

APPENDICES

Appendix 1 Research 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 : 3744 /UN48.7.1/ TA.00.03/2025 15 Oktober 2025
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 1 Paket Agung
di Singaraja

Dengan ini kami mohonkan perkenan Bapak/Ibu untuk memberikan izin kepada mahasiswa terlampir untuk mengumpulkan data pada institusi yang Bapak/Ibu pimpin dalam rangka penyelesaian tugas/akhirnya. Sebagai bahan pertimbangan, kami lampirkan data mahasiswa dan rekomendasi pembimbing.

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,


Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :
1. Dekan FBS Undiksha Singaraja
2. Keperprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS

Lampiran Surat Rekomendasi Pembimbing

No.	Nama Mahasiswa	NIM	Prodi	Judul Penelitian	Nama Sekolah/Instansi/Industri
1.	Ketur Ayu Dewi Puapadi	2212021093	Pendidikan Bahasa Inggris	CREATING A DIGITAL BILINGUAL STORYBOOK FOR TEACHING ENGLISH WITH THE INSERTION OF INDEPENDENCE VALUE IN GRADE 5	SD N 1 PAKET AGUNG
2.	Putu Sandra Yulianti	2212021144	Pendidikan Bahasa Inggris	CREATING A DIGITAL BILINGUAL STORYBOOK FOR TEACHING ENGLISH WITH THE INSERTION OF COLLABORATION VALUE IN GRADE 5	SD N 1 PAKET AGUNG
3.	Ni Ketut Wira Putri Cahyani	2212021164	Pendidikan Bahasa Inggris	CREATING A DIGITAL BILINGUAL STORYBOOK FOR TEACHING ENGLISH WITH THE INSERTION OF CRITICAL THINKING VALUE IN GRADE 5	SD N 1 PAKET AGUNG

Singaraja, 9 Oktober 2025

Pembimbing I

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988032001

Pembimbing II

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**
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Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 5 Kampung Baru
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa terlampir untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,


Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :
1. Dekan FBS Undiksha Singaraja
2. Keperprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS

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DAFTAR LAMPIRAN

No.	Nama	NIM	Prodi	Pembimbing 1	Pembimbing 2	Judul Skripsi
1.	Putu Sandra Yulianti	2212021144	Pendidikan Bahasa Inggris	Prof. Dra. Luh Putu Artini, M.A., Ph.D.	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.	Creating A Digital Bilingual Storybook For Teaching English With The Insertion Of Independence Value In Grade 5
2.	Ketur Ayu Dewi Puapadi	2212021098	Pendidikan Bahasa Inggris	Prof. Dra. Luh Putu Artini, M.A., Ph.D.	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.	Creating A Digital Bilingual Storybook For Teaching English With The Insertion Of Independence Value In Grade 5
3.	Ni Ketut Wira Putri Cahyani	2212021164	Pendidikan Bahasa Inggris	Prof. Dra. Luh Putu Artini, M.A., Ph.D.	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.	Creating A Digital Bilingual Storybook For Teaching English With The Insertion Of Critical Thinking Value In Grade 5

Appendix 2 Final Draft of the Product

<Lisa Can Do It!:=

Page 1:

One morning, Lisa woke up feeling very tired.
She whispered, <Mom, I have a headache, and my throat hurts.=

Suatu pagi, Lisa terbangun dengan tubuh yang sangat lelah.
Ia berbisik, <Ibu, kepalaku sakit, dan tenggorokanku juga sakit.=

Page 2:

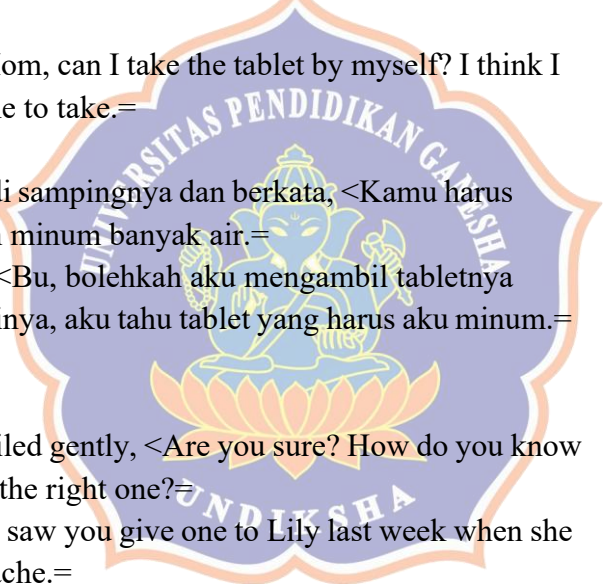
Her mother sat beside her and said, <You should rest and drink a lot of water.=

Lisa asked, <Mom, can I take the tablet by myself? I think I know which one to take.=

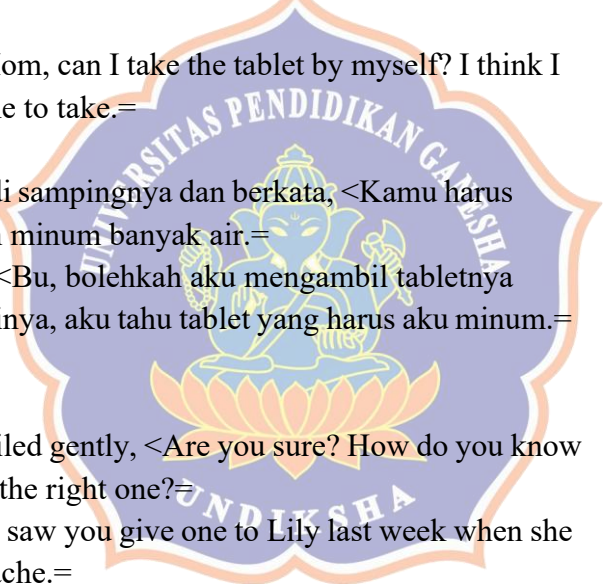
Ibunya duduk di sampingnya dan berkata, <Kamu harus beristirahat dan minum banyak air.=

Lisa bertanya, <Bu, bolehkah aku mengambil tabletnya sendiri? Sepertinya, aku tahu tablet yang harus aku minum.=

Page 3:

Her mother smiled gently, <Are you sure? How do you know which tablet is the right one?=


Lisa replied, <I saw you give one to Lily last week when she had a stomachache.=

Ibunya tersenyum lembut. <Kamu yakin? Bagaimana kamu tahu tablet mana yang tepat?=


Lisa menjawab, <Aku melihat Ibu memberikan satu tablet kepada Lily minggu lalu saat perutnya sakit.=

Page 4:

Her mother said, <That's good that you remember, but that tablet is only for stomachaches. I will get the right tablet for your headache.=

Ibunya berkata, <Bagus sekali, kamu masih mengingatnya, tapi tablet itu khusus untuk sakit perut. Ibu akan mengambil tablet yang sesuai dengan sakit kepalamu.=

Page 5

Lisa received the medicine and a glass of water.
She held the glass tightly, but when she tried to swallow, she choked a little and spilled water on her pillow. Her hand trembled, but she took a deep breath and tried again.

Lisa menerima obat dan segelas air.
Ia memegang gelasny erat-erat, namun saat mencoba menelan tablet itu, ia sedikit tersedak dan airnya tumpah mengenai bantal. Tangannya bergetar, tapi ia menarik napas panjang dan mencoba lagi.

Page 6

This time, she swallowed the tablet successfully.

