

APPENDICES

Appendix 1. Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : G. A. P Suprianti, S.Pd. M.Pd. (as the 1st prospective supervisor)

NIP : 199002242014042001

Confirm that we approve to guide the thesis submitted by:


Name : Kadek Dhirapriyani

NIM : 2012021031

Class : 7 B

Thesis title : "The Development of English Interactive E-Book Integrated Merdeka Belajar Curriculum for First Grade Students at SD Negeri 3 Banjar Jawa"

1st Prospective supervisor,



G. A. P Suprianti, S.Pd. M.Pd.
NIP 199002242014042001

2nd Prospective supervisor



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP 199309192018032001

Appendix 2. Letter of Research Permission



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 4040/UN48.7.1/DT/2023

21 November 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 3 Banjar Jawa di
Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Kadek Dhirapriyani
NIM	: 2012021031
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Developing English E-Story Book as Supplementary Material Based on Emancipated Learning Curriculum for First Grade Student at SD N 3 Banjar Jawa

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,
Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3 Instrument Validation for the Observation Sheet

No	Statements	Available	Unavailable
The existence of storybook as supplementary materials in the library			
1.	English book based on the students' age	YES	
2.	English illustrated book		No.
3.	English story book as supplementary book or material		No.
4.	English story book as supplementary book or material integrated to Merdeka Curriculum		No.
The use of storybook as supplementary materials in the class			
5.	The use of English book or material in learning process	YES	
6.	The use of English storybook as supplementary book or material integrated to Merdeka Curriculum		No.
The learning process			
7.	The teacher used student-centered method in the learning process	YES	
8.	There are interactive learning activities that guided by the teacher by opening discussion session		No.
9.	The students are actively participate in the class	YES	
10.	The learning process can increase the students' motivation	YES	
11.	The learning process can engage the students to participate in the learning activities	YES	
12.	Every student have equal chance in discussion with the teacher and their classmate		No.
13.	The learning process contained interactive activities integrated to Merdeka Curriculum		No.
14.	The teacher used additional media in the learning process		No.
15.	The teacher used interactive learning media in the learning process		No.
16.	The use of supplementary book or material in the learning process contained activities that can motivate students		No.
17.	The use of supplementary book or material in the learning process contained activities that can improve students' English skill		No.

18.	The teacher used technology in the learning process		No.
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Appendix 4. Instrument Validation for Teacher Interview Guide During Analysis

No.	Dasar Teori	Pertanyaan
1.	<p>Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapidere, 2021).</p>	<p>Apakah materi pembelajaran Bahasa Inggris yang selama ini digunakan di kelas?</p> <p>Kelas 1: salam, angka, benda, warna, bentuk Kelas 5: food, drink, clothes, penyakit</p> <p>Apakah materi pembelajaran Bahasa Inggris di kelas sudah terintegrasi dengan kurikulum Merdeka?</p> <p>Sudah terintegrasi dengan kurikulum Merdeka. Berpacu dan seluruh sumber berasal dari internet.</p>
2.	<p>Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).</p>	<p>Apakah materi pembelajaran Bahasa Inggris di kelas sudah terdapat latihan interaktif bagi siswa?</p> <p>Sudah. Seperti ice breaking, cerita bergambar, presentasi, membuat kalimat sederhana, melalui gambar membuat conversation, menggunakan buku paket sebagai main media pembelajaran, dilengkapi dengan exercise juga. Tetapi the teacher said: pembelajaran interaktif tersebut masih kurang karena keterbatasan waktu sehingga selama ini pembelajaran kurang interaktif dan hanya mengandalkan teacher centered saja.</p> <p>Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?</p> <p>Harapan tentunya yang terbaik. Agar materi juga dapat dipahami siswa, lebih membuat siswa untuk menguasai vocabulary lebih banyak, tersedia banyak gambar yang melalui gambar tersebut siswa dapat bercerita dan terjun dalam suasana itu.</p>
3.	<p>The technological advancements in today's era have offered new and innovative opportunities to enhance learning experiences for students of all</p>	<p>Apakah ada pengalaman memanfaatkan teknologi dalam pembelajaran?</p> <p>Pengalaman tidak terlalu banyak.</p>

	<p>ages. One such approach is the integration of interactive e-books into the curriculum, which has shown promising results in promoting active engagement and fostering students' independent learning (Choi & Johnson, 2019).</p>	<p>Tetapi pernah menggunakan media youtube saja.</p> <p>Apa saja bentuk penggunaan teknologi yang Bapak/Ibu gunakan untuk membantu proses pembelajaran untuk siswa di dalam kelas?</p> <p>Youtube</p>
<p>4.</p>	<p>Teaching is a practical activity carried out by teachers to transfer knowledge, information, skills, attitudes, and ideas to students (Sipayung, 2018). In addition there is a technology-based learning that focuses on the usage of technology by the educators to help the students in learning process (Marquardt & Kearsley,1998)</p>	<p>Bagaimana harapan Bapak/Ibu mengenai terlaksananya proses pembelajaran Bahasa Inggris di kelas dengan memanfaatkan teknologi?</p> <p>Harapannya yakni siswa menjadi lebih tertarik belajar, mendapat banyak kosa kata dan pembelajaran, mempermudah guru.</p> <p>Apakah Bapak/Ibu mengenal penggunaan teknologi <i>e-story book</i> dalam pembelajaran?</p> <p>Secara digital atau elektronik belum mengenal. Tetapi story book dalam bentuk cetak sudah mengenal. Selain itu cerita bergambar lainnya juga sudah mengenal.</p>
<p>5.</p>	<p>Utilizing storybooks as a medium represents an effective approach to stimulate students' interest in reading, primarily due to children's natural affinity for narratives. Moreover, storybooks are cost-effective and widely accessible, rendering them a practical</p>	<p>Apakah Bapak/Ibu pernah menggunakan e-story books dalam mengajar bahasa Inggris?</p> <p>tidak</p>

	<p>choice. The integration of storybooks into the educational context is expected to function as a supplementary tool for achieving predefined educational goals (Marwati & Basri, 2018).</p>	<p>Apakah materi tambahan berbasis teknologi seperti <i>e-story books</i> diperlukan untuk pembelajaran Bahasa Inggris?</p> <p>Sangat diperlukan. Terlebih lagi dalam hal menambah media dan juga mempermudah guru serta siswa dalam proses pembelajaran. Tetapi perlu juga digaris bawahi bahwa teknologi ini juga perlu dilihat terlebih dahulu manfaat dan kegunaannya. Jika bagus, maka sangat diperlukan, dan jika tidak maka tidak diperlukan. Tergantung pada manfaat dan hasilnya dikemudian hari.</p>
6.	<p>The incorporation of Illustrated Storybooks has demonstrated the potential to enhance the reading proficiency of elementary school-aged children (Darayani, 2022).</p>	<p>Jika ada e-story books Bahasa Inggris yang mengintegrasikan Kurikulum Merdeka Belajar, bagaimanakah pendapat Bapak/Ibu?</p> <p>Bagus. Karena dapat membantu guru dalam proses belajar, menambah media belajar dan pembelajaran interaktif.</p> <p>Ilustrasi storybooks yang bagaimana sekiranya Bapak/Ibu harapkan bisa diberikan, cocok, serta mudah diterima oleh para siswa?</p> <p>Yang membuat siswa tertarik untuk belajar, jika story book itu dipenuhi dengan gambar maka diharapkan terdapat kesinambungan antara gambar 1 dengan lainnya yang NYAMBUNG dan JELAS. Menyediakan cerita menarik.</p>

Appendix 5. Instrument Validation for Student Interview Guide During Analysis

No.	Dasar Teori	Pertanyaan
1.	<p>Learning materials must include topics that can be easily understood by students in the form of visual, auditory or kinesthetic forms and can also be presented in print, CD and digital form which can stimulate students' use of language (Tomlinson, 2013)</p>	<p>Bagaimana pendapat kalian tentang buku Pelajaran/media pembelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?</p> <p>Bagus dan membuat suasana belajar happy.</p> <p>Apakah aktivitas pembelajaran sudah menerapkan teknologi berupa media audio visual, CD atau media digital lainnya?</p> <p>Sudah. Contoh menggunakan LCD</p> <p>Aktivitas pembelajaran bahasa Inggris yang bagaimana yang kalian sukai?</p> <p>Yang menyenangkan, yang beragam, dipenuhi gambar (senang), music, video dll.</p> <p>Aktivitas pembelajaran Bahasa Inggris yang bagaimana yang kalian harapkan dalam proses pembelajaran Bahasa Inggris di kelas?</p> <p>Yang interaktif, banyak games, cerita, ilustrasi.</p>
2.	<p>E-storybook presents a favorable environment for students to learn English in an informal, exciting, meaningful, and enjoyable manner through the use of audio and visual images. (Rahayu et al., 2022)</p>	<p>Apakah kalian lebih senang mengakses buku elektronik atau menggunakan buku cetak saat belajar Bahasa Inggris?</p> <p>Buku cetak karena kelas 1 belum dibolehkan mengakses alat elektronik dan kelas 1 hanya mau belajar ketika menggunakan buku cetak dan terdapat aktivitas menulis.</p> <p>Apakah kalian pernah mendengar tentang penggunaan <i>e-story book</i> dalam pembelajaran Bahasa Inggris?</p> <p>NO</p> <p>Apakah kalian tertarik untuk belajar Bahasa Inggris menggunakan e-storybook yang berisikan gambar, cerita, dan audio?</p>

		YES
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Singaraja, 29 January 2024
Expert 1



G. A. P. Suprianti, S.Pd., M.Pd.
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Appendix 6. Instrument Validation for Expert and User Judgment

Expert 1

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
A.	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning media.					√	
	The design of e-storybooks is varied and can attract students' attention.				√		<ul style="list-style-type: none"> - Pay attention to the text so it does not obstruct the illustration. - Create more contrast and capitalize the words that are the focus or topic. - Pay attention to the font color so it contrasts better with the background color. - Enlarge the pictures if there is still space around it. - Pay attention to the story narrative so that it matches the illustrations.
	The e-storybooks encourage students' vocabulary development and language structure patterns.				√		<ul style="list-style-type: none"> - Pay attention to the sentence fragments used. <i>"They share their family stories [enter] Everyone learns about different families."</i> - Pay attention to the full stop at the end of each sentence. - Pay attention to the consistency of the present tense used in the book.
B.	The storybooks provide an additional reading experience with a richer narrative.					√	
	The e-storybook is					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	in accordance with the learning objectives and current curriculum.						
	The e-storybooks are easy for students to use and match the level of thinking of elementary school students.					√	
C.	The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.				√		- Pay attention to the audio used so it matches the sentences written.
D.	The e-storybook can foster student activity in learning.					√	
	The steps for using e-storybook media are easy to understand.					√	
	The number of pages of the e-storybook is appropriate					√	

Singaraja, 29 January 2024
Expert 1



G. A. P. Suprianti, S.Pd., M.Pd.
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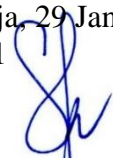
Appendix 7. Expert Judgement Rubric

Before revision

No.	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
Principles of Quality E-Storybooks				
1.	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning medium.		√	Whose theory is used? Can use some theories. Add theories, such as quoting. Is this rubric adapted or adopted? Vocabulary check: Since it is books, it should be media not medium.
2.	The e-storybook media according to the learning objectives and current curriculum.		√	Grammar check: Revision: The e-storybook is in accordance with the learning objectives and current curriculum.
3.	The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	√		
4.	The design of e-storybooks is varied and can attract students' attention.	√		
5.	The e-storybooks encourage students' vocabulary development and language structure patterns.	√		
6.	The e-storybooks provide interactive activities that can attract student participation.		√	The word interactive here can refer to the meaning of interactive listed in chapter 2.
7.	The e-storybook can foster student activity in learning.	√		

8.	The storybooks provide an additional reading experience with a richer narrative	√		
9.	The steps for using e-storybook media are easy to understand.	√		
10.	The number of pages of the e-storybook is appropriate	√		

Singaraja, 29 January 2024
Expert 1



G. A. P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001



After revision

No.	Theoretical Basis	Statements	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Good storybooks engage children with words and pictures, fostering a love for reading and promoting visual literacy. It employs strong visual storytelling to enhance the overall narrative, making it more captivating and detailed (Tanzania Institute of Education, 2021).	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning media.	√		
		The design of e-storybooks is varied and can attract students' attention.	√		
		The e-storybooks encourage students' vocabulary development and language structure patterns.	√		
2.	The integration of storybooks into the educational context offers a complementary tool to achieve predetermined educational goals (Marwati & Bastri, 2018).	The storybooks provide an additional reading experience with a richer narrative.	√		
		The e-storybook is in accordance with the learning objectives and current curriculum.	√		
		The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	√		
3.	Electronic books offer various forms of interactive multimodal content, including written text, oral narration, music, illustrations,	The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.	√		

	animations, and touch-activated hotspots that trigger sounds and animations when the screen is tapped or pressed. Christ et al. (2019)				
4.	E-storybook presents exciting, meaningful, and enjoyable manner through audio and visual images. (Rahayu et al., 2022)	The e-storybook can foster student activity in learning.	√		
		The steps for using e-storybook media are easy to understand.	√		
		The number of pages of the e-storybook is appropriate	√		



Singaraja, 29 January 2024
Expert 1

G. A. P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001

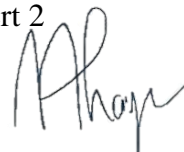
Expert 2

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
A.	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning media.					√	
	The design of e-storybooks is varied and can attract students' attention.				√		<ul style="list-style-type: none"> - Pay attention to the illustrations used. Try to make it real and easy for students to catch and understand. - Ensure that the illustration accurately reflects the description by paying careful attention to detail. The image mustn't be rectangular if the description specifies it as "square". - Pay attention to the font color so it contrasts better with the background color. - Pay attention to the story narrative so that it matches the illustrations.
	The e-storybooks encourage students' vocabulary development and language structure patterns.				√		<ul style="list-style-type: none"> - Make sure to use simpler word choices and sentence structures so that they are easily understood by grade 1 elementary school students.
B.	The storybooks provide an additional reading experience with a richer narrative.					√	
	The e-storybook is in accordance with the learning objectives and					√	

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	current curriculum.						
	The e-storybooks are easy for students to use and match the level of thinking of elementary school students.				√		
C.	The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.				√		<ul style="list-style-type: none"> - Pay attention to the instructions used in the student activity, and ensure to be clearly understood by the students. - Pay attention to the audio used so it matches the sentences written.
D.	The e-storybook can foster student activity in learning.					√	
	The steps for using e-storybook media are easy to understand.					√	
	The number of pages of the e-storybook is appropriate					√	

Singaraja, 29 Januari 2024

Expert 2



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

NIP 199309192018032001

Before revision

No.	Statements	Judgment		
		Relevant	Irrelevant	Comments/ Suggestions
Principles of Quality E-Storybooks				
1.	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning medium.	√		
2.	The e-storybook media according to the learning objectives and current curriculum.		√	Grammar check: Revision: The e-storybook is in accordance with the learning objectives and current curriculum.
3.	The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	√		
4.	The design of e-storybooks is varied and can attract students' attention.	√		
5.	The e-storybooks encourage students' vocabulary development and language structure patterns.	√		
6.	The e-storybooks provide interactive activities that can attract student participation.		√	The word interactive here can refer to the meaning of interactive listed in chapter 2.
7.	The e-storybook can foster student activity in learning.	√		

8.	The storybooks provide an additional reading experience with a richer narrative	√		
9.	The steps for using e-storybook media are easy to understand.	√		
10.	The number of pages of the e-storybook is appropriate	√		

Singaraja, 29 Januari 2024

Expert 2



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

NIP 199309192018032001



After revision

No.	Theoretical Basis	Statements	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Good storybooks engage children with words and pictures, fostering a love for reading and promoting visual literacy. It employs strong visual storytelling to enhance the overall narrative, making it more captivating and detailed (Tanzania Institute of Education, 2021).	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning media.	√		
		The design of e-storybooks is varied and can attract students' attention.	√		
		The e-storybooks encourage students' vocabulary development and language structure patterns.	√		
2.	The integration of storybooks into the educational context offers a complementary tool to achieve predetermined educational goals (Marwati & Basti, 2018).	The storybooks provide an additional reading experience with a richer narrative.	√		
		The e-storybook is in accordance with the learning objectives and current curriculum.	√		
		The e-storybooks are easy for students to use and match the level of thinking of elementary school students.	√		
3.	Electronic books offer various forms of interactive multimodal content, including written text, oral narration, music, illustrations,	The e-storybooks provide an interactive learning experience by incorporating multimedia such as video, audio, or animations.	√		

	animations, and touch-activated hotspots that trigger sounds and animations when the screen is tapped or pressed. Christ et al. (2019)				
4.	E-storybook presents exciting, meaningful, and enjoyable manner through audio and visual images. (Rahayu et al., 2022)	The e-storybook can foster student activity in learning.	√		
		The steps for using e-storybook media are easy to understand.	√		
		The number of pages of the e-storybook is appropriate	√		

Singaraja, 29 Januari 2024

Expert 2



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

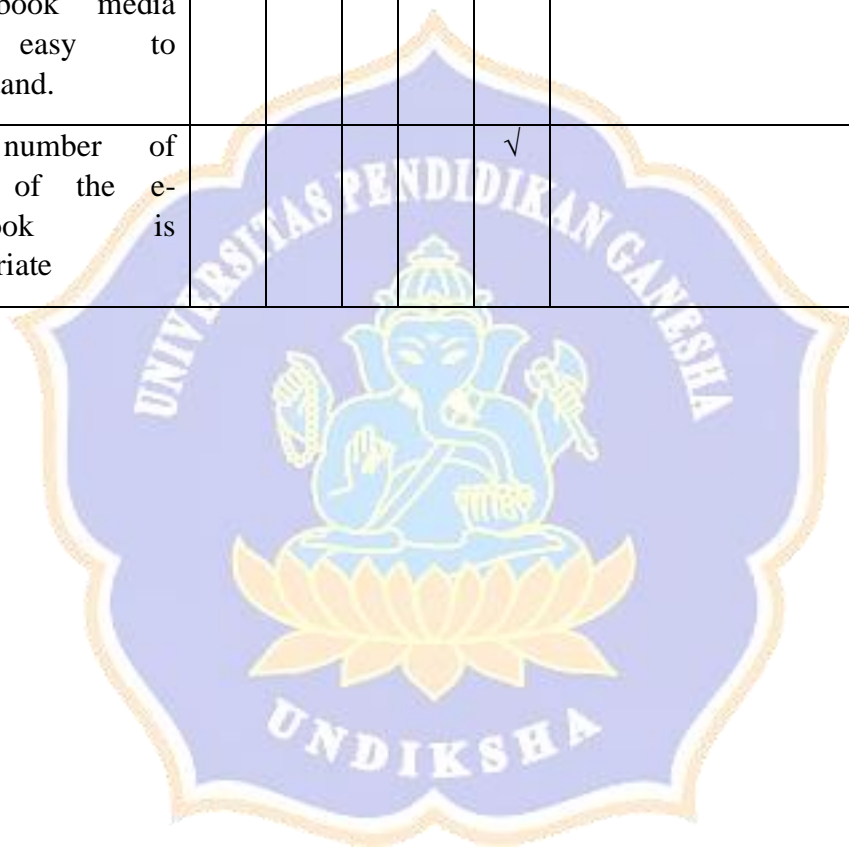
NIP 199309192018032001



Appendix 8. User Judgement Rubric for The Teacher

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
A.	The appearance of e-storybooks attracts and fosters students' curiosity to read and use them as a learning media.					√	
	The design of e-storybooks is varied and can attract students' attention.					√	
	The e-storybooks encourage students' vocabulary development and language structure patterns.					√	
B.	The storybooks provide an additional reading experience with a richer narrative.					√	
	The e-storybook is in accordance with the learning objectives and current curriculum.					√	
	The e-storybooks are easy for students to use and match the level of thinking of elementary school students.				√		
C.	The e-storybooks provide an interactive learning experience by				√		

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	incorporating multimedia such as video, audio, or animations.						
D.	The e-storybook can foster student activity in learning.					√	
	The steps for using e-storybook media are easy to understand.					√	
	The number of pages of the e-storybook is appropriate					√	



Appendix 9. Construct Validity for Teacher Interview Guide

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Storybooks employ strong visual storytelling to enhance the overall narrative, making it more captivating and detailed (Tanzania Institute of Education, 2021).	Bagaimanakah menurut Bapak/Ibu terkait tampilan atau desain dari e-storybook ini?			
2.	The integration of storybooks into the educational context offers a complementary tool to achieve predetermined educational goals (Marwati & Basri, 2018).	Apakah menurut Bapak/Ibu e-storybook ini sudah berkorelasi dengan Kurikulum Merdeka Belajar?			
		Apakah menurut Bapak/Ibu e-storybook ini bisa menjadi media tambahan informasi selain buku paket?			
3.	E-storybooks can enhance learning by creating an engaging and positive environment,	Bagaimana aktivitas dan hasil pembelajaran selama menggunakan e-storybook ini? Apakah menarik,			

No.	Dasar Teori	Pertanyaan	Judgement		
			Relevant	Irrelevant	Comments/ Suggestions
	leading to greater student confidence and motivation (Rajendran & Md Yunus 2021).	sulit, terlalu sederhana, dll?			
		Apakah aktivitas pembelajaran yang terdapat di dalam e-storybook ini sudah sesuai dengan level kognitif siswa?			
		Bagaimana saran/harapan Bapak mengenai e-storybook ini kedepannya?			



Appendix 10. Construct Validity for Student Interview Guide

No.	Dasar Teori	Pertanyaan	Judgment		
			Relevant	Irrelevant	Comments/ Suggestions
1.	Storybooks employ strong visual storytelling to enhance the overall narrative, making it more captivating and detailed (Tanzania Institute of Education, 2021).	Kalian suka nggak sama tampilan e-storybooknya? Gambarnya bagaimana? Tulisannya bagaimana?			
2.	The integration of storybooks into the educational context functions as a complementary tool to achieve predetermined educational goals (Marwati & Basri, 2018).	Menurut kalian, apakah e-storybook ini bisa menambah informasi di buku paket?			
		Kalian suka ga dengan jalan cerita dari e-storybook ini?			
3.	E-storybook presents exciting and meaningful media through audio and visual images. (Rahayu et al., 2022)	Menurut kalian bukunya mudah dipahami nggak?			
		Kalian sukanya aktivitas apa aja di dalam e-storybook ini?			
		Seneng gak kalian belajar bahasa inggris pakai e-			

		storybook ini?			
4.	E-storybook offers an enjoyable manner through audio and visual images. (Rahayu et al., 2022)	Menurut kalian, e-storybook yang kita tadi gunakan itu menarik nggak? Atau membosankan? Kenapa?			



Appendix 11. Teacher Interview Transcriptions during Observation

ENGLISH TEACHER INTERVIEW

Ps. R for Researcher, T for Teacher

R	Om Swastyastu bu, perkenalkan nama saya Dhira, mahasiswa dari Undiksha.
T	Oh, iya Om Swastyastu juga.
R	Sebelumnya, apakah Ibu berkenan untuk memeperkenalkan diri dan riwayat singkat terkait pengalaman Ibu menjadi Guru Bahasa Inggris di sekolah ini?
T	Oh iya, nama saya Ayu. Asalnya dari sini, sudah mengajar di SD 3 Banjar Jawa sejak lama. Kalau tidak salah ingat sudah dari tahun 2005.
R	Wah berarti sudah lama mengajar ya bu?
T	Iya betul
R	Baik bu Ayu kita mulai pertanyaan pertama, apa saja materi pembelajaran Bahasa Inggris yang selama ini digunakan untuk mengajar di kelas 1 bu?
T	Untuk siswa kelas 1, di semester 1 mereka belajar tentang salam, angka, benda, warna, dan bentuk. Di semester 2, mereka belajar tentang benda-benda yang ada di kelas, hewan, dan anggota keluarga.
R	Apakah materi pembelajaran Bahasa Inggris tersebut sudah terintegrasi dengan kurikulum Merdeka bu?
T	Iya, kebetulan kami sudah menerapkan kurikulum Merdeka Belajar untuk kelas 1 di tahun ini. Kami melakukannya secara bertahap dari kelas 6 hingga kelas 2 pada tahun sebelumnya. Materi pembelajarannya balap semua dan sumbernya semua dari internet.
R	Lalu apakah materi pembelajaran Bahasa Inggris di kelas sudah terdapat latihan interaktif bagi siswa bu?
T	Oh iya sudah. Seperti icebreaking, cerita bergambar, presentasi, membuat kalimat sederhana, membuat percakapan melalui gambar, menggunakan buku teks sebagai media pembelajaran utama, dilengkapi dengan latihan juga. Namun pembelajaran interaktif masih kurang karena keterbatasan waktu sehingga selama ini pembelajaran kurang interaktif dan hanya mengandalkan berpusat pada guru.
R	Baik bu. Berarti untuk kelas satu masih berpusat kepada guru ya bu.
T	Iya betul.
R	Lalu berdasarkan pengalaman Ibu menggunakan materi pembelajaran untuk mengajar Bahasa Inggris selama ini, apabila saya mengembangkan sebuah materi pembelajaran baru, bagaimana kira-kira harapan Ibu mengenai materi Bahasa Inggris yang digunakan?
T	Harapan tentunya yang terbaik. Agar materi juga dapat dipahami siswa, lebih membuat siswa untuk menguasai vocabulary lebih banyak, tersedia banyak gambar yang melalui gambar tersebut siswa dapat bercerita dan terjun dalam suasana itu.
R	Oke, baik bu. Pertanyaan selanjutnya, apakah Ibu punya pengalaman memanfaatkan teknologi dalam mengajar? Khususnya siswa kelas 1.
T	Pengalaman tidak terlalu banyak. Tetapi pernah menggunakan media youtube saja.

R	Berarti baru Youtube saja ya bu.
T	Betul
R	Baik, lalu kira-kira apa harapan Ibu mengenai terlaksananya proses pembelajaran Bahasa Inggris di kelas dengan memanfaatkan teknologi?
T	Saya berharap siswa menjadi lebih tertarik belajar, mendapat banyak kosa kata dan pembelajaran, mempermudah guru.
R	Baik. Untuk pembelajaran bahasa Inggris itu, disini apakah Ibu mengenal dan pernah penggunaan teknologi <i>e-story book</i> dalam pembelajaran?
T	Secara digital atau elektronik belum mengenal. Tetapi story book dalam bentuk cetak sudah mengenal. Selain itu cerita bergambar lainnya juga sudah mengenal.
R	Baik bu. Apakah Ibu pernah menggunakan e-story books atau cerita bergambar yang serupa dalam mengajar bahasa Inggris?
T	Belum pernah.
R	Baik. Lalu menurut Ibu Ayu, apakah materi tambahan berbasis teknologi seperti <i>e-story books</i> diperlukan untuk pembelajaran Bahasa Inggris?
T	Sangat diperlukan. Terlebih lagi dalam hal menambah media dan juga mempermudah guru serta siswa dalam proses pembelajaran. Tetapi perlu juga digaris bawahi bahwa teknologi ini juga perlu dilihat terlebih dahulu manfaat dan kegunaannya. Jika bagus, maka sangat diperlukan, dan jika tidak maka tidak diperlukan. Tergantung pada manfaat dan hasilnya dikemudian hari.
R	Lalu, jika ada e-story books Bahasa Inggris yang mengintegrasikan Kurikulum Merdeka Belajar, bagaimana menurut pendapat Ibu?
T	Menurut saya sih bagus ya, karena kan dapat membantu guru dalam proses belajar, menambah media belajar dan pembelajaran interaktif.
R	Baik bu, untuk pertanyaan terakhir. Kira-kira ilustrasi storybooks yang bagaimana sekiranya Bu Ayu harapan bisa diberikan, cocok, serta mudah diterima oleh para siswa?
T	Yang membuat siswa tertarik untuk belajar, jika story book itu dipenuhi dengan gambar maka diharapkan terdapat kesinambungan antara gambar 1 dengan lainnya yang NYAMBUNG dan JELAS. Menyediakan cerita menarik.
R	Baik, terima kasih banyak atas kesediannya untuk diwawancarai Bu Ayu.
T	Baik, sama-sama dik, semangat.

Appendix 12. Student Interview Transcriptions during Observation

Ps. R for Researcher; S1 for Student 1

R	Hallo, siapa namanya dik?
S1	I Putu Angga Mahendra
R	Okay. Kakak mau tanya sedikit ya ke Angga. Gimana menurut Angga pembelajaran Bahasa Inggris di kelas?
S1	Bagus kak. Enak. Belajar dan bermain jadinya belajarnya happy.
R	Bermain apa?
S1	Bermain tebak-tebakan tentang nama-nama hewan. Kan ada tuh kayak orang ditunjukin ini apa. Misalnya kayak ayam gitu. Abistu banyak sih.
R	Terus gimana menurut Angga buku yang dipakai untuk belajar bahasa Inggris? Apakah bagus dan membantu belajarnya?
S1	Iya, bukunya sudah bagus dan isi banyak gambar.
R	Oh oke. Terus aktivitas yang paling Angga sukai selama pembelajaran bahasa Inggris kayak gimana tuh? Yang paling bikin semangat.
S1	Yang menyenangkan, yang isi bermain dan bernyanyi.
R	Oke. Jadi harapannya Angga kalau belajar bahasa Inggris di kelas itu kayak gimana?
S1	Pokoknya yang bikin senang. Banyak games, gambar, dan bernyanyi.
R	Oke. Untuk buku Bahasa Inggris yang Angga pakai apa pernah pakai buku elektronik atau buku cetak saja?
S1	Buku cetak aja karena kelas 1 belum boleh bawa hp.
R	Oke. Pertanyaan kakak selanjutnya, apa Angga pernah denger tentang cerita bergambar atau storybook?
S1	Belum pernah.
R	Oke, kalau semisal kakak membuat cerita bergambar atau story book, kira-kira Angga tertarik ga untuk belajarnya?
S1	Iya, bisa jadi kalau ceritanya bagus dan seru.
R	Oke, makasi ya Angga.

Ps. R for Researcher; S2 for Student 2

R	Ok. Sekarang Galih ya. Pertanyaan pertama, gimana menurut Galih buku Bahasa Inggris yang digunakan di kelas?
S2	Bagus kak
R	Terus aktivitas yang paling Galih sukai selama belajar bahasa itu Inggris kayak gimana?
S2	Saya paling suka main game, seperti kita bernyanyi dan menggerakkan badan, dan saat lagu dihentikan, ada yang diberi teka-teki. Gamenya sangat menyenangkan.
R	Oke, kalau aktivitas belajar di kelas biasanya seperti apa?
S2	Menjawab soal, bernyanyi, bermain games, dan menyebutkan nama-nama benda
R	Aktivitas yang paling Galih sukai?
S2	Games
R	Games yang seperti apa?
S2	Games pulpen, kalo lagunya sudah habis disuruh masju kedepan. Menjawab teka-teki
R	Suka gak menjawab teka-teki?
S2	Suka
R	Teka-teki seperti apa? Kayak teka-teki silang atau ngomong aja?
S2	Ngomong aja.
R	Siapa yang memberikan soalnya?
S2	Gurunya
R	Berarti ga pake buku ya.
S2	Iya
R	Okay. Itu aja. Makasi ya Galih.

Ps. R for Researcher; S3 for Student 3

R	Ok. Mutiara. Gimana menurut gimana menurut Mutiara pembelajaran Bahasa Inggris di kelas?
S3	Asik
R	Kenapa asik?
S3	Karena Bu Guru suka kasi cerita
R	Lagi apa sih yang bikin asik selain suka cerita?
S3	Karena gurunya asik
R	Gurunya asik kayak gimana?
S3	Ngobrol-ngobrol dan main games
R	Mainnya seperti apa?
S3	Main pakai pulpen pakai lagu
R	Ok. Gurunya berbicara dalam bahasa inggris, bahasa Indonesia, atau nyampur?
S3	Kadang bahasa inggris kadang bahasa Indonesia
R	Aktivitas pembelajaran dari awal sampai akhir itu biasanya apa aja sih?
S3	Dari awal biasanya perkenalan, latihan, bermain
R	Lalu, materinya apa aja? Tadi kan pakai lagu ya. Apa lagi?
S3	Menggambar dan mewarnai juga
R	Nah Mutiara pernah menggambar dan mewarnai apa aja?
S3	Pernah menggambar dan mewarnai buah, trus dikasi tulisan itu apa pakai bahasa Inggris
R	Oke, terus aktivitas yang paling disukai di kelas apa Mutiara?
S3	Saya suka saat Bu Guru bercerita, karena ceritanya seru dan kadang lucu.
R	Oh oke jadi suka mendengarkan cerita ya.
S3	Iya, sama bermain juga.
R	Ok. Itu aja pertanyaan dari kakak. Makasi ya Mutiara.

Ps. R for Researcher; S4 for Student 4

R	Hallo, siapa namanya dik?
S4	Nama saya Emi
R	Ok. Emi, pertanyaan pertama, gimana menurut Emi materi Bahasa Inggris yang digunakan untuk belajar di kelas? Apa Emi suka belajar Bahasa Inggris?
S4	Saya suka dan kelasnya selalu jadi menyenangkan kak.
R	Bagus seperti apa?
S4	Bagus karena kita banyak bermain dan bernyanyi. Kita juga sering menggambar dan mewarnai.
R	Lalu kalau Emi sukanya aktivitas belajar bahasa Inggris yang kayak gimana?
S4	Kalau saya sukanya menggambar karena saya bisa menggambar apa aja sesuai yang diminta sama Bu Guru.
R	Menggambarnya sukanya yang seperti apa?
S4	Gambar bunga, buah, dan mewarnai.
R	Ok. Selain itu apa lagi? Suka gak sama cerita-cerita gitu?
S4	Suka
R	Aktivitas belajar di kelas dari awal sampai akhir itu kayak gimana?
S4	Pertama dikasi pertanyaan, soal-soal gitu. Terakhir dikasi teka-teki.
R	Penggunaan lagu, gambar, games yang kayak gitu, gimana kegiatannya di kelas?
S4	Game-game itu game yang tebak-tebakan nama benda.
R	Trus pernah ga si gurunya itu memberi cerita?
S4	Pernah
R	Sering/jarang/kadang-kadang?
S4	Jarang
R	Itu ceritanya seperti apa?
S4	Kayak cerita tentang hewan
R	Kayak gimana si ceritanya
S4	Hewan yang ditangkap kayak musang, sapi
R	Kayak cerpen fabel gitu ya?
S4	Iya

Ps. R for Researcher; S5 for Student 5

R	Hallo siapa namanya dik?
S5	Nama saya Beni kak.
R	Sama kayak pertanyaan kakak ke temen-temen yang lain, Beni suka aktivitas belajar bahasa Inggris yang kayak gimana?
S5	Saya paling suka menyanyi kak. Tapi kadang lagunya sulit dan belum pernah dengar. Jadinya saya ga bisa ngikutin karena bu guru hanya memutar audio tanpa lirik kak.
R	Okay, tapi Beni paling suka menyanyi ya?
S5	Iya kak.
R	Kalau gurunya bercerita gitu di depan kelas Beni suka ga?
S5	Suka juga kak.
R	Oh oke, selain itu ada aktivitas lain yang Beni suka?
S5	Jawab soal, teka-teki
R	Seperti apa?
S5	Tebak-tebakan hewan
R	Berarti aktivitas yang disukai jawab soal tebak-tebakan hewan ya. Trus lagu seperti apa yang Beni sukai?
S5	Banyak kak, kayak Helo How Are You, lagu One Two Three, banyak kak
R	Oke. Pertanyaan kakak selanjutnya, Beni tau cerita bergambar ga?
S5	Tau kak
R	Apa Bu Guru pernah mengajar pakai cerita?
S5	Iya pernah kak
R	Terus Beni suka ga kalau belajar bahasa Inggris pakai cerita?
S5	Suka kak
R	Ok. Udah. Thank you Beni.

Appendix 13. The Final View of the E-Storybooks

E-Storybook Final View	QR Code of the E-Storybook
	<p>BOOK CREATOR</p>  <p>Ana's New Classroom Dhira Priyani</p> <p>Unit 1: Ana New Classroom</p>
	<p>BOOK CREATOR</p>  <p>Shapes Adventure with Dodo Dhira Priyani</p> <p>Unit 2: Shape Adventure with Dodo</p>
	<p>BOOK CREATOR</p>  <p>Cici's Family Dhira Priyani</p> <p>Unit 3: Cici's Family</p>
	<p>BOOK CREATOR</p>  <p>He and She Dhira Priyani</p> <p>Unit 4: He and She</p>

BIOGRAPHY



Kadek Dhirapriyani was born on 2001 in Temukus Village, a beautiful village in Buleleng city. She is the only daughter of a super father and mother, Made Suweca and Luh Sukarmini. She graduated from SMA Negeri 1 Seririt in 2019. Driven by a passion for knowledge, she pursued higher education at Ganesha University of Education by taking the English Language Education program, where she earned the bachelor's degree in education. Dhira honed her teaching skills and gained valuable insights during her studies at the university. She is active in organizations inside and outside the university; volunteering, learning new things, and broadening her relationship. During the four fantastic years, for the first time in her life, she experienced to went abroad to join an international teaching practice at Prince of Songkla University for one month, an international credit transfer program by Ming Chi University of Technology Taiwan for three months, and Student Exchange Mentor (Liaison Officer) for five months. Outside the university, she is a part-time teacher at Bali Children Foundation. These experiences have developed her personal and professional skills. Kadek Dhirapriyani is committed to making an impact on others by doing small things she can do to make a difference and to change to a better world.

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There is a Will There is a Way

"Every Cloud Has a Silver Lining"



John Milton