



APPENDICES

Appendix 1 Research Permission Letter SDN 1 Paket Agung



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

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

Yth.
Kepala SD Negeri 1 Paket Agung
di Singaraja

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

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

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

**SURAT REKOMENDASI PEMBIMBING
SURAT REKOMENDASI PEMBIMBING
UNTUK PENGUMPULAN DATA SKRIPSI/TA**

Saya yang bertanda tangan di bawah ini:

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

NIP : 196407141988102001

Jurusan : Bahasa Asing

Prodi : Pendidikan Bahasa Inggris

Jabatan : Pembimbing I

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

NIP : NIP.198304022006042001

Jurusan : Bahasa Asing

Prodi : Pendidikan Bahasa Inggris

Jabatan : Pembimbing II

Memberikan rekomendasi dan persetujuan kepada mahasiswa (terlampir) untuk melakukan pengumpulan data dalam menyelesaikan skripsi/tugas akhir.

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Singaraja, 9 Oktober 2025

Pembimbing I



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

NIP. 196407141988102001

Pembimbing II



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

NIP. 198304022006042001

Lampiran Surat Rekomendasi Pembimbing

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

Singaraja, 9 Oktober 2025

Pembimbing I



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

Pembimbing II



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



Appendix 2 Research Permission Letter SDN 5 Kampung Baru



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

Nomor : 3825 /UN48.7.1/ TA.00.03/2025 20 Oktober 2025
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 5 Kampung Baru
di Singaraja

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

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

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi Pendidikan Bahasa Inggris
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SURAT REKOMENDASI PEMBIMBING
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Nama : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing I

Nama : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP : NIP.198304022006042001
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing II

Memberikan rekomendasi dan persetujuan kepada mahasiswa (terlampir) untuk melakukan pengumpulan data dalam menyelesaikan skripsi/tugas akhir.

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Singaraja, 9 Oktober 2025

Pembimbing I



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

Pembimbing II



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

Lampiran Surat Rekomendasi Pembimbing

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

Singaraja, 9 Oktober 2025

Pembimbing I



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

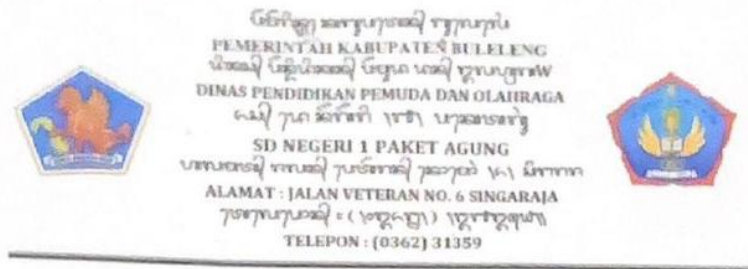
Pembimbing II



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



Appendix 3 Research Disposal Letter SDN 1 Paket Agung



SURAT KETERANGAN
No. 400.7.22.1/58/X/SDN 1 PA/2025

Yang bertanda tangan dibawah ini, Kepala SD Negeri 1 Paket Agung Singaraja.

Nama : Ketut Marniati, M.Pd
Nip : 19760419 199606 2 001
Pangkat/Gol. : Pembina Utama Muda IV/c
Jabatan : Kepala Sekolah

Menerangkan bahwa sebenarnya mahasiswa Universitas Pendidikan Ganesha Fakultas Bahasa Dan seni atas nama :

- Nama : Ni Ketut Wira Putri Cahyani
NIM : 2212021164
Prodi : Pendidikan Bahasa Inggris
Judul Penelitian : Creating A Digital Bilingual StoryBook For Teaching English
With The Insertion Of Critical Thinking Value In Grade 5

Diterima untuk melakukan Pengambilan Data di SD Negeri 1 Paket Agung sesuai surat Nomor : 3744/UN48.7.1/TA.00.03/2025 untuk melengkapi data Skripsi/Tugas.

Demikian surat keterangan ini dibuat agar, dapat dipergunakan sebagaimana mestinya.

Singaraja, 30 Oktober 2025
Kepala SD Negeri 1 Paket Agung

Ketut Marniati, M.Pd
Nip. 19760419 199606 2 001

Appendix 4 Final Draft of the Digital Storybook

Saving the Jungle River - by Ni Ketut Wira Putri Cahyani

Page 1 – Character Introduction

Gigi the Giraffe is Tall

Milo the Monkey is short

Ella the Elephant is big and strong

Toto the Tortoise is small and smart

Gigi si Jerapah yang **tinggi**

Milo si Monyet yang pendek.

Ella si Gajah yang **besar** dan kuat.

Toto si Kura-kura yang **kecil** dan pintar.

Page 2

English:

One morning, the jungle river looked different.

The water was dirty and high.

Milo said, “The water level is higher than yesterday!”

Gigi said, “Even with my **tall** neck, I might be drown in the river.”

Toto added, “Let’s check how deep the river is.”

Indonesian:

Suatu pagi, sungai di hutan tampak berbeda.

Airnya berwarna coklat dan tinggi.

“Sungainya lebih tinggi dari kemarin!” kata Milo.

Gigi berkata, “Bahkan dengan leherku yang tinggi, aku bisa tenggelam di dalam sungai.”

Toto menambahkan, “Ayo cek seberapa dalam sungainya.”

Page 3

English:

They took long sticks to measure the river depth.

“It’s two meters deep today,” said Milo.

“Last week it was only one meter,” added Toto.

Ella the Elephant was shocked. “If it keeps rising, our playground will disappear!”

Indonesian:

Mereka mengambil batang kayu panjang untuk mengukur kedalaman sungai.

“Hari ini kedalamannya dua meter.” kata Milo.

“Minggu lalu hanya satu meter.” tambah Toto.

Ella si Gajah terkejut. “Kalau airnya terus naik, taman bermain kita akan hilang!”

Page 4

English:

Toto thought for a while. “I think something must have blocked the river water.”

They followed the river path.

After a long walk, they saw many big branches stuck together.

“That’s it!” said Gigi. “Those branches stop the water flowing!”

Indonesian:

Toto berpikir sejenak. “Aku rasa ada yang menyumbat air sungai.”

Mereka mengikuti aliran sungai.

Setelah berjalan jauh, mereka melihat banyak ranting besar yang tersangkut.

“Itu dia!” kata Gigi. “Ranting-ranting itu menghentikan aliran air!”

Page 5

English:

Ella tried to move it by herself, but it didn’t move.

“These are too many branches.” she said.

Gigi sighed, “Even my long neck can’t help.”

Moli added, “I’m too short for this. We need a better idea.”

Indonesian:

Ella mencoba memindahkannya, tapi tidak berpindah.

“Rantingnya terlalu banyak.” katanya.

Gigi menghela napas, “Leherku yang panjang pun tidak bisa membantu.”

Moli mengernyit. “Aku terlalu pendek untuk ini. Kita butuh ide yang lebih baik.”

Page 6

English:

Toto picked up a stick and drew a plan on the ground.

“Let’s move two branches at a time. It will be easy!”

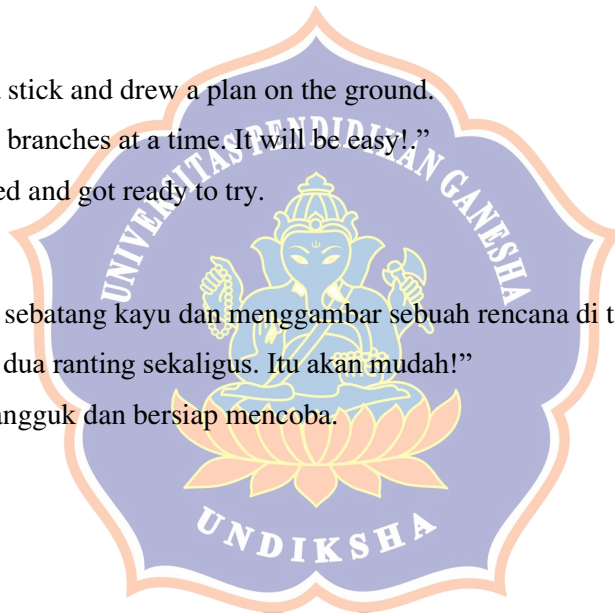
The others nodded and got ready to try.

Indonesian:

Toto mengambil sebatang kayu dan menggambar sebuah rencana di tanah.

“Ayo pindahkan dua ranting sekaligus. Itu akan mudah!”

Yang lain mengangguk dan bersiap mencoba.



Page 7

English:

Each animal did their own job.

Gigi lifted the higher branches.

Ella pushed the heavy ones.

Milo picked the small branches near the riverbank.

Toto gave directions from the riverbank.

Indonesian:

Setiap hewan mengerjakan tugasnya sendiri.

Gigi mengangkat ranting-ranting yang tinggi.

Ella mendorong ranting-ranting yang berat.
Milo mengambil ranting-ranting kecil di tepi sungai.
Toto memberi arahan dari tepi sungai.

Page 8

They worked so hard until the river free from the branches.
Finally, the water started to flow again.
Gigi cheered, "It worked!"
Toto smiled, "Good thinking helps solve big problems."

Indonesian:

Mereka bekerja keras sampai sungai itu bersih dari ranting-ranting.
Akhirnya, air pun kembali mengalir.
Gigi bersorak, "Berhasil!"
Toto tersenyum, "Berpikir dengan baik bisa menyelesaikan masalah besar."

Page 9

English:

Later, the four animals sat by the clean river.
Milo said, "We measured the depth of the river, we can find out what was the problem, and solved it together. We are very smart!"
Gigi said, "So happy to see the clean river again!"
Ella smiled, "Well done everyone!"
Toto added, "We did a big job today!"

Indonesian:

Sore itu, para hewan duduk di tepi sungai yang jernih.
Milo berkata, "Kita mengukur kedalaman air sungai, menemukan alasan air sungai semakin tinggi, dan memindahkan ranting-ranting keluar dari sungai."
Gigi berkata, "Sangat senang melihat air sungai kembali bersih."
Ella tersenyum, "Kerja bagus semuanya!"
Toto tersenyum, "Kita melakukan pekerjaan besar hari ini!"

Page 10

English:

It's not about being tall, short, big, or small.

It's about using your sharp mind to solve problem together.

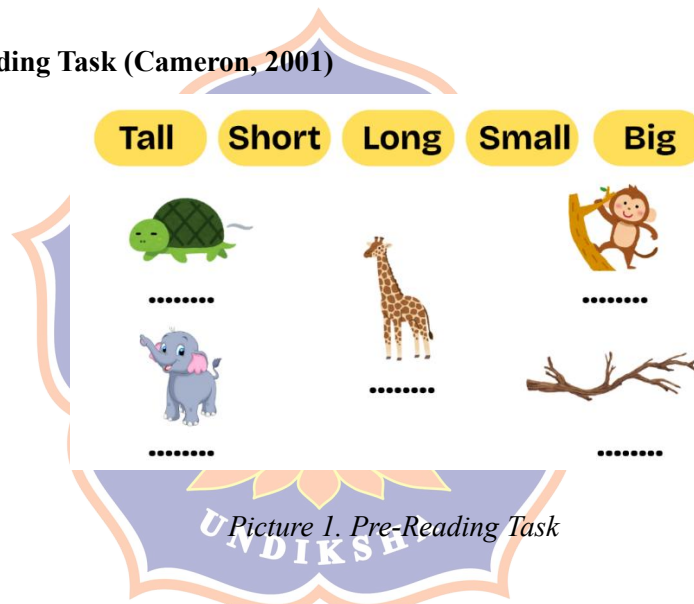
Indonesian:

Bukan tentang siapa yang tinggi, pendek, besar, atau kecil.

Ini tentang menggunakan pikiran untuk memecahkan masalah bersama-sama.

TASKS

A. Pre-reading Task (Cameron, 2001)



Picture 1. Pre-Reading Task

B. While reading Task (Cameron, 2001)

After Page 2



**What do you think made
the river water higher
and dirty?**

*Menurut kalian, apa yang
menyebabkan air sungai menjadi
lebih tinggi dan kotor?*

Picture 2. First While Reading Task

After page 7



Pause and Think



**Do you think they can
move the branches?**

*Menurut kalian, apakah mereka bisa
memindahkan ranting-ranting itu?*

Picture 3. Second While Reading Task

C. Post-reading Task (Cameron, 2001)

1. Writing short reflections by answering questions

What problem did the animals face in the story?

What did they do to solve it?

Do you think their solution was the best?

If you were the animals, what will you do to solve those problem?

Picture 4. First Post-Reading Task

2. Sequencing Activity

Look at the pictures table below.

