

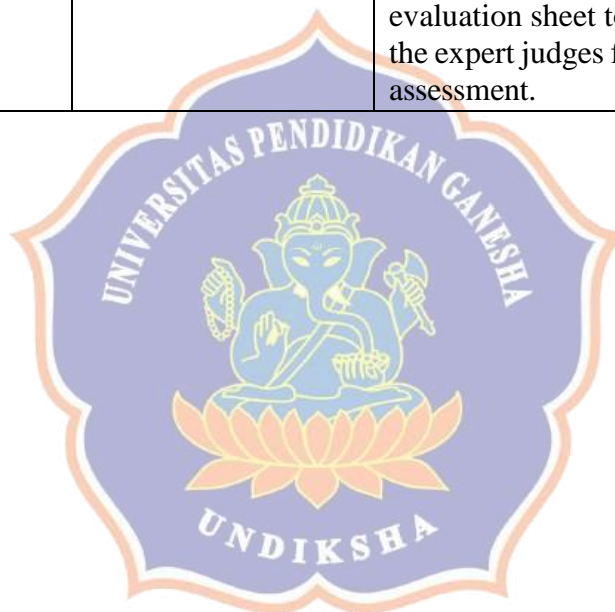
## APPENDICES

### Appendix 1. The Transformation of the Instructional Material Development Framework

No.	Research Questions	Designing Procedures	Developing Procedures	Research Method/Instruments needed
1.	How to design bilingual storytelling clip that insert graduate profile value of citizenship for teaching English language to 4th grade primary school students?	<p>Determining the key aspects of citizenship value that will be inserted into the story.</p> <p>Determining the theme or main topic that serves as the foundation of the story.</p> <p>Determining the criteria for the story by considering several aspects, such as the intended communication goals, the students' language proficiency level, and the insertion of graduate profile values, especially the value of citizenship.</p> <p>Drafting the storyline by considering the general competencies to be achieved, the language level appropriate to the students' abilities, and the focus of the story itself.</p>	<p>Formulating the general competencies expected to be achieved by students after participating in learning activities using storytelling clip.</p> <p>Determining the language focus to be taught or practiced through storytelling clips for both spoken and written communication purposes.</p> <p>Developing the story framework, by considering the students' language proficiency, the general learning objectives to be achieved, and the characteristics of stories that suitable for young learners.</p> <p>Drafting a story with the insertion of global diversity values in two languages, namely Indonesian and English.</p> <p>Reviewing and conducting initial</p>	<p><b>Document study.</b> Document study will be conducted with the purposes to: (1) determine topics for English Language Teaching (ELT); (2) understand several important components, including general competencies, the scope of materials covering language levels, and elements of communication; (3) determine key aspects in the citizenship value that will be inserted into the story.</p> <p><b>Interview guide.</b> The interview will be conducted with an English teacher. The purposes of this interview are: (1) to explore the English learning materials and character education currently implemented in the school; (2) to identify research gaps, specifically aspects that are still lacking or unavailable in the current learning process; (3) to ensure the need for the development of a bilingual storytelling clips to teach English</p>

			<p>revisions of the story draft to avoid writing and grammatical errors, and to ensure the plot is well structured.</p> <p>Checking the readability of the story.</p> <p>Revising the story based on previous review.</p>	<p>while inserting graduate profile values in students.</p>
2.	<p>What relevant tasks need to be developed for teaching English and the character of citizenship to 4th grade primary school students through bilingual storytelling clip that inserted graduate profile value of citizenship?</p>	<p>Determining typical task that accommodate the language abilities of 4<sup>th</sup> grade students, as a following activities after they watch or listen to the storytelling clip.</p>	<p>Identifying general competencies and learning objectives to be achieved.</p> <p>Developing the typical task.</p> <p>Determining strategies and operation task for the storytelling clip.</p>	<p><b>Document Study.</b> Document study will be used to understand and determine the types of tasks given to students, ensuring that the typical tasks developed align with the curriculum and the English proficiency level of 4<sup>th</sup> grade primary school students, thereby supporting the English language learning process effectively.</p>

3.	<p>What is the quality of the developed bilingual storytelling clip for teaching English to 4th grade primary school students with the insertion of graduate profile value of citizenship?</p>	<p>Preparing a draft of the story in two languages, namely Indonesian and English.</p> <p>Preparing everything needed for the production of the storytelling clip.</p> <p>Preparing the evaluation sheet.</p>	<p>Finalizing the draft of the story in two languages, namely Indonesian and English.</p> <p>Developing the storyboard (sequence of scenes in a story).</p> <p>Developing the storytelling clip.</p> <p>Sending the storytelling clip along with the evaluation sheet to the expert judges for assessment.</p>	<p><b>Expert Judgment Sheet.</b> This sheet is developed to responded by the expert judges. The purpose of the assessment is to evaluate the quality of the story based on the criteria established for story development, as well as its usefulness (how relevant and beneficial the story is in supporting the achievement of the established objectives).</p>
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## Appendix 2. The Blueprint of The Interview Guide

No.	Interview Topics	Questions	Note
1.	English level of the students	1. How would you describe the English level of your students?	
2.	Teaching and learning activities	2. What kinds of English teaching and learning activities do you usually conduct in the classroom? 3. Which activities do your students enjoy the most? 4. What the learning materials and teaching media that you often use in your English classes?	
3.	The use of stories	5. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?	
4.	The insertion of character education	6. Do you currently insert character education into your English lesson? If yes, how do you implement it? 7. Is the insertion of character education needed in English material?	
5.	The need for character development through graduate profile values	8. Do you think it is necessary to insert graduate profile values, particularly the citizenship value in English language learning? Why? 9. What aspects of citizenship value should be emphasized when teaching English to primary school students?	
6.	The need of storytelling clip	10. In your opinion, is there a need for storytelling clip that specifically designed for teaching English in primary school? Why?	
7.	The use of bilingual in English language teaching	11. Do you use both Indonesian and English when teaching English? Can you please explain / elaborate more about it?	

		12. Do you think there is a need for learning material that combine both Indonesian and English?	
8.	Teachers' expectations of bilingual storytelling clip	13. 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?	



### Appendix 3. Expert Judge's Evaluation Sheet

No.	The Theoretical Foundation	Statement	Score					Comment and Suggestion
			1	2	3	4	5	
1.	According to Richards et al. (2001, as cited in Hon Kai Lai, 2021) Language learning materials must be aligned with the established curriculum objectives. This means that every material used needs to support the achievement of the competencies expected in the curriculum. Additionally, the materials must be designed to develop students' communicative competence, including listening, speaking, reading, and writing in meaningful contexts, so that students can understand and use language functionally.	The bilingual storytelling clip aligns with the general competencies.						
2.	According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should be flexible and adaptable to various student learning style.  Material development should consider factor such as student characteristics (Tomlinson, 2012, as cited in Nuralisa & Nirwanto, 2023)	The content is relevant to the characteristics of teaching English to young learners (TEYL).						
3.	According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials must be organized gradually, starting from the easy ones to the more difficult ones, to prevent students from feeling overwhelmed.	The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.						
4.	According to Nation and Macalister (2010) effective language learning materials must be designed based on the requirements outlined in the syllabus to ensure that the	The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.						

	<p>learning process is systematic and well directed.</p> <p>Additionally, the materials should be tailored to the students' learning needs and current educational standards to support the achievement of learning competencies effectively.</p>						
5.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p>	<p>The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.</p>					
6.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p> <p>An effective storytelling clip highlights the use of the four classic elements of a story such as, plot, characters, narrator, and context (Oliva et al., 2017)</p>	<p>The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.</p>					
7.	<p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should provide exposure to authentic language. This means that materials should include real life language examples used in actual situations. This</p>	<p>The bilingual storytelling clip uses natural English expressions that reflect real life communication and are appropriate for young learners.</p>					

	helps students become familiar with natural language usage.							
8.	<p>Materials should capture students' attention by presenting unique topics, engaging visuals and stories, and content that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliah, 2013)</p> <p>According to Tomlinson (2012, as cited in Nuralisa &amp; Nirwanto, 2023) material development should consider factor such as student engagement.</p>	The bilingual storytelling clip is engaging and relevant to the interests of young learners.						
9.	The material should encourage students to use the language in communication, not just to understand the theory. It should also stimulate students thinking (cognitive) to enhance engagement and motivation, making the language acquisition process more effective (Tomlinson, 1998, as cited in Fadhliah, 2013).	The bilingual storytelling clip includes relevant and meaningful activities/tasks.						
10.	According to Oliva et al. (2017) an effective storytelling clip should avoid overly complicated or fragmented plots. Storytelling clip should also arrange its sequence in a coherent and logical order, ensuring the audience can easily follow the plot from beginning to end.	The story flows smoothly in a coherent and logical order, avoiding overly complicated or fragmented plots, so that it is easy for young learners to follow.						
11.	An effective storytelling clip must use clear intonation and good articulation to enable the audience to grasp the content of the story accurately. It should also use music that matches the	The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while						

	atmosphere, while avoiding excessive volume so as not to interfere with the main narration (Oliva et al., 2017)	background music enhances the atmosphere without overpowering the main narration.					
12.	<p>According to Mayer (2002), humans find it easier to understand and remember information if the learning material is presented in a combination of words (verbal) and images (visual), and good video quality ensures that visual cues, expressions, actions, and settings support language learning, effectively.</p> <p>Materials should capture students' attention by presenting engaging visuals and stories that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliah, 2013).</p> <p>According to Oliva et al. (2017), an effective storytelling clip integrates storytelling with multimedia formats such as text, images, and sound.</p>	<p>The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and appealing visuals that are well integrated with text and sound.</p>					
13.	<p>According to Lambert (2009), storytelling clip is a learning medium that presents a story orally or visually by combining photographs, voice over narration, and other audio elements to capture the audience's attention.</p>	<p>The overall quality of the bilingual storytelling clip.</p>					



#### Appendix 4. Expert Judgments of the Instrument (Interview Guide)

No.	Interview Topics	Questions	Relevant	Irrelevant	Comments
1.	English level of the students	1. How would you describe the English level of your students?			
2.	Teaching and learning activities	2. What kinds of English teaching and learning activities do you usually conduct in the classroom? 3. Which activities do your students enjoy the most? 4. What the learning materials and teaching media that you often use in your English classes?			
3.	The use of stories	5. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?			
4.	The insertion of character education	6. Do you currently insert character education into your English lesson? If yes, how do you implement it? 7. Is the insertion of character education needed in English material?			
5.	The need for character development through graduate profile values	8. Do you think it is necessary to insert graduate profile values, particularly the citizenship value in English language learning? Why? 9. What aspects of citizenship value should be emphasized when			

		teaching English to primary school students?			
6.	The need of storytelling clip	10. In your opinion, is there a need for storytelling clip that specifically designed for teaching English in primary school? Why?			
7.	The use of bilingual in English language teaching	11. Do you use both Indonesian and English when teaching English? 12. Do you think there is a need for learning material that combine both Indonesian and English?			
8.	Teachers' expectations of bilingual storytelling clip	13. 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?			
<b>Total Item</b>					

**Appendix 5. Expert Judgments of the Instrument (Expert Judge’s Evaluation Sheet)**

No.	Criteria of the Bilingual Storytelling Clip	Relevant	Irrelevant	Comments
1.	The bilingual storytelling clip aligns with the general competencies.			
2.	The content is relevant to the characteristics of teaching English to young learners (TEYL).			
3.	The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.			
4.	The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.			
5.	The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.			
6.	The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.			
7.	The bilingual storytelling clip uses natural English expressions that reflect real life communication and are appropriate for young learners.			
8.	The bilingual storytelling clip is engaging and relevant to the interests of young learners.			
9.	The bilingual storytelling clip includes relevant and meaningful activities/tasks.			
10.	The story flows smoothly in a coherent and logical order, avoiding overly complicated or fragmented plots, so that it is easy for young learners to follow.			
11.	The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while background music enhances the atmosphere without overpowering the main narration.			
12.	The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and			

	appealing visuals that are well integrated with text and sound.			
13.	The overall quality of the bilingual storytelling clip.			
<b>Total Item</b>				



