

APPENDICES



Appendix 1 The Transformation of Need Analysis Framework Adapted from Huhta et al., (2013)

No.	Research Questions	Plannning Procedures	Developing Procedures	Research Methods/Instru ment Needed
1.	How to design storytelling clip that insert the value of critical thinking for teaching english?	Determining the theme for the story Determining the criteria of the story with reference to communication purposes, students' language level, and Pancasila based character to be inserted Prepare the outline of the story with reference to the general competencies, language level and focus	Formulating the general competencies Determining the language focus for spoken and written communication purposes Developing the outline of the story that consider students' language level, general competencies, criteria of appropriate stories for young learners Develop the story drafts in Bahasa Indonesia and English Proofreading and revision Checking the readability of the story Revising the story.	Document Study: The purposes are: (1) to determine the ELT topics and the indicator of critical thinking dimension of Graduate Profile Interview Guide: (with the English teacher) The purposes are: (1) to explore the exiting material for teaching English language and characters, (2) to find the research gap, (3) to assure the need for bilingual story telling clip for teaching English with the insertion of critical thinking dimension of Graduate Profile

2.	What are the relevant tasks that need to be developed that are relevant for teaching English and the character of critical thinking through bilingual storytelling clip that insert critical thinking dimension?	Determining the Supporting English Learning Tasks for follow up activities Determining the typical tasks	Developing the typical tasks Determining strategies and operation task for the storytelling clip Developing supporting English tasks, content, and activities	Document Study To determine the relevant task needed for teaching the English language and character of critical thinking dimension of Graduate Profile
3.	What is the quality of the developed bilingual storytelling clip and task for teaching English to 4 th grade primary school students with the insertion of Pancasila based character value of critical thinking?	Prepare the draft of the story in Bahasa Indonesia and English Preparing for the video clip production Prepare the evaluation sheet	Finalizing the draft of the story in Bahasa Indonesia and English Develop the story board Develop the storytelling clip Sending the story and the evaluation sheet to the expert judges	Expert Judgment Sheet This sheet is developed to be responded by the expert judges. The purpose is to check the quality of the story based on the criteria of development and usefulness.

Appendix 2 The Blueprint of the Interview Guide

No	Interview Topics	Interview Questions	Note
1.	English level of the students	How is the English level of your students?	
2.	Teaching English in the form of story	Do you think it is needed to teach English using story?	
3.	Teaching English using storytelling	Do you think it is needed to teach English using storytelling?	
4.	The insertion of character	Do you think it is needed to critical thinking value to the students?	
5.	The need for storytelling clip	Do you think it is needed to teach English using storytelling clip?	
6.	The need for Graduate Profile development	Do you think it is needed to insert critical thinking value of Graduate Profile in English learning?	
7.	Teachers' expectations of bilingual digital storytelling clip with the insertion of Graduate Profile	What do you expect to see a bilingual digital storytelling clip with the insertion of critical thinking value of Graduate Profile used for teaching English?	

Appendix 3 The Blueprint of Expert Judges' Evaluation Sheet

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

No.	Criteria of the Digital Bilingual Storytelling Clip	5	4	3	2	1	Comment and suggestion
1.	Relevance to general competencies						
2.	Relevance to the characteristics of TEYL						
3.	Relevance to children level of language						
4.	Relevance of the topic to the English Language Teaching syllabus						
5.	Relevance of the story theme with Graduate Profile						
6.	Relevance of the story and the interest of young learners						
7.	Quality of the audio						
8.	Quality of the video						
9.	Relevance of the story title and character insertion						
10.	Relevance of the activities to follow up the story						
11.	Overall quality of the storytelling clip						

Appendix 4 Instrument Validity for Expert Judgement Evaluation Sheet

No.	Criteria of the Digital Bilingual Storytelling clip	Relevant	Not relevant	Note
1.	Relevance to general competencies			
2.	Relevance to the characteristics of TEYL			
3.	Relevance to children level of language			
4.	Relevance of the topic to the English Language Teaching syllabus			
5.	Relevance of the story theme with Graduate Profile			
6.	Relevance of the story and the interest of young learners			
7.	Quality of the audio			
8.	Quality of the video			
9.	Relevance of the story title and the insertion of critical thinking value			
10.	Relevance of the activities to follow up the story			
11.	Overall quality of the storytelling clip			

Appendix 5 Instrument Validity for Interview Guide

No	Interview Topics	Interview Questions	Relevant	Not relevant	Note
1.	English level of the students	How is the English level of your students?			
2.	Teaching English in the form of story	Do you think it is needed to teach English using story?			
3.	Teaching English using storytelling	Do you think it is needed to teach English using storytelling?			
4.	The insertion of character	Do you think it is needed to critical thinking value to the students?			
5.	The need for storytelling clip	Do you think it is needed to teach English using storytelling clip?			
6.	The need for Graduate Profile development	Do you think it is needed to insert critical thinking value of Graduate Profile in English learning?			
7.	Teachers' expectations of bilingual digital storytelling clip with the insertion of Graduate Profile	What do you expect to see a bilingual digital storytelling clip with the insertion of critical thinking value of Graduate Profile used for teaching English?			

Appendix 6 Result of Document Study

No.	Documents Under Study	Components Studies	Notes
1.	English Language Teaching Syllabus	a. General Competencies b. Lesson Topics	a. General Competencies (Unit 10) : Capaian Pembelajaran Fase B 1. LISTENING – SPEAKING By the end of Phase B, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities. 2. ELEMEN MEMBACA – MEMIRSA By the end of Phase B, students understand everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual,

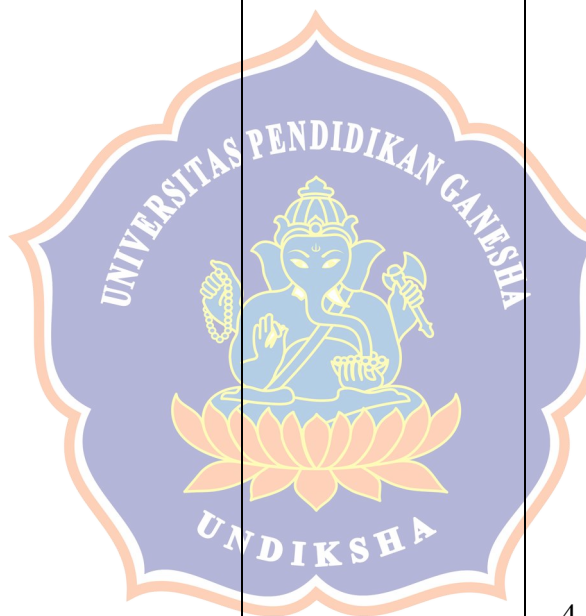
			multimodal or interactive texts. 3. ELEMEN MENULIS – MEMPRESENTASIKAN By the end of Phase B, students communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments. b. Lesson Topics : Daily activities connected with adverb of frequency
2.	Student English Book/Material	a. Material Coverage b. Language Level c. Communication Elements	a. Material Coverage Unit 10 (He always gets up at 5 o'clock) berfokus pada pengenalan dan penggunaan adverb of frequency yang dikenalkan dengan menghubungkan adverb of frequency dengan daily activities. Cakupan materi pada unit ini meliputi: 1. Language focus dalam unit ini adalah adverb of frequency, yaitu always, sometimes, usually, never. Sebagai kosakata pelengkap untuk mengajarkan siswa tentang adverb of frequency, pada unit ini juga diajarkan kosakata yang berkaitan dengan

			daily activities, seperti get up, take a bath, have breakfast, go to school, dan go to bed (110-117). 2. Tata bahasanya berfokus pada simple present tense untuk menunjukkan kegiatan sehari-hari serta penggunaan adverb of frequency. Dengan pola kalimat, Subject + Adv of frequency + Verb + Compliment. b. Language Level Unit He Always Gets Up at 5 O'clock pada buku My Next Words kelas 4 berada pada level elementary atau beginner. Materinya menggunakan kalimat sederhana dalam bentuk simple present tense dengan pola yang berulang dan mudah dipahami, serta berfokus pada adverb of frequency sederhana, seperti always, usually, sometimes, dan never. Siswa juga belajar menyebutkan waktu (misalnya at 8 o'clock atau in the morning) serta membuat pertanyaan sederhana seperti What time do you get up? Topiknya tentang kegiatan sehari-hari sehingga dekat dengan kehidupan siswa. Teks yang disajikan pendek dan langsung pada informasi, serta latihan yang diberikan masih
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			berupa mencocokkan, menyusun kalimat, dan melengkapi bagian yang kosong. Secara keseluruhan, unit ini sesuai untuk pembelajar pemula karena bahasanya sederhana, konkret, dan kontekstual. c. Communication elements Unit 10 He Always Gets Up at 5 O'clock, elemen komunikasi pada unit ini secara khusus menonjol pada penggunaan adverbs of frequency sebagai sarana untuk menyampaikan informasi tentang kebiasaan. Fungsi komunikasinya adalah mengungkapkan seberapa sering suatu kegiatan dilakukan dalam rutinitas sehari-hari. Ekspresi seperti always, usually, sometimes, dan never digunakan dalam kalimat simple present, misalnya Fahri always gets up at 04.00 atau Fahri never goes to bed at 07.00. Penggunaan kata-kata tersebut membantu siswa tidak hanya menyebutkan aktivitas, tetapi juga memberikan informasi tambahan tentang frekuensi atau tingkat kebiasaan. Dengan demikian, pesan yang disampaikan menjadi lebih jelas dan bermakna. Melalui latihan-latihan pada unit ini, siswa berlatih menggunakan adverbs of frequency untuk
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			mencapai tujuan komunikasi, yaitu menjelaskan kebiasaan diri sendiri maupun orang lain. Penggunaan ekspresi yang berulang dan kontekstual ini mendukung pemahaman siswa pada level dasar serta memperkuat kemampuan mereka dalam bertukar informasi sederhana tentang rutinitas sehari-hari.
3.	Student Worksheet	a. Types of Tasks b. Language Level 	a. Types of Tasks Berdasarkan LKPD pada modul ajar guru, jenis-jenis tugas pada unit 10 disesuaikan dengan latihan-latihan yang ada pada buku siswa. Tugas tersebut terdiri dari tugas tertulis dan didukung dengan visual dari buku siswa. Tugas-tugas tersebut antara lain: 1. Look and Say, siswa akan belajar tentang ungkapan-ungkapan kegiatan sehari-hari dengan menggunakan adverbs of frequency seperti always, usually, sometimes, dan never. Mereka mengungkapkan kalimat dan melakukan tanya jawab berdasarkan gambar yang diberikan guru (tersedia pada buku siswa halaman 111). Jenis tugas: oral practice dan question and answer. 2. Let's Do Survey, pada kegiatan ini siswa melakukan survei dengan menanyakan

			kepada lima teman tentang waktu melakukan kegiatan tertentu menggunakan pertanyaan “What time do you...?”. Hasil survei kemudian dituliskan dalam bentuk laporan sederhana pada tabel yang tersedia di buku siswa halaman 113. Jenis tugas: speaking survey dan report writing (guided writing). 3. Game (Matching Activity), siswa dibagi menjadi dua kelompok, yaitu kelompok pemegang kartu gambar dan kelompok pemegang kartu kalimat. Mereka mencocokkan gambar dengan kalimat yang sesuai secara bergiliran. Kegiatan ini melatih pemahaman kosakata dan struktur kalimat secara menyenangkan. Jenis tugas: matching activity (game-based learning). 4. Read and Write, siswa membaca teks tentang kegiatan Aisyah, kemudian menjawab pertanyaan dengan memberi tanda T (True) atau F (False) sesuai isi teks (buku siswa halaman 115). Sebelumnya guru memandu dengan membaca nyaring dan tanya jawab singkat. Jenis tugas: reading comprehension (true/false).
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			5. Look and Write (Arrange the Sentences), siswa membaca beberapa kalimat acak tentang kegiatan sehari-hari, kemudian mengurutkannya menjadi cerita yang runtut (buku siswa halaman 116). Jenis tugas: reordering sentences. 6. Look and Write (Complete the Text), siswa melengkapi teks tentang kegiatan sehari-hari berdasarkan pengalaman pribadi mereka pada kolom yang tersedia (buku siswa halaman 116). Jenis tugas: fill in the blanks (guided personal writing). b. Language Level Berdasarkan isi student worksheet pada Unit 10, tingkat bahasa yang digunakan berada pada level elementary (A1) dan terlihat jelas dari bentuk latihan yang diberikan. Pada bagian awal, worksheet menampilkan kalimat contoh seperti Fahri always gets up at 04.00 dan Fahri never goes to bed at 07.00 o'clock. Kalimat-kalimat ini berbentuk simple present tense dengan pola yang konsisten dan berulang (subject + verb 1 + adverb of frequency + time expression). Tidak ada variasi struktur yang kompleks, sehingga secara kebahasaan masih berada
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			pada tahap dasar. Pada bagian survei, siswa diminta menggunakan pertanyaan sederhana “What time do you...?” lalu menuliskan laporan dalam bentuk kalimat. Ini menunjukkan bahwa worksheet menuntut siswa untuk mereproduksi pola kalimat yang sudah dicontohkan, bukan membuat struktur baru. Artinya, tingkat kebahasaan masih terbimbing (guided production). Teks bacaan tentang kegiatan Aisyah juga tergolong pendek dan faktual, dengan kalimat tunggal dan informasi eksplisit. Soal yang diberikan berupa True/False, yang hanya menuntut pemahaman literal, bukan analisis mendalam atau inferensi. Pada bagian reordering sentences dan fill in the blanks, siswa diminta menyusun kembali kalimat acak dan melengkapi teks dengan informasi pribadi. Namun pola kalimatnya sudah tersedia dan sangat terstruktur, sehingga beban bahasa tetap ringan. Dari keseluruhan bentuk latihan (matching, survey table, true/false, reordering, dan fill in the blanks), dapat disimpulkan bahwa worksheet ini menggunakan bahasa yang sederhana, berpola, repetitif, dan kontekstual. Kompleksitas tata bahasa, kosakata, dan tuntutan
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			produksi bahasa masih berada pada tahap dasar, sehingga sesuai dengan level elementary.
4.	Academic Manuscript of Deep Learning & <i>Permendikdasmen Nomor 10 Tahun 2025 tentang Standar Kompetensi Lulusan</i>	a. Graduate Profile Values b. Key Aspects in Graduate Profile Value of Citizenship	a. Graduate Profile Values According to the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 10 of 2025, the Graduate Profile is formulated with the aim of ensuring that students achieve graduate competencies in terms of attitudes, knowledge, and skills they need to continue their education to the next level and meet the demands of the times. The Graduate Profile consists of eight dimensions that students must master by the end of each level of education. These dimensions include: faith and devotion to God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication. b. Key Aspects in Graduate Profile Value of Critical Thinking According to the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia No. 10 of 2025, critical thinking demonstrates individuals who are capable of thinking logically, analytically, and reflectively in

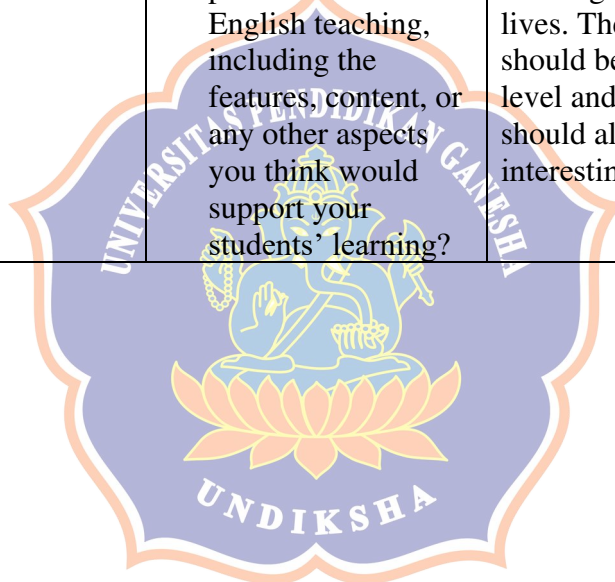
			understanding, evaluating, and processing information. Students possess the skills to analyze problems, evaluate arguments, connect relevant ideas, and reflect on the thinking process in decision-making. According to Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia No. 10 of 2025, the key aspects of this dimension are as follows, 1. Curiosity, the students' drive to ask questions, seek information, and understand something more deeply. 2. Logical and Analytical Thinking, the ability to understand information in a sequential manner, see cause-and-effect relationships, and draw reasonable conclusions. 3. Problem Solving Skills, the ability to identify problems and determine the appropriate solutions logically. 4. Logical Argumentation, the ability to express opinions accompanied by clear and rational reasons. 5. Use of Literacy and Numeracy, the ability to use reading skills and understand numerical information to support thinking.
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Appendix 7 Result of Semi Structured Interview

No.	Interview Topics	Questions	Note
1.	English level of the students	1. How would you describe the English level of your students?	“The students are still focusing on learning simple vocabulary, such as names of objects, daily activities, and commonly used adjectives. They can also only make short sentences. For listening skills, the students have started to understand basic conversations as long as there is support from pictures. So, I would say their English level is still at the beginner level”.
2.	Teaching and learning activities	2. What kinds of English teaching and learning activities do you usually conduct in the classroom? 3. What the learning materials and teaching media that you often use in your English classes?	“Usually, the students work on the exercises from the book or worksheets. Sometimes, I also give simple ice breaking games. For the learning materials, I use student textbook ‘My Next Word’ as a main material and sometimes I use PowerPoint as supporting media.”
3.	The use of stories	4. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?	“I have used stories in my English classes. Usually, I use stories as simple reading materials or tell the story orally in front of the class. So far, the stories are still delivered in a conventional way and have not used technology based media such as storytelling clip.”
4.	The insertion of character education	5. Do you currently insert character education into your English lesson? If	“For English lessons, I have not specifically inserted character education. However, at the school

		yes, how do you implement it?	level, character education is generally taught through other activities, such as watching educational videos.”
5.	The need for character development through graduate profile values	6. Do you think it is necessary to insert graduate profile values, particularly the critical thinking value in English language learning? And how do you think the value can be inserted through the learning process, if it is related with the use of the story?	“ Yes, it is very important. I believe English learning should also train students to think critically, for example by giving questions that encourage them to think about the reasons or messages behind a story.”
6.	The need of storytelling clip	7. In your opinion, is there a need for storytelling clip that specifically designed for teaching English in primary school? Why?	“Yes, I think it is really needed because it (storytelling clip) can help students understand English materials more easily. Based on my classroom experience, when learning is presented in an engaging way, particularly with visual support, students become more focused and more actively involved in learning activities.”
7.	The use of bilingual in English language teaching	8. Do you use both Indonesian and English when teaching English? Can you please explain / elaborate more about it? 9. Do you think there is a need for learning material that combine both Indonesian and English?	“Yes, I use both Indonesian and English at the same time. Usually, I explain in English first, and then repeat it in Indonesian so that the students understand what they need to do. However, the learning materials themselves are completely in English. This becomes a challenge because I notice that the students sometimes lose

			interest when the material is entirely in English.” “In my opinion, learning materials with bilingual support are essential, as they enable students to understand English material more easily.”
8.	Teachers’ expectations of bilingual storytelling clip	10. What are your expectations for a bilingual storytelling clip that inserts graduate profile values in English teaching, including the features, content, or any other aspects you think would support your students’ learning?	“In my opinion, students will be more interested in learning if the bilingual storytelling clip has content that is related to their learning materials and daily lives. The language used should be suitable for their level and the storyline should also be simple, with interesting visuals.”



Appendix 8 Product Mapping

PRODUCT MAPPING			
Value: Critical Thinking Unit: 10 “He always gets up at 5 o’clock”			
	Digital Storytelling Clip	Content of Story	Graduate Profile - Critical Thinking
General Competencies	To support learners to gain skills in using digital media	To promote natural use of English in real-life contexts about routines.	To develop the habit of thinking critically before acting and reasoning logically.
Verbal/Non Verbal Communication	Verbal: English narration and dialogue Non-verbal: Gestures, expressions, and subtitles (Bahasa Indonesia) that support comprehension.	Verbal: Everyday Expressions (Daily activities) Non-verbal: Illustrations showing behavior and emotion.	Verbal: Questioning and explaining choices in English. Non-verbal: Expressing understanding through facial expressions or gestures.
Domain (where the learners communicate)	Interactions between friends in daily life context.	Discussion about daily habits (“What time do you get up?”).	Solving a mystery, sharing opinions and reasoning about choices.
Typical Tasks	Watching and repeating expressions from the storytelling video.	Using the expressions such as <i>always, usually, sometimes, never</i> .	Answering reasoning questions (e.g., “What happens if <i>the character</i> sleep late at night?”).
Values/Characters	Visual representation: a smart, responsible, and cooperative student.	Storyline reflects critical thinking in solving problems.	Encourages logical reasoning and empathy in decision-making.
Strategy and operation of Tasks	Audio-visual and interactive tasks (watching clip, repeating expressions, answering comprehension questions).	Written tasks (matching activity, writing routines, using frequency adverbs in sentences).	Reasoning and problem-solving tasks (giving solutions, expressing opinions, justifying actions).

Appendix 9 Blueprint of Bilingual Storytelling Clip

Text/Channel	Communicative Language Competence	Characters (Graduate Profile Value)	Language Focus
The bilingual storytelling clip uses both oral and written texts to support students' understanding and to encourage the development of critical thinking. 1. Oral Text The oral text in the bilingual storytelling clip is delivered through narration and dialogue by the narrator and the characters. It is presented in English to expose students to natural language use and support their listening and comprehension. 2. Written Text The written text is presented as Indonesian subtitles to	The bilingual storytelling clip combines verbal and non-verbal communication that aligns with Unit 10 "<i>He Always Gets Up at 5 O'clock,</i>" focusing on the use of the simple present tense combined with adverbs of frequency. 1. Verbal Communication It showed through the English narration and dialogue spoken by the narrator and the characters. The expressions used are focusing on the simple present tense and adverbs of frequency, and are designed to reflect situations that encourage students to think critically. 2. Non-Verbal Communication It appears through Indonesian subtitles, along with the	The bilingual storytelling clip presents the theme, characterization, and plot in ways that reflect and promote students' critical thinking. 1. Theme The theme reflects the graduate profile value of critical thinking, with a strong focus on problem-solving. Through the situation of the drying river, students are encouraged to question, analyze the possible causes, and think logically to find the best solution. 2. Characterization The characters are forest animals who showed different ways of thinking. Kiki is curious and asks questions, Mimi tends to believe myths, Bima	The bilingual storytelling clip uses narration and dialogue that align with Unit 10 "<i>He Always Gets Up at 5 O'clock,</i>" focusing on the use of the simple present tense combined with adverbs of frequency. 1. Narration Narration is used to describe events and provide context in the story, using the simple present tense and adverbs of frequency. For example, "<i>In the middle of a green forest, there is a small river...</i>" helps set the scene, while routine-related narration supports students'

support students' understanding. The English audio and Indonesian subtitles appear simultaneously, helping students follow the story more easily and reflecting the use of bilingual media.	characters' gestures, facial expressions, and body language. These elements help students interpret meaning more clearly and support their understanding of the message, especially when linking language use with context and critical thinking.	provides information, and Lala thinks logically. Together, they represent how critical thinking develops through discussion and different perspectives. 3. Plot The plot shows a clear problem-solving process, while also using adverbs of frequency to describe the characters' daily routines. This helps students connect the language with the story as the problem is explored and solved step by step. 4. Verbal Communication The value is conveyed through verbal communication, as seen in the characters' questions, opinions, and discussions while trying to understand and	understanding of daily contexts. 2. Dialogue Dialogue shows interactions between characters, where the simple present tense and adverbs of frequency appear naturally. For example, "<i>I always go to the Coconut River...</i>", "<i>I usually wake up at six,</i>" and "<i>I never wake up late</i>" reflect how the language is used in meaningful situations.
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		solve the problem. 5. Non-Verbal Communication The value is conveyed through non-verbal communication, showedn in the characters' gestures and facial expressions that reflect how they think and respond to the situation.	
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Appendix 10 Table of Revisions in the Story Script

Before	After
Title: <i>The Water Monster</i> (too plain, too literal)	Title: <i>That's Not a Monster</i> (more engaging, promotes curiosity and critical thinking)
Character names: Josh, Mattie, Jackson	Character names: Kiki, Mimi, Bima (more familiar and relatable for students)
"Did the water shrink... Or maybe there's a monster..." (too long, irrelevant)	"What do you think? Where did the water go? Do you have any idea?" (simpler, clearer, more focused)
Unrealistic dialogue: "please book me a plane ticket", "Is it an alien ship..."	Removed (to maintain focus and align with learning objectives)
No clear grammar focus	Added expressions: "I always...", "I usually...", "I never..." (simple present + adverbs of frequency)
Characters solve the problem independently	Added Bima's father (adult buffalo) → asking for help (more realistic problem-solving)
Long sentence: "I always wake up at 5... I love the morning air!"	Shortened: "I always wake up at 5 o'clock... I am going to the river..."
"Why did you come so late? What time did you wake up today?"	"Why did you come late? What time did you wake up?" (more concise)
"Let's go closer and check"	"Let's check it" (more direct)
Lengthy narration with unnecessary details	Simplified to meet ≤600 words requirement
"This morning, like usual, I am going..."	"Every day, I always go... just like today!" (more natural and consistent)
"By noon, Kiki's friends arrived"	"Not long after that, Kiki's friends arrive" (clearer timeline)
"I woke up at seven"	"I woke up late because I stayed up late last night" (adds reasoning)
"take the water"	"swallow all the water" (more vivid and expressive)
"Or just an old story?"	"Or just a myth?" (more accurate word choice)
"No matter its hard"	"No matter if it's hard" (grammatically correct)
"Guys, what do you think?" (poor placement)	Repositioned after the problem appears (better flow and context)
"I wake up late sometimes"	"I sometimes wake up late" (correct adverb placement)
"By the way"	"Anyway" (more natural conversational tone)

Problem-solving discussion unclear	Broken into steps (“If he lift...”, “If he pull...”) → supports critical thinking
No expressive interaction	Added expressions: “Moooo”, “Yeay!” (more engaging for young learners)
Moral: “when we think carefully...”	“when we stay calm and think logically...” (clearer and stronger message)



Indonesian Version

Nama: Dewa Ayu Widya Mas Maharani Suantara
NIM: 2212021009

DIMENSI: BERNALAR KRITIS (CRITICAL THINKING)

SUB DIMENSI: Curiosity, Problem Solving

Monster Air

Kiki: Kelinci yang suka berpikir

Lala: Kura – kura yang bijak

Mimi: Rubah yang penakut

Bima: Kerbau yang kuat

(Di pinggiran hutan yang rimbun, ada sebuah sungai kecil yang mengalir cukup deras dan tidak pernah kering.)

(Di sepanjang sungai ini ditumbuhi banyak sekali pohon kelapa. Sungai tersebut menjadi sumber mata air untuk hewan – hewan hutan.)

Kiki: Hai, aku Kiki si Kelinci, aku selalu bangun pukul 5 setiap hari. Setelah bangun, aku selalu pergi ke sungai kelapa untuk melakukan rutinitasku yaitu mencuci muka, menggosok gigi dan juga mandi. Seperti sekarang ini, aku sedang dalam perjalanan menuju sungai kelapa.

(Tapi pagi ini berbeda. Saat tiba di sungai, Kiki terkejut melihat air sungai yang mulai mengering.)

Kiki: Kemarin, aku dan teman – teman datang ke sini, airnya masih mengalir deras, kenapa sungai ini bisa kering dalam waktu semalam?

(Saat mulai siang, Mimi si rubah, Lala si kura – kura dan Bima si kerbau datang dan mendekati Kiki. Mereka juga kaget ketika melihat keadaan sungai yang sudah mulai mengering.)

Kiki: Kenapa kalian baru datang, kalian bangun pukul berapa hari ini?

Mimi: Aku biasanya bangun pukul enam pagi, tapi hari ini aku sedikit terlambat, aku bangun pukul tujuh hari ini

Bima: Aku terkadang bangun pukul 10, tetapi lebih sering bangun pukul 8, dan luar biasanya hari ini aku bangun pukul 7

Lala: Aku tidak pernah bangun siang. Aku selalu bangun pukul 5, begitu juga hari ini. Ada apa dengan sungai kita, Kiko?

Mimi: Kenapa sungai kita menjadi seperti ini, airnya sudah mulai menghilang. (Mimi sangat sedih)

Bima: Apa yang terjadi? Kemana perginya semua air ini?

Kiki: Teman-teman, bagaimana menurut kalian, kemana perginya air di sungai kelapa? Apakah air menyusut ke tanah? Atau tadi malam, langit menarik air kembali ke awan? Atau jangan – jangan, ada monster yang menyedot semua air dari sungai kelapa ini? (bertanya ke arah penonton).

(Mimi yang mendengar perkataan Kiki akhirnya menjadi panik.)

Mimi: Apa benar di hutan ini ada monster air? Tapi... apakah masuk akal ada monster seperti itu? Air kan seharusnya tidak bisa dimakan. Tapi... kalau memang ada, bagaimana kalau dia datang ke sini? (gemetar) Oh tidak, aku tetap ingin pindah hutan saja, Bima

Lala: Kemungkinan – kemungkinan itu tidak mungkin terjadi Kiki, coba kita pikirkan penyebabnya bersama – sama.

(Mereka memikirkan penyebab air Sungai Kelapa yang tiba – tiba menghilang.)

Bima: Kemarin malam saat aku berjalan melewati pinggir sungai, aku mendengar dentuman yang keras, seperti sesuat yang jatuh.

Kiki: Oh benar, aku juga mendengar suara keras itu. Kali ini, bagaimana menurut kalian? Apakah itu pesawat alien yang datang mengambil seluruh air sungai kelapa?" (bertanya kepada penonton).

Lala: Berhenti mengatakan hal yang tidak mungkin Kiki.

Bima: Ayo kita telusuri saja ke arah hulu sungai!

(Saat sudah berjalan cukup jauh ke arah hulu sungai, mereka melihat sesuatu berwarna coklat yang menghadang di tengah aliran sungai.)

Mimi: Apa itu?, kenapa benda itu ada di tengah – tengah sungai seperti itu?

Bima: Apakah itu monster yang mengambil semua air sungai kelapa?.

Lala: Masih terlalu cepat untuk menyimpulkan, kita tidak bisa melihat dengan jelas benda apa itu.

Kiki: Kalau begitu, ayo kita lihat apa itu.

(Setelah mendekat, mereka akhirnya bisa melihat dengan jelas bahwa benda berwarna coklat itu adalah batang pohon kelapa yang tumbang dan menghalangi jalannya air sungai kelapa.)

Bima: Ternyata ini monster yang membuat sungai kelapa menjadi kering.

(Mereka akhirnya tertawa bersama karena sempat mengira ada monster yang menyedot semua air di sungai kelapa, padahal ternyata itu adalah batang kelapa.)

Mereka Semua: HA HA HA, monster batang kelapa di sungai kelapa.

(Mereka pun berencana untuk memindahkan batang kelapa itu.)

Kiki: Bagaimana cara memindahkan batang pohon kelapa ini? (bertanya ke penonton).

Lala: Ayo kita pikirkan lagi.

Bima: Dengan kekuatanku, aku bisa memindahkan batang kelapa ini. Hanya saja, bagian mana yang harus aku angkat?

Kiki: Apakah Bima harus mengangkat bagian batang pohon yang berada di tengah sungai, mendorong bagian akar dan akan melewati sungai, atau menarik bagian ujung di sisi satunya?" Kiki kembali bertanya (ke arah penonton).

Mimi: Kau terbang saja Bima, angkat saja dari atas.

Bima: Jangan bercanda Mimi, aku kerbau, bukan rusa terbang milik Santa Claus.

Lala: Kalau mengangkat bagian tengah yang berada di tengah sungai, kau akan terkena arus sungai yang sebelumnya terhadang, jika mendorong bagian akar, kau juga harus mendorong melewati sungai agar batang kelapa itu benar – benar tersingkir dari sungai, kalau menarik ujung satunya, kau hanya perlu menariknya menjauh dan tidak melewati sungai.

(Mereka menemukan jawabannya.)

Kiki: Ayo Bima, tarik ujung pohon kelapa itu.

(Mereka pun pergi ke bagian ujung batang pohon kelapa itu. Bima menarik batang pohon kelapa itu sekuat tenaga sampai akhirnya tidak ada bagian batang kelapa yang menghalangi laju air yang mengalir di sungai kelapa.)

Lala: Ingatlah, dengan berpikir kritis dan menggunakan logika, kita bisa menyelesaikan masalah dengan bijak dan cepat. Dengan pikiran yang tenang dan jernih, tak ada masalah yang terlalu sulit untuk diatasi!

(Kiki dan ketiga hewan lainnya berseru senang karena misi mereka berhasil dan monster penghalang sungai alias batang pohon kelapa itu sudah tersingkir dari badan sungai.)

English Version

THE WATER MONSTER

Characters:

- Josh: A clever rabbit who likes to think
- Lala: A wise turtle
- Mattie: A scared fox
- Jackson: A strong buffalo

On the edge of a peaceful forest, there is a small river. Although it was small, it flowed quite fast and never ran dry. The animals in the forest called the river the coconut river, because there were lots of coconut trees along the river. The river is a source of water for forest animals. This includes Josh, Mattie, Jackson and Lala. They go to the river every day to drink water, bathe, or even relax under the coconut trees on the riverbank. One morning, Josh the rabbit came to the coconut grove to get his water supply. When he arrived at the coconut river, Josh was surprised to see that the river had started to dry up.

Josh: Yesterday my friends and I came here, the water was still flowing, how come this river dried up overnight?

While he was busy with his thoughts, Mattie the fox, Lala the turtle and Jackson the buffalo came and approached Josh. They were just as surprised as Josh was when they saw that the river had dried up.

Mattie: Why is our river like this, the water has started to disappear. (she was so sad)

Jackson: What happened? Where did all this water go?

Josh: Guys, what do you think, where did the water go in the coconut river? Did the water shrink to the ground? Or last night, the sky pulled the water back into the clouds? Or maybe there's a monster that sucked all the water out of the coconut river? (asking the audience).

Mattie: Is there really a water monster in this forest? What if he eats me later? I want to move out of the jungle now, please book me a plane ticket Jackson."

Lala: Those possibilities are impossible Josh, let's think about the cause together.

They thought about the cause of the coconut water that suddenly disappeared.

Jackson: Last night when I was walking along the riverbank, I heard a loud bang, like something was falling.

Josh: Oh right, I also heard that loud noise, this time, what do you think? Is it an alien ship that came to take all the coconut river water?" (asking the audience).

Lala: Stop saying impossible things Josh.

Finally Josh invited his friends to explore the coconut river and find the source of the problem.

Josh: Let's go upstream!

They walked along the dried up river to find out where all the coconut water had gone.

When they had walked far enough upstream, they saw something brown in the middle of the river. Mattie was terrified.

Mattie: What is it, why is it in the middle of the river like that?

Jackson: Is that the monster that took all the coconut river water?

Lala: It's too soon to tell, we can't see exactly what it is.

Josh: Well then, let's go see what it is.

After getting closer, they could finally see clearly that the brown object was the trunk of a coconut tree that had fallen and blocked the flow of coconut river water.

Jackson: So, this is the monster that makes the coconut river dry?.

They finally laughed together because they thought there was a monster that sucked all the water in the coconut river, but it turned out to be a coconut trunk.

They All Together: HA HA HA, coconut trunk monster in the coconut river.

They planned to move the coconut trunk.

Josh: How do we move this? (asking the audience).

Lala: Let's think about it.

Jackson: With my strength, I can move this coconut trunk. But which part should I lift?

Josh: Should Jackson lift the part of the trunk that is in the middle of the river, push the root and it will go through the river, or pull the tip on the other side? (to the audience).

Mattie: You just fly Jack, just lift it from the top!

Jackson: Don't joke Mattie, I'm a buffalo, not Santa Claus' flying reindeer.

Lala: If you lift the center part which is in the middle of the river, you will be exposed to the river current that was previously blocked, if you push the root part, you also have to push over the river so that the coconut trunk is completely removed from the river, if you pull the other end, you only need to pull it away and not over the river.

They figured it out..

Josh: Come on Jackson, pull the end of the coconut tree.

They went to the end of the coconut tree trunk. Jackson pulled the trunk as hard as he could until there was no part of the coconut trunk blocking the water flowing in the coconut river.

Lala: Remember, by thinking critically and using logic, we can solve any problem wisely and quickly. With a calm mind and clear thinking, nothing is too difficult to overcome!

Josh and the other three animals exclaimed happily because their mission was successful and the river blocking monster aka the coconut tree trunk was removed from the river.

Indonesian Version

DIMENSI: BERNALAR KRITIS (CRITICAL THINKING)

SUB DIMENSI: Curiosity, Problem Solving

UNIT: 10 (He Always Gets Up at 5 O’Clock: Always, Usually, Sometimes, Never)

Oops, Itu Bukan Monster

Kiki: Kelinci yang suka berpikir

Lala: Kura – kura yang bijak

Mimi: Rubah yang penakut

Bima: Kerbau yang kuat

(Di pinggiran hutan yang rimbun, ada sebuah sungai kecil bernama Sungai Kelapa.)

Kiki: Hai, aku Kiki si Kelinci, aku selalu bangun pukul 5 setiap hari. Seperti biasa, pagi ini aku pergi ke Sungai Kelapa untuk membersihkan badan dan menggosok gigi. Aku paling suka udara pagi!

(Saat tiba di sungai, Kiki terkejut melihat air sungai yang mulai mengering.)

Kiki: Haaa, kemarin airnya masih mengalir deras, kenapa sungai ini bisa kering dalam waktu semalam?

(Saat mulai siang, teman-teman Kiki mulai berdatangan mereka juga terkejut melihat sungai mulai kering.)

Kiki: Kenapa kalian baru datang, kalian bangun pukul berapa hari ini?

Mimi: Aku biasanya bangun pukul enam pagi, tapi hari ini aku sedikit terlambat, aku bangun pukul tujuh hari ini.

Lala: Aku tidak pernah bangun siang. Tadi aku membantu Ibuku dulu. Ada apa dengan sungai kita, Kiki?

Kiki: Aku juga tidak tahu, aku baru melihatnya pagi ini

Kiki: Teman-teman, bagaimana menurut kalian, kemana perginya air di sungai kelapa? Apakah benar di hutan ini ada monster sungai? (bertanya ke arah penonton).

(Tiba-tiba Bima datang)

Bima: Teman-teman! (sambil terengah-engah)

Lala: Kenapa kamu datang siang hari ini, biasanya kamu datang pagi ke sungai, jam berapa kamu bangun Bima?

Bima: Aku terkadang bangun siang kalau kemarin malam tidur terlalu larut, hari ini contohnya. Oh iya, Bibi ku bilang sejak pagi airnya tidak mengalir, ternyata benar sungainya mulai mengering, kemana perginya air sungai kita...

Mimi: A-aku pernah dengar cerita dari nenekku... katanya di hutan ini pernah muncul monster sungai yang suka mengambil air...

Kiki: Mimi... apa itu benar? Atau cuma cerita lama?

Mimi: Nenekku bilang, dulu ada suara keras sebelum monster itu datang. Dan... semalam aku juga mendengar suara *dug!* yang besar...

Bima: Benar! Ayahku juga mendengar suara keras dekat sungai tadi malam!

Lala: Tidak mungkin ada monster di hutan kita, coba kita pikirkan penyebabnya bersama – sama.

(Mereka akhirnya menyusuri sungai untuk mencari tahu penyebab air Sungai Kelapa yang tiba – tiba menghilang. Saat sudah berjalan cukup jauh, mereka melihat sesuatu berwarna coklat yang menghadang di tengah aliran sungai.)

Bima: Apa itu? Kenapa benda itu ada di tengah – tengah sungai seperti itu?

Mimi: Apakah itu monster yang mengambil semua air sungai kelapa?

Lala: Ayo kita lihat dari dekat. Kita harus memastikan.

(Setelah mendekat, mereka akhirnya bisa melihat dengan jelas bahwa benda berwarna coklat itu adalah batang pohon kelapa yang tumbang dan menghalangi jalannya air sungai kelapa.)

Bima: Ternyata ini monster yang membuat sungai kelapa menjadi kering.

(Mereka akhirnya tertawa bersama karena sempat mengira ada monster yang menyedot semua air di sungai kelapa, padahal ternyata itu adalah batang kelapa.)

Mereka Semua: HA HA HA, monster batang kelapa di sungai kelapa.

(Mereka pun berencana untuk memindahkan batang kelapa itu.)

Kiki: Bagaimana cara memindahkan batang pohon kelapa ini? (bertanya ke penonton).

Bima: Kita tidak akan kuat jika mengangkat ini tanpa bantuan orang dewasa, aku akan meminta bantuan ayahku, tunggu sebentar.

(Tidak lama, Bima dan ayahnya pun datang)

Kiki: Apakah Paman Kibo harus mengangkat bagian batang pohon yang berada di tengah sungai, mendorong bagian akar dan akan melewati sungai, atau menarik bagian ujung di sisi satunya?" Kiki kembali bertanya (ke arah penonton).

Lala: Kalau mengangkat bagian tengah yang berada di tengah sungai, kau akan terkena arus sungai yang sebelumnya terhadang, jika mendorong bagian akar, kau juga harus mendorong melewati sungai agar batang kelapa itu benar – benar tersingkir dari sungai, kalau menarik ujung satunya, kau hanya perlu menariknya menjauh dan tidak melewati sungai.

(Mereka menemukan jawabannya. Paman Kibo menarik ujung batang pohon itu, sehingga batang pohon kelapa itu tidak menghalangi aliran air lagi. Mereka semua bersorak senang)

Kiki and friends: Terima kasih Paman Kibo..

Lala: Ingatlah, dengan berpikir kritis dan menggunakan logika, kita bisa menyelesaikan masalah dengan bijak dan cepat. Dengan pikiran yang tenang dan jernih, tak ada masalah yang terlalu sulit untuk diatasi!

(Kiki dan ketiga hewan lainnya berseru senang karena misi mereka berhasil dan monster penghalang sungai alias batang pohon kelapa itu sudah tersingkir dari badan sungai.)

English Version

Oops! That's Not a Monster

Kiki: A rabbit who loves to think

Lala: A wise turtle

Mimi: A timid fox

Bima: A strong buffalo

Uncle Kibo: Bima's father

(In the middle of a green forest, there is a small river called the Coconut River.)

Kiki: Hi! I am Kiki the Rabbit. I always wake up at 5 o'clock every day. This morning, like usual, I went to the Coconut River to wash my body and brush my teeth. I love the morning air!

(When Kiki arrived at the river, he was surprised to see the river getting dry.)

Kiki: Oh no! Yesterday the water was still flowing fast. Why is the river dry today?

(By noon, Kiki's friends arrived. They were also surprised.)

Kiki: Why did you come so late? What time did you wake up today?

Mimi: I usually wake up at six, but today I woke up at seven.

Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

Kiki: I don't know. I just saw it this morning.

Kiki: Guys, what do you think? Where did the water go? Do you have any idea? (asks the audience)

(Suddenly, Bima comes running.)

Bima: Guys! (breathing hard)

Lala: Why are you late today? You usually come in the morning. What time did you wake up, Bima?

Bima: I wake up late sometimes when I sleep too late at night. Like today. Oh yes, my aunt said the water didn't flow this morning. And she is right, the river is getting dry. Where did the water go...?

Mimi: I-I heard a story from my grandma. She said long ago there was a river monster that liked to take the water...

Kiki: Mimi... is that true? Or is it just an old story?

Mimi: Grandma said there was a loud sound before the monster came. And... Last night I heard a loud thud!

Bima: Yes! My father also heard a loud sound near the river last night!

Lala: There is no monster in our forest. Let's figure it out!.

(They walk along the river to find out why the Coconut River is dry. After walking far, they see something brown blocking the river.)

Bima: What is that? Why is it in the middle of the river?

Mimi: Is that the monster that took all the water?

Lala: Let's go closer and check.

(When they get closer, they see the brown thing is a coconut tree trunk that fell and blocked the river.)

Bima: So this is the “monster” that made the river dry!

(They laugh together because they thought it was a monster, but it was only a coconut tree trunk.)

All: HA HA HA! The coconut-tree monster in the Coconut River!

(They plan to move the tree trunk.)

Kiki: How do we move this coconut tree trunk? (asks the audience)

Bima: We cannot lift it alone. It’s too heavy. I will call my father for help. Wait here!

(Not long after, Bima comes back with his father.)

Kiki: Should Uncle Kibo lift the middle part of the trunk, push the root end across the river, or pull the other end? (asks the audience again)

Lala: If he lifts the middle part, he will get hit by the water. If he pushes the root end, he must push it across the river. But if he pulls the other end, he only needs to pull it away from the water.

(They find the answer. Uncle Kibo pulls the end of the trunk, and the water flows again. Everyone cheers.)

Kiki and friends: Thank you, Uncle Kibo!

Lala: Remember, when we think carefully and stay calm, we can solve problems quickly and wisely. No problem is too hard if we use clear thinking!

(Kiki and his friends cheer because their mission is done. The “river monster” was just a coconut tree trunk, and now the river is clear and flowing again.)

Indonesian Version

DIMENSI: BERNALAR KRITIS (CRITICAL THINKING)

SUB DIMENSI: Curiosity, Problem Solving

UNIT: 10 (He Always Gets Up at 5 O’Clock: Always, Ususally, Sometimes, Never)

Ups, Itu Bukan Monster

Kiki: Kelinci yang suka berpikir

Lala: Kura – kura yang bijak

Mimi: Rubah yang penakut

Bima: Kerbau yang kuat

(Di pinggiran hutan yang rimbun, ada sebuah sungai kecil bernama Sungai Kelapa.)

Kiki: Hai, aku Kiki si Kelinci, aku selalu bangun pukul 5 setiap hari. Seperti biasa, pagi ini aku pergi ke Sungai Kelapa untuk membersihkan badan dan menggosok gigi. Aku paling suka udara pagi!

(Saat tiba di sungai, Kiki terkejut melihat air sungai yang mulai mengering.)

Kiki: Haaa, kemarin airnya masih mengalir deras, kenapa sungai ini bisa kering dalam waktu semalam?

(Saat mulai siang, teman-teman Kiki mulai berdatangan mereka juga terkejut melihat sungai mulai kering.)

Kiki: Kenapa kalian baru datang, kalian bangun pukul berapa hari ini?

Mimi: Aku biasanya bangun pukul enam pagi, tapi hari ini aku sedikit terlambat, aku bangun pukul tujuh hari ini.

Lala: Aku tidak pernah bangun siang. Tadi aku membantu Ibuku dulu. Ada apa dengan sungai kita, Kiki?

Kiki: Aku juga tidak tahu, aku baru melihatnya pagi ini

Kiki: Teman-teman, bagaimana menurut kalian, kemana perginya air di sungai kelapa? Apakah benar di hutan ini ada monster sungai? (bertanya ke arah penonton).

(Tiba-tiba Bima datang)

Bima: Teman-teman! (sambil terengah-engah)

Lala: Kenapa kamu datang siang hari ini, biasanya kamu datang pagi ke sungai, jam berapa kamu bangun Bima?

Bima: Aku terkadang bangun siang kalau kemarin malam tidur terlalu larut, hari ini contohnya. Oh iya, Bibi ku bilang sejak pagi airnya tidak mengalir, ternyata benar sungainya mulai mengering, kemana perginya air sungai kita...

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Kiki: Mimi... apa itu benar? Atau cuma cerita lama?

Mimi: Nenekku bilang, dulu ada suara keras sebelum monster itu datang. Dan... semalam aku juga mendengar suara *dug!* yang besar...

Bima: Benar! Ayahku juga mendengar suara keras dekat sungai tadi malam!

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(Mereka akhirnya menyusuri sungai untuk mencari tahu penyebab air Sungai Kelapa yang tiba – tiba menghilang. Saat sudah berjalan cukup jauh, mereka melihat sesuatu berwarna coklat yang menghadang di tengah aliran sungai.)

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Mimi: Apakah itu monster yang mengambil semua air sungai kelapa?

Lala: Ayo kita lihat dari dekat. Kita harus memastikan.

(Setelah mendekat, mereka akhirnya bisa melihat dengan jelas bahwa benda berwarna coklat itu adalah batang pohon kelapa yang tumbang dan menghalangi jalannya air sungai kelapa.)

Bima: Ternyata ini monster yang membuat sungai kelapa menjadi kering.

(Mereka akhirnya tertawa bersama karena sempat mengira ada monster yang menyedot semua air di sungai kelapa, padahal ternyata itu adalah batang kelapa.)

Mereka Semua: HA HA HA, monster batang kelapa di sungai kelapa.

(Mereka pun berencana untuk memindahkan batang kelapa itu.)

Kiki: Bagaimana cara memindahkan batang pohon kelapa ini? (bertanya ke penonton).

Bima: Kita tidak akan kuat jika mengangkat ini tanpa bantuan orang dewasa, aku akan meminta bantuan ayahku, tunggu sebentar.

(Tidak lama, Bima dan ayahnya pun datang)

Kiki: Apakah Paman Kibo harus mengangkat bagian batang pohon yang berada di tengah sungai, mendorong bagian akar dan akan melewati sungai, atau menarik bagian ujung di sisi satunya?" Kiki kembali bertanya (ke arah penonton).

Lala: Kalau mengangkat bagian tengah yang berada di tengah sungai, kau akan terkena arus sungai yang sebelumnya terhadang, jika mendorong bagian akar, kau juga harus mendorong melewati sungai agar batang kelapa itu benar – benar tersingkir dari sungai, kalau menarik ujung satunya, kau hanya perlu menariknya menjauh dan tidak melewati sungai.

(Mereka menemukan jawabannya. Paman Kibo menarik ujung batang pohon itu, sehingga batang pohon kelapa itu tidak menghalangi aliran air lagi. Mereka semua bersorak senang)

Kiki and friends: Terima kasih Paman Kibo..

Lala: Ingatlah, dengan berpikir kritis dan menggunakan logika, kita bisa menyelesaikan masalah dengan bijak dan cepat. Dengan pikiran yang tenang dan jernih, tak ada masalah yang terlalu sulit untuk diatasi!

(Kiki dan ketiga hewan lainnya berseru senang karena misi mereka berhasil dan monster penghalang sungai alias batang pohon kelapa itu sudah tersingkir dari badan sungai.)

English Version

Oops! That's Not a Monster

Kiki: A rabbit who loves to think

Lala: A wise turtle

Mimi: A timid fox

Bima: A strong buffalo

Uncle Kibo: Bima's father

(In the middle of a green forest, there is a small river called the Coconut River.)

Kiki: Hi! I am Kiki the Rabbit. I always wake up at 5 o'clock. This morning, like usual, I am going to the Coconut River to wash my body and brush my teeth!

(When Kiki arrived at the river, he was surprised to see the river getting dry.)

Kiki: Oh no! Yesterday the water was still flowing. Why is it dry today?

(By noon, Kiki's friends arrived. They were also surprised.)

Kiki: Why did you come late? What time did you wake up?

Mimi: I usually wake up at six, but today I woke up at seven.

Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

Kiki: I don't know. I just saw it this morning.

Kiki: Guys, what do you think? Where did the water go? (asks the audience)

(Suddenly, Bima comes running.)

Bima: Guys!

Lala: Why are you late today? You usually come early. What time did you wake up, Bima?

Bima: I wake up late sometimes, when I sleep late at night, like today. By the way, my aunt said the water didn't flow this morning. And she is right, it is getting dry. Where did the water go?

Mimi: M-my grandma told me that long time ago there was a river monster who liked to take the water....

Kiki: Mimi... is that true? Or just an old story?

Mimi: She said there was a loud sound before the monster came. And... Last night I heard a DANK sound!

Bima: Yes! My father also heard a loud sound near the river last night!

Lala: There is no monster in our forest. Let's figure it out!.

(They walk along the river to find out why the Coconut River is dry. After walking far, they see something brown blocking the river.)

Bima: What is that? Why is it in the middle of the river?

Mimi: Is that the river monster?

Lala: Let's check it.

(When they get closer, they see the brown thing is a coconut trunk that blocked the river.)

Bima: So, this is the “monster” that made the river dry!

(They laugh because they thought it was a monster, but it was only a coconut tree trunk.)

All: HA HA HA! The coconut-tree monster in the Coconut River!

(They plan to move the trunk.)

Kiki: How do we move this thing? (asks the audience)

Bima: We cannot lift it alone, it's too heavy. I will call my father. Wait here!

(A few moments later, Bima comes back with his father.)

Kiki: Should Uncle Kibo lift the middle part of the trunk, push the root end across the river, or pull the other end? (asks the audience again)

Lala: If he lifts the middle part, he will get hit by the water. If he pushes the root, he must push it across the river. But if he pulls the other part, he only needs to pull it away from the water.

(They find the answer. Uncle Kibo pulls the end of the trunk, and the water flows again. Everyone cheers.)

Kiki and friends: Thank you, Uncle Kibo!

Lala: Remember, when we think carefully and stay calm, we can solve problems quickly and wisely. No matter its hard if we use critical thinking!
(They are happy because their mission is done. The “river monster” was just a coconut trunk, and now the river is clear and flowing again.)

Indonesian Version

DIMENSI: BERNALAR KRITIS (CRITICAL THINKING)

SUB DIMENSI: Curiosity, Problem Solving

UNIT: 10 (He Always Gets Up at 5 O’Clock: Always, Ususally, Sometimes, Never)

Ups! That’s Not a Monster!

Kiki: Kelinci yang suka berpikir

Lala: Kura – kura yang bijak

Mimi: Rubah yang penakut

Bima: Kerbau yang kuat

(Di pinggiran hutan yang hijau, ada sebuah sungai kecil bernama Sungai Kelapa.)

Kiki: Hai, aku Kiki si Kelinci, setiap hari aku selalu pergi ke Sungai Kelapa untuk membersihkan badan dan menggosok gigi, sama seperti hari ini!

(Saat tiba di sungai, Kiki terkejut melihat air sungai yang mulai mengering.)

Kiki: Waduh, kemarin airnya masih mengalir, kenapa hari ini kering?

(Tak lama kemudian, teman-teman Kiki datang. Mereka juga terkejut)

Kiki: Kenapa kalian baru datang, kalian bangun pukul berapa hari ini?

Mimi: Aku biasanya bangun pukul enam pagi, tapi hari ini aku bangun terlambat karena semalam tidur larut, aku bangun pukul tujuh hari ini.

Lala: Aku tidak pernah bangun siang. Tadi aku membantu Ibuku dulu. Ada apa dengan sungai kita, Kiki?

Kiki: Aku juga tidak tahu, aku baru melihatnya pagi ini

Kiki: Teman-teman, bagaimana menurut kalian, kemana perginya air di sungai kelapa? Apakah benar di hutan ini ada monster sungai? (bertanya ke arah penonton).

(Tiba-tiba Bima dating berlari)

Bima: Teman-teman!

Lala: Kenapa kamu datang terlambat hari ini, biasanya kamu datang pagi. Jam berapa kamu bangun, Bima?

Bima: Aku kadang bangun siang kalau tidur terlalu larut, seperti hari ini. Oh iya, Bibi ku bilang sejak pagi airnya tidak mengalir, ternyata benar sungainya mulai mengering, kemana perginya air sungai kita...

Kiki: Kita tidak tahu. Kadang air sungai tinggi, kadang rendah, tapi belum pernah kering seperti ini.

Mimi: N-nenekku bilang katanya dulu ada monster sungai yang suka menelan semua air...

Kiki: Mimi... apa itu benar? Atau cuma mitos?

Mimi: Nenekku bilang, dulu ada suara keras sebelum monster itu muncul. Dan... semalam aku juga mendengar suara *dug!* yang besar...

Bima: Benar! Ayahku juga mendengar suara keras dekat sungai tadi malam!

Lala: Tidak mungkin ada monster di hutan kita, coba kita pikirkan penyebabnya bersama – sama.

(Mereka akhirnya menyusuri sungai untuk mencari tahu penyebab air Sungai Kelapa yang tiba – tiba menghilang. Saat sudah berjalan cukup jauh, mereka melihat sesuatu berwarna coklat yang menghadang di tengah aliran sungai.)

Bima: Apa itu? Kenapa benda itu ada di tengah – tengah sungai seperti itu?

Mimi: Apakah itu monster yang mengambil semua air sungai kelapa?

Lala: Ayo kita lihat dari dekat. Kita harus memastikan.

(Setelah mendekat, mereka akhirnya bisa melihat dengan jelas bahwa benda berwarna coklat itu adalah batang pohon kelapa yang tumbang dan menghalangi jalannya air sungai kelapa.)

Bima: Ternyata ini monster yang membuat sungai kelapa menjadi kering.

(Mereka akhirnya tertawa bersama karena sempat mengira ada monster yang menyedot semua air di sungai kelapa, padahal ternyata itu adalah batang kelapa.)

Mereka Semua: HA HA HA, monster batang kelapa di sungai kelapa.

(Mereka pun berencana untuk memindahkan batang kelapa itu.)

Kiki: Bagaimana cara memindahkan batang pohon kelapa ini? (bertanya ke penonton).

Bima: Kita tidak akan kuat jika mengangkat ini tanpa bantuan orang dewasa, aku akan meminta bantuan ayahku, tunggu sebentar.

(Tidak lama, Bima dan ayahnya pun datang)

Kiki: Apakah Paman Kibo harus mengangkat bagian batang pohon yang berada di tengah sungai, mendorong bagian akar dan akan melewati sungai,

atau menarik bagian ujung di sisi satunya?” Kiki kembali bertanya (ke arah penonton).

Lala: Kalau mengangkat bagian tengah yang berada di tengah sungai, kau akan terkena arus sungai yang sebelumnya terhadang, jika mendorong bagian akar, kau juga harus mendorong melewati sungai agar batang kelapa itu benar – benar tersingkir dari sungai, kalau menarik ujung satunya, kau hanya perlu menariknya menjauh dan tidak melewati sungai.

(Mereka menemukan jawabannya. Paman Kibo menarik ujung batang pohon itu, sehingga batang pohon kelapa itu tidak menghalangi aliran air lagi. Mereka semua bersorak senang)

Kiki and friends: Terima kasih Paman Kibo.

Lala: Ingatlah, dengan berpikir kritis dan menggunakan logika, kita bisa menyelesaikan masalah dengan bijak dan cepat. Dengan pikiran yang tenang dan jernih, tak ada masalah yang terlalu sulit untuk diatasi!

(Kiki dan ketiga hewan lainnya berseru senang karena misi mereka berhasil dan monster penghalang sungai alias batang pohon kelapa itu sudah tersingkir dari badan sungai.)

English Version

Oops! That's Not a Monster

Kiki: A rabbit who loves to think

Lala: A wise turtle

Mimi: A timid fox

Bima: A strong buffalo

Uncle Kibo: Bima's father

(In the middle of a green forest, there is a small river called the Coconut River.)

Kiki: Hi! I am Kiki the Rabbit. Every day, I always go to the Coconut River to wash my body and brush my teeth, just like today!

(When Kiki arrive at the river, he was surprise to see the river getting dry.)

Kiki: Oh no! Yesterday the water was still flowing. Why is it dry today?

(Not long after that, Kiki's friends arrive. They are also surprise.)

Kiki: Why did you come late? What time did you wake up?

Mimi: I usually wake up at six, but today I woke up late because I stayed up late last night.

Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

Kiki: I don't know. I just saw it this morning.

Kiki: Guys, what do you think? Where did the water go? (ask the audience)

(Suddenly, Bima comes running.)

Bima: Guys!

Lala: Why are you late today? You usually come early. What time did you wake up, Bima?

Bima: I wake up late sometimes, when I sleep late at night, like today. By the way, my aunt said the water didn't flow this morning. And she is right, it is getting dry. Where did the water go?

Kiki: We don't know, sometimes the water is high, sometimes it's low, but it's never got dry before. Where did the water go?

Mimi: M-my grandma told me that a long time ago there was a river monster who liked to swallow all the water....

Kiki: Mimi... is that true? Or just a myth?

Mimi: She said there was a loud sound before the monster came. And... Last night I heard a DANK sound!

Bima: Yes! My father also heard a loud sound near the river last night!

Lala: There is no monster in our forest. Let's figure it out!

(They walk along the river to find out why the Coconut River is dry. After walking a long way, they see something brown blocking the river.)

Bima: What is that? Why is it in the middle of the river?

Mimi: Is that the river monster?

Lala: Let's check it out!

(When they get closer, they see the brown thing is a coconut trunk that block the river.)

Bima: So, this is the "monster" that made the river dry!

(They laugh because they thought it was a monster, but it was only a coconut tree trunk.)

All: HA HA HA! The coconut-tree monster in the Coconut River!

(They plan to move the trunk.)

Kiki: How do we move this thing? (asks the audience)

Bima: We cannot lift it alone, it's too heavy. I will call my father. Wait here!

(A few moments later, Bima comes back with his father.)

Kiki: Should Uncle Kibo lift the middle part of the trunk, push the root end across the river, or pull the other end? (asks the audience again)

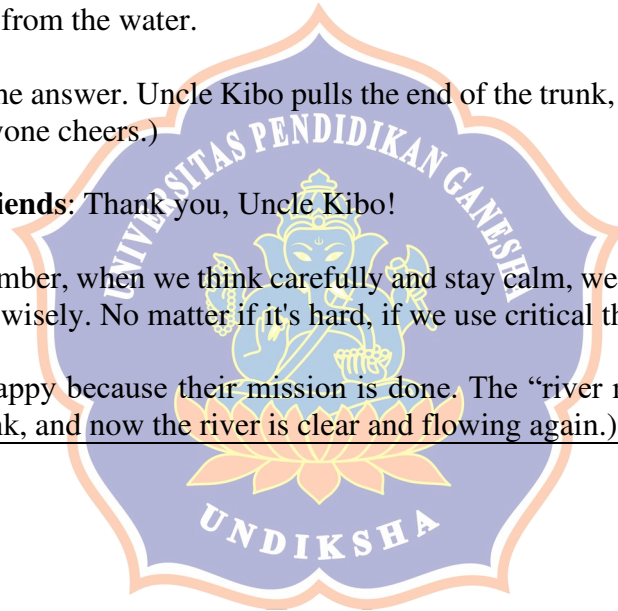
Lala: If he lifts the middle part, he will get hit by the water. If he pushes the root, he must push it across the river. But if he pulls the other part, he only needs to pull it away from the water.

(They find the answer. Uncle Kibo pulls the end of the trunk, and the water flows again. Everyone cheers.)

Kiki and friends: Thank you, Uncle Kibo!

Lala: Remember, when we think carefully and stay calm, we can solve problems quickly and wisely. No matter if it's hard, if we use critical thinking!

(They are happy because their mission is done. The "river monster" was just a coconut trunk, and now the river is clear and flowing again.)



Indonesian Version

DIMENSI: BERNALAR KRITIS (CRITICAL THINKING)

SUB DIMENSI: Curiosity, Problem Solving

UNIT: 10 (He Always Gets Up at 5 O’Clock: Always, Usually, Sometimes, Never)

Itu Bukan Monster!

Kiki: Kelinci yang suka berpikir

Lala: Kura – kura yang bijak

Mimi: Rubah yang penakut

Bima: Kerbau yang kuat

(Di pinggiran hutan yang hijau, ada sebuah sungai kecil bernama Sungai Kelapa.)

Kiki: Hai, aku Kiki si Kelinci, setiap hari aku selalu pergi ke Sungai Kelapa untuk membersihkan badan dan menggosok gigi, sama seperti hari ini!

(Saat tiba di sungai, Kiki terkejut melihat air sungai yang mulai mengering.)

Kiki: Waduh, kemarin airnya masih mengalir, kenapa hari ini kering?

(Tak lama kemudian, teman-teman Kiki datang. Mereka juga terkejut)

Kiki: Kenapa kalian baru datang, kalian bangun pukul berapa hari ini?

Mimi: Aku biasanya bangun pukul enam pagi, tapi hari ini aku bangun terlambat karena semalam tidur larut, aku bangun pukul tujuh hari ini.

Lala: Aku tidak pernah bangun siang. Tadi aku membantu Ibuku dulu. Ada apa dengan sungai kita, Kiki?

Kiki: Aku juga tidak tahu, aku baru melihatnya pagi ini

Kiki: Teman-teman, bagaimana menurut kalian, kemana perginya air di sungai kelapa? Apakah benar di hutan ini ada monster sungai? (bertanya ke arah penonton).

(Tiba-tiba Bima datang berlari)

Bima: Teman-teman!

Lala: Kenapa kamu datang terlambat hari ini, biasanya kamu datang pagi. Jam berapa kamu bangun, Bima?

Bima: Aku kadang bangun siang kalau tidur terlalu larut, seperti hari ini. Oh iya, Bibi ku bilang sejak pagi airnya tidak mengalir, ternyata benar sungainya mulai mengering, kemana perginya air sungai kita...

Kiki: Kita tidak tahu. Kadang air sungai tinggi, kadang rendah, tapi belum pernah kering seperti ini.

Mimi: N-nenekku bilang katanya dulu ada monster sungai yang suka menelan semua air...

Kiki: Mimi... apa itu benar? Atau cuma mitos?

Mimi: Nenekku bilang, dulu ada suara keras sebelum monster itu muncul. Dan... semalam aku juga mendengar suara *dug!* yang besar...

Kiki: Apakah menurut kalian Mimi benar? Kenapa?

Bima: Benar! (mengangguk cepat) Ayahku juga mendengar suara keras dekat sungai tadi malam!

Lala: Tidak mungkin ada monster di hutan kita, coba kita pikirkan penyebabnya bersama – sama.

(Mereka akhirnya menyusuri sungai untuk mencari tahu penyebab air Sungai Kelapa yang tiba – tiba menghilang. Saat sudah berjalan cukup jauh, mereka melihat sesuatu berwarna coklat yang menghadang di tengah aliran sungai.)

Bima: Apa itu? Kenapa benda itu ada di tengah – tengah sungai seperti itu?

Mimi: Apakah itu monster yang mengambil semua air sungai kelapa?

Lala: Ayo kita lihat dari dekat. Kita harus memastikan.

(Setelah mendekat, mereka akhirnya bisa melihat dengan jelas bahwa benda berwarna coklat itu adalah batang pohon kelapa yang tumbang dan menghalangi jalannya air sungai kelapa.)

Bima: Ternyata ini monster yang membuat sungai kelapa menjadi kering.

(Mereka akhirnya tertawa bersama karena sempat mengira ada monster yang menyedot semua air di sungai kelapa, padahal ternyata itu adalah batang kelapa.)

Mereka Semua: HA HA HA, monster batang kelapa di sungai kelapa.

(Mereka pun berencana untuk memindahkan batang kelapa itu.)

Kiki: Bagaimana cara memindahkan batang pohon kelapa ini? (bertanya ke penonton).

Bima: Kita tidak akan kuat jika mengangkat ini tanpa bantuan orang dewasa, aku akan meminta bantuan ayahku, tunggu sebentar.

(Tidak lama, Bima dan ayahnya pun datang)

Kiki: Apakah Paman Kibo harus mengangkat bagian batang pohon yang berada di tengah sungai, mendorong bagian akar dan akan melewati sungai, atau menarik bagian ujung di sisi satunya? (Kiki kembali bertanya ke arah penonton).

Lala: Kalau kita angkat bagian tengah, air bisa tumpah dan menyiram kita. Itu tidak aman.

Kiki: Kalau kita tarik ujung batang, aman dan tidak ada yang basah.

Bima: Kalau kita dorong bagian akar, itu akan sangat sulit. Kita bisa jatuh!

Kiki: Jadi, kita punya tiga pilihan: angkat tengah, dorong akar, atau tarik ujung. Mana yang terbaik? (bertanya ke penonton)

Semua: Tarik ujung!

Bima: Ya! Kalau kita tarik ujungnya, batang pohon menjauh dari air. Tidak ada yang basah.

Paman Kibo: Baik! Aku akan menarik ujung batang ini!

Bima: Kami akan membantu!

(Mereka menemukan jawabannya. Paman Kibo menarik ujung batang pohon itu, sehingga batang pohon kelapa itu tidak menghalangi aliran air lagi. Mereka semua bersorak senang)

Kiki and friends: Terima kasih Paman Kibo.

Lala: Ingatlah, kalau kita tetap tenang dan berpikir, masalah jadi lebih mudah diatasi!

(Kiki dan ketiga hewan lainnya berseru senang karena misi mereka berhasil dan monster penghalang sungai alias batang pohon kelapa itu sudah tersingkir dari badan sungai.)

English Version

That's Not a Monster

Kiki: A rabbit who loves to think

Lala: A wise turtle

Mimi: A timid fox

Bima: A strong buffalo

Uncle Kibo: Bima's father

(In the middle of a green forest, there is a small river called the Coconut River.)

Kiki: Hi! I am Kiki the Rabbit. Every day, I always go to the Coconut River to wash my body and brush my teeth, just like today!

(When Kiki arrive at the river, he was surprise to see the river getting dry.)

Kiki: Oh no! Yesterday the water was still flowing. Why is it dry today?

(Not long after that, Kiki's friends arrive. They are also surprise.)

Kiki: Why did you come late? What time did you wake up?

Mimi: I usually wake up at six, but today I woke up late because I stayed up late last night.

Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

Kiki: I don't know. I just saw it this morning.

(Suddenly, Bima comes running.)

Bima: Guys!

Lala: Why are you late today? You usually come early. What time did you wake up, Bima?

Bima: I sometimes wake up late, when I sleep late at night, like today. Anyway, my aunt said the water didn't flow this morning. And she is right, it is getting dry. Where did the water go?

Kiki: We don't know, sometimes the water is high, sometimes it's low, but it's never got dry before.

Kiki: What do you think guys, where did the water go? (ask the audience)

Mimi: My grandma told me that a long time ago there was a river monster who liked to swallow all the water....

Kiki: Mimi... is that true? Or just a myth?

Mimi: She said there was a loud sound before the monster came. And... Last night I heard a BANK sound!

Bima: Yes! (nodding quickly) My father also heard a loud sound near the river last night!

Kiki: Is it really a monster river? (ask the audience)

Lala: There is no monster in our forest. Let's figure it out!

(They walk along the river to find out why the Coconut River is dry. After walking a long way, they see something brown blocking the river.)

Bima: What is that? Why is it in the middle of the river?

Mimi: Is that the river monster?

Lala: Let's check it out!

(When they get closer, they see the brown thing is a coconut trunk that block the river.)

Bima: So, this is the "monster" that made the river dry!

(They laugh because they thought it was a monster, but it was only a coconut tree trunk.)

All: HA HA HA!

Kiki: But guys, how do we move this thing? (ask the audience)

Bima: We cannot lift it alone, it's too heavy. I will call my father. Wait here!

Uncle Kibo: Moooo

Kiki and Friends: Yeay, Uncle Kibo is here!

Kiki: Should Uncle Kibo lift the middle part of the trunk, push the root end across the river, or pull the other end?

Lala: If he lift the middle, the water will splash on us. That is not safe.

Kiki: If he pull the end of the trunk, it will be safe and nobody will get wet.

Bima: If he push the root, it will be very hard. He might fall!

Kiki: So, we have three choices: lift the middle, push the root, or pull the end. Which one is the best?

Mimi: The best way is pull the end!

Uncle Kibo: Yes! If we pull the end, the trunk moves away from the water. No one gets wet. You are smart kids! So now, I will pull the end of the trunk!

(They find the answer. Uncle Kibo pulls the end of the trunk, and the water flows again. Kiki and friends are happy and they say thank you to Uncle Kibo.)

Kiki: Remember, when we stay calm and think logically, every problems become easier and we can find the best solution!

(They are happy because their mission is done. The “river monster” was just a coconut trunk, and now the river is clear and flowing again.)

Appendix 16 Storyboard Before Revision

STORYBOARD STORYTELLING CLIP

Title of the Story : Oops! That's Not a Monster

Graduate Profile : Critical Thinking

Indicator : Curiosity, Problem Solving

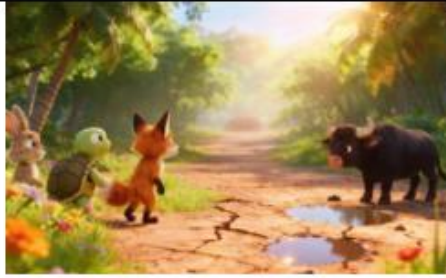
Unit/Theme : Unit 10 (He Always Gets Up at 5 O'clock: Always, Usually, Sometimes, Never



Scene	Duration	Picture	Indonesian Subtitle	English Subtitle
Scene 1	5 Seconds		Narator: Di pinggir hutan yang hijau, ada sebuah sungai kecil bernama Sungai Kelapa.	Narator: In the middle of a green forest, there is a small river called the Coconut River.
Scene 2	6 Seconds		Dialog: Kiki: Hai! Aku Kiki si Kelinci. Setiap hari, aku selalu pergi ke Sungai Kelapa untuk mandi dan menggosok gigi, seperti hari ini!	Dialogue: Kiki: Hi! I am Kiki the Rabbit. Every day, I always go to the Coconut River to wash my body and brush my teeth, just like today!

Scene 3	7 Seconds		Narator: (Ketika Kiki sampai di sungai, ia terkejut melihat sungainya menjadi kering.) Dialog: Kiki: Oh tidak! Kemarin airnya masih mengalir. Kenapa hari ini kering?	Narator: (When Kiki arrive at the river, he was surprise to see the river getting dry.) Dialogue: Kiki: Oh no! Yesterday the water was still flowing. Why is it dry today?
Scene 4	20 Seconds		Narator: (Tak lama kemudian, teman-teman Kiki datang. Mereka juga terkejut.) Dialog: Kiki: Kenapa kalian datang terlambat? Jam berapa kalian bangun? Mimi: Aku biasanya bangun jam enam, tapi hari ini aku bangun terlambat karena aku tidur larut malam. Lala: Aku tidak pernah bangun terlambat. Aku membantu ibuku pagi ini. Ada apa dengan sungai kita, Kiki?	Narator: (Not long after that, Kiki's friends arrive. They are also surprise.) Dialogue: Kiki: Why did you come late? What time did you wake up? Mimi: I usually wake up at six, but today I woke up late because I stayed up late last night. Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

			Kiki: Aku tidak tahu. Aku baru melihatnya pagi ini. Kiki: Teman-teman, bagaimana menurut kalian? Ke mana airnya? (bertanya ke audiens)	Kiki: I don't know. I just saw it this morning. Kiki: Guys, what do you think? Where did the water go? (ask the audience)
Scene 5	15 Seconds		Narator: (Kemudian, Bima datang berlari.) Dialog: Bima: Teman-teman! Lala: Kenapa kamu terlambat hari ini? Kamu biasanya datang lebih awal. Jam berapa kamu bangun, Bima? Bima: Aku kadang bangun terlambat, ketika aku tidur larut malam, seperti hari ini. Omong-omong, bibiku bilang airnya tidak mengalir pagi ini. Dan benar, ini makin kering. Ke mana airnya? Kiki: Kita tidak tahu, kadang airnya tinggi, kadang rendah,	Narator: (Suddenly, Bima comes running.) Dialogue: Bima: Guys! Lala: Why are you late today? You usually come early. What time did you wake up, Bima? Bima: I wake up late sometimes, when I sleep late at night, like today. By the way, my aunt said the water didn't flow this morning. And she is right, it is getting dry. Where did the water go? Kiki: We don't know, sometimes the water is high, sometimes it's low, but it's
Scene 6	15 Seconds		tapi tidak pernah kering sebelumnya. Ke mana airnya? Dialog: Mimi: N-nenekku bilang dulu ada monster sungai yang suka menelan semua air... Kiki: Mimi... itu benar? Atau hanya mitos? Mimi: Katanya ada suara keras sebelum monster itu datang. Dan... tadi malam aku mendengar suara DANK! Kiki: Apakah menurut kalian Mimi benar? Kenapa? Bima: Ya! (mengangguk cepat) Ayahku juga mendengar suara keras dekat sungai tadi malam! Lala: Tidak ada monster di hutan kita. Ayo kita cari tahu!	never got dry before. Where did the water go? Dialogue: Mimi: M-my grandma told me that a long time ago there was a river monster who liked to swallow all the water.... Kiki: Mimi... is that true? Or just a myth? Mimi: She said there was a loud sound before the monster came. And... Last night I heard a DANK sound! Kiki: Do you think Mimi is right? Why? Bima: Yes! (nodding quickly) My father also heard a loud sound near the river last night! Lala: There is no monster in our forest. Let's figure it out!
Scene 7	10 Seconds		Narator: (Mereka berjalan menyusuri sungai untuk mencari tahu kenapa Sungai Kelapa kering. Setelah berjalan jauh, mereka	Narator: (They walk along the river to find out why the Coconut River is dry. After walking a

			melihat sesuatu berwarna coklat menghalangi sungai.) Dialog: Bima: Apa itu? Kenapa ada di tengah sungai? Mimi: Apa itu monster sungai? Lala: Ayo kita periksa!	long way, they see something brown blocking the river.) Dialogue: Bima: What is that? Why is it in the middle of the river? Mimi: Is that the river monster? Lala: Let's check it out!
Scene 8	15 Seconds		Narator: (Ketika mereka mendekat, mereka melihat benda coklat itu adalah batang pohon kelapa yang menghalangi sungai.) Dialog: Bima: Jadi, ini "monster" yang membuat sungai kering! Narator: (Mereka tertawa karena mereka pikir itu monster, padahal hanya batang pohon kelapa.) Dialog:	Narator: (When they get closer, they see the brown thing is a coconut trunk that block the river.) Dialogue: Bima: So, this is the "monster" that made the river dry! Narator: (They laugh because they thought it was a monster, but it was only a coconut tree trunk.) Dialogue: All: HA HA HA! The coconut-tree monster in the Coconut River!
			Semua: HA HA HA! Monster pohon kelapa di Sungai Kelapa!	
Scene 9	7 Seconds		Dialog: Kiki: Bagaimana cara memindahkan ini? (bertanya ke audiens) Bima: Kita tidak bisa mengangkatnya sendiri, ini terlalu berat. Aku akan memanggil ayahku. Tunggu di sini!	Dialogue: Kiki: How do we move this thing? (asks the audience) Bima: We cannot lift it alone, it's too heavy. I will call my father. Wait here!
Scene 10	10 Seconds		Narator: (Beberapa saat kemudian, Bima kembali bersama ayahnya.) Dialog: Kiki: Haruskah Paman Kibo mengangkat bagian tengah batangnya, mendorong bagian akar ke seberang sungai, atau menarik bagian ujungnya? (bertanya lagi ke audiens)	Narator: (A few moments later, Bima comes back with his father.) Dialogue: Kiki: Should Uncle Kibo lift the middle part of the trunk, push the root end across the river, or pull the other end? (asks the audience again) Lala: If we lift the middle, the water will splash on us. That is not safe.

		Note: Sungaiinya diperkecil agar masuk akal bahwa sungaiinya dibokir batang kelapa	Lala: Kalau kita angkat bagian tengah, air bisa tumpah dan menyiram kita. Itu tidak aman. Kiki: Kalau kita tarik ujung batang, anan dan tidak ada yang basah. Bima: Kalau kita dorong bagian akar, itu akan sangat sulit. Kita bisa jatuh! Kiki: Jadi, kita punya tiga pilihan: angkat tengah, dorong akar, atau tarik ujung. Mana yang terbaik? (bertanya ke penonton) Semua: Tarik ujung! Bima: Ya! Kalau kita tarik ujungnya, batang pohon menjauh dari air. Tidak ada yang basah. Paman Kibo: Baik! Aku akan menarik ujung batang ini! Bima: Kami akan membantu!	Kiki: If we pull the end of the trunk it will be safe and nobody will get wet. Bima: If we push the root, it will be very hard. We might fall! Kiki: So, we have three choices: lift the middle, push the root, or pull the end. Which one is the best? (Ask the audiences) All: Pull the end! Mimi: Yes! If we pull the end, the trunk moves away from the water. No one gets wet. Uncle Kibo: You are smart kids! Okay! I will pull the end of the trunk! Bima: We will help you!
Scene 11	8 Seconds		Narator: (They find the answer. Uncle Kibo pulls the end of the trunk,	Narator: (They find the answer. Uncle Kibo pulls the end of the trunk,

		 Note: Pro	and the water flows again. Everyone cheers.) Dialog: Kiki dan teman-teman: Terima kasih, Paman Kibo! Lala: Ingatlah, kalau kita tetap tenang dan berpikir, masalah jadi lebih mudah diatasi!	and the water flows again. Everyone cheers.) Dialogue: Kiki and friends: Thank you, Uncle Kibo! Lala: Remember, when we stay calm and think, problems get easier!
Scene 12	6 Seconds		Narator: (Mereka senang karena misi mereka selesai. "Monster sungai" ternyata hanya batang pohon kelapa, dan sekarang sungai kembali jernih dan mengalir.)	Narator: (They are happy because their mission is done. The "river monster" was just a coconut trunk, and now the river is clear and flowing again.)

Appendix 17 Final Storyboard

STORYBOARD STORYTELLING CLIP

Title of the Story : Oops! That's Not a Monster

Graduate Profile : Critical Thinking

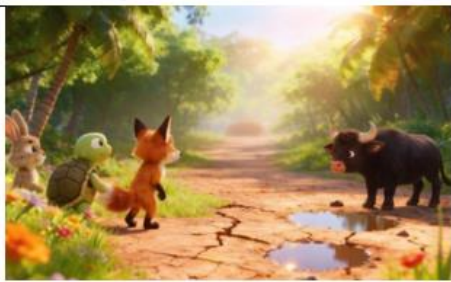
Indicator : Curiosity, Problem Solving

Unit/Theme : Unit 10 (He Always Gets Up at 5 O'clock: Always, Usually, Sometimes, Never

Scene	Duration	Picture	Indonesian Subtitle	English Subtitle
Scene 1	5 Seconds		Narator: Di pinggiran hutan yang hijau, ada sebuah sungai kecil bernama Sungai Kelapa.	Narator: In the middle of a green forest, there is a small river called the Coconut River.
Scene 2	6 Seconds		Dialog: Kiki: Hai! Aku Kiki si Kelinci. Setiap hari, aku selalu pergi ke Sungai Kelapa untuk mandi dan menggosok gigi, seperti hari ini!	Dialogue: Kiki: Hi! I am Kiki the Rabbit. Every day, I always go to the Coconut River to wash my body and brush my teeth, just like today!

Scene 3	7 Seconds		Narator: (Ketika Kiki sampai di sungai, ia terkejut melihat sungainya menjadi kering.) Dialog: Kiki: Oh tidak! Kemarin airnya masih mengalir. Kenapa hari ini kering?	Narator: (When Kiki arrive at the river, he was surprise to see the river getting dry.) Dialogue: Kiki: Oh no! Yesterday the water was still flowing. Why is it dry today?
Scene 4	20 Seconds		Narator: (Tak lama kemudian, teman-teman Kiki datang. Mereka juga terkejut.) Dialog: Kiki: Kenapa kalian datang terlambat? Jam berapa kalian bangun? Mimi: Aku biasanya bangun jam enam, tapi hari ini aku bangun terlambat karena aku tidur larut malam. Lala: Aku tidak pernah bangun terlambat. Aku membantu ibuku pagi ini. Ada apa dengan sungai kita, Kiki?	Narator: (Not long after that, Kiki's friends arrive. They are also surprise.) Dialogue: Kiki: Why did you come late? What time did you wake up? Mimi: I usually wake up at six, but today I woke up late because I stayed up late last night. Lala: I never wake up late. I helped my mother this morning. What happened to our river, Kiki?

			Kiki: Aku tidak tahu. Aku baru melihatnya pagi ini. Kiki: Teman-teman, bagaimana menurut kalian? Ke mana airnya? (bertanya ke audience)	Kiki: I don't know. I just saw it this morning. Kiki: Guys, what do you think? Where did the water go? (ask the audience)
Scene 5	15 Seconds		Narator: (Kemudian, Bima datang berlari.) Dialog: Bima: Teman-teman! Lala: Kenapa kamu terlambat hari ini? Kamu biasanya datang lebih awal. Jam berapa kamu bangun, Bima? Bima: Aku kadang bangun terlambat, ketika aku tidur larut malam, seperti hari ini. Omong-omong, bibiku bilang airnya tidak mengalir pagi ini. Dan benar, ini makin kering. Ke mana airnya? Kiki: Kita tidak tahu, kadang airnya tinggi, kadang rendah,	Narator: (Suddenly, Bima comes running.) Dialogue: Bima: Guys! Lala: Why are you late today? You usually come early. What time did you wake up, Bima? Bima: I wake up late sometimes, when I sleep late at night like today. By the way, my aunt said the water didn't flow this morning. And she is right, it is getting dry. Where did the water go? Kiki: We don't know, sometimes the water is high, sometimes it's low, but it's
			tapi tidak pernah kering sebelumnya. Ke mana airnya?	never got dry before. Where did the water go?
Scene 6	15 Seconds		Dialog: Mimi: N-nenekku bilang dulu ada monster sungai yang suka menelan semua air... Kiki: Mimi... itu benar? Atau hanya mitos? Mimi: Katanya ada suara keras sebelum monster itu datang. Dan... tadi malam aku mendengar suara DANK! Kiki: Apakah menurut kalian Mimi benar? Kenapa? Bima: Ya! (mengangguk cepat) Ayahku juga mendengar suara keras dekat sungai tadi malam! Lala: Tidak ada monster di hutan kita. Ayo kita cari tahu!	Dialogue: Mimi: M-my grandma told me that a long time ago there was a river monster who liked to swallow all the water... Kiki: Mimi... is that true? Or just a myth? Mimi: She said there was a loud sound before the monster came. And... Last night I heard a DANK sound! Kiki: Do you think Mimi is right? Why? Bima: Yes! (nodding quickly) My father also heard a loud sound near the river last night! Lala: There is no monster in our forest. Let's figure it out!
Scene 7	10 Seconds		Narator: (Mereka berjalan menyusuri sungai untuk mencari tahu kenapa Sungai Kelapa kering. Setelah berjalan jauh, mereka	Narator: (They walk along the river to find out why the Coconut River is dry. After walking a

			melihat sesuatu berwarna coklat menghalangi sungai.) Dialog: Bima: Apa itu? Kenapa ada di tengah sungai? Mimi: Apa itu monster sungai? Lala: Ayo kita periksa!	long way, they see something brown blocking the river.) Dialogue: Bima: What is that? Why is it in the middle of the river? Mimi: Is that the river monster? Lala: Let's check it out!
Scene 8	15 Seconds		Narator: (Ketika mereka mendekat, mereka melihat benda coklat itu adalah batang pohon kelapa yang menghalangi sungai.) Dialog: Bima: Jadi, ini "monster" yang membuat sungai kering! Narator: (Mereka tertawa karena mereka pikir itu monster, padahal hanya batang pohon kelapa.) Dialog:	Narator: (When they get closer, they see the brown thing is a coconut trunk that block the river.) Dialogue: Bima: So, this is the "monster" that made the river dry! Narator: (They laugh because they thought it was a monster, but it was only a coconut tree trunk.) Dialogue: All: HA HA HA! The coconut tree monster in the Coconut River!
			Semua: HA HA HA! Monster pohon kelapa di Sungai Kelapa!	
Scene 9	7 Seconds		Dialog: Kiki: Bagaimana cara memindahkan ini? (bertanya ke audiens) Bima: Kita tidak bisa mengangkatnya sendiri, ini terlalu berat. Aku akan memanggil ayahku. Tunggu di sini!	Dialogue: Kiki: How do we move this thing? (asks the audience) Bima: We cannot lift it alone, it's too heavy. I will call my father. Wait here!
Scene 10	10 Seconds		Narator: (Beberapa saat kemudian, Bima kembali bersama ayahnya.) Dialog: Kiki: Haruskah Paman Kijbo mengangkat bagian tengah batangnya, mendorong bagian akar ke seberang sungai, atau menarik bagian ujungnya? (bertanya lagi ke audiens)	Narator: (A few moments later, Bima comes back with his father.) Dialogue: Kiki: Should Uncle Kijbo lift the middle part of the trunk, push the root end across the river, or pull the other end? (asks the audience again) Lala: If we lift the middle, the water will splash on us. That is not safe.

		Note: Sungainya diperkecil agar masuk akal bahwa sungainya dibokir batang kelapa	Lala: Kalau kita angkat bagian tengah, air bisa tumpah dan menyiram kita. Itu tidak aman. Kiki: Kalau kita tarik ujung batang, aman dan tidak ada yang basah. Bima: Kalau kita dorong bagian akar, itu akan sangat sulit. Kita bisa jatuh! Kiki: Jadi, kita punya tiga pilihan: angkat tengah, dorong akar, atau tarik ujung. Mana yang terbaik? (bertanya ke penonton) Semua: Tarik ujung! Bima: Ya! Kalau kita tarik ujungnya, batang pohon menjauh dari air. Tidak ada yang basah. Paman Kibo: Baik! Aku akan menarik ujung batang ini! Bima: Kami akan membantu!	Kiki: If we pull the end of the trunk it will be safe and nobody will get wet. Bima: If we push the root, it will be very hard. We might fall! Kiki: So, we have three choices: lift the middle, push the root, or pull the end. Which one is the best? (Ask the audiences) All: Pull the end! Mimi: Yes! If we pull the end, the trunk moves away from the water. No one gets wet. Uncle Kibo: You are smart kids! Okay! I will pull the end of the trunk! Bima: We will help you!
Scene 11	8 Seconds		Narator: (They find the answer. Uncle Kibo pulls the end of the trunk.)	Narator: (They find the answer. Uncle Kibo pulls the end of the trunk.)



		 Note: Pro	and the water flows again. Everyone cheers.) Dialog: Kiki dan teman-teman: Terima kasih, Paman Kibo! Lala: Ingatlah, kalau kita tetap tenang dan berpikir, masalah jadi lebih mudah diatasi!	and the water flows again. Everyone cheers.) Dialogue: Kiki and friends: Thank you, Uncle Kibo! Lala: Remember, when we stay calm and think, problems get easier!
Scene 12	6 Seconds		Narator: (Mereka senang karena misi mereka selesai. "Monster sungai" ternyata hanya batang pohon kelapa, dan sekarang sungai kembali jernih dan mengalir.)	Narator: (They are happy because their mission is done. The "river monster" was just a coconut trunk, and now the river is clear and flowing again.)

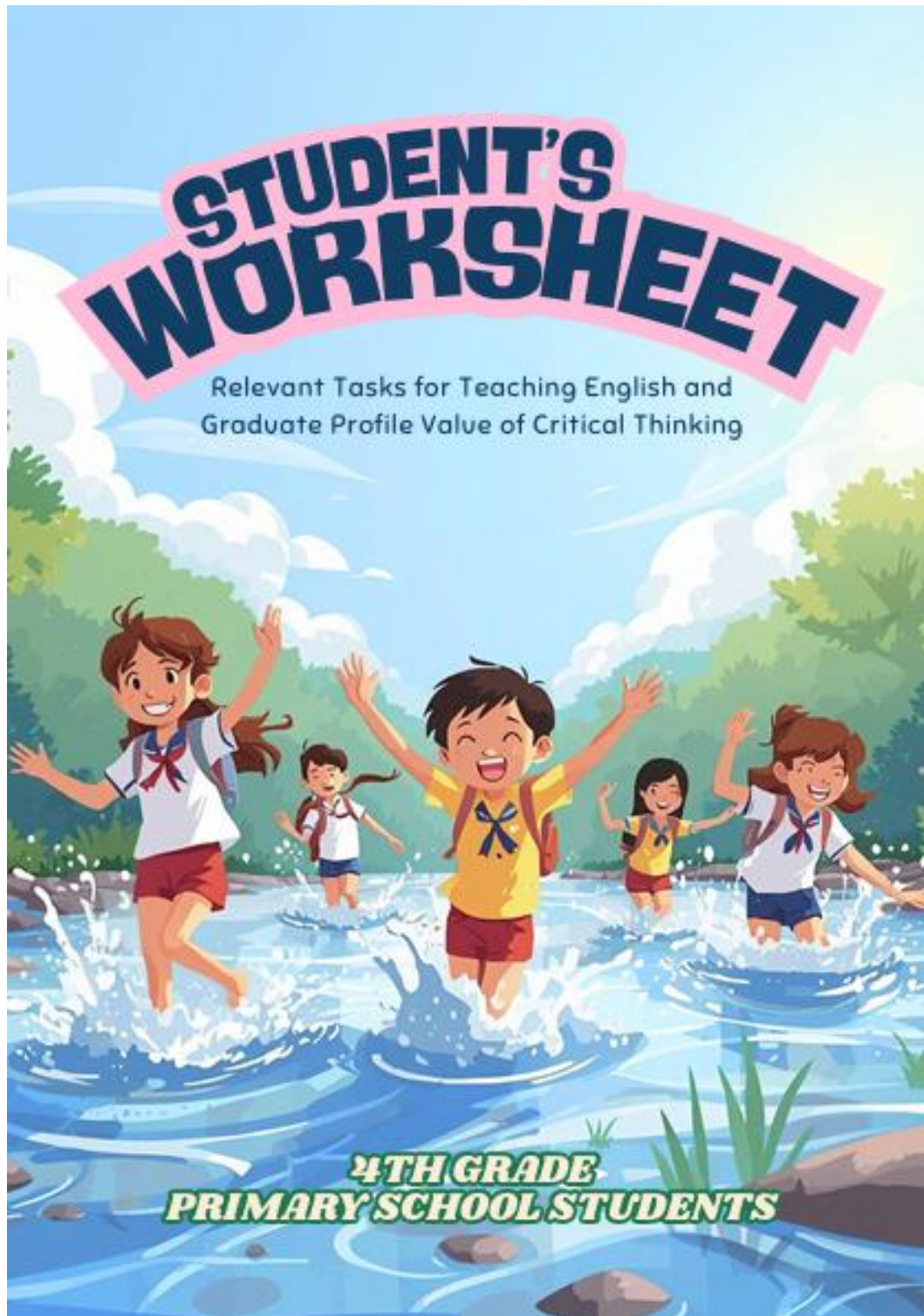
Appendix 18 Blueprint of Relevant Task



BLUEPRINT OF THE TASK

Learning Objectives	Task	Strategies/ Operational Task	Assessment
Students are able to match sentences with adverbs of frequency to the correct characters or activities.	Matching Activity	Students observe the character pictures and sentences, then draw lines to match each sentence to the correct character based on the story.	Accuracy of matching sentences and characters.
Students are able to identify adverbs of frequency in simple sentences taken from a familiar story correctly.	Let's Find the Frequency Words (Identifying Task)	Students read the sentences and underline or write the adverbs of frequency based on the examples provided.	Correct identification of adverbs of frequency.
Students are able to identify true or false statements based on a simple story correctly.	Let's Think! (True or False)	Students read each statement, recall the story, and put a check (✓) in the True or False column.	Accuracy in determining true or false answers.
Students are able to answer simple questions about the story using basic ideas and reasons.	What Do You Think? (Short Answer Question)	Students read the questions and write short answers based on their understanding of the story.	Relevance and clarity of answers using simple sentences.





Name : _____

Date : _____

MATCHING ACTIVITY

Draw a line to match the activity with the character of the story.



I never wake up late.



I sometimes wake up late, when I sleep late at night.



I always go to the Coconut River to wash my body and brush my teeth.



I usually wake up at six.

goodluck



SCORE

--

Name : _____

Date : _____

LET'S FIND THE FREQUENCY WORDS!

Remember the story and look at the picture carefully.
Identify the adverbs of frequency in the characters' sentences.
Write the adverbs of frequency in the space provided.



goodluck



Name : _____

Date : _____

LET'S THINK!

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

	True	False
Kiki and friends try to find why the river is dry.	☐	☐
Kiki and friends believe the monster story and go home.	☐	☐
They walk along the river to find the problem.	☐	☐
They think before they choose a solution.	☐	☐
Lifting the middle of the trunk is the best idea.	☐	☐
Pulling the end of the trunk is safer.	☐	☐
The monster drunk all of the water in the river.	☐	☐
Kiki and friends choose a solution without thinking.	☐	☐
The water flows again after Uncle Kibo pulls the trunk.	☐	☐
The story teaches us to stay calm and think if we get a problem.	☐	☐

goodluck



SCORE

Name : _____

Date : _____

WHAT DO YOU THINK?

Read the questions and write your answer.

Why is the Coconut River dry?

Why do Mimi believe about a monster at first?

Why is pulling the end of the trunk a good idea?

What can we learn from this story?

goodluck



SCORE

Name : _____

Date : _____

I WONDER...

Look at each picture. Write one question that comes to your mind.
Start your question with "I wonder..."











goodluck

SCORE:



Appendix 20 Result of Evaluation Judgement by Expert 1

EXPERT JUDGMENT EVALUATION SHEET

Product Type : Bilingual Digital Storytelling Clip
 Title : That's Not a Monster!
 Evaluator : Expert 1
 Date : 26th of March 2026
 Link : https://drive.google.com/file/d/1snzhDMrVyfKuZIKgV8sJEupTWA0YNbzI/view?usp=drive_link

Introduction

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

Instruction

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

The scoring scale is as follows:

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

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

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

No.	Theoretical Foundation	Criteria of the Bilingual Storytelling Clip	5	4	3	2	1	Comment And Suggestions
1.	According to Tomlinson (2011), materials are	The storytelling clip is aligned with	✓					

	anything used to help students learn a language. Hutchinson and Waters (2010) emphasize that effective learning materials should be designed to capture students' attention and support the learning process. Therefore, the storytelling clip should be relevant to the general competencies of the curriculum so that it can support the achievement of learning objectives.	the general competencies.						
2.	Young learners tend to be imaginative and active. Learning through games, stories, or songs will make them more motivated to learn the language, even if indirectly. Children love stories just as they love games. By using stories, young learners can be trained to focus their attention on the overall context rather than if it were stated word	The storytelling clip reflects the pedagogical characteristics of Teaching English to Young Learners (TEYL).	√					

	by word (Suyanto, 2013).							
3.	Learning materials encompass all types of materials used to facilitate the language learning process. This includes instructional materials, which convey information about the language, experiential materials, which provide opportunities for students to use the language, and exploratory materials, which encourage students to discover new aspects of the language itself (Nikoopour & Farsani, 2011).	The language used in the storytelling clip is appropriate to the linguistic level of young learners.	√					
4.	Hutchinson and Waters (2010) emphasize that effective learning materials are not merely a collection of information, but must be able to capture students' attention through engaging text and enjoyable activities. The material should also be arranged in	The topic of the story is relevant to the English language teaching syllabus (ATP).	√					

	such a way that it is accessible and understandable for both teachers and students.							
5.	The graduate profile consists of eight dimensions. One of them is critical thinking, with the indicators, curiosity, logically argumentation, and problem solving (Kemendikdasmen, 2025).	The story theme integrates the values of the Graduate Profile Critical Thinking Value specifically the indicators of curiosity, logically argumentation, and problem solving.	√					
6.	Children love stories just as they love games. By using stories, young learners can be trained to focus their attention on the overall context rather than if it were stated word by word (Suyanto, 2013).	The story content is engaging and relevant to the interests of young learners.	√					
7.	Digital storytelling is the combination of storytelling with various digital multimedia elements such as images, audio, video, and text (Robin, 2006).	The storytelling clip demonstrates clear and appropriate audio quality to support comprehension.	√					
8.	Visual media can be an effective tool for enhancing	The storytelling clip presents appropriate visual	√					

	understanding and reinforcing students' memory (Parwati et al., 2013).	and video quality to support learning.						
9.	Digital stories can enhance insights, encourage discussions, and simplify complex concepts into easily understandable ones (Robin, 2008).	The story title and characters are relevant and support the coherence of the storyline.	√					
10.	Material development encompasses all processes undertaken by practitioners in creating and using materials for language learning (Tomlinson, 2011).	The follow-up learning activities are relevant to the story and support students' language learning.	√					
11.	One of the important aspects or components to help achieve learning objectives is the utilization of relevant and appropriate learning media. During the learning process, instructional media are used to facilitate communication and interaction between educators and students	The storytelling clip demonstrates overall quality as an instructional media for teaching English to young learners.	√					

	(Ratminingsih et al., 2021).							
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Singaraja, 26 Maret 2026

Expert Judge I



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

NIP 196407141988102001



Appendix 21 Result of Evaluation Judgement by Expert 2

EXPERT JUDGMENT EVALUATION SHEET

Product Type : Bilingual Digital Storytelling Clip
 Title : That's Not a Monster!
 Evaluator : Expert 2
 Date : 26th of March 2026
 Link : https://drive.google.com/file/d/1snzhDMrVyfKuZIKgV8sJEupTWA0YNbzl/view?usp=drive_link

Introduction

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

Instruction

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

The scoring scale is as follows:

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

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

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

No.	Theoretical Foundation	Criteria of the Bilingual Storytelling Clip	5	4	3	2	1	Comment And Suggestions
1.	According to Tomlinson (2011), materials are	The storytelling clip is aligned with	✓					

	anything used to help students learn a language. Hutchinson and Waters (2010) emphasize that effective learning materials should be designed to capture students' attention and support the learning process. Therefore, the storytelling clip should be relevant to the general competencies of the curriculum so that it can support the achievement of learning objectives.	the general competencies.						
2.	Young learners tend to be imaginative and active. Learning through games, stories, or songs will make them more motivated to learn the language, even if indirectly. Children love stories just as they love games. By using stories, young learners can be trained to focus their attention on the overall context rather than if it were stated word	The storytelling clip reflects the pedagogical characteristics of Teaching English to Young Learners (TEYL).	√					

	by word (Suyanto, 2013).							
3.	Learning materials encompass all types of materials used to facilitate the language learning process. This includes instructional materials, which convey information about the language, experiential materials, which provide opportunities for students to use the language, and exploratory materials, which encourage students to discover new aspects of the language itself (Nikoopour & Farsani, 2011).	The language used in the storytelling clip is appropriate to the linguistic level of young learners.	√					
4.	Hutchinson and Waters (2010) emphasize that effective learning materials are not merely a collection of information, but must be able to capture students' attention through engaging text and enjoyable activities. The material should also be arranged in	The topic of the story is relevant to the English language teaching syllabus (ATP).	√					

	such a way that it is accessible and understandable for both teachers and students.							
5.	The graduate profile consists of eight dimensions. These Graduate Profile consist of: faith and devotion to God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication (Kemendikdasmen, 2025).	The story theme integrates the values of the Graduate Profile Critical Thinking Value.	√					
6.	Children love stories just as they love games. By using stories, young learners can be trained to focus their attention on the overall context rather than if it were stated word by word (Suyanto, 2013).	The story content is engaging and relevant to the interests of young learners.	√					
7.	Digital storytelling is the combination of storytelling with various digital multimedia elements such as images, audio, video, and text (Robin, 2006).	The storytelling clip demonstrates clear and appropriate audio quality to support comprehension.	√					

8.	Visual media can be an effective tool for enhancing understanding and reinforcing students' memory (Parwati et al., 2013).	The storytelling clip presents appropriate visual and video quality to support learning.	√					
9.	Digital stories can enhance insights, encourage discussions, and simplify complex concepts into easily understandable ones (Robin, 2008).	The story title and characters are relevant and support the coherence of the storyline.	√					
10.	Material development encompasses all processes undertaken by practitioners in creating and using materials for language learning (Tomlinson, 2011).	The follow-up learning activities are relevant to the story and support students' language learning.	√					
11.	One of the important aspects or components to help achieve learning objectives is the utilization of relevant and appropriate learning media. During the learning process, instructional media are used to facilitate communication and interaction between	The storytelling clip demonstrates overall quality as an instructional media for teaching English to young learners.	√					

	educators and students (Ratminingsih et al., 2021).							
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Singaraja, 26 Maret 2026

Expert Judge 2



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

NIP 199305162023212040



Appendix 22 Result of Instrument Validity (Evaluation Sheet – Expert 1)

Instrument Validity for Expert Judgement Evaluation Sheet

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001|
Position : Lecturer of English Language Education (Supervisor 2)
Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

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

Instruction:

The following are several statements related to the evaluation sheet for the Expert Judgement.

Number of criteria items: 11

There are two assessment options:

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

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

No.	Criteria of the Digital Bilingual Storytelling clip	Relevant	Not relevant	Note
1.	Relevance to general competencies	✓		
2.	Relevance to the characteristics of TEYL	✓		
3.	Relevance to children level of language	✓		
4.	Relevance of the topic to the English Language Teaching syllabus	✓		
5.	Relevance of the story theme with Graduate Profile	✓		
6.	Relevance of the story and the interest of young learners	✓		
7.	Quality of the audio	✓		

8.	Quality of the video	✓		
9.	Relevance of the story title and character insertion	✓		
10.	Relevance of the activities to follow up the story	✓		
11.	Overall quality of the storytelling clip	✓		

Singaraja, 30 September 2025
Expert Judge I



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001



Appendix 23 Result of Instrument Validity (Evaluation Sheet – Expert 2)

Instrument Validity for Expert Judgement Evaluation Sheet

Expert Judge 1 : Luh Indrayani, S.Pd., M.Pd.

NIP : 199305162023212040

Position : Lecturer of English Language Education (Supervisor 2)

Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

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

Instruction:

The following are several statements related to the evaluation sheet for the Expert Judgement.

Number of criteria items: 11

There are two assessment options:

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

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

No.	Criteria of the Digital Bilingual Storytelling clip	Relevant	Not relevant	Note
1.	Relevance to general competencies	✓		
2.	Relevance to the characteristics of TEYL	✓		
3.	Relevance to children level of language	✓		

4.	Relevance of the topic to the English Language Teaching syllabus	✓		
5.	Relevance of the story theme with Graduate Profile	✓		
6.	Relevance of the story and the interest of young learners	✓		
7.	Quality of the audio	✓		
8.	Quality of the video	✓		
9.	Relevance of the story title and character insertion	✓		Please mention the specific graduate profile 
10.	Relevance of the activities to follow up the story	✓		
11.	Overall quality of the storytelling clip	✓		

Singaraja, 14 September 2025
Expert Judge 2,



Luh Indrayani, S.Pd., M.Pd.
NIP 199305162023212040

Appendix 24 Result of Instrument Validity (Interview Guide – Expert 1)

Instrument Validity for Interview Guide

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 198208192009122003
Position : Lecturer of English Language Education (Supervisor 1)
Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

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

Instruction:

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

Number of interview items: 7

There are two assessment options:

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

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

No	Interview Topics	Interview Questions	Relevant	Not relevant	Note
1.	English level of the students	How is the English level of your students?	✓		
2.	Teaching English in the form of story	Do you think it is needed to teach English using story?	✓		
3.	Teaching English using storytelling	Do you think it is needed to teach English using storytelling?	✓		
4.	The insertion of character	Do you think it is needed to critical thinking value to the students?	✓		
5.	The need for storytelling clip	Do you think it is needed to teach English using storytelling clip?	✓		

6.	The need for Graduate Profile development	Do you think it is needed to insert critical thinking value of Graduate Profile in English learning?	✓		
7.	Teachers' expectations of bilingual digital storytelling clip with the insertion of Graduate Profile	What do you expect to see a bilingual digital storytelling clip with the insertion of critical thinking value of Graduate Profile used for teaching English?	✓		

Singaraja, 30 September 2025
Expert Judge I



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

|



Appendix 25 Result of Instrument Validity (Interview Guide – Expert 2)

Instrument Validity for Interview Guide

Expert Judge 1 : Luh Indrayani, S.Pd., M.Pd.
NIP : 198208192009122003
Position : Lecturer of English Language Education (Supervisor 1)
Institution : Universitas Pendidikan Ganesha (Undiksha)

Introduction:

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

Instruction:

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

Number of interview items: 7

There are two assessment options:

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

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

No	Interview Topics	Interview Questions	Relevant	Not relevant	Note
1.	English level of the students	How is the English level of your students?	✓		
2.	Teaching English in the form of story	Do you think it is needed to teach English using story?	✓		Please revise the questions into open-ended questions. Please check all
3.	Teaching English using storytelling	Do you think it is needed to teach English using storytelling?	✓		

4.	The insertion of character	Do you think it is needed to critical thinking value to the students?	✓		
5.	The need for storytelling clip	Do you think it is needed to teach English using storytelling clip?	✓		
6.	The need for Graduate Profile development	Do you think it is needed to insert critical thinking value of Graduate Profile in English learning?	✓		
7.	Teachers' expectations of bilingual digital storytelling clip with the insertion of Graduate Profile	What do you expect to see a bilingual digital storytelling clip with the insertion of critical thinking value of Graduate Profile used for teaching English?	✓		

Singaraja, 14 September 2025
Expert Judge 2,



Luh Indrayani, S.Pd., M.Pd.
NIP 198208192009122003

Appendix 26 Observation Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1701/UN48.7.1/DT/2025
Hal : Permohonan Izin Observasi

16 Mei 2025

Yth.
Kepala Sekolah Dasar Negeri 1 Astina
di Singaraja

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

Nama : Dewa Ayu Widya Mas Maharani Suantara
NIM : 2212021009
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,



FBS Lun Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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