

APPENDICES

APPENDIX 1. Research Permission Letter

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

Nomor : 3744/UN48.7.1/TA.00.03/2025
 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 Sallita Dewi
 NIP. 198104192006042002

Tembusan :

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

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DAN TEKNOLOGI**
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Lampiran Surat Rekomendasi Pembimbing

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

Singaraja, 9 Oktober 2025

Pembimbing I


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

Pembimbing II


 Prof. Dr. I G A Lokita Paramika Ujani, S.Pd., M.Pd.
 NIP. 198304022006042001

**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**
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Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.unidiksha.ac.id

Nomor : 3825/UN48.7.1/TA.00.03/2025
 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 Sallita Dewi
 NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
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DAFTAR LAMPIRAN

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

APPENDIX 2. Instrument Validation for Semi-Structured Interview Guide Expert Judge 1

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER BEFORE STORY CREATION

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

INTRODUCTION

Please allow me to take your time in assessing or validating the semi-structured interview guide before story creation, which will be used to explore teachers' perspectives on English learning for Grade 5 primary school students. This validation is an essential step for the success of my research entitled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Collaboration Values of in Grade 5." I appreciate your guidance, constructive feedback, and support in this process. Lastly, I would like to thank you for your valuable time and consideration.

INSTRUCTION

This document contains several interview items that aim to identify the needs, challenges, and expectations in teaching English for Grade 5 students in primary schools. The options for assessment are as follows:

- Relevant: The item is considered appropriate and aligned with the aspect assessed.
- Not Relevant: The item is not aligned with or appropriate to the aspect assessed.

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

Table 1
Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Note	Validation Option		Comment
					Relevant	Irrelevant	
Needs	1.	English level of the students	How would you describe the English proficiency of Grade 5 students in this school?		✓		
	2.	Teaching and learning activities	What learning activities or methods are usually used in teaching English to Grade 5 students?		✓		

	3.	The use of stories	Do you use stories in English classes? How effective are they in engaging Grade 5 students?		✓		
	4.	The insertion of character	How are character values usually integrated into English lessons in your classroom?		✓		
	5.	The need for digital storybook	In your opinion, is there a need for digital bilingual storybooks in teaching English to Grade 5 students? Why?		✓		
	6.	The need for Collaboratio	How important is		✓		

		n value development	the development of collaboration values in English learning for primary school students?				
Challenges	7.	Students' learning difficulties	What are the difficulties faced by Grade 5 students in learning English?		✓		
	8.	Challenges during classroom implementation	What challenges do you usually encounter during the English teaching and learning process, especially when using stories or		✓		

Expectations			digital media?				
	9.	Curriculum implementation	Are there any challenges in implementing the Merdeka Curriculum in English teaching at this school?		✓		
	10	Expectations of digital bilingual storybook	What features or aspects do you expect to find in a digital bilingual storybook that supports English learning and character development?		✓		
	11	Expectations for	How do you expect to use the		✓		

		classroom use	digital bilingual storybook in your English 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 collaboration values?		✓		
Total					12	0	

Singaraja, 25 Januari 2026

Expert Judge 1



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

NIP.19640714198810200

APPENDIX 3. Instrument Validation for Semi-Structured Interview Guide Judge 2

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER BEFORE STORY CREATION

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

INTRODUCTION

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INSTRUCTION

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- Not Relevant: The item is not aligned with or appropriate to the aspect assessed.

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

Table 2
Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Note	Validation Option		Comment
					Relevant	Irrelevant	
Needs	1.	English level of the students	How would you describe the English proficiency of Grade 5 students in this school?		✓		
	2.	Teaching and learning activities	What learning activities or methods are usually used in teaching English to Grade 5 students?		✓		
	3.	The use of stories	Do you use stories in English		✓		

		classes? How effective are they in engaging Grade 5 students?				
4.	The insertion of character	How are character values usually integrated into English lessons in your classroom?		✓		
5.	The need for digital storybook	In your opinion, is there a need for digital bilingual storybooks in teaching English to Grade 5 students? Why?		✓		
6.	The need for Collaboratio n value development	How important is the developme nt of		✓		

			collaboration values in English learning for primary school students?				
Challenges	7.	Students' learning difficulties	What are the difficulties faced by Grade 5 students in learning English?		✓		
	8.	Challenges during classroom implementation	What challenges do you usually encounter during the English teaching and learning process, especially when using stories or digital media?		✓		

	9.	Curriculum implementation	Are there any challenges in implementing the Merdeka Curriculum in English teaching at this school?		✓		
Expectations	10	Expectations of digital bilingual storybook	What features or aspects do you expect to find in a digital bilingual storybook that supports English learning and character development?		✓		
	11	Expectations for classroom use	How do you expect to use the digital bilingual		✓		

			storybook in your English 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 collaboratio n values?		✓		
Total					12	0	

Singaraja, 25 Januari 2026

Expert Judge 2



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

NIP. 198304022006042001

APPENDIX 4. Instrument Validation for Document Study Matrix Expert Judge 1

EXPERT EVALUATION SHEET FOR DOCUMENT ANALYSIS MATRIX

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

INTRODUCTION

Please allow me to take your valuable time in reviewing and validating the document study matrix developed as part of this research. This instrument is designed to evaluate the relevance of Grade 5 English teaching documents, including the Flow of Learning or *Alur Tujuan Pembelajaran* (ATP) and the English textbook, in relation to the development of a digital bilingual storybook that integrates English learning with the value of collaboration. Your expertise is essential to ensure that the items in this instrument are relevant, appropriate, and aligned with the objectives of the study. The feedback and evaluation you provide will be highly valuable in enhancing the quality of the instrument before it is implemented in the actual research process. The researcher sincerely appreciates your time, attention, and contribution to the validation of this instrument.

INSTRUCTION

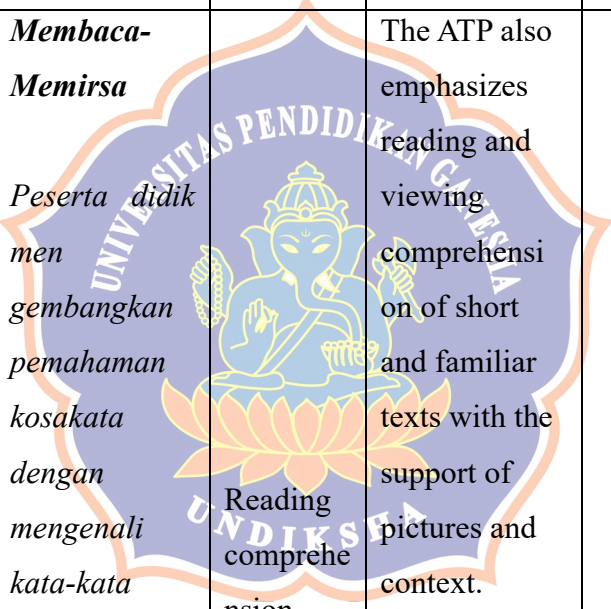
The following table presents the two types of documents along with the data analyzed, the focus of analysis, and their interpretation in relation to the research objectives. The assessments consist of two alternatives:

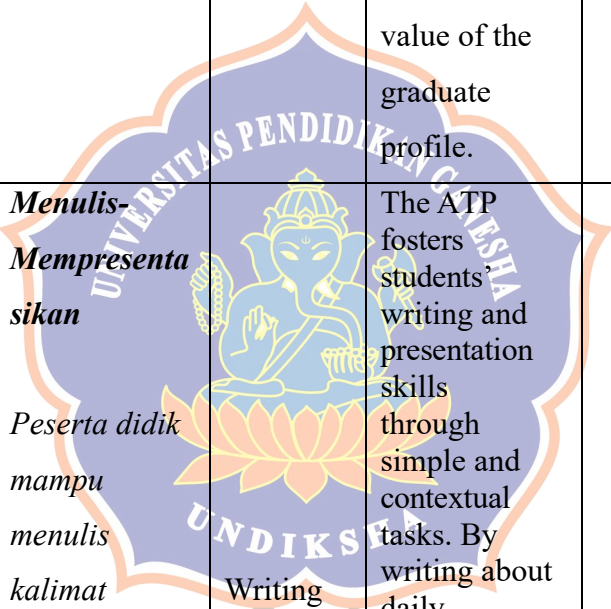
- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