## Appendix 6. Needs Analysis Mapping for the Development of the Bilingual Storytelling Clip

No.	Needs Analysis Components	Description	Implications for Storytelling Clip
1.	General Competencies	Students' ability to understand and express daily activities in simple English and relate these activities to time.	Requires a storytelling clip that facilitates students in understanding and using English expressions related to daily activities and time in simple ways.
2.	Verbal Communication	Students need exposure to simple and contextual spoken English related to the material in Unit 9 and citizenship value.	<ul style="list-style-type: none"> <li>a. The storytelling clip needs to present narration and dialog in English to encourage students become familiar with English as the target language being learned.</li> <li>b. The interactions or dialogues between characters need to be designed to represent the citizenship value.</li> <li>c. The dialogues should include expressions related to daily activities and time expressions.</li> </ul>
3.	Non Verbal Communication	Students need bilingual support and clear visual cues to facilitate their understanding of the story content.	<ul style="list-style-type: none"> <li>a. The storytelling clip should provide Indonesian subtitles.</li> <li>b. The storytelling clip should present clear characters' facial expressions, body language, movements or actions, appropriate settings, and background music that fit the situation in each scene.</li> </ul>
4.	Domain (Where the learners communicate)	Students commonly use language in personal and social domains, which is interaction with friends or members of the community in the surrounding environment (neighborhood).	<ul style="list-style-type: none"> <li>a. The storytelling clip needs to present stories that are contextualized to students' daily lives, such as interactions with friends and habits carried out at home.</li> <li>b. The storytelling clip needs to include social interaction situations that encourage students to understand, accept, and respect diversity.</li> </ul>
5.	Values/Characters	The graduate profile value of citizenship with an emphasis on the indicator of respecting diversity is identified as a character value that needs to be inserted into the bilingual storytelling clip.	The storytelling clip should present a storyline that promotes empathy, mutual respect, and live harmoniously in diversity.

**Appendix 7. The Blueprint of a Bilingual Storytelling Clip with the Insertion of the Graduate Profile Value of Citizenship**

COMPONENTS OF MEDIA			
Text/Channel	Communicative Language Competence	Characters (Graduate Profile Value of Citizenship)	Language Focus
<p>The storytelling clip is designed to use two channels of text delivery :</p> <p><b>1. Oral Text :</b> Dialogues and narration delivered by the narrator and characters in the form of English audio.</p> <p><b>2. Written Text :</b> The use of Indonesian subtitles.</p> <p>English audio and Indonesian subtitles are presented simultaneously.</p>	<p>The targeted communicative competence in Unit 9 is the ability to mention and express daily activities along with the time using the simple present tense.</p> <p><b>1. Verbal Communication :</b> Dialogues and narration include expressions learned in Unit 9, namely expressions related to daily activities and time expressions.</p> <p><b>2. Non Verbal Communication :</b> Characters<sup>9</sup> gestures, facial expressions, and body movements that support the meaning of the dialogues and narration, helping students understand the context.</p>	<p><b>1. Theme :</b> Highlighting diversity and social interaction, focusing on respecting differences, understanding others<sup>9</sup> perspectives, and tolerance.</p> <p><b>2. Characterization :</b> Features several animal characters, each with different backgrounds, habits, and perspectives. These characters will interact with one another in a way that promotes understanding, empathy, and appreciation for diversity.</p> <p><b>3. Verbal Communication :</b> The narration and dialogues display processes of clarification, apology, acceptance, and willingness to listen to others<sup>9</sup> points of view.</p> <p><b>4. Non Verbal Communication :</b></p>	<p>Directed toward the grammar aspect : the use of the simple present tense to express daily activities connected with time expressions.</p> <p>1. The dialogue and narration in the storytelling clip are designed to model the sentence pattern <i>subject + verb 1 (+ s/es)</i> within the context of daily activities (e.g., <i>She wakes up early.</i>)</p> <p>2. The sentence structures and expressions related to daily activities connected with time used in the story are limited to simple declarative sentences with familiar, concrete, and high frequency vocabulary.</p>

		Facial expressions, body language, and the actions of the characters to strengthen the meaning of the narration and dialogue, while also representing the values of citizenship conveyed in the story.	
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## Appendix 8. Revision of the Story Script

Revision of the Story Script		
No.	Before Revision	After Revision
1.	All the animals quickly ran to a safe place.	All the animals quickly ran to a shady place.
2.	But in the middle of the panic, Mumu slipped on the muddy ground.	While running, Mumu accidentally slipped on the muddy ground.
3.	Oh, so that means you were happy to meet us, not angry.	Oh, so you are not angry then.
4.	Not far from there, Tima takes a bath in the river, while Mumu brushes his teeth by the river.	Not far from there, Tima takes a bath every morning in the river, while Mumu brushes his teeth at seven o'clock every day.
5.	After their morning routines, Kiko, Mumu, and Tima gathered in the grass field to have breakfast and play together.	At eight o'clock sharp, they gathered in the grass field to have breakfast and play together.
6.	All the animals stopped playing. Tima stepped back when he heard the loud stomp, while Mumu hid behind Tima's body with a frightened face.	All the animals stopped playing. Mumu stepped back, while Tima hid behind Mumu, looking scared. They had never seen a buffalo before, so everything about him felt unfamiliar.
7.	They had never seen a buffalo before, so everything about him felt unfamiliar.	They had never seen a buffalo before, so this animal is a total stranger for them.

## Appendix 9. The Final Version of Story Script

### Indonesian Version

Di sebuah hutan yang hijau, hiduplah berbagai hewan yang ceria. Ada Kiko, yang selalu bangun paling awal, lalu memasak sup wortel untuk sarapan. Tidak jauh dari sana, Tima mandi di sungai setiap pagi, sementara Mumu sedang menggosok giginya pukul tujuh setiap hari.

Kiko: *<Selamat pagi, Teman-teman! Ayo pergi ke padang rumput untuk sarapan dan bermain!>=*

Tima: *<Aku pergi ke sana setelah mandi dan membersihkan rumahku.>=*

Mumu: *<Tunggu sebentar, Kiko. Aku akan pergi ke sana setelah menggosok gigiku.>=*

Tepat jam delapan, mereka pun berkumpul di padang rumput untuk sarapan dan bermain bersama.

Tiba-tiba, **DUUUG!** Sebuah hentakan kuat menggema di dalam hutan, diikuti suara dengusan keras. Tanah bergetar pelan, membuat mereka saling menatap cemas. Dari balik pepohonan muncul seekor kerbau besar berkulit gelap dengan tanduk panjang melengkung ke atas.

Seluruh hewan menghentikan permainan mereka. Mumu melangkah mundur sementara Tima bersembunyi di balik tubuh Mumu, terlihat ketakutan. Mereka belum pernah melihat kerbau sebelumnya, jadi binatang ini benar-benar asing bagi mereka.

Boba: *<Hai, aku Boba, dari Hutan Gempita di pegunungan timur. Aku datang untuk memulai kehidupan baru yang lebih tenang dan semoga bisa punya teman baru di sini.>=*

Kiko: *<Ayo kita ajak dia bermain!>=* Belum sempat Kiko mengajak Boba untuk ikut bermain, Tima segera menghentikannya.

Tima: *<Jangan dekati dia! Dia menghentakkan kakinya di depan kita. Pasti dia sedang marah dan mau menyerang kita!>=*

Mumu: *<Iya! Dia terlihat menyeramkan! Lihat tubuh dan tanduknya yang panjang! Bagaimana kalau dia melukai kita?>=*

Kiko, yang tadinya ingin mengajak Boba bermain, tiba-tiba tampak gelisah dan memilih menjauh darinya.

Melihat itu, senyum Boba perlahan memudar. Ia sempat senang ketika Kiko mendekat, berharap bisa bermain bersama. Namun, harapan itu segera pupus. Dengan kepala tertunduk, Boba melangkah ke sungai dan duduk sendirian, menatap pantulan wajahnya di air.

Boba: *<Apa aku melakukan sesuatu yang salah?>=*

Hari itu, langit mulai mendung dan angin berembus lebih kencang.

Tima: *<Ayo kita pulang! Sepertinya akan segera hujan!>=*

Semua hewan bergegas berlari menuju tempat yang teduh. Saat berlari, mumu tanpa sengaja terpeleset di tanah yang becek. Kaki depannya terkilir, membuatnya sulit berdiri. Melihat itu, hewan-hewan lain segera mendekat untuk menolong Mumu. Tiba-tiba terdengar suara **KRAAKK!** Sebatang pohon besar yang sudah tua patah diterpa angin kencang dan mulai tumbang tepat mengarah ke mereka.

Melihat kejadian itu, Boba segera berlari menerobos hujan dan kemudian berdiri menghadang pohon tumbang itu dengan tubuhnya yang besar.

Boba: *<Cepat... bawa Mumu ke tempat teduh!>=*

Tima dan Kiko segera membawa Mumu ke tempat teduh. Setelah mereka selamat, Boba melepaskan tubuhnya dari pohon dan jatuh terduduk. Semua hewan terpaku dan mulai menyadari bahwa Boba bukanlah hewan menyeramkan seperti yang mereka kira.

Boba: *<Terima kasih, Boba. Kalau kamu tidak menolongku mungkin aku sudah tertimpa pohon itu.>=*

Tima: *<Kami minta maaf Boba karena tidak mengajakmu bermain. Hentikan kakimu yang keras dan dengusan mu sempat membuat kami takut.>*

Boba: *<Aku mengerti sekarang. Sebenarnya itu adalah bagian dari tradisi di Hutan Gempita. Begitulah cara kami menunjukkan rasa hormat dan kegembiraan saat bertemu teman baru. Aku tidak pernah bermaksud menakut-nakuti kalian. =*

Kiko: *<Oh, jadi kamu tidak marah kepada kami. Maafkan kami karena sudah menilai kamu tanpa memahami budayamu.=* Tima, dan Mumu pun ikut mengangguk.

Setelah hujan reda, mereka kembali bermain dan saling bertukar cerita. Boba mengajari cara menyapa khas Hutan Gempita, sementara hewan lain memperkenalkan pada Boba cara hewan menyapa di hutan ini. Hutan itu pun menjadi tempat yang lebih hangat dengan persahabatan baru mereka.

### **English Version**

In a green forest, many happy animals lived together. There is Kiko, who always wakes up early, then cooks carrot soup for breakfast. Not far from there, Tima takes a bath every morning in the river, while Mumu brushes his teeth at seven o'clock every day.

Kiko: *<Good morning, friends! Let's go to the grass field for breakfast and play there! =*

Mumu: *<Wait a minute, Kiko. I will go there after brushing my teeth. =*

Tima: *<I go there after taking a bath and cleaning my home. =*

At eight o'clock sharp, they gathered in the grass field to have breakfast and play together.

Suddenly, **DUUG!** A strong stomp echoed in the forest, followed by a heavy snort. The ground shook a little, and the animals looked at each other in worry. From behind the trees, a big buffalo with dark skin and long curved horns came out.

All the animals stopped playing. Mumu stepped back, while Tima hid behind Mumu, looking scared. They had never seen a buffalo before, so this animal is a total stranger for them.

Boba: *<Hi, I'm Boba from Gempita Forest in eastern mountains. I come to find a peaceful life and hope to make new friends here.=*

Kiko: *<Let's invite him to play! =* But Tima quickly stopped him.

Tima: *<Don't go near him! He stomped his feet right in front of us. He must be angry and wanted to attack us! =*

Mumu: *<Yes! He looks scary! Look at his huge body and long horns! What if he hurts us? =*

Kiko, who first wanted to invite Boba to play, became worried and walked away from him.

Seeing that, Boba's smile slowly faded. He felt happy when Kiko came close, hoping he could play together. But that hope disappeared. With his head down, Boba walked to the river and sat alone, staring at his reflection.

Boba: *<Did I do something wrong? =*

That day, the sky began to turn gray. The wind blew stronger.