<You did a great job,= her mother said. <Don't worry about the wet pillow. I will bring you a dry one.=

Kali ini, ia berhasil menelan tabletnya.
<Kamu hebat,= kata ibunya. <Jangan khawatir tentang bantal yang basah. Ibu akan membawakan yang kering.=

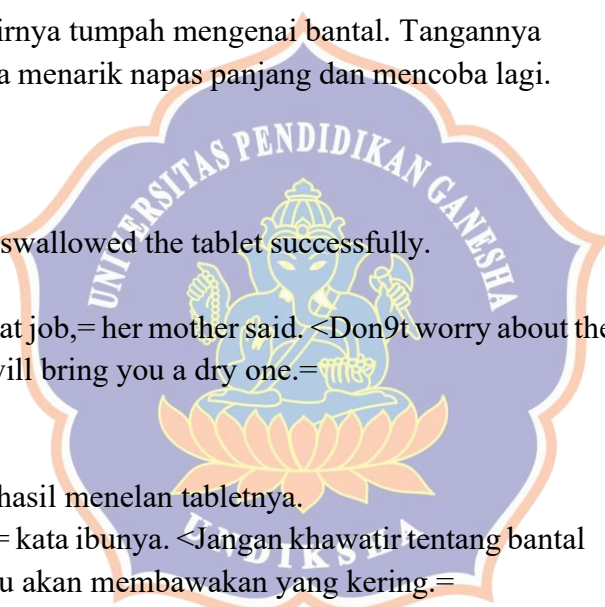
Page 7:

When her mother left the room, Lisa looked at the ceiling and thought,

<I can't always rely on my Mom. I need to start taking responsibility for my own body.=

Saat ibunya keluar dari kamar, Lisa menatap langit-langit dan berpikir,
<Aku tidak bisa selalu bergantung pada Ibu. Aku harus mulai bertanggung jawab terhadap tubuhku sendiri.=

Page 8:

At lunch time, her mother came to her room. Her mother said,
<Honey, are you ready to eat?=


Lisa nodded and said, <Yes, Mom. But I think I feel a bit warm.
Can I check my temperature by myself? How do I do that?=

Saat waktu makan siang, ibunya datang ke kamarnya. Ibunya bertanya, <Sayang, sudah siap makan?=
Lisa mengangguk dan berkata, <Iya Bu. Tapi sepertinya badanku agak hangat. Bolehkah aku mengukur suhu sendiri?
Bagaimana caranya?=
Page 9:

<Of course you can.=
Her mother took out a digital thermometer. <Let me show you how to use it. Put it under your armpit and hold it still until it beeps.=
Lisa watched carefully. She took the thermometer. <I know, Mom. I can do it.=

<Tentu saja boleh.=
Ibunya mengeluarkan termometer digital. <Ibu tunjukkan caranya. Letakkan di bawah ketiakmu dan diamkan sampai berbunyi.=
Lisa memperhatikan dengan saksama. Ia mengambil termometer itu. <Aku tahu bu. Aku bisa melakukannya.=
Page 10:

Lisa placed the thermometer under her armpit. She felt a little ticklish, but she held still to wait until the thermometer beeped. Tit-tit-tit! The thermometer beeped.

Lisa meletakkan termometer di bawah ketiakanya. Ia merasa sedikit geli, tapi ia tetap diam sambil menunggu termometer berbunyi.
Tit-tit-tit! Termometer itu berbunyi.

Page 11:

Lisa quickly took the thermometer and read the digital numbers on it. <Mom, it's 36. What does it mean?=

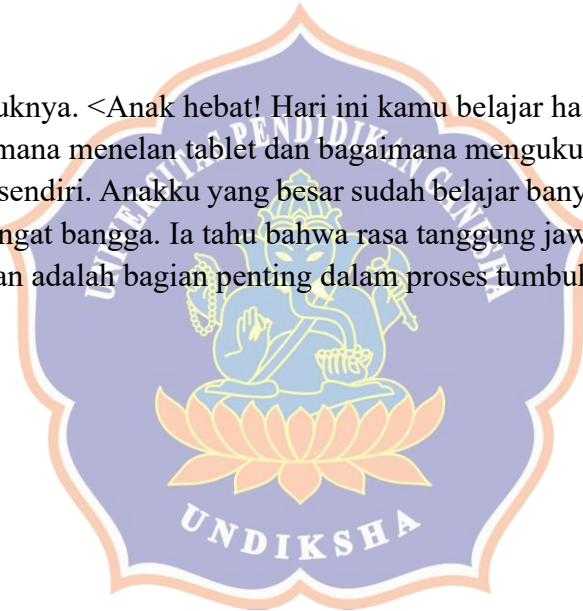
Her mother answered, <Yeah, that's good, 36 means you are okay, you don't have a fever.=

Lisa segera mengambil termometer itu dan membaca angka digital yang tertera, <Bu, suhunya 36. Apa artinya?=
Ibunya menjawab, <Ya, bagus. 36 berarti kamu baik-baik saja, kamu tidak demam.=

Page 12:

Her mother hugged her. <Good girl! You've learned an important lesson today: how to take a tablet and how to measure your own temperature. My big girl learned a lot.= Lisa felt incredibly proud. She knew that responsibility and independence were key to growing up.

Ibunya memeluknya. <Anak hebat! Hari ini kamu belajar hal penting: bagaimana menelan tablet dan bagaimana mengukur suhu tubuhmu sendiri. Anakku yang besar sudah belajar banyak.= Lisa merasa sangat bangga. Ia tahu bahwa rasa tanggung jawab dan kemandirian adalah bagian penting dalam proses tumbuh dewasa.



PRE READING TASK: MATCH THE SYMPTOMS

Competencies: Vocabulary building, visual support

Theory: Camron (2001), children learn through visual and contextual clues





Cough



Headache



Stomachache



Sore throat



WHILE-READING TASK: GUIDED DIGITAL READING

Competencies: Listening comprehension, verbal expression

Theory: Input must be meaningful and structured (Cameron, 2001)

- **Circle the correct answer:**

1. Lisa feels _____ in the morning.
a. happy b. tired c. excited
2. Lisa wants to take the table _____.
a. with her friend
b. by herself
c. later
3. The thermometer must be placed _____ to check temperature.
a. in the mouth
b. under the armpit
c. on the head

- **True or False**

4. _____ Lisa has a stomachache.
5. _____ Her mother helps her take the right tablet.
6. _____ Lisa successfully checks her temperature.

- **Fill in the blanks:**

7. Lisa said, <I have a _____ and my throat hurts.=
8. Lisa took a deep _____ before trying again.
9. The thermometer beeped at _____ degrees.

POST-READING TASK: DIGITAL READING PRACTICE

Task 1: Tell the story in your own words

Stand up or practice quietly by yourself. Retell the story using the sentence starters below.

Sentence starters:

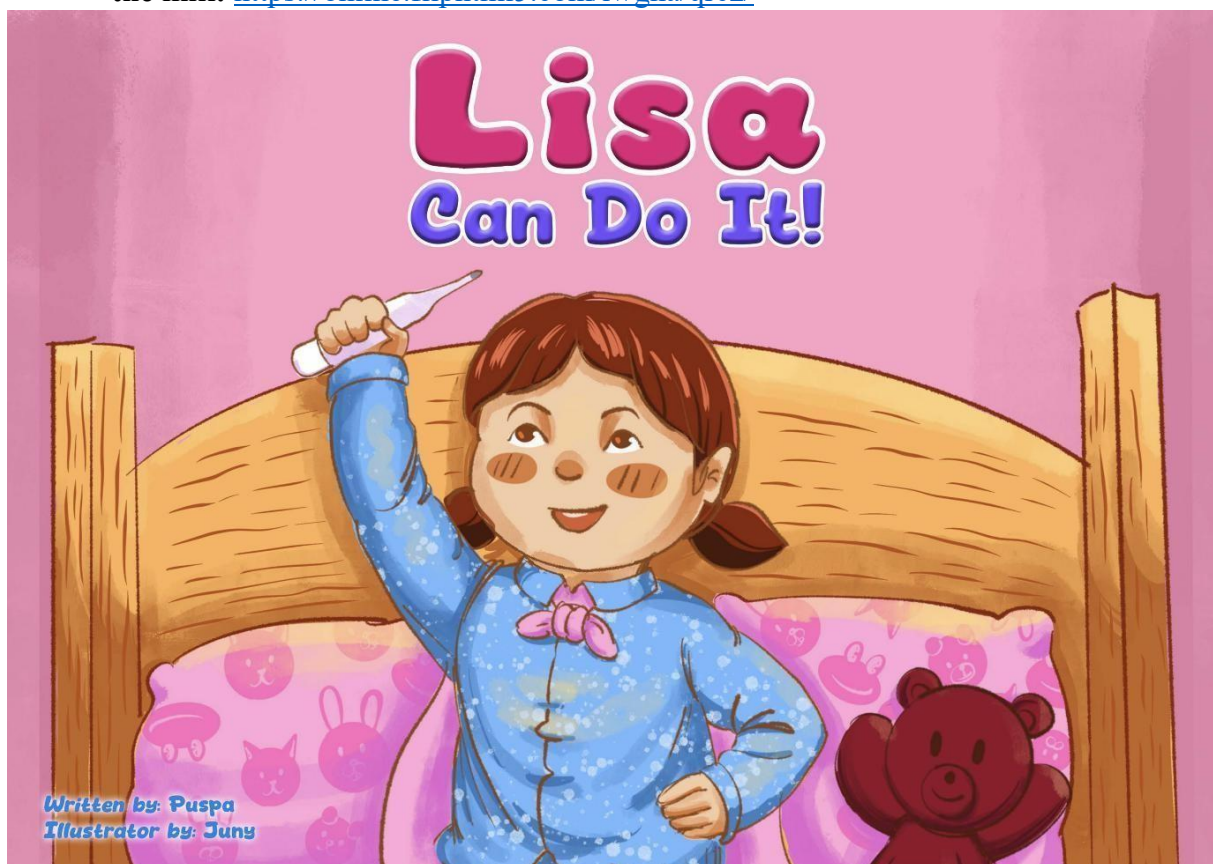
1. In the morning, Lisa....
2. She talked to her mother because
3. She tried to....
4. Then, she....
5. At the end, she learned that....

