APPENDICES

Appendix 1. 1 Thesis Supervisor 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 : Luh Dewi Asih

NIM : 2012021054

Class : 7 B

Thesis title : "Developing Interactive E-Book for the Fourth Grade Students in SD Negeri 1 Suwug"

1ˢᵗ Prospective supervisor,

2ⁿᵈ Prospective supervisor

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

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP 198812012015042003

Appendix 1. 2 Surat Izin Penelitian

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 : 1157/UN48.7.1/DT/2024   17 April 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 1 Suwug

    di Singaraja

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

Nama	: Luh Dewi Asih	
NIM	: 2012021054	
Jurusan	: Bahasa Asing	
Program Studi	: Pendidikan Bahasa Inggris	
Jenjang	: S1	
Tahun Akademik	: 2023/2024	
Judul	: DEVELOPING E-STORYBOOK BASED ON THE MERDEKA CURRICULUM FOR 4th GRADE STUDENTS OF SD NEGERI 1 SUWUG	

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 1. 3 Observation Sheet

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

Appendix 1. 4 Teacher Interview Guide (Analysis Phase)

No	Dasar Teori	Pertanyaan
1.	Learning materials are the main tools of the teaching and learning process and represent tools and resources that teachers offer to students (Akkaya & Kapıdere, 2021).	Apa saja materi pembelajaran Bahasa Inggris yang selama ini digunakan di kelas? Apakah materi pembelajaran Bahasa Inggris di kelas sudah terintegrasi dengan kurikulum Merdeka?
2.	Learning materials can enrich the learners' experience and knowledge by providing the topics and contents (Tomlinson, 2003).	Apakah materi pembelajaran Bahasa Inggris di kelas sudah terdapat latihan interaktif bagi siswa? Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?
3.	The technological advancements in today's era have offered new and innovative opportunities to enhance learning experiences for students of all 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).	Apakah ada pengalaman memanfaatkan teknologi dalam pembelajaran? Apa saja bentuk penggunaan teknologi yang Bapak/Ibu gunakan untuk membantu proses pembelajaran untuk siswa di dalam kelas?
4	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)	Bagaimana harapan Bapak/Ibu mengenai terlaksananya proses pembelajaran Bahasa Inggris di kelas dengan memanfaatkan teknologi? Apakah Bapak/Ibu mengenal penggunaan teknologi e-story book dalam pembelajaran?
5.	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 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).	Apakah Bapak/Ibu pernah menggunakan e-story books dalam mengajar bahasa Inggris? Apakah materi tambahan berbasis teknologi seperti e-story books diperlukan untuk pembelajaran Bahasa Inggris?
6.	The incorporation of Illustrated Storybooks has demonstrated the potential to enhance the reading proficiency of elementary school-aged children (Darayani, 2022).	Jika ada e-story books Bahasa Inggris yang mengintegrasikan Kurikulum Merdeka Belajar, bagaimanakah pendapat Bapak/Ibu? Ilustrasi storybooks yang bagaimana sekiranya Bapak/Ibu harapkan bisa diberikan, cocok, serta mudah diterima oleh para siswa?

Appendix 1. 5 Students Interview Guide (Analysis Phase)

No.	Dasar Teori	Pertanyaan
1.	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)	Bagaimana pendapat kalian tentang buku Pelajaran/media pembelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas? Apakah aktivitas pembelajaran sudah menerapkan teknologi berupa media audio visual, CD atau media digital lainnya? Aktivitas pembelajaran bahasa Inggris yang bagaimana yang kalian suka? Aktivitas pembelajaran Bahasa Inggris yang bagaimana yang kalian harapkan dalam proses pembelajaran Bahasa Inggris di kelas?
2.	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)	Apakah kalian lebih senang mengakses buku elektronik atau menggunakan buku cetak saat belajar Bahasa Inggris? Apakah kalian pernah mendengar tentang penggunaan *e-story book* dalam pembelajaran Bahasa Inggris? Apakah kalian tertarik untuk belajar Bahasa Inggris menggunakan e-storybook yang berisikan gambar, cerita, dan audio?
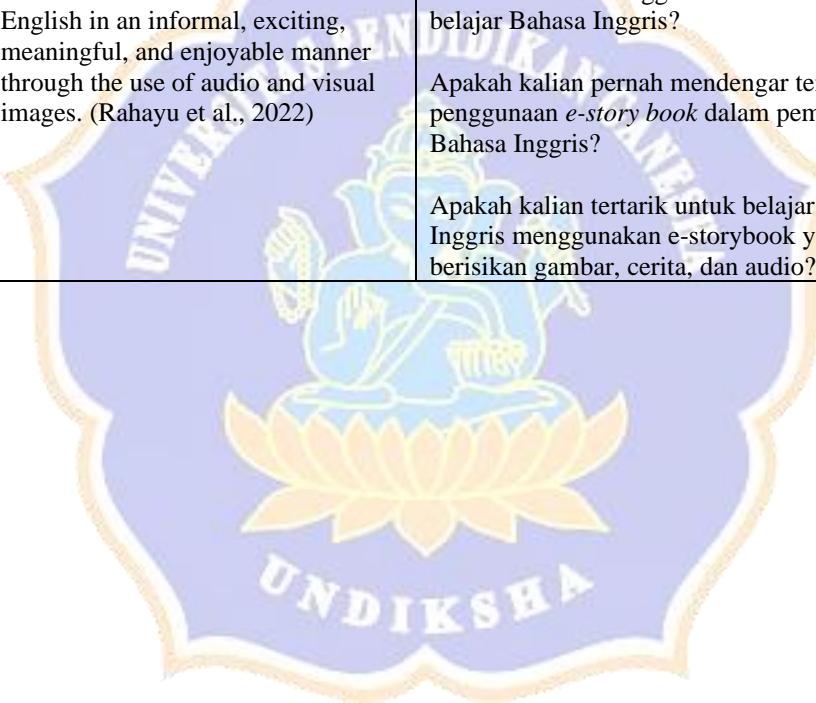
Appendix 1. 6 Blueprint of e-storybooks