Tima: *<Let's go home! I think it's going to rain soon! =*

All the animals quickly ran to a shady place. While running, Mumu accidentally slipped on the muddy ground. His front leg twisted, and he couldn't stand up. Seeing that, the other animals rushed to help him. Suddenly, a loud **CRACK** was heard! An old, big tree snapped in the strong wind and started to fall toward them.

Just then, Boba came running through the rain and stood blocking the fallen tree with his big body.

Boba: *<Hurry, take Mumu to a shady place! =*

Tima and Kiko quickly brought Mumu to a shady place. Once they were safe, Boba pulled himself away from the tree and sat down. All the animals fell silent, realizing that Boba wasn't scary at all, not like they had thought.

Mumu: *<Thank you, Boba. If you didn't help me, that tree might have fallen on me. =*

Tima: *<We're sorry, we didn't invite you to play. Your loud stomps and snorts scared us at first.>*



Boba: *<I understand. Actually, that was part of the tradition in Gempita forest. It's how we show respect and happiness when we meet new friends. I never meant to scare any of you.>*

Kiko: *<Oh, so you are not angry then. We're sorry for judging you without understanding your culture.>* = Tima, and Mumu nodded in agreement.

After the rain stopped, they played together and shared stories. Boba taught them the greeting from Gempita Forest, while the other animals showed him how animals greet here. The forest felt even warmer with their new friendship.



## Appendix 10. The Final Version of Storyboard

Scene	Duration	Picture	Indonesian Subtitle	English Subtitle
1	25 detik		<p><b>Narator :</b></p> <p>Di sebuah hutan yang hijau, hiduplah berbagai hewan yang ceria. Ada Kiko, yang selalu bangun paling awal, lalu memasak sup wortel untuk sarapan. Tidak jauh dari sana, Tima mandi di sungai setiap pagi, sementara Mumu sedang menggosok giginya pukul tujuh setiap hari.</p>	<p><b>Narrator :</b></p> <p>In a green forest, many happy animals lived together. There is Kiko, who always wakes up early, then cooks carrot soup for breakfast. Not far from there, Tima takes a bath every morning in the river, while Mumu brushes his teeth at seven o'clock every day.</p>
2	20 detik		<p><b>Dialog :</b></p> <p>a. Kiko: &lt;Selamat pagi, Teman-teman! Ayo pergi ke padang rumput untuk sarapan dan bermain!&gt;=  b. Tima: &lt;Aku pergi ke sana setelah mandi&gt;=</p>	<p><b>Dialogue :</b></p> <p>a. Kiko: &lt;Good morning, friends! Let's go to the grass field for breakfast and play there!&gt;=  b. Tima: &lt;I go there after taking a bath and cleaning my home.&gt;=</p>



dan membersihkan rumahku.=  
 c. Mumu: <Tunggu sebentar, Kiko. Aku akan pergi ke sana setelah menggosok gigiku.=

c. Mumu: <Wait a minute, Kiko. I will go there after brushing my teeth.=

3 10 detik



**Narator :**  
 Tepat jam delapan, mereka pun berkumpul di padang rumput untuk sarapan dan bermain bersama.

**Narrator :**  
 At eight o'clock sharp, they gathered in the grass field to have breakfast and play together.

4 25 detik



**Narator :**  
 Sebuah hentakan kuat menggema di dalam hutan, diikuti suara dengusan keras. Dari balik pepohonan muncul seekor kerbau besar berkulit gelap dengan tanduk panjang melengkung ke atas. Seluruh hewan menghentikan permainan

**Narrator :**  
 A strong stomp echoed in the forest, followed by a heavy snort. From behind the trees, a big buffalo with dark skin and long curved horns came out.  
 All the animals stopped playing. They had never seen a buffalo before, so this



mereka. Mereka belum pernah melihat kerbau sebelumnya, jadi binatang ini benar-benar asing bagi mereka.

animal is a total stranger for them.

5

30 detik



**Dialog :**

- a. Boba: <Hai, aku Boba, dari Hutan Gempita di pegunungan timur. Aku datang untuk memulai kehidupan baru yang lebih tenang dan semoga bisa punya teman baru di sini.=
- b. Kiko: <Ayo kita ajak dia bermain! =
- c. Tima: <Jangan dekati dia! Dia menghentakkan kakinya di depan kita. Pasti dia sedang marah dan mau menyerang kita! =
- d. Mumu: <Iya! Dia terlihat menyeramkan! Lihat

**Dialogue :**

- a. Boba: <Hi, I'm Boba from Gempita Forest in eastern mountains. I come to find a peaceful life and hope to make new friends here.=
- b. Kiko: <Let's invite him to play! = But Tima quickly stopped him.
- c. Tima: <Don't go near him! He stomped his feet right in front of us. He must be angry and wanted to attack us! =
- d. Mumu: <Yes! He looks scary! Look at his huge body and long horns! What if he hurts us? =

**Narrator :**

Kiko, who first wanted to invite Boba to play, became



tubuh dan tanduknya yang panjang!  
Bagaimana kalau dia melukai kita?=  
**Narator :**

Kiko, yang tadinya ingin mengajak Boba bermain, tiba-tiba tampak gelisah dan memilih menjauh darinya.

worried and walked away from him.

6

20 detik



**Narator :**  
Melihat itu, senyum Boba perlahan memudar. Ia sempat senang ketika Kiko mendekat, berharap bisa bermain bersama. Namun, harapan itu segera pupus. Dengan kepala tertunduk, Boba melangkah ke sungai dan duduk sendirian.

**Dialog :**  
Boba: <Apa aku melakukan sesuatu yang salah?=  
**Narrator :**

Seeing that, Boba's smile slowly faded. He felt happy when Kiko came close, hoping he could play together. But that hope disappeared. With his head down, Boba walked to the river and sat alone.

**Dialogue :**  
Boba: <Did I do something wrong?=  
**Narrator :**

7

30 detik



**Narator :**

Hari itu, langit mulai mendung dan angin berembus lebih kencang.

**Dialog :**

Tima: <Ayo kita pulang! Sepertinya akan segera hujan!>

**Narator :**

Semua hewan bergegas berlari menuju tempat yang teduh. Saat berlari, Mumu tanpa sengaja terpeleset di tanah yang becek. Kaki depannya terkilir, membuatnya sulit berdiri. Melihat itu, hewan-hewan lain segera mendekat untuk menolong Mumu.

**Narrator :**






That day, the sky began to turn gray. The wind blew stronger.



**Dialogue :**

Tima: <Let's go home! I think it's going to rain soon!>

**Narrator :**

All the animals quickly ran to a shady place. While running, Mumu accidentally slipped on the muddy ground. His front leg twisted, and he couldn't stand up. Seeing that, the other animals rushed to help him.

				
8	10 detik	 	<p><b>Narator :</b></p> <p>Tiba-tiba terdengar suara KRAAKK! Sebatang pohon besar yang sudah tua patah diterpa angin kencang dan mulai tumbang tepat mengarah ke mereka.</p>	<p><b>Narrator :</b></p> <p>Suddenly, a loud CRACK was heard! An old, big tree snapped in the strong wind and started to fall toward them.</p>
9	25 detik	 	<p><b>Narator :</b></p> <p>Melihat kejadian itu, Boba segera berlari menerobos hujan dan kemudian berdiri menghadang pohon tumbang itu dengan tubuhnya yang besar.</p> <p><b>Dialog :</b></p> <p>Boba: &lt;Cepat... bawa Mumu ke tempat teduh!&gt;</p>	<p><b>Narrator :</b></p> <p>Just then, Boba came running through the rain and stood blocking the fallen tree with his big body.</p> <p><b>Dialogue :</b></p> <p>Boba: &lt;Hurry, take Mumu to a shady place!&gt;</p> <p><b>Narrator :</b></p>

			<p><b>Narator :</b></p> <p>Tima dan Kiko segera membawa Mumu ke tempat teduh.</p>	<p>Tima and Kiko quickly brought Mumu to a shady place.</p>
10	40 detik		<p><b>Narator :</b></p> <p>Setelah mereka selamat, Boba melepaskan tubuhnya dari pohon dan jatuh terduduk. Semua hewan terpaku dan mulai menyadari bahwa Boba bukanlah hewan menyeramkan seperti yang mereka kira.</p> <p><b>Dialog :</b></p> <p>a. Mumu: &lt;Terima kasih, Boba. Kalau kamu tidak menolongku mungkin aku sudah tertimpa pohon itu.=</p> <p>b. Tima: &lt;Kami minta maaf Boba karena</p>	<p><b>Narrator :</b></p> <p>Once they were safe, Boba pulled himself away from the tree and sat down. All the animals fell silent, realizing that Boba wasn't scary at all, not like they had thought.</p> <p><b>Dialogue :</b></p> <p>a. Mumu: &lt;Thank you, Boba. If you didn't help me, that tree might have fallen on me.=</p> <p>b. Tima: &lt;We're sorry, we didn't invite you to play. Your loud stomps and snorts scared us at first.=</p> <p>c. Boba: &lt;I understand. Actually, that was part</p>



tidak mengajakmu bermain. Hentakan kakimu yang ketas dan dengusanmu sempat membuat kami takut."

c. Boba: <Aku mengerti sekarang. Sebenarnya itu adalah bagian dari tradisi di Hutan Gempita. Begitulah cara kami menunjukkan rasa hormat dan kegembiraan saat bertemu teman baru. Aku tidak pernah bermaksud untuk menakut-nakuti kalian.=

d. Kiko : <Oh, jadi kamu tidak marah kepada kami. Maafkan kami karena sudah menilai kamu tanpa memahami budayamu.=

of the tradition in Gempita forest. It's how we show respect and happiness when we meet new friends. I never meant to scare any of you.=  
d. Kiko : <Oh, so you are not angry then. We're sorry for judging you without understanding your culture.=

11

20 detik



**Narator :**

Setelah hujan reda, mereka bermain bersama dan saling bertukar cerita. Boba mengajari mereka cara menyapa khas Hutan Gempita, sementara hewan

**Narrator :**

After the rain stopped, they played together and shared stories. Boba taught them the greeting from Gempita Forest, while the other animals showed him how



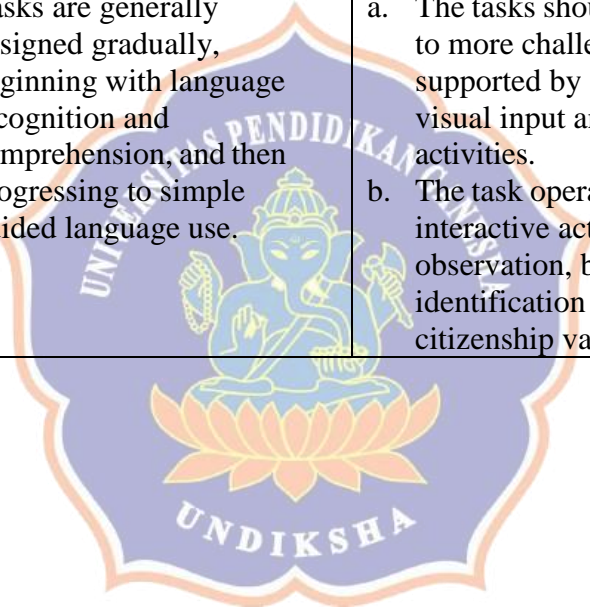
lain memperkenalkan pada Boba cara hewan menyapa di hutan ini. Hutan itu pun menjadi tempat yang lebih hangat dengan persahabatan baru mereka.

animals greet here. The forest felt even warmer with their new friendship.



**Appendix 11. Needs Analysis Mapping for the Development of the Relevant Tasks for Teaching English and Citizenship Character**

No.	Needs Analysis Components	Description	Implications for Storytelling Clip
1.	Typical Tasks	The tasks commonly given to students are dominated by written activities, visual aids, and controlled practice. In addition, the tasks also need to connect language use with character development.	<ul style="list-style-type: none"> <li>a. The tasks need to support the achievement of general competencies in Unit 9.</li> <li>b. The tasks should maintain task types that are already familiar to students.</li> <li>c. The tasks should include visual-based activities and be accompanied by controlled and guided practice.</li> <li>d. The tasks need to accommodate students' needs to recognize, understand, and reflect on social behaviors that represent citizenship value.</li> </ul>
2.	Strategy and Operation of Task	Tasks are generally designed gradually, beginning with language recognition and comprehension, and then progressing to simple guided language use.	<ul style="list-style-type: none"> <li>a. The tasks should be sequenced from simple to more challenging activities and supported by scaffolding such as audio-visual input and guided language practice activities.</li> <li>b. The task operation strategies should involve interactive activities, situational observation, behavior recognition, and the identification of actions that reflect citizenship values.</li> </ul>



**Appendix 12. The Blueprint of Relevant Tasks for Teaching English to Fourth Grade Primary School Students**

<p>a. Unit : 9 (I go to school after having breakfast)          b. Learning Material : Daily activities connected with time          c. Teaching Focus : Grammar skill integrated with vocabulary and writing.</p>		
Basic Competencies		Indicators
Understand the topic of daily activities connected with time by paying attention to vocabulary and grammar.		<ol style="list-style-type: none"> <li>1. Identifying vocabulary related to daily activities and time expressions correctly (C1).</li> <li>2. Completing the sentences by using appropriate time expressions and verb forms in the simple present tense (C2).</li> <li>3. Writing simple sentences about personal daily activities using the simple present tense and time expressions correctly (C3).</li> </ol>
Learning Objectives	Assignment	Strategy and Operation of Task
Through the puzzle, students are able to identify vocabulary related to daily activities and time expressions correctly.	Word Hunt	<p><b>a. Strategy :</b> Puzzle Game.</p> <p><b>b. Operation of Task :</b> Students observe a puzzle consisting of a grid of randomly arranged letters. They then search for vocabulary related to daily activities and time expressions within the puzzle. After identifying the words, students circle the ones they find and write them down again in the space provided.</p>
Through fill in the blanks, students are able to complete the sentences related to daily activities by using time expressions and verb forms in the simple present tense correctly.	Fill in the Blanks	<p><b>a. Strategy :</b> Fill in the Blanks</p> <p><b>b. Operation of Task :</b> In this task, students are required to complete sentences related to daily activities by using appropriate verb forms in the simple present tense and suitable time expressions based on the context of the story.</p>
Through guided writing, students are able to write simple sentences about their personal daily activities using the simple present tense and time expressions correctly.	My Daily Schedule	<p><b>a. Strategy :</b> Guided Writing.</p> <p><b>b. Operation of Task :</b> Students are provided with a table consisting of two columns, namely Daily Activities and Time. The Daily Activities column is pre-filled with vocabulary related to daily routines that have previously appeared in the storytelling clip. Students are then asked to complete the Time column based</p>

		on their own daily habits. After that, they are required to construct simple sentences describing their daily activities by including appropriate time expressions based on the information they have written in the table.
--	--	---



**Appendix 13. The Blueprint of Relevant Tasks for Teaching Character of Citizenship to Fourth Grade Primary School Students**

Basic Competencies		Indicators
Understand the Graduate Profile Value of Citizenship.		<ol style="list-style-type: none"> <li>1. Identifying behaviors that reflect the graduate profile value of citizenship, particularly the indicator of respecting diversity correctly (C1).</li> <li>2. Answering comprehension questions related to the graduate profile value of citizenship presented in the storytelling clip correctly (C2).</li> <li>3. Choosing the action that reflects the graduate profile value of citizenship in social situations correctly (C3).</li> </ol>
Learning Objectives	Assignment	Strategy and Operation of Task
Through look and circle, students are able to identify behaviors that reflect the graduate profile value of citizenship, particularly the indicator of respecting diversity correctly.	Look and Circle	<p><b>a. Strategy :</b> Look and Circle</p> <p><b>b. Operation of Task :</b> Students observe several pictures that represent different actions of the characters in the storytelling clip. They then read the statement provided in each item and circle the picture that best matches the statement.</p>
Through the storytelling clip, students are able to answer questions related to the graduate profile value of citizenship correctly.	Multiple Choice Questions	<p><b>a. Strategy :</b></p> <ol style="list-style-type: none"> <li>1. Storytelling clip</li> <li>2. Question and Answer</li> </ol> <p><b>b. Operation of Task :</b> Students answer five multiple choice questions. Each question is followed by four answer options (A3D), from which students are required to select the most appropriate answer.</p>
Through pictures, students are able to choose the action that reflects the graduate profile value of citizenship in social situations correctly.	What Should I Do?	<p><b>a. Strategy :</b> Guided Writing.</p> <p><b>b. Operation of Task :</b> Students observe several images depicting social situations presented in the worksheet. Each image is accompanied by several possible actions that can be taken in those situations. Students then choose the most appropriate action by marking one of the available answer options.</p>

## Appendix 14. Word Hunt Activity

NAME : \_\_\_\_\_ CLASS : \_\_\_\_\_

# WORD HUNT

SCORE : \_\_\_\_\_

Please find and circle the vocabulary related to daily activities and time expressions from the storytelling clip in the puzzle below!



E	S	N	T	A	K	E	A	B	A	T	H
I	N	L	P	M	H	V	O	R	T	U	P
G	A	D	Y	B	U	E	O	E	I	R	I
H	W	E	O	L	A	R	B	E	E	I	C
T	B	Y	P	L	A	Y	N	Z	D	C	N
O	E	G	U	S	F	M	C	E	I	K	I
C	L	B	R	S	C	O	O	K	S	O	C
L	L	D	B	O	K	R	I	A	G	S	A
O	R	P	R	M	W	N	C	T	I	U	N
C	P	R	O	U	T	I	T	O	R	N	S
K	F	C	O	N	F	N	V	L	U	N	N
A	S	B	U	T	T	G	R	F	L	Y	E

### Exercise 1

Write the words you find below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Appendix 15. Fill in the Blanks Activity

NAME : \_\_\_\_\_ CLASS : \_\_\_\_\_

# FILL IN THE BLANKS

SCORE : \_\_\_\_\_

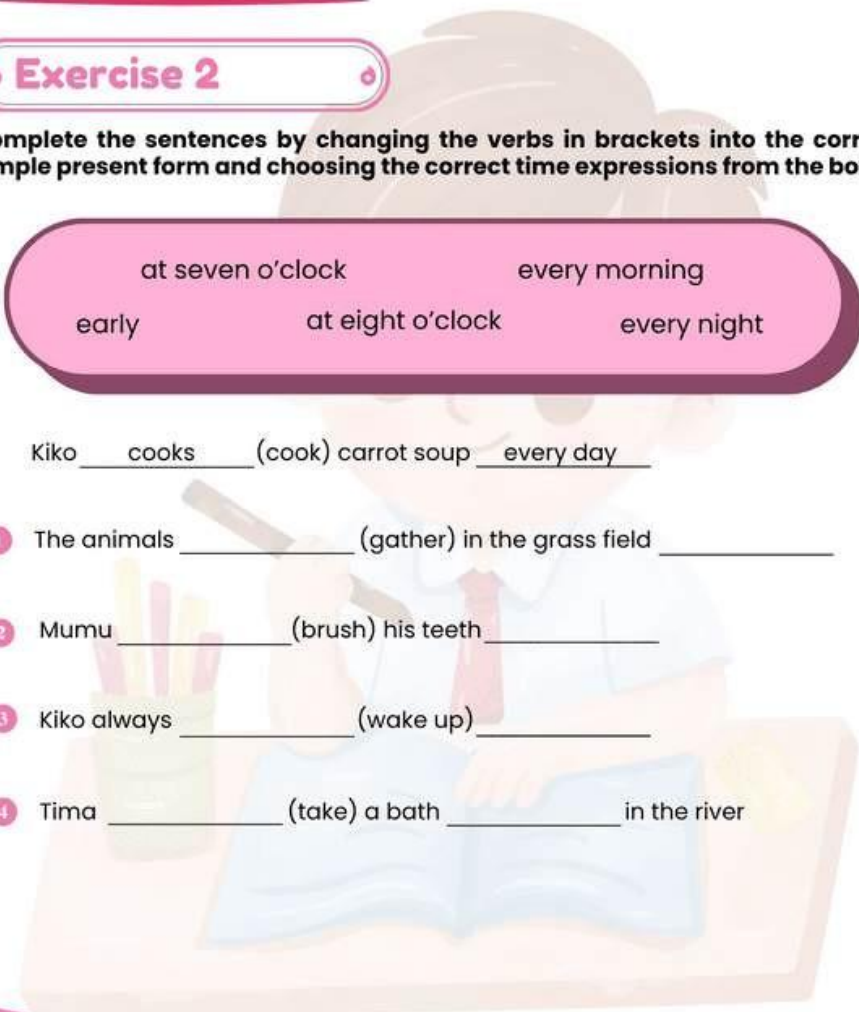
## Exercise 2

Complete the sentences by changing the verbs in brackets into the correct simple present form and choosing the correct time expressions from the box!

at seven o'clock      every morning  
early      at eight o'clock      every night

Kiko \_\_\_\_\_ cooks \_\_\_\_\_ (cook) carrot soup \_\_\_\_\_ every day \_\_\_\_\_

- 1 The animals \_\_\_\_\_ (gather) in the grass field \_\_\_\_\_
- 2 Mumu \_\_\_\_\_ (brush) his teeth \_\_\_\_\_
- 3 Kiko always \_\_\_\_\_ (wake up) \_\_\_\_\_
- 4 Tima \_\_\_\_\_ (take) a bath \_\_\_\_\_ in the river




## Appendix 16. My Daily Schedule Activity

NAME :

CLASS :

# MY DAILY SCHEDULE



SCORE :

Please complete the time column according to your daily routine! Then, write simple sentences about your daily activities based on the schedule.

No.	Daily Activities	Time
	Cook	at six o'clock
1.	Wake up	
2.	Take a bath	
3.	Brush my teeth	
4.	Have breakfast	
5.	Play	

**Exercise 3**

Write your sentences below.  
Example : I cook at six o'clock.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Appendix 17. Look and Circle Activity

NAME :

CLASS :



# LOOK & CIRCLE

Exercise 4



SCORE :

Look at the pictures carefully. Read each statement and circle A or B that matches the statement.


1 Circle the picture that shows respecting a new friend even though he looks different.

A  B 



2 Circle the picture that shows being kind and not judging others by their appearance.

A  B 



3 Circle the picture that shows caring for a friend who needs help.

A  B 

4 Circle the picture that shows respecting cultural differences.

A  B 

5 Circle the picture that shows someone saying sorry after judging a friend without understanding his culture.

A  B 

○○○

## Appendix 18. Multiple Choice Questions

NAME :

CLASS :

# MULTIPLE CHOICE

SCORE :

**Exercise 5**

Read each question carefully and choose the correct answer (A, B, C, or D) !

- 1 When Boba came out, Tima and Mumu felt scared. What should they do?**
  - a. Run away and never talk to him
  - b. Ask Boba politely about who he is
  - c. Tell other animals to avoid Boba
  - d. Laugh at him together
- 2 Boba helped Mumu even though he was not invited to play before. What can we learn from Boba's action?**
  - a. We should help others, even if they were not kind to us before
  - b. We should only help our close friends
  - c. We should ignore others in trouble
  - d. We should wait for someone else to help
- 3 Kiko said sorry for judging Boba too quickly. Why is it important to say sorry in this situation?**
  - a. It shows we know our mistake and respect others
  - b. It helps us win the argument
  - c. It shows that we are afraid
  - d. It ends the conversation quickly
- 4 At the end of the story, Boba and the other animals share their greetings. What can we learn from this?**
  - a. They want to compete with each other
  - b. They want Boba to follow their way only
  - c. They want to change Boba's culture
  - d. They respect and learn from each other's culture
- 5 From the story, how should we treat people from different cultures?**
  - a. We should not talk to them
  - b. We should disrespect their culture
  - c. We should respect them even if their culture is different
  - d. We should stay away from them

## Appendix 19. What Should I Do? Activity

NAME :

CLASS :

# WHAT SHOULD I DO?

SCORE :

### Exercise 6

Look at each picture and read the situation carefully. Put a check mark (✓) on the action that you should do.

- 

**Mumu and Tima tell Kiko not to invite Boba to play because he looks scary. Imagine you are Kiko. What should you do in this situation?**

  - Invite Boba to play and get to know him.
  - Say that Boba looks scary and laugh at him.
  - Tell Boba to leave the grass field.
- 

**Mumu, Kiko, and Tima are in danger. Before this, they did not want to play with Boba and stayed away from him. Imagine you are Boba. What should you do?**

  - Leave them because they were not kind to you.
  - Laugh at them because they are in trouble.
  - Help them when they are in danger.
- 

**Some students are laughing and pointing at a classmate because he looks different. Imagine you are in this situation. What should you do?**

  - Laugh with your friends.
  - Tell your friends to stop and treat him kindly.
  - Ignore the situation.
- 

**Dewi is from Bali. She is showing a traditional Balinese dance to her classmates in front of the class. As her classmate, what should you do?**

  - Ignore Dewi and talk with your friends.
  - Watch and appreciate Dewi's traditional dance.
  - Say the dance is not interesting.
- 

**You are very hungry, but the line at the school canteen is very long. What should you do?**

  - Cut the line because you are very hungry.
  - Push other students so you can buy food first.
  - Wait patiently in line to buy your food.

## Appendix 20. Results of Instrument Validation (Interview Guide)

### EXPERT JUDGMENT OF THE INSTRUMENT (INTERVIEW GUIDE)

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 story creation, which will be used for exploring teachers' perspectives on English learning for Grade 4 primary school students. Your willingness to validate this guide is essential for the success of the research entitled <Developing A Bilingual Storytelling Clip For Teaching English With The Insertion Of The Graduate Profile Value of Citizenship For Grade 4=. 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 interview guide. The interview topics and questions were designed based on the need analysis framework adapted from Huhta et al. (2013), specifically to support the implementation of need analysis during the design phase in the material development process, which involves developing a digital media in the form of storytelling clip. These topics were also aligned with the direction of the Merdeka Curriculum, which emphasizes deep learning and the strengthening of character education through the Graduate Profile values. The total number of interview items is 13. The assessments consist of two alternatives:

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


Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No.	Interview Topics	Questions	Relevant	Irrelevant	Comments
1.	English level of the students	1. How would you describe the English level of your students?	✓		
2.	Teaching and learning activities	2. What kinds of English teaching and learning	✓		

		<p>activities do you usually conduct in the classroom?</p> <p>3. Which activities do your students enjoy the most?</p> <p>4. What the learning materials and teaching media that you often use in your English classes?</p>	<p>✓</p> <p>✓</p>		
3.	The use of stories	5. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?	✓		
4.	The insertion of character education	<p>6. Do you currently insert character education into your English lesson? If yes, how do you implement it?</p> <p>7. Is the insertion of character education needed in English material?</p>	<p>✓</p> <p>✓</p>		
5.	The need for character development through graduate profile values	<p>8. Do you think it is necessary to insert graduate profile values, particularly the citizenship value in English language learning? Why?</p> <p>9. What aspects of citizenship value should be emphasized when teaching English to primary school students?</p>	<p>✓</p> <p>✓</p>		
6.	The need of storytelling clip	10. In your opinion, is there a need for storytelling clip that specifically designed for teaching English in primary school? Why?	✓		
7.	The use of bilingual in English language teaching	11. Do you use both Indonesian and English when teaching English?	✓		

		12. Do you think there is a need for learning material that combine both Indonesian and English?	✓		
8.	Teachers' expectations of bilingual storytelling clip	13. 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?	✓		
<b>Total Item</b>			13	-	

Singaraja, 14 May 2025  
Expert Judge 1



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

## EXPERT JUDGMENT OF THE INSTRUMENT (INTERVIEW GUIDE)

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.  
NIP : 199305162023212040  
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 story creation, which will be used for exploring teachers' perspectives on English learning for Grade 4 primary school students. Your willingness to validate this guide is essential for the success of the research entitled <Developing A Bilingual Storytelling Clip For Teaching English With The Insertion Of The Graduate Profile Value of Citizenship For Grade 4=. 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 interview guide. The interview topics and questions were designed based on the need analysis framework adapted from Huhta et al. (2013), specifically to support the implementation of need analysis during the design phase in the material development process, which involves developing a digital media in the form of storytelling clip. These topics were also aligned with the direction of the Merdeka Curriculum, which emphasizes deep learning and the strengthening of character education through the Graduate Profile values. The total number of interview items is 13. The assessments consist of two alternatives:

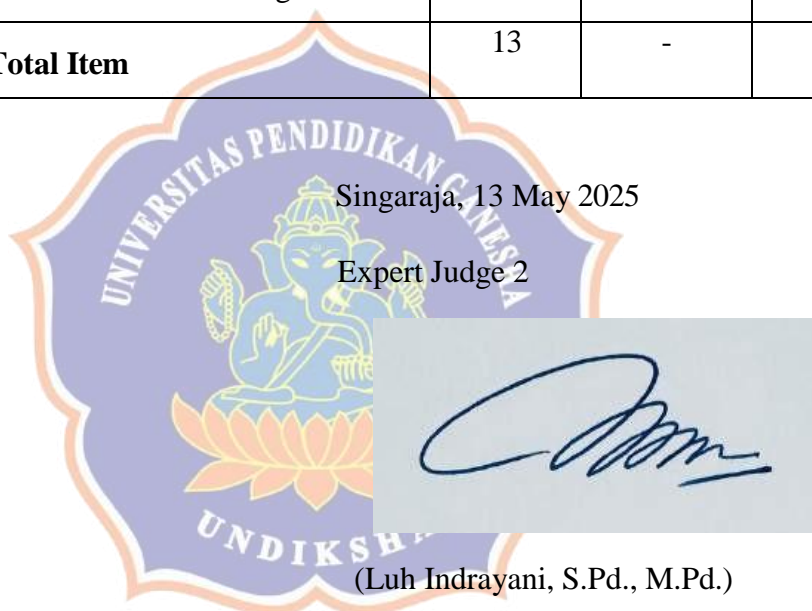
- Relevant : If the item is relevant to the aspect being assessed.
- Irrelevant : If the item is not relevant to the aspect being assessed.

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No.	Interview Topics	Questions	Relevant	Irrelevant	Comments
1.	English level of the students	1. How would you describe the English level of your students?	✓		
2.	Teaching and learning activities	2. What kinds of English teaching and learning activities do you usually conduct in the classroom?	✓		

		<p>3. Which activities do your students enjoy the most?</p> <p>4. What the learning materials and teaching media that you often use in your English classes?</p>	<p>✓</p> <p>✓</p>		
3.	The use of stories	5. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?	✓		
4.	The insertion of character education	<p>6. Do you currently insert character education into your English lesson? If yes, how do you implement it?</p> <p>7. Is the insertion of character education needed in English material?</p>	<p>✓</p> <p>✓</p>		
5.	The need for character development through graduate profile values	<p>8. Do you think it is necessary to insert graduate profile values, particularly the citizenship value in English language learning? Why?</p> <p>9. What aspects of citizenship value should be emphasized when teaching English to primary school students?</p>	<p>✓</p> <p>✓</p>		
6.	The need of storytelling clip	10. In your opinion, is there a need for storytelling clip that specifically designed for teaching English in primary school? Why?	✓		
7.	The use of bilingual in English language teaching	11. Do you use both Indonesian and English when teaching English?	✓		Since these are close-ended questions, please ask for

		12. Do you think there is a need for learning material that combine both Indonesian and English?	✓		clarification to the teachers by saying <Can you please explain / elaborate more about it?=>
8.	Teachers' expectations of bilingual storytelling clip	13. 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?	✓		
<b>Total Item</b>			13	-	



Singaraja, 13 May 2025

Expert Judge 2

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

<b>Expert Judgment on Interview Guide Items</b>			
<b>Item</b>	<b>Expert 1</b>	<b>Expert 2</b>	<b>Category</b>
1	Relevant	Relevant	D
2	Relevant	Relevant	D
3	Relevant	Relevant	D
4	Relevant	Relevant	D
5	Relevant	Relevant	D
6	Relevant	Relevant	D
7	Relevant	Relevant	D
8	Relevant	Relevant	D
9	Relevant	Relevant	D
10	Relevant	Relevant	D
11	Relevant	Relevant	D

12	Relevant	Relevant	D
13	Relevant	Relevant	D

The content validity coefficient was calculated using Gregory's formula as follows :

$$\frac{D}{A + B + C + D}$$

$$: \frac{16}{16} = 1.00$$

Based on the calculation using Gregory's formula, the content validity coefficient was 1.00, which shows that the instrument is valid.



## Appendix 21. Results of Instrument Validation (Expert Judges' Evaluation Sheet)

### EXPERT JUDGMENT OF THE INSTRUMENT

#### (THE BLUEPRINT OF THE EXPERT JUDGES' EVALUATION SHEET)

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 blueprint of the expert judges' evaluation sheet, which will be used to assess quality of the storytelling clip developed in this study. Your willingness to validate this guide is essential for the success of the research entitled <Developing A Bilingual Storytelling Clip For Teaching English With The Insertion Of The Graduate Profile Value of Citizenship For Grade 4=. 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 criteria of the bilingual storytelling clip. The criteria on this evaluation sheet are aligned with the need analysis framework adapted from Huhta et al. (2013), which is used in this study. In addition, they were also formulated with reference to the principles of material development by Tomlinson, as well as the essential elements of storytelling clip proposed by Oliva et al. (2017). These principles are adapted to suit the context of material development in the form of a digital media which is storytelling clip for young learners, with the insertion of graduate profile value of citizenship. The total number of interview items is 13. The assessments consist of two alternatives:

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

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No.	The Theoretical Foundation	Criteria of The Bilingual Storytelling Clip	Relevant	Irrelevant	Comments
1.	According to Richards et al. (2001, as cited in Hon Kai Lai, 2021) Language learning materials must be aligned with the established	The bilingual storytelling clip aligns with the general competencies.	✓		

	<p>curriculum objectives. This means that every material used needs to support the achievement of the competencies expected in the curriculum.</p> <p>Additionally, the materials must be designed to develop students' communicative competence, including listening, speaking, reading, and writing in meaningful contexts, so that students can understand and use language functionally.</p>				
2.	<p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should be flexible and adaptable to various student learning style.</p> <p>Material development should consider factor such as student characteristics (Tomlinson, 2012, as cited in Nuralisa &amp; Nirwanto, 2023)</p>	<p>The content is relevant to the characteristics of teaching English to young learners (TEYL).</p>	✓		
3.	<p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials must be organized gradually, starting from the easy ones to the more difficult ones, to prevent students from feeling overwhelmed.</p>	<p>The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.</p>	✓		
4.	<p>According to Nation and Macalister (2010) effective language learning materials must be designed based on the requirements outlined in the syllabus to ensure that the learning process is</p>	<p>The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.</p>	✓		

	<p>systematic and well directed. Additionally, the materials should be tailored to the students' learning needs and current educational standards to support the achievement of learning competencies effectively.</p>				
5.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p>	<p>The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.</p>	✓		
6.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p> <p>An effective storytelling clip highlights the use of the four classic elements of a story such as, plot, characters, narrator, and context (Oliva et al., 2017)</p>	<p>The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.</p>	✓		

