

APPENDICES

Appendix 1. Transformation of the instructional material development framework by Huhta, et.al. (2013).

No.	Research Questions	Designing Procedures	Developing Procedures	Research Method/Instruments needed
1.	How to design a storytelling clip that insert the value of collaboration for teaching English in fourth grade elementary school?	<p>Determining the theme for the story</p> <p>Determining the criteria of the story with reference to communication purposes, students' language level, and the Graduate Profile value to be inserted.</p> <p>Prepare the outline of the story with reference to the general competencies, language level and focus</p>	<p>Formulating the general competencies</p> <p>Determining the language focus for spoken and written communication purposes.</p> <p>Developing the outline of the story that consider students' language level, general competencies, criteria of appropriate stories for young learners.</p> <p>Develop the story drafts in Bahasa Indonesia and English.</p> <p>Proofreading and revision</p> <p>Checking the readability of the story</p> <p>Revising the</p>	<p>Document study</p> <p>The purposes is to determine the ELT topics and the indicator of Collaboration value</p> <p>Interview guide (with the English teacher)</p> <p>The purposes are: (1) to explore the exiting material for teaching English language and characters, (2) to find the research gap, (3) to assure the need for bilingual story telling clip for teaching English with the insertion of the Graduate Profile Value.</p>

			story.	
2.	What are the relevant tasks that need to be developed to teach English and the value of collaboration for young learners through a bilingual storytelling clip?	Determining the supporting English learning task for follow-up activity Determining the typical tasks needed.	Analyzing curriculum objectives Identifying dual Learning goals Developing the typical tasks Determining strategies and operation task for the storytelling clip Developing supporting English tasks, content and activity.	Document Study To determine the relevant task needed for Teaching the English language and character of Collaboration value
3.	What is the quality of the developed bilingual storytelling clip and tasks for teaching English to 4th-grade elementary school students with the insertion of the Graduate Profile value of collaboration?	Prepare the draft of the story in Bahasa Indonesia and English Preparing for the video clip production Prepare the evaluation sheet	Finalizing the draft of the story in Bahasa Indonesia and English Develop the storyboard Develop the storytelling Clip Sending the story and the evaluation sheet to the expert judges	Expert judgment sheets This sheets are developed to be responded by the expert judges. The purpose is to check the quality of the story based from the criteria of development and usefulness.

Appendix 2. Semi-structured Interview Blueprint

No.	Interview Topics	Example of the Questions	Note
1.	English level of the students	How is the English level of your students in terms of vocabulary, grammar, and speaking?	
2.	Teaching and learning activities	What kinds of activities do you usually conduct when teaching English to your students? What activities do your students enjoy the most?	
3.	The use of stories	Have you ever used stories as part of your English teaching? If yes, how did you use them? How do your students respond to stories?	
4.	The insertion of character education	Do you currently insert character education in your English lessons? If so, how do you do it?	
5.	The need for a storytelling clip	Do you think there is a need for storytelling clips that are designed specifically for English teaching in primary schools? Why? Do you use both Indonesian and English when teaching English? Do you think there is a need for learning material that combines both English and Indonesian?	
6.	The need for the Graduate Profile value of collaboration development	How important do you think it is to insert the Graduate Profile value of collaboration in elementary English education?	

7.	The integration of the Graduate Profile Value of Collaboration into English lessons.	Have you ever integrated the Graduate Profile Value of Collaboration into your English lessons?	
8	Teachers' expectations of the digital bilingual storytelling clip	What do you expect to see in a bilingual storytelling clip with the insertion of Graduate Profile values used for teaching English?	

Appendix 3. The Blueprint of Expert Judges' Evaluation Sheet

No.	Criteria of the Digital Bilingual Storytelling clip	relevant/ available	Not relevant/ not available	Indicators
1.	Relevance to general competencies			
2.	Relevance to the characteristics of TEYL			
3.	Relevance to children's level of language			
4.	Relevance of the topic to the English Language Teaching syllabus			
5.	Relevance of the story theme with the Graduate Profile values.			
6	Relevance of the story to the interests of young learners			
7	Quality of the audio			
8	Quality of the video			
9	Relevance of the activities to follow up the story			
10	Overall quality of the storytelling clip			
Total Items				

Appendix 4. Instrument Validity for Interview Guide

Instrument Validity for Interview Guide

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP : 196407141988102001

Position : Lecturer of English Language Education (Supervisor 1)

Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

With respect, I kindly request your time to review and validate the interview guide that will be used before the story development process. This guide was compiled to explore teachers' views on English language learning among fourth-grade elementary school students. Your participation in validating this guide is greatly valued for the success of the research project entitled "Developing a Bilingual Storytelling Clip with the Insertion of the Graduate Profile Value of Collaboration for Teaching English in Grade 4." I greatly appreciate your support and guidance. Thank you for your time and attention.

Instruction:

The following are several statements related to the interview guidelines for English teachers in the 4th grade of elementary school.

Number of interview items: 8

There are two assessment options:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please check (✓) the answer column according to your assessment, and provide feedback or suggestions in the comment column provided.

The Blueprint of the Interview

No.	Interview Topics	Example of the Questions	Note
1.	English level of the students	How is the English level of your students in terms of vocabulary, grammar, and speaking?	
2.	Teaching and learning activities	What kinds of activities do you usually conduct	

		<p>when teaching English to your students?</p> <p>What activities do your students enjoy the most?</p>	
3.	The use of stories	<p>Have you ever used stories as part of your English teaching? If yes, how did you use them?</p> <p>How do your students respond to stories?</p>	
4.	The insertion of character	Do you currently insert character education in your English lessons? If so, how do you do it?	
5.	The need for a storytelling clip	Do you think there is a need for storytelling clips that are designed specifically for English teaching in primary schools? Why?	
6	The need for the Graduate Profile value of collaboration development	How important do you think it is to insert the Graduate Profile value of collaboration in elementary English education?	
7	The integration of the Graduate Profile Value of Collaboration into English lessons.	Have you ever integrated the Graduate Profile Value of Collaboration into your English lessons?	
8	Teachers' expectations of the digital bilingual storytelling clip	What do you expect to see in a bilingual storytelling clip with the insertion of Graduate Profile values used for teaching English?	

Singaraja, 30 September 2025

Expert Judge 1,



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

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The Blueprint of the Interview

No.	Interview Topics	Example of the Questions	Note
1.	English level of the students	How is the English level of your students in terms of vocabulary, grammar, and speaking?	
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3.	The use of stories	Have you ever used stories as part of your English teaching? If yes, how did you use them? How do your students respond to stories?	
4.	The insertion of character	Do you currently insert character education in your English lessons? If so, how do you do it?	
5.	The need for a storytelling clip	Do you think there is a need for storytelling clips that are designed specifically for English teaching in primary schools? Why?	
6	The need for the Graduate Profile value of collaboration development	How important do you think it is to insert the Graduate Profile value of collaboration in elementary English education?	
7	The integration of the Graduate Profile Value of Collaboration into English lessons.	Have you ever integrated the Graduate Profile Value of Collaboration into your English lessons?	

8	Teachers' expectations of the digital bilingual storytelling clip	What do you expect to see in a bilingual storytelling clip with the insertion of Graduate Profile values used for teaching English?	
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Singaraja, 30 September 2025

Expert Judge 1,



Luh Indrayani, S.Pd., M.Pd

NIP 199305162023212040

Appendix 5. Instrument Validity for Evaluation Sheet

Instrument Validity for Expert Judgement Evaluation Sheet

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP : 196407141988102001

Position : Lecturer of English Language Education (Supervisor 1)

Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

With respect, I kindly request your time to review and validate the judgement evaluation sheet that will be used before the story development process. Your participation in validating this guide is greatly valued for the success of the research project entitled “Developing a Bilingual Storytelling Clip with the Insertion of the Graduate Profile Value of Collaboration for Teaching English in Grade 4.” I greatly appreciate your support and guidance. Thank you for your time and attention.

Instruction:

The following are several statements related to the evaluation sheet for the Expert Judgement. Number of criteria items: 11

There are two assessment options:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please check (✓) the answer column according to your assessment, and provide feedback or suggestions in the comment column provided.

The Blueprint of Expert Judges' Evaluation Sheet

No.	Criteria of the Digital Bilingual Storytelling clip	relevant/ available YES	Not relevant/ not available NO	Indicators
1.	Relevance to general competencies	✓		
2.	Relevance to the characteristics of TEYL	✓		
3.	Relevance to children's level of language	✓		
4.	Relevance of the topic to the English Language Teaching syllabus	✓		
5.	Relevance of the story theme with the Graduate Profile values.	✓		
6	Relevance of the story to the interests of young learners	✓		
7	Quality of the audio	✓		
8	Quality of the video	✓		
9	Relevance of the activities to follow up the story	✓		
10	Overall quality of the storytelling clip	✓		
11	Relevance of the story title and character insertion	✓		
Total Items				

Singaraja, 30 September 2025

Expert Judge 1,



Prof. Dra. Luh Putu Artini,
M.A., Ph.D.

NIP 196407141988102001

Instrument Validity for Expert Judgement Evaluation Sheet

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd

NIP : 199305162023212040

Position : Lecturer of English Language Education (Supervisor 2)

Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

With respect, I kindly request your time to review and validate the judgement evaluation sheet that will be used before the story development process. Your participation in validating this guide is greatly valued for the success of the research project entitled “Developing a Bilingual Storytelling Clip with the Insertion of the Graduate Profile Value of Collaboration for Teaching English in Grade 4.” I greatly appreciate your support and guidance. Thank you for your time and attention.

Instruction:

The following are several statements related to the evaluation sheet for the Expert Judgement. Number of criteria items: 11

There are two assessment options:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please check (✓) the answer column according to your assessment, and provide feedback or suggestions in the comment column provided.

The Blueprint of Expert Judges' Evaluation Sheet

No.	Criteria of the Digital Bilingual Storytelling clip	relevant/ available	Not relevant/ not available	Indicators
1.	Relevance to general competencies	✓		
2.	Relevance to the characteristics of TEYL	✓		
3.	Relevance to children's level of language	✓		
4.	Relevance of the topic to the English Language Teaching syllabus	✓		
5.	Relevance of the story theme with the Graduate Profile values (Collaboration)	✓		
6.	Relevance of the story to the interests of young learners	✓		
7.	Quality of the audio	✓		
8.	Quality of the video	✓		
9.	Relevance of the activities to follow up the story	✓		
10.	Overall quality of the storytelling clip	✓		
11.	Relevance of the story to the character value of Collaboration	✓		
Total Items				

Singaraja, 14 Oktober 2025

Expert Judge 2,



Luh Indrayani, S.Pd., M.Pd

NIP 199305162023212040

Appendix 6. Result of Document Study

No.	Documents under study	Components Studied	Notes
1.	English Language Teaching Syllabus	General Competencies Lesson Topics	<p>a. General Competencies (Unit 12): Learning Outcomes (Capaian Pembelajaran)</p> <p>1. <i>Menyimak – Berbicara Pada akhir Fase B, peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Mereka mengubah/ mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.</i> English version: By the end of Phase B,</p>

			<p>students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities.</p> <p>2. <i>Membaca – Memirsa Pada akhir fase B, peserta didik memahami kata- kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</i> English version: By the end of Phase B, students understand everyday vocabulary with support from pictures/ illustration. They read and respond</p>
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			<p>to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.</p> <p>b. Lesson Topics: Means of Transportation in Daily Routines/He goes to school by bike.</p>
2.	Student English Book/Material	Material Coverage Language Level Communication Elements	<p>a. Material Coverage Unit 12 focuses on introducing and practicing expressions related to means of transportation and their use in simple present-tense sentences. The material coverage in this unit includes:</p> <p>Vocabulary related to transportation and mobility, such as:</p> <p><i>by bike, by car, by bus, by motorcycle, by train, on foot,</i> and verbs like <i>go, ride,</i> and <i>walk</i>. These vocabulary items are closely related to students' daily lives, especially their routine of going to school.</p> <p>Grammar focus:</p> <p>The use of the Simple Present Tense to express habitual actions or routines.</p> <ol style="list-style-type: none"> 1. Affirmative sentence patterns in the third person singular (he/she) with the addition of <i>-s/-es</i>, for example: <ol style="list-style-type: none"> a) <i>He goes to school by bike.</i> b) <i>She goes to school by bus.</i> 2. Simple interrogative forms, such as: <ol style="list-style-type: none"> a) <i>How do you go to school?</i> b) <i>How does he go to school?</i>