Unit 1 (Preposition of place)

Topic	Learning objectives	Language skills	Activities
My Living Room is Beside The Kitchen (Preposition of Place)	4. Students are able to identify prepositions. 5. Students are able to produce sentences using prepositions 6. Students are able to describe the position of rooms at house.	Reading, listening, and speaking	Pre activity: 1. Students look at the picture provided that shows the position of rooms at house. 2. Several pictures and vocabularies about preposition of place will be provided to introduce the words to students with the audio. Students have to listen and repeat the audio.
		Reading, listening, writing and speaking	Whilst activity: 1. Students have to read the story and listen to the audio. 2. Students have to do an individual task like fill in the blank. 3. Students doing an information gap task to obtain new information through interacting with other students. 4. Students should work in group of 4. They have to do a description-chain.
		Speaking	Post activity: 1. Students making video of themselves describing the rooms' position in their own house using preposition of place.

Storyline and Task

Pre activity:

1. Look at the picture. Where is the location of each room?
   a. **Picture of a house with some rooms in it.**
2. Listen to the audio and repeat.
   a. **Picture and audio 1: In**
   b. **Picture and audio 2: On**
   c. **Picture and audio 3: Under**
   d. **Picture and audio 4: Beside**
   e. **Picture and audio 5: Between**
   f. **Picture and audio 6: Next to**
   g. **Picture and audio 7: In front of**
   h. **Picture and audio 8: Behind**

Whilst activity:

1. **Read and listen to the story**

   Title: "The toilet is next to the kitchen "

   Page 1: Dita, Doni, Joni, and Dayu gathered in front of the class and planned to do a group work at Dita's house.

   Page 2: After school, Doni, Joni, and Dayu went to Dita's house together.

   Page 3: When they arrived, Dita invited them into the living room.

   Page 4: In the living room, they discussed the school assignments.

   Page 5: But, Doni wanted to go to the toilet and asked Dita the location.

   Page 6: Then Dita tells him "the toilet is next to the kitchen".

   Page 7: While working on the group work, Dayu was curious about the location of Dita's bedroom.

   Page 8: Dita said "the bedroom is in front of the kitchen".

   Page 9: They worked again on the assignments to craft a pencil case made of used cardboard.

   Page 10: Finally, the group work was finished and they went back to their houses.

2. **Fill in the blank with the correct preposition of place based on the picture.**
   Picture of rooms at house
   a. The bathroom is…………...the bedroom 1 and bedroom 2.
   b. The dining room is……………the kitchen.
   c. The warehouse is………………the bedroom 1.
   d. The bedroom 2 is………………the kitchen.
   e. The bedroom 1 is…………………the bathroom.

In front of	On	Between	Beside	Behind	Next to

3. **Information gap activity**
   Students have to work in pair. Each student in pair will be given a picture of house with several rooms in it. But, each student will have different information in the picture.

Therefore, students have to do a conversation with their pair to obtain information needed to complete the task.

   a. **Picture of house with bathroom, bedroom, and kitchen.**
   b. **Picture of house with kitchen, living room, and dining room.**

4. **Description-chain**

   Students have to work in group of 4. One student in the group will start by making a sentence to describe the position of room. Then, continued by the next student in the same group until all students get the chance to write in the paper.

Post activity:

1. **Please make a video of yourself describing the rooms' position in your house using preposition of place.**

Unit 2 (Activities)

Topic	Learning objectives	Language skills	Activities
Cici Cooks in The Kitchen (Activities)	1. Students are able to identify their activities in the house. 2. Students are able to produce sentence about their activities in the house. 3. Students are able to talk their activities in the house.	Reading and speaking	Pre activity: 1. Students look at the picture provided and mention what activities done in the picture. 2. Students have to do an individual task namely matching.
		Reading, listening, writing and speaking	Whilst activity: 1. Students have to read the story and listen to the audio. 2. Students have to find out information about what their friends do in the house and try to make a sentence based on the information obtained. 3. Students have to take a paper with name of rooms at house. Then, students have to make one sentence about activity done in that room.
		Speaking	Post activity: 1. Students making short conversation with partner talking about their
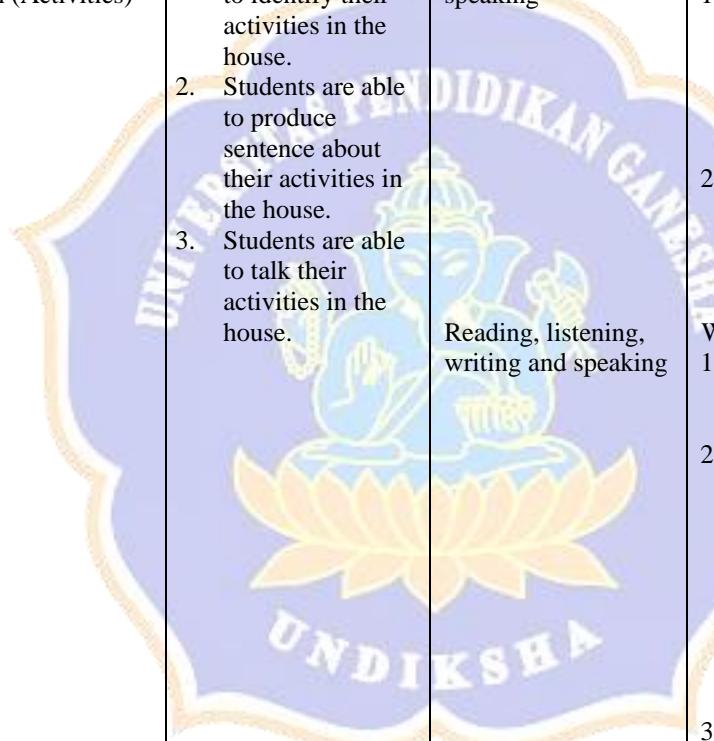
			activities in the house.