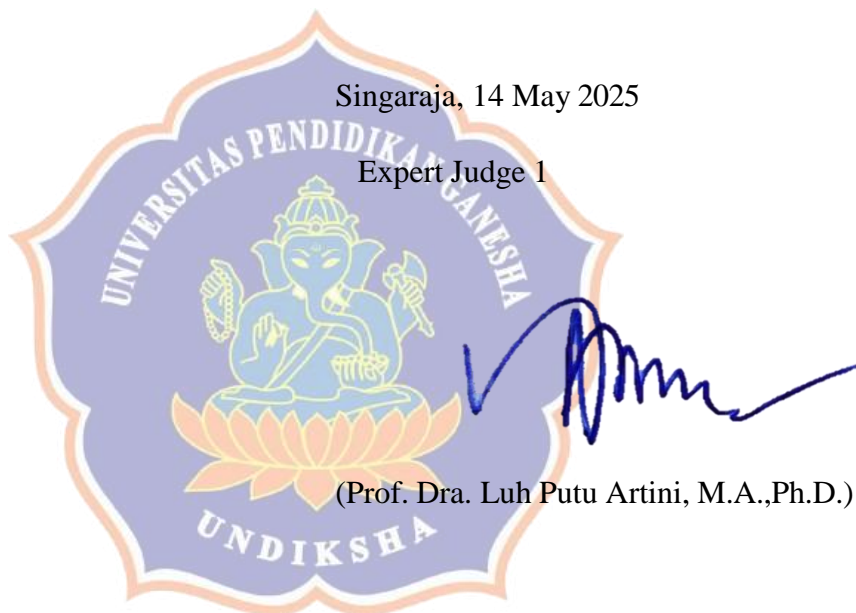
7.	<p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should provide exposure to authentic language. This means that materials should include real life language examples used in actual situations. This helps students become familiar with natural language usage.</p>	<p>The bilingual storytelling clip uses natural English expressions that reflect real life communication and are appropriate for young learners.</p>	✓		
8.	<p>Materials should capture students' attention by presenting unique topics, engaging visuals and stories, and content that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliyah, 2013)</p> <p>According to Tomlinson (2012, as cited in Nuralisa &amp; Nirwanto, 2023) material development should consider factor such as student engagement.</p>	<p>The bilingual storytelling clip is engaging and relevant to the interests of young learners.</p>	✓		
9.	<p>The material should encourage students to use the language in communication, not just to understand the theory. It should also stimulate students thinking (cognitive) to enhance engagement and motivation, making the language acquisition process more effective (Tomlinson, 1998, as cited in Fadhliyah, 2013).</p>	<p>The bilingual storytelling clip includes relevant and meaningful activities/tasks.</p>	✓		
10.	<p>According to Oliva et al. (2017) an effective storytelling clip should</p>	<p>The story flows smoothly in a coherent and logical order, avoiding overly</p>	✓		

	<p>avoid overly complicated or fragmented plots. Storytelling clip should also arrange its sequence in a coherent and logical order, ensuring the audience can easily follow the plot from beginning to end.</p>	<p>complicated or fragmented plots, so that it is easy for young learners to follow.</p>			
11.	<p>An effective storytelling clip must use clear intonation and good articulation to enable the audience to grasp the content of the story accurately. It should also use music that matches the atmosphere, while avoiding excessive volume so as not to interfere with the main narration (Oliva et al., 2017)</p>	<p>The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while background music enhances the atmosphere without overpowering the main narration.</p>	✓		
12.	<p>According to Mayer (2002), humans find it easier to understand and remember information if the learning material is presented in a combination of words (verbal) and images (visual), and good video quality ensures that visual cues, expressions, actions, and settings support language learning, effectively.</p> <p>Materials should capture students' attention by presenting engaging visuals and stories that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliyah, 2013).</p> <p>According to Oliva et al. (2017), an effective</p>	<p>The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and appealing visuals that are well integrated with text and sound.</p>	✓		

	storytelling clip integrates storytelling with multimedia formats such as text, images, and sound.				
13.	According to Lambert (2009), storytelling clip is a learning medium that presents a story orally or visually by combining photographs, voice over narration, and other audio elements to capture the audience's attention.	The overall quality of the bilingual storytelling clip.	✓		
<b>Total Items</b>			13	-	

Singaraja, 14 May 2025

Expert Judge 1



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

**EXPERT JUDGMENT OF THE INSTRUMENT**  
**(THE BLUEPRINT OF THE EXPERT JUDGES' EVALUATION SHEET)**

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.  
 NIP : 199305162023212040  
 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 expert judges' evaluation sheet, which will be used to assess quality of the storytelling clip developed in this study. Your willingness to validate this guide is essential for the success of the research entitled <Developing A Bilingual Storytelling Clip For Teaching English With The Insertion Of The Graduate Profile Value of Citizenship For Grade 4=. 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 criteria of the bilingual storytelling clip. The criteria on this evaluation sheet are aligned with the need analysis framework adapted from Huhta et al. (2013), which is used in this study. In addition, they were also formulated with reference to the principles of material development by Tomlinson, as well as the essential elements of storytelling clip proposed by Oliva et al. (2017). These principles are adapted to suit the context of material development in the form of a digital media which is storytelling clip for young learners, with the insertion of graduate profile value of citizenship. The total number of interview items is 13. The assessments consist of two alternatives:

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

Please place a check mark (✓) in the answer column provided according to your judgment and provide any feedback or suggestions in the comment column.

No.	The Theoretical Foundation	Criteria of The Bilingual Storytelling Clip	Relevant	Irrelevant	Comments
1.	According to Richards et al. (2001, as cited in Hon Kai Lai, 2021) Language learning materials must be aligned with the established curriculum objectives. This means that every material	The bilingual storytelling clip aligns with the general competencies.	✓		

	<p>used needs to support the achievement of the competencies expected in the curriculum.</p> <p>Additionally, the materials must be designed to develop students' communicative competence, including listening, speaking, reading, and writing in meaningful contexts, so that students can understand and use language functionally.</p>				
2.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should be flexible and adaptable to various student learning style.</p> <p>Material development should consider factor such as student characteristics (Tomlinson, 2012, as cited in Nuralisa &amp; Nirwanto, 2023)</p>	<p>The content is relevant to the characteristics of teaching English to young learners (TEYL).</p>	✓		
3.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials must be organized gradually, starting from the easy ones to the more difficult ones, to prevent students from feeling overwhelmed.</p>	<p>The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.</p>	✓		
4.	<p>According to Nation and Macalister (2010) effective language learning materials must be designed based on the requirements outlined in the syllabus to ensure that the learning process is systematic and well directed. Additionally, the</p>	<p>The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.</p>	✓		

	materials should be tailored to the students' learning needs and current educational standards to support the achievement of learning competencies effectively.				
5.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p>	<p>The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.</p>	✓		
6.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p> <p>An effective storytelling clip highlights the use of the four classic elements of a story such as, plot, characters, narrator, and context (Oliva et al., 2017)</p>	<p>The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.</p>	✓		
7.	<p>According to Tomlinson (1998, as cited in Fadhliyah, 2013) materials</p>	<p>The bilingual storytelling clip uses natural English expressions that reflect</p>	✓		

	should provide exposure to authentic language. This means that materials should include real life language examples used in actual situations. This helps students become familiar with natural language usage.	real life communication and are appropriate for young learners.			
8.	<p>Materials should capture students' attention by presenting unique topics, engaging visuals and stories, and content that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliah, 2013)</p> <p>According to Tomlinson (2012, as cited in Nuralisa &amp; Nirwanto, 2023) material development should consider factor such as student engagement.</p>	The bilingual storytelling clip is engaging and relevant to the interests of young learners.	✓		
9.	The material should encourage students to use the language in communication, not just to understand the theory. It should also stimulate students thinking (cognitive) to enhance engagement and motivation, making the language acquisition process more effective (Tomlinson, 1998, as cited in Fadhliah, 2013).	The bilingual storytelling clip includes relevant and meaningful activities/tasks.	✓		
10.	According to Oliva et al. (2017) an effective storytelling clip should avoid overly complicated or fragmented plots. Storytelling clip should also arrange its sequence in a	The story flows smoothly in a coherent and logical order, avoiding overly complicated or fragmented plots, so that it is easy for young learners to follow.	✓		

	coherent and logical order, ensuring the audience can easily follow the plot from beginning to end.				
11.	An effective storytelling clip must use clear intonation and good articulation to enable the audience to grasp the content of the story accurately. It should also use music that matches the atmosphere, while avoiding excessive volume so as not to interfere with the main narration (Oliva et al., 2017)	The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while background music enhances the atmosphere without overpowering the main narration.	✓		
12.	<p>According to Mayer (2002), humans find it easier to understand and remember information if the learning material is presented in a combination of words (verbal) and images (visual), and good video quality ensures that visual cues, expressions, actions, and settings support language learning, effectively.</p> <p>Materials should capture students' attention by presenting engaging visuals and stories that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliyah, 2013).</p> <p>According to Oliva et al. (2017), an effective storytelling clip integrates storytelling with multimedia formats such as text, images, and sound.</p>	The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and appealing visuals that are well integrated with text and sound.	✓		

13.	According to Lambert (2009), storytelling clip is a learning medium that presents a story orally or visually by combining photographs, voice over narration, and other audio elements to capture the audience's attention.	The overall quality of the bilingual storytelling clip.	✓		
<b>Total Items</b>			13	-	

Singaraja, 13 May 2025

Expert Judge 2



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

<b>Expert Judgment on Interview Guide Items</b>			
Item	Expert 1	Expert 2	Category
1	Relevant	Relevant	D
2	Relevant	Relevant	D
3	Relevant	Relevant	D
4	Relevant	Relevant	D
5	Relevant	Relevant	D
6	Relevant	Relevant	D
7	Relevant	Relevant	D
8	Relevant	Relevant	D
9	Relevant	Relevant	D
10	Relevant	Relevant	D
11	Relevant	Relevant	D
12	Relevant	Relevant	D
13	Relevant	Relevant	D

The content validity coefficient was calculated using Gregory's formula as follows :

$$\frac{D}{A + B + C + D}$$

$$: \frac{16}{16} = 1.00$$

Based on the calculation using Gregory's formula, the content validity coefficient was 1.00, which shows that the instrument is valid.



## Appendix 22. The Results of Semi Structured Interview

The interview was conducted on May 19<sup>th</sup>, 2025, through a face to face session at SD Negeri 1 Banjar Jawa. The participant was an English teacher who teaches fourth grade students. The interview was held at 09:15 Wita.

No.	Interview Topics	Questions	Note
1.	English level of the students	1. How would you describe the English level of your students?	1. 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. Which activities do your students enjoy the most? 4. What the learning materials and teaching media that you often use in your English classes?	2. Usually, the students work on the exercises from the book or worksheets. Sometimes, I also give simple ice breaking games. 3. They look excited during ice breaking activities because the classroom atmosphere feels more fun. They also really like learning activities that use pictures or other visual media, as it helps them understand the material more easily and keeps them engaged. 4. For the learning materials, I use student textbook 8My Next Word9 as a main material and sometimes I use PowerPoint as supporting media.
3.	The use of stories	5. Have you ever used stories as part of your English teaching? If yes, how did you use them in the classroom?	5. 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

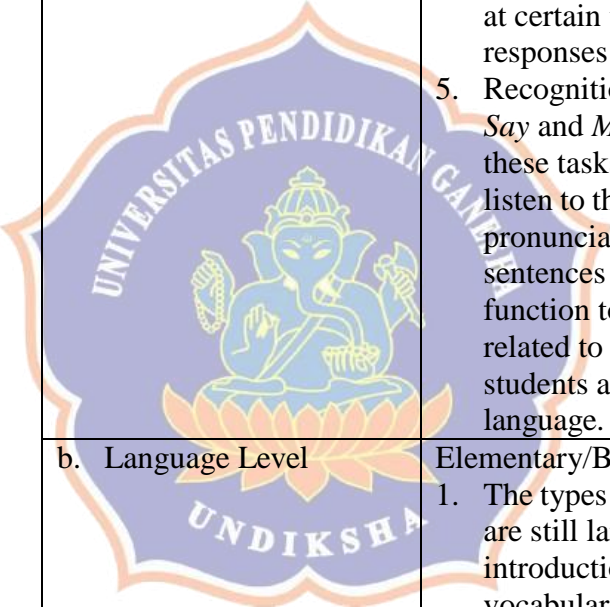
			used technology based media such as storytelling clip.
4.	The insertion of character education	<p>6. Do you currently insert character education into your English lesson? If yes, how do you implement it?</p> <p>7. Is the insertion of character education needed in English material?</p>	<p>6. For English lessons, I have not specifically inserted character education. However, at the school level, character education is generally taught through other activities, such as watching educational videos and through classroom learning practices that encourage positive behavior.</p> <p>7. Yes, I think character education still needs to be inserted in English materials. In this way, students do not only learn the language but also understand positive values that they can apply in their daily lives.</p>
5.	The need for character development through graduate profile values	<p>8. Do you think it is necessary to insert graduate profile values, particularly the citizenship value in English language learning? Why?</p> <p>9. What aspects of citizenship value should be emphasized when teaching English to primary school students?</p>	<p>8. Yes, character education through the insertion of graduate profile values, especially citizenship values, is important and needs to be inserted explicitly into English learning material. So, English learning is not only about academic skills but also about shaping students' positive attitudes and character, such as respecting differences, being polite and responsible.</p> <p>9. In my opinion, the most important element to emphasize is respecting diversity. These days, children often interact with friends from different backgrounds, so emphasizing this element can help them get used to respecting and accepting differences from an early age.</p>
6.	The need of storytelling clip	10. In your opinion, is there a need for storytelling clip that specifically designed for	10. Yes, I think it is really needed because it (storytelling clip) can help students understand

		<p>teaching English in primary school? Why?</p>	<p>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.</p>
7.	<p>The use of bilingual in English language teaching</p>	<p>11. Do you use both Indonesian and English when teaching English? Can you please explain / elaborate more about it?</p> <p>12. Do you think there is a need for learning material that combine both Indonesian and English?</p>	<p>11. 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.</p> <p>12. In my opinion, learning materials with bilingual support are essential, as they enable students to understand English material more easily.</p>
8.	<p>Teachers' expectations of bilingual storytelling clip</p>	<p>13. 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?</p>	<p>13. 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.</p>


### Appendix 23. The Results of Document Study

No.	Documents Under Study	Components Studies	Note
1.	English Language Teaching Syllabus	a. General Competencies	Students' ability to understand and express daily activities in simple English and relate these activities to time.
		b. Lesson Topic	Unit 9 : I Go to School after Having Breakfast (Daily Activities Connected with Time)
2.	Students' English Book/Material	a. Material Coverage	<p>Unit 9 focuses on introducing and naming daily activities, as well as connecting these activities with time expressions. The scope of the materials in this unit includes:</p> <ol style="list-style-type: none"> <li>1. Vocabulary related to daily activities, such as <i>get up, brush your teeth, take a bath, have breakfast, go to school, study, play, have dinner, and go to sleep</i> (pp. 983100, 1083109).</li> <li>2. Grammar material, particularly the use of the simple present tense to express daily routines, using a basic sentence pattern: → Subject + Verb + Object/Complement.</li> <li>3. Time expressions, including the use of expressions to indicate time and sequence of activities, such as <i>at six o'clock, half past six, quarter to seven,</i> and the use of <i>after</i> to show the sequence of actions.</li> <li>4. Exercises, which include:               <ol style="list-style-type: none"> <li>a. Writing sentences based on pictures and completing fill-in-the-blank texts (pp. 1013103, 108).</li> <li>b. Conducting a simple survey activity (<i>Ask your friend=</i>) about daily routines (p. 104).</li> <li>c. Listening exercises (pp. 1063107).</li> <li>d. Reading simple instructions and sentences related to daily routines.</li> </ol> </li> </ol>
		b. Language Level	<p>Elementary/Beginner Level.</p> <ol style="list-style-type: none"> <li>1. The vocabulary used is basic and high frequency, such as <i>get up, take a bath, brush my teeth, have breakfast, go to school, play, and study</i>, all of which are closely related to students' daily routines.</li> </ol>

			<p>2. The sentence structures introduced are simple and repetitive, mainly in the form of declarative sentences using the simple present tense with a basic pattern of <i>Subject + Verb</i>. There is no use of complex clauses, compound sentences, or varied tenses that would require more advanced grammatical understanding.</p> <p>3. The learning activities are highly guided, including tasks such as <i>look and write</i>, <i>listen and circle</i>, <i>fill in the blank</i>, and simple survey activities with short responses. These activities do not require students to produce language freely or express complex ideas; instead, they focus on recognizing, imitating, and completing given patterns.</p>
		a. Communication Elements	<p>1. Describing habitual action and telling the time : Students are guided to describe habitual actions and tell time by using the simple present tense, for example, &lt;<i>He takes a bath.</i> = They are also encouraged to provide clear time references for their daily activities.</p> <p>2. Sequencing events or expressing the order of activities : Students learn to organize events in a logical sequence by using expressions such as &lt;<i>after,</i> = &lt;<i>before,</i> = and &lt;<i>then,</i> = enabling them to express the order of their daily routines more coherently.</p>
3.	Students9 Worksheet	a. Types of Tasks	<p>The types of tasks given to students are predominantly written and visually based (pictures). The tasks provided are as follows:</p> <p>1. Sentence writing through the <i>Look and Write</i> activity. In this task, students are asked to write sentences describing daily activities and the corresponding time based on the provided illustrations. The purpose of this task is to develop students9 ability to write simple present tense sentences in the context of daily activities.</p> <p>2. Closed ended tasks in the form of <i>Look and Circle</i> and <i>Listen and Circle</i></p>

			<p>activities. In these activities, students are asked to circle the picture or answer that matches the given instructions or sentences read by the teacher. These tasks emphasize vocabulary recognition and comprehension of meanings related to daily activities.</p> <ol style="list-style-type: none"> <li>3. <i>Fill in the blanks</i>. In this activity, students are required to complete incomplete sentences by filling in the blanks with appropriate words or phrases based on the given context.</li> <li>4. The <i>Let's Do a Survey</i> activity. In this activity, students are asked to ask their peers about the activities they perform at certain times. Then, they record the responses in a table provided.</li> <li>5. Recognition tasks through <i>Look and Say</i> and <i>My New Words</i> activities. In these tasks, students observe pictures, listen to the teacher, and then repeat the pronunciation of vocabulary or simple sentences they see or hear. These tasks function to introduce new vocabulary related to daily activities before students are required to produce language.</li> </ol>
	<p>b. Language Level</p>		<p>Elementary/Beginner Level.</p> <ol style="list-style-type: none"> <li>1. The types of tasks provided to students are still largely focused on the introduction and use of basic vocabulary related to daily activities.</li> <li>2. The language structures used in the worksheets are very simple and follow fixed patterns. The sentences that students are required to write or say generally use the simple present tense with similar constructions, such as <i>&lt;He gets up...&gt;</i>, <i>&lt;She has breakfast...&gt;</i>, and <i>&lt;I take a bath...&gt;</i>.</li> <li>3. In the worksheets, students are not required to construct sentences freely. Instead, they are asked to form sentences by imitating given examples and then substituting the subject, activity, or time based on the context. This indicates that students' language</li> </ol>

			<p>ability is still at an early stage, where they learn through concrete examples and repetition.</p> <ol style="list-style-type: none"> <li>4. There is a high reliance on visual support. Almost all activities in the worksheets, such as <i>look and write</i>, <i>look and circle</i>, and <i>listen and circle</i>, are accompanied by pictures. These visuals help students understand the meaning of words and sentences without relying heavily on extended written texts, indicating that their language comprehension is still strongly supported by visual aids.</li> <li>5. Students' language production in the worksheets is also limited and highly guided. In activities such as <i>&lt;Let's Do a Survey&gt;</i> and <i>pair work</i>, students use question-and-answer patterns that have already been modeled, such as <i>&lt;What do you do at 6 o'clock?&gt;</i> and <i>&lt;I take a bath.&gt;</i> Students are not yet required to produce extended responses or provide reasons and additional details. Therefore, their language use remains at the level of controlled practice rather than free communication.</li> </ol>
4.	<p>Academic Manuscript of Deep Learning &amp; <i>Permendikdasmen Nomor 10 Tahun 2025 tentang Standar Kompetensi Lulusan</i></p>	<ol style="list-style-type: none"> <li>a. Graduate Profile Values</li> <li>b. Key Aspects in Graduate Profile Value of Citizenship</li> </ol>	<p>According to the Regulation of the Ministry of Primary and Secondary Education of the Republic of Indonesia Number 10 of 2025, the purpose of the development of graduate profile values is to ensure that every student, by the end of their education level, achieves the expected attitudes, knowledge, and skills that in line with the goals of national education and the demands of the 21<sup>st</sup> century. The graduate profile consists of eight values, which are an extension of the six values of the Pancasila Student Profile, namely: (1) faith and piety toward the Almighty God, (2) citizenship, (3) critical reasoning, (4) creativity, (5) collaboration, (6) independence, (7) health, and (8) communication.</p> <p>According to Kemendikdasmen (2025), citizenship value teach students not only to understand their rights and responsibilities</p>

			<p>as citizens, but also to be able to develop active, inclusive, and participatory attitudes in social life. According to Permendikdasmen Regulation No. 10 of 2025, the value of citizenship within the Graduate Profile consists of several key elements that students are expected to master by the end of each educational level:</p> <ol style="list-style-type: none"> <li>1. Individuals Who Proud of Their Identity and Culture. The graduate profile becomes an individual who is able to recognize and express their personal identity while also being proud of the nation's culture.</li> <li>2. Respecting Diversity. Respect for social, cultural, ethnic, religious, and worldview diversity is a fundamental aspect of citizenship values, which also includes the rejection of stereotypes, discrimination, and all forms of intolerance.</li> <li>3. Compliance with National and Societal Regulations. The value of citizenship emphasize the habituation of students to be disciplined in obeying applicable norms, rules, and laws, whether at the school, community, or national level.</li> <li>4. Preserving the Sustainability of Life and International Harmony. Students are expected to be aware of their role as part of the global community, with the responsibility to foster human solidarity, strengthen peace, and contribute to creating a just, prosperous, and civilized world.</li> </ol>
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## Appendix 24. Expert Judgment Results from Expert 1

### THE EXPERT JUDGMENT EVALUATION SHEET

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)  
 Video Link :  
<https://drive.google.com/file/d/1Mnh7ZErsfQoipSRh3cEgom01GMtskH1k/view?usp=drivesdk>

#### INTRODUCTION

Please allow me to take your time to assess the product developed in this study, namely a bilingual storytelling clip with the insertion of the Graduate Profile Value of Citizenship. This assessment is intended to determine the quality of the storytelling clip developed in this research. Your willingness to evaluate this product is essential to the success of the research entitled **<Developing a Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Citizenship for Grade 4.>** 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 criteria of the bilingual storytelling clip. Please assess the bilingual storytelling clip by considering each statement provided in the table. Give a score by placing a check mark (✓) in one of the columns ranging from 1 to 5 based on your level of agreement with each statement. The scoring criteria are as follows:

1= Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Please also provide comments and suggestions in the last column to give feedback for improving the quality of the bilingual storytelling clip.

No.	The Theoretical Foundation	Statement	Score					Comment and Suggestion
			1	2	3	4	5	
1.	According to Richards et al. (2001, as cited in Hon Kai Lai, 2021) Language	The bilingual storytelling clip aligns with the general competencies.					✓	

	<p>learning materials must be aligned with the established curriculum objectives. This means that every material used needs to support the achievement of the competencies expected in the curriculum. Additionally, the materials must be designed to develop students' communicative competence, including listening, speaking, reading, and writing in meaningful contexts, so that students can understand and use language functionally.</p>						
2.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should be flexible and adaptable to various student learning style.</p> <p>Material development should consider factor such as student characteristics (Tomlinson, 2012, as cited in Nuralisa &amp; Nirwanto, 2023)</p>	<p>The content is relevant to the characteristics of teaching English to young learners (TEYL).</p>					v
3.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials must be organized gradually, starting from the easy ones to the more difficult ones, to prevent students from feeling overwhelmed.</p>	<p>The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.</p>					v
4.	<p>According to Nation and Macalister (2010) effective language learning materials must be designed</p>	<p>The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.</p>					v

	<p>based on the requirements outlined in the syllabus to ensure that the learning process is systematic and well directed.</p> <p>Additionally, the materials should be tailored to the students' learning needs and current educational standards to support the achievement of learning competencies effectively.</p>						
5.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p>	<p>The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.</p>					v
6.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p> <p>An effective storytelling clip highlights the use of the four classic elements of a story such as, plot,</p>	<p>The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.</p>					v

	characters, narrator, and context (Oliva et al., 2017)						
7.	According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should provide exposure to authentic language. This means that materials should include real life language examples used in actual situations. This helps students become familiar with natural language usage.	The bilingual storytelling clip uses natural English expressions that reflect real life communication and are appropriate for young learners.					v
8.	Materials should capture students' attention by presenting unique topics, engaging visuals and stories, and content that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliah, 2013)  According to Tomlinson (2012, as cited in Nuralisa & Nirwanto, 2023) material development should consider factor such as student engagement.	The bilingual storytelling clip is engaging and relevant to the interests of young learners.					v
9.	The material should encourage students to use the language in communication, not just to understand the theory. It should also stimulate students thinking (cognitive) to enhance engagement and motivation, making the language acquisition process more effective (Tomlinson, 1998, as cited in Fadhliah, 2013).	The bilingual storytelling clip includes relevant and meaningful activities/tasks.					v

10.	<p>According to Oliva et al. (2017) an effective storytelling clip should avoid overly complicated or fragmented plots. Storytelling clip should also arrange its sequence in a coherent and logical order, ensuring the audience can easily follow the plot from beginning to end.</p>	<p>The story flows smoothly in a coherent and logical order, avoiding overly complicated or fragmented plots, so that it is easy for young learners to follow.</p>					v	
11.	<p>An effective storytelling clip must use clear intonation and good articulation to enable the audience to grasp the content of the story accurately. It should also use music that matches the atmosphere, while avoiding excessive volume so as not to interfere with the main narration (Oliva et al., 2017)</p>	<p>The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while background music enhances the atmosphere without overpowering the main narration.</p>					v	
12.	<p>According to Mayer (2002), humans find it easier to understand and remember information if the learning material is presented in a combination of words (verbal) and images (visual), and good video quality ensures that visual cues, expressions, actions, and settings support language learning, effectively.</p> <p>Materials should capture students' attention by presenting engaging visuals and stories that is relevant to their interests</p>	<p>The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and appealing visuals that are well integrated with text and sound.</p>					v	

	(Tomlinson, 1998, as cited in Fadhliyah, 2013).  According to Oliva et al. (2017), an effective storytelling clip integrates storytelling with multimedia formats such as text, images, and sound.							
13.	According to Lambert (2009), storytelling clip is a learning medium that presents a story orally or visually by combining photographs, voice over narration, and other audio elements to capture the audience's attention.	The overall quality of the bilingual storytelling clip.					v	
<b>Total Score</b>							<b>65</b>	



Singaraja, 26 March 2026

Expert Judge 1

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

## Appendix 25. Expert Judgment Results from Expert 2

### THE EXPERT JUDGMENT EVALUATION SHEET

Expert Judge 2 : Luh Indrayani, S.Pd., M.Pd.  
 NIP : 199305162023212040  
 Position : Lecturer of English Language Education  
 Institution : Ganesha University of Education (Undiksha)  
 Video Link :

<https://drive.google.com/file/d/1Mnh7ZErsfQoipSRh3cEgom01GMtskH1k/view?usp=drivesdk>

#### INTRODUCTION

Please allow me to take your time to assess the product developed in this study, namely a bilingual storytelling clip with the insertion of the Graduate Profile Value of Citizenship. This assessment is intended to determine the quality of the storytelling clip developed in this research. Your willingness to evaluate this product is essential to the success of the research entitled **<Developing a Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Citizenship for Grade 4.>** I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

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The following presents several statements related to the criteria of the bilingual storytelling clip. Please assess the bilingual storytelling clip by considering each statement provided in the table. Give a score by placing a check mark (✓) in one of the columns ranging from 1 to 5 based on your level of agreement with each statement. The scoring criteria are as follows:

1= Strongly Disagree

2 = Disagree

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5 = Strongly Agree

Please also provide comments and suggestions in the last column to give feedback for improving the quality of the bilingual storytelling clip.

No.	The Theoretical Foundation	Statement	Score					Comment and Suggestion
			1	2	3	4	5	
1.	According to Richards et al. (2001, as cited in Hon Kai Lai, 2021) Language	The bilingual storytelling clip aligns with the general competencies.					✓	

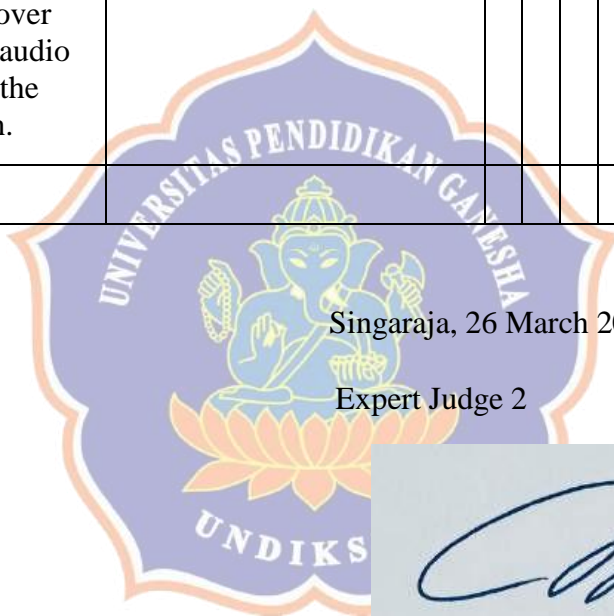
	<p>learning materials must be aligned with the established curriculum objectives. This means that every material used needs to support the achievement of the competencies expected in the curriculum. Additionally, the materials must be designed to develop students' communicative competence, including listening, speaking, reading, and writing in meaningful contexts, so that students can understand and use language functionally.</p>						
2.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should be flexible and adaptable to various student learning style.</p> <p>Material development should consider factor such as student characteristics (Tomlinson, 2012, as cited in Nuralisa &amp; Nirwanto, 2023)</p>	<p>The content is relevant to the characteristics of teaching English to young learners (TEYL).</p>					v
3.	<p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials must be organized gradually, starting from the easy ones to the more difficult ones, to prevent students from feeling overwhelmed.</p>	<p>The language used in the bilingual storytelling clip is relevance with the English proficiency level of the students.</p>					v
4.	<p>According to Nation and Macalister (2010) effective language learning materials must be designed</p>	<p>The bilingual storytelling clip is in line with the topic of English Language Teaching (ELT) syllabus.</p>					v

	<p>based on the requirements outlined in the syllabus to ensure that the learning process is systematic and well directed.</p> <p>Additionally, the materials should be tailored to the students' learning needs and current educational standards to support the achievement of learning competencies effectively.</p>						
5.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p>	<p>The story theme is relevant to the Graduate Profile value of citizenship, particularly the indicator of respecting diversity.</p>				v	
6.	<p>The government encourages all subjects, including English, to insert graduate profile values (Kemendikdasmen, 2025).</p> <p>According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should stimulate students' emotions (affective) to enhance engagement and motivation.</p> <p>An effective storytelling clip highlights the use of the four classic elements of a story such as, plot,</p>	<p>The characters in the story reflect and support the Graduate Profile value of citizenship, particularly the indicator of respecting diversity being emphasized.</p>				v	

	characters, narrator, and context (Oliva et al., 2017)						
7.	According to Tomlinson (1998, as cited in Fadhliah, 2013) materials should provide exposure to authentic language. This means that materials should include real life language examples used in actual situations. This helps students become familiar with natural language usage.	The bilingual storytelling clip uses natural English expressions that reflect real life communication and are appropriate for young learners.					v
8.	Materials should capture students' attention by presenting unique topics, engaging visuals and stories, and content that is relevant to their interests (Tomlinson, 1998, as cited in Fadhliah, 2013)  According to Tomlinson (2012, as cited in Nuralisa & Nirwanto, 2023) material development should consider factor such as student engagement.	The bilingual storytelling clip is engaging and relevant to the interests of young learners.					v
9.	The material should encourage students to use the language in communication, not just to understand the theory. It should also stimulate students thinking (cognitive) to enhance engagement and motivation, making the language acquisition process more effective (Tomlinson, 1998, as cited in Fadhliah, 2013).	The bilingual storytelling clip includes relevant and meaningful activities/tasks.					v

10.	<p>According to Oliva et al. (2017) an effective storytelling clip should avoid overly complicated or fragmented plots. Storytelling clip should also arrange its sequence in a coherent and logical order, ensuring the audience can easily follow the plot from beginning to end.</p>	<p>The story flows smoothly in a coherent and logical order, avoiding overly complicated or fragmented plots, so that it is easy for young learners to follow.</p>					v	
11.	<p>An effective storytelling clip must use clear intonation and good articulation to enable the audience to grasp the content of the story accurately. It should also use music that matches the atmosphere, while avoiding excessive volume so as not to interfere with the main narration (Oliva et al., 2017)</p>	<p>The audio quality is clear, with a comfortable volume, and uses a warm and expressive tone that is suitable for young learners, while background music enhances the atmosphere without overpowering the main narration.</p>					v	
12.	<p>According to Mayer (2002), humans find it easier to understand and remember information if the learning material is presented in a combination of words (verbal) and images (visual), and good video quality ensures that visual cues, expressions, actions, and settings support language learning, effectively.</p> <p>Materials should capture students' attention by presenting engaging visuals and stories that is relevant to their interests</p>	<p>The video quality is appropriate for young learners, supporting both their engagement and understanding of the story through clear and appealing visuals that are well integrated with text and sound.</p>					v	

	(Tomlinson, 1998, as cited in Fadhliyah, 2013).  According to Oliva et al. (2017), an effective storytelling clip integrates storytelling with multimedia formats such as text, images, and sound.							
13.	According to Lambert (2009), storytelling clip is a learning medium that presents a story orally or visually by combining photographs, voice over narration, and other audio elements to capture the audience's attention.	The overall quality of the bilingual storytelling clip.					v	
<b>Total Score</b>							<b>65</b>	



Singaraja, 26 March 2026

Expert Judge 2

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

## Appendix 26. Letter of Permission



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

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Nomor : 1701/UN48.7.1/DT/2025 16 Mei 2025  
Hal : Permohonan Izin Observasi

Yth.  
Kepala Sekolah Dasar Negeri 1 Banjar Jawa  
di Singaraja

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

Nama : Ni Made Sintia Indrayani  
NIM : 2212021027  
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,

NP Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

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

## CURRICULUM VITAE



Ni Made Sintia Indrayani was born in Klungkung on September 8, 2004, as the second child of Mr. I Nyoman Mindra and Mrs. Ni Komang Sri Andayani. She is an Indonesian citizen and practices Hinduism. She currently resides at Jalan Bisma Barat No. 9X Banjar Tegal, Buleleng District, Buleleng Regency, Bali Province. The writer started her education at the kindergarten level at TK Santo Yusup Klungkung. She then continued her formal education at SD Negeri 1 Semarapura Tengah and completed her elementary education in 2016. After graduated, the writer continued her studies at SMP Negeri 1 Semarapura and graduated in 2019. The writer later continued her secondary education at SMA Negeri 1 Semarapura, majoring in Language and Cultural Studies, and graduated in 2022. The writer decided to continue her higher education at Ganesha University of education majoring in English Language Education in 2022. At the end of her study period in 2026, the writer successfully completed her undergraduate thesis entitled **<Developing a Bilingual Storytelling Clip for Teaching English with the Insertion of the Graduate Profile Value of Citizenship for Grade 4.=**