Number them (1–4) to show the correct order of events in the story.

Table 1. Second Post-Reading Task - Sequencing Activity

Picture	Order (Number)	What happens?

3. Finding Adjective

Find the adjectives in the story and put it in the table below!

Table 2. Third Post-Reading Task - Finding Adjectives

No.	Sentence	Adjective	Meaning
1.	They took long sticks to measure the river	Long	Panjang
Etc.			

4. Creative Task

Imagine the story has a different ending.

Rewrite the ending in 3–4 sentences using your own ideas.

Then share it with your friends and explain why your ending is different.

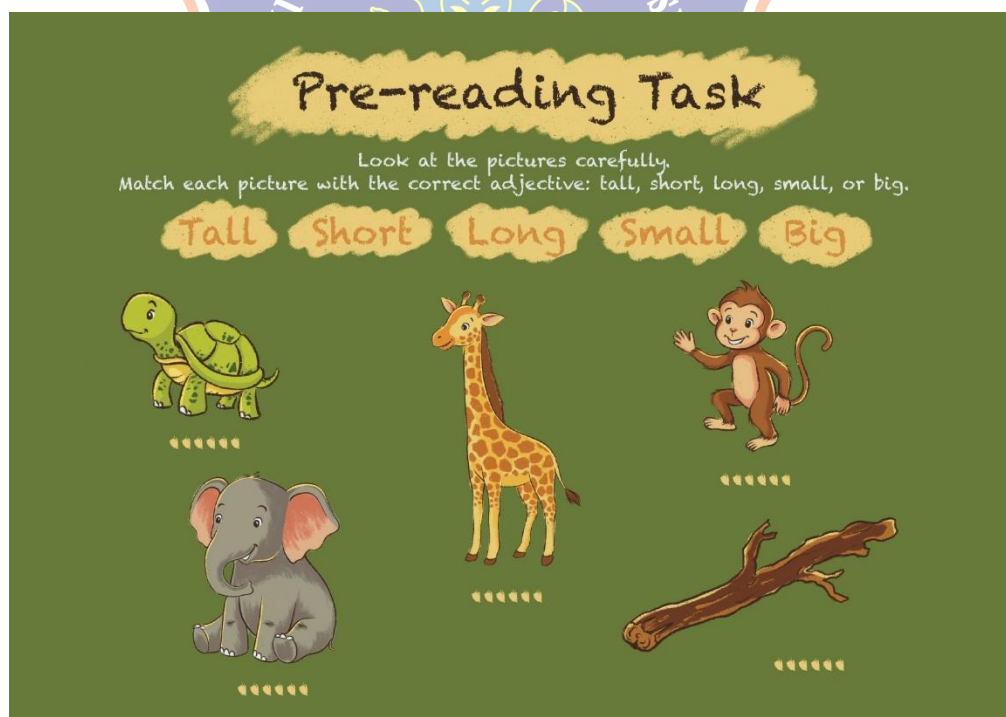
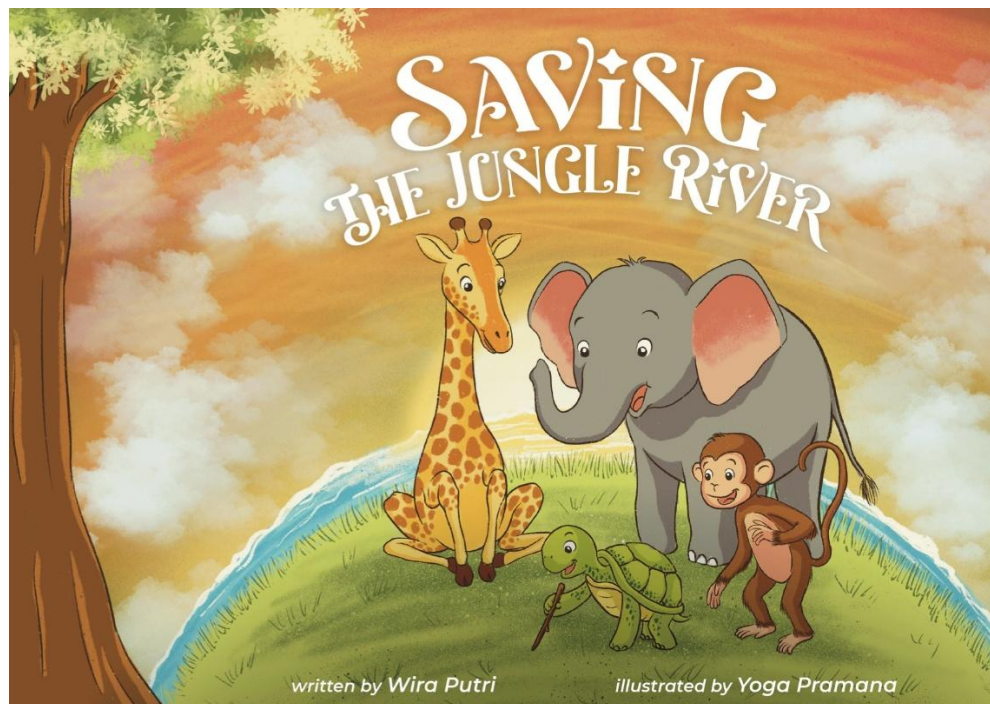
Example:

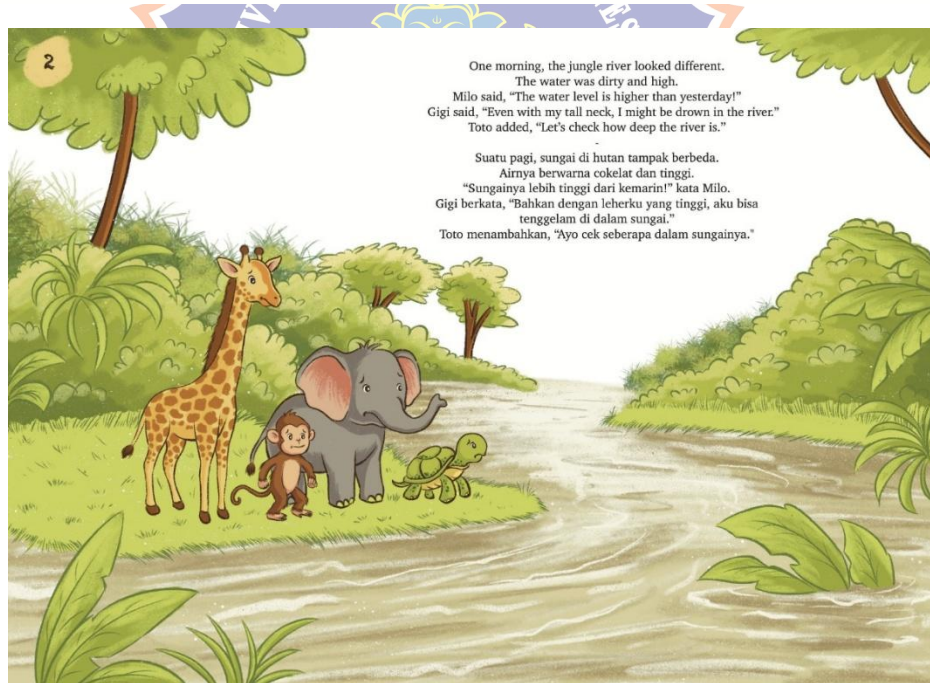
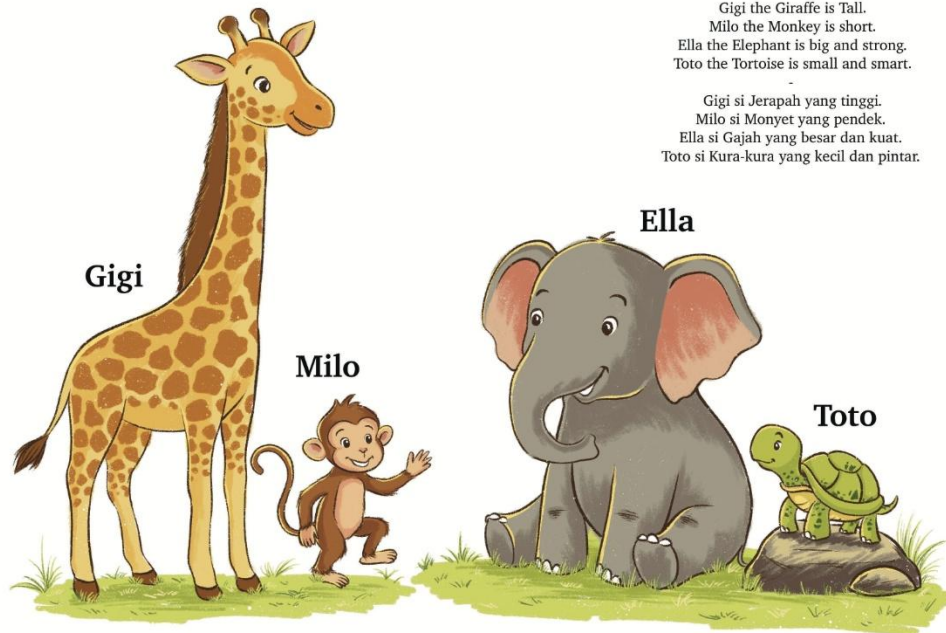
What if the animals didn't find the branches?

What if another animal helped them?

What if the river didn't stop flooding?

Appendix 5 Final Product of the Digital Storybook







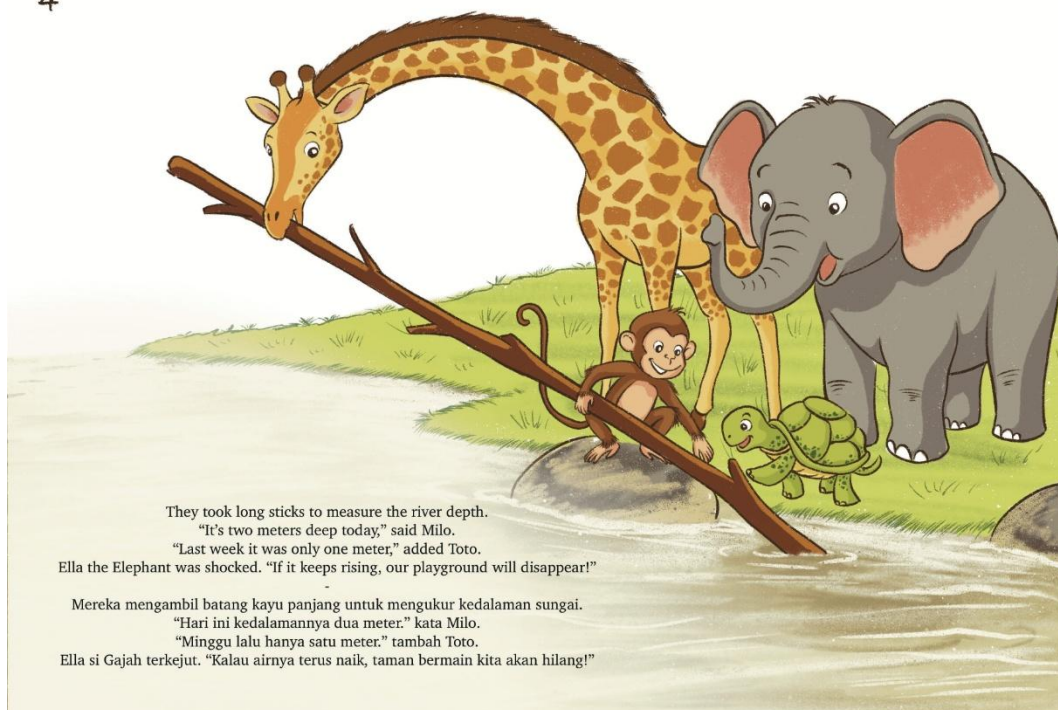
Pause and Think

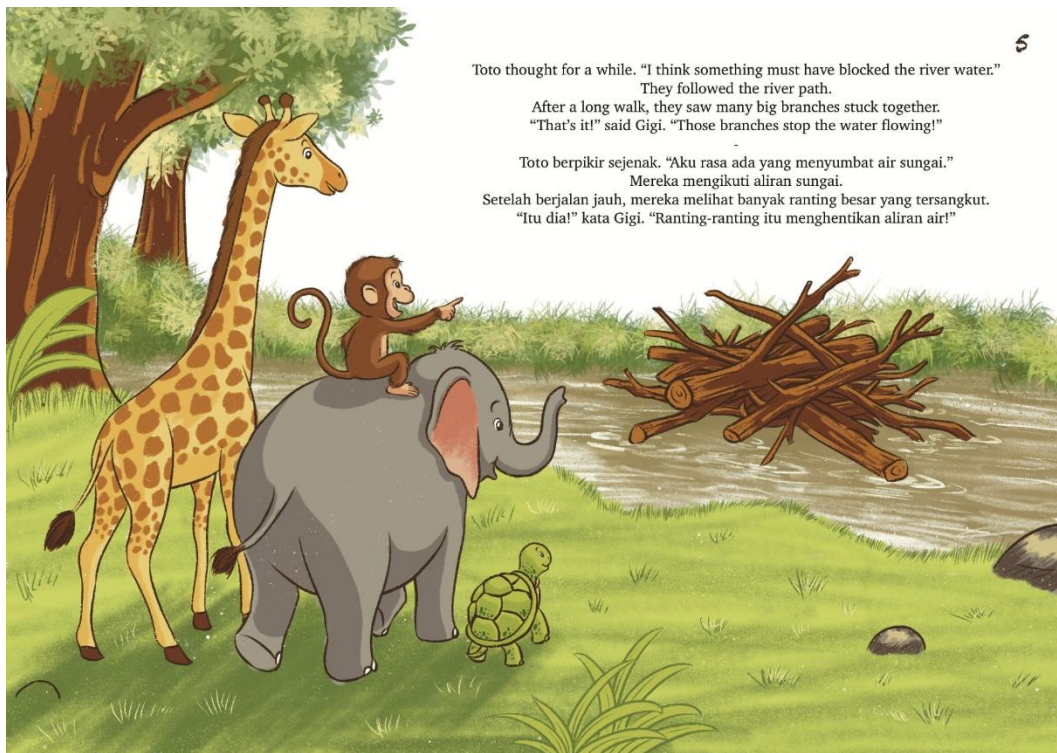
Stop for a moment and share your own thoughts!