Storyline and Task

Pre activity:

1. Look at the picture. What do they do in the picture?
   a. Picture of Dayu gets up.
   b. Picture of Doni sweeps and the floor.
   c. Picture of Dayu reads storybook.
   d. Picture of Dayu helps her mother cook.
   e. Picture of They jog together.
2. Match the sentence that described the activity with the correct picture.
   a. Picture 1: She watches TV in the living room.
   b. Picture 2: She sweeps the floor.
   c. Picture 3: She cooks in the kitchen.
   d. Picture 4: He reads a book in the living room.
   e. Picture 5: He gets up on the morning.

Whilst activity:

1. **Read and listen to the story**

   Title: "Productive Sunday"

   Page 1: On Sunday morning, the sun rises. It is shining beautifully.

   Page 2: Doni and Dayu get up at 7 o'clock because they plan to do exercise together.

   Page 3: Doni makes his bed.

   Page 4: Dayu also makes her bed.

   Page 5: They jog around the yard.

   Page 6: Then, they play badminton.

   Page 7: They take a rest because they are too sweaty.

   Page 8: After doing several activities, they take a bath.

   Page 9: After that, Dayu helps her mother cook in the kitchen.

   Page 10: Doni sweeps the floor.

   Page 11: The house is clean and the food is ready.

   Page 12: They have breakfast together.

   Page 13: Then, Doni watches his favorite cartoon.

   Page 14: Dayu reads storybook in the living room.

2. **Ask your friends' activities.**

   Students have to find out information about what their friends do in the house and try to make a sentence based on the information obtained.

Name	Activity	Place
Dani	Eat and drink	Dining room

Example: Dani eats and drinks in the dining room.

3. Make a sentence.
Students have to take a paper with name of rooms at house. Then, students have to make one sentence about activity done in that room.

Post activity:

1. Please make a video of yourself talking about your activities in the house.

Unit 3 (Time)

Topic	Learning objectives	Language skills	Activities
Be on time (Time)	1. Students are able to identify the time. 2. Students are able to make simple sentences in telling time. 3. Students are able to talk about the time.	Reading, listening and speaking Reading, listening, writing and speaking	Pre activity: 1. Students look at the pictures of time and mention the time based on the picture. 2. Several digital time will be provided with the audio of how to pronounce each time. Students have to listen and repeat the audio. Whilst activity: 1. Students have to read the story and listen to the audio. 2. Students have to do an individual task namely choosing true/false based on the pictures and sentences provided. 3. Students have to find out information about what their friends do in the house with the time and try to make a sentence based on the information obtained. 4. Students have to do information gap activity. Students do a conversation with their peer to obtain information needed to complete the task.
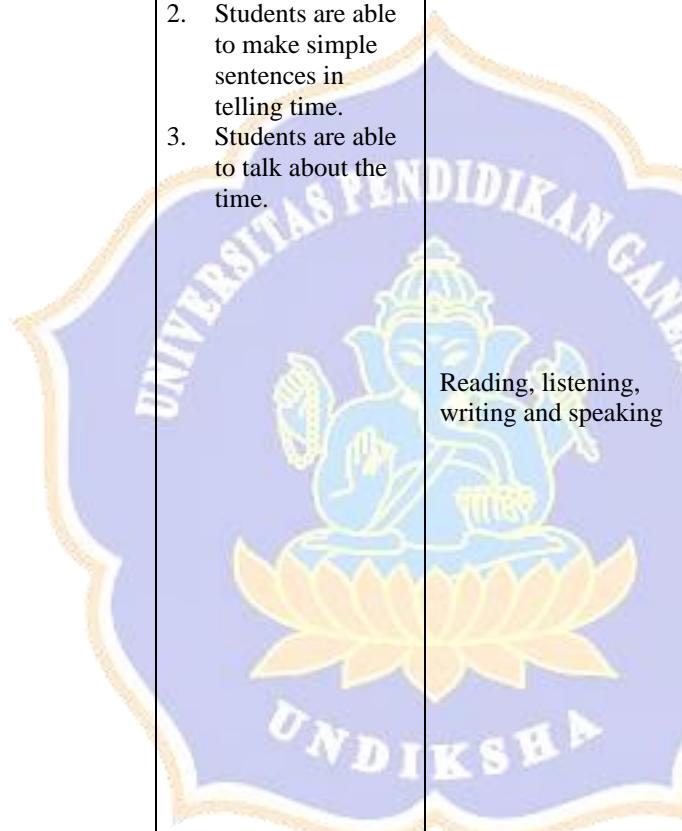
		Speaking	Post activity:
			1. Students making short conversation with partner talking about their activities in the house with the time.