Try to speak at least 5 sentences.

Task 2: My Personal Reflection

Write 6 short sentences about yourself by answering the questions below.

1. Have you ever been sick?
2. Who helps you when you are sick?
3. Can you take medicine by yourself?
4. Can you check your temperature?
5. What healthy habit will you try to do?



One morning, Lisa woke up feeling very tired.
She whispered, "Mom, I have a headache, and my throat hurts."

Suatu pagi, Lisa terbangun dengan tubuh yang sangat lelah.
Ia berbisik, "Ibu, kepalaku sakit, dan tenggorokanku juga sakit."



Her mother sat beside her and said,
"You should rest and drink a lot of water."

Ibunya duduk di sampingnya dan berkata,
"Kamu harus beristirahat dan minum banyak air."

Lisa asked, "Mom, can I take the tablet by myself?
I think I know which one to take."

Lisa bertanya, "Bu, bolehkah aku mengambil
tabletnya sendiri? Sepertinya, aku tahu tablet
yang harus aku minum."



Her mother smiled gently. "Are you sure?
How do you know which tablet is the right one?"

Ibunya tersenyum lembut. "Kamu yakin?
Bagaimana kamu tahu tablet mana yang tepat?"

Lisa replied. "I saw you give one to
Lily last week when she had a stomachache."

Lisa menjawab. "Aku melihat Ibu memberikan
satu tablet kepada Lily minggu lalu saat perutnya sakit."



Her mother said. "That's good that you remember,
but that tablet is only for stomachache.
I will get the right tablet for your headache."
Lisa received the medicine and a glass of water.

Ibunya berkata. "Bagus sekali, kamu masih mengingatnya,
tapi tablet itu khusus untuk sakit perut.
Ibu akan mengambil tablet yang sesuai dengan sakit kepalamu."
Lisa menerima obat dan segelas air.





While-Reading Task: Guided Digital Reading

Circle The Correct

1. Lisa feels in the morning.

- a. happy
- b. tired
- c. excited

2. Lisa wants to take the tablet

- a. with her friend
- b. by herself
- c. later

3. Lily had a last week.

- a. stomachache
- b. headache
- c. toothache



She held the glass tightly, but when she tried to swallow the tablet she choked and spilled water on her pillow. Her hand trembled, but she took a deep breath and tried again.

Ia memegang gelasnyanya erat-erat, tetapi ketika dia mencoba menelan tablet itu, dia tersedak dan menumpahkan air ke bantalnya. Tangannya bergetar, tapi ia menarik napas panjang dan mencoba lagi.



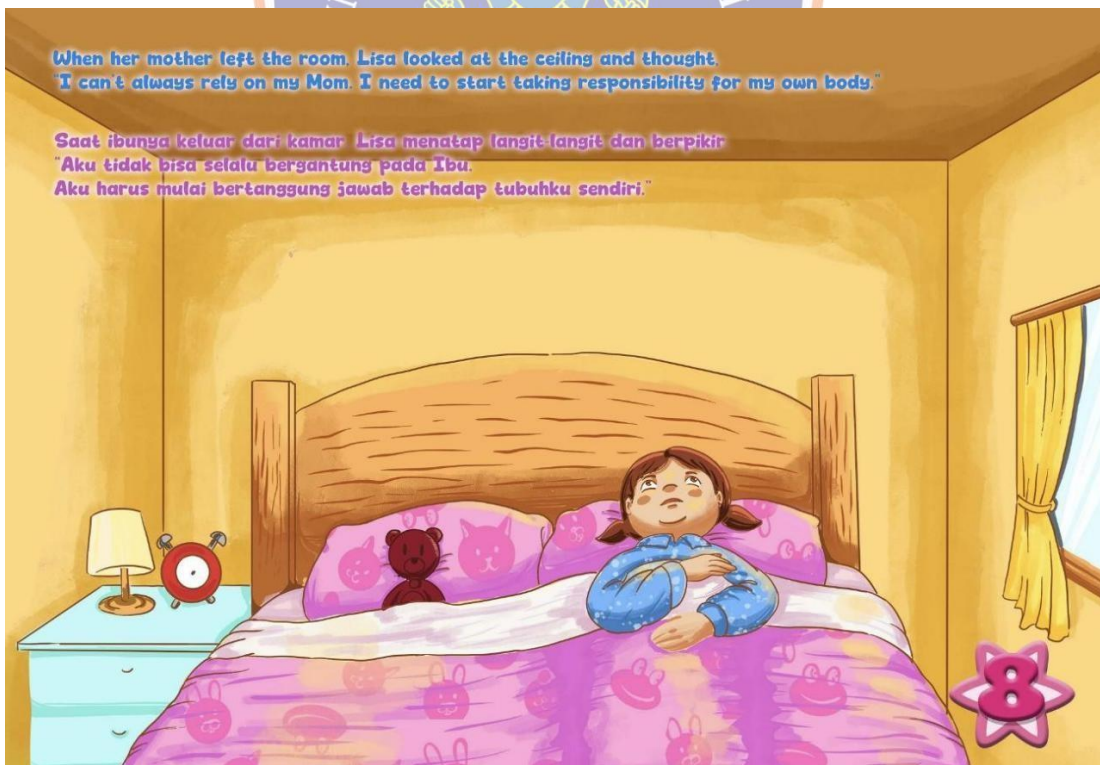
This time, she swallowed the tablet successfully.
"You did a great job," her mother said.
"Don't worry about the wet pillow. I will bring you a dry one."

Kali ini, ia berhasil menelan tabletnya.
"Kamu hebat," kata ibunya. "Jangan khawatir tentang bantal yang basah. Ibu akan membawakan yang kering."



When her mother left the room, Lisa looked at the ceiling and thought,
"I can't always rely on my Mom. I need to start taking responsibility for my own body."

Saat ibunya keluar dari kamar, Lisa menatap langit-langit dan berpikir,
"Aku tidak bisa selalu bergantung pada Ibu.
Aku harus mulai bertanggung jawab terhadap tubuhku sendiri."





While-Reading Task: Guided Digital Reading

Write True or False

1. _____

Lisa received the tablet
and a glass of milk.

2. _____

Lisa choked a little when
she tried to swallow
the tablet.

3. _____

Mother said she would
bring a dry pillow for Lisa.



At lunch time, her mother came to her room.
Her mother said, "Honey, are you ready to eat?"

Saat waktu makan siang, ibunya datang ke kamarnya.
Ibunya bertanya, "Sayang, sudah siap makan?"

Lisa nodded and said, "Yes, Mom.
But I think I feel a bit warm.
Can I check my temperature
by myself? How do I do that?"

Lisa mengangguk dan berkata, "Iya Bu.
Tapi sepertinya badanku agak hangat.
Bolehkah aku mengukur suhu sendiri?
Bagaimana caranya?"





Lisa quickly took the thermometer and read the digital numbers on it. "Mom, it's 36. What does it mean?"

Lisa segera mengambil termometer itu dan membaca angka digital yang tertera. "Bu, suhunya 36. Apa artinya?"

Her mother answered, "Yeah, that's good. 36 means you are okay, you don't have a fever."

Ibunya menjawab, "Ya, bagus. 36 berarti kamu baik-baik saja, kamu tidak demam."



While-Reading Task: Guided Digital Reading

Fill in the blanks:

1. At lunch time, Lisa told her mother that she feels a bit

2. Lisa asked her mother if she could check her by herself.

3. The thermometer beeped at degrees.



Her mother hugged her.
 "Good girl! You've learned an important lesson today:
 how to take a tablet and
 how to measure your own temperature.
 My big girl learned a lot."
 Lisa felt incredibly proud.
 She knew that responsibility
 and independence were key to growing up.