			<p>3. Short and complete responses, for example:</p> <ul style="list-style-type: none"> a) <i>I go to school by bike.</i> b) <i>He goes to school on foot.</i> <p>Comprehension and language production activities, including:</p> <ul style="list-style-type: none"> a) Completing sentences based on pictures. b) Matching pictures with the correct means of transportation. c) Conducting simple question-and-answer surveys. d) Short dialogues between characters. <p>Language function:</p> <ul style="list-style-type: none"> a) Asking and stating how someone goes to a particular place. b) Describing one's own and others' transportation habits. <p>Overall, the material in this unit is contextual, as it is closely connected to elementary students' real-life experiences.</p> <p>b. Language Level</p> <p>Unit 12 is categorized at the Elementary/Beginner level, characterized by the following features:</p> <ul style="list-style-type: none"> a. The vocabulary is concrete and familiar, particularly related to students' daily routines. The words are easily visualized through pictures, which supports young learners' comprehension. b. The sentence structures are simple and
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			<p>repetitive. The dominant patterns include:</p> <ol style="list-style-type: none"> 1. <i>Subject + go/goes + to + place + by + transportation</i> 2. <i>How do/does + subject + go to + place?</i> <p>The consistent repetition of these patterns helps students understand the difference between <i>do</i> and <i>does</i>, as well as the verb changes in the third person singular form.</p> <ol style="list-style-type: none"> c. The communicative function remains basic, focusing on exchanging simple factual information about daily routines. Students are not required to provide reasons or opinions, but rather to deliver descriptive information. d. The learning activities are picture-based and involve oral practice, which is appropriate for children aged 9–10 who still rely heavily on visual support in their cognitive development. <p>Therefore, the language level in this unit is appropriate for beginner learners who are building a foundation in basic sentence structure and fundamental communicative functions.</p> <p>Communication Elements:</p> <ol style="list-style-type: none"> 1. Informative and Referential Function <p>The primary communicative function in this unit is to</p>
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			<p>provide and obtain factual information about means of transportation used in daily routines. The language refers to real-life situations such as going to school, going to the office, or going to the market.</p> <p>Examples include:</p> <ol style="list-style-type: none"> a. <i>How do you go to school?</i> b. <i>He goes to school by bike.</i> c. <i>Father goes to the office at 07.00 by bus.</i> <p>The communicative purpose is to enable students to:</p> <ol style="list-style-type: none"> 1. Ask for information about how someone goes to a particular place. 2. Give clear and specific responses. 3. Connect subject, destination, time, and means of transportation into a meaningful sentence. <p>In this unit, language functions as a tool to represent everyday reality, making communication concrete and contextual.</p> <h2>2. Descriptive Function of Habitual Actions</h2> <p>This unit emphasizes the use of language to describe habitual or routine actions through the simple present tense.</p> <p>Sentence patterns such as: <i>Subject + goes + to + place + by + transportation</i> are used to express repeated activities.</p> <p>The communicative purpose is to:</p> <ol style="list-style-type: none"> a. Help students understand
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			<p>how habits are expressed in English.</p> <ul style="list-style-type: none"> b. Train students to organize information systematically (who does what, where, and how). c. Develop students' ability to give short descriptions about themselves and others. <p>Grammar in this context supports clarity and accuracy in conveying habitual information rather than functioning as isolated form practice.</p> <p>3. Basic Interpersonal Interaction</p> <p>Through question-and-answer patterns and pair activities, the unit facilitates basic interpersonal communication among students.</p> <p>Example interaction: <i>How do you go to school?</i> <i>I go to school by bus.</i></p> <p>The communicative purpose is to:</p> <ul style="list-style-type: none"> a. Train students to participate in simple two-way conversations. b. Develop the ability to ask and respond directly. c. Familiarize students with basic interaction patterns in meaningful contexts. <p>Although the interaction remains structured and guided, the unit already positions language as a tool for communication rather than merely sentence formation practice.</p>
3.	Student Worksheet	Types of Tasks Language Level	a. Types of Tasks Based on the exercises provided in Unit 12, the student worksheet is

			<p>dominated by written, visual-based, and structured activities. The types of tasks identified in this unit include the following:</p> <ol style="list-style-type: none"> 1. Look and Match, Students are required to match pictures of characters or vehicles with the correct sentences. This task aims to develop students' understanding of transportation vocabulary and the relationship between subjects and means of transportation. 2. Look and Write In this activity, students write sentences based on the provided pictures. They are typically asked to construct or complete sentences such as: <i>He goes to school by bike.</i> This task trains students to produce simple sentences using previously modeled patterns. 3. Fill in the Blanks, students complete the incomplete sentences with appropriate verbs or transportation expressions. The main focus is on the correct use of <i>go/goes</i> and the preposition <i>by</i> or the phrase <i>on foot</i>. 4. Question and Answer Practice, students practice asking and answering questions using patterns such as: <i>How do you go to</i>
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			<p><i>school?</i> <i>How does he/she go to school?</i></p> <p>This activity can be conducted in pairs or as a whole-class practice, providing guided speaking practice.</p> <p>5. Picture-Based Speaking Activity</p> <p>Some tasks require students to describe pictures using the learned sentence patterns. This activity supports controlled oral production.</p> <p>Overall, the worksheet tasks in Unit 12 can be categorized as:</p> <ol style="list-style-type: none"> a. Recognition tasks b. Controlled writing tasks c. Guided speaking practice d. Closed-ended exercises <p>The activities are mostly structured and model-based, with limited open-ended communication.</p> <p>b. Language Level</p> <p>Based on the analysis of the student worksheet in Unit 12, the language level can be categorized as Elementary/Beginner. This conclusion is supported by the following indicators:</p> <ol style="list-style-type: none"> 1. Focus on Basic and Concrete Vocabulary <p>The vocabulary is limited to common means of transportation and familiar places such as school, office, and market. These words are concrete and closely related to students' daily lives.</p>
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			<p>2. Simple and Repetitive Sentence Structures The dominant sentence patterns include:</p> <ul style="list-style-type: none"> a. <i>Subject + go/goes + to + place + by + transportation</i> b. <i>How do/does + subject + go to + place?</i> <p>These patterns are consistently repeated throughout the exercises, indicating that students are still strengthening their understanding of basic grammatical forms.</p> <p>3. Controlled Language Production Students are not required to create extended responses or develop narratives. Most answers follow a given model. Even in speaking activities, the question-and-answer patterns are already provided.</p> <p>4. High Dependence on Visual Support, nearly all activities are accompanied by pictures of vehicles, characters, or situations. These visuals help students understand meaning without relying on long written texts.</p> <p>5. Low to Moderate Cognitive Demand. The tasks mainly require students to identify, complete, and reproduce sentence patterns rather than analyze, evaluate, or</p>
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			elaborate on ideas.
4.	Academic Manuscript of Deep Learning & <i>Permendikdasmen Nomor 10 Tahun 2025 tentang Standar Kompetensi Lulusan</i>	a. Graduate Profile Values b. Key Aspects in Graduate Profile Value of Collaboration	<p>a. Graduate Profile Values Permendikdasmen Number 10 of 2025 establishes the Graduate Competency Standards as an integration of attitudes, knowledge, and skills that students must possess at the end of each educational level. This regulation emphasizes that graduate outcomes are formulated into eight dimensions of the Graduate Profile, namely: faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication. The Graduate Profile is designed gradually and continuously from early childhood education through primary and secondary education. At the primary education level, graduate competencies focus on character building based on Pancasila values and on strengthening literacy and numeracy as a foundation for further learning. This shows that competency development is not only academic but also places strong emphasis on developing students' character and social skills from an early age.</p> <p>b. Key Aspects in Graduate Profile Value of Collaboration</p> <p>In Permendikdasmen Number 10 of 2025, the collaboration dimension is defined as students' ability to develop habits of caring, sharing, and building cooperation with various individuals and groups</p>

			<p>in their surrounding environment. This dimension is developed gradually according to educational levels and includes several main aspects as follows.</p> <p>4. Aspect of Social Awareness The social awareness aspect emphasizes students' ability to be sensitive to the conditions and needs of others. At the primary education level, social awareness is shown through empathy, attention to peers, and willingness to help during learning activities. This awareness forms the basis for positive social interaction and encourages students not to learn individually, but as part of a learning community.</p> <p>5. Aspect of Sharing The sharing aspect relates to students' willingness to share roles, ideas, time, and learning resources in group activities. At the primary school level, sharing is still carried out with teacher guidance, for example, when dividing tasks in group work or taking turns using learning media. This aspect functions to instill values of togetherness, fairness, and responsibility toward the group.</p> <p>6. Aspect of Cooperation The cooperation aspect is the core of the collaboration dimension.</p>
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			<p>Cooperation is demonstrated through students' ability to work together in groups to achieve shared goals. At the primary education level, cooperation is simple and structured, such as completing group assignments or participating in educational games. As educational levels increase, cooperation develops into the ability to collaborate in diverse groups, respect differing opinions, and actively contribute to decision-making processes.</p> <p>7. Aspect of Interaction in Diverse Environments This aspect emphasizes students' ability to build collaboration not only within the school environment, but also within the family, community, and broader social contexts. At early levels, interaction is still limited to the immediate environment, while at higher levels students are expected to work collaboratively with more diverse groups. This aspect strengthens students' readiness to live in society and participate actively in a plural social environment.</p>
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Appendix 7. Result of Semi-structured Interview

No.	Interview Topics	Example of the Questions	Note
1.	English level of the students	How is the English level of your students in terms of vocabulary, grammar, and speaking?	<p><i>“Secara umum, kemampuan Bahasa Inggris siswa saya masih pada tingkat dasar. Untuk kosa kata, mereka sudah mengenal kata-kata sederhana yang sering ditemui dalam kehidupan sehari-hari, seperti nama benda, warna, dan aktivitas. Dari segi tata bahasa, mereka masih belajar pola kalimat yang sangat sederhana dan sering mencampurnya dengan Bahasa Indonesia. Sementara itu, kemampuan berbicara mereka masih terbatas, kebanyakan baru bisa mengucapkan kata atau frasa pendek dan masih kurang percaya diri saat berbicara.”</i></p> <p>In general, my students’ English proficiency is still at a basic level. In terms of vocabulary, they are familiar with simple words commonly found in daily life, such as names of objects, colors, and activities. From a grammar perspective, they are still learning very simple sentence patterns and often mix English with Indonesian. Meanwhile, their speaking ability is still limited; most of them can only produce short words or phrases and lack</p>

			confidence when speaking.
2.	Teaching and learning activities	<p>What kinds of activities do you usually conduct when teaching English to your students?</p> <p>What activities do your students enjoy the most?</p>	<p><i>“Dalam mengajar Bahasa Inggris, saya biasanya menggunakan kegiatan sederhana seperti menyanyi, menirukan pengucapan, bermain tebak gambar, dan latihan dialog pendek. Kegiatan ini saya sesuaikan dengan kondisi siswa agar mereka tidak merasa bosan dan lebih mudah memahami materi.”</i></p> <p><i>“Aktivitas yang paling disukai siswa adalah bernyanyi dan permainan bahasa seperti simon says, karena mereka bisa belajar sambil bermain. Mereka terlihat lebih aktif dan berani mencoba mengucapkan kata-kata dalam Bahasa Inggris saat kegiatan tersebut dilakukan.”</i></p> <p>In teaching English, I usually use simple activities such as singing, pronunciation drills, guessing games with pictures, and short dialogue practice. I adjust these activities to the students' conditions so they do not get bored and can understand the material more easily.</p> <p>The activities students enjoy the most are singing and language games such as <i>Simon Says</i>, because they can learn while playing. They tend to be more active and confident</p>



			in trying to say words in English during these activities.
3.	The use of stories	<p>Have you ever used stories as part of your English teaching? If yes, how did you use them?</p> <p>How do your students respond to stories?</p>	<p><i>“Ya, saya pernah menggunakan cerita dalam pembelajaran Bahasa Inggris. Biasanya saya membacakan cerita pendek dengan gambar, lalu saya jelaskan maknanya menggunakan Bahasa Indonesia dan Bahasa Inggris sederhana. Setelah itu, saya mengajak siswa menyebutkan kosa kata yang muncul dalam cerita.”</i></p> <p><i>“Respon siswa terhadap cerita cukup baik. Mereka terlihat lebih tertarik dan fokus, terutama karena ada gambar dan alur cerita yang mudah dipahami. Cerita membantu mereka lebih mudah mengingat kosa kata dan membuat suasana belajar menjadi lebih menyenangkan.”</i></p> <p>Yes, I have used stories in English teaching. Usually, I read short stories with pictures, then explain the meaning using Indonesian and simple English. After that, I ask students to mention the vocabulary that appears in the story.</p> <p>Students respond well to stories. They look more interested and focused, especially because of the pictures and simple storylines. Stories help them remember</p>



			vocabulary more easily and make the learning atmosphere more enjoyable.
4.	The insertion of a character education	Do you currently insert character education in your English lessons? If so, how do you do it?	<p><i>“Iya, saya memasukkan pendidikan karakter secara umum karena pendidikan karakter itu penting bagi siswa. Biasanya saya menanamkan nilai-nilai seperti disiplin, sopan santun, dan kerja sama melalui kebiasaan di kelas. Namun, untuk memasukkan pendidikan karakter secara khusus ke dalam materi pembelajaran Bahasa Inggris, saya belum melakukannya secara terencana.”</i></p> <p>Yes, I include character education in general because it is important for students. I usually instill values such as discipline, politeness, and cooperation through daily classroom routines. However, I have not yet integrated character education specifically into English learning materials in a structured way.</p>
5.	The need for a storytelling clip	Do you think there is a need for storytelling clips that are designed specifically for English teaching in primary schools? Why? Do you use both Indonesian and	<p><i>“Iya, menurut saya sangat perlu. Storytelling clips yang dirancang khusus untuk pembelajaran Bahasa Inggris untuk anak SD menurut saya akan dapat membantu siswa lebih mudah memahami kosa kata dan pengucapan melalui gambar dan suara. Selain</i></p>