Storyline and Task

Pre activity:

1. Look at the picture. What time is it?
   a. Picture of 5 clock.
2. These are some pictures of digital time with the audio that mentioned the way to tell the time. Please listen and repeat the audio afterwards.
   a. Picture of digital time with the audio.
   b. Picture of digital time with the audio.
   c. Picture of digital time with the audio.
   d. Picture of digital time with the audio.

Whilst activity:

1. Read and listen to the story

Title: "Hectic hours"

Page 1: Joni plays mobile games late at night.

Page 2: He usually sleeps at 9 o'clock. But that night, he continues playing until a quarter to twelve.

Page 3: Before going to sleep, he sets up the alarm into 6 o'clock. Then, he falls asleep.

Page 4: The alarm shows 6 o'clock, but Joni does not hear the alarm at all.

Page 5: Finally, he wakes up after the alarm goes off several times.

Page 6: Seeing the time showed a half past six, Joni in rush to take a shower

Page 7: After that, he puts on his uniform quickly.

Page 8: Joni does not have time for breakfast, he brings the food to school.

Page 9: Finally, he arrives at school on time and goes straight to class.

Page 10: Students learn until 10 o'clock.

Page 11: Students have a break time at 10 o'clock. Then, they eat their foods.

Page 12: They go to the library afterward.

Page 13: Then, they go back to the class and learn again.

Page 14: The time shows 3 o'clock. So, all students go home.

2. Please choose True/False based on the pictures and the sentences.
   a. Picture 1: It is a half past twelve.
   b. Picture 2: It is eight o'clock.
   c. Picture 3: It is a half past nine.
   d. Picture 4: It is a quarter past six.

e. Picture 5: It is a quarter past two.

3. Ask your friends' activities and the time they do the activities.

Students have to find out information about what their friends do in the house and try to make a sentence based on the information obtained.

Name	Activity	Time
Dion	Have breakfast	07.00

a. Example: Dion has breakfast at seven o'clock.

4. Information gap activity
Students have to work in pair. Each student in pair will be given a table with several activities and time in it. But, each student will have different information in the table. Therefore, students have to do a conversation with their pair to obtain information needed to complete the task.
   a. Table of activity and time with some blank information.
   b. Table of activity and time with some blank information.

Post activity:

1. Please make a short conversation with the partner talking about their activities at house with the time.

Unit 4

Topic	Learning objectives	Language skills	Activities
He Always Gets Up at 6 O'clock (Adverb of Frequency)	4. Students are able to identify the adverb of frequency. 5. Children are able to make simple sentence using adverb of frequency. 6. Children are able to use adverb of frequency.	Reading and speaking	Pre activity: 3. Students look at the picture provided and read the sentences. After that, students are asked to mention how often they do the activities. 4. Students match the pictures with the correct sentences that include adverb of frequency.
		Reading, listening, writing and speaking	Whilst activity: 5. Students have to read the story and listen to the audio. 6. Students have to do an individual task namely fill in the blank. 7. Students are asked to make a

			sentence using adverb of frequency. They will get one adverb of frequency to be developed as a sentence.
			8. Students have to find out information about what activities their friends do in the house with the time and also adverb of frequency. After that, they try to make a sentence based on the information obtained.
		Speaking	Post activity: 2. Students making video talking about activities in the house, time, and adverb of frequency.

Storyline and Task

Pre activity:

3. Look at the picture provided and read the sentence. How often do you do that activity?
    b. Picture of a girl goes to school using bicycle.
4. Students have to match the picture of activities with the appropriate sentences that used adverb of frequency.
    d. Picture 1: The girl usually gets up at 6 o'clock.
    e. Picture 2: The girl always has breakfast at 7 o'clock.
    f. Picture 3: The girl sometimes takes a bath at 6.30

Whilst activity:

5. **Read and listen to the story**

    Title: "My habits"

    Page 1: Dayu usually gets up at 6 o'clock.

    Page 2: She sometimes takes a bath at 6.30

    Page 3: She always has breakfast at 7 0'clock before she goes to school.

Page 4: She never comes late to school.

Page 5: She is always excited in learning.

Page 6: At the break time, she usually goes to canteen.

Page 7: After that, she usually plays with her friends.

Page 8: She always reads storybook.

Page 9: But, she never reads comic.

Page 10: She always goes back home by using bicycle.

6. **Please fill in the blank with the appropriate adverb of frequency.**
    6. I…………..(selalu) get up at six o'clock.
    7. She…..........(tidak pernah) comes late to school.
    8. I…………...(biasanya) go to canteen at the break time.
    9. She………..(kadang-kadang) takes a bath at 6.30.
    10. I…………...(selalu) goes back home by using bicycle.

7. **Please choose one paper and read the adverb of frequency that you get. Then, make a sentence from that word. After that student choose one of their friends to do the same thing.**

    Example: you open the card and you get "always"

    The sentence will be "I always take a bath at 6 o'clock."

8. **Ask your friends' activities, the time, and how often they do the activities.**

    Students have to find out information about what their friends do in the house and try to make a sentence based on the information obtained.

Name	Frequency	Activity	Time
Andi	Always	Has breakfast	07.00

Example: Andi always has breakfast at seven o'clock.

