



## Appendix 1 The Transformation of the Instructional Material Development

No	Research Question	Planning Procedure	Developing Procedure	Research Method/ Instrument Needed
1.	How to design a bilingual storytelling clip that inserts the Graduate Profile values of independence for teaching English to 4 <sup>th</sup> grade?	<p>Determining and selecting the indicators of the Graduate Profile values of independence that are visible to be inserted into the English Language Teaching topics</p> <p>Determine the topic or theme of the story based on its relevance to students' daily lives and the potential for character value insertion.</p> <p>Determining the criteria and preparing the outline of the story content with reference to general competencies, communication purposes, students' language level, and the Graduate Profile values of independence to be inserted as the focus of the story's content</p>	<p>Formulating the general competencies that are expected to be achieved after learning from a storytelling clip</p> <p>Determining the language focus for spoken and written communication purposes that aligns with the story content.</p> <p>Developing the outline of the story content with references to general competencies, communication purposes, students' language level, and the Graduate Profile values of independence as the focus of the story's content</p> <p>Developing the story drafts in Bahasa Indonesia and English</p> <p>Proofreading</p>	<p>Document study</p> <p>The purposes are: (1) to determine the ELT topics and the appropriate indicators of the independent value of Pancasila-based character to be inserted into the story</p> <p>Interview guide (with the English teacher)</p> <p>The purposes are: (1) to explore the existing material for teaching English language and characters, (2) to find the research gap, (3) to assure the need for a bilingual storytelling clip for teaching English with the insertion of the Graduate Profile values of independence</p>

			<p>and revising the content of the story for writing and grammatical errors, and ensuring the content of the story is in line with the criteria and focus.</p> <p>Checking the readability of the story, whether it is appropriate for students' abilities or not</p> <p>Revising the story based on expert feedback and review results.</p> <p>Develop the storyboard</p> <p>Creating the storytelling clip</p>	
2.	<p>What are the relevant tasks that need to be developed through a bilingual storytelling clip that inserts the Graduate Profile values of independence for teaching English to 4<sup>th</sup> grade?</p>	<p>Determining the typical tasks for follow-up activities aligned with the storyline and inserted character values.</p>	<p>Developing tasks aligned with the storyline and inserted character values.</p> <p>Determining the strategies and operational tasks for the storytelling clip</p> <p>Determining the assessment of tasks developed</p> <p>Develop the Task layout</p>	<p>Document study</p> <p>The purpose is to determine the relevant tasks needed for teaching English to young learners based on the storytelling clip with the insertion of the Graduate Profile values of independence</p>

			Revising the tasks based on expert feedback and review results.	
3.	What is the quality of the developed digital bilingual storytelling clip for teaching English with the insertion of the Graduate Profile values of independence in Primary schools?	Prepare the evaluation sheet	Sending the storytelling clip and the evaluation sheet to the expert judges	Expert judges' evaluation sheet This sheet is developed to be responded by the user and expert judges. The purpose is to check the quality of the story based on the criteria of development and usefulness.



## Appendix 2 Document Study Blueprint Instrument

No	Documents Under Study	Components Studied	Guide Question	Data Extracted / Notes
1.	English Language Teaching Syllabus	a) General Competencies  b) Lesson topics	What are the general competencies stated in the English language teaching syllabus?  What lesson topics are targeted for Grade 4 students in the English language teaching syllabus?	
2.	Student English Book/Material	a) Material Coverage  b) Language level  c) Communication elements	What themes or material are covered in the student's English book?  Is the language level used of the students' English book appropriate for Grade 4?  What kinds of communication element or skills (listening, speaking, reading, writing) are emphasized in the students' English book?	
3.	Student Worksheet	a) Types of Tasks  b) Language level	What types of tasks are commonly used in teaching English (matching, dialogue practice, writing, role-play, etc.)?  Does the language used in the tasks match the students' proficiency level?	

### Appendix 3 Teacher Interview Guide Instrument

No	Theoretical Foundation	Interview Topic	Interview Question	Note
	<p>Children, as young learners, learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).</p>	<p>English Level of the Students</p>	<p>How would you describe the English level of the 4th-grade students?</p> <p>What challenges do they usually face in learning English?</p>	
	<p>Learning materials are the main tools of the teaching and learning process and represent tools and resources that the teacher offers to students (Akkaya &amp; Kapidere, 2021)</p>	<p>Teaching and learning materials and activities</p>	<p>What learning materials are usually used in the classroom?</p> <p>What kind of activities are usually done in the classroom?</p> <p>Which learning materials or activities do students enjoy the most?</p>	
	<p>The use of technology has become an important part of language learning both inside and outside the classroom, as it helps teachers adapt activities, improve the learning process, and facilitate students' language</p>	<p>The use of technology in the teaching and learning process</p>	<p>Do you have any experience in utilizing technology in English learning in the classroom?</p> <p>What kinds of forms of technology do you apply to support the process of English learning for students in the classroom?</p> <p>What are your expectations regarding the implementation of</p>	

	development (Ahmadi, 2018)		English learning in the classroom by integrating technology?	
	Story is considered one of the most effective learning media, proven to support the English language learning process in children (Bansa & Wenny J, 2021).	The use of story in the teaching and learning process	<p>Have you ever used stories in teaching and learning processes?</p> <p>Do you think the use of stories as additional learning media is needed in teaching and learning English?</p> <p>Do you think using stories makes students more interested in learning English?</p> <p>What kind of stories do you think are suitable for students?</p>	
	Digital storytelling clip is the presentation of a story through a combination of text, sound, images, animation, and music designed digitally, which provides significant benefits in English learning (Jenkins and Lonsdale, 2007; Lambert and Hessler, 2018; Amaliah	The use of storytelling clips in the teaching and learning process	<p>Are you familiar with the use of a digital storytelling clip in the teaching and learning process?</p> <p>Have you ever used a digital storytelling clip as part of your teaching of English?</p> <p>Do you think the use of a digital storytelling clip is needed as additional learning media in the English teaching and learning process?</p>	

	et al., 2022).			
	<p>Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). It has been proven to contribute positively to students' development, academic success, and self-esteem (Indrayani et al., 2017).</p>	<p>The Insertion of Character Education in the Teaching and Learning Process</p>	<p>Have you ever inserted character education into the English learning and teaching process?</p> <p>Do you think character education is needed and important to be inserted in English teaching and learning processes?</p> <p>What character values do you think are important to be inserted in the English teaching and learning process?</p>	
	<p>Graduate Profile values of independence help students not only to manage their own learning processes but also to cultivate responsibility, discipline, perseverance, and courage in making decisions (Kemendakdis</p>	<p>The insertion of Graduate Profile values of independence in the teaching and learning process</p>	<p>Have you ever inserted Graduate profile values of especially the value of independence, in the English teaching and learning process?</p> <p>Do you think the insertion of Graduate profile values, such as the value of independence needed in the English teaching and learning process?</p>	

	men, 2025).			
	<p>Bilingualism helps develop three main components of language skills, namely accuracy, clarity, and flexibility (Ross, 2000). And it is considered an important tool that not only enhances students' competence but also influences the way teachers deliver material (Herdiawan, 2017).</p>	<p>The use of a bilingual approach in English language teaching</p>	<p>Do you use both Bahasa Indonesia and English when teaching English?</p> <p>In your opinion, how does the use of a bilingual approach help students learn English better?</p> <p>Do you think there is a need for English learning media that integrates both Bahasa Indonesia and English?</p>	
	<p>The teachers are more likely to use digital storytelling when they believe it enhances student engagement and improves learning outcomes (Sadik, 2008).</p>	<p>Teachers' expectations of a digital bilingual storytelling clip</p>	<p>What are your expectations if a digital bilingual storytelling clip is developed?</p> <p>Would you be interested in using such a product in your teaching? Why or why not?</p>	

#### Appendix 4 Expert Judges' Evaluation Sheet Instrument

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Poor	Below Average	Average	Good	Excellent

No	The Theoretical Foundation	Criteria	Scale					Comment
			1	2	3	4	5	
1.	According to Richards et al. (2001), materials used in language teaching should be consistent with curriculum goals and designed to promote communicative competence, covering listening, speaking, reading, and writing skills in meaningful contexts (in Hon Kai Lai, 2021)	The bilingual digital storytelling clip aligns with the general competencies to be achieved.						
2.	Children have a high curiosity and enjoy learning new things, especially if the learning is accompanied by interesting illustrations and, even more so, if the learning is related to direct experience (Harmer, 2001; Cameron, 2001; Brown, 2001; Shin, 2006).	The bilingual digital storytelling clip aligns with the characteristics of teaching English to young learners						
3.	Children learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	The language used in the bilingual digital storytelling clip is relevant to the students' English level.						
4.	Effective language materials must be designed based on syllabus requirements to provide focused,	The bilingual digital storytelling clip aligns with the topic of the						

	structured input that aligns with learners' needs and educational standards (Nation and Macalister, 2010),	English language teaching syllabus.						
5.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). In the Indonesian context, inserting Graduate Profile values of independence supports national character education goals (Kemendikdismen, 2025).	The story's theme is relevant to the Graduate Profile values of independence.						
6.	In the EYL classroom, a digital storytelling clip can be a means of entertainment and fun since they explore lots of amusement and interest (Al. Harrasi, 2012, p. 52).	The bilingual storytelling clip is engaging and relevant to the interests of young learners						
7.	Post-task or follow-up activities that are meaning-focused and communicative provide opportunities for learners to use the language in context, reinforcing comprehension and language acquisition (Ellis, 2003).	The activities to follow up on the bilingual digital storytelling clip is relevant						
8.	The theme of such literature deals with the problem of personal growth and development (Zahra, 2016, p.15)	The bilingual digital storytelling clip is relevant to the title and character insertion.						

9.	Audio quality is critical in digital storytelling, as it directly affects the listener's experience. High-quality audio is crisp, clear, and captivating sound (Lee, 2025)	The audio quality of the bilingual digital storytelling clip						
10.	According to the Theory of Multimedia Learning (Mayer, 2005), learners understand better when words and pictures are presented together clearly and coherently, and good video quality ensures that visual cues, expressions, actions, and settings effectively support language learning.	The video quality of the bilingual digital storytelling clip						
11.	The term digital storytelling clip has various meanings, but all of them focus on combining traditional forms of narration with multimedia expressions such as paintings, audio, and video (Amaliah et al.,2022).	The overall quality of the bilingual digital storytelling clip						
<b>Total Score</b>								

## Appendix 5 The Result of Document Study Analysis

No	Documents Under Study	Components Studied	Data Extracted / Notes
1.	English Language Teaching Syllabus	General Competencies	<p>Based on the results of a document study conducted by researchers on the English Learning Objective Flow (ATP) for fourth grade at SD Negeri 1 Bakti Seraga, it was found that the school had implemented the Merdeka Curriculum in its learning planning. In this system, the ATP serves as the main guideline in determining competency directions, material selection, and learning objectives that must be achieved by students each semester. Therefore, this document analysis was conducted to understand the structure of the learning plan used by teachers and to identify relevant material as the basis for product development in this study. In this study, the analysis focused on the material for Semester Two, specifically Unit 11, because this unit formed the basis for the development of the learning media designed. Unit 11 was selected by considering the suitability of the topic with the research objectives, especially in the development of contextual story-based learning media. By focusing the analysis on this unit, researchers can understand more specifically the targeted competencies and the characteristics of the material that will be supported through learning media. Based on the Learning Outcomes that form the basis for the preparation of Unit 11, it is known that fourth-grade English learning emphasizes the development of several language skills, especially Reading–Viewing and Writing–Presenting. In the Reading-Viewing skill, students are expected to be able to understand vocabulary related to everyday life with the help of visual media such as pictures or illustrations. In addition, students are also directed to read and understand simple short texts, both in print and digital form. This shows that learning at this stage still focuses on mastering basic vocabulary and understanding meaning in contexts that are concrete and close to the students' experiences. Furthermore, in the Writing–Presenting skill, students are expected to be able to compose simple sentences to convey information or describe something based on the vocabulary they have learned. Thus, learning does not only emphasize the introduction of vocabulary separately, but also the ability to use that vocabulary in simple, meaningful sentences. These competencies are then implemented in various learning topics designed in accordance with the context of students' lives. Based on the analysis of Unit 11 in Semester Two, the learning material focuses on transportation. This topic was chosen because it is directly related to students' daily experiences, allowing the learning process to be more contextual and easier to understand. In this unit, students</p>

		Lesson topics	<p>are guided to recognize various types of vehicles and understand their functions or uses in everyday life. In addition, students are also trained to use the vocabulary they have learned in simple sentences related to these vehicles. Therefore, the learning objective in this unit is for students to be able to identify various types of vehicles and compose simple sentences related to transportation.</p> <p>Based on the results of the syllabus analysis for fourth-grade English learning at SD Negeri 1 Bakti Seraga, it was found that the learning topics are organized systematically to support the development of students' basic English language skills. The syllabus presents various topics that are closely related to students' daily lives so that the learning process becomes more contextual and meaningful. These topics include daily activities, parts of the house, object locations, telling time, daily routines, and transportation. Each topic is designed to introduce relevant vocabulary and simple sentence structures that help students gradually develop their ability to understand and use English in simple communication. The topics in the syllabus are distributed across two semesters. In the first semester, the learning materials mainly focus on introducing basic language concepts related to everyday environments, such as describing ongoing activities, counting objects, identifying parts of the house, and explaining the location of objects using prepositions of place. These topics help students build their foundational vocabulary and understand basic sentence structures through familiar contexts. In the second semester, the topics continue to develop students' language abilities by introducing materials related to time, daily routines, and transportation. These topics help students expand their vocabulary and practice using English expressions related to their daily experiences. Among the topics presented in the second semester, one of the important topics is transportation, which is discussed in Unit 11 entitled "How Do You Go to School?". Specifically, the topic in Unit 11 focuses on the introduction of different types of transportation. Through this topic, students are introduced to vocabulary related to various vehicles that are commonly found in everyday life. The learning activities guide students to recognize and identify different types of transportation using English vocabulary. In addition, students also learn to use simple sentence patterns to identify and name these vehicles. By using pictures and simple sentence structures, students can more easily understand the meaning of the vocabulary and connect it with objects they often see in their daily environment.</p>
2.	Student English Book/Mat	Material Coverage	Based on the analysis of the book used in English language learning in fourth grade, namely My Next Words Grade 4 Student's Book, it is known that this book contains various

	<p>erial</p>	<p>learning materials designed to help students develop basic English language skills gradually. The material presented in this book relates to topics that are familiar to students' daily lives, such as daily activities, parts of the house, daily routines, time, and transportation. Each topic is presented through a combination of vocabulary introduction, the use of simple sentence structures, and various learning activities aimed at training students' language skills. From the various materials contained in the book, the researcher focused the analysis on Unit 11 entitled "How Do You Go to School?". This unit discusses the use of transportation in daily life, especially in relation to students' activities when going to school. The material in this unit is designed to introduce basic vocabulary related to various types of transportation. Based on the results of the analysis, the main material in Unit 11 is the introduction of vocabulary about various types of transportation, such as bike, bus, car, truck, motorcycle, pedicab, train, plane, helicopter, boat, and ship. The vocabulary covers several types of land, sea, and air transportation, helping students recognize the various vehicles used by humans to move from place to place. In addition to introducing vocabulary, this unit also introduces the use of simple sentence structures that serve to identify and name objects. The sentence structures used include "It is a ..." and "That is a ...". Through these sentence patterns, students can learn to name and recognize the names of transportation in English.</p> <p>Language level</p> <p>Based on the analysis of vocabulary and sentence structure in Unit 11, the language level in this unit can be categorized as beginner level. This can be seen from the use of simple, concrete vocabulary that is easily recognizable by elementary school students. The vocabulary introduced in this unit focuses on the names of transportation vehicles such as bike, bus, car, truck, motorcycle, pedicab, train, plane, helicopter, boat, and ship. These words are basic vocabulary related to real objects so that students can easily understand their meanings through pictures and their experiences in everyday life. In addition to the use of simple vocabulary, the language level in this unit is also demonstrated through the use of very basic and easy-to-understand sentence structures. The sentence patterns introduced include "This is a ..." and "That is a ...". These two sentence patterns are used to help students identify and name objects, especially the various types of transportation shown in the pictures. Through these sentence patterns, students learn to connect the pictures and the vocabulary they have learned so that they can recognize and name objects correctly. The use of short sentences and consistent patterns also helps students understand the basic structure of English without having to learn complex grammar rules. The repetitive sentence patterns make it easier for students to remember vocabulary and practice it in classroom</p>
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		<p>learning activities. .</p> <p>Communication elements</p>	<p>Based on the analysis of Unit 11 in the My Next Words Grade 4 Student's Book, the communication elements in this unit are evident through learning activities that encourage students to use English in simple interactions in the classroom. These activities are designed to help students understand and use vocabulary related to transportation through activities that involve observing pictures, asking and answering questions, and using simple sentences. The communication elements in this unit are mainly demonstrated through simple question and answer patterns, such as "What is this?" and "It is a ...". These patterns are used to train students to identify and name means of transportation based on the pictures presented in the book. Through these activities, students not only learn new vocabulary, but also learn to use that vocabulary in basic communication. In addition to question and answer activities, this unit also provides activities that ask students to observe pictures, match vocabulary with pictures, and complete simple sentences using the sentence patterns they have learned. These activities help students connect pictures with English vocabulary so that their understanding becomes more concrete. In general, the communication function developed in this unit focuses on students' ability to name and identify modes of transportation through the use of vocabulary and simple sentence patterns. Through structured, image-based activities, students are given the opportunity to practice using simple English in a classroom learning context. This approach is in line with the characteristics of language learning at the elementary school level, which emphasizes practical and easy-to-understand language use for students.</p>
3.	Student Worksheet	Types of Tasks	<p>Based on the analysis of student worksheets used by teachers in English language learning, it is known that the types of tasks given to students are dominated by activities that are visual, structured, and guided exercise-based. These tasks are designed to help students understand vocabulary and use simple sentence patterns through activities that involve observing pictures, writing words, and simple interactions with friends. The types of tasks found in the worksheets include Look and Say, Look and Write, Look and Match, and Let's Do Survey. In the Look and Say activity, students are asked to observe pictures of transportation vehicles and then name them in English. This activity helps students recognize new vocabulary while practicing oral pronunciation. Next, in the Look and Write task, students are asked to write the names of the means of transportation according to the pictures provided. This activity helps students reinforce their understanding of the vocabulary they have learned and practice writing words in simple English. Another type of task is Look and</p>

		Language level	<p>Match, which is an activity of matching pictures with the corresponding sentences. Through this activity, students not only recognize vocabulary, but also begin to understand the relationship between images and simple sentence structures used in English. In addition to visual and written tasks, the worksheet also includes a Let's Do Survey activity. In this activity, students are asked to ask their friends about the means of transportation they use, then record the results in the table provided. This activity provides students with the opportunity to use English in simple interactions with their classmates.</p> <p>Based on the analysis of the language used in the student worksheet, it can be concluded that the language level used is at the beginner level. This can be seen from the use of basic vocabulary and simple and consistent sentence structures. Most of the vocabulary used is related to the names of transportation vehicles, such as bike, bus, car, and train. These words are familiar to students, making it easier for them to understand the meaning of the words through the pictures provided in the worksheet. In addition to simple vocabulary, the sentence structures used are also limited to basic patterns such as "It is a..." and "This is a...". These sentence patterns are used to help students identify and name objects in a simple way. The consistent use of these structures makes it easier for students to understand language patterns without having to learn complex grammar rules. The use of language in the worksheet is also guided and limited. In activities such as Let's Do Survey, students use question and answer patterns that have been exemplified previously, for example, "How do you go to school?" and "I go to school by bike." Students are not asked to develop long answers or provide additional explanations. Thus, it can be concluded that the language level in the worksheets is designed in accordance with the abilities of elementary school students who are still in the early stages of learning English. The use of basic vocabulary, simple sentence structures, and visual aids help students understand and use English gradually.</p>
4.	Academic Manuscript of Deep Learning & Permendikdasmen Nomor 10 Tahun 2025 tentang Standar	Graduate Profile values	<p>Based on the analysis of education policy documents, particularly the Academic Manuscript of Deep Learning and Permendikdasmen Number 10 of 2025 concerning Graduate Competency Standards, it can be seen that current national education policy emphasizes not only academic achievement but also the comprehensive development of students' character and competencies. These documents emphasize that the educational process needs to integrate aspects of attitude, knowledge, and skills so that students can develop as competent individuals with good character. The policy establishes a Graduate Profile as a set of key competencies that students need to achieve after completing a level of education. This graduate profile</p>

	<p><i>Kompetensi Lulusan</i></p>	<p>consists of eight main values, namely faith and devotion to God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication. These values indicate that the education system is aimed at shaping students who not only have academic abilities but also strong character and social skills that support their readiness to face future challenges. The analysis of these documents also shows that the values in the Graduate Profile are in line with the concept of deep learning, which emphasizes meaningful, reflective, and contextual learning. In this approach, learning does not only focus on cognitive mastery of material, but also on the ability of students to understand the meaning of learning and relate it to real-life experiences. Based on the results of this analysis, the researchers saw that the values in the Graduate Profile were relevant to be integrated into the learning process through the developed media. In this study, of the eight values contained in the Graduate Profile, independence was chosen as the character value to be inserted into the learning media in the form of a bilingual digital storytelling clip. This value was chosen based on the needs of elementary school students, especially fourth graders, who are beginning to learn to develop responsibility and independence in the learning process.</p> <p>Indicators in the Graduate Profile value of independence</p> <p>Based on the analysis of Permendikdasmen Number 10 of 2025 concerning Graduate Competency Standards, the value of independence in the Graduate Profile refers to an individual's ability to consciously manage themselves, make responsible decisions, and not be completely dependent on others in carrying out various activities in life. This value reflects a person's ability to organize their actions, complete tasks, and deal with various situations with confidence and responsibility. In the policy document, the value of independence is represented by three main indicators, namely responsibility, initiative, and adaptation. The first indicator is responsibility, which refers to an individual's ability to consistently carry out their obligations and tasks and be willing to take responsibility for their actions. A sense of responsibility can be reflected in various daily activities, such as completing work well, maintaining commitment to assigned tasks, and trying to solve problems without avoiding responsibilities. Individuals who have a sense of responsibility usually demonstrate perseverance, discipline, and awareness of their roles and obligations in the family, school, and community. The second indicator is initiative, which is the ability of individuals to act proactively without always waiting for directions or orders from others. Initiative is seen when someone has the drive to do something independently, such as finding solutions when facing problems, trying new ways to complete tasks, or taking the first step in an activity. This attitude is also related to</p>
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			<p>curiosity, the courage to try new things, and the willingness to actively develop oneself in various life situations. The third indicator is adaptability, which refers to an individual's ability to adjust to changes in conditions, environments, or situations. Adaptability allows a person to continue to function effectively when facing new challenges, changes in rules, or conditions that differ from previous habits. Adaptable individuals are able to manage their emotions, adjust their strategies, and continue to strive to achieve their goals. Although the value of independence in the policy has three main indicators, the researcher focused on two indicators, namely responsibility and initiative. The selection of these two indicators was based on considerations of their relevance to the characteristics of the students and their suitability for the design of the learning media developed. In addition, these two indicators are considered easier to represent concretely through the behavior of characters in the storyline of the media.</p>
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## Appendix 6 The Result of the Teacher Interview