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

Table 3
Document Study Matrix

No	Document Type	Data Analyzed	Focus	Interpretation	Validation Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	<i>Menyimak-Berbicara</i> <i>Peserta didik menggunakan kalimat berpola sederhana dalam bahasa Inggris untuk berinteraksi dalam konteks sosial dan kelas, seperti mengajukan pertanyaan</i>	Communication Skills and Character Integration	The ATP emphasizes the development of basic communication skills in simple classroom and social contexts. Through listening and speaking activities, students	✓		

		<i>sederhana, meminta klarifikasi, serta meminta izin.</i>		practice using simple English sentences interactively in pairs or small groups, thereby supporting the value of collaboration.			
		Membaca- Memirsa <i>Peserta didik men- gembangkan pemahaman kosakata dengan mengenal kata-kata yang sering digunakan dalam kehidupan sehari-hari serta kosakata baru melalui bantuan gambar atau ilustrasi dan</i>	 Reading comprehe nsion skill	The ATP also emphasizes reading and viewing comprehension of short and familiar texts with the support of pictures and context. Through collaborative activities such as reading aloud together, matching sentences with images, and	✓		

		kalimat yang disajikan dalam konteks yang familiar		discussing meanings in pairs or small groups, students improve their comprehension skills while reinforcing the collaboration value of the graduate profile.			
		Menulis-Mempresentasikan Peserta didik mampu menulis kalimat sederhana untuk menggambarkan kegiatan sehari-hari atau pengalaman yang menyenangkan, serta	 Writing and presenting skill	The ATP fosters students' writing and presentation skills through simple and contextual tasks. By writing about daily routines or enjoyable experiences and presenting their work to peers, students learn to express ideas clearly, listen to feedback from others, and appreciate	✓		

		<i>mempresentasikan</i> <i>secara lisan</i> <i>dengan</i> <i>percaya diri.</i>		teamwork, reflecting the collaboration value of the Graduate Profile.			
2.	Grade 5 English	Unit 1. What Delicious Bakso	Vocabulary and Simple Sentences about Taste	This unit focuses on introducing vocabulary related to taste, including sweet, bitter, salty, and sour. Students learn to identify and mention the taste of different foods and drinks commonly found in their daily life. Students practice making simple sentences to express taste, such as “Bakso is salty” or “The juice is sweet.” Classroom activities encourage students to share opinions about food and drinks in pairs or small groups. Through discussion and interaction, students work	✓		

				together to describe tastes, supporting the development of collaboration skills in line with the Pancasila Student Profile.			
Total					4	0	

Singaraja, 25 Januari 2026

Expert Judge 1



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

NIP.19640714198810200

Appendix 5 Instrument Validation for Document Study Matrix Expert Judge 2

EXPERT EVALUATION SHEET FOR DOCUMENT ANALYSIS MATRIX

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

INTRODUCTION

Please allow me to take your valuable time in reviewing and validating the document study matrix developed as part of this research. This instrument is designed to evaluate the relevance of Grade 5 English teaching documents, including the Flow of Learning or *Alur Tujuan Pembelajaran* (ATP) and the English textbook, in relation to the development of a digital bilingual storybook that integrates English learning with the value of collaboration. Your expertise is essential to ensure that the items in this instrument are relevant, appropriate, and aligned with the objectives of the study. The feedback and evaluation you provide will be highly valuable in enhancing the quality of the instrument before it is implemented in the actual research process. The researcher sincerely appreciates your time, attention, and contribution to the validation of this instrument.

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 assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.

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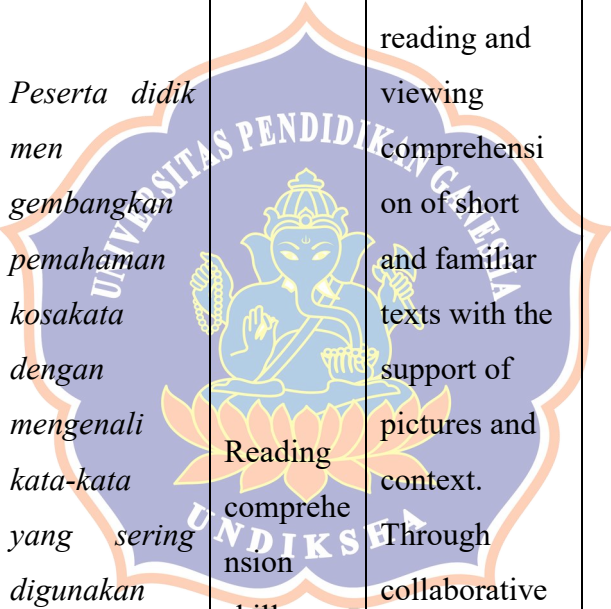
Please put a check mark (✓) in the answer column provided according to your

judgment, and provide feedback or suggestions in the comment column.

Table 4

Document Study Matrix

No	Document Type	Data Analyzed	Focus	Interpretation	Validation Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	<i>Menyimak-Berbicara</i> <i>Peserta didik menggunakan kalimat berpola sederhana dalam bahasa Inggris untuk berinteraksi dalam konteks sosial dan kelas, seperti mengajukan pertanyaan sederhana, meminta</i>	Communication Skills and Character Integration	The ATP emphasizes the development of basic communication skills in simple classroom and social contexts. Through listening and speaking activities, students practice using simple	✓		

		klarifikasi, serta meminta izin.		English sentences interactively in pairs or small groups, thereby supporting the value of collaboration.			
		Membaca- Memirsa <i>Peserta didik men gembangkan pemahaman kosakata dengan mengenal kata-kata yang sering digunakan dalam kehidupan sehari-hari serta kosakata baru melalui bantuan gambar atau ilustrasi dan kalimat yang disajikan</i>	 Reading comprehe nsion skill	The ATP also emphasizes reading and viewing comprehensi on of short and familiar texts with the support of pictures and context. Through collaborative activities such as reading aloud together, matching sentences with images, and discussing meanings in	✓		

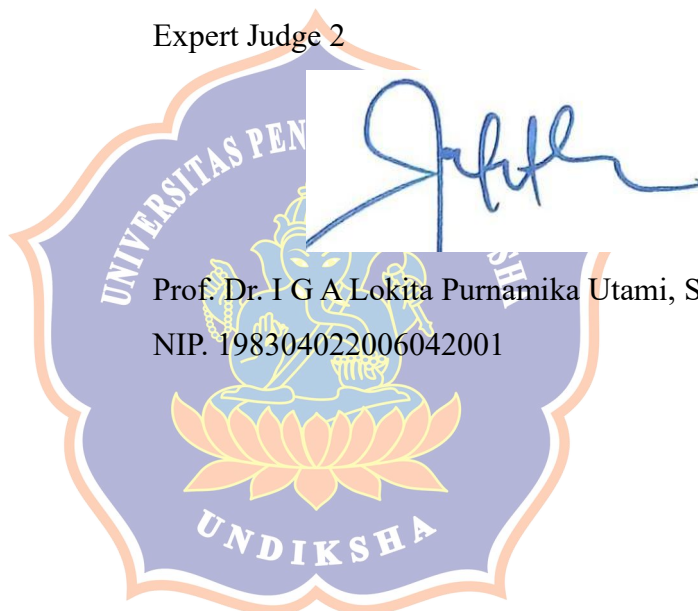
		<i>dalam konteks yang familiar</i>		pairs or small groups, students improve their comprehension skills while reinforcing the collaboration value of the graduate profile.			
		Menulis-Mempresentasikan <i>Peserta didik mampu menulis kalimat sederhana untuk menggambarkan kegiatan sehari-hari atau pengalaman yang menyenangkan, serta mempresentasikannya</i>	 Writing and presenting skill	The ATP fosters students' writing and presentation skills through simple and contextual tasks. By writing about daily routines or enjoyable experiences and presenting their work to peers, students learn to express ideas clearly, listen to feedback from others, and appreciate teamwork, reflecting the collaboration	✓		

		<i>secara lisan dengan percaya diri.</i>		value of the Graduate Profile.			
2.	Grade 5 English	Unit 1. What Delicious Bakso	Vocabulary and Simple Sentences about Taste	This unit focuses on introducing vocabulary related to taste, including sweet, bitter, salty, and sour. Students learn to identify and mention the taste of different foods and drinks commonly found in their daily life. Students practice making simple sentences to express taste, such as “Bakso is salty” or “The juice is sweet.” Classroom activities encourage students to share opinions about food and drinks in pairs or small groups. Through discussion and interaction, students work together to describe tastes,	✓		

				supporting the development of collaboration skills in line with the Pancasila Student Profile.			
Total					4	0	

Singaraja, 25 Januari 2026

Expert Judge 2



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

APPENDIX 6 Instrument Validation to Assess the Quality of the Product Judge 1

EXPERT EVALUATION SHEET FOR THE QUALITY OF THE PRODUCT

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

INTRODUCTION

Please allow me to take your time in assessing or validating the prototype checklist, which is designed to evaluate the digital bilingual storybook created for Grade 5 primary school students. This checklist aims to ensure that the storybook meets the standards of effective learning media and integrates the value of collaboration from the Graduate Profile. Your professional judgement and feedback will be highly valuable for the improvement of my research entitled “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Collaboration Values in Grade 5.” I sincerely appreciate your time, guidance, and support in this process.