Ibunya memeluknya. "Anak hebat!
 Hari ini kamu belajar hal penting:
 bagaimana menelan tablet dan
 bagaimana mengukur suhu tubuhmu sendiri.
 Anakku yang besar sudah belajar banyak."
 Lisa merasa sangat bangga.
 Ia tahu bahwa rasa tanggung jawab dan
 kemandirian adalah bagian penting
 dalam proses tumbuh dewasa.



Post-Reading Task: Speaking & Writing Practice

Task 1: Tell the story in your own words

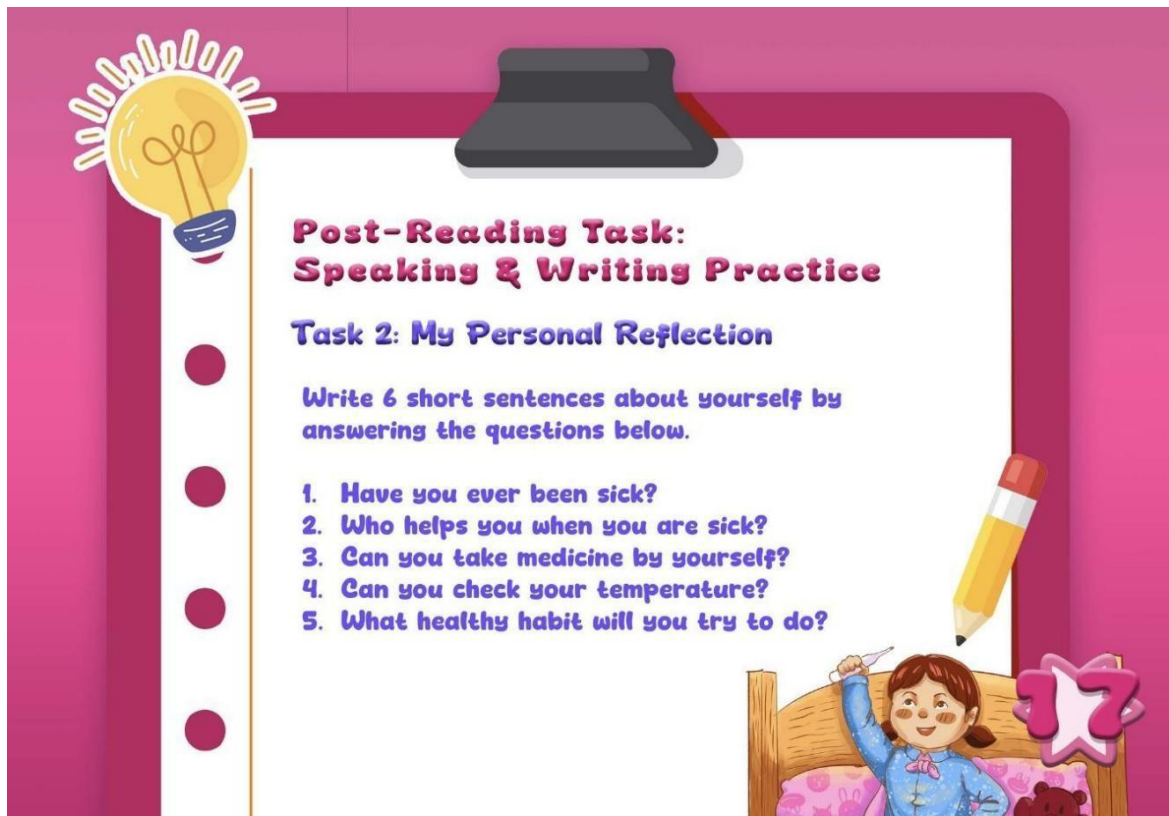
Stand up or practice quietly by yourself.
 Retell the story using the sentence starters below.

Sentence starters:

1. In the morning, Lisa....
2. She talked to her mother because
3. She tried to....
4. Then, she....
5. At the end, she learned that....

Try to speak at least 5 sentences.





Appendix 4 Expert Evaluation Sheet from Judge 1

EXPERT EVALUATION SHEET FOR SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER BEFORE PRODUCT CREATION

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the interview guide before the product creation, which will be used for exploring teachers' perspectives on English learning for Grade 5 primary school students. Your willingness to validate this guide is essential for the success of the research entitled <Creating a Digital Bilingual Storybook for

Teaching English with the Insertion of Independence Value in Grade 5=. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the semi-structured interview guide for identifying the needs, challenges, and expectations in teaching English for Grade 5 students in primary school.

The total number of interview items is 12.

The assessments consist of two alternatives:

- 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 put a check mark (✓) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Not e	Validation Option		Comments
					Relevant	Irrelevant	
Needs	1.	English level of the students	How would you describe your students' English ability?		✓		
	2.	Teaching and learning activities	What kinds of activities do you usually do when teaching English?		✓		
	3.	The use of stories	Do you use stories or storybooks when teaching English? If yes, how do you use them?		✓		

	4.	The insertion of a character	Do you teach character values during English lessons? What kinds of values do you usually include?		✓	
	5.	The need for a digital storybook	Do you think Grade 5 students need a digital bilingual storybook to help them learn English? Why?		✓	
	6.	The need for the Independence value development	How important do you think it is to include the Independence value (from the Graduate Profile) in English learning?		✓	
Challenges	7.	Students' learning difficulties	What problems do students usually face when learning English, especially when reading stories?		✓	
	8.	Teachers' teaching difficulties	What challenges do you face when teaching English using the current books or media?		✓	
	9.	Using digital media	What problems do you usually face when teaching using digital media?		✓	

Expectations	10.	Teachers' expectations of a digital bilingual storybook	What are your expectations for a digital bilingual storybook that can support English learning and character education?		✓		
	11.	Design and content preferences	What kind of story themes, pictures, or designs do you think would attract students' interest?		✓		
	12.	Impact on teaching	What help do you expect from the storybook when teaching English?		✓		
Total							

Singaraja, 27 Oktober 2025

Expert Judge 1



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

NIP. 196407141988102001

EXPERT EVALUATION SHEET FOR BLUEPRINT OF PROTOTYPE CHECKLIST

Expert Judge 2 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the blueprint of the prototype checklist. This checklist is designed to guide the evaluation of several components of the prototype. Your willingness to validate this guide is essential for the success of the research entitled <Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5=. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the components of the Digital Bilingual Storybook Prototype for Grade 5 students, organized into two main categories: content aspect and media/display aspect. Each statement should be assessed in terms of its clarity, relevance, and appropriateness for the target students and research objectives with the five-point scale (5 (Very good), 4 (Good), 3 (Moderate), 2 (Bad), 1 (Very Bad)).

The total number of prototype checklist items is 13, and 6 items for the open-ended questions.

The assessments consist of two alternatives:

- 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 put a check mark (8) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 2. Blueprint of Prototype Checklist

Category	No	Components	Indicators	Scale 1-5	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title attracts students' curiosity.		✓		
			The title clearly represents the story's		✓		

		theme.				
2.	Story Theme	The theme connects with children's real-life experiences.		✓		
		The theme encourages meaningful language use.		✓		
		The theme supports the independence value.		✓		
3.	Relevance to General Competencies	Story content aligns with Grade 5 Learning Outcomes (CP).		✓		
		Story content aligns with Grade 5 Flow of Learning objectives (ATP).		✓		
4.	Relevance to Characteristics of TEYL	The story uses simple language.		✓		
		The story uses vocabulary that is familiar to Grade 5 students.		✓		
		The storyline is easy to understand for Grade 5		✓		
		The story provides a learning experience that is connected to students' real-life contexts.		✓		
		The storybook provides engaging learning activities.				
5.	Character Insertion (Independence Value)	Story events promote responsibility.		✓		
		Story events promote taking the initiative.		✓		
		Story events promote adaptation in learning and self-development.		✓		
6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story.		✓		

			The activity stimulates responsibility.		✓		
			The activity stimulates taking the initiative.		✓		
			The activity stimulates adaptation in learning and self-development.		✓		
	7.	Overall Quality of Content	The story integrates linguistics effectively.		✓		
			The story integrates cognitive elements effectively.		✓		
			The story integrates moral value effectively.		✓		
			The content is engaging for Grade 5 students.		✓		
			The content is developmentally appropriate for Grade 5 students.		✓		
Media/Display Aspect	8.	Story Structure/ Plot Design	The story has a clear beginning.		✓		
			The story has a clear middle.		✓		
			The story has a clear ending.		✓		
			The plot maintains logical connections.		✓		
	9.	Language Use & Translation Accuracy	The English sentences are grammatically correct.		✓		
			The Indonesian translation naturally reflects the English text.		✓		
	10.	Visual Illustration & Layout Design	Illustrations are attractive for Grade 5 students.		✓		
			Illustrations clearly support comprehension of the text.		✓		
			The layout helps focus Grade 5 students' attention.		✓		

			The layout maintains Grade 5 students9 motivation.		✓		
	11.	Text Readability & Font Selection	The font style is suitable for children9s reading ability.		✓		
			The font size is readable for Grade 5.		✓		
			Text placement is consistent to follow throughout the storybook.		✓		
	12.	Ease of Use / Accessibility	The digital storybook is easy to navigate on various devices.		✓		
			The interface design supports independent use without excessive teacher assistance.		✓		
Total							

In addition to the prototype checklist above, the following open-ended questions are included to collect more detailed and qualitative feedback from the expert judges.

Table 3. Open-ended Questions

No	Components	Questions	Answer	Validation Option		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 English learning objectives?		✓		
2.	Language Use	Is the English language level appropriate for Grade 5 learners?		✓		
3.	Character Education	How effectively are independence values reflected in the storyline and activities?		✓		

4.	Visual and Digital Design	Are the illustrations, layout, and interactive features visually appealing and suitable for Grade 5?		✓		
5.	Technical Aspect	How is the accessibility and usability of the digital storybook across devices?		✓		
6.	General Suggestions	Please share your overall impression and recommendations for improving		✓		
Total						

Singaraja, 27 Oktober 2025

Expert Judge 1



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

NIP. 196407141988102001

EXPERT EVALUATION SHEET FOR THE DOCUMENT ANALYSIS MATRIX

Expert Judge 2 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating The Document, the purpose of this is to ensure that the extracted data, categories, and interpretations drawn from the Flow of Learning

Objectives (ATP) and English textbooks are accurate, relevant, and aligned with the objectives of the study. Your willingness to validate this guide is essential for the success of the research entitled <Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5=. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the Document Analysis Matrix. These statements include the document type, extracted data, category or focus, and interpretation/conclusion. Your task is to evaluate whether the extracted information and interpretations are relevant or not relevant to the objectives of the research.

The total number of document analysis items is 2.

The assessments consist of two alternatives:

- 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 put a check mark (8) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 4. Document Study Matrix

No	Document Type	Data Extracted	Category/Focus	Interpretation/conclusion	note	Validation Option		Comments
						Relevant	Irrelevant	

1.	Grade 5 English Flow of Learning Objectives (ATP)	Peserta didik mampu mengidentifikasi dan melafalkan kosakata tentang keluhan kesehatan (<i>stomachache, headache, toothache</i>) dengan benar.	Kosakata Keluhan Kesehatan (<i>stomachache, headache, toothache</i>).	This material focuses on students' understanding of basic health-related vocabulary. It can be developed into a digital bilingual story entitled <Lisa learns to take care of herself.>, where students learn to recognize and pronounce words related to common health issues. Through the storyline. Students learn to be aware of their body's condition and practice independent actions such as resting and asking for help appropriately.	✓		
		Peserta didik mampu	Kosakata Keluhan Kesehatan	This competency can be developed into a dialogue-based	✓		

		mengidentifikasi dan melafalkan kosakata tentang keluhan kesehatan (<i>cough, cold, sore eyes</i>) dan menggunakan kalimat "I have a/an ...".	(<i>cough, cold, sore eyes</i>), Kalimat Menyatakan Sakit	story segment using sentences such as <I have a cough.= This context promotes independent communication, encouraging learners to express how they feel clearly and responsibly.				
		Peserta didik mampu bertanya jawab	Dialog Menanyakan Kondisi Kesehatan	This part emphasizes spoken interaction and can be integrated into an interactive story chapter where characteristics as and respond to questions such as <What's the matter?=<I've got a headache.= The activity fosters independence by teaching students how to initiate communication and express empathy when others are unwell.	✓			
2.	Grade 5 Englis	Unit 4- I've got a	Vocabulary Health & Self-care	The unit provides vocabulary and	✓			

	h Book	stomac hache	Expressio ns	expression s about health and self-care. It can be transforme d into a bilingual digital story titled <Taking Care of Myself.= Teaching materials can include vocabulary on common illnesses (stomacha che, headache, cough), expression s of feeling unwell, and simple self-care actions (take a rest, drink water, take medicine). Through the story's narrative, students learn practical English				
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				while developing the value of independence by understanding how to care for themselves responsibly.				
Total								

Singaraja, 27 Oktober 2025

Expert Judge 1



Prof. Dra. Luh PutuArtini, M.A., Ph.D.

NIP. 196407141988102001

Appendix 5 Expert Evaluation Sheet from Judge 2

EXPERT EVALUATION SHEET FOR SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER BEFORE PRODUCT CREATION

Expert Judge 2 : Prof. Dr. IG A Lokita Purnamika Utami, S.Pd.,

M.Pd

NIP 198304022006042001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the interview guide before the product creation, which will be used for exploring teachers' perspectives on English learning for Grade 5 primary school students. Your willingness to validate this guide is essential for the success of the research entitled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the semi-structured interview guide for identifying the needs, challenges, and expectations in teaching English for Grade 5 students in primary school.

The total number of interview items is 12.

The assessments consist of two alternatives:

- 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 put a check mark (✓) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Not e	Validation Option		Comments
					Relevant	Irrelevant	
Needs	1.	English level of the students	How would you describe your students' English ability?		✓		
	2.	Teaching and learning activities	What kinds of activities do you usually do when teaching English?		✓		

	3.	The use of stories	Do you use stories or storybooks when teaching English? If yes, how do you use them?	✓		
	4.	The insertion of a character	Do you teach character values during English lessons? What kinds of values do you usually include?	✓		
	5.	The need for a digital storybook	Do you think Grade 5 students need a digital bilingual storybook to help them learn English? Why?	✓		
	6.	The need for the Independence value development	How important do you think it is to include the Independence value (from the Graduate Profile) in English learning?	✓		
Challenges	7.	Students' learning difficulties	What problems do students usually face when learning English, especially when reading stories?	✓		
	8.	Teachers' teaching difficulties	What challenges do you face when teaching English using the current books or media?	✓		
	9.	Using digital media	What problems do you usually face when teaching using digital media?	✓		

Expectations	10.	Teachers' expectations of a digital bilingual storybook	What are your expectations for a digital bilingual storybook that can support English learning and character education?		✓		
	11.	Design and content preferences	What kind of story themes, pictures, or designs do you think would attract students' interest?		✓		
	12.	Impact on teaching	What help do you expect from the storybook when teaching English?		✓		
Total							

Singaraja, 27 Oktober 2025

Expert Judge 2

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP.198304022006042001

EXPERT EVALUATION SHEET FOR BLUEPRINT OF PROTOTYPE CHECKLIST

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd.,

M.Pd

NIP 198304022006042001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the blueprint of the prototype checklist. This checklist is designed to guide the evaluation of several components of the prototype. Your willingness to validate this guide is essential for the success of the research entitled <Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5=. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the components of the Digital Bilingual Storybook Prototype for Grade 5 students, organized into two main categories: content aspect and media/display aspect. Each statement should be assessed in terms of its clarity, relevance, and appropriateness for the target students and research objectives with the five-point scale (5 (Very good), 4 (Good), 3 (Moderate), 2 (Bad), 1 (Very Bad)).

The total number of prototype checklist items is 13, and 6 items for the open-ended questions.