What do you think made the river
water higher and dirty?

Menurut kalian, apa yang menyebabkan
air sungai menjadi lebih tinggi dan kotor?

4





Toto thought for a while. "I think something must have blocked the river water."

They followed the river path.

After a long walk, they saw many big branches stuck together.

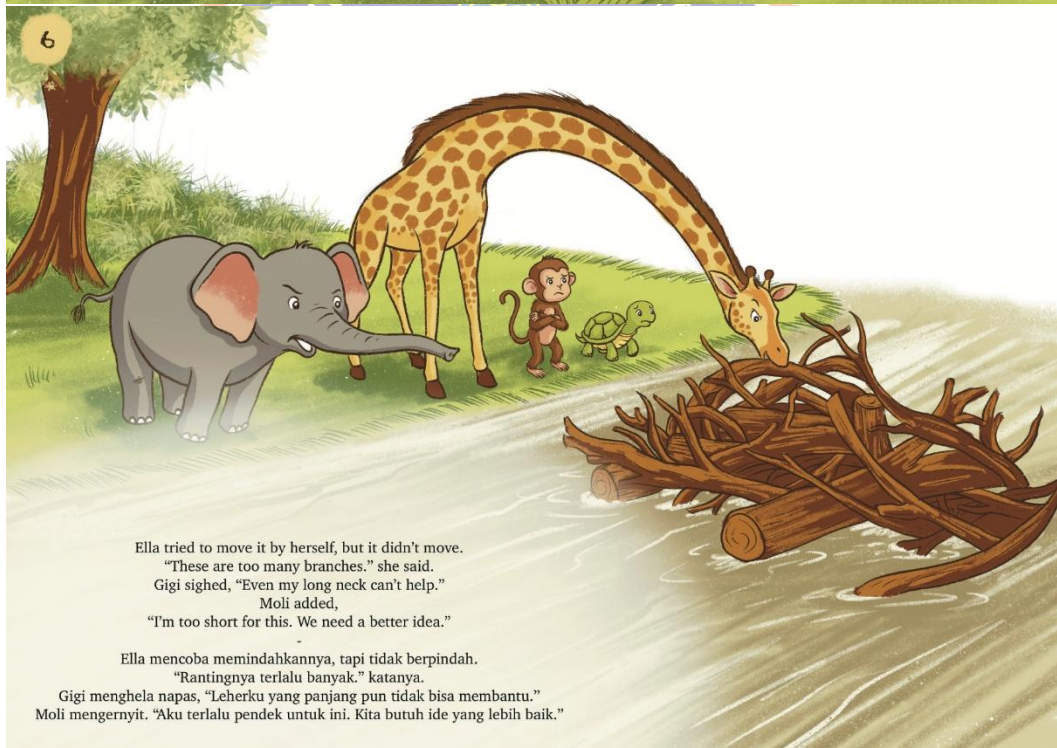
"That's it!" said Gigi. "Those branches stop the water flowing!"

Toto berpikir sejenak. "Aku rasa ada yang menyumbat air sungai."

Mereka mengikuti aliran sungai.

Setelah berjalan jauh, mereka melihat banyak ranting besar yang tersangkut.

"Itu dia!" kata Gigi. "Ranting-ranting itu menghentikan aliran air!"



Ella tried to move it by herself, but it didn't move.

"These are too many branches," she said.

Gigi sighed, "Even my long neck can't help."

Moli added,

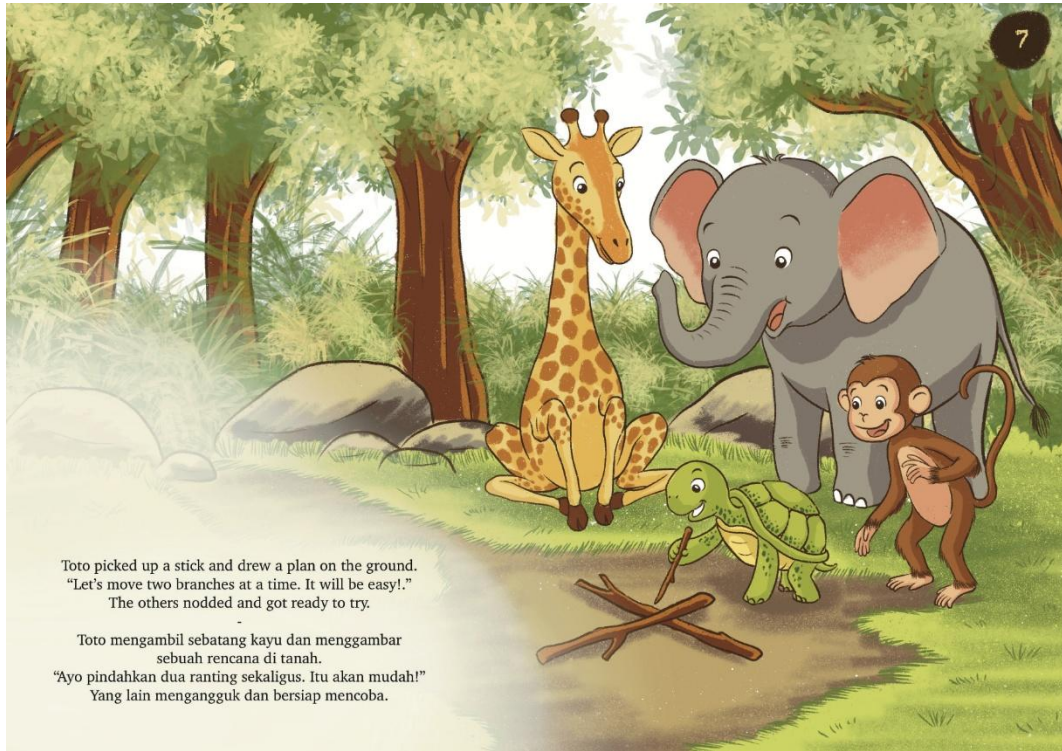
"I'm too short for this. We need a better idea."

Ella mencoba memindahkannya, tapi tidak berpindah.

"Rantingnya terlalu banyak," katanya.

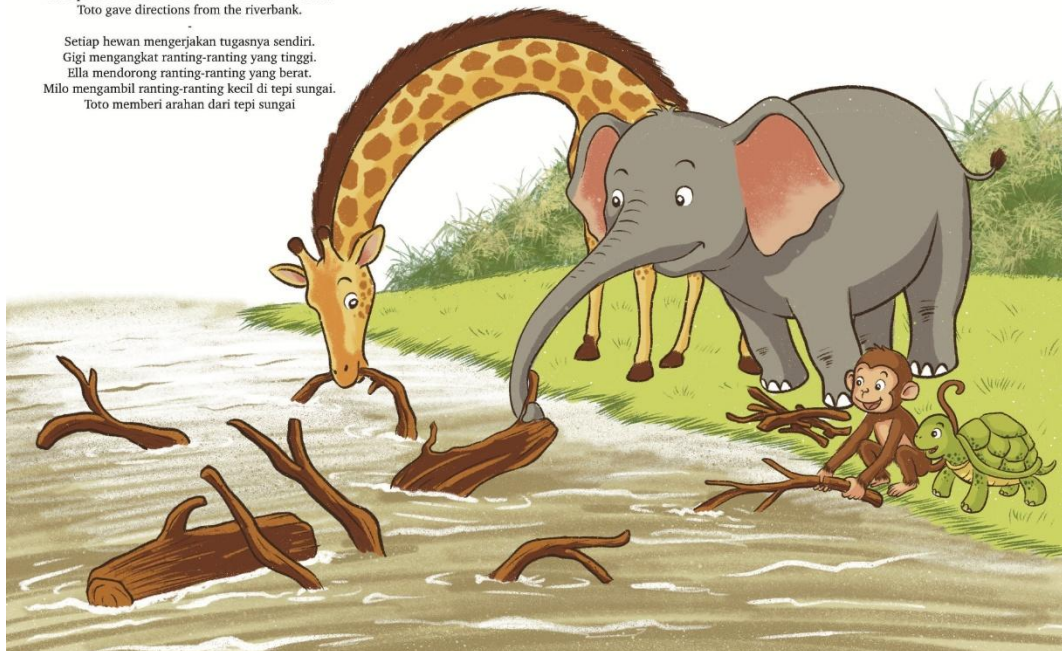
Gigi menghela napas, "Leherku yang panjang pun tidak bisa membantu."

Moli mengernyit. "Aku terlalu pendek untuk ini. Kita butuh ide yang lebih baik."



8 Each animal did their own job.
 Gigi lifted the higher branches.
 Ella pushed the heavy ones.
 Milo picked the small branches near the riverbank.
 Toto gave directions from the riverbank.

Setiap hewan mengerjakan tugasnya sendiri.
 Gigi mengangkat ranting-ranting yang tinggi.
 Ella mendorong ranting-ranting yang berat.
 Milo mengambil ranting-ranting kecil di tepi sungai.
 Toto memberi arahan dari tepi sungai





Pause and Think

Stop for a moment and Share your own thoughts!

Do you think they can move
the branches?

Menurut kalian, apakah mereka bisa memindahkan
ranting-ranting itu?

10

They worked so hard until the river free from the branches.

Finally, the water started to flow again.

Gigi cheered, "It worked!"

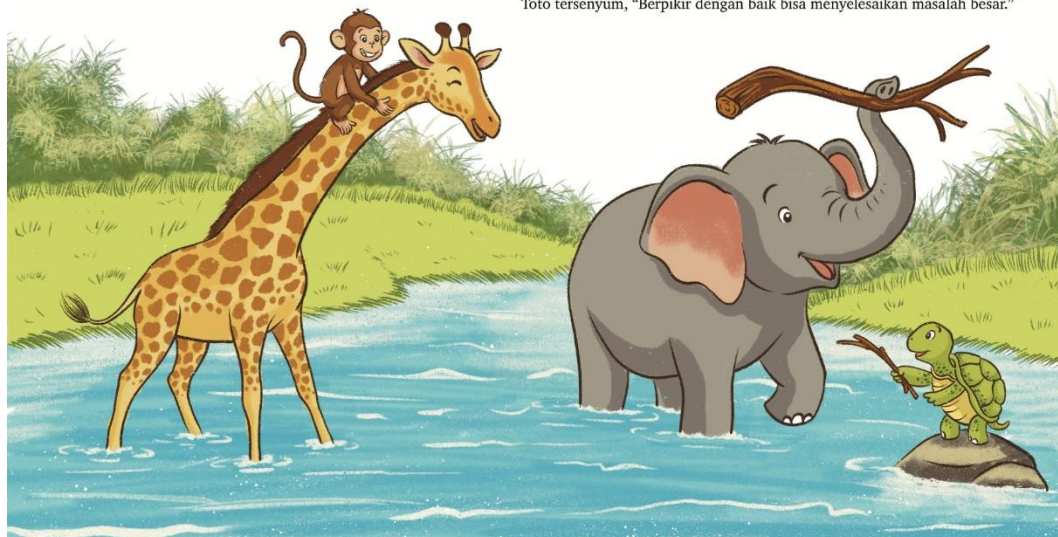
Toto smiled, "Good thinking helps solve big problems."

Mereka bekerja keras sampai sungai itu bersih dari ranting-ranting.

Akhirnya, air pun kembali mengalir.

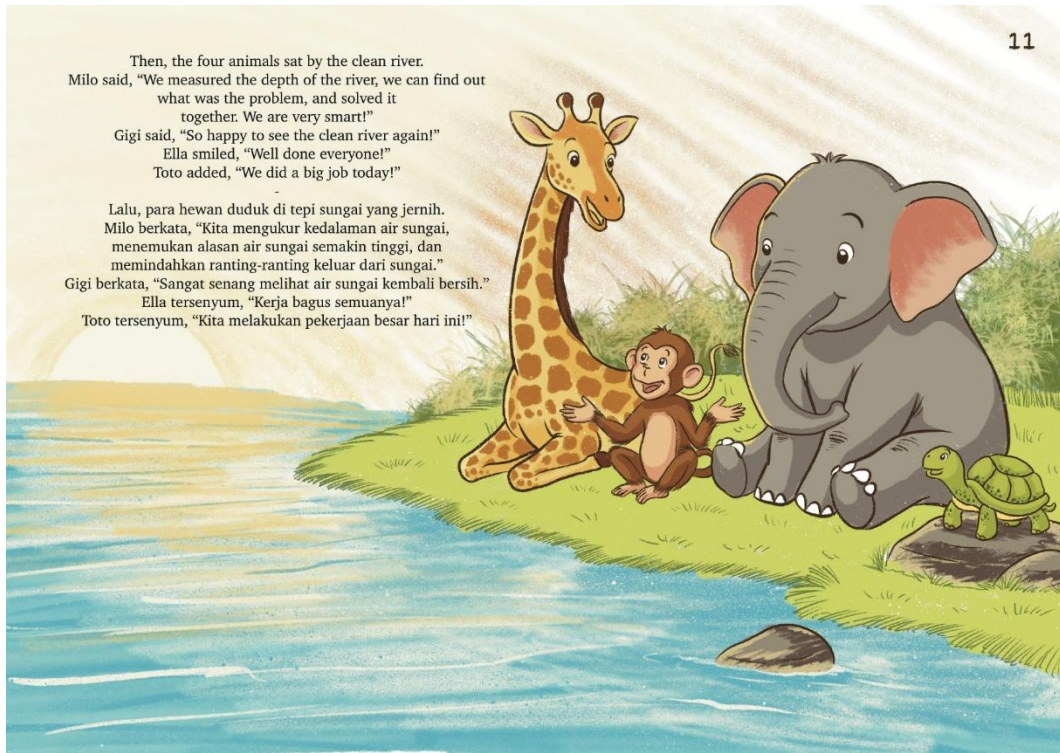
Gigi bersorak, "Berhasil!"

Toto tersenyum, "Berpikir dengan baik bisa menyelesaikan masalah besar."



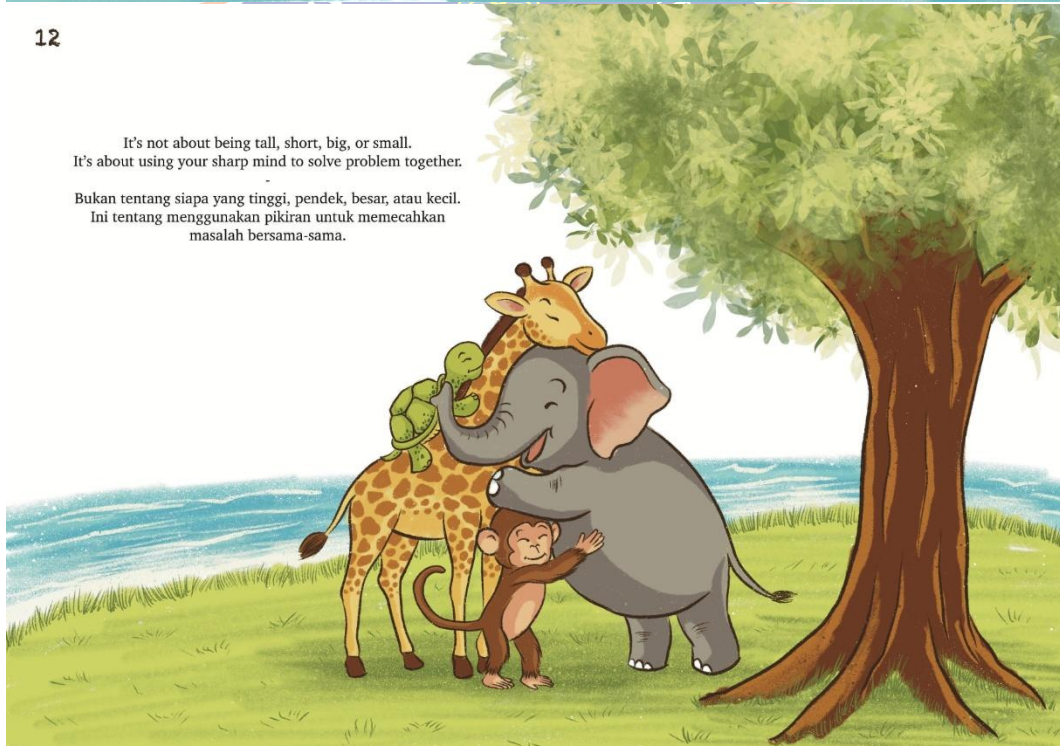
Then, the four animals sat by the clean river.
 Milo said, "We measured the depth of the river, we can find out
 what was the problem, and solved it
 together. We are very smart!"
 Gigi said, "So happy to see the clean river again!"
 Ella smiled, "Well done everyone!"
 Toto added, "We did a big job today!"

Lalu, para hewan duduk di tepi sungai yang jernih.
 Milo berkata, "Kita mengukur kedalaman air sungai,
 menemukan alasan air sungai semakin tinggi, dan
 memindahkan ranting-ranting keluar dari sungai."
 Gigi berkata, "Sangat senang melihat air sungai kembali bersih."
 Ella tersenyum, "Kerja bagus semuanya!"
 Toto tersenyum, "Kita melakukan pekerjaan besar hari ini!"



It's not about being tall, short, big, or small.
 It's about using your sharp mind to solve problem together.

Bukan tentang siapa yang tinggi, pendek, besar, atau kecil.
 Ini tentang menggunakan pikiran untuk memecahkan
 masalah bersama-sama.



1 Writing short reflections

What problem did the animals face in the story?

What did they do to solve it?

Do you think their solution was the best?

If you were the animals, what will you do to solve those problem?

2 Sequencing Activity

Look at the pictures below.
Number them (1-4) to show the correct order of events in the story.



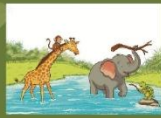
Order(Number)

What Happens?



Order(Number)

What Happens?



Order(Number)

What Happens?



Order(Number)

What Happens?

3 Finding Adjective

Find the adjectives in the story and put it in the table below!

No.	Sentence	Adjective	Meaning
1.	They took long sticks to measure the river	Long	Panjang



4

Creative Task



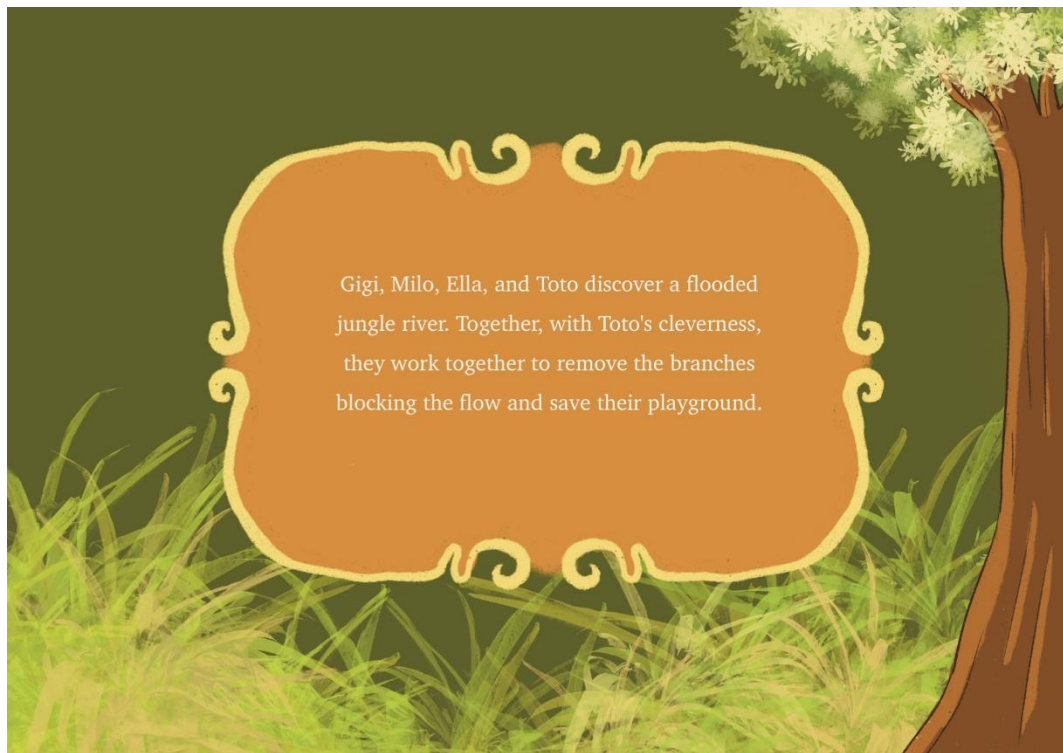
Imagine the story has a different ending.
Rewrite the ending in 3-4 sentences using your own ideas.
Then share it with your friends and explain why your ending is different.

1.

2.

3.

4.



Appendix 6 Semi-structured Interview Guide

No	Interview Topics	Questions	Note
1.	English level of the students	Based on your experience, how would you describe the English proficiency of Grade 5 students in primary schools?	Teacher 1 The students' English proficiency varies significantly; some students demonstrate high proficiency, while others still require considerable guidance. Teacher 2 The students' proficiency is also diverse. Those with higher proficiency levels are often supported by their family background, particularly through additional English courses facilitated by their parents.
2.	Teaching and learning activities	What are the typical activities or methods used in teaching English to Grade 5 students?	Teacher 1 Peer tutoring and group work are commonly implemented. The teacher usually arranges groups strategically so that each group includes at least one proficient student to support discussion. Teacher 2 Various methods are applied, such as small group work or pair work. Activities include watching videos, reading stories, and practicing speaking in front of the class.
3.	The use of stories	How often are stories used in English classes, and how effective are they in engaging students?	Teacher 1 Stories are used quite frequently because students are highly interested in them. Teacher 2 Stories are often used. In addition to reading books, the teacher sometimes presents stories in the form of short videos from YouTube to enhance engagement.
4.	The insertion of critical thinking value	How are critical thinking values usually integrated into English lessons in your experience?	Teacher 1 Critical thinking is integrated through activities that encourage students to analyze problems, such as grammar exercises or short stories, and express their ideas. Teacher 2 Critical thinking is usually applied implicitly. Students practice it by thinking critically, expressing opinions, and solving problems during the English learning process.

5.	The need for digital storybook	In your opinion, is there a need for digital bilingual storybooks in the current TEYL context? Why?	Teacher 1 Digital bilingual storybooks are highly needed, especially in today's technology-driven era. Teacher 2 They are very necessary because students enjoy stories and are also familiar with technology, making it a suitable combination.
6.	The need for Critical Thinking value development	How important is it to include critical thinking values in English learning for young learners?	Teacher 1 Very important as it helps students develop their ability to analyze, solve problems, and express their ideas more effectively during the learning process. Teacher 2 Very important because it supports students in thinking more actively, forming opinions, and making decisions, which contributes to both their language development and overall cognitive growth.
7.	Challenges in preparing learning material	What challenges do you face when preparing English learning materials for your class?	Teacher 1 Limited time is the main challenge. Teacher 2 The main challenges include limited time, diverse student abilities, and different learning styles, such as auditory, visual, and audiovisual preferences.
8.	Challenges during classroom implementation	What difficulties do you usually encounter during the teaching and learning process, especially when using stories or digital media in the classroom?	Teacher 1 The main difficulty lies in managing students with different levels of engagement and maintaining their focus, especially when using digital media, as some students may become distracted. Teacher 2 Challenges include limited classroom time, technical issues when using digital media, and difficulties in ensuring that all students actively participate during story-based activities.
9.	Challenges in assessment	What challenges do you face in assessing students' English learning outcomes while also measuring their character	Teacher 1 It is challenging to measure students' critical thinking and character development objectively, as these aspects are not always directly observable and require more comprehensive assessment methods.

		development or critical thinking skills?	Teacher 2 The main difficulty is balancing the assessment of language skills and character values, as well as designing appropriate instruments to evaluate students' critical thinking abilities.
10.	Expectations of digital bilingual storybook	What features or aspects do you expect to see in a digital bilingual storybook that supports character and language development?	Teacher 1 The storybook should include engaging visuals, simple and clear language, and interactive elements that encourage students to think critically. Teacher 2 It is expected to have bilingual content, attractive design, interactive features, and meaningful stories and fun activities.
11.	Expectations for classroom use	How do you expect to use the digital bilingual storybook in your classroom activities?	Teacher 1 It can be used as a main teaching medium or as a supporting material for reading and discussion activities in the classroom. Teacher 2: It can be integrated into various activities such as reading sessions, group discussions, and speaking practices to enhance students' engagement.
12.	Expectations for student outcomes	What learning or behavioral changes do you expect to see in students after using a digital bilingual storybook that integrates critical thinking values?	Teacher 1: Students are expected to improve their English skills and become more confident in expressing their ideas and opinions. Teacher 2: Students are expected to develop better critical thinking skills, actively participate in learning, and demonstrate positive character development in their behavior.

Appendix 7 Document Study Matrix

No	Document Type	Data Analyzed	Focus	Interpretation
1.	Grade 5 English Flow of Learning Objectives (ATP)	Menyimak – Berbicara <i>“Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks.”</i> Understand the entire flow of information and respond to simple oral or multimodal texts about everyday topics using short and simple sentences verbally in line with its context)	Listening and Speaking Skill	It emphasizes students’ ability to identify, pronounce, and respond orally to familiar vocabulary and expressions, such as those about food (Chapter 1: <i>What delicious bakso!</i>), quantities (Chapter 2: <i>I want an ice cream cone</i>), prices (Chapter 3: <i>How much is it?</i>), and health (Chapter 4: <i>I’ve got a stomachache</i>). These learning goals help students comprehend and interact through short dialogues in daily situations, supporting the development of communicative competence.
2.		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari-hari dan</i>	Reading comprehension skill and ability to identify multi	The flow or learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that appear across the ten units, such as descriptive texts about food taste (Chapter 1), health problems (Chapter 4), or comparative and superlative sentences (Chapter 8–9). This focus builds learners’ reading and viewing comprehension by

		<i>meresponnya sesuai konteks.”</i> Understand the entire flow of information, main ideas and details from a variety of short texts or multimodal texts about everyday topics and respond in line with its context	modal texts	integrating written and visual information from real-life topics
3.		Menulis-Mempresentasikan <i>“Mengomunikasikan ide dan pengalamannya melalui berbagai jenis teks tulis sederhana atau teks multimodal tentang topik sehari-hari sesuai konteks”</i> (Communicate their ideas and experiences through various types of simple written texts or multimodal texts about everyday topics in line with its context)	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts, such as writing food descriptions (Chapter 1), simple dialogues (Chapter 2–3), stories about experiences (Chapter 4), or descriptions using adjectives (Chapter 7–9). Writing tasks integrate familiar vocabulary and structures, allowing students to practice constructing meaningful sentences based on daily life topics.
4.	Grade 5 English Book	Unit 8 “The Giraffe is Taller than The Deer”	Comparative Degree	This unit provides the use of adjective and comparative degree in daily life context (e.g., clean, dirty, bigger than, the taller, etc.) that can be used in storylines asking for students to compare, analyze, and draw conclusions. This aligns with critical thinking value by

				encouraging students to think logically about characteristics and size of the people or environment around them.
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Appendix 8 Instrument to Assess the Quality of the Product for Expert 1

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

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

NIP : 196407141988102001

Position : Lecturer of English Language Education

Institution : Ganesha University of Education

INTRODUCTION

This instrument is designed to obtain teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the critical thinking value. Through this instrument, the teacher is expected to assess various aspects of the created digital bilingual storybook based on several criteria, including the story title, story theme, relevance to general competencies, relevance to the characteristics of Teaching English to Young Learners (TEYL), character insertion focusing on critical thinking value, after-story activities, overall quality of content, story structure or plot design, language use and translation accuracy, visual illustration and layout design, text readability and font selection, as well as ease of use and accessibility. The evaluation provided by the teacher is expected to provide valuable insights and constructive feedback to improve the quality of the digital storybook. The researcher sincerely appreciates the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the components of the digital bilingual storybook. Each criterion should be assessed in terms of its relevance and appropriateness for the Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each indicator provided in the table. The evaluation should be based on your professional judgment as a teacher regarding the appropriateness of the digital bilingual storybook for Grade 5 students in English language learning.

Table of Instrument to Assess the Quality of the Product

No.	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Mode -rate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	✓				
		The title clearly reflects the theme of the story. <i>Judul dengan jelas mencerminkan tema cerita..</i>	✓				
2.	Story Theme	The theme relates to Grade 5 students' real-life situation. <i>Tema berkaitan dengan situasi kehidupan nyata siswa kelas 5.</i>	✓				
		The theme encourages meaningful language use.	✓				

		<i>Tema mendorong penggunaan bahasa secara bermakna.</i>					
		The theme supports critical thinking value <i>Tema mendukung nilai berpikir kritis.</i>	√				
3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP). <i>Cerita selaras dengan Capaian Pembelajaran (CP) kelas 5.</i>	√				
		The story aligns with Grade 5 Flow of Learning Objectives (ATP). <i>Cerita selaras dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	√				
4.	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	√				
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√				
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	√				
		The story provides learning experience that connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	√				
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan kegiatan</i>	√				

		<i>pembelajaran yang menarik.</i>					
5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation. <i>Peristiwa dalam cerita mendorong kemampuan berargumentasi.</i>	√				
		Story events promote decision making. <i>Peristiwa dalam cerita mendorong pengambilan keputusan.</i>	√				
		Story events promote problem solving. <i>Peristiwa dalam cerita mendorong pemecahan masalah.</i>	√				
6.	The Tasks	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	√				
		The activity stimulates argumentation. <i>Kegiatan tersebut mendorong siswa untuk memberikan argumen.</i>	√				
		The activity stimulates decision making. <i>Kegiatan tersebut mendorong siswa untuk mengambil keputusan.</i>	√				
		The activity stimulates problem solving. <i>Kegiatan tersebut mendorong siswa untuk memecahkan masalah.</i>	√				
7.	Overall Quality of Content	The story integrates linguistic effectively. <i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	√				
		The story integrates cognitive effectively.	√				

		<i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>					
		The story integrates moral value effectively. <i>Cerita mengintegrasikan nilai moral secara efektif.</i>	√				
		The content is engaging. <i>Isi cerita menarik.</i>	√				
		The content is developmentally appropriate for Grade 5 students. <i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	√				
8.	Story Structure/Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	√				
		The story has a clear middle. <i>Cerita memiliki bagian tengah yang jelas.</i>	√				
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	√				
		The plot maintains logical connections. <i>Ahur cerita memiliki keterkaitan yang logis.</i>	√				
9.	Language use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat dalam bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>	√				
		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam bahasa Indonesia secara alami merepresentasikan teks bahasa Inggris.</i>	√				

10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	√				
		The illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	√				
		The layout help focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>	√				
		The layout maintains Grade 5 students' motivation. <i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>	√				
11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	√				
		The font size is readable for Grade 5 students. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	√				
		The text placement is consistent. <i>Penempatan teksnya konsisten.</i>	√				
12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices. <i>Buku cerita digital ini mudah digunakan pada berbagai perangkat.</i>	√				
		The interface design supports independent use without teacher assistance.	√				

		<i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>					
Total			39				

Singaraja, 11 Maret 2026

Expert Judge 1



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

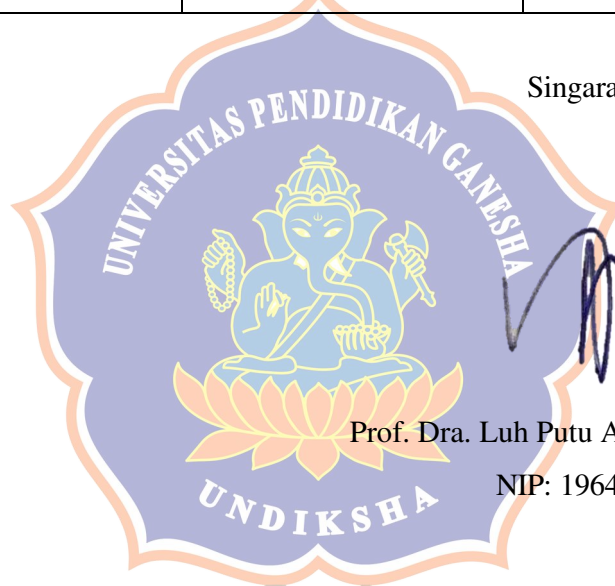
NIP: 196407141988102001

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

No.	Components	Question	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? <i>Menurut anda seberapa baik isi cerita mendukung tujuan pembelajaran</i>	It can support students' English language learning very well because the language used naturally in the story

		<i>bahasa Inggris siswa kelas 5?</i>	
2.	Language Use	Do you think the English language level appropriate for Grade 5 students? <i>Apakah menurut Anda tingkat bahasa Inggris yang digunakan sudah sesuai untuk siswa kelas 5?</i>	The language level is appropriate for Grade 5. The vocabulary used are the high frequently use in real life of a Grade 5
3.	Character Education	How effective is the critical thinking value inserted in the storyline and activities? <i>Seberapa efektif nilai berpikir kritis diintegrasikan dalam alur cerita dan aktivitas yang diberikan?</i>	The critical thinking value is obvious and the story seems to give arguments, make a decision, and solving the problem.
4.	Visual and Digital Design	Are the illustrations and layout, visually appealing and suitable for Grade 5 students? <i>Apakah ilustrasi dan tata letak, terlihat menarik secara visual serta sesuai untuk siswa kelas 5?</i>	All are interesting and well planned. The students will enjoy the story and learn both language and character of independence.
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan digunakannya buku</i>	Very friendly and easy to access and read

		<i>cerita digital ini pada berbagai perangkat?</i>	
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan penilaian anda secara keseluruhan, serta rekomendasi untuk meningkatkan kualitas produk ini.</i>	The story is good and the language and character flow naturally. But the support of the teacher will also be an advantage for the children.



Singaraja, 11 Maret 2026

Expert Judge 1

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

NIP: 196407141988102001

Appendix 9 Instrument to Assess the Quality of the Product for Expert 2

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP : 198304022006042001
Position : Lecturer of English Language Education
Institution : Ganesha University of Education

INTRODUCTION

This instrument is designed to obtain teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the critical thinking value. Through this instrument, the teacher is expected to assess various aspects of the created digital bilingual storybook based on several criteria, including the story title, story theme, relevance to general competencies, relevance to the characteristics of Teaching English to Young Learners (TEYL), character insertion focusing on critical thinking value, after-story activities, overall quality of content, story structure or plot design, language use and translation accuracy, visual illustration and layout design, text readability and font selection, as well as ease of use and accessibility. The evaluation provided by the teacher is expected to provide valuable insights and constructive feedback to improve the quality of the digital storybook. The researcher sincerely appreciates the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the components of the digital bilingual storybook. Each criterion should be assessed in terms of its relevance and appropriateness for the Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each indicator provided in the table. The evaluation should be based on your professional judgment as a teacher regarding the appropriateness of the digital bilingual storybook for Grade 5 students in English language learning.

Table of Instrument to Assess the Quality of the Product

No.	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Mode -rate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	✓				
		The title clearly reflects the theme of the story. <i>Judul dengan jelas mencerminkan tema cerita..</i>	✓				
2.	Story Theme	The theme relates to Grade 5 students' real-life situation. <i>Tema berkaitan dengan situasi kehidupan nyata siswa kelas 5.</i>		✓			
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan bahasa secara bermakna.</i>	✓				
		The theme supports critical thinking value <i>Tema mendukung nilai berpikir kritis.</i>	✓				
3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP).		✓			

		<i>Cerita selaras dengan Capaian Pembelajaran (CP) kelas 5.</i>					
		The story aligns with Grade 5 Flow of Learning Objectives (ATP). <i>Cerita selaras dengan Ahur Tujuan Pembelajaran (ATP) kelas 5.</i>	√				
4.	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>		√			
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√				
		The storyline is easy to understand by Grade 5 students. <i>Ahur cerita mudah dipahami oleh siswa kelas 5.</i>		√			
		The story provides learning experience that connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>		√			
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan kegiatan pembelajaran yang menarik.</i>		√			
5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation. <i>Peristiwa dalam cerita mendorong kemampuan berargumentasi.</i>	√				
		Story events promote decision making.	√				

		<i>Peristiwa dalam cerita mendorong pengambilan keputusan.</i>					
		<i>Story events promote problem solving. Peristiwa dalam cerita mendorong pemecahan masalah.</i>		√			
6.	The Tasks	<i>Follow-up tasks reinforce vocabulary from the story. Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>		√			
		<i>The activity stimulates argumentation. Kegiatan tersebut mendorong siswa untuk memberikan argumen.</i>	√				
		<i>The activity stimulates decision making. Kegiatan tersebut mendorong siswa untuk mengambil keputusan.</i>	√				
		<i>The activity stimulates problem solving. Kegiatan tersebut mendorong siswa untuk memecahkan masalah.</i>		√			
7.	Overall Quality of Content	<i>The story integrates linguistic effectively. Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	√				
		<i>The story integrates cognitive effectively. Cerita mengintegrasikan aspek kognitif secara efektif.</i>	√				
		<i>The story integrates moral value effectively. Cerita mengintegrasikan nilai moral secara efektif.</i>		√			
		<i>The content is engaging. Isi cerita menarik.</i>		√			

		The content is developmentally appropriate for Grade 5 students. <i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	√				
8.	Story Structure/Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	√				
		The story has a clear middle. <i>Cerita memiliki bagian tengah yang jelas.</i>	√				
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	√				
		The plot maintains logical connections. <i>Ahur cerita memiliki keterkaitan yang logis.</i>		√			
9.	Language use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat dalam bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>		√			
		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam bahasa Indonesia secara alami merepresentasikan teks bahasa Inggris.</i>		√			
10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	√				
		The illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	√				

		The layout help focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>		√			
		The layout maintains Grade 5 students' motivation <i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>	√				
11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	√				
		The font size is readable for Grade 5 students. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	√				
		The text placement is consistent. <i>Penempatan teksnya konsisten.</i>		√			
12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices. <i>Buku cerita digital ini mudah digunakan pada berbagai perangkat.</i>	√				
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>	√				
Total			23	16			

Singaraja, 11 Maret 2026

Expert Judge 2



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

NIP.198304022006042001

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

No.	Components	Question	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? <i>Menurut anda seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	The story supports the curriculum.
2.	Language Use	Do you think the English language level appropriate for Grade 5 students? <i>Apakah menurut Anda tingkat bahasa Inggris yang digunakan sudah</i>	Language is simple and easy to understand.

		<i>sesuai untuk siswa kelas 5?</i>	
3.	Character Education	How effective is the critical thinking value inserted in the storyline and activities? <i>Seberapa efektif nilai berpikir kritis diintegrasikan dalam alur cerita dan aktivitas yang diberikan?</i>	The story helps students to exercise their critical thinking.
4.	Visual and Digital Design	Are the illustrations and layout, visually appealing and suitable for Grade 5 students? <i>Apakah ilustrasi dan tata letak, terlihat menarik secara visual serta sesuai untuk siswa kelas 5?</i>	It is attractive and easy to read.
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan digunakannya buku cerita digital ini pada berbagai perangkat?</i>	Depends on internet connection. Through phone is easy.
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan penilaian anda secara keseluruhan,</i>	Great production, try to use shorter sentences.

		<i>serta rekomendasi untuk meningkatkan kualitas produk ini.</i>	
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Singaraja, 11 Maret 2026

Expert Judge 2



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

NIP.198304022006042001



Appendix 10 Instrument to Assess the Quality of the Product for Teacher 1

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument is designed to obtain teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the critical thinking value. Through this instrument, the teacher is expected to assess various aspects of the created digital bilingual storybook based on several criteria, including the story title, story theme, relevance to general competencies, relevance to the characteristics of Teaching English to Young Learners (TEYL), character insertion focusing on critical thinking value, after-story activities, overall quality of content, story structure or plot design, language use and translation accuracy, visual illustration and layout design, text readability and font selection, as well as ease of use and accessibility. The evaluation provided by the teacher is expected to provide valuable insights and constructive feedback to improve the quality of the digital storybook. The researcher sincerely appreciates the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the components of the digital bilingual storybook. Each criterion should be assessed in terms of its relevance and appropriateness for the Grade 5 students. The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each indicator provided in the table. The evaluation should be based on your professional judgment as a teacher regarding the appropriateness of the digital bilingual storybook for Grade 5 students in English language learning.

Table of Instrument to Assess the Quality of the Product

No.	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Moderate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	X				
		The title clearly reflects the theme of the story. <i>Judul dengan jelas mencerminkan tema cerita..</i>	X				
2.	Story Theme	The theme relates to Grade 5 students' real-life situation. <i>Tema berkaitan dengan situasi kehidupan nyata siswa kelas 5.</i>	X				
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan bahasa secara bermakna.</i>	X				
		The theme supports critical thinking value <i>Tema mendukung nilai berpikir kritis.</i>	X				
3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP).	X				

		<i>Cerita selaras dengan Capaian Pembelajaran (CP) kelas 5.</i>					
		The story aligns with Grade 5 Flow of Learning Objectives (ATP). <i>Cerita selaras dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	X				
4.	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	X				
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	X				
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	X				
		The story provides learning experience that connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	X				
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan kegiatan pembelajaran yang menarik.</i>	X				
5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation. <i>Peristiwa dalam cerita mendorong kemampuan berargumentasi.</i>	X				
		Story events promote decision making.	X				

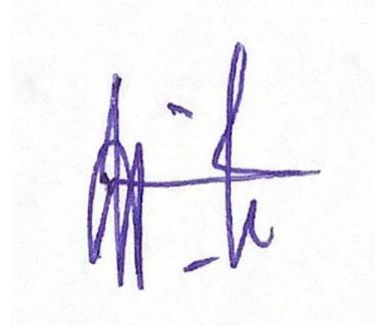
		<i>Peristiwa dalam cerita mendorong pengambilan keputusan.</i>					
		Story events promote problem solving. <i>Peristiwa dalam cerita mendorong pemecahan masalah.</i>	X				
6.	The Tasks	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	X				
		The activity stimulates argumentation. <i>Kegiatan tersebut mendorong siswa untuk memberikan argumen.</i>	X				
		The activity stimulates decision making. <i>Kegiatan tersebut mendorong siswa untuk mengambil keputusan.</i>	X				
		The activity stimulates problem solving. <i>Kegiatan tersebut mendorong siswa untuk memecahkan masalah.</i>	X				
7.	Overall Quality of Content	The story integrates linguistic effectively. <i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	X				
		The story integrates cognitive effectively. <i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>	X				
		The story integrates moral value effectively. <i>Cerita mengintegrasikan nilai moral secara efektif.</i>	X				
		The content is engaging. <i>Isi cerita menarik.</i>	X				

		The content is developmentally appropriate for Grade 5 students. <i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	X				
8.	Story Structure/Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	X				
		The story has a clear middle. <i>Cerita memiliki bagian tengah yang jelas.</i>	X				
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	X				
		The plot maintains logical connections. <i>Ahur cerita memiliki keterkaitan yang logis.</i>	X				
9.	Language use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat dalam bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>	X				
		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam bahasa Indonesia secara alami merepresentasikan teks bahasa Inggris.</i>	X				
10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	X				
		The illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	X				

		The layout help focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>	X				
		The layout maintains Grade 5 students' motivation <i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>	X				
11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	X				
		The font size is readable for Grade 5 students. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	X				
		The text placement is consistent. <i>Penempatan teksnya konsisten.</i>	X				
12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices. <i>Buku cerita digital ini mudah digunakan pada berbagai perangkat.</i>		X			
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>	X				
Total							

Singaraja, 11 Maret 2026

Teacher 1



Kadek Dwi Nugraha Jati, S.Pd. SD.

198107262009022001

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

Table of Open-ended Questions for Expert

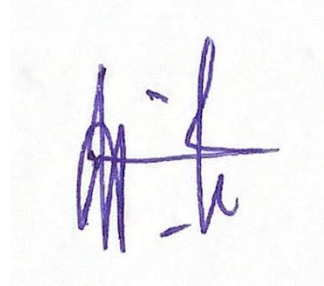
No.	Components	Question	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? <i>Menurut anda seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	<i>Konten sudah sangat relevan dgn yg dipelajari di kelas 5. Kemampuan pengembangan materi dan kemampuan anak-anak untuk explore ada di buku ini</i>

2.	Language Use	Do you think the English language level appropriate for Grade 5 students? <i>Apakah menurut Anda tingkat bahasa Inggris yang digunakan sudah sesuai untuk siswa kelas 5?</i>	<i>Karena kondisi di kelas 5 itu kemampuan Englishnya bervariasi. Students biasanya diajak untuk sharing antar yg agak pinteran sm yg kurang. Karena ceritanya agak complex nnt penerapan oleh guru di kelas itu sistemnya akan diskusi kelompok. Penggunaan bilingualnya sangat membantu pemahaman siswa.</i>
3.	Character Education	How effective is the critical thinking value inserted in the storyline and activities? <i>Seberapa efektif nilai berpikir kritis diintegrasikan dalam alur cerita dan aktivitas yang diberikan?</i>	<i>Sudah ada mengajak siswa berpikir kritis, peduli dgn lingkungan sekitar; sudah terintegrasi gn baik</i>
4.	Visual and Digital Design	Are the illustrations and layout, visually appealing and suitable for Grade 5 students? <i>Apakah ilustrasi dan tata letak, terlihat menarik secara visual serta sesuai untuk siswa kelas 5?</i>	<i>Kendala sinyal di rumah yang sinyalnya tidak bagus di rumah</i>

5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan digunakannya buku cerita digital ini pada berbagai perangkat?</i>	<i>Ilustrasinya menarik, anak-anak suka cerita fabel, pemilihan karakternya sesuai dgn adjectivenya,</i>
6.	General Suggestion	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan penilaian anda secara keseluruhan, serta rekomendasi untuk meningkatkan kualitas produk ini.</i>	<i>Secara keseluruhan sudah bagus. Suggestion sediakan versi cetak jd saat waktu luang di sekolah bs lebih cepat dan mudah</i>

Singaraja, 11 Maret 2026

Teacher 1

A handwritten signature in blue ink, appearing to be 'Kadek Dwi Nugraha Jati', written on a light-colored background.

Kadek Dwi Nugraha Jati, S.Pd. SD.

198107262009022001



Appendix 11 Instrument to Assess the Quality of the Product for Teacher 2

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

Teacher 2 : Desak Nyoman Dyah Rupita

Dewi, S.Pd. NIP 198804112020122002

Position : English Teacher

Institution : SDN 5 Kampung Baru,

Singaraja Book Title : Saving The Jungle

River

INTRODUCTION

This instrument is designed to obtain teacher's evaluation regarding the quality of the digital bilingual storybook created in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the critical thinking value. Through this instrument, the teacher is expected to assess various aspects of the created digital bilingual storybook based on several criteria, including the story title, story theme, relevance to general competencies, relevance to the characteristics of Teaching English to Young Learners (TEYL), character insertion focusing on critical thinking value, after-story activities, overall quality of content, story structure or plot design, language use and translation accuracy, visual illustration and layout design, text readability and font selection, as well as ease of use and accessibility. The evaluation provided by the teacher is expected to provide valuable insights and constructive feedback to improve the quality of the digital storybook. The researcher sincerely appreciates the teacher's time, support, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the components of the digital bilingual storybook. Each criterion should be assessed in terms of its relevance and appropriateness for the Grade 5 students.

The assessment uses a five-point scale as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that corresponds to your evaluation for each indicator provided in the table. The evaluation should be based on your professional judgment as a teacher regarding the appropriateness of the digital bilingual storybook for Grade 5 students in English language learning.

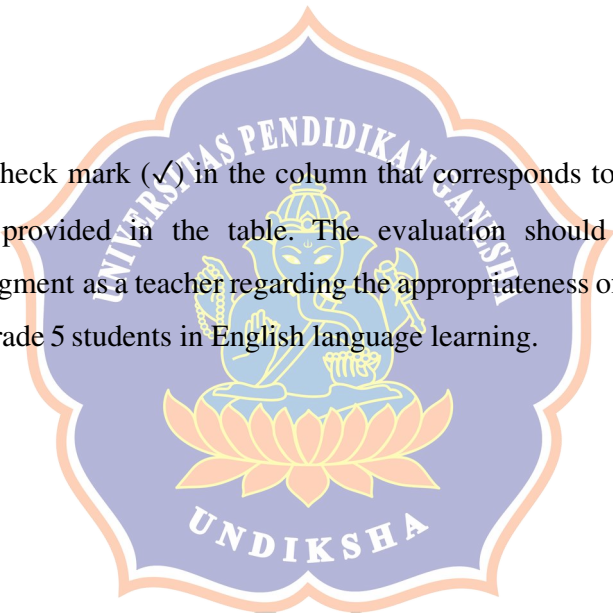


Table of Instrument to Assess the Quality of the Product

No.	Criteria	Indicator	Scale				
			5 Very Good	4 Good	3 Mode -rate	2 Bad	1 Very Bad
1.	Story Title	The title attracts Grade 5 students' attention. <i>Judul menarik perhatian siswa kelas 5.</i>	X				
		The title clearly reflects the theme of the story. <i>Judul dengan jelas mencerminkan tema cerita..</i>	X				
2.	Story Theme	The theme relates to Grade 5 students' real-life situation. <i>Tema berkaitan dengan situasi kehidupan nyata siswa kelas 5.</i>	X				
		The theme encourages meaningful language use. <i>Tema mendorong penggunaan bahasa secara bermakna.</i>	X				
		The theme supports critical thinking value <i>Tema mendukung nilai berpikir kritis.</i>	X				
3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP). <i>Cerita selaras dengan Capaian Pembelajaran (CP) kelas 5.</i>	X				
		The story aligns with Grade 5 Flow of Learning Objectives (ATP). <i>Cerita selaras dengan Alur Tujuan Pembelajaran (ATP) kelas 5.</i>	X				
4.	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	X				

		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	X				
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	X				
		The story provides learning experience that connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	X				
		The storybook provides engaging learning activities. <i>Buku cerita ini menyediakan kegiatan pembelajaran yang menarik.</i>	x				
5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation. <i>Peristiwa dalam cerita mendorong kemampuan berargumentasi.</i>	x				
		Story events promote decision making. <i>Peristiwa dalam cerita mendorong pengambilan keputusan.</i>	x				
		Story events promote problem solving. <i>Peristiwa dalam cerita mendorong pemecahan masalah.</i>	x				
6.	The Tasks	Follow-up tasks reinforce vocabulary from the story. <i>Tugas lanjutan memperkuat penguasaan kosakata yang terdapat dalam cerita.</i>	x				

		The activity stimulates argumentation. <i>Kegiatan tersebut mendorong siswa untuk memberikan argumen.</i>	x				
		The activity stimulates decision making. <i>Kegiatan tersebut mendorong siswa untuk mengambil keputusan.</i>	x				
		The activity stimulates problem solving. <i>Kegiatan tersebut mendorong siswa untuk memecahkan masalah.</i>	x				
7.	Overall Quality of Content	The story integrates linguistic effectively. <i>Cerita mengintegrasikan aspek kebahasaan secara efektif.</i>	x				
		The story integrates cognitive effectively. <i>Cerita mengintegrasikan aspek kognitif secara efektif.</i>	x				
		The story integrates moral value effectively. <i>Cerita mengintegrasikan nilai moral secara efektif.</i>	x				
		The content is engaging. <i>Isi cerita menarik.</i>	x				
		The content is developmentally appropriate for Grade 5 students. <i>Konten cerita sesuai dengan tahap perkembangan siswa kelas 5.</i>	x				
8.	Story Structure/Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	x				
		The story has a clear middle.	x				

		<i>Cerita memiliki bagian tengah yang jelas.</i>					
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	x				
		The plot maintains logical connections. <i>Alur cerita memiliki keterkaitan yang logis.</i>	x				
9.	Language use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat dalam bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>	x				
		The Indonesian translation naturally reflects the English text. <i>Terjemahan dalam bahasa Indonesia secara alami merepresentasikan teks bahasa Inggris.</i>	x				
10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students. <i>Ilustrasi menarik bagi siswa kelas 5.</i>	x				
		The illustrations clearly support comprehension of the text. <i>Ilustrasi secara jelas membantu pemahaman terhadap teks.</i>	x				
		The layout help focus Grade 5 students' attention. <i>Tata letak membantu memusatkan perhatian siswa kelas 5.</i>	x				
		The layout maintains Grade 5 students' motivation <i>Tata letak membantu mempertahankan motivasi belajar siswa kelas 5.</i>	x				

11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability. <i>Jenis huruf sesuai dengan kemampuan membaca siswa kelas 5.</i>	x				
		The font size is readable for Grade 5 students. <i>Ukuran huruf mudah dibaca oleh siswa kelas 5.</i>	x				
		The text placement is consistent. <i>Penempatan teksnya konsisten.</i>	x				
12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices. <i>Buku cerita digital ini mudah digunakan pada berbagai perangkat.</i>	x				
		The interface design supports independent use without teacher assistance. <i>Desain tampilannya mendukung penggunaan secara mandiri tanpa bantuan guru.</i>	x				
Total							

Singaraja, 11 Maret 2026
Teacher 2



Desak Nyoman Dyah Rupita Dewi, S.Pd. NIP.
198804112020122002

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

Table of Open-ended Questions for Teacher

No.	Components	Question	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? <i>Menurut anda seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	It will supports the learning objective of Grade 5 students especially in learning adjectives.
2.	Language Use	Do you think the English language level appropriate for Grade 5 students? <i>Apakah menurut Anda tingkat bahasa Inggris yang digunakan sudah sesuai untuk siswa kelas 5?</i>	Grade 5 have not learnt Simple Past Tense yet, so they need direct help during reading time from the teacher. The Bahasa Indonesia sentences also benefits them in understanding some unknown/unfamiliar words.
3.	Character Education	How effective is the critical thinking value inserted in the storyline and activities? <i>Seberapa efektif nilai berpikir kritis diintegrasikan dalam alur cerita dan aktivitas yang diberikan?</i>	I like the Questions given in between of the story to give them a STOP and THINK-ing time also discussion time. It really effective in my class to do STOP and THINK during reading activity.

4.	Visual and Digital Design	Are the illustrations and layout, visually appealing and suitable for Grade 5 students? <i>Apakah ilustrasi dan tata letak, terlihat menarik secara visual serta sesuai untuk siswa kelas 5?</i>	Yes
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan digunakannya buku cerita digital ini pada berbagai perangkat?</i>	It is easy to access. I can give the link to the students, so they can read it using Chromebook/phone.
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan penilaian anda secara keseluruhan, serta rekomendasi untuk meningkatkan kualitas produk ini.</i>	If it can have the audio (audio story book), it will be outstanding.

Singaraja, 11 Maret 2026

Teacher 2



Desak Nyoman Dyah Rupita Dewi, S.Pd. NIP.

198804112020122002

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

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

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and validating the semi-structured interview guide that created as part of this research. The purpose of this interview guide is to gain preliminary data that will serve as the basis for research entitled “Creating a Digital Bilingual Storybook for Teaching English with The Insertion of Critical Thinking Value in Grade 5”. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The following table presents several interview topics along with the guiding questions prepared for the semi-structured interview. Each question is intended to obtain information related to the needs, challenges faced by the teacher, and teacher's expectations for the product.

The total number of items is 12

The assessment consists of two alternatives:

Relevant: If the instrument is appropriate and relevant to the research focus.

Irrelevant: If the instrument is inappropriate and not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Note	Validation Option		Comment
					Rele - vant	Irrele -vant	
Needs	1.	English level of the students	Based on your experience, how would you describe the English proficiency of Grade 5 students in primary schools?		√		
	2.	Teaching and learning activities	What are the typical activities or methods used in teaching English to Grade 5 students?		√		
	3.	The use of stories	How often are stories used in English classes, and how effective are they in engaging students?		√		
	4.	The insertion of character	How are character values usually integrated into English lessons in your experience?		√		
	5.	The need for digital storybook	In your opinion, is there a need for digital bilingual storybooks in the current TEYL context? Why?		√		
	6.	The need for Critical Thinking value development	How important is it to include critical thinking values in English learning for young learners?		√		
Challenges	7.	Challenges in preparing	What challenges do you face when		√		

		learning material	preparing English learning materials for your class?				
	8.	Challenges during classroom implementation	What difficulties do you usually encounter during the teaching and learning process, especially when using stories or digital media in the classroom?		√		
	9.	Challenges in assessment	What challenges do you face in assessing students' English learning outcomes while also measuring their character development or critical thinking skills?		√		
Expectations	10.	Expectations of digital bilingual storybook	What features or aspects do you expect to see in a digital bilingual storybook that supports character and language development?		√		
	11.	Expectations for classroom use	How do you expect to use the digital bilingual storybook in your classroom activities?		√		
	12.	Expectations for student outcomes	What learning or behavioral changes do you expect to see in students after using a digital bilingual storybook that		√		

			integrates critical thinking values?				
Total							

Singaraja, 27 Oktober 2025

Expert Judge 1



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

NIP.196407141988102001



EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

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

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and validating the document study matrix that created as part of this research. The instrument is intended to evaluate the relevance of Grade 5 English teaching documents, including Flow of Learning Objectives or *Alur Tujuan Pembelajaran (ATP)* and English textbook, towards the development of a digital bilingual storybook integrating English learning with value of critical thinking. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The following table presents the two types of documents along with the data analyzed, the focus of analysis, and their interpretation in relation to the research objectives.

The total number of items is 2.

The assessment consists of two alternatives:

Relevant: If the instrument is clear, appropriate, and relevant to the research focus.

Irrelevant: If the instrument is not clear, inappropriate, or not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Table 2. Document Study Matrix

					Validation	
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No	Document Type	Data Analyzed	Focus	Interpretation	Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	Menyimak – Berbicara <i>“Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks.”</i> Understand the entire flow of information and respond to simple oral or multimodal texts about everyday topics using short and simple	Listening and Speaking Skill	It emphasizes students’ ability to identify, pronounce, and respond orally to familiar vocabulary and expressions, such as those about food (Chapter 1: <i>What delicious bakso!</i>), quantities (Chapter 2: <i>I want an ice cream cone</i>), prices (Chapter 3: <i>How much is it?</i>), and health (Chapter 4: <i>I’ve got a stomachache</i>) . These learning goals help students comprehend and interact through short dialogues in daily situations, supporting the development	√		

		sentences verbally in line with its context)		of communicative competence.			
2.		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari-hari dan meresponnya sesuai konteks.”</i> Understand the entire flow of information, main ideas and details from a variety of short texts or multimodal texts about everyday topics and	Reading comprehension skill and ability to identify multimodal texts	The flow or learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that appear across the ten units, such as descriptive texts about food taste (Chapter 1), health problems (Chapter 4), or comparative and superlative sentences (Chapter 8–9). This focus builds learners’ reading and viewing comprehension by integrating written and visual information from real-life topics	√		

		respond in line with its context					
3.		Menulis-Mempresentasikan <i>“Mengomunikasikan ide dan pengalamannya melalui berbagai jenis teks tulis sederhana atau teks multimodal tentang topik sehari-hari sesuai konteks”</i> (Communicate their ideas and experiences through various types of simple written texts or multimodal texts about everyday topics in line with its context)	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts, such as writing food descriptions (Chapter 1), simple dialogues (Chapter 2–3), stories about experiences (Chapter 4), or descriptions using adjectives (Chapter 7–9). Writing tasks integrate familiar vocabulary and structures, allowing students to practice constructing meaningful sentences based on daily life topics.	√		

4.	Grade 5 English Book	Unit 8 “The Giraffe is Taller than The Deer”	Comparative Degree	This unit provides the use of adjective and comparative degree in daily life context (e.g., clean, dirty, bigger than, the taller, etc.) that can be used in storylines asking for students to compare, analyze, and draw conclusions. This aligns with critical thinking value by encouraging students to think logically about characteristics and size of the people or environment around them.	√		
Total					4		

Singaraja, 27 Oktober 2025

Expert Judge 1



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

NIP.196407141988102001



Instrument to Assess the Quality of the Product

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

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and validating the Instrument to Assess the Quality of the Product that created as part of this research. The purpose of this checklist is to evaluate the quality and feasibility of the digital bilingual storybook prototype, which is developed to support English language learning while integrating the critical thinking value for Grade 5 students. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype based on two main categories, including content aspect and media/display aspect. Each statement should be assessed in terms of its clarity, relevance, and appropriateness for the target students and research objectives with the five-point scale (5 (Very Good), 4 (Good), 3 (Moderate), 2 (Bad), 1 (Very Bad)).

The total number of prototype checklist items is 12, and 6 items for the open-ended questions.

The assessment consists of two alternatives:

Relevant: If the instrument is clear, appropriate, and relevant to the research focus.

Irrelevant: If the instrument is not clear, inappropriate, or not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title attracts Grade 5 students' attention.		√		
			The title clearly reflects the theme of the story.		√		
	2.	Story Theme	The theme relates to Grade 5 students' real-life situation.		√		
			The theme encourages meaningful language use.		√		
			The theme supports critical thinking value		√		
	3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP).		√		
			The story aligns with Grade 5 Flow of Learning Objectives (ATP).		√		
	4.	Relevance to Characteristics of TEYL	Using simple language.		√		
			Using vocabulary that is familiar for Grade 5 students.		√		
			The storyline is easy to understand by Grade 5 students.		√		
			The story provides learning experience that connected to students' real-life contexts.		√		
			The book provides engaging		√		

			learning activities.				
	5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation.		√		
			Story events promote decision making.		√		
			Story events promote problem solving.		√		
	6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story.		√		
			The activity stimulates argumentation		√		
			The activity stimulates decision making.		√		
			The activity stimulates problem solving.		√		
	7.	Overall Quality of Content	The story integrates linguistic effectively.		√		
			The story integrates cognitive effectively.		√		
			The story integrates moral value effectively.		√		
			The content is engaging.		√		
			The content is developmentally appropriate for Grade 5 students.		√		
Media/ Display Aspect	8.	Story Structure/Plot Design	The story has a clear beginning.		√		
			The story has a clear middle.		√		

		The story has a clear ending.		√		
		The plot maintains logical connections.		√		
9.	Language use & Translation Accuracy	The English sentences are grammatically correct.		√		
		The Indonesian translation naturally reflects the English text.		√		
10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students.		√		
		The illustrations clearly support comprehension of the text.		√		
		The layout help focus Grade 5 students' attention		√		
		The layout maintains Grade 5 students' motivation		√		
11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability.		√		
		The font size is readable for Grade 5 students.		√		
		The text placement is consistent.		√		
12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices.		√		
		The interface design supports independent use without teacher assistance.		√		

Total		39		
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In addition to the checklist above, the following open-ended questions are included to collect more detailed and qualitative feedback from the expert judge.

Table 4. Open-ended Questions for Teacher

No.	Components	Questions	Answer	Validation Option		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives?		√		
2.	Language Use	Do you think the English language level appropriate for Grade 5 students?		√		
3.	Character Education	How effective is the critical thinking value reflected in the storyline and activities?		√		
4.	Visual and Digital Design	Are the illustrations, layout, and interactive features visually appealing and suitable for Grade 5 students?		√		
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices?		√		
6.	General Suggestions	Please share your overall impression and recommendations		√		

		for improving the product.				
Total				6		

Singaraja, 27 Oktober 2025

Expert Judge 1



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

NIP.196407141988102001

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

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP : 198304022006042001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and validating the semi-structured interview guide that created as part of this research. The purpose of this interview guide is to gain preliminary data that will serve as the basis for research entitled “Creating a Digital Bilingual Storybook for Teaching English with The Insertion of Critical Thinking Value in Grade 5”. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The following table presents several interview topics along with the guiding questions prepared for the semi-structured interview. Each question is intended to obtain information related to the needs, challenges faced by the teacher, and teacher’s expectations for the product.

The total number of items is 12

The assessment consists of two alternatives:

Relevant: If the instrument is appropriate and relevant to the research focus.

Irrelevant: If the instrument is inappropriate and not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Note	Validation Option		Comment
					Rele - vant	Irrele -vant	
Needs	1.	English level of the students	Based on your experience, how would you describe the English proficiency of Grade 5 students in primary schools?		√		
	2.	Teaching and learning activities	What are the typical activities or methods used in teaching English to Grade 5 students?		√		
	3.	The use of stories	How often are stories used in English classes, and how effective are they in engaging students?		√		
	4.	The insertion of character	How are character values usually integrated into English lessons in your experience?		√		
	5.	The need for digital storybook	In your opinion, is there a need for digital bilingual storybooks in the current TEYL context? Why?		√		
	6.	The need for Critical Thinking value development	How important is it to include critical thinking values in English learning for young learners?		√		

Challenges	7.	Challenges in preparing learning material	What challenges do you face when preparing English learning materials for your class?		√		
	8.	Challenges during classroom implementation	What difficulties do you usually encounter during the teaching and learning process, especially when using stories or digital media in the classroom?		√		
	9.	Challenges in assessment	What challenges do you face in assessing students' English learning outcomes while also measuring their character development or critical thinking skills?		√		
Expectations	10.	Expectations of digital bilingual storybook	What features or aspects do you expect to see in a digital bilingual storybook that supports character and language development?		√		
	11.	Expectations for classroom use	How do you expect to use the digital bilingual storybook in your classroom activities?		√		
	12.	Expectations for student outcomes	What learning or behavioral changes do you expect to see in students after using a digital bilingual		√		

			storybook that integrates critical thinking values?				
Total					12		

Singaraja, 27 Oktober 2025

Expert Judge 2



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

NIP.198304022006042001

EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP : 198304022006042001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and validating the document study matrix that created as part of this research. The instrument is intended to evaluate the relevance of Grade 5 English teaching documents, including Flow of Learning Objectives or *Alur Tujuan Pembelajaran (ATP)* and English textbook, towards the development of a digital bilingual storybook integrating English learning with value of critical thinking. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The following table presents the two types of documents along with the data analyzed, the focus of analysis, and their interpretation in relation to the research objectives.

The total number of items is 2.

The assessment consists of two alternatives:

Relevant: If the instrument is clear, appropriate, and relevant to the research focus.

Irrelevant: If the instrument is not clear, inappropriate, or not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Table 2. Document Study Matrix

No	Document Type	Data Analyzed	Focus	Interpretation	Validation Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	Menyimak – Berbicara <i>“Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks.”</i> Understand the entire flow of information and respond to simple oral or multimodal texts about everyday	Listening and Speaking Skill	It emphasizes students’ ability to identify, pronounce, and respond orally to familiar vocabulary and expressions, such as those about food (Chapter 1: <i>What delicious bakso!</i>), quantities (Chapter 2: <i>I want an ice cream cone</i>), prices (Chapter 3: <i>How much is it?</i>), and health (Chapter 4: <i>I’ve got a stomachache</i>) . These learning goals help students comprehend and interact through short dialogues in daily	√		

		topics using short and simple sentences verbally in line with its context)		situations, supporting the development of communicative competence.			
2.		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari-hari dan meresponnya sesuai konteks.”</i> Understand the entire flow of information, main ideas and details from a variety of short texts or multimodal	Reading comprehension skill and ability to identify multimodal texts	The flow or learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that appear across the ten units, such as descriptive texts about food taste (Chapter 1), health problems (Chapter 4), or comparative and superlative sentences (Chapter 8–9). This focus builds learners’ reading and viewing comprehension by integrating written and visual information	√		

		texts about everyday topics and respond in line with its context		from real-life topics			
3.		Menulis-Mempresentasikan <i>“Mengomunikasikan ide dan pengalamannya melalui berbagai jenis teks tulis sederhana atau teks multimodal tentang topik sehari-hari sesuai konteks”</i> (Communicate their ideas and experiences through various types of simple written texts or multimodal texts about everyday topics in line	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts, such as writing food descriptions (Chapter 1), simple dialogues (Chapter 2–3), stories about experiences (Chapter 4), or descriptions using adjectives (Chapter 7–9). Writing tasks integrate familiar vocabulary and structures, allowing students to practice constructing meaningful sentences based on	√		

		with its context)		daily life topics.			
4.	Grade 5 English Book	Unit 8 “The Giraffe is Taller than The Deer”	Comparative Degree	This unit provides the use of adjective and comparative degree in daily life context (e.g., clean, dirty, bigger than, the taller, etc.) that can be used in storylines asking for students to compare, analyze, and draw conclusions. This aligns with critical thinking value by encouraging students to think logically about characteristics and size of the people or environment around them.	√		
Total					4		

Singaraja, 27 Oktober 2025
Expert Judge 2



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



Instrument to Assess the Quality of the Product

Expert Judge 2 : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP : 198304022006042001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

INTRODUCTION

The researcher would like to request your valuable assistance in reviewing and Instrument to Assess the Quality of the Product that created as part of this research. The purpose of this checklist is to evaluate the quality and feasibility of the digital bilingual storybook prototype, which is developed to support English language learning while integrating the critical thinking value for Grade 5 students. Your expertise is essential to ensure that the questions in this instrument are relevant, appropriate, and formulated suitable for the objectives of the study. The feedback and evaluation you provide will be helpful to enhance the quality of the instrument before it is used in the actual research process. The researcher sincerely appreciates your time, attention, and contribution in relation to the instrument's validation.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype based on two main categories, including content aspect and media/display aspect. Each statement should be assessed in terms of its clarity, relevance, and appropriateness for the target students and research objectives with the five-point scale (5 (Very Good), 4 (Good), 3 (Moderate), 2 (Bad), 1 (Very Bad)).

The total number of prototype checklist items is 12, and 6 items for the open-ended questions.

The assessment consists of two alternatives:

Relevant: If the instrument is clear, appropriate, and relevant to the research focus.

Irrelevant: If the instrument is not clear, inappropriate, or not relevant to the research focus.

Please put a check mark (✓) in the validation option column according to your judgment and provide constructive feedback or suggestions in the comment column for further improvement of the instrument.

Instrument to Assess the Quality of The Product

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title attracts Grade 5 students' attention.		√		
			The title clearly reflects the theme of the story.		√		
	2.	Story Theme	The theme relates to Grade 5 students' real-life situation.		√		
			The theme encourages meaningful language use.		√		
			The theme supports critical thinking value		√		
	3.	Relevance to General Competencies	The story aligns with Grade 5 Learning Outcomes (CP).		√		
			The story aligns with Grade 5 Flow of Learning Objectives (ATP).		√		
	4.	Relevance to Characteristics of TEYL	Using simple language.		√		
			Using vocabulary that is familiar for Grade 5 students.		√		
			The storyline is easy to understand by Grade 5 students.		√		
			The story provides learning experience that connected to students' real-life contexts.		√		

			The book provides engaging learning activities.		√		
	5.	Character Insertion (Critical Thinking Value)	Story events promote argumentation.		√		
			Story events promote decision making.		√		
			Story events promote problem solving.		√		
	6.	After-Story Activities	Follow-up tasks reinforce vocabulary from the story.		√		
			The activity stimulates argumentation		√		
			The activity stimulates decision making.		√		
			The activity stimulates problem solving.		√		
	7.	Overall Quality of Content	The story integrates linguistic effectively.		√		
			The story integrates cognitive effectively.		√		
			The story integrates moral value effectively.		√		
			The content is engaging.		√		
			The content is developmentally appropriate for Grade 5 students.		√		
Media/	8.		The story has a clear beginning.		√		

Display Aspect		Story Structure/Plot Design	The story has a clear middle.		√		
			The story has a clear ending.		√		
			The plot maintains logical connections.		√		
	9.	Language use & Translation Accuracy	The English sentences are grammatically correct.		√		
			The Indonesian translation naturally reflects the English text.		√		
	10.	Visual Illustration & Layout Design	The illustrations are attractive for Grade 5 students.		√		
			The illustrations clearly support comprehension of the text.		√		
			The layout help focus Grade 5 students' attention		√		
			The layout maintains Grade 5 students' motivation		√		
	11.	Text Readability & Font Selection	The font style is suitable for Grade 5 students reading ability.		√		
			The font size is readable for Grade 5 students.		√		
			The text placement is consistent.		√		
	12.	Ease of Use/ Accessibility	The digital storybook is easy to use on various devices.		√		
			The interface design supports independent use		√		

			without teacher assistance.				
Total					39		

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

Table 4. Open-ended Questions for Teacher

No.	Components	Questions	Answer	Validation Option		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives?		√		
2.	Language Use	Do you think the English language level appropriate for Grade 5 students?		√		
3.	Character Education	How effective is the critical thinking value reflected in the storyline and activities?		√		
4.	Visual and Digital Design	Are the illustrations, layout, and interactive features visually appealing and suitable for Grade 5 students?		√		
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices?		√		
6.	General Suggestions	Please share your overall impression		√		

		and recommendations for improving the product.				
Total				6		

Singaraja, 27 Oktober 2025

Expert Judge 2

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

NIP.198304022006042001