Post activity:

1. **Please make a video of yourself talking about activities, time, and adverb of frequency in house.**

Appendix 1. 7 Expert Judgment Sheet

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.						

| No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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 incorporating multimedia such as audio or animations.						
D.	The e-storybook can foster student activity in learning.						

Appendix 1. 8 User Judgment Sheet

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.						

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
	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 incorporating multimedia such as audio or animations.						
D.	The e-storybook can foster student activity in learning.						

Appendix 1. 9 Teacher Interview Guide (Evaluation Phase)

No.	Dasar Teori	Pertanyaan
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, leading to greater student confidence and motivation (Rajendran & Md Yunus 2021).	Bagaimana aktivitas dan hasil pembelajaran selama menggunakan e-storybook ini? Apakah menarik, 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 1. 10 Students Interview Guide (Evaluation Phase)

No.	Dasar Teori	Pertanyaan
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 nenambah 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 1. 11 Instrument Validation of Expert Judgment Sheet from 1st Expert

No.	Theoretical Basis	Statements	Judgment		Comments/ Suggestions
			Relevant	**Irrelevant**	
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 & Basri, 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, animations, and touch-activated hotspots that trigger sounds and animations when the screen is tapped or pressed. Christ et al. (2019)	The e-storybooks provide an interactive learning experience by incorporating multimedia such as audio or animations.	✓		

| 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. | ✓ | | |

Singaraja, 18 Maret 2024
Expert 1

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

Appendix 1. 12 Instrument Validation of Expert Judgment Sheet from 2nd Expert

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 & Basri, 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, animations, and touch-activated hotspots that trigger sounds and animations when the screen is tapped or pressed. Christ et al. (2019)	The e-storybooks provide an interactive learning experience by incorporating multimedia such as audio or animations.	✓		

| 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. | ✓ | | |

Singaraja, 18 Maret 2024
Expert 2

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Appendix 1. 13 Instrument Validation of Teacher Interview Guide from 1st Expert

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, leading to greater student confidence and motivation (Rajendran & Md Yunus 2021).	Bagaimana aktivitas dan hasil pembelajaran selama menggunakan e-storybook ini? Apakah menarik, 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?	✓		

Singaraja, 18 Maret 2024
Expert 1

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

Appendix 1. 14 Instrument Validation of Teacher Interview Guide from 2nd Expert

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, leading to greater student confidence and motivation (Rajendran & Md Yunus 2021).	Bagaimana aktivitas dan hasil pembelajaran selama menggunakan e-storybook ini? Apakah menarik, 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?	✓		

Singaraja, 18 Maret 2024
Expert 2

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Appendix 1. 15 Instrument Validation of Students Interview Guide from 1st Expert

No.	Dasar Teori	Pertanyaan	Judgment		Comments/ Suggestions
			Relevant	**Irrelevant**	
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 nenambah 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?	✓		

Singaraja, 18 Maret 2024
Expert 1

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

Appendix 1. 16 Instrument Validation of Students Interview Guide from 2nd Expert

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 nenambah 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?	✓		

Singaraja, 18 Maret 2024
Expert 2

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Appendix 1. 17 Result of Observation

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

Appendix 1. 18 Transcript of Teacher Interview Result (Analysis Phase)

R = Researcher

T = Teacher

R	**Apa saja materi pembelajaran Bahasa Inggris yang selama ini digunakan di kelas?**
T	*Saat proses belajar mengajar Bahasa Inggris di kelas, Saya biasanya menggunakan buku paket yang sudah ada disekolah yaitu dari Kemendikbud sebagai patokan materi ajar untuk siswa.*
R	**Apakah materi pembelajaran Bahasa Inggris di kelas sudah terintegrasi dengan kurikulum Merdeka?**
T	*Sudah, karena buku paket yang digunakan sudah berdasarkan Kurikulum Merdeka yang judulnya My Next Words.*
R	**Apakah materi pembelajaran Bahasa Inggris di kelas sudah terdapat latihan interaktif bagi siswa?**
T	*Buku paket yang saya gunakan sebagai materi ajar sudah berisikan aktivitas interaktif di beberapa topik seperti quiz-quiz yang menyenangkan di akhir buku. Tapi, tidak semua topic berisi aktivitas interaktif, hanya beberapa saja.*
R	**Bagaimana harapan Bapak/Ibu mengenai materi Bahasa Inggris yang digunakan?**
T	*Harapan saya cukup simple, saya berharap materi pembelajaran Bahasa Inggrisnya bisa membantu siswa untuk meningkatkan pemahaman mereka tentang materi yang diajarkan. Terkadang agak susah mengajar materi di buku paket yang agak kompleks sedangkan pengetahuan dasar siswa tentang Bahasa Inggris masih kurang.*
R	**Apakah ada pengalaman memanfaatkan teknologi dalam pembelajaran?**
T	*Iya ada,beberapa kali saya menggunakan teknologi dalam pembelajaran.*
R	Apa saja bentuk penggunaan teknologi yang Bapak/Ibu gunakan untuk membantu proses pembelajaran untuk siswa di dalam kelas?
T	*Saya biasanya menyiapkan Power Point di Canva lalu menayangkannya ke siswa lewat LCD proyektor di sekolah. Tapi itu cukup jarang karena LCD di sekolah sedikit bermasalah. Jadi saya jarang menggunakannya dan lebih sering mengajar biasa.*
R	**Bagaimana harapan Bapak/Ibu mengenai terlaksananya proses pembelajaran Bahasa Inggris di kelas dengan memanfaatkan teknologi?**
T	*Menurut saya teknologi ini sangat bermanfaat dalam proses pembelajaran Bahasa Inggris. Jadi saya berharap pemanfaatan teknologi dalam pembelajaran Bahasa Inggris bisa menciptakan pembelajaran yang lebih efektif dibandingkan dengan pembelajaran tanpa teknologi.*
R	**Apakah Bapak/Ibu mengenal penggunaan teknologi e-story book dalam pembelajaran?**
T	*Tidak, saya belum tahu tentang e-storybook.*
R	**Apakah Bapak/Ibu pernah menggunakan e-story books dalam mengajar bahasa Inggris?**
T	*Saya juga tidak pernah menggunakannya dalam pembelajaran Bahasa Inggris. Sejauh ini hanya menggunakan buku paket saja.*
R	**Apakah materi tambahan berbasis teknologi seperti e-story books diperlukan untuk pembelajaran Bahasa Inggris?**
T	*Menurut saya materi tambahan yang berbasis teknologi seperti e-storybook diperlukan dalam pembelajaran karena dapat memebri kesempatan siswa untuk mendapatkan pengalaman baru dalam pembelajaran. Apalagi ada cerita dan juga terintegrasi teknologi, saya yakin bisa memotivasi siswa sekaligus mengajak mereka lebih berpartisipasi dalam pembelajaran Bahasa Inggris.*
R	**Jika ada e-story books Bahasa Inggris yang mengintegrasikan Kurikulum Merdeka Belajar, bagaimanakah pendapat Bapak/Ibu?**
T	*Jika ada e-storybook yang berbasis Kurikulum Merdeka tentu akan sangat menarik. Saya rasa itu akan mendukung pembelajaran Bahasa Inggris.*
R	**Ilustrasi storybooks yang bagaimana sekiranya Bapak/Ibu harapkan bisa diberikan, cocok, serta mudah diterima oleh para siswa?**

T	*Menurut saya e-storybook yang mudah diterima dan sesuai dengan siswa itu yang berisikan gambar-gambar. Anaka-anak pasti senang dengan itu. Selain itu jika berisikan audio juga akan bagus untuk memberi contoh pengucapak Bahasa Inggrisnya. Sebaiknya disertai latihan-latihan yang lebih banyak melatih kemampuan berbicara siswa.*

Appendix 1. 19 Transcript of Students Interview Result (Analysis Phase)

Bagaimana pendapat kalian tentang buku Pelajaran/media pembelajaran yang digunakan dalam pembelajaran Bahasa Inggris di kelas?
Siswa 1
Saya bisa memahami materi dengan mendengarkan penjelasan guru dan membaca buku teks. Tapi teksnya terlalu banyak dan visualisasinya kurang.
Siswa 2
Saya kira medianya membuat saya agak bingung kalau saya membacanya sendiri, saya baru bisa paham ketika guru menjelaskan dan memberi contoh.
Siswa 3
Menurut saya, media dalam bentuk buku teks agak sulit dipahami. Teksnya banyak dan gambarnya kurang, kurang menarik dan sulit saya pahami.
Siswa 4
Sebenarnya saya bisa memahami materi dengan menggunakan buku teks bahasa Inggris, namun ada beberapa bagian yang membuat saya bingung sehingga sulit bagi saya untuk belajar secara individu dan saya perlu mendengarkan penjelasan dari guru.
Apakah aktivitas pembelajaran sudah menerapkan teknologi berupa media audio visual, CD atau media digital lainnya?
Siswa 1
Kalau tidak salah guru hanya menggunakan teknologi di kelas sekitar satu kali pada semester ini. Teknologi yang digunakan di kelas adalah Power Point dari materi yang ditampilkan melalui LCD proyektor
Siswa 2
Saya kira kami tidak pernah menggunakan media itu dalam pembelajaran bahasa Inggris. Kami hanya menggunakan LCD proyektor untuk menampilkan Power Point dan itu jarang terjadi.
Siswa 3
Kami tidak menggunakan media digital dalam pembelajaran bahasa Inggris, hanya menggunakan buku, mendengarkan penjelasan guru, dan terkadang guru menggunakan flashcard dalam mengajar.
Siswa 4
Saya tidak pernah belajar menggunakan media atau teknologi digital, sebenarnya sekolah ini punya Chromebook dan LCD proyektor tapi hanya beberapa item saja. Jadi, guru jarang menggunakan teknologi dalam mengajar.
Aktivitas pembelajaran bahasa Inggris yang bagaimana yang kalian suka?
Siswa 1
Saya suka belajar melalui buku yang berisi penjelasan jelas dan aktivitas menyenangkan seperti menggunakan gambar dan permainan.
Siswa 2
Saya suka kalau pembelajarannya interaktif. Saya bisa lebih memahami materi kalau ada kuis atau kegiatan interaktif apa pun.
Siswa 3
Saya lebih menyukai kegiatan pembelajaran dengan cerita dan kegiatan pembelajaran yang berisi ilustrasi materi yang dijelaskan.
Siswa 4
Saya suka belajar ketika aktivitasnya mendengarkan audio sehingga saya bisa memahami cara mengucapkan kata dengan benar.
Aktivitas pembelajaran Bahasa Inggris yang bagaimana yang kalian harapkan dalam proses pembelajaran Bahasa Inggris di kelas?
Siswa 1
Saya ingin belajar menggunakan gambar dan permainan. Pasti sangat menyenangkan
Siswa 2
Saya harap ada kuis atau kegiatan interaktif dalam pembelajaran.
Siswa 3
Saya berharap ada kegiatan pembelajaran yang berisi ilustrasi dari materi yang dijelaskan serperti di buku cerita.
Siswa 4

Saya suka belajar ketika aktivitasnya mendengarkan audio sehingga saya bisa memahami cara mengucapkan kata dengan benar.

Apakah kalian lebih senang mengakses buku elektronik atau menggunakan buku cetak saat belajar Bahasa Inggris?

Siswa 1

Saya lebih suka mengakses buku elektronik karena lebih menarik.

Siswa 2

Saya memilih menggunakan buku cetak karena lebih sederhana bagi saya.

Siswa 3

Saya suka mengakses buku melalui telepon karena lebih efisien dan dapat diakses dimana saja dan kapan saja.

Siswa 4

Saya lebih suka mengakses buku elektronik, karena mudah diakses.

Apakah kalian pernah mendengar tentang penggunaan *e-story book* dalam pembelajaran Bahasa Inggris?

Siswa 1

Saya belum pernah mendengar tentang e-storybook. Di bagian akhir ada gambar dan aktivitas, saya sangat ingin belajar dengan menggunakannya.

Siswa 2

Saya tahu buku cerita tapi saya tidak pernah menggunakan e-storybook. Menurut saya buku ini bagus untuk belajar bahasa Inggris. Apalagi dilengkapi dengan kegiatan interaktif seperti kuis, akan bagus untuk pembelajaran.

Siswa 3

Saya juga belum pernah mendengarnya, tapi kedengarannya menarik karena terdiri dari cerita dan gambar. Saya menyukainya.

Siswa 4

Saya tidak tahu buku itu, tapi kedengarannya bagus. Kalau ada audionya, saya akan sangat senang menggunakan buku itu untuk belajar.

Apakah kalian tertarik untuk belajar Bahasa Inggris menggunakan e-storybook yang berisikan gambar, cerita, dan audio?

Siswa 1

Saya tertarik apalagi ada gambar dan aktivitas-aktivitas seru. Saya sangat ingin belajar dengan menggunakannya.

Siswa 2

Saya rasa buku ini bagus untuk belajar bahasa Inggris. Apalagi dilengkapi dengan kegiatan interaktif seperti kuis, akan bagus untuk pembelajaran.

Siswa 3

Bukunya kedengarannya menarik karena terdiri dari cerita dan gambar. Saya menyukainya.

Siswa 4

Saya tidak tahu buku itu, tapi kedengarannya bagus. Kalau ada audionya, saya akan sangat senang menggunakan buku itu untuk belajar.

Appendix 1. 20 Result of Expert Judgment from 1st Expert

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 incorporating multimedia such as audio or animations.				√		
D.	The e-storybook can foster student activity in learning.					√	

Singaraja, 7 April 2024

Expert 1

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

NIP 199002242014042001

Appendix 1. 21 Result of Expert Judgment from 2nd Expert

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 e-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 incorporating multimedia such as audio or animations.				√		
D.	The e-storybook can foster student activity in learning.					√	

Singaraja, 6 April 2024
Expert 2

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

Appendix 1. 22 Result of User Judgment

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.					√	Yes, as the books have interesting pictures
	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 text is not too long nor too short for them to read
	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 incorporating multimedia such as audio or animations.					√	Some audios need to be made clearly
D.	The e-storybook can foster student activity in learning.					√	Students are active following the activities provided

Appendix 1. 23 Transcript of Teacher Interview Result (Evaluation Phase)

R= Researcher

T= Teacher

R	**Bagaimanakah menurut Bapak/Ibu terkait tampilan atau desain dari e-storybook ini?**
T	*Tampilannya simpel dan menarik. Instruksinya juga simpel dan jelas. Menurut say aitu bagus untuk anak-anak.*
R	**Apakah menurut Bapak/Ibu e-storybook ini sudah berkorelasi dengan Kurikulum Merdeka Belajar?**
T	*Menurut saya e-storybook ini sudah berkorelasi dengan Kurikulum Merdeka, karena e-storybook ini terdiri dari unit-unit dalam Kurikulum Merdeka. Selain itu, aktivitas yang terdapat dalam e-storybook juga relevan dengan tujuan pembelajaran dan juga interaktif. Hal ini menunjukkan bahwa e-storybook ini sudah berkorelasi dengan kurikulum Merdeka.*
R	**Apakah menurut Bapak/Ibu e-storybook ini bisa menjadi media tambahan informasi selain buku paket?**
T	*Tentu saja e-storybook ini bisa menjadi media tambahan bagi siswa dalam belajar bahasa Inggris. Menurut saya, kalau mereka hanya belajar menggunakan buku paket, itu akan sangat membosankan.*
R	**Bagaimana aktivitas dan hasil pembelajaran selama menggunakan e-storybook ini? Apakah menarik, sulit, terlalu sederhana, dll?**
T	*Menurut saya buku ini 90% mudah untuk digunakan, Siswa sangat antusias dengan menggunakan buku ini.*
R	**Apakah aktivitas pembelajaran yang terdapat di dalam e-storybook ini sudah sesuai dengan level kognitif siswa?**
T	*Iya, aktivitas dalam e-storybook ini sudah sesuai dengan tingkat kognitif siswa. E-storybook ini juga melibatkan kegiatan sederhana yang mudah dipahami oleh siswa.*
R	**Bagaimana saran/harapan Bapak mengenai e-storybook ini kedepannya?**
T	*Harapan saya semoga buku ini dapat membantu pembelajaran bahasa Inggris dalam hal meningkatkan minat siswa dalam belajar bahasa Inggris.*

Appendix 1. 24 Transcript of Students Interview Result (Evaluation Phase)

Kalian suka nggak sama tampilan e-storybooknya? Gambarnya bagaimana? Tulisannya bagaimana?
Siswa 1   *Saya suka sekali dengan desainnya, penuh warna dan gambarnya menarik.*   *Siswa 2*   *Saya juga suka dengan tampilan e-storybooknya. Ini menarik perhatian Siswa 3*   *Saya setuju dengan teman-teman, penampilannya bagus..*   *Siswa 4*   *Saya suka desainnya, sederhana namun menarik.*
Menurut kalian, apakah e-storybook ini bisa nenambah informasi di buku paket?
Siswa 1   *Menurut saya e-storybook ini bisa memberi saya informasi tambahan dari buku paket.*   *Siswa 2*   *Menurut saya, hal ini memberi saya pengetahuan baru apalagi berisikan informasi dalam bentuk narasi.*   *Siswa 3*   *Saya juga berpikir ini bisa memberi saya materi tambahan karena saya melihat beberapa kata baru dan cara mengucapkannya.*   *Siswa 4*   *Saya rasa dapat menambah informasi dari buku paket karena dilengkapi audio sehingga saya mendapat informasi cara mengucapkan kata yang benar.*
Kalian suka ga dengan jalan cerita dari e-storybook ini?
Siswa 1   *Saya suka jalan ceritanya, bisa dimengerti.*   *Siswa 2*   *Saya menyukai alur ceritanya karena sederhana dan berhubungan dengan kehidupan saya sehari-hari.*   *Siswa 3*   *Saya menyukainya, sederhana dan sekaligus menarik.*   *Siswa 4*   *Saya juga suka jalan ceritanya karena mudah dipahami.*
Menurut kalian bukunya mudah dipahami nggak?
Siswa 1   *Ya, saya bisa dengan mudah memahami keseluruhan isi e-storybook ini.*   *Siswa 2*   *Saya juga bisa memahami isinya. Apalagi ada ilustrasi yang sangat membantu dalam membayangkan situasi yang terjadi dalam jalan cerita. Siswa 3*   *Ya, saya bisa memahami isinya. Selain ceritanya bisa dimengerti, instruksinya juga jelas.*   *Siswa 4*   *Saya memahami isinya karena berisi gambar, audio, dan aktivitas yang membuat isinya mudah dipahami.*
Kalian sukanya aktivitas apa aja di dalam e-storybook ini?
Siswa 1   *Saya sendiri menyukai aktivitas mencocokkan di awal tadi. Ini membantu saya mengingat penjelasan guru sebelumnya.*   *Siswa 2*   *Saya suka semua aktivitasnya, terutama membaca dan mendengarkan cerita. Itu sangat menyenangkan.*   *Siswa 3*   *Saya suka aktivitas mengisi bagian yang kosong dan juga aktivitas membaca.*   *Siswa 4*   *Saya menyukai seluruh kegiatannya, semuanya membantu saya dalam belajar bahasa Inggris.*
Seneng gak kalian belajar bahasa inggris pakai e-storybook ini?
Siswa 1

Saya senang menggunakan e-storybook ini. Siswa 2 Saya juga senang, gambarnya membuat saya tertarik untuk belajar. Siswa 3 Saya juga senang belajar dengan menggunakan e-storybook ini, sangat menyenangkan. Siswa 4 Saya sangat senang, saya sangat bersemangat untuk belajar menggunakannya.
Menurut kalian, e-storybook yang kita tadi gunakan itu menarik nggak? Atau membosankan? Kenapa?
Siswa 1 *Tentu menarik, seperti yang saya katakan sebelumnya, e-storybook ini bisa memberi saya tambahan informasi dengan cara yang interaktif.* *Siswa 2* *Iya menarik, semua bagian yang ada di e-storybook sangat bermanfaat dan juga membuat saya semangat dalam belajar.* *Siswa 3* *Tentu, semua bagian dalam e-storybook ini menarik.* *Siswa 4* *Ya, e-storybooknya membuat saya tertarik. Cerita dan gambarnya jadi hal baru dalam belajar bahasa Inggris.*

Appendix 1. 25 The Developed E-storybooks

E-storybooks	QR Code
"HECTIC HOURS"	
"PRODUCTIVE SUNDAY"	
"THE TOILET IS NEXT TO THE KITCHEN"	
"MY HABITS"	

Appendix 1. 26 Research documentation

AUTOBHIOGRAPHY

Luh Dewi Asih was born in Sangsit village on 7th April 2002. The name of her father is Wayan Murdana and the name of her mother is Ketut Kartiasih. She lives at Sangsit village, Sawan district, Buleleng Regency, Bali. She finished her elementary school at SD Negeri 7 Sangsit and graduated in 2014. In the year of 2014, she continued her study at SMP Negeri 2 Sawan and graduated in 2017. She continued her study in SMA Negeri Bali Mandara and graduated in 2020. In the same year, she continued her study in English Language Education Study Program, Ganesha University of Education. She completed her undergraduate degree program after writing a thesis entitled;

"DEVELOPING E- STORYBOOKS BASED ON THE MERDEKA CURRICULUM FOR 4TH GRADE STUDENTS OF SD NEGERI 1 SUWUG"