INSTRUCTION

The following section contains several statements describing the components of the Digital Bilingual Storybook Prototype for Grade 5 students, which are categorized into two main aspects: content and media/display. Each statement is to be evaluated based on its clarity, relevance, and suitability for the intended learners and research objectives, using a five-point scale (5 = Very Good, 4 = Good, 3 = Moderate, 2 = Poor, 1 = Very Poor). The assessments consist of two alternatives:

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

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

Category	No.	Components / Criteria	Indicators	Relevant	Irrelevant	Comments
A. Content Aspect	1.	Story Title	The title is engaging for young learners.	✓		
			The title reflects the main theme of the story	✓		
	2.	Story Theme	The story theme is meaningful for students	✓		
			The story theme Promotes collaboration values	✓		
	3.	Relevance to General Competencies	The content aligns with the English syllabus	✓		
			The story supports the learning objectives of the curriculum	✓		
	4.	Relevance to Characteristics of TEYL	Using simple language	✓		
			Using vocabulary that is familiar with Grade 5 students	✓		
			The storyline is easy to understand by Grade 5 students	✓		
			The story provides learning experiences connected to	✓		

			students' real-life contexts			
			The book provides engaging learning activities	✓		
		5. Character Insertion (Value Integration)	Collaboration values are presented clearly in the story	✓		
			The collaboration values are integrated naturally, not forced	✓		
		6. After-Story Activities	The activities reinforce students' English learning	✓		
			The activities reinforce students' character development	✓		
		7. Overall Quality of Content	The story is educationally valuable.	✓		
			The story is relevant to students' real-life contexts.	✓		
		8. Story Structure / Plot Design	The story has a clear beginning	✓		
			The story has a clear middle	✓		
			The story has a clear ending	✓		
B. Media / Display Aspect						

			The plot is logically connected and easy to follow	✓		
9.	Language Use & Translation Accuracy		The English sentences are grammatically correct	✓		
			The Indonesian translation accurately reflects the English text	✓		
10.	Visual Illustration & Layout Design		The illustrations are attractive for students	✓		
			The layout supports students' comprehension	✓		
11.	Text Readability & Font Selection		The text uses readable fonts	✓		
			The font size is appropriate for young learners	✓		
			The color contrast between text and background supports clarity	✓		
12.	Ease of Use / Accessibility		The storybook is easy to navigate	✓		
			The storybook can be accessed smoothly on different devices	✓		
Total				30		

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

Table 5
Open-ended Question for Teacher

No.	Components	Questions	Answer	Validation Options		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 Student's English learning objective?		✓		
2.	Language Use	Is the English language level appropriate for Grade 5 students?		✓		
3.	Character Education	How clearly is the collaboration value shown through the story and the activities?		✓		
4.	Visual and Digital Design	Are the illustration, pictures, layout, and interactive parts interesting and suitable for young learners?		✓		
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices?		✓		

6.	General Suggestion	Please share your overall impression and recommendations for improving the product.		✓		
Total				6	0	

Singaraja, 25 Januari 2026

Expert Judge 1



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

NIP.19640714198810200

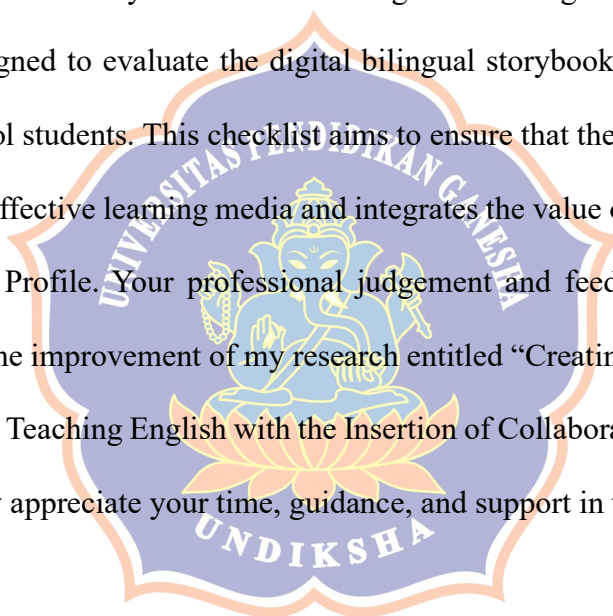
APPENDIX 7 Instrument Validation for Instrument to Assess the Quality of the Product

EXPERT EVALUATION SHEET FOR 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 (Undiksha)

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Category	No.	Components / Criteria	Indicators	Relevant	Irrelevant	Comments
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			The title reflects the main theme of the story	✓		
	2.	Story Theme	The story theme is meaningful for students	✓		
			The story theme Promotes collaboration values	✓		
	3.	Relevance to General Competencies	The content aligns with the English syllabus	✓		
			The story supports the learning objectives of the curriculum	✓		
	4.	Relevance to Characteristics of TEYL	Using simple language	✓		
			Using vocabulary that is familiar with Grade 5 students	✓		
			The storyline is easy to understand by	✓		

			Grade 5 students			
			The story provides learning experiences connected to students' real-life contexts	✓		
			The book provides engaging learning activities	✓		
	5.	Character Insertion (Value Integration)	Collaboration values are presented clearly in the story	✓		
			The collaboration values are integrated naturally, not forced	✓		
	6.	After-Story Activities	The activities reinforce students' English learning	✓		
			The activities reinforce students' character development	✓		
	7.	Overall Quality of Content	The story is educationally valuable.	✓		
			The story is relevant to students' real-life	✓		

			contexts.			
B. 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 is logically connected and easy to follow	✓		
	9.	Language Use & Translation Accuracy	The English sentences are grammatically correct	✓		
			The Indonesian translation accurately reflects the English text	✓		
	10.	Visual Illustration & Layout Design	The illustrations are attractive for students	✓		
			The layout supports students' comprehension	✓		
	11.	Text Readability & Font Selection	The text uses readable fonts	✓		
			The font size is appropriate for young learners	✓		
			The color contrast between text and background supports clarity	✓		
	12.	Ease of Use / Accessibility	The storybook is easy to navigate	✓		

			The storybook can be accessed smoothly on different devices	✓		
Total				30		

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

Table 6
Open-ended Question for Teacher

No.	Components	Questions	Answer	Validation Options		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 Student's English learning objective?		✓		
2.	Language Use	Is the English language level appropriate for Grade 5 students?		✓		
3.	Character Education	How clearly is the collaboration value shown through the story and the activities?		✓		
4.	Visual and Digital Design	Are the illustration, pictures, layout, and interactive		✓		

		parts interesting and suitable for young learners?				
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices?		✓		
6.	General Suggestion	Please share your overall impression and recommendations for improving the product.		✓		
Total				6	0	



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
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APPENDIX 8 First Draft of the Story

THE SWEETEST COOKING DAY

Page 1

English

It was Saturday morning at SD Nusantara.

The students were very excited because it was Cooking Day!

Miss Lila said, "Today, you will cook in groups. We will make foods and drinks using fruits and other ingredients in the school kitchen."

Indonesian

Pada Sabtu pagi di SD Nusantara.

Para siswa sangat bersemangat karena hari itu adalah Cooking Day!

Bu Lila berkata, "Hari ini kalian akan memasak dalam kelompok. Kita akan membuat makanan dan minuman menggunakan buah dan bahan lainnya di dapur sekolah."

Page 2

English

Rani's group decided to make mixed fruit salad. They had strawberries, apples, and oranges.

"I'll cut the oranges," said Lusi.

She picked up an orange slice and tasted it.

"Hmm? Why is this orange bitter?"

Dika laughed. "Maybe you ate a piece with the peel on it."

"Oh! That's why," Lusi giggled.

"Hahaha, let's continue. I'll mix the syrup," said Dika.

"Great! I'll put everything in the bowl," said Rani.

Indonesian

Kelompok Rani memutuskan untuk membuat salad buah campur. Mereka punya stroberi, apel, dan jeruk.

"Aku akan memotong jeruknya," kata Lusi.

Ia mengambil satu potong jeruk dan mencicipinya.

"Hmm? Kenapa jeruknya pahit?"

Dika tertawa. "Mungkin kamu makan bagian yang masih ada kulitnya."

"Oh! Pantas saja," Lusi terkikik.

"Hahaha, ayo lanjut. Aku akan mencampur sirupnya," kata Dika.

"Bagus! Aku masukkan semuanya ke mangkuk," kata Rani.

Page 3

English

At Table 2, Wina's group made lemon juice.

"May we borrow your sugar?" Wina asked.

“Of course!” said Rani with a smile.

Wina squeezed a lemon. “Oh! It’s so sour!” she said with a funny face.

At Table 3, Bimo’s group made fruit pudding.

At Table 4, Sisi’s group prepared strawberry jam.

Indonesian

Di Meja 2, kelompok Wina membuat jus lemon.

“Bolehkah kami meminjam gulamu?” tanya Wina.

“Tentu!” jawab Rani sambil tersenyum.

Wina memeras lemon. “Oh! Asam sekali!” katanya sambil membuat wajah lucu. Di Meja 3, kelompok Bimo membuat puding buah.

Di Meja 4, kelompok Sisi membuat selai stroberi.

Page 4

English

Suddenly, Dika’s elbow hit the bowl.

“Oh no! The syrup spilled!” cried Rani.

Lusi quickly took tissues. “Don’t worry, I’ll clean it!”

“Let’s clean it together!” said Rani

Everyone helped until the table was clean again.

Indonesian

Tiba-tiba, siku Dika menyenggol mangkuk.

“Aduh! Sirupnya tumpah!” seru Rani.

Lusi cepat mengambil tisu. “Jangan khawatir, aku bersihkan!”

“Ayo kita bersihkan bersama!” kata Rani

Semua membantu sampai meja bersih kembali.

Page 5

English

After cooking, all groups placed their food on a big table.

“Wow, it is beautiful. It looks like a mini food festival!” said Miss Lila.

Indonesian

Setelah memasak, semua kelompok meletakkan makanan mereka di atas meja besar.

“Wow, indah sekali. Seperti festival makanan mini!” kata Bu Lila.

Page 6

English

Rani tasted the fruit pudding first.

“Mmm... it’s sweet and so soft!”

Bimo, who stood beside her, picked up a spoon of fruit salad.

“This one is sweet and fresh too!”

Indonesian

Rani mencicipi puding buah terlebih dahulu.

“Mmm... manis dan lembut sekali!”

Bimo, yang berdiri di sebelahnya, mengambil sesendok salad buah.

“Yang ini juga manis dan segar!”

Page 7

English

Miss Lila walked around the tables and tasted the strawberry jam.

“Oh! It’s good, but a little salty... maybe someone added too much salt,” she chuckled.

Then she tasted the lemon juice.

“Hmm... this one is a bit bitter. Maybe some lemon peel slipped inside.” The students laughed and looked at each other.

Indonesian

Bu Lila berkeliling meja dan mencicipi selai stroberi.

“Oh! Enak, tapi agak asin... mungkin ada yang menambahkan garam terlalu banyak,” ia tertawa kecil.

Lalu ia mencicipi jus lemon.

“Hmm... yang ini agak pahit. Mungkin ada kulit lemon yang ikut masuk.” Para siswa tertawa dan saling melihat.

Page 8

English

Even with some funny mistakes, the students were proud of their teamwork.

They looked at all the foods and felt happy about what they had made together.

Indonesian

Meskipun ada beberapa kesalahan lucu, para siswa bangga dengan kerja sama mereka.

Mereka melihat semua makanan dan merasa senang dengan apa yang telah mereka buat bersama.

Page 9

English

Miss Lila smiled.

“Okay everyone, all of your food is delicious. You did a great job today..”

Rani said, “Work together makes everything easier.”

Everyone nodded.

It was the sweetest Cooking Day ever!

Indonesian

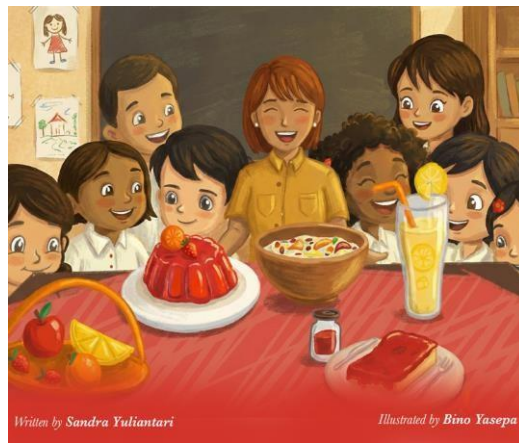
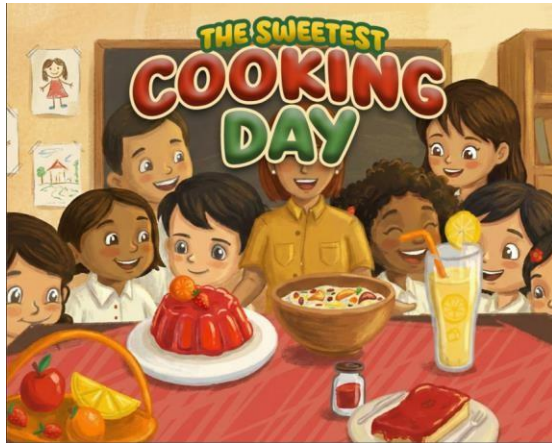
Bu Lila tersenyum.

“Baik semuanya, semua makanan kalian enak. Kalian telah melakukan pekerjaan yang sangat baik hari ini..”

Rani berkata, “Bekerja sama membuat semuanya lebih mudah.” Semua siswa mengangguk.

Itu adalah Cooking Day termanis!

APPENDIX 9 Final Product



Pre Reading Activity
Match the images below with the correct taste.
(Cocokkan gambar di bawah ini dengan rasa yang sesuai.)

Match the picture

CANDY
(permen)

LIME
(lemon)

CHIPS
(keripik)

COFFE
(kopi)

SWEET
(manis)

SALTY
(asin)

BITTER
(pahit)

SOOR
(asam)

It was Saturday morning at SD Nusantara. The students were excited because it was Cooking Day! Miss Lila said, "Today, you will cook in groups. We will make food and drink using fruit and other ingredients in the school kitchen."

Pada Sabtu pagi di SD Nusantara, para siswa sangat bersemangat karena itu adalah Cooking Day! Bu Lila berkata, "Hari ini kalian akan memasak dalam kelompok menggunakan buah dan bahan lain yang ada di dapur sekolah."

1

At Table 1, Rani and Lusi made mix fruit salad with apples, orange, and strawberry. Lusi cut the oranges and tasted a slice. "Hmm? Why is it bitter?" "Maybe it has some peel," Rani laughed. Lusi giggled and continued mixing the syrup while Rani put everything in the bowl.

Di Meja 1, Rani dan Lusi membuat salad buah campur dengan apel, jeruk, dan stroberi. Lusi memotong jeruk dan mencicipi satu potong. "Hmm? Kenapa pahit?" "Mungkin ada kulitnya," kata Rani sambil tertawa. Lusi tertawa dan terus mencampur sirup sementara Rani memasukkan semuanya ke mangkuk.

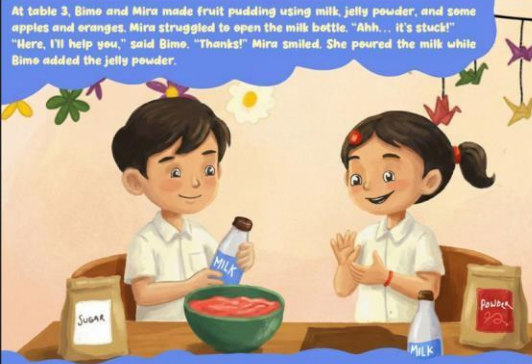
2

At table 2, Wina and Rene made lemon juice with lemons and water, but they forget to bring sugar. "Can we have some sugar?" Wina asked Rani at Table 1. "Of course!" replied Rani. Rene squeezed the lemon. "Oh! It's so sour!" he said with a funny face. "Hahaha" Wina laughed as she helped squeeze the lemon.

Di meja 2, Wina dan Rene membuat jus lemon dengan lemon dan air, tetapi mereka lupa membawa gula. "Bolehkah kita minta gula?" tanya Wina kepada Rani di Meja 1. "Tentu saja!" jawab Rani. Rene memeras lemon. "Oh! Rasanya sangat asam!" katanya dengan wajah lucu. "Hahaha" Wina tertawa sambil membantu memeras lemon.

3

At table 3, Bimo and Mira made fruit pudding using milk, jelly powder, and some apples and oranges. Mira struggled to open the milk bottle. "Ahh... it's stuck!" "Here, I'll help you," said Bimo. "Thanks!" Mira smiled. She poured the milk while Bimo added the jelly powder.



Di Meja 3, Bimo dan Mira membuat puding buah dengan susu, bubuk agar, dan apel serta jeruk. Mira kesulitan membuka botol susu. "Aduh... susah dibuka!" "Sini, aku bantu," kata Bimo. "Terima kasih!" Mira tersenyum. Ia menuang susu sementara Bimo menambahkan bubuk agar.

At table 4, Sisi and Hana prepared strawberry jam with fresh strawberries, sugar, and a bit of water. "Hmm... still sour, we need more sugar," said Sisi after tasting the jam. "I'll add the sugar," said Hana. "Okay then I'll stir it," said Sisi.



Di Meja 4, Sisi dan Hana membuat selai stroberi dengan stroberi segar, gula, dan sedikit air. "Hmm... masih asam, perlu lebih banyak gula," kata Sisi setelah mencicipi selainya. "Aku tambahkan gulanya," kata Hana. "Baik, aku akan mengaduknya," kata Sisi.

Find the Teamwork!

Instruction / Petunjuk:
Tick (✓) the sentences that show teamwork!
(Centang yang menunjukkan kerja sama!)

- ☐ Rani shares sugar. (Rani membagikan gula).
- ☐ Wina shouts at her friends. (Wina berteriak pada teman-temannya)
- ☐ Everyone helps each other. (Semua orang saling membantu.)
- ☐ Rani works alone. (Rani bekerja sendirian.)

Discuss: Why is helping friends important when we cook?
(Mengapa membantu teman itu penting saat memasak?)



After cooking, all groups placed their food on a big table. "Wow, it's beautiful. It looks like a mini food festival!" said Miss Lila.



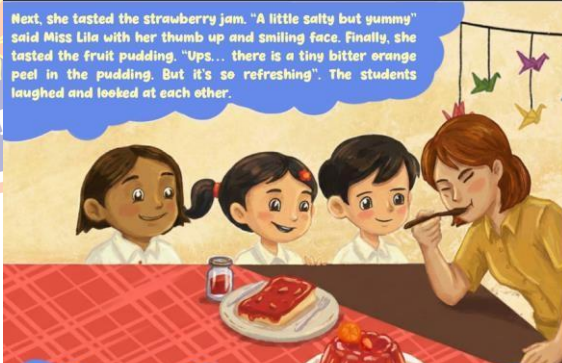
Setelah memasak, semua kelompok meletakkan makanan di meja besar. "Wow, indah sekali, seperti festival makanan mini!" kata Bu Lila.

Miss Lila clapped her hands. "Okay, food tasting time!" she said. She walked around the table and tasted the fruit salad first. "Mmm... sweet and delicious!" Then, she tasted the lemon juice. "Hmm... sour but fresh."



Bu Lila menepuk tangan. "Oke, waktunya mencicipi makanan!" katanya. Ia berkeliling meja dan pertama mencicipi salad buah. "Mmm... manis dan enak!" Lalu ia mencicipi jus lemon. "Hmm... asam tapi segar."

Next, she tasted the strawberry jam. "A little salty but yummy" said Miss Lila with her thumb up and smiling face. Finally, she tasted the fruit pudding. "Ups... there is a tiny bitter orange peel in the pudding. But it's so refreshing". The students laughed and looked at each other.



Berikutnya, ia mencicipi selai stroberi. "Sedikit asin tapi enak," kata Miss Lila sambil mengacungkan jempol dan tersenyum. Terakhir, ia mencicipi puding buah. "Ups... ada sepotong kulit jeruk kecil pahit di dalam puding. Tapi rasanya segar sekali." Para siswa tertawa dan saling melihat.

How Does It Taste?

Instruction / Petunjuk:
Write the taste of each food from what Miss Lila said in the story!
(Tuliskan rasa dari setiap makanan yang disebutkan oleh Miss Lila dalam cerita!)

Food / Makanan	Taste / Rasa
Fruit salad	_____
Lemon Juice	_____
Strawberry Jam	_____
Fruits Pudding	_____

10

Even with some funny incidents, the students were proud of their teamwork. Miss Lila said "All of your food is delicious, nutritious, and healthy. You did a great job! Now, you can share it with each other". The students nodded excitedly and started to eat and share their food together. It was the sweetest Cooking Day ever!

Meskipun ada beberapa kejadian lucu, para siswa bangga dengan kerja sama mereka. Bu Lila berkata, "Semua makanan kalian enak, bergizi, dan sehat. Kalian melakukan pekerjaan yang hebat! Sekarang, kalian bisa saling berbagi!" Para siswa mengangguk dengan semangat dan mulai makan dan berbagi bersama. Itulah Cooking Day termanis!

11

MATCH THE PICTURE

Work with your partner. Look at the pictures below. Match them with the correct sentences. Then try to answer the questions below.
(Bekerjailah bersama teman sebangkumu. Lihat gambar-gambar di bawah ini. Cocokkan dengan kalimat yang benar. Lalu coba jawab pertanyaan dibawahnya.)

Sentences / Kalimat	PICTURE (GAMBAR)
a. The students work together happily. (Para siswa bekerja sama dengan senang hati.)	
b. Miss Lila says, "All of your food is delicious." (Bu Lila berkata, "Semua makanan kalian enak.")	
c. Bimo help Mira open the milk bottle. (Bimo membantu Mira membuka botol susu.)	
d. They prepare fruit salad in groups. (Mereka menyiapkan salad buah secara berkelompok.)	

Question / Pertanyaan:

- Which picture shows helping others?
(Gambar mana yang menunjukkan membantu orang lain?)
- Which one shows teamwork?
(Gambar mana yang menunjukkan kerja sama tim?)

12

My Team Recipe!

Work with your friends. Choose one food you want to make together. Write what it tastes like and who does each task.
(Bekerja sama dengan teman-temanmu. Pilih satu makanan yang ingin kalian buat bersama. Tulis bagaimana rasanya dan siapa yang melakukan setiap tugas.)

Food (Makanan)	Taste (Rasa)	Who Does It? (Siapa yang melakukan)
Example (contoh) Fruit Salad	Sweet and fresh	Rani cuts the fruit, Lusi mixes it all.
Your turn (Gurumu bantu!)		

Say Together

"We made fruit salad"
"It tastes sweet and fresh"
"Rani cuts the fruit, and Lusi mixes it all"

13



APPENDIX 10 Result of Semi-structured Interview Guide for Teacher 1

Category	No.	Interview Topics	Teacher 1	Teacher 2
Needs	1.	English level of the students	Students' proficiency varies (low–medium– high). Some still struggle with alphabet and pronunciation, but basic numbers are mastered.	Students' proficiency varies (high–medium–low). Some are fluent, others still need guidance and support.
	2.	Teaching and learning activities	Activities include vocabulary, pronunciation, drawing, numeracy integration, and book club. Learning is integrated with art, math, and literacy.	Activities include discussion, Q&A, games, and role play. Methods depend on students' characteristics and material.
	3.	The use of stories	Frequently uses digital stories (online books, YouTube). Stories are effective if students already know the vocabulary.	Stories are rarely used. Mostly taken from the internet as additional material. Still considered effective to support understanding.
	4.	The insertion of character	Integrates collaboration, creativity, critical thinking, and independence through group work, drawing, and story discussion.	Character values (collaboration, independence, discipline, critical thinking) are always integrated across subjects, including English.
	5.	The need for digital storybook	Strongly needed due to lack of bilingual books and limited suitable materials.	Strongly needed to improve vocabulary, reading, and student engagement.
	6.	Collaboration value development	Very important. Students work in groups and help each other. Collaboration supports independence and critical thinking.	Very important. Collaboration supports learning process and helps students complete tasks and understand material.
Challenges	7.	Students' learning difficulties	Limited vocabulary, difficulty understanding new words, low	Difficulty in understanding vocabulary, reading texts, and lack of focus

			confidence, and perception that English is difficult.	due to low comprehension.
	8.	Challenges during classroom implementation	Lack of storybooks, limited bilingual resources, internet issues, and mismatch between material and students' level.	Teacher's limitation (non-English background), students' low focus, and difficulty finding suitable materials from the internet.
	9.	Curriculum implementation	Learning is integrated across subjects (English with math, art, science), but limited supporting materials (especially story-based).	Curriculum can be implemented, but challenges come from teacher competence and need for material preparation.
Expectations	10	Expectations of digital bilingual storybook	Simple language, bilingual format, theme-based, clear images, slow audio, vocabulary introduction, and reflective questions.	Theme-based stories, attractive visuals, simple content, audio support, and suitability with students' level.
	11	Expectations for classroom use	Used for reading, vocabulary learning, pronunciation practice, and independent learning using digital tools.	Used for reading aloud, speaking practice, listening, and group learning activities.
	12	Expectations for student outcomes	Improve vocabulary, pronunciation, and critical thinking, while building independence and collaboration.	Improve English competence and develop character values (collaboration, independence, critical thinking).

APPENDIX 11 Instrument to Assess the Quality of the Product Expert 1

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument is designed to collect evaluations from expert judges regarding the quality of the digital bilingual storybook developed in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the collaboration value as one of the dimensions of the Graduate Profile. Through this instrument, expert judges are expected to assess several aspects of the storybook based on specific criteria, including the suitability of the story title, the relevance of the theme, the alignment with general learning competencies, the appropriateness with the characteristics of Teaching English to Young Learners (TEYL), the integration of collaboration values, the design of post-story learning activities, the organization of the story structure, the clarity of language use and translation accuracy, the quality of visual illustrations and layout design, the readability of the text and font selection, as well as the usability and accessibility of the digital storybook. The evaluations and feedback provided by the expert judges are expected to offer constructive suggestions for improving the quality of the developed digital bilingual storybook.

INSTRUCTION

The table below outlines the main components of the digital bilingual

storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using a five-point rating scale described as follows:

5 = Very Good

4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that best reflects your judgment for each indicator listed in the table.

No.	Criteria	Indicator	Scale				
			5 Strong- ly agree	4 Agree	3 Mode- rate	2 Dis- agree	1 Strong- ly Dis- agree
1.	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓				
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓				
2.	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓				
		The story theme promotes collaboration values. <i>Tema cerita mendorong nilai kolaborasi.</i>	✓				
3.	Relevance to General Competencies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓				
		The story supports the learning objectives of the curriculum.	✓				

		<i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</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 experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	✓				
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	✓				
5.	Character Insertion (Collaboration Value)	Collaboration values are presented clearly in the story. <i>Nilai kolaborasi disajikan secara jelas dalam cerita.</i>	✓				
		The collaboration values are integrated naturally, not forced. <i>Nilai kolaborasi diintegrasikan secara alami, tidak dipaksakan.</i>	✓				

6.	After-Story Activities	The activities reinforce students' English learning. <i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>	✓				
		The activities reinforce students' character development. <i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>	✓				
7.	Overall Quality of Content	The story is educationally valuable. <i>Cerita memiliki nilai edukatif.</i>	✓				
		The story is relevant to students' real-life context. <i>Cerita relevan dengan konteks kehidupan nyata siswa.</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 is logically connected and easy to follow. <i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti</i>	✓				
9.	Language Use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat bahasa Inggris disusun sesuai dengan</i>	✓				

		<i>kaidah tata bahasa yang benar.</i>					
		The Indonesian translation accurately reflects the English text. <i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>	✓				
10.	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	✓				
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>	✓				
11.	Text Readability & Font Selection	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	✓				
		The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	✓				
		The color contrast between text and background supports clarity. <i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>					
12.	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan</i>	✓				
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar</i>	✓				

		<i>pada berbagai perangkat.</i>					
Total			30	0	0	0	0

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

Table 7
Open-ended Questions for Teacher

No.	Components	Questions	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	It can support students' English language learning very well because the language used naturally in the story
2.	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan 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 clearly is the collaboration value shown through the story and the activities? <i>Seberapa jelas nilai kolaborasi ditampilkan melalui cerita dan kegiatan yang ada?</i>	The collaboration is obvious and the story seems to have careful plan and development
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts	All are interesting and well planned. The students will

		interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>	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 ramah pengguna buku cerita digital ini pada berbagai perangkat?</i>	Very friendly and easy to access and read
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan kesan umum dan rekomendasi Anda untuk meningkatkan 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, 25 Januari 2026

Expert Judge 1



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

NIP.19640714198810200

APPENDIX 12 Instrument to Assess the Quality of the Product 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 (Undiksha)

INTRODUCTION

This instrument is designed to collect evaluations from expert judges regarding the quality of the digital bilingual storybook developed in this research. The storybook is intended to support English language learning for Grade 5 students while integrating the collaboration value as one of the dimensions of the Graduate Profile. Through this instrument, expert judges are expected to assess several aspects of the storybook based on specific criteria, including the suitability of the story title, the relevance of the theme, the alignment with general learning competencies, the appropriateness with the characteristics of Teaching English to Young Learners (TEYL), the integration of collaboration values, the design of post-story learning activities, the organization of the story structure, the clarity of language use and translation accuracy, the quality of visual illustrations and layout design, the readability of the text and font selection, as well as the usability and accessibility of the digital storybook. The evaluations and feedback provided by the expert judges are expected to offer constructive suggestions for improving the quality of the developed digital bilingual storybook.

INSTRUCTION

The table below outlines the main components of the digital bilingual storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using a five-point rating scale described as follows:

5 = Very Good

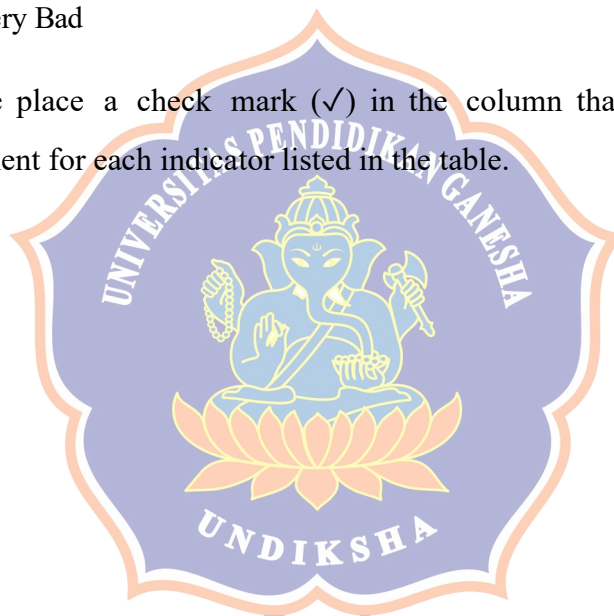
4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Please place a check mark (✓) in the column that best reflects your judgment for each indicator listed in the table.



No.	Criteria	Indicator	5 Very Good	4 Good	3 Moderate	2 Bad	1 Very Bad
1	Story Title	The title is engaging for young learners. Judul menarik bagi peserta didik. The title reflects the main theme of the story. Judul mencerminkan tema utama cerita. The story theme is meaningful for students. Tema cerita bermakna bagi siswa.	✓	✓			
2	Story Theme	The story theme promotes collaboration values. Tema cerita mendorong nilai kolaborasi. The content aligns with the English syllabus. Isi cerita selaras dengan silabus Bahasa Inggris.	✓	✓			
3	Relevance to General Competencies	The story supports the learning objectives of the curriculum. Cerita mendukung tujuan pembelajaran dalam kurikulum. Using simple language. Menggunakan bahasa yang sederhana.	✓	✓			
4			✓	✓			

Relevance to Characteristics of TVE	Menggunakan bahasa yang sederhana. Using vocabulary that is familiar for Grade 5 students. Menggunakan kosakata yang familiar bagi siswa kelas 5. The storyline is easy to understand by Grade 5 students. Alur cerita mudah dipahami oleh siswa kelas 5. The story provides learning experiences connected to students' real-life context. Cerita memberikan pengalaman belajar yang relevan dengan kehidupan nyata siswa. The book promotes engaging learning activities. Buku mempromosikan aktivitas pembelajaran yang menarik.	✓	✓	✓			
Character Invention (Collaborative Value)	Nilai kolaborasi diupayakan secara jelas dalam cerita. The collaboration values are integrated naturally, not forced.	✓	✓	✓			

After-Story Activities	Nilai kolaborasi diintegrasikan secara alamiah dalam kegiatan. The activities reinforce students' English learning. Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa. The activities reinforce students' character development. Kegiatan setelah cerita memperkuat pengembangan karakter siswa. The story is educationally valuable. Cerita memiliki nilai edukatif.	✓	✓	✓			
Overall Quality of Content	The story is relevant to students' real-life context. Cerita relevan dengan konteks kehidupan nyata siswa. The story has a clear beginning. Cerita memiliki bagian awal yang jelas. The story has a clear middle. Cerita memiliki bagian tengah yang jelas. The story has a clear ending. Cerita memiliki bagian akhir yang jelas.	✓	✓	✓			
Story Structure / Plot Design		✓	✓	✓			

Language Use & Translation Accuracy	Cerita memiliki bahasa yang lugas dan mudah dipahami. The plot is logically connected and easy to follow. Alur cerita memiliki keterkaitan yang logis dan mudah diikuti. The English sentences are grammatically correct. Kalimat bahasa Inggris disusun secara gramatikal dan mudah dipahami. The Indonesian translation accurately reflects the English text. Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris. The illustrations are attractive for students. Gambar memiliki daya tarik.	✓	✓	✓			
Visual Illustration & Layout Design	The layout supports students' comprehension. Tata letak mendukung pemahaman siswa terhadap isi cerita. The text uses readable font. Tata mengorganisir jenis huruf yang mudah dibaca.	✓	✓	✓			
Text Readability & Font Selection		✓	✓	✓			

	The font size is appropriate for young learners.	✓		
	Ekran huruf/tema sesuai pembelajaran.	✓		
	Kontras warna antara teks dan latar belakang mendukung kejelasan.	✓		
12	Ease of Use / Accessibility	✓		
	Buku cerita mudah digunakan.	✓		
	The storybook can be accessed smoothly on different device.	✓		
	Buku cerita dapat diakses dengan lancar pada berbagai perangkat.	✓		
	Total			

Singaperi, 11 Maret 2026
Expert Judge 2

Prof. Dr. Iqbal Lektia Purnamasari, S.Pd., M.Pd.
NIP. 199308022006042001

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

No.	Components	Question	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? Adapun media tersebut baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?	The story supports the curriculum.
2.	Language Use	Do you think the English language level appropriate for Grade 5 students? Apakah materi dan tingkat bahasa Inggris yang disampaikan mudah untuk siswa kelas 5?	Language is simple and easy to understand.
3.	Character Education	How effective is the critical thinking value injected in the storyline and activities? Seberapa efektif nilai berpikir kritis yang dimasukkan dalam cerita dan aktivitas yang diberikan?	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? Apakah desain dan tata letak, terlihat menarik secara visual dan sesuai untuk siswa kelas 5?	It's attractive and easy to read.
5.	Technical Aspect	How accessible and user-friendly is the digital application across devices? Seberapa mudah diakses dan penggunaannya buku cerita digital ini pada berbagai perangkat?	Depends on internet connection. Through phone is easy.
6.	General Questions	Please share your overall impression and recommendations for improving the product. Silahkan berikan penilaian anda secara keseluruhan serta rekomendasi untuk meningkatkan kualitas produk ini.	Good production try to use shorter sentences.

Singaperi, 11 Maret 2026
Expert Judge 2

Prof. Dr. Iqbal Lektia Purnamasari, S.Pd., M.Pd.
NIP. 199308022006042001



APPENDIX 13 Instrument to Assess the Quality of the Product 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, Singaraja

INTRODUCTION

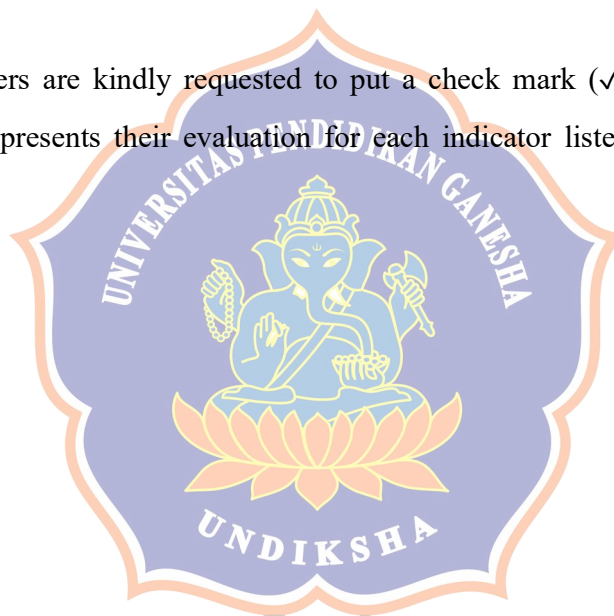
This instrument is designed to collect the teacher's evaluation regarding the quality of the digital bilingual storybook developed in this research. The storybook is intended to serve as a learning medium to support English language learning for Grade 5 students while integrating the collaboration value as one of the dimensions of the Graduate Profile. Through this evaluation instrument, the teacher is expected to assess several components of the developed digital storybook based on specific criteria. These criteria include the suitability of the story title, the relevance of the story theme, the alignment with general learning competencies, the appropriateness with the characteristics of Teaching English to Young Learners (TEYL), the integration of character values focusing on the collaboration value of the Graduate Profile, the design of post-story learning activities, the overall quality of the story content, the organization of the story structure or plot, the clarity of language use and translation accuracy in both languages, the quality of visual illustrations and layout design, the readability of the text and the selection of fonts, as well as the usability and accessibility of the digital storybook. The teacher's feedback and evaluation are expected to provide meaningful suggestions and constructive input for improving and refining the quality of the developed digital bilingual storybook. The researcher sincerely appreciates the teacher's willingness, time, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below outlines the main components of the digital bilingual storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using a five-point rating scale described as follows:

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

Teachers are kindly requested to put a check mark (✓) in the column that best represents their evaluation for each indicator listed in the table.



		Pengembangan karakter siswa. The story is educationally valuable.							
7	Overall Quality of Content	Cerita memiliki nilai edukatif. The story is relevant to students' real-life context. Cerita relevan dengan situasi kehidupan nyata siswa. The story has a clear beginning. Cerita memiliki bagian awal yang jelas. The story has a clear ending. Cerita memiliki bagian akhir yang jelas. The plot is logically connected and easy to follow. Alur cerita memiliki keterkaitan yang logis dan mudah diikuti. The English sentences are grammatically correct. Kalimat bahasa Inggris disusun secara sistematis dan akurat. The Indonesian translation accurately reflects the English text. Terjemahan bahasa Indonesia secara akurat mencerminkan teks bahasa Inggris. The illustrations are attractive for students.	✓						
8	Story Structure / Plot Device		✓						
9	Language Use & Translation Accuracy		✓						
10	Visual Illustration & Layout		✓						

2 = Bad
1 = Very Bad

Teachers are kindly requested to put a check mark (✓) in the column that best represents their evaluation for each indicator listed in the table.

Rating of Instruction to Assess the Quality of the Product

No	Criteria	Indicator	5 Very Good	4 Good	3 Mid	2 Bad	1 Very Bad
1	Story Title	The title is engaging for young learners. Judul menarik bagi pembelajar muda. The title reflects the main theme of the story. Judul mencerminkan tema utama cerita. The story seems to be meaningful for students.	✓				
2	Story Theme	The story promotes collaboration values. Tema cerita promotes nilai-nilai kolaborasi. The story content promotes collaboration values. Isi cerita mendukung nilai-nilai kolaborasi. The content aligns with the English syllabus.	✓				
3	Relevance to General Competencies	The story content supports learning objectives of the curriculum. Isi cerita sesuai dengan tujuan pembelajaran kurikulum. The story supports the learning objectives of the curriculum. Cerita mendukung tujuan pembelajaran dalam kurikulum. Using simple language.	✓				
4	Relevance to Character of TEFL	The story content supports learning objectives of the curriculum. Isi cerita sesuai dengan tujuan pembelajaran kurikulum. Using vocabulary that is	✓				

REG. No. 153369

		familiar for Grade 5 students.							
		Menggunakan kosakata yang familiar bagi siswa kelas 5. The storyline is easy to understand by Grade 5 students. Alur cerita mudah dipahami oleh siswa kelas 5. The story provides learning experience connected to students' real-life context. Cerita memberikan pengalaman belajar yang terhubung dengan situasi kehidupan nyata siswa. The book promotes meaningful learning activities. Buku mempromosikan aktivitas pembelajaran yang bermakna. Collaboration values are presented clearly in the story. Nilai kolaborasi disajikan secara jelas dalam cerita. The collaboration values are integrated naturally, not forced. Nilai kolaborasi diintegrasikan secara alami, tidak dipaksakan. The activities reinforce students' English learning. Kegiatan memperkuat pembelajaran bahasa Inggris siswa. The activities reinforce students' character development. Kegiatan memperkuat perkembangan karakter siswa.	✓						
5	Character Insertion (Collaboration Value)		✓						
6	After-Story Activities		✓						

	Design	Ilustrasi menarik bagi siswa. The layout supports students' comprehension. Tata letak membantu pemahaman siswa terhadap isi cerita. The text uses readable fonts. Teks menggunakan jenis huruf yang mudah dibaca. The font size is appropriate for young learners. Ukuran huruf sesuai untuk pembelajar muda. The color contrast between text and background supports clarity. Kontras warna antara teks dan latar belakang mendukung kejelasan. The storybook is easy to use. Buku cerita mudah digunakan. The storybook can be accessed smoothly on different devices. Buku cerita dapat diakses dengan lancar pada berbagai perangkat. Total	✓						
11	Test Readability & Font Selection		✓						
12	Ease of Use / Accessibility		✓						

Singapura, 10 Maret 2026
Teacher 1

Kadik Dwi Nugraha Jati, S.Pd. SD.
NIP. 191107262009022001

REG. No. 153369

Table 8

Open-ended Questions for Teacher

No.	Components	Questions	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective?	The story is relevant and supports Grade 5 learning objectives.
2.	Language Use	Is the English language level appropriate for Grade 5 students?	The language is appropriate, simple, and easy to understand.
3.	Character Education	How clearly is the collaboration value shown through the story and the activities?	Collaboration is clearly shown through group cooking activities.
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts interesting and suitable for young learners?	The visuals are attractive, but text readability and color contrast need improvement.
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices?	Easy to access via link, but depends on internet connection.
6.	General Suggestions	Please share your overall impression and recommendations for improving the product.	Overall good; improve character introduction and text visibility.

Singaraja, 10 Maret 2026

Teacher 1



Kadek Dwi Nugraha Jati, S.Pd. SD.

NIP.198107262009022001

APPENDIX 14 Instrument to Assess the Quality of the Product 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

INTRODUCTION

This instrument is designed to collect the teacher's evaluation regarding the quality of the digital bilingual storybook developed in this research. The storybook is intended to serve as a learning medium to support English language learning for Grade 5 students while integrating the collaboration value as one of the dimensions of the Graduate Profile. Through this evaluation instrument, the teacher is expected to assess several components of the developed digital storybook based on specific criteria. These criteria include the suitability of the story title, the relevance of the story theme, the alignment with general learning competencies, the appropriateness with the characteristics of Teaching English to Young Learners (TEYL), the integration of character values focusing on the collaboration value of the Graduate Profile, the design of post-story learning activities, the overall quality of the story content, the organization of the story structure or plot, the clarity of language use and translation accuracy in both languages, the quality of visual illustrations and layout design, the readability of the text and the selection of fonts, as well as the usability and accessibility of the digital storybook. The teacher's feedback and evaluation are expected to provide meaningful suggestions and constructive input for improving and refining the quality of the developed digital bilingual storybook. The researcher sincerely appreciates the teacher's willingness, time, and valuable contribution in completing this evaluation instrument.

INSTRUCTION

The table below outlines the main components of the digital bilingual storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using a five-point rating scale described as follows:

5 = Very Good 4 = Good

3 = Moderate

2 = Bad

1 = Very Bad

Teachers are kindly requested to put a check mark (✓) in the column that best represents their evaluation for each indicator listed in the table.

Table 9
Instrument to Assess the Quality of the Product

No.	Criteria	Indicator	Scale				
			5 Strong- ly agree	4 Agree	3 Mode- rate	2 Dis- agree	1 Strong- ly Dis- agree
1.	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓				
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓				
2.	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓				
		The story theme promotes collaboration values.	✓				

		<i>Tema cerita mendorong nilai kolaborasi.</i>					
3.	Relevance to General Competencies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓				
		The story supports the learning objectives of the curriculum. <i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</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 experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	✓				
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	✓				
5.	Character Insertion	Collaboration values are presented clearly in the story.	✓				

	(Collaboration Value)	<i>Nilai kolaborasi disajikan secara jelas dalam cerita.</i>					
		The collaboration values are integrated naturally, not forced. <i>Nilai kolaborasi diintegrasikan secara alami, tidak dipaksakan.</i>	✓				
6.	After-Story Activities	The activities reinforce students' English learning. <i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>	✓				
		The activities reinforce students' character development. <i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>	✓				
7.	Overall Quality of Content	The story is educationally valuable. <i>Cerita memiliki nilai edukatif.</i>	✓				
		The story is relevant to students' real-life context. <i>Cerita relevan dengan konteks kehidupan nyata siswa.</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 is logically connected and easy to follow. <i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti</i>	✓				
9.	Language Use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>	✓				
		The Indonesian translation accurately reflects the English text. <i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>	✓				
10.	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	✓				
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>	✓				
11.	Text Readability & Font Selection	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	✓				
		The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	✓				
		The color contrast between text and background supports clarity.					

		<i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>					
12.	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan</i>	✓				
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar pada berbagai perangkat.</i>	✓				
Total			30	0	0	0	0



Singaraja, 10 Maret 2026

Teacher 2

Desak Nyoman Dyah Rupita Dewi, S.Pd

NIP.198804112020122002

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

Table 10

Open-ended Questions for Teacher 2

No.	Components	Questions	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa baik isi cerita mendukung tujuan</i>	The content of the story relates to Grade 5 English learning objectives namely food and its taste.

		<i>pembelajaran bahasa Inggris siswa kelas 5?</i>	
2.	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?</i>	Yes, the language level is appropriate to Grade 5 even they have not learnt simple past tense yet. Teacher's guide is needed while reading the book.
3.	Character Education	How clearly is the collaboration value shown through the story and the activities? <i>Seberapa jelas nilai kolaborasi ditampilkan melalui cerita dan kegiatan yang ada?</i>	The story shows collaboration. The students work in a group to finish a food/beverage.
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>	Yes everything is interesting and suitable for kids.
5.	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan ramah pengguna buku cerita digital ini pada berbagai perangkat?</i>	The book is easy to be accessed using Chromebook/phone.
6.	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan kesan umum dan rekomendasi Anda untuk meningkatkan produk ini.</i>	The book is great. I think it is better to add vocabulary list for cooking phrases/word such as stir, mix, etc. Also, adding audio will be better.

Singaraja, 10 Maret 2026

Teacher 2



Desak Nyoman Dyah Rupita Dewi, S.Pd

NIP.198804112020122002

APPENDIX 15 Documentation



Appendix 15 Biography

RIWAYAT HIDUP



Putu Sandra Yuliantari lahir di Sambirenteng pada tanggal 11 Juli 2004. Penulis lahir dari pasangan suami istri Ketut Partiana dan Ketut Mulyasmi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Sambirenteng, Kecamatan Tejakula, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Sambirenteng dan lulus pada tahun 2016. Kemudian penulis melanjutkan pendidikan di SMP Negeri 2 Tejakula dan lulus pada tahun 2019. Pada tahun 2022, penulis lulus dari SMA Negeri 4 Singaraja. Selanjutnya, pada tahun 2022, penulis melanjutkan studi di Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha.

Pada semester akhir tahun 2026, penulis telah menyelesaikan skripsi yang berjudul “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Collaboration Value in Grade Five.” Selanjutnya, mulai tahun 2022 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha.