very enthusiastic and enjoyed learning English; they were especially
		Participate actively	√	√			
		Respond to task	√	√			
		Show enthusiasm during learning	√	√			

							enthusiastic during the “Guess the Gesture” game.
No	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
3.	Student’s responses to multimodal resources	Students interact with the materials	√		√		
		imitate pronunciation	√		√	√	
		follow gestures	√		√	√	
		respond to images or videos and participate in activities		√	√		
4.	Indications of vocabulary retention	Students are able to recall words	√	√		√	
		match vocabulary with pictures or actions		√		√	
		pronounce words correctly	√			√	

		use vocabulary in simple classroom activities	√	√		√	
No	Aspect observation	Indicators	Role Multimodal			Field Notes	
			1	2	3		
1	2	3	4	5	6	7	8
5.	Classroom interaction and learning atmosphere	Students interact actively with the teacher and peers.	√	√			
		Students participate comfortably in vocabulary activities.	√	√			
		The classroom atmosphere encourages involvement in multimodal learning.	√	√			

Types of Multimodal Resources Used by English

No.	Aspect observed			How to implement	Field notes
1	2			3	4
1.	Types of multimodal resources use.	Speech			
		Body language or gesture	√	The Teacher used the game of “Guess the Gesture,” for remember the vocabulary	
		Auditory Elements			
		Verbal Expression			
		Facial Expression	√	When playing “Guess the Gesture,” the teacher also uses facial expressions and recalls vocabulary written on the whiteboard	
		Music			
		Writing	√	The teacher told the students to write down the vocabulary	

				words on the blackboard in their notebooks.	
		Visual mode			
No	Aspect Observation			How to Implement	Field Notes
1	2			3	4
2.	Teacher implementation of multimodal resources	The teacher integrates multimodal resources to introduce	√	The teacher integrated multimodal resources to introduce vocabulary related to ability. First, a speech—an opening statement to review	
		Explain	√	the lesson taught last	
		Practice	√	week and introduce	
		Review vocabulary	√	today's material on "ability"—followed by writing down the vocabulary words. The students wrote them in their own notebooks and looked up the meanings of the words. Next came a game or practice	

				activity called “Guess the Gesture” to help them remember the vocabulary they had written. After that, they reviewed the vocabulary and used the words in sentences, and then the lesson concluded.	
--	--	--	--	---	--

DATE: Monday, 4 May 2026 (worksheet + review)

No.	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
1	2	3	4	5	6	7	8
1.	Teacher Facilitation of Vocabulary Comprehension	The teacher explains vocabulary using multimodal resources	√	√	√		The teacher explains how to answer questions and reviews vocabulary orally and in writing on the board
		Model vocabulary	√	√	√		
		Guides students	√	√	√		

		Provides support during activities	√	√	√		The teacher guides the student who made a mistake by explaining it again
No	Aspect Observation	Indicators	Role Multimodal			Field Notes	
			1	2	4		
2.	Student’s engagement	Students pay attention	√	√			Students listen to the teacher's explanation, Students are actively working on their worksheets
		Participate actively	√	√			
		Respond to task	√	√			
		Show enthusiasms during learning	√	√			
3.	Student’s responses to multimodal resources	Students interact with the materials	√	√			Students interact directly with multiple-choice
		imitate pronunciation		√	√		

		follow gestures					questions
		respond to images or videos and participate in activities	√	√	√		about ability; some include pictures, and others are about directions. During the review, students repeat the pronunciations as corrected by the teacher.
4.	Indications of vocabulary retention	Students are able to recall words	√			√	Students recall vocabulary to answer
		match vocabulary with pictures or actions	√		√	√	questions, During the review, the students
		pronounce words correctly	√			√	pronounced the words
		use vocabulary in simple classroom activities	√	√		√	correctly
No		Indicators	Role Multimodal			Field Notes	

	Aspect Observation			1	2	3	
5.	Classroom interaction and learning atmosphere	Students interact actively with the teacher and peers.	√	√			Students interact during a group review session.
		Students participate comfortably in vocabulary activities.	√	√			Students work on worksheets at their own pace.
		The classroom atmosphere encourages involvement in multimodal learning.	√	√			

Types of Multimodal Resources Used by English

No.	Aspect observed			How to implement	Field notes
1	2			3	4
1.	Types of multimodal resources use.	Speech	√	the teacher explained that today's lesson would involve working on a worksheet covering the material studied in the previous session. After that, the teacher explained how to answer the questions The question is a multiple-choice question with a picture you're asked to make a sentence based on the picture and then make a sentence about direction. The students then completed the worksheet, and	
		Body language or gesture			
		Auditory Elements			
		Verbal Expression	√		
		Facial Expression			
		Music			
		Writing	√		
		Visual mode	√		
2.	Teacher implementation of multimodal resources	The teacher integrates multimodal resources to introduce	√		
		Explain	√		
		Practice	√		

		Review vocabulary	√	afterward, the teacher and students checked the answers together and reviewed the material.	
--	--	-------------------	---	---	--

DATE : Monday, 11 May 2026 (About Holiday)

No.	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
1	2	3	4	5	6	7	8
1.	Teacher Facilitation of Vocabulary Comprehension	The teacher explains vocabulary using multimodal resources	√	√	√		The teacher explained vocabulary related to the topic "We Went Hiking Last Holiday", The teacher guided students one by one as they came to the front to write the meanings and pronunciations of vocabulary words on the whiteboard
		Model vocabulary	√	√	√		
		Guides students	√	√	√		
		Provides support during activities	√	√	√		
2.	Student's engagement	Students pay attention	√	√			Some students showed enthusiasm, particularly
		Participate actively	√	√			

		Respond to task	√	√			during the singing activity and when coming to the front of the class, while others were less enthusiastic during the listening exercise as the audio was too fast and caused confusion
		Show enthusiasm during learning	√				
3.	Student's responses to multimodal resources	Students interact with the materials	√	√	√		Students responded to the pictures in the textbook by matching them with the correct audio during the listening activity, and actively
		imitate pronunciation	√		√	√	
		follow gestures					
		respond to images or videos and participate in activities	√	√	√		

							participated in the singing activity
4.	Indications of vocabulary retention	Students are able to recall words	√			√	Students demonstrated to recall vocabulary words when asked to form sentences and when writing meanings on the whiteboard and Students matched vocabulary with pictures during the listening and picture-matching activity in the textbook
		match vocabulary with pictures or actions	√		√	√	
		pronounce words correctly	√			√	
		use vocabulary in simple classroom activities	√	√		√	
5.	Classroom interaction and	Students interact actively with	√	√			Students interacted actively with

	learning atmosphere	the teacher and peers.					the teacher during
		Students participate comfortably in vocabulary activities.	√	√			vocabulary explanation, the singing activity, and sentence
		The classroom atmosphere encourages involvement in multimodal learning.	√	√			formation, as well as with peers during the listening task

Types of Multimodal Resources Used by English

No.	Aspect observed			How to implement	Field notes
1	2			3	4
1.	Types of multimodal resources use.	Speech	√	The lesson began with an icebreaker activity, followed by asking the students to think about the lesson title, “We Went Hiking Last Holiday.” The	
		Body language or gesture			
		Auditory Elements	√		
		Verbal Expression	√		

		Facial Expression	√	teacher asked the students what the words meant, After the students answered and the teacher explained,	
		Music	√		
		Writing	√		
		Visual mode	√		
2.	Teacher implementation of multimodal resources	The teacher integrates multimodal resources to introduce	√	that's about holiday, wrote the vocabulary on the whiteboard and the student had to write it in their own notebooks. After that, they were asked	
		Explain	√	to come to the front	
		Practice	√	one by one, taking	
		Review vocabulary	√	turns, to write down the meanings and how to pronounce the words, with the teacher's guidance. After that, they are sing a song that are relevant to the material together with teacher and then they worked on an assignment involving listening and	

				matching the pictures in the textbook with the audio the teacher had provided, After that, the teacher asked several students to form sentences using the vocabulary taught in this lesson. Then, the teacher reviewed today's lesson and concluded the class	
--	--	--	--	--	--

DATE: Monday, 25 May 2026 (worksheet + review)

No.	Aspect Observation	Indicators		Role Multimodal			Field Notes
				1	2	3	
1	2	3	4	5	6	7	8
1.	Teacher Facilitation of Vocabulary Comprehension	The teacher explains vocabulary using multimodal resources	√	√	√		The teacher explains how to answer questions and reviews vocabulary orally and in
		Model vocabulary	√	√	√		

		Guides students	√	√	√		writing on the board
		Provides support during activities	√	√	√		The teacher guides the student who made a mistake by explaining it again
2.	Student's engagement	Students pay attention	√	√			Students listen to the teacher's explanation, Students are actively working on their worksheets
		Participate actively	√	√			
		Respond to task	√	√			
		Show enthusiasm during learning	√	√			
3.	Student's responses to multimodal resources	Students interact with the materials	√	√			Students interact directly with multiple-choice questions about holiday , some
		imitate pronunciation		√	√		
		follow gestures					

		respond to images or videos and participate in activities	√	√	√		include make the sentence as pictured. During the review, students repeat the pronunciations as corrected by the teacher.
4.	Indications of vocabulary retention	Students are able to recall words	√			√	Students recall vocabulary to answer questions, During the review, the students pronounced the words correctly
		match vocabulary with pictures or actions	√		√	√	
		pronounce words correctly	√			√	
		use vocabulary in simple classroom activities	√	√		√	
5.	Classroom interaction and learning atmosphere	Students interact actively with the teacher and peers.	√	√			Students interact during a group review session. Students work

		Students participate comfortably in vocabulary activities.	√	√			on worksheets at their own pace.
		The classroom atmosphere encourages involvement in multimodal learning.	√	√			

Types of Multimodal Resources Used by English

No.	Aspect observed			How to implement	Field notes
1	2			3	4
1.	Types of multimodal resources use.	Speech	√	the teacher explained that today's lesson would involve working on a worksheet covering the material studied in the previous session. After that, the teacher explained how to answer the	
		Body language or gesture			
		Auditory Elements			
		Verbal Expression	√		
		Facial Expression			

		Music		questions The	
		Writing	√	question is a	
		Visual mode	√	multiple-choice question with a	
2.	Teacher implementation of multimodal resources	The teacher integrates multimodal resources to introduce	√	picture you're asked to make a sentence based on the picture. The students then completed the worksheet, and afterward, the teacher	
		Explain	√	and students checked	
		Practice	√	the answers together	
		Review vocabulary	√	and reviewed the material.	

B. Interview Guideline For Teacher

No.	Interview Questions
1.	Which multimodal resources do you consider most effective for supporting vocabulary retention? Why?
2.	How do your students usually respond to different multimodal resources used in class?
3.	How do you know whether students remember the vocabulary taught through these resources?
4.	How do your students usually respond to different multimodal resources used in class?
5.	What factors make multimodal resources effective in vocabulary learning?
6.	What challenges do you face when using multimodal resources in teaching vocabulary?
7.	In your opinion, what role do multimodal resources play in helping students understand and remember vocabulary?

Answer the teacher :

1. I consider pictures, songs, and vocabulary notebooks to be the most effective resources. Pictures help students connect words with meanings visually, songs help through repetition and rhythm, and vocabulary notebooks allow students to review words regularly. Since students use their notebooks continuously throughout the school year, the vocabulary becomes more familiar and easier to remember.

2. Students usually respond positively to these resources. They enjoy learning through pictures and songs because the lessons become more engaging and enjoyable. They are

also accustomed to writing new vocabulary in their notebooks, and many students are enthusiastic about adding new words to their “small dictionaries.”

3. I usually evaluate students’ vocabulary retention through classroom exercises, quizzes, speaking activities, and daily classroom interactions. I also check their vocabulary notebooks to see whether they have recorded and reviewed the words. When students can recognize, recall, and use the vocabulary correctly in different contexts, it shows that they have remembered the words successfully.

4. Students usually respond positively to these resources. They enjoy learning through pictures and songs because the lessons become more engaging and enjoyable. They are also accustomed to writing new vocabulary in their notebooks, and many students are enthusiastic about adding new words to their “small dictionaries.”

5. I think multimodal resources are effective because they increase students’ engagement and motivation. They provide repeated exposure to vocabulary through different forms, such as visual, audio, and written modes. The combination of seeing, hearing, and writing vocabulary helps strengthen students’ understanding and memory.

6. One challenge is the limited availability of technology in the classroom. Not all classrooms have projectors, and setting them up can take additional time. Therefore, I mostly rely on resources that are practical and easily accessible, such as textbook pictures, songs, and students’ vocabulary notebooks.

7. In my opinion, multimodal resources help students understand vocabulary more easily because they can learn through different ways, such as seeing pictures, listening to songs, writing words, and listening to explanations. These different modes make learning more interesting and help students remember vocabulary better.

B. Interview Guideline For student

No.	Interview Questions
1.	How do you feel when learning vocabulary through pictures, writing, videos, songs, speech, or movement?
2.	Which multimodal resources help you remember English words the most? Why?
3.	Do multimodal resources (pictures, speech, visual modes, writing, music, gestures, etc.) help you understand the meaning of new words? How?
4.	Can you tell me which classroom activities help you remember vocabulary best?
5.	Are there any activities or media that make vocabulary difficult to remember?

Answer from student:

1. I really likes the various media and methods that have been taught because they don't bore him

2. Pictures and writing pictures can be seen right away and are easy to remember, while writing helps us remember things automatically

3. Yes

4. Writing, then memorizing the vocabulary, and using pictures also makes it very easy to remember

5. Yes, listening to audio, because that's a bit difficult since we're only asked to listen, so it's a bit confusing

B. Interview Guideline For Teacher in type

No.	Interview Question
1.	What kinds of multimodal resources do you usually use when teaching vocabulary?

Answer the question from teacher :

1. I usually use pictures from the students' textbook, songs, writing activities, and verbal explanations when teaching vocabulary. Since the beginning of the school year, I have encouraged students to create a special section at the back of their notebooks called "Vocabulary." They write down new words they learn in class, and I usually call it their "small dictionary." Occasionally, I use videos during special activities such as watching a movie together. However, using videos is not very common because preparing a projector can be quite challenging, and not all classrooms are equipped with one.

CURRICULUM VITAE

1. Full Name : Rachel Fauzal Karima
2. SRN : 220101030841
3. Place and Date of Birth : Banjarmasin, 16 Agustus 2003
4. Nationality : Indonesia
5. Address : Jl. Kampung Melayu Darat no. 2 rt. 9,
Banjarmasin Tengah, Kalimantan Selatan
6. Phone Number : 081251160000
7. Email : rachelfauzal03@gmail.com
8. Organization/Work experience :
 - a. Member of Public Relations and Enterpreneurship ESA Antasari Banjarmasin 2023/2024
 - b. Chief of Public Relations and Entrepreneurship ESA Antasari Banjarmasin 2024/2025
9. Non Academic Achievement :
 - a. Volunteer at Community Service by ESA Antasari Banjarmasin in Desa Tanuhi, Loksado 2025
 - b. Volunteer at Community Service by ESA Antasari Banjarmasin in Desa tatah Makmur, Banjar 2024

Banjarmasin, 25 June 2026



Rachel Fauzal Karima