		<p>English when teaching English?</p> <p>Do you think there is a need for learning material that combines both English and Indonesian?</p>	<p><i>itu, media seperti ini juga bisa meningkatkan minat belajar siswa, terutama di sekolah dengan keterbatasan fasilitas seperti sekolah-sekolah di desa.”</i></p> <p><i>“Ya, saya menggunakan Bahasa Indonesia dan Bahasa Inggris saat mengajar Bahasa Inggris, terutama ketika menjelaskan materi. Hal ini saya lakukan agar anak-anak lebih mudah memahami konsep pembelajaran dan tidak merasa bingung dengan bahasa yang baru mereka pelajari.”</i></p> <p><i>“Menurut saya, materi pembelajaran yang menggabungkan Bahasa Inggris dan Bahasa Indonesia memang perlu. Dengan menggabungkan dua bahasa, anak-anak bisa lebih mudah memahami karena mereka langsung mengetahui makna dari Bahasa Inggris yang mereka dengar, sehingga proses belajar menjadi lebih efektif.”</i></p> <p>Yes, I think it is very necessary. Storytelling clips designed specifically for teaching English to elementary school students can help them understand vocabulary and pronunciation more easily through images and sounds. In addition, this kind of media can</p>
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			<p>increase students' interest in learning, especially in schools with limited facilities, such as rural schools.</p> <p>Yes, I use both Indonesian and English when teaching English, especially when explaining the lesson. I do this so that the students can understand the concepts more easily and do not feel confused by the new language they are learning.</p> <p>In my opinion, learning materials that combine English and Indonesian are necessary. By combining the two languages, students can understand the lesson better because they immediately know the meaning of the English they hear, which makes the learning process more effective.</p>
6	The need for the Graduate Profile value of collaboration	How important do you think it is to insert the Graduate Profile value of collaboration in elementary English education?	<p><i>“Menurut saya, memasukkan nilai kolaborasi itu sangat penting dalam pembelajaran Bahasa Inggris. Dengan belajar bekerja sama, siswa bisa saling membantu dan belajar berkomunikasi dengan teman-temannya. Selain itu Kerjasama dapat melatih mereka untuk menghargai pendapat orang lain dan membangun kebiasaan belajar bersama sejak dini.”</i></p>

			In my opinion, incorporating the value of collaboration in English language learning is very important. By learning to work together, students can support one another and develop their communication skills with their peers. In addition, collaboration helps them learn to respect others' opinions and build positive study habits from an early age.
7	The integration of the Graduate Profile Value of Collaboration into English lessons.	Have you ever integrated the Graduate Profile Value of Collaboration into your English lessons?	<p><i>"Iya, saya pernah mengintegrasikan nilai kolaborasi melalui tugas berkelompok, misalnya saat siswa bekerja bersama menyelesaikan latihan atau permainan Bahasa Inggris. Namun, untuk memasukkan nilai kerja sama tersebut secara khusus ke dalam materi pembelajaran Bahasa Inggris, saya belum pernah melakukannya."</i></p> <p>Yes, I have integrated collaboration through group tasks, for example when students work together to complete exercises or English games. However, I have not specifically incorporated collaboration values into the English learning materials themselves.</p>
8	Teachers' expectations of the digital bilingual	What do you expect to see in a bilingual storytelling clip with the insertion of	<i>"Kalau ada media seperti itu, tentu sangat bagus. Saya berharap bilingual storytelling clip dapat</i>

	storytelling clip	Graduate Profile values used for teaching English?	<p><i>meningkatkan kompetensi Bahasa Inggris anak-anak, sekaligus menanamkan nilai-nilai dalam dimensi Profil Lulusan, terutama kolaborasi seperti kerja sama, saling menghargai, dan bertanggung jawab dalam kelompok. Dengan begitu, anak-anak tidak hanya belajar bahasa, tetapi juga membangun sikap dan karakter yang baik sejak dini.”</i></p> <p>If there were such media, it would be very good. I hope bilingual storytelling clips can improve children’s English competence while also instilling values from the Graduate Profile dimensions especially collaboration, such as teamwork, mutual respect and responsibility within a group. In this way, students not only learn the language but also develop positive attitudes and character from early age.</p>
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Appendix 8. Product Development Mapping

PRODUCT DEVELOPMENT MAPPING BILINGUAL STORYTELLING CLIP			
Value : Collaboration Unit : 12 “He goes to school by bike” Title : Oops! The School Bus Broke Down!			
CHARACTERISTICS MEDIA			
Bilingual Storytelling Clip	Content of Story	Graduate Profile value of Collaboration	Deep Learning

<p>According to Umar et al. (2023), bilingual storytelling is a learning method that presents stories in two languages, either simultaneously or alternately, to support learners' understanding of both languages. In addition, Robin (2006) explains that digital storytelling integrates multimedia elements such as text, images, narration, and video to create an engaging learning experience. Based on Robin & McNeil (2012), the key aspects need to be considered when developing digital storytelling for young learners are as follows:</p> <ol style="list-style-type: none"> 1. Clear and simple story structure, including an understandable plot, characters, and setting. 2. Age-appropriate language and content that match children's cognitive and language development. 3. Effective integration of multimedia elements, such as text, images, narration, and 	<p>According to Tomlinson (1998) and Robin & McNeil (2012), and with adjustments to the research context, the story content in the developed media should meet the following criteria:</p> <ol style="list-style-type: none"> 1. Engaging The story should capture learners' emotional and intellectual interest through attractive plots and relatable characters. 2. Meaningful and relevant The content should connect language use with learners' real-life experiences and learning goals. 3. Clear and contextualized structure The story should present a clear plot, characters, narrator, and context in a logical sequence. 4. Age-appropriate language The narration and dialogue should use simple and natural language suitable for children's development. 5. Effective multimedia integration 	<p>The developed media integrates the graduate profile value of collaboration, which refers to learners' ability to work together effectively through mutual cooperation, shared roles, and collective responsibility to achieve common goals. Collaboration emphasizes respect for others' contributions, empathy, and positive interaction despite differences in background or opinion. This value reflects the character of Pancasila students, who care for their social environment and actively participate in community life through mutual cooperation (<i>gotong royong</i>) to support collective well-being and sustainable development (Kemendikbudristek, 2020). In the learning context, the integration of collaboration is important because collaborative activities help students develop not only academic competence but also social skills such as empathy, leadership, and responsibility. Sulistyowati et al. (2023) highlight that collaborative learning enables students to apply knowledge and</p>	<p>The developed bilingual storytelling clip is designed in line with the principles of Deep Learning, which aim to provide a holistic learning experience. According to the Ministry of Education and Culture of the Republic of Indonesia (2025), Deep Learning is based on three core principles:</p> <ol style="list-style-type: none"> 1. Mindful learning The bilingual storytelling clip promotes active engagement and reflective thinking as students process meaning in two languages and relate moral values to real-life experiences.
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<p>sound effects, to support the story.</p> <p>4. Alignment between audio and visuals to help learners connect spoken language with visual information.</p> <p>5. Clear narration and articulation to ensure accurate understanding of the story.</p> <p>6. Appropriate use of music and sound to enhance the mood without distracting learners.</p> <p>7. Engagement and relevance to children’s lives to make learning meaningful and enjoyable.</p> <p>This bilingual storytelling clip integrates the graduate profile value of collaboration, particularly caring for others, sharing, and working together with people from diverse backgrounds within the community.</p>	<p>Text, images, narration, and sounds should support comprehension and storytelling.</p> <p>6. Audio–visual alignment Narration and sound effects should clearly match the visuals.</p> <p>7. Clear narration and sound use Intonation, articulation, and background music should enhance understanding without causing distraction.</p>	<p>skills while building positive relationships and shared decision-making.</p>	<p>2. Meaningful learning The story presents familiar and contextual themes, such as daily activities and friendship, helping students understand and use language meaningfully in authentic situations.</p> <p>3. Joyful learning The clip creates an enjoyable learning atmosphere through engaging visuals, suitable background music, expressive characters, and balanced bilingual narration.</p>
COMPONENTS OF MEDIA			
General Competencies			
Bilingual Storytelling Clip	Content of Story	Graduate Profile value of Collaboration	Deep Learning

<p>The bilingual storytelling clip is developed to support learners in gaining communication and digital literacy skills by integrating language learning with character education. Through bilingual storytelling, students are exposed to meaningful language input in two languages while engaging with digital media that enhances their understanding, interaction, and communication skills.</p>	<p>The clip encourages the use of natural and contextual language related to daily activities and time expressions. The story content is aligned with the Grade IV Student Book, Unit 12 “<i>He Goes to School by Bike</i>”, ensuring that the language used in the storytelling remains relevant to the curriculum and supports students’ comprehension and practical language use. In addition, the bilingual storytelling clip inserts the graduate profile value of collaboration. This includes fostering habits of caring for others and sharing, as well as learning to work together with people from diverse backgrounds within the community, helping students develop positive social attitudes.</p>	<p>The media also aims to foster students’ ability to collaborate with others by building empathy, social awareness, and a willingness to work together. Through the story, students are encouraged to appreciate cooperation and mutual support in everyday social interactions.</p>	<p>Overall, the bilingual storytelling clip is designed to develop students’ language competence and character through learning experiences that are mindful, meaningful, and joyful, creating a balanced approach to cognitive, social, and emotional development.</p>
<p>Verbal/Non-Verbal Communication</p>			
<p>Bilingual Storytelling Clip</p>	<p>Content of Story</p>	<p>Graduate Profile value of Collaboration</p>	<p>Deep Learning</p>

<p>1. Verbal Communication: The narration and character dialogues are delivered in English to encourage students to listen actively and understand the contextual use of language. Oral narration is used to describe the setting, storyline, and characters' emotions, while interactions between characters present expressions related to daily activities and time, as well as citizenship values such as empathy and tolerance.</p> <p>2. Non-Verbal Communication: Non-verbal meaning is conveyed through Indonesian subtitles and visual supports, including facial expressions, body movements, story settings, and background music. These elements help students comprehend the story more easily, reinforce the meaning of the</p>	<p>1. Verbal Communication: The narration and dialogues are delivered in English to encourage active listening and help students understand the contextual use of language. The narrator describes the setting, plot, and characters' emotions, while interactions between characters include expressions related to daily activities and transportation from the Grade IV Student Book, Unit 12. These dialogues also reflect collaboration values such as working together and supporting others.</p> <p><i>Examples:</i> "Every day they wake up early because they don't want to miss it." "At the same time, Dimas waits for the school bus in front of his house."</p> <p>2. Non-Verbal Communication:</p>	<p>1. Verbal Communication: The narration and character dialogues include language expressions that convey collaboration values.</p> <p>2. Non-Verbal Communication: Facial expressions, body movements, and characters' actions are used to reinforce the meaning of the narration and dialogue while visually representing the collaboration values presented in the story.</p>	<p>1. Verbal Communication</p> <p>a. The narration and dialogues encourage students to reflect on word meanings, language structures, and the moral messages conveyed in the story.</p> <p>b. Language expressions are presented in clear and relatable real-life contexts familiar to children, making language learning more meaningful and contextual.</p> <p>2. Non-Verbal Communication</p> <p>a. Indonesian subtitles are included to support comprehension and help students understand the story more easily.</p> <p>b. Facial expressions, body movements, visual settings, and</p>
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<p>narration and dialogue, and create an enjoyable learning atmosphere. In addition, follow-up written activities after viewing the storytelling clip are designed to deepen students' understanding of both the story content and the citizenship values embedded in the narrative.</p>	<p>Non-verbal meaning is conveyed through Indonesian subtitles, facial expressions, body gestures, visual settings, and supporting background music. These elements help students understand the story more easily, strengthen the meaning of the narration and dialogue, and create an enjoyable learning atmosphere. In addition, follow-up written activities after watching the storytelling clip are designed to deepen students' understanding of the story content and the graduate profile value of collaboration embedded in the story.</p>		<p>background music are used to create an engaging learning atmosphere and to reinforce collaboration values in real-life contexts. c. Follow-up written activities after watching the storytelling clip are designed to support mindful learning by encouraging students to reflect on the story content, language use, and the collaboration values embedded in it.</p>
<p>Domain (where the learners communicate)</p>			
<p>Bilingual Storytelling Clip</p>	<p>Content of Story</p>	<p>Graduate Profile value of Collaboration</p>	<p>Deep Learning</p>
<p>1. Communication occurs in the social domain, shown through interactions among friends and community</p>	<p>Communication takes place in everyday social interactions within a friendship environment, focusing on habits,</p>	<p>Demonstrating collaborative attitudes such as caring for others, working together to solve problems, showing leadership, and</p>	<p>Demonstrated through supportive friendships, caring for others, taking initiative by</p>

<p>members in everyday settings such as neighborhoods, homes, and school environments, as illustrated in the characters' daily lives.</p> <p>2. Non-verbal responses are expressed through appropriate facial expressions and actions that match the situations presented in the story.</p>	<p>routines, and transportation while highlighting the importance of collaboration. It is expressed through social dialogues such as greeting friends, saying thank you, expressing feelings, making group decisions, and showing empathy toward others.</p>	<p>expressing empathy toward different situations.</p>	<p>showing leadership, and working together effectively.</p>
Typical Tasks			
Bilingual Storytelling Clip	Content of Story	Graduate Profile value of Collaboration	Deep Learning
<p>Answering simple comprehension questions to check students' understanding of the story.</p>	<p>1. Write simple expressions related to daily activities found in the storytelling clip.</p> <p>2. Identifying and mentioning the types of transportation shown in the clip.</p>	<p>Completing a worksheet by observing several scenes from the storytelling clip, identifying whether the characters' actions represent collaboration values, and explaining the reasons.</p>	<p>Participating in a short discussion on the importance of collaboration and the lessons learned from the storytelling clip.</p>
Values/Characters			
Bilingual Storytelling Clip	Content of Story	Graduate Profile value of Collaboration	Deep Learning
<p>The story uses elementary school children as the main characters, specifically fourth-grade students, each</p>	<p>The storyline begins by showing the daily routines of elementary school children before going to school. The</p>	<p>Demonstrating the ability to</p> <ol style="list-style-type: none"> Care for others Work together to solve problems through discussion 	<p>Builds moral awareness (discipline, collaboration, respect).</p>

with their own distinct traits. Supporting characters such as parents, a bus driver, and community members in the neighborhood are also included. The main characters, Dimas, Radi, and Nia, demonstrate collaboration values through their interactions and actions throughout the story.	characters then travel to school by bus, which suddenly breaks down. In response, the three main characters work together to solve the problem by seeking help, contacting their teacher, and supporting their friends on the bus.	and mutual agreement 3. Show leadership by dividing roles and responsibilities in collaboration Demonstrate empathy toward others	
Strategy and operation of Tasks			
Bilingual Storytelling Clip	Content of Story	Graduate Profile value of Collaboration	Deep Learning
Listening and comprehension task Students watch the bilingual storytelling clip and repeat key expressions related to daily activities and transportation. They then answer simple comprehension questions to check their understanding of the storyline and language use.	Language production task Students write simple expressions related to daily activities found in the clip and identify the types of transportation shown, helping them practice vocabulary and basic sentence construction.	Reflection and values identification task by completing the worksheet related to selected scenes from the clip, identifying whether the characters' actions represent collaboration values, and explaining their reasons.	Discussion and collaboration task Students participate in a short guided discussion to share their thoughts on the importance of collaboration and the lessons learned from the bilingual storytelling clip.

Appendix 9. Blueprint of Bilingual Storytelling Clip

Text/Channel	Communicative Language Competence	Characters (Graduate Profile Value)	Language Focus
<p>The bilingual storytelling clip is designed to employ dual channels of text delivery to enhance learners' comprehension through multimodal input.</p> <p>1. Oral Text: Dialogues and narration are delivered by a narrator and characters in the form of English audio, providing authentic language exposure and supporting listening skills development.</p> <p>2. Written Text: Indonesian is presented as subtitles to facilitate understanding, particularly for learners at the beginner level. The English audio and Indonesian subtitles are displayed simultaneously, applying a bilingual simultaneous</p>	<p>The targeted communicative competence is aligned with Unit 12 "<i>He goes to school by bike</i>", focusing on students' ability to identify and express daily activities using the Simple Present Tense in the context of transportation.</p> <p>1. Verbal Communication: The narration and dialogues are systematically designed to incorporate expressions of daily routines (e.g., going to school, commuting) using the Simple Present Tense and transportation-related vocabulary.</p> <p>2. Non-verbal Communication: Meaning is reinforced through visual elements such as characters' gestures, movements, and facial expressions, which support students' comprehension of</p>	<p>1. Theme: The story emphasizes the Graduate Profile value of collaboration, particularly focusing on the dimensions of caring and sharing within daily interactions.</p> <p>2. Characterization: The clip features elementary school students as the main characters, namely Dimas, Rafi, and Nia, who represent relatable Figures for young learners.</p> <p>3. Plot: The storyline reflects students' daily routines, particularly the activity of going to school using different types of transportation, in line with Unit 12. It also portrays how family members travel to various places, making the context authentic and meaningful.</p> <p>4. Verbal Communication: Collaborative values are conveyed implicitly through narration and</p>	<p>The language focus emphasizes the use of basic grammatical structures, particularly the Simple Present Tense, to express daily activities in the context of transportation, as introduced in Unit 12.</p> <p>1. Narration: The narration employs simple, clear, and structured sentences using the Simple Present Tense to describe daily routines, such as going to school and modes of transportation (e.g., "He goes to school by bike").</p> <p>2. Dialogue: The dialogues are constructed using simple sentence patterns and high-frequency vocabulary to ensure accessibility for</p>

approach that supports meaning-making and reduces cognitive load during comprehension.	the spoken language and contextualize the communication.	<p>dialogues that illustrate situations involving helping, sharing, and interacting with others.</p> <p>5. Non-verbal Communication: The values are further represented through characters' expressions and actions, such as showing empathy, helping peers, and sharing, which visually reinforce the concept of collaboration.</p>	young learners, while consistently reinforcing the use of the Simple Present Tense in meaningful contexts.
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Appendix 10. Story Script Revision

Revision Stage	Focus of Revision	Before Revision	After Revision	Improvement Achieved
Revision 1 (V1–V2)	Simplification and instructional focus	Title: The School Bus Mission Story contained too many characters, exam-related context, overly complex language, excessive examples of vehicles, and unclear collaboration focus.	Title: Oops! The School Bus Broke Down! Story used fewer characters, simpler language, relevant daily-life context, and clearer collaboration structure.	The story became simpler, easier to understand, and more relevant to students' daily lives. The collaboration value was also clearer in the story.
Revision 1 (V1–V2)	Dialogue improvement	Siti: "Oh no, what happened, Mr. Budi?" Rafi: "Don't panic, everyone."	Nia: "Oh no, what's happening, Sir?" Rafi: "Everyone, don't panic. We need to	The dialogue sounded more natural and meaningful. Each character had a clearer role

		<p>Nia: “I will organize friends.”</p> <p>Dimas: “I will find help.”</p>	<p>work together.”</p> <p>Dimas: “I can help find people.” Nia: “I can guide everyone to stay safe.”</p>	<p>in showing collaboration.</p>
Revision 2 (V2–V3)	Script format improvement	Paragraph-based narrative with dialogues embedded within the text and oriented toward reading activities.	Script format separated into narrator and character dialogues with clearer role distinction and performative structure.	The script became easier to follow and more suitable for storytelling videos and classroom role-play activities.
Revision 2 (V2–V3)	Authentic spoken interaction	“Rafi told everyone to stay calm and work together.”	<p>Narrator: “Rafi tries to stay calm.”</p> <p>Rafi: “Everyone, don’t panic. We need to work together.”</p>	The language became more interactive and realistic, helping students practice listening and speaking more naturally.
Revision 3 (Refinement)	Coherence between dialogue and actions	<p>Rafi: “I will call Ms. Rani.”</p> <p>Dimas: “I will find help.”</p>	<p>Rafi: “I will call Ms. Rani.”</p> <p>Dimas: “I will help find people.”</p> <p>Narrator: “Rafi calls the teacher, Dimas finds help, Nia keeps students safe.”</p>	The story became clearer because the characters’ actions were directly shown in the narration.
Revision 3 (Refinement)	Clarity of storyline and collaboration value	Actions were only mentioned through	Actions were reinforced through narration and	The collaboration value became easier for

		dialogue without clear execution in the storyline.	direct visualization of collaborative behavior.	students to understand because it was shown through real actions in the story.
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Appendix 11. First Version of the Story script

Graduate Profile : Collaboration

Indicators : Getting used to caring for others and sharing, and learning to work together with different people in the community.

Characters : Rafi, Nia, Siti and Dimas

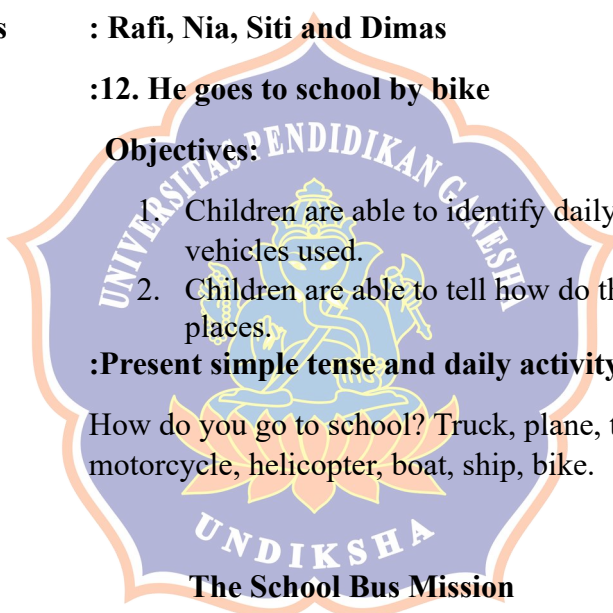
Unit :12. He goes to school by bike

Objectives:

1. Children are able to identify daily activities with vehicles used.
2. Children are able to tell how do they go to public places.

Language Focus :Present simple tense and daily activity

How do you go to school? Truck, plane, train, bus. Pedicab, motorcycle, helicopter, boat, ship, bike.



The School Bus Mission

That morning, the sun had just risen from behind the hills. Its golden light slowly bathed the rooftops of a quiet little village. Birds chirped cheerfully, welcoming the start of a new day.

Inside one house, a father was getting ready for work, it's Rafi's father. He started his motorcycle and called out, "Rafi, don't forget your bag and lunch! You have an exam today, do your best!" Rafi smiled and answered, "Okay, Dad! I studied last night!"

He wore his clean school uniform and carried his blue backpack full of books. Every morning, Rafi always checks his bag before going to school. He checks his books, pencils, and the lunch his mother made for him.

Next door, Nia's mother was putting things on her rickshaw. Nia often helped her mother prepare and arrange the goods before she went to the market. Her mother waved and said, "I'm leaving now, Nia. Good luck with your exam! I put your lunch

on the table.”
Nia smiled and said, “Okay, Mom!”

At the same time, Dimas’s father was ready to drive his small green truck to deliver goods to the store. Sometimes, Dimas helped his father clean and prepare the truck before he went to school.

“See you, Dimas. Study hard at school,” said his father.

“Okay, Dad! Drive safely!” Dimas replied.

While waiting for the school bus, Rafi stood in front of his house, watching the road. He saw his father’s motorcycle driving fast, Nia’s mother’s rickshaw ringing *kring... kring...*, and Dimas’s father’s truck passing with a loud *brumm...*

“Wow, so many vehicles this morning,” Rafi said happily. “There’s a motorcycle, a rickshaw, a truck, and soon I’ll ride the school bus. So cool, everyone has a different vehicle!”

Not long after, a familiar sound was heard,

“*Tiinn... tiinnnn!*”

The school bus had come!

“Good morning, Mr. Budi!” Rafi greeted the driver.

“Good morning, Rafi! Hurry up or you’ll be late!” said Mr. Budi with a smile.

Inside the bus, it was already noisy and fun. Nia, Dimas, and Siti — Rafi’s best friends — were sitting together, talking and laughing. Today was special because they had their first English exam of the semester. They wanted to come early to review before the test started.

But suddenly, something happened. The bus shook and stopped quickly.

“*Thud!*”

White smoke came out from the front of the bus. Everyone looked surprised.

“Oh no, what happened, Mr. Budi?” asked Siti with a worried face.

Mr. Budi opened the bus front and said, “It looks like the engine is too hot and stopped working. It may take some time.”

The children began to worry. “If the bus is broken, we’ll be late for the exam!” said Nia.

Rafi tried to stay calm. “Don’t panic, everyone. Let’s work together to find a solution.”

They sat at the back of the bus to make a plan.

“I’ll help Mr. Budi find people to help push the bus,” said Dimas.

“I’ll help tell everyone not to stand in the middle of the road,” said Nia.

“I’ll calm down our friends who are scared,” said Siti.

Rafi nodded. “Good ideas! I’ll call Ms. Rani, our teacher, to tell her that our bus broke down.”

Then, they all started helping.

Dimas and Mr. Budi went outside to ask some people for help. A few kind villagers came and helped push the bus to the side of the road.

Nia stood at the bus door and said, “Walk slowly, don’t push each other, okay.”

Siti talked to her friends so they wouldn’t be scared. Rafi called Ms. Rani and told her what happened. Ms. Rani thanked him for calling so quickly.

A few minutes later, Mr. Budi tried to start the bus again.

“Vruuummm...”

The bus started working again!

“Yaaay! It’s working!” shouted the children happily.

Mr. Budi smiled and said, “Great job! You all helped so well. Without teamwork, this would take a long time.”

The bus continued the trip. Even though their hair was messy and clothes a little dirty, everyone was smiling. They arrived at school just five minutes before the exam started.

After the exam, they met in the school yard and laughed together.

“We did it because we worked together,” said Rafi, raising his hand for a high five.

“Yes!” said Nia. “When we help each other, we can do anything!”

From that day, they called their group “*The School Bus Mission Team.*”

They believed that no matter what happens, teamwork and helping each other will make every trip easier, safer, and happier.

Moral Message:

Working together and helping others is the best way to solve problems. When we stay calm and help one another, we can face any problem with joy.

Misi Bus Sekolah//The School Bus Mission

Pagi itu, matahari baru saja muncul dari balik bukit. Cahaya keemasan perlahan menyinari atap-atap rumah di sebuah desa kecil yang tenang. Burung-burung berkicau riang, menandakan hari baru telah dimulai. Di suatu rumah, seorang ayah sedang siap-siap untuk berkerja, dia adalah Ayah Rafi yang sedang bersiap berangkat kerja. Ia menyalakan motor sambil berkata,

“Rafi, jangan lupa tas dan bekalnya, ya! Ujian hari ini harus semangat!”

Rafi mengangguk ceria dan menjawab “Baik ayah, Rafi sudah belajar semalam”.

Ia sudah memakai seragam rapi dan membawa tas birunya yang berat berisi buku-buku pelajaran. Setiap pagi, Rafi selalu memeriksa isi tasnya sebelum berangkat seperti buku, pensil, dan bekal dari ibu. Setiap sekolah Dimas selalu berangkat menggunakan bus sekolah. Di rumah sebelah, Ibu Nia menata barang dagangan ke atas becak langganannya dan Nia sering membantu ibunya mempersiapkan dan menata dagangan.

Ibu Nia selalu berangkat ke pasar menggunakan becak. Ia melambaikan tangan kepada Nia sambil tersenyum “Nia Ibu berangkat ya, semangat ujiannya, jangan lupa bekalnya ibu taruh diatas meja” Nia menjawab dengan senyuman manis. Sementara itu, Ayah Dimas sudah berisap untuk mengemudikan truk kecil berwarna hijau muda untuk mengantar barang ke toko. Di pagi hari Dimas terkadang menemani ayahnya menyapkan truk sebelum berangkat. “Sampai jumpa Dimas, semangat disekolah” dan Dimas membalas “Okey Ayah, hati hati dijalan”.

Sembari menunggu bus sekolah tiba, Rafi berdiri di depan rumahnya, memperhatikan jalan. Ia melihat motor ayahnya melaju cepat, becak ibu Nia yang berbunyi *kring... kring...*, dan truk ayah Dimas yang lewat dengan suara *brumm...* “Wah, banyak sekali kendaraan pagi ini,” gumam Rafi kagum. “Ada motor, becak, truk, dan nanti aku naik bus sekolah. Seru sekali, semua orang punya kendaraan berbeda!”

Tak lama kemudian, suara klakson yang khas terdengar,

“*Tiinn... tiinnn!*”

Itu tanda Bus Sekolah datang!

“Pagi, Pak Budi!” sapa Rafi riang kepada sopir bus yang selalu ramah.

“Pagi juga, Rafi! Ayo cepat naik, nanti telat!” jawab Pak Budi sambil tersenyum.

Di dalam bus, suasana sudah ramai. Ada Nia, Dimas, dan Siti, sahabat-sahabatnya yang duduk berdekatan. Mereka bercerita sambil tertawa kecil. Hari ini istimewa mereka akan menghadapi ujian Bahasa Inggris pertama di semester ini. Semua ingin datang lebih awal supaya bisa belajar sebentar sebelum ujian dimulai.

Namun, di tengah perjalanan, sesuatu terjadi. Tiba-tiba bus bergetar hebat dan berhenti mendadak.

“*Bruk!*”

Asap putih mengepul dari kap mesin. Semua anak terkejut.

“Aduh, kenapa ini, Pak?” tanya Siti dengan wajah panik.

Pak Budi membuka kap mesin dan menggeleng pelan.

“Sepertinya mesinnya panas dan mogok. Waduh, bisa lama ini.”

Anak-anak mulai cemas. “Kalau busnya mogok, kita bisa terlambat ujian!” seru Nia.

Rafi berusaha tetap tenang. “Teman-teman, jangan panik. Kita harus kerja sama. Ayo kita pikirkan solusinya bersama.”

Mereka pun berkumpul di kursi belakang bus untuk berdiskusi cepat. “Gini aja,” kata Dimas, “Aku bantu Pak Budi cari orang buat bantu dorong bus ke pinggir jalan.”

“Aku bisa bantu atur teman-teman biar nggak berdiri di tengah jalan,” tambah Nia sigap.

“Dan aku akan hiburan dan menenangkan teman-teman lainnya ” ujar Siti. Rafi mengangguk. “Bagus! Aku akan telepon Bu Rani, guru piket, biar sekolah tahu kalau bus kita mogok.”

Tanpa banyak bicara lagi, mereka langsung bergerak. Dimas dan Pak Budi turun ke jalan, mencari bantuan dari warga sekitar. Beberapa orang yang lewat ikut membantu mendorong bus perlahan ke tepi jalan. Nia berdiri di pintu bus, memastikan semua anak turun dengan tertib.

“Pelan-pelan, ya. Jangan dorong-dorongan,” katanya lembut.

Sementara itu, Siti menenangkan teman-temannya yang mulai panik, menghibur teman-temannya agar tidak takut. Rafi berhasil menghubungi Bu Rani dan menjelaskan apa yang terjadi. Guru piket itu berterima kasih karena Rafi melapor dengan cepat.

Setelah beberapa menit, Pak Budi mencoba menyalakan mesin lagi.

“Vruuummm...”

Bus menyala!

“Yeey! Hidup lagi!” teriak anak-anak serempak.

Pak Budi tertawa lega. “Hebat! Kalian luar biasa! Kalau bukan karena kerja sama kalian, pasti butuh waktu lama memperbaikinya.”

Bus pun kembali melaju. Meski rambut berantakan dan seragam sedikit kotor, semua tampak gembira. Mereka tiba di sekolah hanya lima menit sebelum ujian dimulai.

Setelah ujian selesai, mereka berkumpul di halaman sambil tertawa lega. “Kita berhasil karena kita kerja sama,” kata Rafi sambil mengangkat tangan untuk tos.

“Iya!” jawab Nia. “Kalau kita saling bantu, nggak ada yang nggak bisa kita atasi.”

Sejak hari itu, mereka menamai kelompok mereka “Tim Misi Bus Sekolah.” Mereka percaya, apa pun masalahnya, kerja sama dan semangat saling menolong akan membuat setiap perjalanan terasa lebih mudah, aman, dan menyenangkan.

Pesan moral:

Bekerja sama dan saling membantu adalah kunci untuk menyelesaikan masalah bersama. Dengan hati yang tenang dan semangat gotong royong, semua tantangan bisa dihadapi dengan gembira.

Appendix 12. Second Version of the Story script

Graduate Profile	: Collaboration
Indicators	: Getting used to caring for others and sharing, and learning to work together with different people in the community.
Characters	: Rafi, Nia, and Dimas
Unit	:12. He goes to school by bike
	Objectives:
	<ol style="list-style-type: none"> 1. Children are able to identify daily activities with vehicles used. 2. Children are able to tell how do they go to public places.
Language Focus	:Present simple tense and daily activity
	How do you go to school? Truck, motorcycle, bus, pedicab.

Oops! The School Bus Broke Down!

On a beautiful morning, the sun shines brightly. Rafi is getting ready to go to school. Every morning, he prepares the books he will use at school.

“Rafi, don’t forget your lunch on the table,” says Rafi’s mother.

“Alright, Mom,” Rafi replies.

Meanwhile, Rafi’s father starts the motorcycle to leave for work.

Next door, Nia is already dressed and ready to go to school. She says goodbye to her mother, who is going to the market by pedicab.

“Be careful on the way, Mom,” says Nia.

Her mother smiles. “Have a great day at school, Nia. Don’t miss the school bus, okay?”

At the same time, Dimas waits for the school bus in front of his house. He says goodbye to his father, who is leaving for work in a small truck.

“See you, Dimas. Have a good day at school,” says Dimas’s father.

“Okay, Dad. Take care,” Dimas replies.

The three of them wait in front of their houses. Every day they wake up early because the school bus arrives at seven.

Not long after, the sound of a horn is heard—

“Honk... honk!”

It is the sign that the school bus has arrived.

“Good morning, Mr. Budi!” Rafi greets happily.

“Good morning, Rafi! Come on, get in quickly or you’ll be late,” says Mr. Budi.

Inside the bus, the atmosphere is already lively. Nia and Dimas sit close together, talking and giggling softly.

But in the middle of the trip, the bus suddenly shakes and stops.

“Thud!”

White smoke comes out from the engine hood. All the children are surprised.

“Oh no, what’s happening, Sir?” Nia asks in panic.

Mr. Budi opens the hood and shakes his head.

“It looks like the engine is overheating and stops working. This might take some time.”

The children start to worry.

“If the bus breaks down, we might be late for school!” says Nia.

Rafi tries to stay calm. “Everyone, don’t panic. We need to work together. Let’s think of a solution.”

They gather at the back seats for a quick discussion.

“I can help Mr. Budi find people to help us to push the bus to the side,” says Dimas.

“I can help guide the others so they don’t stand in the middle of the road,” adds Nia.

Rafi nods. “Good! I will call Ms. Rani, the on-duty teacher, so the school knows our bus breaks down.”

They move quickly. Dimas and Mr. Budi ask nearby residents for help, and some people join them. Nia stands at the bus door, making sure all children get off safely.

“Slowly, okay? Don’t push,” she reminds them.

Rafi calls Ms. Rani and explains what happens.

After a few minutes, Mr. Budi tries starting the engine again.

“Vrooom...”

The engine starts running.

“Yaaay!” the children cheer.

Mr. Budi smiles in relief.

“You all do a great job. Dimas, you bravely look for help. Rafi, you quickly contact the teacher. Nia, you keep everyone calm. I’m proud of you.”

The bus continues the trip and they arrive at school on time.

During recess, they gather in the yard, laughing in relief.

“We arrive on time because we work together,” says Rafi while giving a high-five.

“That’s right! Teamwork makes everything easier,” says Dimas.

“Yes, when we help each other, we can overcome anything,” adds Nia.

Since that day, they call their group “The School Bus Mission Team.” They believe that with teamwork and support, every journey feels safer and more joyful.

Moral Message:

Working together and helping others is the best way to solve problems. When we stay calm and help one another, we can face any problem with joy.

Aduh! Bus Sekolah Mogok!

Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah. Setiap pagi ia menyiapkan buku yang akan digunakan di sekolah.

“Rafi, jangan lupa bekalnya di atas meja,” kata Ibu Rafi.

“Baik, Ibu,” jawab Rafi.

Di sisi lain, Ayah Rafi sedang menghidupkan motor untuk berangkat bekerja.

Di rumah sebelah, Nia sudah rapi dan siap berangkat ke sekolah. Ia berpamitan kepada ibunya yang akan pergi ke pasar dengan becak. “Hati-hati di jalan, Ibu,” kata Nia. Ibunya tersenyum. “Semangat belajarnya, Nia. Jangan sampai ketinggalan bus sekolah, ya.”

Sementara itu, Dimas sudah menunggu bus sekolah di depan rumah. Ia berpamitan kepada ayahnya yang akan berangkat kerja dengan truk kecil. “Sampai jumpa, Dimas. Semangat di sekolah,” kata Ayah Dimas. “Oke, Ayah. Hati-hati di jalan,” jawab Dimas.

Mereka bertiga menunggu di depan rumah masing-masing. Setiap hari mereka harus bangun pagi karena bus sekolah akan tiba pukul tujuh.

Tak lama kemudian, suara klakson terdengar, “Tiiinn... tiiinn!” Itu tanda bus sekolah datang.

“Pagi, Pak Budi!” sapa Rafi dengan riang.

“Pagi juga, Rafi! Ayo cepat naik, nanti telat,” jawab Pak Budi.

Di dalam bus, suasana sudah ramai. Ada Nia dan Dimas yang duduk berdekatan. Mereka bercerita sambil tertawa kecil.

Namun, di tengah perjalanan, tiba-tiba bus bergetar dan berhenti mendadak.

“Bruk!”

Asap putih keluar dari kap mesin. Semua anak terkejut.

“Aduh, kenapa ini, Pak?” tanya Nia panik.

Pak Budi membuka kap mesin dan menggeleng pelan.

“Sepertinya mesinnya panas dan mogok. Bisa lama ini.”

Anak-anak mulai cemas. “Kalau busnya mogok, kita bisa terlambat ke sekolah!” seru Nia. Rafi berusaha tetap tenang. “Teman-teman, jangan panik. Kita harus kerja sama. Ayo kita pikirkan solusinya bersama.”

Mereka berkumpul di kursi belakang untuk berdiskusi cepat. “Aku bantu Pak Budi cari orang untuk mendorong bus ke pinggir jalan,” kata Dimas. “Aku bisa bantu atur teman-teman supaya tidak berdiri di tengah jalan,” tambah Nia. Rafi mengangguk. “Bagus! Aku akan telepon Bu Rani, guru piket, supaya sekolah tahu kalau bus kita mogok.”

Mereka langsung bergerak. Dimas dan Pak Budi meminta bantuan warga untuk mendorong bus. Beberapa orang ikut membantu. Nia berdiri di pintu bus, memastikan semua anak turun dengan tertib. “Pelan-pelan, ya. Jangan dorong-dorongan,” ujarinya.

Rafi berhasil menghubungi Bu Rani dan menjelaskan kejadian tersebut.

Setelah beberapa menit, Pak Budi mencoba menyalakan mesin lagi. “Vruummm...”

Mesinnya hidup! “Yeey!” teriak anak-anak gembira.

Pak Budi tersenyum lega. “Kalian hebat sekali. Dimas, kamu berani membantu mencari bantuan. Rafi, kamu sigap menghubungi guru. Nia, kamu sangat baik menjaga teman-teman agar tidak panik. Bapak bangga pada kalian.”

Bus kembali melaju dan mereka tiba di sekolah tepat waktu.

Saat jam istirahat, mereka berkumpul di halaman sambil tertawa lega. “Kita sampai tepat waktu karena kita bekerja sama,” kata Rafi sambil mengajak tos. “Benar! Kerja sama membuat semuanya lebih mudah,” jawab Dimas. “Iya, kalau kita saling bantu, kita bisa atasi apa pun,” tambah Nia.

Sejak hari itu, mereka menamai kelompok mereka “Tim Misi Bus Sekolah.” Mereka percaya bahwa dengan kerja sama dan saling menolong, setiap perjalanan akan terasa lebih aman dan menyenangkan.

Pesan moral:

Bekerja sama dan saling membantu adalah kunci untuk menyelesaikan masalah bersama. Dengan hati yang tenang dan semangat gotong royong, semua tantangan bisa dihadapi dengan gembira.

Appendix 13. Final Version of the Story script

Graduate Profile	: Collaboration
Indicators	: Getting used to caring for others and sharing, and learning to work together with different people in the community.
Characters	: Rafi, Nia, and Dimas
Unit	: 12. He goes to school by bike
	Objectives:
	3. Children are able to identify daily activities with vehicles used.
	4. Children are able to tell how do they go to public places.
Language Focus	: Present simple tense and daily activity
	How do you go to school? Truck, motorcycle, bus, pedicab.

Oops! The School Bus Broke Down! // Aduh! Bus Sekolah Mogok!

Narrator: On a beautiful morning, the sun shines brightly. Rafi is getting ready to go to school.

Mother: Rafi, don't forget your lunch box on the table.

Rafi: Alright, Mom.

Narrator: Meanwhile, Rafi's father starts the motorcycle to leave for work.

Narator: Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah.

Ibu Rafi: Rafi, jangan lupa kotak bekalnya di atas meja.

Rafi: Baik, Bu.

Narator: Sementara itu, Ayah Rafi menyalakan motor untuk berangkat bekerja.

Narrator: Next door, Nia is already dressed and ready to go to school. She says goodbye to her mother, who is going to the market by pedicab.

Nia: Be careful on the way, Mom.

Mother: Have a great day at school, Nia. Don't miss the school bus, okay?

Narrator: At the same time, Dimas waits for the school bus in front of his house. He says goodbye to his father, who is leaving for work in a small truck.

Father: See you, Dimas. Have a good day at school.

Dimas: Okay, Dad. Take care.

Narator: Di rumah sebelah, Nia sudah rapi dan siap berangkat ke sekolah. Ia berpamitan kepada ibunya yang akan pergi ke pasar dengan becak.

Nia: Hati-hati di jalan, Bu.

Ibu Nia: Semangat belajar di sekolah, Nia. Jangan sampai ketinggalan bus

sekolah, ya?

Narator: Pada saat yang sama, Dimas menunggu bus sekolah di depan rumahnya. Ia berpamitan kepada ayahnya yang berangkat bekerja dengan truk kecil.

Ayah Dimas: Sampai jumpa, Dimas. Semoga harimu menyenangkan di sekolah.

Dimas: Baik, Ayah. Hati-hati.

Narrator: The three of them wait for the bus in front of their houses. Every day they wake up early because they don't want to miss it.

Narrator: Not long after, the familiar sound of the bus horn is heard.

Rafi: Good morning, Mr. Budi!

Mr. Budi: Good morning, Rafi! Come on, get in quickly or you'll be late.

Narrator: Inside, there are already many children, and it was noisy, because the children are talking and laughing. Nia and Dimas sit close together and talk to each other in a low voice.

Narator: Mereka bertiga menunggu bus di depan rumah masing-masing. Setiap hari mereka bangun pagi agar tidak ketinggalan.

Narator: Tak lama kemudian, suara klakson bus yang tidak asing terdengar, "Tin Tin!"

Rafi: Selamat pagi, Pak Budi!

Pak Budi: Selamat pagi, Rafi! Ayo cepat naik, nanti kamu terlambat.

Narator: Di dalam bus, sudah banyak anak yang duduk, dan suasananya ramai karena mereka sedang berbicara dan tertawa. Nia dan Dimas duduk berdekatan dan berbicara pelan.

Narrator: Suddenly, there is a loud sound. The bus shakes and stops. "Thud!"

White smoke comes out from the front of the bus. All the children are surprised.

Nia: Oh no, what's happening, Sir?

Mr. Budi: It looks like there's something wrong with the engine.

Narrator: The children start to worry.

Nia: If the bus breaks down, we might be late for school!

Narator: Tiba-tiba, terdengar suara keras. Bus itu bergetar dan langsung berhenti. "Dug!"

Asap putih keluar dari bagian depan bus. Semua anak terkejut.

Nia: Aduh, ada apa ini, Pak?

Pak Budi terlihat cemas.

Pak Budi: Sepertinya ada sesuatu yang salah dengan mesinnya.

Narator: Anak-anak mulai khawatir.

Nia: Kalau busnya rusak, kita bisa terlambat ke sekolah!

Rafi: Everyone, don't panic. We need to work together. Let's think of a solution.

Narrator: They gather at the back seats for a quick discussion.

Rafi: I can help Mr. Budi find people to help us push the bus to the side.

Nia: I can remind everyone to stay safe and away from the busy road.

Dimasi: Good! I will call Ms. Rani to tell her what happened.

Rafi: Teman-teman, jangan panik. Kita harus bekerja sama. Mari kita pikirkan solusi.

Narator: Mereka berkumpul di bangku belakang untuk berdiskusi cepat.

Dimas: Aku bisa membantu Pak Budi mencari orang untuk mendorong bus ke pinggir.

Nia: Aku bisa mengingatkan semua orang agar tetap aman dan menjauh dari jalan yang ramai.

Rafi: Bagus! Aku akan menelepon Bu Rani, guru kita, untuk memberi tahu apa yang terjadi.

Narrator: Everyone takes their roles.

Narrator: Rafi and Mr. Budi ask nearby people to help push the bus. Nia stands at the bus stop, making sure all children gather safely.

Nia: Slowly, okay? Don't push too hard.

Narrator: Dimas even shares his water with a friend who looked worried, and Nia gave her handkerchief to a younger child who was sweating.

Narrator: Nia gives her handkerchief to a younger child who is sweating.

Narrator: Dimas calls Ms. Rani and explains the situation.

Narator: Lalu semua mengambil peran masing-masing. Narator: Dimas dan Pak Budi meminta bantuan warga sekitar untuk mendorong bus. Nia berdiri di halte, memastikan semua anak berkumpul dengan aman.

Nia: Pelan-pelan, ya! Jangan dorong terlalu kuat.

Narator: Dimas bahkan berbagi air minumannya kepada teman yang terlihat cemas, dan Nia memberikan saputangannya kepada adik kelas yang berkeringat.

Narator: Rafi menelepon Bu Rani dan menjelaskan apa yang terjadi.

Narrator: After a few minutes, Mr. Budi tries starting the engine again.

Sound: Vroooooom!

Children: Yaaay!

Mr. Budi: You all did a great job. Rafi, you bravely look for help. Dimas, you quickly contact the teacher. Nia, you keep everyone calm. I'm proud of you.

Beberapa menit kemudian, Pak Budi mencoba menyalakan mesin lagi.

Suara: Vroooooom!

Anak-anak: Horeeee!

Pak Budi: Kalian semua hebat. Dimas, kamu berani mencari bantuan. Rafi, kamu cepat menghubungi guru. Nia, kamu membuat semua orang tetap tenang. Bapak bangga pada kalian.

Narrator: The bus continues its ride and they arrive at school on time.

Narrator: During break time, they gather in the school yard.

Rafi: We arrive on time because we worked together.

Dimas: Teamwork makes everything easier.

Nia: When we help each other, we can solve any problem.

Narator: Bus melanjutkan perjalanan, dan mereka sampai di sekolah tepat waktu.

Narator: Saat waktu istirahat tiba, mereka berkumpul di halaman sekolah.

Rafi: Kita bisa sampai tepat waktu karena kita bekerja sama.
 Dimas: Benar! Kerja sama membuat segalanya lebih mudah.
 Nia: Ya, kalau kita saling membantu, masalah apa pun bisa kita selesaikan.



Narrator: Since that day, they call their group “The School Bus Mission Team.”
 Narrator: They believe that when everyone works together and helps each other, any problem can be solved.


Narator: Sejak hari itu, mereka menamai kelompok mereka “Tim Misi Bus Sekolah.”
 Narator: Mereka percaya bahwa ketika semua orang bekerja sama dan saling membantu, mereka bisa menyelesaikan masalah apa pun bersama-sama.




Appendix 14. First Version of the Storyboard



Title of the Story	: Oops! The School Bus Broke Down!
Graduate Profile	: Collaboration
Indicators	: Getting used to care for others and sharing, and learning to work together with different people in the community.
Characters	: Rafi, Nia, and Dimas
Unit	: 12. He goes to school by bike Objectives: Children are able to identify daily activities with vehicles used. Children are able to tell how do they go to public places.
Language Focus	: Present simple tense and daily activity How do you go to school? Truck, motorcycle, bus, pedicab.




Scene	Duration	Picture	English Subtitle	Indonesian Subtitle
1. Morning Routine	40 secs		<p>Narrator: On a beautiful morning, the sun shines brightly. Rafi is getting ready to go to school.</p> <p>Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah.</p> <p>Ibu Rafi: Rafi, jangan lupa kotak bekalnya di atas meja.</p> <p>Rafi: Baik, Bu.</p> <p>Narrator: Sementara itu, Ayah Rafi menyalakan</p>	<p>Narator: Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah.</p> <p>Ibu Rafi: Rafi, jangan lupa kotak bekalnya di atas meja.</p> <p>Rafi: Baik, Bu.</p> <p>Narator: Sementara itu, Ayah Rafi menyalakan</p>



			<p>berangkat ke sekolah Mother: <i>Rafi, don't forget your lunch box on the table.</i> Rafi: <i>Alright, Mom.</i> Narrator: Meanwhile, Rafi's father starts the motorcycle to leave for work.</p>	<p>motor untuk berangkat bekerja.</p>
<p>2. Nia & Dimas Prepare</p>	<p>40 secs</p>		<p>Narrator: Next door, Nia is already dressed and ready to go to school. She says goodbye to her mother, who is going to the market by pedicab. Nia: <i>Be careful on the way, Mom.</i> Mother: <i>Have a great day at school, Nia. Don't miss the school bus, okay?</i> Narrator: At the same time, Dimas waits for the school bus in front of his house. He says goodbye to his father, who is leaving for work in a small truck. Father: <i>See you, Dimas. Have a good</i></p>	<p>Narator: Di rumah sebelah, Nia sudah rapi dan siap berangkat ke sekolah. Ia berpamitan kepada ibunya yang akan pergi ke pasar dengan becak. Nia: <i>Hati-hati di jalan, Bu.</i> Ibu Nia: <i>Semangat belajar di sekolah, Nia. Jangan sampai ketinggalan bus sekolah, ya?</i> Narator: Pada saat yang sama, Dimas menunggu bus sekolah di depan rumahnya. Ia berpamitan kepada ayahnya yang berangkat bekerja dengan truk kecil. Ayah Dimas: <i>Sampai jumpa, Dimas. Semoga</i></p>

			<p>day at school. Dimas: Okay, Dad. Take care.</p>	<p>harimu menyenangkan di sekolah. Dimas: Baik, Ayah. Hati-hati.</p>
3. Bus Arrives	30 secs		<p>Narrator: The three of them wait for the bus in front of their houses. Every day they wake up early because they don't want to miss it. Narrator: Not long after, the familiar sound of the bus horn is heard. Rafi: Good morning, Mr. Budi! Mr. Budi: Good morning, Rafi! Come on, get in quickly or you'll be late. Narrator: Inside, there are already many children, and it was noisy, because the children are talking and laughing. Nia and Dimas sit close together and talk to each other in a low voice.</p>	<p>Narator: Mereka bertiga menunggu bus di depan rumah masing-masing. Setiap hari mereka bangun pagi agar tidak ketinggalan. Narator: Tak lama kemudian, suara klakson bus yang tidak asing terdengar, "Tin Tin!" Rafi: Selamat pagi, Pak Budi! Pak Budi: Selamat pagi, Rafi! Ayo cepat naik, nanti kamu terlambat. Narator: Di dalam bus, sudah banyak anak yang duduk, dan suasananya ramai karena mereka sedang berbicara dan tertawa. Nia dan Dimas duduk berdekatan dan berbicara pelan.</p>

<p>4. Bus Breaks Down</p>	<p>40 secs</p>	 	<p>Narrator: Suddenly, there is a loud sound. The bus shakes and stops. “Thud!” White smoke comes out from the front of the bus. All the children are surprised. Nia: <i>Oh no, what’s happening, Sir?</i> Mr. Budi: <i>It looks like there’s something wrong with the engine.</i> Narrator: The children start to worry. Nia: <i>If the bus breaks down, we might be late for school!</i></p>	<p>Narator: Tiba-tiba, terdengar suara keras. Bus itu bergetar dan langsung berhenti. “Dug!” Asap putih keluar dari bagian depan bus. Semua anak terkejut. Nia: <i>Aduh, ada apa ini, Pak? Pak Budi terlihat cemas.</i> Pak Budi: <i>Sepertinya ada sesuatu yang salah dengan mesinnya.</i> Narator: Anak-anak mulai khawatir. Nia: <i>Kalau busnya rusak, kita bisa terlambat ke sekolah!</i></p>
<p>5. Kids Plan a Solution</p>	<p>40 secs</p>		<p>Rafi: <i>Everyone, don’t panic. We need to work together. Let’s think of a solution.</i> Narrator: They gather at the back seats for a quick discussion. Rafi: <i>I can help Mr. Budi find people to help us push the bus to the side.</i> Nia: <i>I can</i></p>	<p>Rafi: <i>Teman-teman, jangan panik. Kita harus bekerja sama. Mari kita pikirkan solusi.</i> Narator: Mereka berkumpul di bangku belakang untuk berdiskusi cepat. Dimas: <i>Aku bisa membantu Pak Budi mencari orang untuk mendorong bus ke pinggir.</i></p>


			<p><i>remind everyone to stay safe and away from the busy road.</i></p> <p>Dimasi: <i>Good! I will call Ms. Rani to tell her what happened.</i></p>	<p>Nia: <i>Aku bisa mengingatkan semua orang agar tetap aman dan menjauh dari jalan yang ramai.</i></p> <p>Rafi: <i>Bagus! Aku akan menelepon Bu Rani, guru kita, untuk memberi tahu apa yang terjadi.</i></p>
<p>6. Helping Together</p>	<p>50 secs</p>		<p>Narrator: Everyone takes their roles.</p> <p>Narrator: Rafi and Mr. Budi ask nearby people to help push the bus. Nia stands at the bus stop, making sure all children gather safely.</p> <p>Nia: <i>Slowly, okay? Don't push too hard.</i></p> <p>Narrator: Dimas even shares his water with a friend who looked worried, and Nia gave her handkerchief to a younger child who was sweating.</p> <p>Narrator: Nia gives her handkerchief</p>	<p>Narator: Lalu semua mengambil peran masing-masing.</p> <p>Narator: Dimas dan Pak Budi meminta bantuan warga sekitar untuk mendorong bus. Nia berdiri di halte, memastikan semua anak berkumpul dengan aman.</p> <p>Nia: <i>Pelan-pelan, ya! Jangan dorong terlalu kuat.</i></p> <p>Narator: Dimas bahkan berbagi air minumannya kepada teman yang terlihat cemas, dan Nia memberikan saputanggannya kepada adik kelas yang berkeringat.</p>


			<p>to a younger child who is sweating. Narrator: Dimas calls Ms. Rani and explains the situation.</p>	<p>Nartor: Rafi menelepon Bu Rani dan menjelaskan apa yang terjadi.</p>
<p>7. Engine Starts Again</p>	<p>25 secs</p>	 <p style="text-align: center;">UNDIKSHA</p>	<p>Narrator: After a few minutes, Mr. Budi tries starting the engine again. Sound: Vroooooom! Children: Yaaay! Mr. Budi: You all did a great job. Rafi, you bravely look for help. Dimas, you quickly contact the teacher. Nia, you keep everyone calm. I'm proud of you.</p>	<p>Beberapa menit kemudian, Pak Budi mencoba menyalakan mesin lagi. Suara: Vroooooom! Anak-anak: Horeeee! Pak Budi: Kalian semua hebat. Dimas, kamu berani mencari bantuan. Rafi, kamu cepat menghubungi guru. Nia, kamu membuat semua orang tetap tenang. Bapak bangga pada kalian.</p>
<p>8. Arrive at School</p>	<p>20 secs</p>		<p>Narrator: The bus continues its ride and they arrive at school on time. Narrator: During break time, they gather in the school yard. Rafi: We arrive on time because we worked together.</p>	<p>Narator: Bus melanjutkan perjalanan, dan mereka sampai di sekolah tepat waktu. Narator: Saat waktu istirahat tiba, mereka berkumpul di halaman sekolah. Rafi: Kita bisa sampai tepat waktu karena</p>





			<p>Dimas: Teamwork makes everything easier.</p> <p>Nia: When we help each other, we can solve any problem.</p>	<p>kita bekerja sama.</p> <p>Dimas: Benar! Kerja sama membuat segalanya lebih mudah.</p> <p>Nia: Ya, kalau kita saling membantu, masalah apa pun bisa kita selesaikan.</p>
<p>9. The School Bus Mission Team</p>	<p>25 secs</p>		<p>Narrator: Since that day, they call their group “The School Bus Mission Team.”</p> <p>Narrator: They believe that when everyone works together and helps each other, any problem can be solved.</p>	<p>Narator: Sejak hari itu, mereka menamai kelompok mereka “Tim Misi Bus Sekolah.”</p> <p>Narator: Mereka percaya bahwa ketika semua orang bekerja sama dan saling membantu, mereka bisa menyelesaikan masalah apa pun bersama-sama.</p>


Appendix 15. The Final Version of the Storyboard


Title of the Story	: Oops! The School Bus Broke Down!
Graduate Profile	: Collaboration
Indicators	: Getting used to care for others and sharing, and learning to work together with different people in the community.
Characters	: Rafi, Nia, and Dimas
Unit	: 12. He goes to school by bike Objectives: 1. Children are able to identify daily activities with vehicles used. 2. Children are able to tell how do they go to public places.
Language Focus	: Present simple tense and daily activity How do you go to school? Truck, motorcycle, bus, pedicab.



Scene	Duration	Picture	English Subtitle	Indonesian Subtitle
1. Morning Routine	40 secs		<p>Narrator: On a beautiful morning, the sun shines brightly. Rafi is getting ready to go to school.</p> <p>Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah</p> <p>Mother: Rafi, don't forget your lunch box on the table.</p> <p>Rafi: Alright, Mom.</p> <p>Narrator: Meanwhile, Rafi's father starts the motorcycle to leave for work.</p>	<p>Narator: Pada suatu pagi yang indah, matahari bersinar terang. Rafi sedang bersiap-siap untuk berangkat ke sekolah.</p> <p>Ibu Rafi: Rafi, jangan lupa kotak bekalnya di atas meja.</p> <p>Rafi: Baik, Bu.</p> <p>Narator: Sementara itu, Ayah Rafi menyalakan motor untuk berangkat bekerja.</p>


<p>2. Nia & Dimas Prepare</p>	<p>40 secs</p>		<p>Narrator: Next door, Nia is already dressed and ready to go to school. She says goodbye to her mother, who is going to the market by pedicab.</p> <p>Nia: <i>Be careful on the way, Mom.</i></p> <p>Mother: <i>Have a great day at school, Nia. Don't miss the school bus, okay?</i></p> <p>Narrator: At the same time, Dimas waits for the school bus in front of his house. He says goodbye to his father, who is leaving for work in a small truck.</p> <p>Father: <i>See you, Dimas. Have a good day at school.</i></p> <p>Dimas: <i>Okay, Dad. Take care.</i></p>	<p>Narator: Di rumah sebelah, Nia sudah rapi dan siap berangkat ke sekolah. Ia berpamitan kepada ibunya yang akan pergi ke pasar dengan becak.</p> <p>Nia: <i>Hati-hati di jalan, Bu.</i></p> <p>Ibu Nia: <i>Semangat belajar di sekolah, Nia. Jangan sampai ketinggalan bus sekolah, ya?</i></p> <p>Narator: Pada saat yang sama, Dimas menunggu bus sekolah di depan rumahnya. Ia berpamitan kepada ayahnya yang berangkat bekerja dengan truk kecil.</p> <p>Ayah Dimas: <i>Sampai jumpa, Dimas. Semoga harimu menyenangkan di sekolah.</i></p> <p>Dimas: <i>Baik, Ayah. Hati-hati.</i></p>
<p>3. Bus Arrives</p>	<p>30 secs</p>		<p>Narrator: The three of them wait for the bus in front of their houses. Every day they wake up early because they don't want to</p>	<p>Narator: Mereka bertiga menunggu bus di depan rumah masing-masing. Setiap hari mereka bangun</p>

		 	<p>miss it. Narrator: Not long after, the familiar sound of the bus horn is heard. Rafi: <i>Good morning, Mr. Budi!</i> Mr. Budi: <i>Good morning, Rafi! Come on, get in quickly or you'll be late.</i> Narrator: Inside, there are already many children, and it was noisy, because the children are talking and laughing. Nia and Dimas sit close together and talk to each other in a low voice.</p>	<p>pagi agar tidak ketinggalan. Narator: Tak lama kemudian, suara klakson bus yang tidak asing terdengar, "Tin Tin!" Rafi: <i>Selamat pagi, Pak Budi!</i> Pak Budi: <i>Selamat pagi, Rafi! Ayo cepat naik, nanti kamu terlambat.</i> Narator: Di dalam bus, sudah banyak anak yang duduk, dan suasananya ramai karena mereka sedang berbicara dan tertawa. Nia dan Dimas duduk berdekatan dan berbicara pelan.</p>
4. Bus Breaks Down	40 secs	 	<p>Narrator: Suddenly, there is a loud sound. The bus shakes and stops. "Thud!" White smoke comes out from the front of the bus. All the children are surprised. Nia: <i>Oh no, what's happening, Sir?</i> Mr. Budi: <i>It looks like there's something wrong with the engine.</i> Narrator: The children start to</p>	<p>Narator: Tiba-tiba, terdengar suara keras. Bus itu bergetar dan langsung berhenti. "Dug!" Asap putih keluar dari bagian depan bus. Semua anak terkejut. Nia: <i>Aduh, ada apa ini, Pak?</i> Pak Budi <i>terlihat cemas.</i> Pak Budi: <i>Sepertinya ada sesuatu yang</i></p>

			<p>worry. Nia: <i>If the bus breaks down, we might be late for school!</i></p>	<p>salah dengan mesinnya. Narator: Anak-anak mulai khawatir. Nia: <i>Kalau busnya rusak, kita bisa terlambat ke sekolah!</i></p>
5. Kids Plan a Solution	40 secs		<p>Rafi: <i>Everyone, don't panic. We need to work together. Let's think of a solution.</i> Narrator: They gather at the back seats for a quick discussion. Rafi: <i>I can help Mr. Budi find people to help us push the bus to the side.</i> Nia: <i>I can remind everyone to stay safe and away from the busy road.</i> Dimasi: <i>Good! I will call Ms. Rani to tell her what happened.</i></p>	<p>Rafi: <i>Teman-teman, jangan panik. Kita harus bekerja sama. Mari kita pikirkan solusi.</i> Narator: Mereka berkumpul di bangku belakang untuk berdiskusi cepat. Dimas: <i>Aku bisa membantu Pak Budi mencari orang untuk mendorong bus ke pinggir.</i> Nia: <i>Aku bisa mengingatkan semua orang agar tetap aman dan menjauh dari jalan yang ramai.</i> Rafi: <i>Bagus! Aku akan menelepon Bu Rani, guru kita, untuk memberi tahu apa yang terjadi.</i></p>
6. Helping Together	50 secs		<p>Narrator: Everyone takes their roles. Narrator: Rafi and Mr. Budi ask</p>	<p>Narator: Lalu semua mengambil peran masing-masing.</p>

			<p>nearby people to help push the bus. Nia stands at the bus stop, making sure all children gather safely.</p> <p>Nia: <i>Slowly, okay? Don't push too hard.</i></p> <p>Narrator: Dimas even shares his water with a friend who looked worried, and Nia gave her handkerchief to a younger child who was sweating.</p> <p>Narrator: Nia gives her handkerchief to a younger child who is sweating.</p> <p>Narrator: Dimas calls Ms. Rani and explains the situation.</p>	<p>Narator: Dimas dan Pak Budi meminta bantuan warga sekitar untuk mendorong bus. Nia berdiri di halte, memastikan semua anak berkumpul dengan aman.</p> <p>Nia: <i>Pelan-pelan, ya! Jangan dorong terlalu kuat.</i></p> <p>Narator: Dimas bahkan berbagi air minumnya kepada teman yang terlihat cemas, dan Nia memberikan saputangganya kepada adik kelas yang berkeringat.</p> <p>Narator: Rafi menelepon Bu Rani dan menjelaskan apa yang terjadi.</p>
7. Engine Starts Again	25 secs		<p>Narrator: After a few minutes, Mr. Budi tries starting the engine again.</p> <p>Sound: Vroooooom!</p>	Beberapa menit kemudian, Pak Budi mencoba menyalakan mesin lagi.

			<p>Children: <i>Yaaay!</i> Mr. Budi: <i>You all did a great job. Rafi, you bravely look for help. Dimas, you quickly contact the teacher. Nia, you keep everyone calm. I'm proud of you.</i></p>	<p>Suara: <i>Vroooooom!</i> Anak-anak: <i>Horeeee!</i> Pak Budi: <i>Kalian semua hebat. Dimas, kamu berani mencari bantuan. Rafi, kamu cepat menghubungi guru. Nia, kamu membuat semua orang tetap tenang. Bapak bangga pada kalian.</i></p>
<p>8. Arrive at School</p>	<p>20 secs</p>		<p>Narrator: The bus continues its ride and they arrive at school on time. Narrator: During break time, they gather in the school yard. Rafi: <i>We arrive on time because we worked together.</i> Dimas: <i>Teamwork makes everything easier.</i> Nia: <i>When we help each other, we can solve any problem.</i></p>	<p>Narator: Bus melanjutkan perjalanan, dan mereka sampai di sekolah tepat waktu. Narator: Saat waktu istirahat tiba, mereka berkumpul di halaman sekolah. Rafi: <i>Kita bisa sampai tepat waktu karena kita bekerja sama.</i> Dimas: <i>Benar! Kerja sama membuat segalanya lebih mudah.</i> Nia: <i>Ya, kalau kita saling membantu, masalah apa pun bisa kita selesaikan.</i></p>

<p>9. The School Bus Mission Team</p>	<p>25 secs</p>		<p>Narrator: Since that day, they call their group “The School Bus Mission Team.” Narrator: They believe that when everyone works together and helps each other, any problem can be solved.</p>	<p>Narator: Sejak hari itu, mereka menamai kelompok mereka “Tim Misi Bus Sekolah.” Narator: Mereka percaya bahwa ketika semua orang bekerja sama dan saling membantu, mereka bisa menyelesaikan masalah apa pun bersama-sama.</p>
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Appendix 16. Blueprint of Relevant Task

Student’s Book Learning Objectives	Types of Tasks (Students’ Worksheets)	Adjusted Learning Objectives	Relevants tasks
<p>Unit 12: He goes to school by bus</p> <ol style="list-style-type: none"> Children are able to identify kinds of vehicles. Children are able produce simple sentence about vehicles 	<ol style="list-style-type: none"> Look and match activities Look and write activities Fill in the blanks exercises Picture-based sentence completion tasks 	<ol style="list-style-type: none"> Students are able to identify the vehicles used by matching the correct pictures with the words in a matching task. Students are able to identify daily activities and the vehicles used by matching the correct pictures with the sentences. 	<ol style="list-style-type: none"> Look and Match (Picture–Word Matching) Look and Match (Picture–Sentence Matching) Look and Write (Sentence Arrangement)

	<p>5. Controlled writing tasks</p> <p>6. Guided question-and-answer practice</p>	<p>3. Students are able to understand the structure of simple present tense by arranging the words into correct sentences.</p> <p>4. Students are able to understand the use of “go” and “goes” in sentences by filling in the blanks.</p> <p>5. Students are able to identify examples of collaboration shown in a bilingual storytelling clip by choosing the correct answers on True and False sentences.</p> <p>6. Students are able to work with their friends to solve problems by sharing ideas and discussing the solutions in a group discussion task.</p>	<p>4. Look and Write (Fill in the Blanks)</p> <p>5. Read and Tick (True/False Task)</p> <p>6. Let’s Think (Group Discussion)</p>
Relevant Tasks and Strategies / Operational Task			
Learning Objectives	Task	Strategies / Operational Task	Assessment
<p>Learning objective 1:</p> <p>Students are able to identify the vehicles used by matching the correct pictures</p>	<p>Look and Match (Picture–Word Matching)</p>	<p>Students are provided with pictures of vehicles and a list of words. They match each picture with the correct word</p>	<p>Objective assessment based on the accuracy of matching answers using an answer key.</p>

with the words in a matching task.		individually. The teacher gives clear instructions and models one example before students start the task.	
Learning Objective 2: Students are able to identify daily activities and the vehicles used by matching the correct pictures with the sentences.	Look and Match (Picture–Sentence Matching)	Students observe pictures illustrating daily activities and match them with the appropriate sentences. The teacher facilitates understanding by providing an example and guiding students during the activity.	Objective assessment based on correct matching of pictures and sentences.
Learning objective 3: Students are able to understand the structure of simple present tense by arranging the words into correct sentences.	Look and Write (Sentence Arrangement)	Students are given jumbled words and asked to arrange them into correct sentences using the simple present tense. The teacher reviews sentence structure briefly before the task.	Performance assessment based on grammatical accuracy and correct sentence formation.
Learning objective 4: Students are able to understand the use of “go” and “goes” in sentences by filling in the blanks.	Look and Write (Fill in the Blanks)	Students complete sentences by selecting the correct form (“go” or “goes”) based on the subject. The teacher explains subject–verb agreement and provides examples beforehand.	Objective assessment based on correct use of “go” and “goes.”

<p>Learning Objective 5: Students are able to identify examples of collaboration shown in a bilingual storytelling clip by choosing the correct answers on True and False sentences.</p>	<p>Read and Tick (True/False Task)</p>	<p>Students read several statements related to the bilingual storytelling clip and tick whether each statement is true or false. The teacher ensures students understand the instructions and key vocabulary.</p>	<p>Objective assessment Based on the correct answers</p>
<p>Learning Objective 6: Students are able to work with their friends to solve problems by sharing ideas and discussing the solutions in a group discussion task.</p>	<p>Let's Think (Group Discussion)</p>	<p>Students work in small groups to discuss and identify actions that reflect collaboration in the storytelling clip. They share ideas and present their discussion results to the class. The teacher facilitates and monitors participation.</p>	<p>Performance assessment (Affective assessment) using a rubric (participation, cooperation, and contribution of ideas).</p>

Appendix 17. Relevant Tasks

Student's Worksheet

Relevant Tasks for Teaching English and Graduate
Profile Value of Collaboration





The bilingual storytelling clip titled "Ope! The School Bus Broke Down" can be accessed by scanning this barcode.

Name : _____
 Class : _____
 No : _____

Task 1. Look and match

A. Look at each picture carefully. Draw a line from the picture to the correct word.






BUS

Truck

Motorcycle

Pedicab

B. Look and match the picture with the correct sentence.






A. Rafi goes to school by bus.
 B. Dimas's father goes to work by truck.
 C. Nia's mother goes to the market by pedicab.
 D. Rafi's father goes to the office by motorcycle.

Score: _____



Name : _____
 Class : _____
 No : _____

Task 2. Look and write

A. Arrange the words into correct sentences.

1. school / They / go / by / bus

Answer: _____

2. to / work / He / by / car / goes

Answer: _____

3. by / pedicab / goes / Nia / school / to

Answer: _____

4. by / bike / go / We / park / the / to

Answer: _____

5. by / train / travel / They / city / the / to

Answer: _____

You've got this!



You can do it!



B. Look and write. Use go / goes.

1. Dimas..... to school by bike.

2. Mom and Dad..... to work by car.

3. They..... to the park by bus.

4. Nia..... to the book store by pedicab.

5. I..... to the bus stop on foot.

Score: _____

Name : _____
 Class : _____
 No : _____

READ AND TICK

Read the sentences carefully and think about the story.
 Put a tick (✓) in the True or False column.

	True	False
Rafi gets ready for school in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
Nia goes to school by pedicab.	<input type="checkbox"/>	<input type="checkbox"/>
Dimas waits for the school bus in front of his house.	<input type="checkbox"/>	<input type="checkbox"/>
The bus runs smoothly all the way to school.	<input type="checkbox"/>	<input type="checkbox"/>
The children feel scared when the bus breaks down.	<input type="checkbox"/>	<input type="checkbox"/>
Rafi tells his friends to work together.	<input type="checkbox"/>	<input type="checkbox"/>
Nia helps keep the children safe.	<input type="checkbox"/>	<input type="checkbox"/>
Dimas shares his water with a friend.	<input type="checkbox"/>	<input type="checkbox"/>
The children do nothing and just wait.	<input type="checkbox"/>	<input type="checkbox"/>
The children arrive at school because they help each other.	<input type="checkbox"/>	<input type="checkbox"/>

GANESHA

Name : _____
 Class : _____
 No : _____

LET'S THINK!

Work with your friend to find the actions of collaboration
 in the video and how they solve the problem



What do they do to arrive
 at school on time?
 Discuss it with your
 friend!



SCAN THIS BARCODE TO
 GET MORE CLUES



Appendix 18. Judgment Evaluation Sheet Expert 1

Product Type : Bilingual Digital Storytelling Clip
 Title : Oops! The School Bus Broke Down
 Evaluator : Expert 1
 Date :
 Link : https://drive.google.com/file/d/1OGSsY4RzSi_VHCJ15ZI4NWtcarPq0YN7/view?usp=drive_link

Introduction

This evaluation sheet is designed to obtain expert judgment on the quality and appropriateness of the Bilingual Storytelling Clip developed for teaching English to young learners. The feedback provided by the experts will be used to improve and refine the digital storytelling clip so that it can effectively support English language learning and promote meaningful learning experiences for young learners.

Instruction

Please watch the Bilingual Storytelling Clip carefully before completing the evaluation. For each indicator listed in the table, please give your judgment by placing a check mark (✓) in one column only based on the level of quality.

The scoring scale is as follows:

- ✓ 5 = Very Good
- ✓ 4 = Good
- ✓ 3 = Average
- ✓ 2 = Below Average
- ✓ 1 = Poor

Please provide comments or suggestions in the last column if you think improvements are needed.

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

No	The Theoretical Foundation	Criteria of the Digital Bilingual Storytelling clip	5	4	3	2	1	Comment and Suggestion
1.	According to Richards (2001) and Tomlinson (1998), learning materials play an important role in the language learning process and must be developed in accordance with curriculum goals and students' learning needs. Therefore, teaching materials should be relevant to the curriculum competencies and the English	The content is relevant to the general competencies.	✓					
2.		The topic of the story is relevant to the English Language Teaching syllabus.	✓					

	<p>language teaching syllabus. This indicates that all instructional materials should align with and support the targeted competencies outlined in the curriculum. Furthermore, the materials need to be structured to enhance students' communicative competence, covering listening, speaking, reading, and writing skills within meaningful contexts, enabling learners to understand and use the language in a functional way.</p>							
3.	<p>According to Suyanto (2014) and Ratminingsih et al. (2022), teaching English to young learners must consider their</p>	<p>The storytelling clip reflects the characteristics of TEYL.</p>	√					
4.	<p>characteristics, such as their preference for stories, games, and engaging learning media. Learning materials should also match</p>	<p>The story is relevant to the interests of young learners.</p>	√					

	children's interests in order to maintain their motivation and participation in the learning process.							
5.	According to Kemendikdasme n (2025), the Merdeka Curriculum emphasizes the integration of Graduate Profile values in the learning process in order to develop students' character and competencies. The values of the Graduate Profile are expected to be integrated into learning materials so that students not only develop language skills but also internalize positive character values through meaningful learning experiences.	The story theme is relevant with the Graduate Profile values.	√					
6.	According to Cameron (2001), language learning materials for children should be appropriate to their level of language development and presented gradually from	The language used in the story is appropriate to children's level of language.	√					



	simple to more complex concepts to facilitate comprehension.							
7.	According to Lantz et al. (2019) and Yang & Wu (2012), digital storytelling combines narrative elements with multimedia components such as audio, images, music, and video to create interactive and engaging learning experiences that support students' language learning.	The storytelling clip has good audio quality.	√					
8.		The storytelling clip has good video quality.	√					
9.		The storytelling clip demonstrates overall quality as a digital learning medium.	√					
10.	According to Grosjean (2011) and Serra (2017), bilingual storytelling can support students' comprehension and communication skills by allowing learners to understand meaning through two languages in a meaningful context.	The story title and character insertion support students' understanding of the story.	√					
11.	According to Tomlinson (1998), effective learning materials should include	The follow-up activities are relevant to reinforce the story and language learning.	√					

<p>meaningful and engaging activities that support students' learning process and help them practice language skills actively.</p>							
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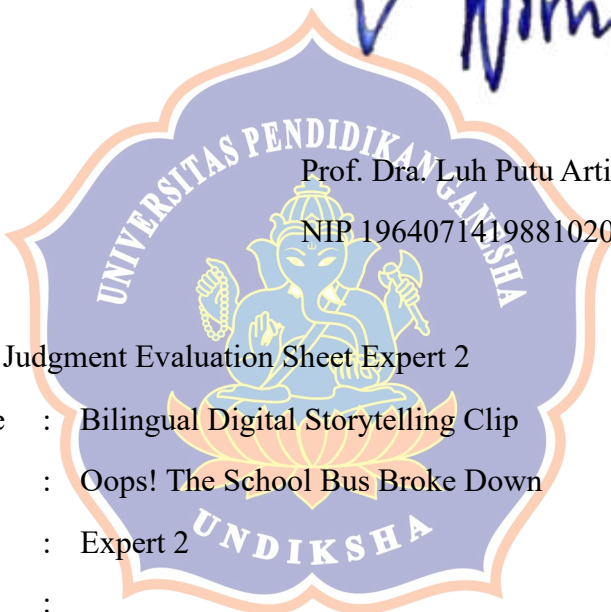
Singaraja, 17 March 2026

Expert Judge 1,



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001



Appendix 19. Judgment Evaluation Sheet Expert 2

- Product Type : Bilingual Digital Storytelling Clip
- Title : Oops! The School Bus Broke Down
- Evaluator : Expert 2
- Date :
- Link : https://drive.google.com/file/d/1OGSsY4RzSi_VHCJ15ZI4NWtcarPq0YN7/view?usp=drive_link

Introduction

This evaluation sheet is designed to obtain expert judgment on the quality and appropriateness of the Bilingual Storytelling Clip developed for teaching English to young learners. The feedback provided by the experts will be used to improve and refine the digital storytelling clip so that it can effectively support English language learning and promote meaningful learning experiences for young learners.

Instruction

Please watch the Bilingual Storytelling Clip carefully before completing the evaluation. For each indicator listed in the table, please give your judgment by placing a check mark (✓) in one column only based on the level of quality.

The scoring scale is as follows:

- ✓ 5 = Very Good
- ✓ 4 = Good
- ✓ 3 = Average
- ✓ 2 = Below Average
- ✓ 1 = Poor

Please provide comments or suggestions in the last column if you think improvements are needed.

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

No	The Theoretical Foundation	Criteria of the Digital Bilingual Storytelling clip	5	4	3	2	1	Comment and Suggestion
1.	According to Richards (2001) and Tomlinson (1998), learning materials play an important role in the language learning process and must be developed in accordance with curriculum goals and students' learning needs. Therefore, teaching materials should be relevant to the curriculum competencies and the English	The content is relevant to the general competencies.	✓					
2.		The topic of the story is relevant to the English Language Teaching syllabus.	✓					

	<p>language teaching syllabus. This indicates that all instructional materials should align with and support the targeted competencies outlined in the curriculum. Furthermore, the materials need to be structured to enhance students' communicative competence, covering listening, speaking, reading, and writing skills within meaningful contexts, enabling learners to understand and use the language in a functional way.</p>							
3.	<p>According to Suyanto (2014) and Ratminingsih et al. (2022), teaching English to young learners must consider their</p>	<p>The storytelling clip reflects the characteristics of TEYL.</p>	√					
4.	<p>characteristics, such as their preference for stories, games, and engaging learning media. Learning materials should also match</p>	<p>The story is relevant to the interests of young learners.</p>	√					

	children's interests in order to maintain their motivation and participation in the learning process.							
5.	<p>According to Kemendikdasmen (2025), the Merdeka Curriculum emphasizes the integration of Graduate Profile values in the learning process in order to develop students' character and competencies. The values of the Graduate Profile are expected to be integrated into learning materials so that students not only develop language skills but also internalize positive character values through meaningful learning experiences.</p>	<p>The story theme is relevant with the Graduate Profile values.</p>	√					
6.	<p>According to Cameron (2001), language learning materials for children should be appropriate to their level of language development and presented gradually from</p>	<p>The language used in the story is appropriate to children's level of language.</p>	√					



	simple to more complex concepts to facilitate comprehension.							
7.	According to Lantz et al. (2019) and Yang & Wu (2012), digital storytelling combines narrative elements with multimedia components such as audio, images, music, and video to create interactive and engaging learning experiences that support students' language learning.	The storytelling clip has good audio quality.	√					
8.		The storytelling clip has good video quality.	√					
9.		The storytelling clip demonstrates overall quality as a digital learning medium.	√					
10.	According to Grosjean (2011) and Serra (2017), bilingual storytelling can support students' comprehension and communication skills by allowing learners to understand meaning through two languages in a meaningful context.	The story title and character insertion support students' understanding of the story.	√					
11.	According to Tomlinson (1998), effective learning materials should include	The follow-up activities are relevant to reinforce the story and language learning.	√					

<p>meaningful and engaging activities that support students' learning process and help them practice language skills actively.</p>							
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Singaraja, 17 March 2026

Expert Judge 2,




Luh Indrayani, S.Pd., M.Pd

NIP 199305162023212040

Appendix 20. Observation Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
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 : 1703/UN48.7.1/DT/2025
Hal : Permohonan Izin Observasi

16 Mei 2025

Yth.
Kepala Sekolah Dasar Negeri 1 Baktiseraga
di Singaraja

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

Nama : Gede Susila Darma Putra
NIM : 2212021018
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

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,



LUH PUTU EKA SULISTIA DEWI
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS