

REFERENCES

- Abdelhalim, S. M. (2015). Children literature based program for developing EFL primary pupils' life skills and language learning strategies. *English Language Teaching*, 8(2), 178–195. <https://doi.org/10.5539/elt.v8n2p178>
- Adams, W. (2015). Conducting Semi-Structured Interviews. In K. Newcomer, H. Hatry, & J. Wholey (Eds.), *Handbook of Practical Program Evaluation* (Issue August). Jossey-Bass. <https://doi.org/10.1002/9781119171386.ch19>
- Aghaziarati, A., & Nejatifar, S. (2023). Emotional Development and Regulation in Children: A Review of Recent Advances. *KMAN Counseling and Psychology Nexus*, 1(1), 118–125. <https://doi.org/10.61838/kman.psychnexus.1.1.13>
- Ahern, A., Garcia Bermejo, M. L., & Fleta, T. (2007). Storybooks in the Young Learners' EFL Classroom As a Resource for Teaching Vocabulary. *Estudios de Linguística Inglesa Aplicada (ELIA)*, 7, 35–51.
- Anwas, E. O. M., Afriansyah, A., Iftitah, K. N., Firdaus, W., Sugiarti, Y., Sopandi, E., & Hadiana, D. (2022). Students' Literacy Skills and Quality of Textbooks in Indonesian Elementary Schools. *International Journal of Language Education*, 6(3), 233–244. <https://doi.org/10.26858/ijole.v6i3.32756>
- Ariantini, K. P., Putu, N., Nitiasih, K., Artini, N. N., Artini, L. P., & Rusnalasari, Z. D. (2024). The benefits of being bilingual according to recent studies. *Yavana Bhāshā: Journal of English Language Education*, 7(2), 100–110.
- Arika, H. W., Na'imah, Rosmiati, & Yuhasriati. (2023). Development of Three-Language Storybooks as a Medium for Children's Language Learning. *Jurnal Pendidikan*, 15(2), 2297–2307. <https://doi.org/10.35445/alishlah.v15i2.2933>
- Ashiabi, G. S., & O'Neal, K. K. (2015). Child Social Development in Context: An Examination of Some Propositions in Bronfenbrenner's Bioecological Theory. *SAGE Open*, 5(2). <https://doi.org/10.1177/2158244015590840>
- Babinski, L. M., Amendum, S. J., Knotek, S. E., Sánchez, M., & Malone, P. (2018). Improving Young English Learners' Language and Literacy Skills Through Teacher Professional Development: A Randomized Controlled Trial.

- American Educational Research Journal*, 55(1), 117–143.
<https://doi.org/10.3102/0002831217732335>
- Bachore, M. M. (2022). English Language Literacy Skills and Academic Achievement of Urban and Rural Secondary Schools: The Case of High and Low Achievers. *Education Research International*, 2022.
<https://doi.org/10.1155/2022/2315426>
- Capotosto, L., Kim, J. S., Burkhauser, M. A., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston, H. C. (2017). Family Support of Third-Grade Reading Skills, Motivation, and Habits. *AERA Open*, 3(3), 233285841771445.
<https://doi.org/10.1177/2332858417714457>
- Cunningsworth, A. (1995). *Choosing your textbook*. Macmillan.
- Dewi, N. P. A., Dewi, N. M. D. S., & Suryantini, M. D. (2021). Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar. *Riwayat: Educational Journal of History and Humanities*, 4(2), 188–196.
<http://jurnal.unsyiah.ac.id/riwayat/>
- Dhirapriyani, K., Suprianti, G. A. P., & Budiarta, L. G. R. (2024). Empowering first- grade students ' learning : enhancing education through English e-Storybooks aligned with the emancipated curriculum. *The Art of Teacihing English as a Foreign Language (TATEFL)*, 5(1), 32–48.
- Febriyanti, E. R., & Hidayat, F. (2023). Developing Picture Storybook in English with Wetlands Theme for Young Learners. *Acitya: Journal of Teaching and Education*, 5(1), 171–187. <https://doi.org/10.30650/ajte.v5i1.3515>
- Grolig, L. (2020). Shared Storybook Reading and Oral Language Development: A Bioecological Perspective. *Frontiers in Psychology*, 11(August).
<https://doi.org/10.3389/fpsyg.2020.01818>
- Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Students Elementary School. *IJORER : International Journal of Recent Educational Research*, 3(1), 11–31.

<https://doi.org/10.46245/ijorer.v3i1.179>

Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini). *Jurnal Golden Age*, 4(01), 30–41. <https://doi.org/10.29408/jga.v4i01.2018>

Hofmann, J. (2018). Pixar films, popular culture, and language teaching: The potential of animated films for Teaching English as a Foreign Language. *Global Studies of Childhood*, 8(3), 267–280. <https://doi.org/10.1177/2043610618798929>

Indarini, P., & Rahmadani, N. K. A. (2024). The Impact of Illustrated Storybooks on Enhancing Reading Skills in Children Aged 7-8 Years. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 12(2), 355–364. <https://doi.org/10.23887/paud.v12i2.78842>

Kaban, A. L., & Karadeniz, S. (2021). Children's reading comprehension and motivation on screen versus on paper. *SAGE Open*, 11(1), 1–11. <https://doi.org/10.1177/2158244020988849>

Khotimah, K., & Wahyu, A. A. A. (2019). Reading in The Digital Age: Electronic Storybook as a Teaching Tool for Beginning Readers. *3rd International Conference on Education Innovation (ICEI 2019) Reading*, 202–205. <https://doi.org/10.2991/icei-19.2019.47>

Kirsch, C. (2016). Developing language skills through collaborative storytelling on iTEO. *Literacy Information and Computer Education Journal*, 7(2), 2254–2262. <https://doi.org/10.20533/licej.2040.2589.2016.0298>

Kodan, H. (2017). Determination of Reading Levels of Primary School Students. *Universal Journal of Educational Research*, 5(11), 1962–1969. <https://doi.org/10.13189/ujer.2017.051112>

Kotaman, H., İnceoğlu, S. Ö., & Kotaman, Ş. (2024). Dancing program and young children's social development. *Current Psychology*, 43(21), 19171–19179. <https://doi.org/10.1007/s12144-024-05730-1>

- Laila, F. N., Prastiwi, Y., & Fauziati, E. (2023). Challenges of Teaching English for Elementary School Student in Indonesian Rural Areas. *JPI (Jurnal Pendidikan Indonesia)*, 12(3), 436–443. <https://doi.org/10.23887/jpiundiksha.v12i3.57804>
- Larasati, A. C., Nugrahani, F., & Sudiyana, B. (2023). Developing Picture Story Book Media to Teach Speaking Skills in Kindergarten. *TEMATIK: Jurnal Pemikiran Dan Penelitian Pendidikan Anak Usia Dini*, 9(2), 76. <https://doi.org/10.26858/tematik.v9i2.52444>
- Lesia, E. S., Petrus, I., & Eryansyah. (2021). Teaching English for Young Learners in Elementary School: Perceptions and Strategies. *International Journal of Elementary Education*, 6(1), 142–148. <https://dx.doi.org/10.23887/ijee.v6i1>
- Lida, A. (2013). Critical thinking of literary reading and writing in a second language. *The Journal of Literature in Language Teaching*, 2, 5–11.
- Mahayanti, N. W. S., & Suantari, N. L. P. M. (2017). Developing Big Book As a Media for Teaching English At Sixth Grade Students of Elementary School At Sd Lab Undiksha Singaraja. *Journal of Education Research and Evaluation*, 1(3), 128. <https://doi.org/10.23887/jere.v1i3.9511>
- Marhamah, M. (2022). Development of Picture Story Book Learning Media to Increase Elementary School Students' Interest in Reading English. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 821–830. <https://doi.org/10.37680/qalamuna.v14i2.3680>
- Maruf, Z., Sandra Rahmawati, A., Siswantara, E., & Murwantono, D. (2020). Long walk to quality improvement: Investigating factors causing low English proficiency among Indonesian EFL students. *International Journal of Scientific & Technology Research*, 9(03), 7260–7265. <https://www.ijstr.org/final-print/mar2020/Long-Walk-To-Quality-Improvement-Investigating-Factors-Causing-Low-English-Proficiency-Among-Indonesian-Efl-Students.pdf>
- Masduqi, H. (2011). Critical Thinking Skills and Meaning in English Language Teaching. *TEFLIN Journal*, 22(2), 185–200.

<http://journal.teflin.org/index.php/journal/article/view/26>

- McKay, P. (2006). *Assessing young language learners*. Cambridge University Press.
- Miles, B., Huberman, M., & Saldana, J. (2014). *Qualitative data analysis : A method source book*. SAGE Pub.
- Mukhlason, A. (2015). *Artikel Umum Bacaan Cerita Anak Usia SD, Karakteristik, dan Jenisnya*.
- Neumann, M. M. (2020). Teacher Scaffolding of Preschoolers' Shared Reading With a Storybook App and a Printed Book. *Journal of Research in Childhood Education*, 34(3), 367–384. <https://doi.org/10.1080/02568543.2019.1705447>
- Nitiasih, P. K., Budiarta, L. G. R., & Mahayanti, N. W. S. (2020). Gamifying Balinese Local Story: Facilitating Gen Z in Learning English. *3rd International Conference on Innovative Research Across Disciplines (ICIRAD)*, 234–239. <https://doi.org/10.2991/assehr.k.200115.038>
- Nitiasih, P. K., Permana, I. G. Y., & Budiarta, L. G. R. (2022). Enhancing students' reading comprehension with gamification of local wisdom stories during emergency online learning. *Journal of Education Technology*, 6(3), 515–520. <https://doi.org/10.23887/jet.v6i3.47289>
- Nurjanah, E., & Hakim, D. (2018). Pengembangan Bahan Ajar Materi Mencerna (Menyimak Cerita Anak) Berbasis Cerita Anak Majalah Bobo Pada Siswa Kelas VI MI Darun Najah 1 Jatirejo Mojokerto. *Jurnal Bidang Pendidikan Dasar*, 2(1), 69–83.
- Nurkancana, W. (1986). *Evaluasi Pendidikan*. Usaha Nasional.
- Oktaviani, A., Syafitri, D., & Arimbi, B. (2020). Developing Storybook for Elementary School in Lubuklinggau. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 95–105. <https://doi.org/10.36597/jellt.v4i1.7695>
- Onuorah, A. R. (2021). Influence of Story Books at Children's Library on Reading

- Culture of Pupils in Public Primary Schools. *Library Philosophy and Practice*, 2021(November), 1–19.
- Padmadewi, N. N., & Artini, L. P. (2019). *Using Scaffolding Strategies in Teaching Writing For Improving Student Literacy in Primary School*. 178(ICoIE 2018), 156–160. <https://doi.org/10.2991/icoie-18.2019.36>
- Padmadewi, N. N., Artini, L. P., Ratminingsih, M., & Adi, I. K. T. (2023). Elementary School Teachers' Readiness in Teaching Technology-based Literacy. *International Journal of Elementary Education*, 7(2), 299–310.
- Parmini, N. P., Ida Bagus Rai Putra, Mukhamdanah, Ida Ayu Putu Aridawati, & I Wayan Sudiarta. (2023). 21st Century Skills and Information Literacy in Indonesian Language and Literature Education Study Program. *Mimbar Ilmu*, 28(1), 83–95. <https://doi.org/10.23887/mi.v28i1.59441>
- Puchta, H., & Williams, M. (2011). Teaching Young Learners to Think. *Helbling Languages*, 231, 261–263.
- Pujiani, T., Zuhrufillah, I., Sukmawati, I. D., & Listiani. (2023). The effectiveness of e-storybook in improving young learners' vocabulary mastery. *TEFLIN International Conference in Conjunction with 3rd ENGLISH Education International Conference*, 330–338.
- Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>
- Raver, C. C. (2003). Young Children's Emotional Development and School Readiness. *Early Childhood Education*, 1–8.
- Richey, R. C., & Klein, J. D. (2007). *Design and Development Research Methods, Strategies, and Issues*. Routledge.
- Romadhon, M. G. E., Dzulfikri, D., & Ubaidillah, M. F. (2024). Non-English Major Teachers' Experiences of Teaching English for Young Learners (TEYL): A Phenomenological Study. *LLT Journal: Journal on Language and Language Teaching*, 27(1), 320–335. <https://doi.org/10.24071/llt.v27i1.6955>

- Rusydiana, U., Widodo, W., & Suprpto, N. (2023). The Development of Picture Story Book to Improve the Science Literacy Skills of Grade 4 Elementary School Student. *Studies in Philosophy of Science and Education*, 4(1), 22–34. <https://doi.org/10.46627/sipose.v4i1.274>
- Santosa, H., & Supadi. (2023). Evaluation of the School Literacy Movement Program in Senior High School. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(1), 150–157. <https://doi.org/10.23887/jppp.v7i1.60170>
- Scott, W. A., & Lishbeth, H. Y. (1992). *Teaching English to Children*. Longman.
- Son, S. H. C., Butcher, K. R., & Liang, L. A. (2020). The influence of interactive features in storybook apps on children's reading comprehension and story enjoyment. *Elementary School Journal*, 120(3), 422–454. <https://doi.org/10.1086/707009>
- Strouse, G. A., Nyhout, A., & Ganea, P. A. (2018). The role of book features in young children's transfer of information from picture books to real-world contexts. *Frontiers in Psychology*, 9(FEB), 1–14. <https://doi.org/10.3389/fpsyg.2018.00050>
- Sulistiyo, U., Eddy, H., Handoyo Puji, W., & and Elyas, T. (2020). The portrait of primary school English in Indonesia: policy recommendations. *Education 3-13*, 48(8), 945–959. <https://doi.org/10.1080/03004279.2019.1680721>
- Turan, F., & Ulutas, I. (2016). Using storybooks as a character education tools. *Journal of Education and Practice*, 7(15), 169–176. www.iiste.org
- Uysal, N. D., & Yavuz, F. (2015). Teaching English to Very Young Learners. *Procedia - Social and Behavioral Sciences*, 197(January), 19–22. <https://doi.org/10.1016/j.sbspro.2015.07.042>
- Yunita, D. A. I., Purwati, P. D., & Sismulyasih, N. (2024). Development of e-picture story book media based on the Steinberg method with local wisdom to improve vocabulary skills of low-grade students. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 10(2), 647–664.