No	Theoretical Foundation	Interview Topic	Interview Question	Note
1.	Children, as young learners, learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	English Level of the Students	<p>a) How would you describe the English level of the 4th-grade students?</p> <p>b) What challenges do they usually face in learning English?</p>	<p>a) Based on the experience of the teacher teaching fourth grade, it is said that the English proficiency level of students is generally in the basic to lower intermediate category. Most students are already able to recognize simple vocabulary related to everyday life, such as greetings, classroom commands, names of objects around them, colors, numbers, and animals. They can also respond to simple questions and follow basic instructions given in English.</p> <p>b) The main challenges faced by students in learning English include limited vocabulary, low confidence in speaking, difficulty in pronunciation, and understanding of English sentence structure. In addition, the use of English outside the classroom is still very limited because students more often use Indonesian and regional languages in their daily lives, resulting in minimal exposure to English.</p>
2.	Learning materials are the main tools of the teaching and learning process and represent tools and resources that the teacher offers to students (Akkaya & Kapidere, 2021)	Teaching and learning materials and activities	<p>a) What learning materials are usually used in the classroom?</p> <p>b) What kind of activities are usually done in the</p>	<p>a) In the learning process, the media commonly used in the classroom include textbooks, student worksheets, pictures, and PowerPoint presentations displayed via an LCD projector. These media are used to help students understand vocabulary, sentence structure, and the context of English usage in a more concrete way.</p> <p>b) Learning activities that are often carried out in class include listening exercises, vocabulary repetition, reading</p>

			classroom?	short texts, question and answer sessions, language games, small group discussions, and simple dialogue exercises. These activities are designed to practice the four language skills, namely listening, speaking, reading, and writing.
			c) Which learning materials or activities do students enjoy the most?	c) Based on the teacher's observations, students most enjoy interactive and technology-based activities, such as watching animated videos, playing educational games, singing English songs, and group activities that involve movement. These activities increase students' motivation, enthusiasm, and active participation in learning.
3.	The use of technology has become an important part of language learning both inside and outside the classroom, as it helps teachers adapt activities, improve the learning process, and facilitate students' language development (Ahmadi, 2018)	The use of technology in the teaching and learning process	a) Do you have any experience in utilizing technology in English learning in the classroom?  b) What kinds of forms of technology do you apply to support the process of English learning for students in the classroom?  c) What are your expectations	a) The teacher has experience in utilizing technology to support English language learning in the classroom. The teacher said that technology is used to help deliver material in a more interesting way, facilitate student understanding, and create a more enjoyable and interactive learning atmosphere.  b) The types of technology often used in English language learning in the classroom include LCD projectors, laptops, speakers, YouTube learning videos, and PowerPoint presentations. These media are used to display images, videos, animations, songs, and interactive exercises that support the learning process.  c) The teacher stated that in the future, English learning in the classroom should make better use of technology. The teacher

			regarding the implementation of English learning in the classroom by integrating technology?	hoped that technology could help teachers deliver materials in a more interesting and easier-to-understand way for students, so that the students would not get bored easily and would be more motivated during the learning process.
4.	Story is considered one of the most effective learning media, proven to support the English language learning process in children (Bansa & Wenny, 2021).	The use of story in the teaching and learning process	<p>a) Have you ever used stories in teaching and learning processes?</p> <p>b) Do you think the use of stories as additional learning media is needed in teaching and learning English?</p> <p>c) Do you think using stories makes students more interested in learning English?</p>	<p>a) The teacher said that he had never specifically used stories as the main media for teaching English. Teaching still focused more on textbooks, vocabulary exercises, simple dialogues, and the use of short videos. However, I realized that the use of stories had great potential to improve the quality of learning.</p> <p>b) The teacher said that the use of stories as a supplementary media was very necessary, especially for primary school students. Stories are able to present material in a meaningful context, so that students can understand vocabulary and language structure more naturally. In addition, stories can foster imagination, curiosity, and emotional involvement of students in the learning process</p> <p>c) The teacher believes that the use of stories can increase students' interest and motivation in learning English, because stories make learning more fun and less boring. Stories presented in visual and audio formats can also help students understand the meaning without having to rely entirely on translations.</p>

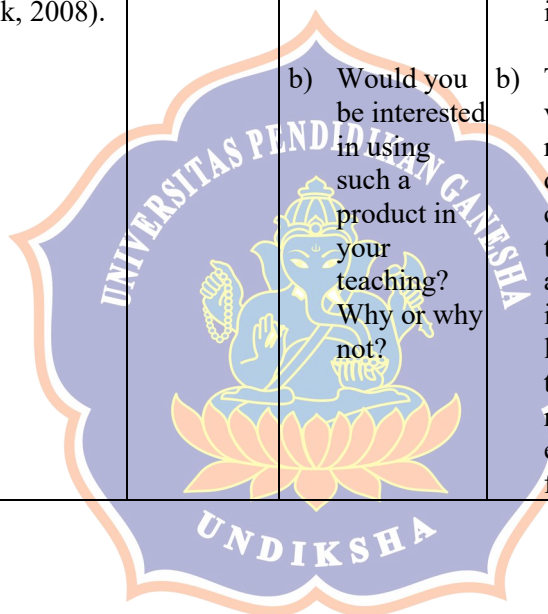
			d) What kind of stories do you think are suitable for students?	d) Stories that are suitable for students are simple, relatable to everyday life, have a clear plot, interesting characters, and contain moral messages or character values. Stories with themes of friendship, family, independence, honesty, and responsibility are very suitable for primary school students.
5.	Digital storytelling clip is the presentation of a story through a combination of text, sound, images, animation, and music designed digitally, which provides significant benefits in English learning (Jenkins and Lonsdale, 2007; Lambert and Hessler, 2018; Amaliah et al., 2022).	The use of storytelling clips in the teaching and learning process	<p>a) Are you familiar with the use of a digital storytelling clip in the teaching and learning process?</p> <p>b) Have you ever used a digital storytelling clip as part of your teaching of English?</p> <p>c) Do you think the use of a digital storytelling clip is needed as additional learning media in the</p>	<p>a) The teacher was already quite familiar with the concept of digital storytelling clips, which was the presentation of stories in digital form that combine various multimedia elements such as text, sound, images, animation, and music. This media was designed to convey messages or learning materials in an interesting, interactive, and easy-to-understand way for students.</p> <p>b) However, so far, the teacher had never specifically used digital storytelling clips in English lessons in the classroom. The lessons that had been conducted so far were still dominated by the use of textbooks, static visual media, and short educational videos. Nevertheless, the teacher saw that digital storytelling clips had great potential to be developed and applied as a more interesting and effective learning media innovation.</p> <p>c) The teacher said that the use of digital storytelling clips was very necessary as an additional media in English learning, especially for primary school students. This media was very suitable for students who like visuals, sounds, and animations. In addition, digital storytelling clips were able to</p>

			English teaching and learning process?	present material in a meaningful story context, so that students can understand vocabulary, language structure, and content more easily. This media could also help improve listening skills, enrich vocabulary, increase concentration, and foster students' interest and motivation in learning English.
6.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). It has been proven to contribute positively to students' development, academic success, and self-esteem (Indrayani et al., 2017).	The Insertion of Character Education in the Teaching and Learning Process	a) Have you ever inserted character education into the English learning and teaching process?  b) Do you think character education is needed and important to be inserted in English teaching and learning processes?	a) Teachers quite often incorporated character education values into the English learning process, both directly and indirectly. Directly, character education was conveyed through explanations, examples of attitudes, and the habit of positive behavior during teaching and learning activities. Indirectly, character values were instilled through learning activities such as group work, discussions, presentations, and the application of class rules that emphasize discipline, responsibility, and cooperation.  b) The teacher believed that character education was very important to be included in English language learning because the goal of education was not only to improve academic abilities but also to shape students' attitudes, morals, and personalities. By integrating character education, English language learning could become a means of instilling positive values that are useful for students' lives, whether in school, family, or community environments.

			c) What character values do you think are important to be inserted in the English teaching and learning process?	c) The teacher believed that the character values that were important to instill in English language learning include independence, responsibility, discipline, honesty, cooperation, self-confidence, and mutual respect. These values were very relevant in shaping students into individuals with strong character, good ethics, the ability to work with others, and the readiness to face various challenges in the future.
7.	Graduate Profile values of independence help students not only to manage their own learning processes but also to cultivate responsibility, discipline, perseverance, and courage in making decisions (Kemendikdismen, 2025).	The insertion of Graduate Profile values of independence in the teaching and learning process	a) Have you ever inserted Graduate profile values of especially the value of independence, in the English teaching and learning process?  b) Do you think the insertion of Graduate profile values, such as the value of independence needed in the English teaching and learning process?	a) So far, the teacher had not specifically and deliberately included the value of independence from the graduate profile as a major part of English language learning. The teacher's teaching was still more focused on achieving language proficiency, such as vocabulary mastery, text comprehension, and speaking and writing exercises. However, in practice, the teacher still tries to foster independence in students indirectly through individual assignments, independent practice, and encouragement for students to try to answer questions before asking for help.  b) The teacher believed that the value of independence was very important to be incorporated more structurally into English language learning because it could help students become active, responsible, and confident learners. Independence also trains students to manage their own learning process, not easily rely on teachers, and have internal motivation to continue learning. Therefore,

				integrating the value of independence into English language learning, especially through appropriate learning media and strategies, was necessary so that students would not only develop academically but also in terms of character.
8.	Bilingualism helps develop three main components of language skills, namely accuracy, clarity, and flexibility (Ross, 2000). And it is considered an important tool that not only enhances students' competence but also influences the way teachers deliver material (Herdiawan, 2017).	The use of a bilingual approach in English language teaching	<p>a) Do you use both Bahasa Indonesia and English when teaching English?</p> <p>b) In your opinion, how does the use of a bilingual approach help students learn English better?</p> <p>c) Do you think there is a need for English learning media that integrates both Bahasa Indonesia and English?</p>	<p>a) The teacher used a bilingual approach, combining Indonesian and English in the learning process. Indonesian was used to explain difficult concepts, give complex instructions, and ensure that students understood the learning objectives. Meanwhile, English was used to convey vocabulary, example sentences, dialogues, simple instructions, and communication practice in the classroom.</p> <p>b) The teacher said that the use of a bilingual approach greatly helps students understand the material better, reduces anxiety and fear, and increases their confidence in using English. With explanations in Indonesian, students do not feel pressured and are more courageous in trying to use English gradually. This approach also helps create a more comfortable, conducive, and enjoyable learning atmosphere.</p> <p>c) The teacher said that bilingual learning media is very necessary, especially for primary school students, so that they can understand the meaning of the material more clearly while gradually becoming accustomed to using English. Bilingual media can also serve as a bridge between Indonesian and English,</p>

				making the transition to learning a language easier, more natural, and more effective.
9.	The teachers are more likely to use digital storytelling when they believe it enhances student engagement and improves learning outcomes (Sadik, 2008).	Teachers' expectations of a digital bilingual storytelling clip	<p>a) What are your expectations if a digital bilingual storytelling clip is developed?</p> <p>b) Would you be interested in using such a product in your teaching? Why or why not?</p>	<p>a) The teacher hoped that the development of bilingual digital storytelling clip could become an innovative, interesting, and effective learning media that was suitable for primary school students. This media was expected to increase interest in learning, understanding of material, vocabulary mastery, listening skills, and instill character values, especially independence.</p> <p>b) The teacher said that he was very interested in using this media in learning because digital bilingual storytelling clip could integrate technology, stories, a bilingual approach, and character values into one comprehensive learning media. He believed this media could provide a more meaningful and enjoyable learning experience for students.</p>



## Appendix 7 The Final Story Script of Storytelling Clip

Graduate Profile Inserted	: Independence
The Indicator Used	: Initiative and responsibility
Title of the Story	: I can do it by myself
Characters	: Sari, Sari's Parents, Putri, and Deni
Unit/Theme	: Unit 11/How Do You Go to School? (Transportation)

### English Version

Sunday is usually a relaxing day for Sari to spend time with her family at home, but this morning feels different. Sari's parents are dressed neatly, as if they are going somewhere.

Sari: *"Mom, Dad, where are you going today?"*

Mom: *"Mom and Dad will visit Uncle Deri in the hospital."*

Sari: *"Oh no, I really want to visit Uncle, but I have a study group this afternoon."*

Mom: *"It is okay, Dear. I will send your regards to Uncle Deri!"*

Dad: *"Stay safe at home while Mom and Dad are away, okay?"*

Sari: *"Yes, Dad! Don't worry. I will take care of the house while you are away!"*

After that, Sari's parents leave the house.

Now, Sari is alone, but she feels happy because her friends are coming over. She wants to serve something special for them. She is good at making cookies just like her mom. She takes the dough out of the fridge and starts making different shapes of cookies.

After that, she puts them into the oven. Just after she turns on the oven, the doorbell rings. Sari quickly opens the door, and Putri is there.

Sari: *"Hi, Putri! I didn't expect you to come early because your house is a bit far from here."*

Putri: *"Well, I ride my new bike."*

Sari: *"Wow... it is a nice bike, congratulations!"*

A few moments later, a blue car stops at the gate, and Deni gets out.

Deni: *"Hi, Sari and Putri!"*

Sari: *"Who drives you here?"*

Deni: *"My parents cannot drive me here, so I came by a taxi!"*

Putri: *"Are your parents at home? It seems quiet today."*

Sari: *"They are out today. Come in! I have prepared something special for us."*

Then they begin working on the school assignment together. Occasionally, they share funny stories so that the study group activity becomes more fun. Meanwhile, the good smell from the oven spread around.

Putri: *"Sari, are you making cookies? It smells so nice!"*

Sari: *"Yes, you must try it! That is the special thing that I made for us."*

When the cookies are ready, Sari takes them out of the oven and prepares three glasses of fresh orange juice. Then, the three friends enjoy the cookies and orange juice.

Deni: *"Wow, these cookies are so good. I like it!"*

Putri: *"The orange juice is sweet and fresh, too. You're amazing!"*

Sari smiles happily to hear the compliment from her good friends.

Just before midday, a green motorcycle stops in front of the gate. Dani's father comes and picks him up. Meanwhile, Putri takes her bike and says goodbye to Sari. The three friends enjoy the day and promise to do it again the following weekend.

After her friends leave, Sari quickly cleans the house. She starts weeping on the floor, cleaning the sofa, washing the plates and glasses. She makes sure everything looks tidy before her parents come home.

When her parents arrive, they are surprised to see how clean the house is. Sari tells them that she cleans it by herself, and she even bakes some cookies and makes some fresh orange juice for her friends.

Mom: *"Wow... you are amazing, dear. I am proud of you!"*

Dad: *"You are not only independent, my dear, but also you are very kind and skillful, just like your mom."*

From that day on, Sari proves that she can be independent and responsible, and promises to do things by herself.

### **Indonesian Version:**

Hari Minggu biasanya menjadi hari yang santai bagi Sari untuk menghabiskan waktu bersama keluarganya di rumah. Namun, pagi ini terasa sedikit berbeda. Orang tua Sari sudah berpakaian rapi, seolah-olah mereka akan pergi ke suatu tempat.

Sari: *"Mama, Papa, hari ini mau pergi ke mana?"*

Mama: *"Mama dan Papa akan menjenguk Paman Deri di rumah sakit."*

Sari: *"Oh tidak! Aku ingin sekali menjenguk Paman, tapi siang ini aku ada kelompok belajar."*

Mama: *"Tidak apa-apa, Sayang. Mama akan menyampaikan salammu kepada Paman Deri"*

Papa: *"Hati-hati di rumah selama Mama dan Papa pergi, ya?"*

Sari: *"Ya, Pa! Jangan khawatir. Aku akan menjaga rumah selama Mama dan Papa pergi!"*

Setelah itu, kedua orang tua Sari pun meninggalkan rumah.

Sekarang Sari sendirian, tetapi ia merasa senang karena teman-temannya akan datang. Ia ingin menyajikan sesuatu yang spesial untuk mereka. Sari pandai membuat kukis seperti ibunya. Ia mengambil adonan dari lemari es dan mulai membentuk kukis dengan berbagai bentuk. Setelah itu, ia memasukkan kukis tersebut ke dalam oven.

Tepat setelah ia menyalakan oven, bel rumah berbunyi. Sari segera membuka pintu, dan ternyata Putri sudah datang.

Sari: *"Hai, Putri! Aku tidak menyangka kamu datang lebih awal karena rumahmu cukup jauh dari sini."*

Putri: *"Aku naik sepeda baruku."*

Sari: *"Wow... sepedanya bagus sekali, selamat ya!"*

Beberapa saat kemudian, sebuah mobil biru berhenti di gerbang, dan Deni turun dari mobil.

Deni: *"Hai Sari! Hi Putri!"*

Sari: *"Siapa yang mengantarmu ke sini?"*

Deni: *"Orang tuaku tidak bisa mengantarkan, jadi aku datang naik taksi!"*

Putri: *"Orang tuamu ada di rumah? Sepertinya sepi hari ini."*

Sari: *"Mereka sedang pergi. Ayo masuk! Aku sudah menyiapkan sesuatu yang spesial untuk kita."*

Kemudian mereka mulai mengerjakan tugas sekolah bersama. Sesekali, mereka saling berbagi cerita lucu sehingga kegiatan belajar kelompok menjadi lebih menyenangkan. Sementara itu, aroma harum dari oven mulai menyebar.

Putri: *“Sari, kamu membuat kukis ya? Aromanya enak sekali!”*

Sari: *“Iya, kamu harus mencobanya! Itu hal spesial yang kubuat untuk kita.”*

Saat kukisnya matang, Sari mengeluarkannya dari oven dan menyiapkan tiga gelas jus jeruk segar. Kemudian, ketiga teman itu menikmati kue dan jus jeruk bersama-sama.

Deni: *“Wow, kukisnya enak sekali! Aku menyukainya!”*

Putri: *“Jus jeruknya juga manis dan segar. Kamu hebat sekali!”*

Sari tersenyum bahagia mendengar pujian dari kedua temannya.

Menjelang siang, sebuah mobil putih berhenti di depan gerbang. Ayah Deni datang menjemputnya. Sementara itu, Putri mengambil sepedanya dan berpamitan pada Sari. Ketiga sahabat itu menikmati hari tersebut dan berjanji untuk melakukannya lagi pada akhir pekan berikutnya.

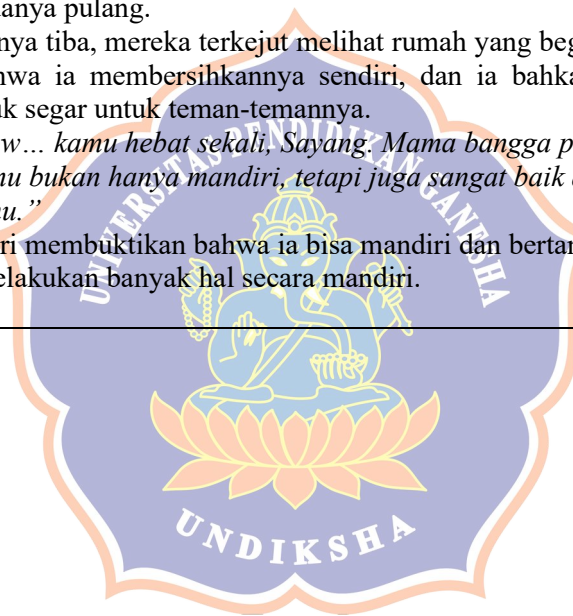
Setelah teman-temannya pulang, Sari segera membersihkan rumah. Ia mulai menyapu lantai, membersihkan sofa, mencuci piring dan gelas. Ia memastikan semuanya terlihat rapi sebelum orang tuanya pulang.

Ketika orang tuanya tiba, mereka terkejut melihat rumah yang begitu bersih. Sari memberi tahu mereka bahwa ia membersihkannya sendiri, dan ia bahkan membuat kukis serta membuat jus jeruk segar untuk teman-temannya.

Mama: *“Wow... kamu hebat sekali, Sayang. Mama bangga padamu!”*

Papa: *“Kamu bukan hanya mandiri, tetapi juga sangat baik dan terampil, sama seperti ibumu.”*

Sejak hari itu, Sari membuktikan bahwa ia bisa mandiri dan bertanggung jawab, dan ia berjanji untuk melakukan banyak hal secara mandiri.



## Appendix 8 The Final Storyboard of the Storytelling Clip

Pictures, Narration, and Dialogue	Description
<b>Scene 1 (1 Minute)</b>	
 <p><b>Narrator:</b> Sunday is usually a relaxing day for Sari to spend with her family at home, but this morning feels different. Sari's parents are dressed neatly, as if they are going somewhere.</p> <p><i>Hari Minggu biasanya menjadi hari yang santai bagi Sari untuk menghabiskan waktu bersama keluarganya di rumah. Namun, pagi ini terasa sedikit berbeda. Orang tua Sari sudah berpakaian rapi, seolah-olah mereka akan pergi ke suatu tempat.</i></p>	<p>The image shows a beautiful, clean, and lush residential area from a bird's-eye view. The rows of houses are neatly arranged with yards filled with green grass and shady trees, creating a calm and comfortable atmosphere. The morning sun gently illuminates the neighborhood, reinforcing the impression of a peaceful morning. Along the residential road, the street is clean with a few vehicles passing by slowly, while several small birds fly in the sky. After that, the camera slowly moves along the road towards one of the houses with a white fence and a green front yard. The camera then gradually zooms in on the house.</p>
 <p><b>Dialogue</b> Sari: "Mom, Dad, where are you going today?" Mom: "Mom and Dad will visit Uncle Deri in the hospital."  <i>Sari: "Mama, Papa, hari ini mau pergi ke mana?" Mama: "Mama dan Papa akan menjenguk Paman Deri di rumah sakit."</i></p>	<p>The picture shows Sari talking to her parents in the living room of their clean, tidy, and comfortable house. Sari stands in front of her mother and father, looking at them with curiosity. Sari's parents are dressed neatly, as if they are about to go somewhere. Seeing this, Sari asks them where they are going that day. In a gentle tone, Mama explains that they are going to visit Uncle Deri, who is in the hospital. This brief conversation shows the warm interaction between Sari and her parents.</p>
	<p>The picture shows the warm interaction between Sari and her mother in the living room. Sari's mother is seen gently holding Sari's shoulder while</p>



**Dialogue:**

Sari: "Oh no, I really want to visit Uncle, but I have a study group this afternoon."

Mom: "It is okay, Dear. I will send your regards to Uncle Deri!"

*Sari: "Oh tidak! Aku ingin sekali menjenguk Paman, tapi siang ini aku ada kelompok belajar."*

*Mama: "Tidak apa-apa, Sayang. Mama akan menyampaikan salammu kepada Paman Deri"*

looking at her attentively. Sari looks a little sad because she actually wants to visit Uncle Deri in the hospital. However, she realizes that she has a study group activity to attend during the day. Sari then expresses her feelings that she really wants to visit Uncle Deri, but cannot go because of her study obligations. Hearing this, Sari's mother reassures her by saying that it's okay if Sari doesn't go, and that she will convey Sari's regards to Uncle Deri.



**Dialogue**

Dad: "Stay safe at home while Mom and Dad are away, okay?"

Sari: "Yes, Dad! Don't worry. I will take care of the house while you are away!"

*Papa: "Hati-hati di rumah selama Mama dan Papa pergi, ya?"*

*Sari: "Ya, Pa! Jangan khawatir. Aku akan menjaga rumah selama Mama dan Papa pergi!"*

In this section, the picture shows Sari's father standing near Sari, gently holding or stroking her head as a sign of affection. Sari's father then reminds Sari to be careful while he and her mother are away from home. Sari listens attentively and shows confidence and responsibility. She then replies that her father need not worry because she will take good care of the house while her parents are away. This scene shows the warm relationship between Sari and her father while emphasizing Sari's independence and sense of responsibility.



**Narrator:**

After that, her parents leave the house.

*Setelah itu, kedua orang tua Sari pun meninggalkan rumah.*

The image shows the moment when Sari's parents are about to leave the house. Before they leave, Sari respectfully kisses her mother and father's hands as a sign of love and respect for her parents. Her parents smile gently at Sari before stepping out of the house. After that, the next scene shows the car used by Sari's parents driving away from the house. The car slowly moves away from the yard toward the residential

	street, signifying that Sari's mother and father have left.
<b>Scene 2 (1 Minute)</b>	
 <p><b>Narrator:</b> Now, Sari is alone, but she feels happy because her friends are coming over.</p> <p><i>Sekarang Sari sendirian, tetapi ia merasa senang karena teman-temannya akan datang.</i></p>	<p>The picture shows Sari sitting on the sofa in her living room. Although she is now home alone after her parents have left, Sari does not look sad. On the contrary, she is smiling and looks happy. The expression on her face shows that she is looking forward to something fun. This is because Sari knows that her friends are coming over to study together. The living room still looks comfortable and tidy.</p>
 <p><b>Narrator:</b> She wants to serve something special for them. She is good at making cookies just like her mom.</p> <p><i>Ia ingin menyajikan sesuatu yang spesial untuk mereka. Sari pandai membuat kukis seperti ibunya.</i></p>	<p>The picture shows Sari still in the living room. Sari is seen raising her hand slightly with a bright expression on her face, as if she has just had an idea. The smile on her face shows that she is thinking of something fun to do before her friends arrive. Sari then thinks of preparing something special for them. She wants to serve her friends some delicious snacks. Sari remembers that she is quite good at baking cookies, as her mother often taught her.</p>
 <p><b>Narrator:</b> She takes the dough out of the fridge and starts making different shapes of cookies.</p> <p><i>Ia mengambil adonan dari lemari es dan mulai membentuk kukis dengan berbagai bentuk.</i></p>	<p>The picture shows the transition from the living room to Sari's kitchen, which looks clean, tidy, and comfortable. Sari is seen taking out the cookie dough that has been stored inside. After that, Sari places the dough on the kitchen table and begins rolling or grinding the dough until it becomes thinner and flatter. Enthusiastically, Sari then uses molds to shape the cookie dough into various interesting shapes.</p>



**Narrator:**

After that, she puts them into the oven. Just after she turns on the oven, the doorbell rings. Sari quickly opens the door, and Putri is there.

*Tepat setelah ia menyalakan oven, bel rumah berbunyi. Sari segera membuka pintu, dan ternyata Putri sudah datang.*

The picture shows Sari in the kitchen after finishing shaping the cookie dough into various forms. She then carefully arranges the cookies on a baking sheet and puts them in the oven to bake. After that, Sari turns on the oven so that the cookies can bake properly. Not long after, the doorbell suddenly rings. The next scene shows her friend, Putri, arriving at Sari's house. Putri is wearing a blue shirt and carrying a yellow bag on her back.



**Dialogue:**

Sari: "Hi, Putri! I didn't expect you to come early because your house is a bit far from here."

Sari: "Hai, Putri! Aku tidak menyangka kamu datang lebih awal karena rumahmu cukup jauh dari sini."

Sari is shown standing in front of the door after opening it. Putri, who has just arrived, is standing in front of her. The two greet each other warmly with smiles and waves. Seeing her friend arrive, Sari looks surprised and happy because Putri has come earlier than she expected. Sari then says that she did not expect Putri to arrive early, especially since Putri's house is quite far from hers.



**Dialogue:**

Putri: "Well, I ride my new bike."

Putri: "Aku naik sepeda baruku."

The picture shows Putri answering Sari's question with an enthusiastic expression. Putri smiles broadly and looks very excited as she explains that she came on her new bicycle. The way Putri speaks and her facial expression show that she feels proud and happy with her new bicycle.




**Dialogue:**

The picture shows Sari's reaction after hearing that Putri came riding her new bike. Sari looks very happy and enthusiastic. Her expression shows admiration when she sees Putri's new bike. With a tone full of joy, Sari compliments and congratulates Putri on her

<p>Sari: <i>"Wow... it is a nice bike, congratulations!"</i></p> <p>Sari: <i>"Wow... sepedanya bagus sekali, selamat ya!"</i></p>	<p>new bike. Meanwhile, Putri looks proudly smiling at her friend's response.</p>
<p><b>Scene 3 (30 Seconds)</b></p>	
<div style="text-align: center;">  </div> <p><b>Narrator:</b> A few moments later, a blue car stops at the gate, and Deni gets off.</p> <p><i>Beberapa saat kemudian, sebuah mobil biru berhenti di gerbang, dan Deni turun dari mobil.</i></p>	<p>The camera shows the scene in front of Sari's house while Sari and Putri are still talking near the door. A few moments later, a blue taxi is seen arriving and slowly stopping in front of the gate. The taxi stops quietly at the edge of the clean residential street. After the car stops, the door opens and Deni gets out of the taxi. Deni is seen wearing a red shirt and carrying a bag on his back. After getting out of the car, Deni then walks towards Sari and Putri.</p>
<div style="text-align: center;">  </div> <p><b>Dialogue:</b> Deni: <i>"Hi, Sari and Putri!"</i> Sari: <i>"Hi Deni, who drives you here?"</i> Deni: <i>"My parents cannot drive me here, so I come by a taxi!"</i></p> <p>Deni: <i>"Hai Sari! Hi Putri!"</i> Sari: <i>"Siapa yang mengantarmu ke sini?"</i> Deni: <i>"Orang tuaku tidak bisa mengantarkan, jadi aku datang naik taksi!"</i></p>	<p>In this part, the picture shows Sari answering Putri's question. She politely explains that her parents are not at home that day. After giving the explanation, Sari invites her two friends to come inside the house and tells them that she has prepared something special for them. She slightly moves her hand to show them the way inside. Putri and Made listen carefully to Sari's explanation. Her expression and actions show that she is excited to welcome her friends.</p>
<div style="text-align: center;">  </div> <p><b>Dialogue:</b> Putri: <i>Are your parents at home? It seems quiet today."</i></p>	<p>In this part, the picture shows Sari answering Putri's question. With a friendly attitude, she explains that her parents are out of the house that day. After giving the explanation, Sari invites her two friends to come inside and tells them that she has prepared something special for them. She slightly moves</p>

<p>Sari: <i>“They are out today. Come in! I have prepared something special for us.”</i></p> <p>Putri: <i>“Orang tuamu ada di rumah? Sepertinya sepi hari ini.”</i></p> <p>Sari: <i>“Mereka sedang pergi. Ayo masuk! Aku sudah menyiapkan sesuatu yang spesial untuk kita.”</i></p>	<p>her hand to guide them into the house. Putri and Deni pay attention to Sari’s invitation and appear interested in what she has prepared. Sari’s expression shows that she is happy and enthusiastic to welcome her friends.</p>
<p><b>Scene 4 (25 Seconds)</b></p>	
<div data-bbox="427 600 896 833" data-label="Image"> </div> <p><b>Narrator:</b> Then they begin working on the school assignment together. Occasionally, they share funny stories so that the study group activity becomes more fun.</p> <p><i>Kemudian mereka mulai mengerjakan tugas sekolah bersama. Sesekali, mereka saling berbagi cerita lucu sehingga kegiatan belajar kelompok menjadi lebih menyenangkan.</i></p>	<p>In this section, the picture shows the three children inside the house, starting to work on their school assignments together. They are seen sitting at the table, opening their books and writing instruments. Each child seems to have their own task in the group work. Sari appears to be focused on reading or writing something in her book, while Putri and Deni also seem busy with their respective tasks. All three of them appear to be working seriously but still in a comfortable atmosphere.</p>
<div data-bbox="418 1205 906 1460" data-label="Image"> </div> <p><b>Narrator:</b> Meanwhile, the good smell from the oven spread around.</p> <p><i>Sementara itu, aroma harum dari oven mulai menyebar.</i></p>	<p>The picture shows the atmosphere when the delicious aroma of cookies baking begins to spread from the kitchen throughout the room. Deni and Putri, who are sitting doing their homework, seem to smell the aroma. Their expressions look curious and happy when they realize there is something delicious around them. The image also shows steam or the aroma of cookies coming from the kitchen.</p>
<div data-bbox="418 1711 906 1944" data-label="Image"> </div> <p><b>Dialogue:</b></p>	<p>In this section, the picture shows Putri beginning to notice a delicious aroma filling the room. With a curious expression, she turns to Sari and asks whether she is baking cookies because the smell is very pleasant and appetizing. Sari then answers</p>

<p>Putri: “Are you making cookies, Sari?” Sari: “Yes, you must try it! That is the special thing that I made for us.”</p> <p>Putri: “Sari, kamu membuat kukis ya? Aromanya enak sekali!” Sari: “Iya, kamu harus mencobanya! Itu hal spesial yang kubuat untuk kita.”</p>	<p>Putri’s question with a friendly and enthusiastic expression. She explains that she did indeed make the cookies herself and tells Putri and Deni that the cookies are something special she prepared for them. As Sari speaks, Putri and Deni listen attentively to her explanation.</p>
<p><b>Scene 5 (35 Seconds)</b></p>	
<div style="text-align: center;">  </div> <p><b>Narrator:</b> When the cookies are ready, Sari takes them out of the oven and prepares three glasses of fresh orange juice</p> <p><i>Saat kukisnya matang, Sari mengeluarkannya dari oven dan menyiapkan tiga gelas jus jeruk segar. Kemudian, ketiga teman itu menikmati kue dan jus jeruk bersama-sama.</i></p>	<p>The story shifts to the kitchen when the cookies that were previously baked are finally ready. The picture shows Sari carefully opening the oven to take out the cookies. She is seen wearing yellow gloves to protect her hands from the heat when removing the baking tray from the oven. After that, Sari places the cookies on the kitchen table and begins to arrange them neatly. Next, Sari also prepares three glasses of fresh orange juice as a drink for them. She then arranges the cookies and orange juice on a tray so they are easy to carry.</p>
<div style="text-align: center;">  </div> <p><b>Narrator:</b> The three friends enjoy the cookies and orange juice.</p> <p><i>Kemudian, ketiga teman itu menikmati kue dan jus jeruk bersama-sama.</i></p>	<p>In this section, the story returns to Sari's living room. The picture shows Sari, Putri, and Deni sitting together while enjoying cookies and orange juice that had been prepared earlier. The cookies and glasses of orange juice are seen on the table in front of them. The three of them seem to be enjoying the treats with happy and relaxed expressions. The atmosphere is warm and pleasant, showing their togetherness after completing their group study activities.</p>
	<p>In this section, the picture shows Deni and Putri enjoying cookies and orange juice prepared by Sari. Both</p>



**Dialogue:**

Deni: *“Wow, these cookies are so good, Sari!”*

Putri: *“The orange juice is sweet and fresh, too. You’re amazing!”*

Deni: *“Wow, kukisnya enak sekali! Aku menyukainya!”*

Putri: *“Jus jeruknya juga manis dan segar. Kamu hebat sekali!”*

of them look very happy when tasting the dishes. Their facial expressions show that they really like the cookies made by Sari. Deni seems to praise the taste of the cookies, which he thinks are very delicious, while Putri also says that the orange juice tastes sweet and fresh. They then praise Sari for preparing such a delicious meal for them.



**Narrator:**

Sari smiles happily to hear the compliment from her good friends.

*Sari tersenyum bahagia mendengar pujian dari kedua temannya.*

The picture shows Sari smiling happily after hearing praise from her two friends. Sari's expression looks bright and joyful, showing that she is happy because Putri and Deni enjoyed the cookies and orange juice she prepared. Meanwhile, her two friends also seem to be enjoying the food in front of them. This scene depicts the feelings of satisfaction and happiness that Sari feels because her efforts to prepare something special for her friends have been well appreciated.

**Scene 6 (25 Seconds)**



**Narrator:**

Just before midday, a black motorcycle stops in front of the gate.

*Menjelang siang, sebuah mobil putih berhenti di depan gerbang.*

In this section, the story shifts to the scene in front of Sari's house around noon. The picture shows a black motorcycle arriving and stopping in front of the gate. The motorcycle is driven by Deni's father, who has come to pick him up. Deni's father is seen wearing neat clothes and a helmet while riding the motorcycle. He then slowly stops his motorcycle near the gate of Sari's house.

In this section, the picture shows Deni gets on the back of the motorcycle and sits



**Narrator:**  
 Dani's dad comes and picks him up.  
*Ayah Deni datang menjemputnya.*

neatly behind his father. He is also seen wearing a helmet as a safety measure while riding. Deni waves his hand and smiles at Sari.



**Narrator:**  
 Meanwhile, Putri takes her bike and says goodbye to Sari.  
*Sementara itu, Putri mengambil sepedanya dan berpamitan pada Sari*

In this section, the picture shows that Putri is preparing to go home after her study group has finished. Putri is seen riding her pink bicycle in front of Sari's house. She is wearing a helmet neatly as a sign of safety while riding. Putri then begins to pedal her bike slowly while waving her hand and smiling as a sign of farewell. Putri's facial expression looks cheerful.



**Narrator:**  
 The three friends enjoy the day and promise to do it again the following weekend.  
*Ketiga sahabat itu menikmati hari tersebut dan berjanji untuk melakukannya lagi pada akhir pekan berikutnya.*

In this section, the picture shows Sari standing in front of her house door. Sari looks cheerful and smiles as she waves goodbye to her friends who are going home. She appears friendly and warm, showing that she is happy to have spent time with her friends. This scene depicts a simple yet intimate moment of farewell after they finished studying and gathering together at Sari's house.

**Scene 7 (20 Seconds)**



**Narrator:**

In this section, the picture shows Sari inside her house, cleaning after her study group with friends has finished. She is seen sweeping the floor and wiping the sofa carefully. Sari looks focused yet cheerful, smiling as she works. Her expression shows that she feels happy and proud for

<p>After her friends leave, Sari quickly cleans the house. She starts weeping on the floor, cleaning the sofa</p> <p><i>Setelah teman-temannya pulang, Sari segera membersihkan rumah. Ia mulai menyapu lantai, membersihkan sofa,</i></p>	<p>tidying up the house before her parents come home. This scene depicts a simple but heartwarming moment of responsibility and care after spending time with friends.</p>
 <p><b>Narrator:</b> washing the plates and glasses. She makes sure everything looks tidy before her parents come home</p> <p><i>Mencuci piring dan gelas. Ia memastikan semuanya terlihat rapi sebelum orang tuanya pulang.</i></p>	<p>Next, the scene shifts to the kitchen. Sari is seen washing the plates and glasses used when they enjoyed cookies and orange juice. She appears focused and serious as she cleans the tableware, making sure everything is thoroughly clean. In addition, Sari also looks excited, her expression showing her satisfaction at having successfully kept the house tidy. She makes sure all the utensils are neatly arranged in their places and the kitchen looks clean.</p>
<p><b>Scene 8 (40 Seconds)</b></p>	
 <p><b>Narrator:</b> When her parents arrive, they are surprised to see how clean the house is.</p> <p><i>Ketika orang tuanya tiba, mereka terkejut melihat rumah yang begitu bersih</i></p>	<p>The picture shows a red car, driven by Sari's parents, slowly approaching the front gate of the house. The car comes to a stop. As they look around the glance inside the house, their faces show clear surprise and delight. The interior of the house looks spotless the floors are clean, and the furniture is neatly arranged. Their expressions reveal how impressed they are by Sari's effort in keeping the house tidy.</p>
 <p><b>Narrator:</b> Sari tells them that she cleans it by herself, and she even baked some cookies and made some fresh orange juice for her friends.</p>	<p>In this section, the picture shows Sari sitting on the sofa with her parents. Sari is sharing with them how she cleaned the house by herself. She also tells them that she baked cookies and made fresh orange juice for her friends. Her parents listen attentively, smiling as they hear about all the things Sari accomplished while they were away. The</p>

<p><i>Sari memberi tahu mereka bahwa ia membersihkannya sendiri, dan ia bahkan membuat kukis serta membuat jus jeruk segar untuk teman-temannya.</i></p>	<p>scene highlights a warm family moment, showing Sari's independence and care, as well as her parents' pride in her.</p>
<div data-bbox="427 427 898 656" data-label="Image"> </div> <p><b>Dialogue:</b>  Mom: <i>"You are amazing, dear."</i>  Dad: <i>"You are not only independent, but also very kind and skillful, just like your mom."</i></p> <p><i>Mama: "Wow... kamu hebat sekali, Sayang. Mama bangga padamu!"</i>  <i>Papa: "Kamu bukan hanya mandiri, tetapi juga sangat baik dan terampil, sama seperti ibumu."</i></p>	<p>In this section, the picture shows Sari sitting on the sofa with her parents. Her father gently rests his hand on her head while both parents smile proudly at her. They are praising Sari for her efforts, telling her how amazing, independent, and kind she is. Sari also smiles happily, feeling proud and loved. This scene captures a warm and affectionate family moment, highlighting Sari's achievements and the parents' pride.</p>
<div data-bbox="331 1010 826 1279" data-label="Image"> </div> <p><b>Narrator:</b>  From that day on, Sari proves that she can be independent and promises herself to do things by herself.</p> <p><i>Sejak hari itu, Sari membuktikan bahwa ia bisa mandiri dan bertanggung jawab, dan ia berjanji untuk melakukan banyak hal sendiri.</i></p>	<p>In this section, the picture shows Sari being hugged warmly by her parents. Both of them are smiling, showing their love and pride for her. Sari also smiles happily, feeling safe and cherished in their embrace. The scene then shifts to the outside of Sari's house, where a colorful pedicab is carrying passengers along the street. People are going about their daily activities, such as walking, creating a lively and peaceful neighborhood atmosphere. This closing scene gives a sense of warmth, community, and the everyday life surrounding Sari's home.</p>

## Appendix 9 The Worksheet of Relevant Tasks

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
No : \_\_\_\_\_

**Task 1. Look and Write**

Look carefully at each picture. Identify the vehicle shown and write the correct vehicle name from the word box provided!



1  
It is a \_\_\_\_\_



2  
It is a \_\_\_\_\_



3  
It is a \_\_\_\_\_



4  
It is a \_\_\_\_\_



5  
It is a \_\_\_\_\_



6  
It is a \_\_\_\_\_



7  
It is a \_\_\_\_\_



8  
It is a \_\_\_\_\_

List of Transportations

- Car
- Bus
- Pedicab
- Bicycle
- Taxi
- Airplane
- Truck
- Motorcycle

Score:   

*Good Luck!*

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
No : \_\_\_\_\_

**Task 2. Look and Match**

Look carefully at the pictures. Then read each description and match it with the correct picture by drawing a line!



1

Sari's parents go to the hospital by a car.



2

Deni goes to Sari's house by a taxi.



3

Putri goes to Sari's house by a bicycle.



4

Deni's father picks him up by a motorcycle.



5

Sari's neighbor goes to the market by a pedicab.

Score:   

*Good Luck!*

Name : \_\_\_\_\_ & \_\_\_\_\_  
Class : \_\_\_\_\_ & \_\_\_\_\_  
No : \_\_\_\_\_ & \_\_\_\_\_

**Task 3. Think and Choose**

Work with your partner! Look at the pictures below and tick (✓) the actions that show independence.



1  
Sari sweeps the floor.



2  
Sari sits on the sofa.



3  
Sari washes the glasses.



4  
Sari washes the plate.



5  
Putri rides a bicycle.



6  
Sari cleans the sofa.



7  
Sari greases her hand.



8  
Sari washes the plate.



9  
Sari washes the plate.



10  
Sari washes the plate.



11  
Sari washes the plate.



12  
Sari washes the plate.

Score:   

*Good Luck!*

Name : \_\_\_\_\_ & \_\_\_\_\_  
Class : \_\_\_\_\_ & \_\_\_\_\_  
No : \_\_\_\_\_ & \_\_\_\_\_

**Task 4. Think and Arrange**

Work with your partner! Look at the pictures below and arrange the actions in the correct order according to the story and then write your answers in the table provided!



1  
Sari serves cookies and orange juice for her friends.



2  
Sari washes plates and glasses by herself.



3  
Sari makes different shapes of cookies.



4  
Sari takes the cookies out of the oven.



5  
Sari takes the dough out of the fridge.



6  
Sari sweeps the floor and cleans the sofa.



7  
Sari bakes the cookies.

No	Sentence

Score:   

*Good Luck!*

### Appendix 10 Instrument Validation of Document Study Blueprint (Expert 1)

No	Documents Under Study	Components Studied	Guide Question	Relevant	Irrelevant
1.	English Language Teaching Syllabus	a) General Competencies	What are the general competencies stated in the English language teaching syllabus?	✓	
		b) Lesson topics	What lesson topics are targeted for Grade 4 students in the English language teaching syllabus?	✓	
2.	Student English Book/Material	a) Material Coverage	What themes or materials are covered in the student's English book?	✓	
		b) Language level	How is the language level used in the students' English book?	✓	
		c) Communication elements	What are the communication elements emphasized in the students' English book?	✓	
3.	Student Worksheet	a) Types of Tasks	What types of tasks are commonly used in	✓	

		b) Language level	teaching English?  How is the language level of the tasks in the students' worksheet?	✓	
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Singaraja, 13 Mei 2025

Expert Judge 1

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



**Appendix 11 Instrument Validation of Interview Guide (Expert 1)**

No	Theoretical Foundation	Interview Topic	Interview Question	Relevant	Irrelevant
1.	Children, as young learners, learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	English Level of the Students	How would you describe the English level of the 4th-grade students?  What challenges do they usually face in learning English?	✓  ✓	
2.	Learning materials are the main tools of the teaching and learning process and represent tools and resources that the teacher offers to students (Akkaya & Kapidere, 2021)	Teaching and learning materials and activities	What learning materials are usually used in the classroom?  What kind of activities are usually done in the classroom?  Which learning materials or activities do students enjoy the most?	✓  ✓  ✓	
3.	The use of technology has become an important part of language learning both inside and outside the classroom, as it helps teachers adapt activities, improve the learning process, and	The use of technology in the teaching and learning process	Do you have any experience in utilizing technology in English learning in the classroom?  What kinds of forms of technology do you apply to support the process of English learning for	✓  ✓	

	facilitate students' language development (Ahmadi, 2018)		students in the classroom?  What are your expectations regarding the implementation of English learning in the classroom by integrating technology?	✓	
4.	Story is considered one of the most effective learning media, proven to support the English language learning process in children (Bansa & Wenny J, 2021).	The use of story in the teaching and learning process	Have you ever used stories in teaching and learning processes?  Do you think the use of stories as additional learning media is needed in teaching and learning English?  Do you think using stories makes students more interested in learning English?  What kind of stories do you think are suitable for students?	✓  ✓  ✓  ✓	
5.	Digital storytelling clip is the presentation of a story through a combination of text, sound,	The use of storytelling clips in the teaching and learning process	Are you familiar with the use of a digital storytelling clip in the teaching and learning process?	✓	

	<p>images, animation, and music designed digitally, which provides significant benefits in English learning (Jenkins and Lonsdale, 2007; Lambert and Hessler, 2018; Amaliah et al., 2022).</p>		<p>Have you ever used a digital storytelling clip as part of your teaching of English?</p> <p>Do you think the use of a digital storytelling clip is needed as additional learning media in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p>	
6.	<p>Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). It has been proven to contribute positively to students' development, academic success, and self-esteem (Indrayani et al., 2017).</p>	<p>The Insertion of Character Education in the Teaching and Learning Process</p>	<p>Have you ever inserted character education into the English learning and teaching process?</p> <p>Do you think character education is needed and important to be inserted in English teaching and learning processes?</p> <p>What character values do you think are important to be inserted in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

7.	Graduate Profile values of independence help students not only to manage their own learning processes but also to cultivate responsibility, discipline, perseverance, and courage in making decisions (Kemendikdismen, 2025).	The insertion of Graduate Profile values of independence in the teaching and learning process	<p>Have you ever inserted Graduate profile values of especially the value of independence, in the English teaching and learning process?</p> <p>Do you think the insertion of Graduate profile values, such as the value of independence needed in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p>	
8.	Bilingualism helps develop three main components of language skills, namely accuracy, clarity, and flexibility (Ross, 2000). And it is considered an important tool that not only enhances students' competence but also influences the way teachers deliver material (Herdiawan, 2017).	The use of a bilingual approach in English language teaching	<p>Do you use both Bahasa Indonesia and English when teaching English?</p> <p>In your opinion, how does the use of a bilingual approach help students learn English better?</p> <p>Do you think there is a need for English learning media that integrates both Bahasa Indonesia and English?</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

9.	The teachers are more likely to use digital storytelling when they believe it enhances student engagement and improves learning outcomes (Sadik, 2008).	Teachers' expectations of a digital bilingual storytelling clip	<p>What are your expectations if a digital bilingual storytelling clip is developed?</p> <p>Would you be interested in using such a product in your teaching? Why or why not?</p>	<p>✓</p> <p>✓</p>	
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Singaraja, 13 Mei 2025

Expert Judge 1



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

**Appendix 12 Instrument Validation of Document Study Blueprint (Expert 1)**

No	Documents Under Study	Components Studied	Guide Question	Relevant	Irrelevant
1.	English Language Teaching Syllabus	c) General Competencies	What are the general competencies stated in the English language teaching syllabus?	✓	
		d) Lesson topics	What lesson topics are targeted for Grade 4 students in the English language teaching syllabus?	✓	
2.	Student English Book/Material	d) Material Coverage	What themes or materials are covered in the student's English book?	✓	
		e) Language level	How is the language level used in the students' English book?	✓	
		f) Communication elements	What are the communication elements emphasized in the students' English book?	✓	
3.	Student Worksheet	c) Types of Tasks	What types of tasks are commonly used in	✓	

			teaching English?		
		d) Language level	How is the language level of the tasks in the students' worksheet?	✓	

Singaraja, 14 Mei 2025

Expert Judge 1

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



**Appendix 13 Instrument Validation of Expert Judgment Evaluation Sheet (Expert 1)**

No	The Theoretical Foundation	Criteria	Relevant	Irrelevant
1.	According to Richards et al. (2001), materials used in language teaching should be consistent with curriculum goals and designed to promote communicative competence, covering listening, speaking, reading, and writing skills in meaningful contexts (in Hon Kai Lai, 2021)	The bilingual digital storytelling clip aligns with the general competencies to be achieved.	✓	
2.	Children have a high curiosity and enjoy learning new things, especially if the learning is accompanied by interesting illustrations and, even more so, if the learning is related to direct experience (Harmer, 2001; Cameron, 2001; Brown, 2001; Shin, 2006).	The bilingual digital storytelling clip aligns with the characteristics of teaching English to young learners	✓	
3.	Children learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	The language used in the bilingual digital storytelling clip is relevant to the students' English level.	✓	

4.	Effective language materials must be designed based on syllabus requirements to provide focused, structured input that aligns with learners' needs and educational standards (Nation and Macalister, 2010),	The bilingual digital storytelling clip aligns with the topic of the English language teaching syllabus.	✓	
5.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). In the Indonesian context, inserting Graduate Profile values of independence supports national character education goals (Kemendikdismen, 2025).	The story's theme is relevant to the Graduate Profile values of independence, especially responsibility and initiative indicators	✓	
6.	In the EYL classroom, a digital storytelling clip can be a means of entertainment and having fun since they explore lots of amusement and interest (Al. Harrasi, 2012, p. 52).	The bilingual storytelling clip is engaging and relevant to the interests of young learners	✓	
7.	Post-task or follow-up activities that are meaning-	The activities to follow up on the bilingual digital	✓	

	focused and communicative provide opportunities for learners to use the language in context, reinforcing comprehension and language acquisition (Ellis, 2003).	storytelling clip is relevant		
8.	The theme of such literature deals with the problem of personal growth and development (Zahra, 2016, p.15)	The bilingual digital storytelling clip is relevant to the title and character insertion.	✓	
9.	Audio quality is critical in digital storytelling, as it directly affects the listener's experience. High-quality audio is crisp, clear, and captivating sound (Lee, 2025)	The audio quality of the bilingual digital storytelling clip	✓	
10.	According to the Theory of Multimedia Learning (Mayer, 2005), learners understand better when words and pictures are presented together clearly and coherently, and good video quality ensures that visual cues, expressions, actions, and settings effectively support language learning.	The video quality of the bilingual digital storytelling clip	✓	

11.	The term digital storytelling clip has various meanings, but all of them focus on combining traditional forms of narration with multimedia expressions such as paintings, audio, and video (Amaliah et al.,2022).	The overall quality of the bilingual digital storytelling clip	✓	
<b>Total Score</b>				

Singaraja, 14 Mei 2025  
Expert Judge 2



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



**Appendix 14 Instrument Validation of Interview Guide (Expert 2)**

No	Theoretical Foundation	Interview Topic	Interview Question	Relevant	Irrelevant
1.	Children, as young learners, learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	English Level of the Students	How would you describe the English level of the 4th-grade students?  What challenges do they usually face in learning English?	✓  ✓	
2.	Learning materials are the main tools of the teaching and learning process and represent tools and resources that the teacher offers to students (Akkaya & Kapidere, 2021)	Teaching and learning materials and activities	What learning materials are usually used in the classroom?  What kind of activities are usually done in the classroom?  Which learning materials or activities do students enjoy the most?	✓  ✓  ✓	
3.	The use of technology has become an important part of language learning both inside and outside the classroom, as it helps teachers adapt activities, improve the learning process, and	The use of technology in the teaching and learning process	Do you have any experience in utilizing technology in English learning in the classroom?  What kinds of forms of technology do you apply to support the process of English learning for	✓  ✓	

	facilitate students' language development (Ahmadi, 2018)		students in the classroom?  What are your expectations regarding the implementation of English learning in the classroom by integrating technology?	✓	
4.	Story is considered one of the most effective learning media, proven to support the English language learning process in children (Bansa & Wenny J, 2021).	The use of story in the teaching and learning process	Have you ever used stories in teaching and learning processes?  Do you think the use of stories as additional learning media is needed in teaching and learning English?  Do you think using stories makes students more interested in learning English?  What kind of stories do you think are suitable for students?	✓  ✓  ✓  ✓	
5.	Digital storytelling clip is the presentation of a story through a combination of text, sound,	The use of storytelling clips in the teaching and learning process	Are you familiar with the use of a digital storytelling clip in the teaching and learning process?	✓	

	<p>images, animation, and music designed digitally, which provides significant benefits in English learning (Jenkins and Lonsdale, 2007; Lambert and Hessler, 2018; Amaliah et al., 2022).</p>		<p>Have you ever used a digital storytelling clip as part of your teaching of English?</p> <p>Do you think the use of a digital storytelling clip is needed as additional learning media in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p>	
6.	<p>Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). It has been proven to contribute positively to students' development, academic success, and self-esteem (Indrayani et al., 2017).</p>	<p>The Insertion of Character Education in the Teaching and Learning Process</p>	<p>Have you ever inserted character education into the English learning and teaching process?</p> <p>Do you think character education is needed and important to be inserted in English teaching and learning processes?</p> <p>What character values do you think are important to be inserted in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

7.	<p>Graduate Profile values of independence help students not only to manage their own learning processes but also to cultivate responsibility, discipline, perseverance, and courage in making decisions (Kemendikdismen, 2025).</p>	<p>The insertion of Graduate Profile values of independence in the teaching and learning process</p>	<p>Have you ever inserted Graduate profile values of especially the value of independence, in the English teaching and learning process?</p> <p>Do you think the insertion of Graduate profile values, such as the value of independence needed in the English teaching and learning process?</p>	<p>✓</p> <p>✓</p>	
8.	<p>Bilingualism helps develop three main components of language skills, namely accuracy, clarity, and flexibility (Ross, 2000). And it is considered an important tool that not only enhances students' competence but also influences the way teachers deliver material (Herdiawan, 2017).</p>	<p>The use of a bilingual approach in English language teaching</p>	<p>Do you use both Bahasa Indonesia and English when teaching English?</p> <p>In your opinion, how does the use of a bilingual approach help students learn English better?</p> <p>Do you think there is a need for English learning media that integrates both Bahasa Indonesia and English?</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

9.	The teachers are more likely to use digital storytelling when they believe it enhances student engagement and improves learning outcomes (Sadik, 2008).	Teachers' expectations of a digital bilingual storytelling clip	<p>What are your expectations if a digital bilingual storytelling clip is developed?</p> <p>Would you be interested in using such a product in your teaching? Why or why not?</p>	<p>✓</p> <p>✓</p>	
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Singaraja, 13 Mei 2025

Expert Judge 2



(Luh Indrayani, S. Pd., M. Pd)

**Appendix 15 Instrument Validation of Expert Judgment Evaluation Sheet (Expert 2)**

No	The Theoretical Foundation	Criteria	Relevant	Irrelevant
1.	According to Richards et al. (2001), materials used in language teaching should be consistent with curriculum goals and designed to promote communicative competence, covering listening, speaking, reading, and writing skills in meaningful contexts (in Hon Kai Lai, 2021)	The bilingual digital storytelling clip aligns with the general competencies to be achieved.	✓	
2.	Children have a high curiosity and enjoy learning new things, especially if the learning is accompanied by interesting illustrations and, even more so, if the learning is related to direct experience (Harmer, 2001; Cameron, 2001; Brown, 2001; Shin, 2006).	The bilingual digital storytelling clip aligns with the characteristics of teaching English to young learners	✓	
3.	Children learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	The language used in the bilingual digital storytelling clip is relevant to the students' English level.	✓	

4.	Effective language materials must be designed based on syllabus requirements to provide focused, structured input that aligns with learners' needs and educational standards (Nation and Macalister, 2010),	The bilingual digital storytelling clip aligns with the topic of the English language teaching syllabus.	✓	
5.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). In the Indonesian context, inserting Graduate Profile values of independence supports national character education goals (Kemendikdismen, 2025).	The story's theme is relevant to the Graduate Profile values of independence, especially responsibility and initiative indicators.	✓	
6.	In the EYL classroom, a digital storytelling clip can be a means of entertainment and having fun since they explore lots of amusement and interest (Al. Harrasi, 2012, p. 52).	The bilingual storytelling clip is engaging and relevant to the interests of young learners	✓	
7.	Post-task or follow-up activities that are meaning-	The activities to follow up on the bilingual digital	✓	

	<p>focused and communicative provide opportunities for learners to use the language in context, reinforcing comprehension and language acquisition (Ellis, 2003).</p>	<p>storytelling clip is relevant</p>		
8.	<p>The theme of such literature deals with the problem of personal growth and development (Zahra, 2016, p.15)</p>	<p>The bilingual digital storytelling clip is relevant to the title and character insertion.</p>	✓	
9.	<p>Audio quality is critical in digital storytelling, as it directly affects the listener's experience. High-quality audio is crisp, clear, and captivating sound (Lee, 2025)</p>	<p>The audio quality of the bilingual digital storytelling clip</p>	✓	
10.	<p>According to the Theory of Multimedia Learning (Mayer, 2005), learners understand better when words and pictures are presented together clearly and coherently, and good video quality ensures that visual cues, expressions, actions, and settings effectively support language learning.</p>	<p>The video quality of the bilingual digital storytelling clip</p>	✓	
11.	<p>The term digital storytelling clip has various meanings,</p>	<p>The overall quality of the</p>	✓	

	<p>but all of them focus on combining traditional forms of narration with multimedia expressions such as paintings, audio, and video (Amaliah et al.,2022).</p>	<p>bilingual digital storytelling clip</p>		
<b>Total Score</b>				

Singaraja, 14 Mei 2025

Expert Judge 2




(Luh Indrayani, S. Pd., M. Pd)

**Appendix 16 The Result of Expert Judgment Evaluation Sheet by Expert 1**

No	The Theoretical Foundation	Criteria	Scale					Comment and Suggestion
			1	2	3	4	5	
1.	According to Richards et al. (2001), materials used in language teaching should be consistent with curriculum goals and designed to promote communicative competence, covering listening, speaking, reading, and writing skills in meaningful contexts (in Hon Kai Lai, 2021)	The bilingual digital storytelling clip aligns with the general competencies to be achieved.					√	
2.	Children have a high curiosity and enjoy learning new things, especially if the learning is accompanied by interesting illustrations and, even more so, if the learning is related to direct experience (Harmer, 2001; Cameron, 2001; Brown, 2001; Shin, 2006).	The bilingual digital storytelling clip aligns with the characteristics of teaching English to young learners					√	
3.	Children learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	The language used in the bilingual digital storytelling clip is relevant to the students' English level.					√	
4.	Effective language materials must be designed based on syllabus requirements to provide focused, structured input that aligns with learners' needs and educational	The bilingual digital storytelling clip aligns with the topic of the English language teaching syllabus.					√	

	standards (Nation and Macalister, 2010),							
5.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). In the Indonesian context, inserting Graduate Profile values of independence supports national character education goals (Kemendikbud, 2025).	The story's theme is relevant to the Graduate Profile values of independence, especially responsibility and initiative indicators					√	
6.	In the EYL classroom, a digital storytelling clip can be a means of entertainment and having fun since they explore lots of amusement and interest (Al. Harrasi, 2012, p. 52).	The bilingual storytelling clip is engaging and relevant to the interests of young learners					√	
7.	Post-task or follow-up activities that are meaning-focused and communicative provide opportunities for learners to use the language in context, reinforcing comprehension and language acquisition (Ellis, 2003).	The activities to follow up on the bilingual digital storytelling clip is relevant					√	
8.	The theme of such literature deals with the problem of personal growth and development (Zahra, 2016, p.15)	The bilingual digital storytelling clip is relevant to the title and character insertion.					√	
9.	Audio quality is critical in digital storytelling, as it directly affects the listener's experience.	The audio quality of the bilingual digital					√	

	High-quality audio is crisp, clear, and captivating sound (Lee, 2025)	storytelling clip						
10.	According to the Theory of Multimedia Learning (Mayer, 2005), learners understand better when words and pictures are presented together clearly and coherently, and good video quality ensures that visual cues, expressions, actions, and settings effectively support language learning.	The video quality of the bilingual digital storytelling clip					√	
11.	The term digital storytelling clip has various meanings, but all of them focus on combining traditional forms of narration with multimedia expressions such as paintings, audio, and video (Amaliah et al.,2022).	The overall quality of the bilingual digital storytelling clip					√	
<b>Total Score</b>								<b>55</b>



Singaraja, 17 March, 2026

Expert Judge 1

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

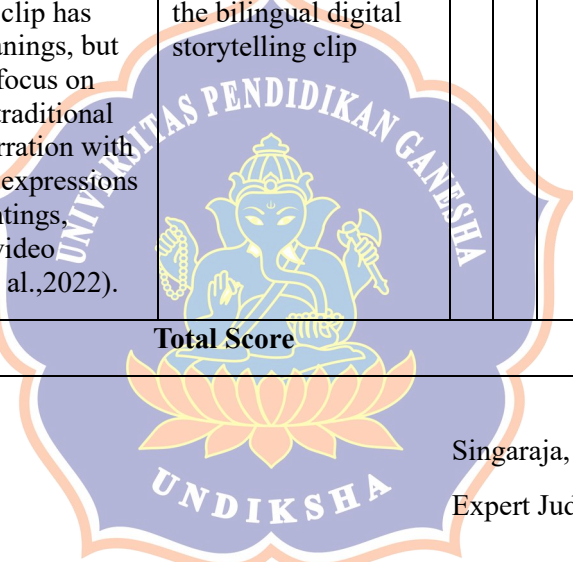
NIP. 196407141988102001

**Appendix 17 The Result of Expert Judgment Evaluation Sheet by Expert 2**

No	The Theoretical Foundation	Criteria	Scale					Comment and Suggestion
			1	2	3	4	5	
1.	According to Richards et al. (2001), materials used in language teaching should be consistent with curriculum goals and designed to promote communicative competence, covering listening, speaking, reading, and writing skills in meaningful contexts (in Hon Kai Lai, 2021)	The bilingual digital storytelling clip aligns with the general competencies to be achieved.					v	
2.	Children have a high curiosity and enjoy learning new things, especially if the learning is accompanied by interesting illustrations and, even more so, if the learning is related to direct experience (Harmer, 2001; Cameron, 2001; Brown, 2001; Shin, 2006).	The bilingual digital storytelling clip aligns with the characteristics of teaching English to young learners					v	
3.	Children learn languages differently from adults, relying more on contextual and experiential learning (Cameron, 2001).	The language used in the bilingual digital storytelling clip is relevant to the students' English level.					v	
4.	Effective language materials must be designed based on syllabus requirements to provide focused, structured input that aligns with learners' needs and educational standards (Nation and Macalister, 2010),	The bilingual digital storytelling clip aligns with the topic of the English language teaching syllabus.					v	

5.	Character education should be intentionally integrated into all subjects, including language learning, to build responsible, respectful, and caring individuals (Lickona, 1991). In the Indonesian context, inserting Graduate Profile values of independence supports national character education goals (Kemendikdismen, 2025).	The story's theme is relevant to the Graduate Profile values of independence., especially responsibility and initiative indicators						v	
6.	In the EYL classroom, a digital storytelling clip can be a means of entertainment and having fun since they explore lots of amusement and interest (Al. Harrasi, 2012, p. 52).	The bilingual storytelling clip is engaging and relevant to the interests of young learners						v	
7.	Post-task or follow-up activities that are meaning-focused and communicative provide opportunities for learners to use the language in context, reinforcing comprehension and language acquisition (Ellis, 2003).	The activities to follow up on the bilingual digital storytelling clip is relevant						v	
8.	The theme of such literature deals with the problem of personal growth and development (Zahra, 2016, p.15)	The bilingual digital storytelling clip is relevant to the title and character insertion.						v	
9.	Audio quality is critical in digital storytelling, as it directly affects the listener's experience. High-quality audio is crisp, clear, and	The audio quality of the bilingual digital storytelling clip						v	

	captivating sound (Lee, 2025)							
10.	According to the Theory of Multimedia Learning (Mayer, 2005), learners understand better when words and pictures are presented together clearly and coherently, and good video quality ensures that visual cues, expressions, actions, and settings effectively support language learning.	The video quality of the bilingual digital storytelling clip					v	
11.	The term digital storytelling clip has various meanings, but all of them focus on combining traditional forms of narration with multimedia expressions such as paintings, audio, and video (Amaliah et al.,2022).	The overall quality of the bilingual digital storytelling clip					v	
<b>Total Score</b>								<b>55</b>



Singaraja, 17 March, 2026

Expert Judge 2

Luh Indrayani, S.Pd., M.Pd.

NIP. 199305162023212040

## Appendix 18 Letter of Permission for Observation



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 : 1702/UN48.7.1/DT/2025  
Hal : Permohonan Izin Observasi

16 Mei 2025

Yth.  
Kepala Sekolah Dasar Negeri 1 Bakti Seraga  
di Singaraja

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

Nama : Komang Ari Purnawan  
NIM : 2212021023  
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,



Ni Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

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

## Appendix 19 Writer's Biography

### WRITER'S BIOGRAPHY



Every educational journey brings valuable experiences, learning processes, and hopes that shape the writer into someone who continues to grow and learn. Coming from a humble background and growing up in a supportive environment, the writer developed a strong interest in education and language learning from an early age. This interest later became the motivation that encouraged the writer to pursue higher education with dedication and enthusiasm. Komang Ari Purnawan was born in Patas on April 16, 2003. As the beloved son of Made Ardana and Made Suliani. The writer is an Indonesian citizen and practices Hinduism. Currently, the writer lives in Patas Village, Gerokgak District, Buleleng Regency, Bali, which is also the place where the writer grew up and developed. The writer began formal education at SD Negeri 4 Patas and graduated in 2016. After completing primary school, the writer continued studying at SMP Negeri 5 Gerokgak and graduated in 2019. The desire to further develop language skills encouraged the writer to continue education at SMA Negeri 1 Gerokgak by choosing the Language program and graduating in 2022. In the same year, the writer continued higher education in the English Language Education Study Program at Ganesha University of Education. During the college years, the writer became interested in developing creative and innovative learning materials in the form of media that are closely related to the needs of primary school students, especially bilingual technology-based learning media. As the final achievement of the writer's academic journey at the undergraduate level, in 2026, the writer successfully completed a thesis entitled "Developing a Bilingual Digital Storytelling Clip for Teaching English with the Insertion of Graduate Profile Value of Independence for Grade 4." Until the completion of this thesis, the writer is still officially registered as an active student in the English Language Education Study Program at Ganesha University of Education.