The assessments consist of two alternatives:

- 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 put a check mark (8) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 2. Blueprint of Prototype Checklist

Category	No	Components	Indicators	Scale 1-5	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title attracts students' curiosity.		✓		
			The title clearly represents the story's theme.		✓		
	2.	Story Theme	The theme connects with children's real-life experiences.		✓		
			The theme encourages meaningful language use.		✓		
			The theme supports the independence value.		✓		
	3.	Relevance to General Competencies	Story content aligns with Grade 5 Learning Outcomes (CP).		✓		
			Story content aligns with Grade 5 Flow of Learning objectives (ATP).		✓		
	4.		The story uses simple language.		✓		
		Relevance to Characteristics of TEYL	The story uses vocabulary that is familiar to Grade 5 students.		✓		
			The storyline is easy to understand for Grade 5		✓		
			The story provides a learning experience that is connected to students' real-life contexts.		✓		
			The storybook provides engaging learning activities.				
	5.	Character Insertion (Independence Value)	Story events promote responsibility.		✓		
			Story events promote taking the initiative.		✓		

			Story events promote adaptation in learning and self-development.		✓		
	6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story.		✓		
			The activity stimulates responsibility.		✓		
			The activity stimulates taking the initiative.		✓		
			The activity stimulates adaptation in learning and self-development.		✓		
	7.	Overall Quality of Content	The story integrates linguistics effectively.		✓		
			The story integrates cognitive elements effectively.		✓		
			The story integrates moral value effectively.		✓		
			The content is engaging for Grade 5 students.		✓		
			The content is developmentally appropriate for Grade 5 students.		✓		
Media/Display Aspect	8.	Story Structure/ Plot Design	The story has a clear beginning.		✓		
			The story has a clear middle.		✓		
			The story has a clear ending.		✓		
			The plot maintains logical connections.		✓		
	9.	Language Use & Translation Accuracy	The English sentences are grammatically correct.		✓		
			The Indonesian translation naturally reflects the English text.		✓		
	10.	Visual Illustration	Illustrations are attractive for Grade 5 students.		✓		

		& Layout Design	Illustrations clearly support comprehension of the text.		✓		
			The layout helps focus Grade 5 students9 attention.		✓		
			The layout maintains Grade 5 students9 motivation.		✓		
	11.	Text Readability & Font Selection	The font style is suitable for children9s reading ability.		✓		
			The font size is readable for Grade 5.		✓		
			Text placement is consistent to follow throughout the storybook.		✓		
	12.	Ease of Use / Accessibility	The digital storybook is easy to navigate on various devices.		✓		
			The interface design supports independent use without excessive teacher assistance.		✓		
Total							

In addition to the prototype checklist above, the following open-ended questions are included to collect more detailed and qualitative feedback from the expert judges.

Table 3. Open-ended Questions

No	Components	Questions	Answer	Validation Option		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 English learning objectives?		✓		

2.	Language Use	Is the English language level appropriate for Grade 5 learners?		✓		
3.	Character Education	How effectively are independence values reflected in the storyline and activities?		✓		
4.	Visual and Digital Design	Are the illustrations, layout, and interactive features visually appealing and suitable for Grade 5?		✓		
5.	Technical Aspect	How is the accessibility and usability of the digital storybook across devices?		✓		
6.	General Suggestions	Please share your overall impression and recommendations for improving		✓		
Total						

Singaraja, 27 Oktober 2025

Expert Judge 2



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP.198304022006042001

EXPERT EVALUATION SHEET FOR THE DOCUMENT ANALYSIS MATRIX

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd.,

M.Pd

NIP 198304022006042001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating The Document, the purpose of this is to ensure that the extracted data, categories, and interpretations drawn from the Flow of Learning Objectives (ATP) and English textbooks are accurate, relevant, and aligned with the objectives of the study. Your willingness to validate this guide is essential for the success of the research entitled <Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5=. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following presents several statements related to the Document Analysis Matrix. These statements include the document type, extracted data, category or focus, and interpretation/conclusion. Your task is to evaluate whether the extracted information and interpretations are relevant or not relevant to the objectives of the research.

The total number of document analysis items is 2.

The assessments consist of two alternatives:

- 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 put a check mark (8) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Table 4. Document Study Matrix

No	Document Type	Data Extracted	Category/ Focus	Interpretation/conclusion	note	Validation Option		Comments
						Relevant	Irrelevant	

1.	Grade 5 English Flow of Learning Objectives (ATP)	Peserta didik mampu mengidentifikasi dan melafalkan kosakata tentang keluhan kesehatan (<i>stomachache, headache, toothache</i>) dengan benar.	Kosakata Keluhan Kesehatan (<i>stomachache, headache, toothache</i>).	This material focuses on students' understanding of basic health-related vocabulary. It can be developed into a digital bilingual story entitled <Lisa learns to take care of herself.>, where students learn to recognize and pronounce words related to common health issues. Through the storyline. Students learn to be aware of their body's condition and practice independent actions such as resting and asking for help appropriately.	✓		

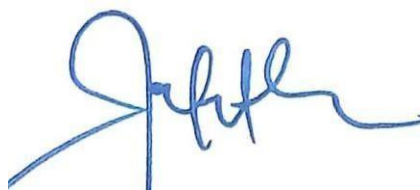
		Peserta didik mampu mengidentifikasi dan melafalkan kosakata tentang keluhan kesehatan (<i>cough, cold, sore eyes</i>) dan menggunakan kalimat "I have a/an ...".	Kosakata Keluhan Kesehatan (<i>cough, cold, sore eyes</i>), Kalimat Menyatakan Sakit	This competency can be developed into a dialogue-based story segment using sentences such as <I have a cough.= This context promotes independent communication, encouraging learners to express how they feel clearly and responsibly.	✓			
		Peserta didik mampu bertanya jawab	Dialog Menanyakan Kondisi Kesehatan	This part emphasizes spoken interaction and can be integrated into an interactive story chapter where characteristics as and respond to questions such as <What's the matter?=- <I've got a headache.= The activity fosters independence by teaching	✓			
				students how to initiate communication and express empathy when others are unwell.				

2.	Grade 5 English Book	Unit 4- I've got a stomachache	Vocabulary Health & Self-care Expressions	The unit provides vocabulary and expressions about health and self-care. It can be transformed into a bilingual digital story titled <Taking Care of Myself.= Teaching materials can include vocabulary on common illnesses (stomachache, headache, cough), expressions of feeling unwell, and simple self-care actions		✓		
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				(take a rest, drink water, take medicine). Through the story's narrative, students learn practical English while developing the value of independence by understanding how to care for themselves responsibly.				
Total								

Singaraja, 27 Oktober 2025

Expert Judge 2



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP.198304022006042001

Appendix 6 Instrument to Assess the Quality of the Product for Teacher 1

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

Teacher 1 : Kadek Dwi Nugraha Jati, S.Pd.
NIP : 198107262009022001
Position : English Teacher
Institution : SDN 1 Paket Agung, Singaraja

INTRODUCTION

This instrument is designed to obtain the teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook aims to support English language learning for Grade 5 students while incorporating the values of independence. Teachers are expected to evaluate various aspects of the storybook, including its content, design, and how well it integrates values such as independence. This evaluation will focus on key areas such as the title, story theme, relevance to general competencies, alignment with the principles of Teaching English to Young Learners (TEYL), character development highlighting independence, after-story activities, and more.

The evaluation provided is expected to offer valuable insights and constructive feedback on the appropriateness and effectiveness of the digital storybook for supporting English language learning and promoting the value of independence for Grade 5 students. We sincerely appreciate the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTIONS

The table below presents the components of the digital bilingual storybook. Each criterion should be evaluated based on its relevance and appropriateness for Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good
4 = Good
3 = Moderate
2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each criterion listed below. This evaluation should reflect your professional judgement as a teacher regarding how well the digital bilingual storybook supports English language learning and instills the value of independence for Grade 5 students.

Table of Instruments to Assess the Quality of the Product

No	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Moderate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	✓				
		The title clearly represents the story's theme. <i>Judul secara jelas mewakili tema cerita.</i>	✓				
2.	Story Theme	The theme relates to Grade 5 students' real-life experiences. <i>Tema berkaitan dengan pengalaman nyata siswa kelas 5.</i>	✓				
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan Bahasa secara bermakna.</i>	✓				
		The theme supports the independence value. <i>Tema mendukung nilai kemandirian.</i>	✓				

3.	Relevance to General Competencies	Story content aligns with Grade 5 Learning Outcomes (CP). <i>Cerita sesuai dengan Capaian Pembelajaran (CP) kelas 5</i>	✓					
		Story content aligns with Grade 5 Flow of Learning objectives (ATP). <i>Cerita sesuai dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	✓					
4.	Relevance to Characteristics of TEYL	The story uses simple language. <i>Cerita menggunakan Bahasa yang sederhana.</i>	✓					
		The story uses vocabulary that is familiar to Grade 5 students. <i>Cerita menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	✓					
		The storyline is easy to understand for Grade 5. <i>Alur cerita mudah dipahami untuk siswa kelas 5.</i>	✓					
		The story provides a learning experience that is connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terkait dengan konteks kehidupan nyata siswa.</i>	✓					
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan aktivitas belajar yang menarik.</i>	✓					

5.	Character Insertion (Independence Value)	Story events promote responsibility. <i>Peristiwa dalam cerita mendorong rasa tanggung jawab.</i>	✓					
		Story events promote leadership. <i>Peristiwa dalam cerita mendorong sifat kepemimpinan.</i>	✓					
		Story events promote self-development. <i>Peristiwa dalam cerita mendorong pengembangan diri.</i>	✓					
6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	✓					
		The activity stimulates responsibility. <i>Kegiatan tersebut menumbuhkan rasa tanggung jawab.</i>	✓					
		The activity stimulates leadership. <i>Kegiatan tersebut mendorong sifat kepemimpinan.</i>	✓					
		The activity stimulates self-development. <i>Kegiatan tersebut mendorong pengembangan diri.</i>	✓					
7.	Overall Quality of Content	The story integrates linguistics effectively.						

		<i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	✓				
		The story integrates cognitive elements effectively.		✓			
		<i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>					
		The story integrates moral value effectively.	✓				
		<i>Cerita mengintegrasikan nilai moral secara efektif.</i>					
		The content is engaging for Grade 5 students.					
		<i>Isi cerita menarik untuk siswa kelas 5.</i>	✓				
		The content is developmentally appropriate for Grade 5 students.					
		<i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	✓				
8.	Story Structure/ Plot Design	The story has a clear beginning.	✓				
		<i>Cerita memiliki bagian awal yang jelas.</i>					
		The story has a clear middle.					
		<i>Cerita memiliki bagian Tengah yang jelas.</i>	✓				
		The story has a clear ending.					
		<i>Cerita memiliki bagian akhir yang jelas.</i>	✓				
		The plot maintains logical connections.					
		<i>Alur cerita memiliki keterkaitan yang logis.</i>	✓				
9.	Language Use &	The English sentences are grammatically correct.					

	Translation Accuracy	Kalimat dalam Bahasa Inggris disusun sesuai dengan kaidah tata Bahasa yang benar.	✓					
		The Indonesian translation naturally reflects the English text. Terjemahan dalam Bahasa Indonesia secara alami mempresentasikan teks Bahasa Inggris.	✓					
10.	Visual Illustration & Layout Design	Illustrations are attractive for Grade 5 students. Ilustrasi menarik bagi siswa kelas 5.	✓					
		Illustrations clearly support comprehension of the text. Ilustrasi secara jelas membantu pemahaman terhadap teks.	✓					
		The layout helps focus Grade 5 students' attention. Tata letak membantu memusatkan perhatian siswa kelas 5.	✓					
		The layout maintains Grade 5 students' motivation. Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.	✓					
11.	Text Readability & Font Selection	The font style is suitable for children's reading ability. Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.	✓					
		The font size is readable for Grade 5. Ukuran huruf mudah dibaca oleh siswa kelas 5.	✓					
		Text placement is consistent						

		Penempatan teksnya konsisten					
12.	Ease of Use / Accessibility	The digital storybook is easy to navigate on various devices. <i>Buku cerita ini mudah digunakan pada berbagai perangkat.</i>	✓				
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>	✓				
Total							

Singaraja, 11 Maret 2026

Teacher 1



Kadek Dwi Nugraha Jati, S.Pd.

198107262009022001

In addition to the instrument to assess the quality of the product above, the following open-ended questions are included to collect more detailed and qualitative feedback from the teacher

Table of Open-ended Questions for Teacher

Appendix 7 Instrument to Assess the Quality of the Product for Teacher 2

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

Teacher 1 : Desak Nyoman Dyah Rupita Dewi, S.Pd
NIP : 198804112020122002
Position : English Teacher
Institution : SDN 5 Kampung Baru, Singaraja

INTRODUCTION

This instrument is designed to obtain the teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook aims to support English language learning for Grade 5 students while incorporating the values of independence. Teachers are expected to evaluate various aspects of the storybook, including its content, design, and how well it integrates values such as independence. This evaluation will focus on key areas such as the title, story theme, relevance to general competencies, alignment with the principles of Teaching English to Young Learners (TEYL), character development highlighting independence, after-story activities, and more.

The evaluation provided is expected to offer valuable insights and constructive feedback on the appropriateness and effectiveness of the digital storybook for supporting English language learning and promoting the value of independence for Grade 5 students. We sincerely appreciate the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTIONS

The table below presents the components of the digital bilingual storybook. Each criterion should be evaluated based on its relevance and appropriateness for Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each criterion listed below. This evaluation should reflect your professional judgement as a teacher regarding how well the digital bilingual storybook supports English language learning and instills the value of independence for Grade 5 students.

Table of Instruments to Assess the Quality of the Product

No	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Moder ate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	X				
		The title clearly represents the story's theme. <i>Judul secara jelas mewakili tema cerita.</i>	X				
2.	Story Theme	The theme relates to Grade 5 students' real-life experiences. <i>Tema berkaitan dengan pengalaman nyata siswa kelas 5.</i>	X				
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan Bahasa secara bermakna.</i>	X				
		The theme supports the independence value. <i>Tema mendukung nilai kemandirian.</i>	X				

3.	Relevance to General Competencies	Story content aligns with Grade 5 Learning Outcomes (CP). <i>Cerita sesuai dengan Capaian Pembelajaran (CP) kelas 5.</i>	X				
		Story content aligns with Grade 5 Flow of Learning objectives (ATP). <i>Cerita sesuai dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	X				
4.	Relevance to Characteristics of TEYL	The story uses simple language. <i>Cerita menggunakan Bahasa yang sederhana.</i>		X			
		The story uses vocabulary that is familiar to Grade 5 students. <i>Cerita menggunakan kosakata yang familiar bagi siswa kelas 5.</i>		X			
		The storyline is easy to understand for Grade 5. <i>Alur cerita mudah dipahami untuk siswa kelas 5.</i>	X				
		The story provides a learning experience that is connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terkait dengan konteks kehidupan nyata siswa.</i>	X				
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan aktivitas belajar yang menarik.</i>	X				

5.	Character Insertion (Independence Value)	Story events promote responsibility. <i>Peristiwa dalam cerita mendorong rasa tanggung jawab.</i>	X				
		Story events promote leadership. <i>Peristiwa dalam cerita mendorong sifat kepemimpinan.</i>	X				
		Story events promote self-development. <i>Peristiwa dalam cerita mendorong pengembangan diri.</i>	X				
6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	X				
		The activity stimulates responsibility. <i>Kegiatan tersebut menumbuhkan rasa tanggung jawab.</i>	X				
		The activity stimulates leadership. <i>Kegiatan tersebut mendorong sifat kepemimpinan.</i>	X				
7.	Overall Quality of Content	The activity stimulates self-development. <i>Kegiatan tersebut mendorong pengembangan diri.</i>	X				

		<i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>					
		The story integrates cognitive elements effectively.	X				
		<i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>					
		The story integrates moral value effectively.	X				
		<i>Cerita mengintegrasikan nilai moral secara efektif.</i>					
		The content is engaging for Grade 5 students.	X				
		<i>Isi cerita menarik untuk siswa kelas 5.</i>					
		The content is developmentally appropriate for Grade 5 students.	X				
		<i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>					
8.	Story Structure/ Plot Design	The story has a clear beginning.	X				
		<i>Cerita memiliki bagaian awal yang jelas.</i>					
		The story has a clear middle.	X				
		<i>Cerita memiliki bagian Tengah yang jelas.</i>					
		The story has a clear ending.	X				
		<i>Cerita memiliki bagian akhir yang jelas.</i>					
		The plot maintains logical connections.	X				
		<i>Alur cerita memiliki keterkaitan yang logis.</i>					
9.	Language Use &	The English sentences are grammatically correct.	X				

	Translation Accuracy	<i>Kalimat dalam Bahasa Inggris disusun sesuai dengan kaidah tata Bahasa yang benar.</i>					
		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam Bahasa Indonesia secara alami mempresentasikan teks Bahasa Inggris.</i>	X				
10.	Visual Illustration & Layout Design	Illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	X				
		Illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	X				
		The layout helps focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>	X				
		The layout maintains Grade 5 students' motivation. <i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>	X				
11.	Text Readability & Font Selection	The font style is suitable for children's reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	X				
		The font size is readable for Grade 5. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	X				
		Text placement is consistent	X				

		Penempatan teksnya konsisten					
12.	Ease of Use / Accessibility	The digital storybook is easy to navigate on various devices. <i>Buku cerita ini mudah digunakan pada berbagai perangkat.</i>	X				
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>	X				
Total							

Singaraja, 11 Maret 2026

Teacher 2



Desak Nyoman Dyah Rupita Dewi, S.Pd

198804112020122002



5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan digunakannya buku cerita digital ini pada berbagai perangkat?</i>	It is easy to access. I can give the link to the students, so they can read it using Chromebook/phone.
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan penilaiannya secara keseluruhan, serta rekomendasi untuk meningkatkan kualitas produk ini.</i>	The book is awesome. The quality of the book can be great if If it can has the audio (audio story book) If it has some vocabulary list for some difficult words.
Total			

Singaraja, 11 Maret 2026

Teacher 2



Desak Nyoman Dyah Rupita Dewi, S.Pd

198804112020122002

Appendix 8 Instrument to Assess the Quality of the Product for Expert 1

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument is designed to obtain the expert judges' evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook aims to

support English language learning for Grade 5 students while incorporating the values of independence. Expert judges are expected to evaluate various aspects of the storybook, including its content, design, and how well it integrates values such as independence. This evaluation will focus on key areas such as story title, story theme, relevance to general competencies, alignment with the principles of Teaching English to Young Learners (TEYL), the integration of independence value, the design of post-story learning activities, the organization of the story structure, the clarity of language use and translation accuracy, the quality of visual illustrations and layout design, the readability of the text and font selection, as well as the usability and accessibility of the digital storybook.

The evaluation provided is expected to offer valuable insights and constructive feedback on the appropriateness and effectiveness of the digital storybook for supporting English language learning and promoting the value of independence for Grade 5 students. We sincerely appreciate the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTIONS

The table below presents the components of the digital bilingual storybook. Each criterion should be evaluated based on its relevance and appropriateness for Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each criterion listed below.

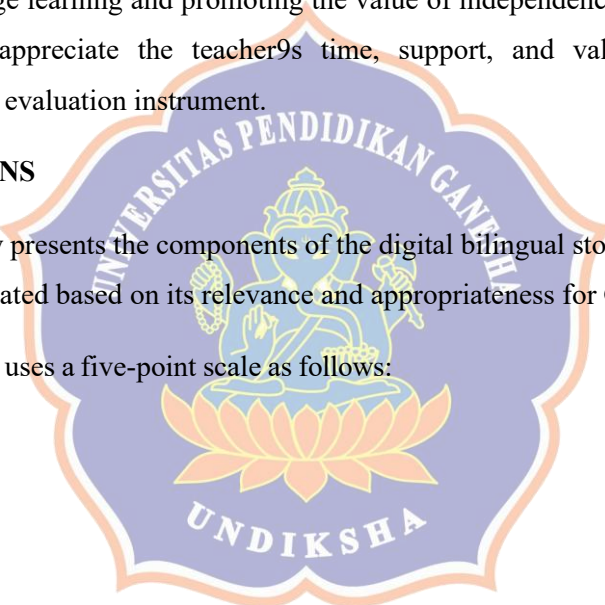


Table of Instruments to Assess the Quality of the Product

No	Criteria	Indicator	Scale
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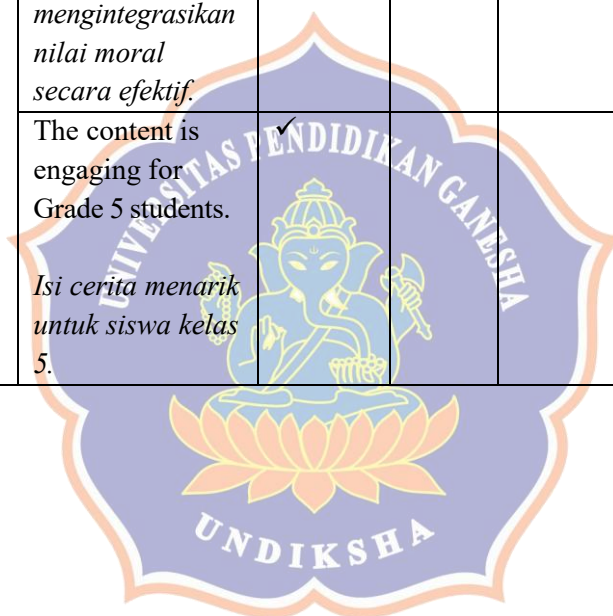
			5 Very Good	4 Good	3 Moderate	4 Bad	5 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	✓				
		The title clearly represents the story's theme. <i>Judul secara jelas mewakili tema cerita.</i>	✓				
2.	Story Theme	The theme relates to Grade 5 students' real-life experiences. <i>Tema berkaitan dengan pengalaman nyata siswa kelas 5.</i>	✓				
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan Bahasa secara bermakna.</i>	✓				
		The theme supports the independence value. <i>Tema mendukung nilai kemandirian.</i>	✓				

3.	Relevance to General Competencies	Story content aligns with Grade 5 Learning Outcomes (CP). <i>Cerita sesuai dengan Capaian Pembelajaran (CP) kelas 5</i>	✓				
		Story content aligns with Grade 5 Flow of Learning objectives (ATP). <i>Cerita sesuai dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	✓				
4.	Relevance to Characteristics of TEYL	The story uses simple language. <i>Cerita menggunakan Bahasa yang sederhana.</i>	✓				
		The story uses vocabulary that is familiar to Grade 5 students. <i>Cerita menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	✓				
		The storyline is easy to understand for Grade 5. <i>Alur cerita mudah dipahami untuk siswa kelas 5.</i>	✓				

		The story provides a learning experience that is connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terkait dengan konteks kehidupan nyata siswa.</i>	✓				
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan aktivitas belajar yang menarik.</i>	✓				
5.	Character Insertion	Story events promote responsibility.	✓				
	Independence Value)	<i>Peristiwa dalam cerita mendorong rasa tanggung jawab.</i>					
		Story events promote leadership. <i>Peristiwa dalam cerita mendorong sifat kepemimpinan.</i>	✓				
		Story events promote self-development.	✓				

		<i>Peristiwa dalam cerita mendorong pengembangan diri.</i>					
6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	✓				
		The activity stimulates responsibility. <i>Kegiatan tersebut menumbuhkan rasa tanggung jawab.</i>	✓				
		The activity stimulates leadership.	✓				
		<i>Kegiatan tersebut mendorong sifat kepemimpinan.</i>					
		The activity stimulates self-development. <i>Kegiatan tersebut mendorong pengembangan diri.</i>	✓				
7.	Overall Quality of Content	The story integrates linguistics effectively. <i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	✓				

		The story integrates cognitive elements effectively. <i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>	✓				
		The story integrates moral value effectively. <i>Cerita mengintegrasikan nilai moral secara efektif.</i>	✓				
		The content is engaging for Grade 5 students. <i>Isi cerita menarik untuk siswa kelas 5.</i>	✓				



		The content is developmentally appropriate for Grade 5 students. <i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	✓				
8.	Story Structure/ Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	✓				
		The story has a clear middle. <i>Cerita memiliki bagian Tengah yang jelas.</i>	✓				
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	✓				
		The plot maintains logical connections. <i>Alur cerita memiliki keterkaitan yang logis.</i>	✓				
9.	Language Use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat dalam Bahasa Inggris disusun sesuai dengan kaidah tata Bahasa yang benar.</i>	✓				

		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam Bahasa Indonesia secara alami mempresentasikan teks Bahasa Inggris.</i>	✓				
10	Visual Illustration & Layout Design	Illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	✓				
		Illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	✓				
		The layout helps focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>	✓				
		The layout maintains Grade 5 students' motivation.	✓				

		<i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>					
11	Text Readability & Font Selection	The font style is suitable for children's reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	✓				
		The font size is readable for Grade 5. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	✓				
		Text placement is consistent Penempatan teksnya konsisten	✓				
12	Ease of Use / Accessibility	The digital storybook is easy to navigate on various devices. <i>Buku cerita ini mudah digunakan pada berbagai perangkat.</i>	✓				
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya</i>	✓				

		<i>mendukung penggunaan secara mandiri tanpa bantuan guru.</i>					
Total							

Singaraja, 11 Maret 2026

Expert Judge 1

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

NIP: 196407141988102001



APPENDIX DOCUMENTATION



RIWAYAT HIDUP



Ketut Ayu Dewi Puspadi lahir di Singaraja pada tanggal 2 Oktober 2003. Penulis lahir dari pasangan suami istri Bapak I Ketut Asa dan Ibu Ni Wayan Parwati. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Pulau Lombok, Desa Banyuning Utara, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 5 Kampung Brau dan lulus pada tahun 2016. Kemudian penulis melanjutkan di SMP Negeri 1 Singaraja dan lulus pada tahun 2019. Pada tahun 2022, penulis lulus dari SMA Negeri 1 Singaraja jurusan MIPA dan melanjutkan ke S1 Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2026, penulis telah menyelesaikan Tugas Akhir berjudul “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Independence Value in Grade 5”. Selanjutnya, mulai tahun 2026 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha