

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 : 2763/UN/8.7.1/TA.00.03/2025 25 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SD Negeri 1 Paket Agung di Buleleng Dalam rangka pengumpulan data untuk Melengkapi data penelitian proposal skripsi melalui wawancara guru, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : Sayu Dian Pradya Paramita NIM : 2212021151 Jurusan : Bahasa Asing Program Studi : Pendidikan Bahasa Inggris Jenjang : S1 Tahun Akademik : 2024/2025 untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin, perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih. a.n. Dekan, Wakil Dekan I, Ni Luh Putu Eka Sulistia Dewi NIP. 198104192006042002 Terlampir : 1. Dekan FBS Undiksha Singaraja 2. Koopropdi Pendidikan Bahasa Inggris 3. Sub Bagian Pendidikan 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 terdapat dimuat/ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Balai Sertifikasi Elektronik ini dapat dipertanggungjawabkan dengan menggunakan qr code yang telah tertera	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 : 2764/UN/8.7.1/TA.00.03/2025 25 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SDN 1 Astina di Buleleng Dalam rangka pengumpulan data untuk Melengkapi data penelitian proposal skripsi melalui wawancara guru, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : Sayu Dian Pradya Paramita NIM : 2212021151 Jurusan : Bahasa Asing Program Studi : Pendidikan Bahasa Inggris Jenjang : S1 Tahun Akademik : 2024/2025 untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin, perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih. a.n. Dekan, Wakil Dekan I, Ni Luh Putu Eka Sulistia Dewi NIP. 198104192006042002 Terlampir : 1. Dekan FBS Undiksha Singaraja 2. Koopropdi Pendidikan Bahasa Inggris 3. Sub Bagian Pendidikan 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 terdapat dimuat/ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Balai Sertifikasi Elektronik ini dapat dipertanggungjawabkan dengan menggunakan qr code yang telah tertera
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Appendix 2. Blank Validation Sheet by Expert Judge I

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER (BEFORE PRODUCT CREATION)

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

INTRODUCTION

This instrument is presented for expert validation before it is used in the research. It uses a semi-structured format to gather information from English teachers about teaching English to Grade 5 students. The interview explores several areas including students' English abilities, challenges teachers face in the classroom, how they use learning materials and stories, the integration of creativity values in lessons, and their thoughts on developing a digital bilingual storybook.

The purpose of this validation is to make sure the interview questions are clear, relevant, and match the goals of this research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your feedback and suggestions will be very helpful in improving the quality of this interview guide. The researcher would greatly appreciate it if you could take some time to review and validate this instrument. Your expert input would mean a lot to this research.

INSTRUCTION

This document contains interview topics and questions for semi-structured interviews with English teachers. The questions are designed to explore what teachers need, what challenges they face, and what they expect from English learning materials, particularly regarding a digital bilingual storybook for Grade 5 students.

Please use these two options for validation:

- **Relevant:** The question is appropriate and aligned with the aspect being assessed.
- **Not Relevant:** The question is not appropriate or not aligned with the aspect being assessed.

Experts are kindly requested to place a check mark (✓) in the appropriate column based on their judgment and to provide comments or suggestions in the comment column if necessary.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Validation Option		Note
				Relevant	Irrelevant	
Needs	1.	English level of the students	How do you see the English ability of Grade 5 students in general?			
			Which skills are most challenging for students (reading, speaking, writing, listening)?			

			What common mistakes or difficulties do you often observe?			
	2.	Teaching and learning activities	What kinds of teaching methods or activities do you typically use when teaching English to Grade 5 students?			
	3.	The use of stories in English learning	How often do you use stories or storybooks in your English lessons, and how do they work in engaging your Grade 5 students?			
	4.	The insertion of creativity value	Based on your experience, how do you usually incorporate creativity values into your English teaching activities?			
	5.	The need for digital	In your view, would a			

		bilingual storybook	digital bilingual storybook be beneficial for teaching English to Grade 5 students? Please explain your thoughts.			
	6.	The need for creativity value development	How important do you think it is to develop students' creativity through English lessons at the Grade 5 level?			
Challenges	7.	Challenges in preparing learning materials	What difficulties do you face when preparing English teaching materials for Grade 5 students?			
	8.	Challenges during classroom implementation	What challenges do you usually encounter during your English lessons, especially when using			

			stories or digital media?			
	9.	Challenges in assessment	What difficulties do you experience when assessing students' English learning while also observing their creativity development?			
Expectations	10.	Expectations of digital bilingual storybook	What features or elements would you like to see in a digital bilingual storybook to support English learning and creativity development?			
	11.	Expectations for classroom use	How would you use a digital bilingual storybook in your English teaching activities?			
	12.	Expectations for student outcomes	What learning improvements or changes in			

			behavior would you expect to see in students after using a digital bilingual storybook that integrates creativity values?			
Comments						

Singaraja, 4 February 2026

Expert Judge I



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

NIP.196407141988102001

EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

Expert Judge : 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 is 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 creativity. 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	Docume nt Type	Data Analyzed	Focus	Interpret- ation	Validation		Note
					Rele- vant	Irrel- e- vant	
1.	Grade 5 English Flow of Learning Objectiv es (ATP)	Menyimak – Berbicara “Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions related to describing features of people, animals, and objects (Unit 7: How tall are you?). These learning			

		<i>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)		goals help students use adjectives (tall, short, big, small, old, young, fat, thin) to describe and compare characteristics in daily situations, supporting the development of communicative competence and creative expression.			
		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan</i>	Reading comprehension skill and ability to identify multimodal texts	The flow of learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal			

		<i>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 respond in line with its context		texts that feature descriptive language about physical characteristics and features. This focus builds learners' reading and viewing comprehension by integrating written and visual information, allowing them to identify and use adjectives creatively in real-life contexts (Unit 7: describing people, animals, and everyday objects).			
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		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	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts using descriptive adjectives to communicate about physical features and characteristics. Writing tasks integrate familiar vocabulary (tall, short, big, small, old, young) and structures, allowing students to practice constructing meaningful			
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		topics in line with its context)		and creative sentences based on daily life observations and imaginative descriptions.			
2.	Grade 5 English Book	Unit 7 "How Tall Are You?"	Adjectives for Description	This unit provides the use of adjectives in daily life context (e.g., tall, short, big, small, old, young, fat, thin) that can be used in storylines requiring students to observe, describe, and express characteristics creatively. This aligns with creativity value by encouraging			

				students to use imagination in describing characters, think flexibly about different attributes, and express original ideas through descriptive language about people, animals, and objects around them.			
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Singaraja, 4 February 2026

Expert Judge I

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

NIP.196407141988102001

EXPERT JUDGMENT OF THE EXPERT JUDGEMENT EVALUATION SHEET

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

INTRODUCTION

I am writing to respectfully request your expert validation of this prototype checklist before it is used in my research. The checklist has been developed to assess the quality and practicality of a digital bilingual storybook for Grade 5 students, which is designed to support English language learning while integrating creativity values.

I would greatly value your professional judgment to ensure that the components of this digital bilingual storybook are clear, relevant, and appropriate for the objectives of my research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your insights and recommendations would be extremely helpful in refining this product before classroom implementation. I deeply appreciate your willingness to review and validate this prototype checklist. Your expert guidance will be essential in ensuring the quality and success of this research.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype, organized into two main aspects: content and media/display. Each indicator is intended to be evaluated based on its clarity, relevance, and suitability for Grade 5 students, as well as its alignment with the research objectives.

This checklist consists of 12 main items, followed by 6 open-ended questions.

For validation, please use these two options:

- **Relevant** – The indicator is clear, suitable, and aligns with the research focus
- **Irrelevant** – The indicator is unclear, unsuitable, or does not align with the research focus.

Please place a check mark (✓) in the appropriate column based on your professional judgment and kindly provide notes or comments if necessary. The validation results from Expert Judge I and Expert Judge II will be further analyzed using Gregory's Formula.

Table 3. Expert Judges Evaluation Sheet

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The title gives a clear idea of what the story is about.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	2.	Story Theme	The theme relates to what Grade 5 students experience in daily life.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The theme encourages students to practice	☐ 1 ☐ 2 ☐ 3			

			language meaningfully.	☐ 4 ☐ 5			
			The theme helps build creativity values.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The content matches the Flow of Learning Objectives (ATP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Students in Grade 5 can recognize the words used.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Fifth graders can easily follow the story plot.	☐ 1 ☐ 2 ☐ 3			

				☐ 4 ☐ 5			
			Learning experiences in the story link to real-life situations.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Learning tasks in the story keep students engaged.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
5.	Character Insertion (Creativity Value)	Story events stimulate students' imagination.	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5				
		Story events encourage students to generate original ideas.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5				
		Story events encourage students to express their ideas using simple words and short sentences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5				
		Story events help students relate the	☐ 1 ☐ 2 ☐ 3				

		story to their own experiences.	☐ 4 ☐ 5			
		Story events motivate students to create simple creative responses if they were in the same situation.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
6.	Learning Activities	The learning activities help students recall new vocabulary from the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
		The activities encourage students to use their imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
		The activities allow students to try different ideas or responses.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
		The activities support students in solving	☐ 1 ☐ 2 ☐ 3			

			simple problems creatively.	☐ 4 ☐ 5			
	7.	Overall Quality of Content	Language learning is well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Creativity values are well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Fifth graders will find the content engaging.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The content is right for students at this stage.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The middle part of the story is well-developed.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			

			The story comes to a satisfying conclusion.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Events in the plot connect in a way that makes sense.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	9.	Language Use & Translation Accuracy	English sentences are grammatically sound.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	10.	Visual Illustration & Layout Design	Pictures appeal to fifth grade students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Pictures help make the text easier to understand.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The page design holds students' focus.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The page design makes students	☐ 1 ☐ 2 ☐ 3			

			want to keep reading.	☐ 4 ☐ 5			
	11.	Text Readability & Font Selection	The font choice works well for Grade 5 readers.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The text size is comfortable to read.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Text is placed in the same way on each page.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Students can navigate the book without help.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			

In addition to the checklist above, the following open-ended questions are also included for validation in order to obtain more detailed and comprehensive feedback from the expert.

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? Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?				
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan				

		sesuai untuk siswa kelas 5?				
3.	Creativity Value	How clearly is the creativity value presented through the story and the activities? <i>Seberapa jelas nilai kreativitas ditampilkan melalui cerita dan kegiatan yang ada?</i>				
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif</i>				

		<i>menarik serta sesuai untuk pembelajar muda?</i>				
5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices?				
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend?				

Singaraja, 4 February 2026

Expert Judge I

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

NIP.196407141988102001

Appendix 3. Blank Validation Sheet by Expert Judge II

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER (BEFORE PRODUCT CREATION)

Expert Judge II : Dr. Kadek Sintya Dewi, S.Pd., M.Pd
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

INTRODUCTION

This instrument is presented for expert validation before it is used in the research. It uses a semi-structured format to gather information from English teachers about teaching English to Grade 5 students. The interview explores several areas including students' English abilities, challenges teachers face in the classroom, how they use learning materials and stories, the integration of creativity values in lessons, and their thoughts on developing a digital bilingual storybook.

The purpose of this validation is to make sure the interview questions are clear, relevant, and match the goals of this research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your feedback and suggestions will be very helpful in improving the quality of this interview guide. The researcher would greatly appreciate it if you could take some time to review and validate this instrument. Your expert input would mean a lot to this research.

INSTRUCTION

This document contains interview topics and questions for semi-structured interviews with English teachers. The questions are designed to explore what teachers need, what challenges they face, and what they expect from English learning materials, particularly regarding a digital bilingual storybook for Grade 5 students.

Please use these two options for validation:

- **Relevant:** The question is appropriate and aligned with the aspect being assessed.
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Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Validation Option		Note
				Relevant	Irrelevant	
Needs	1.	English level of the students	How do you see the English ability of Grade 5 students in general?			
			Which skills are most challenging for students (reading, speaking, writing, listening)?			
			What common mistakes or difficulties do			

			you often observe?			
	2.	Teaching and learning activities	What kinds of teaching methods or activities do you typically use when teaching English to Grade 5 students?			
	3.	The use of stories in English learning	How often do you use stories or storybooks in your English lessons, and how do they work in engaging your Grade 5 students?			
	4.	The insertion of creativity value	Based on your experience, how do you usually incorporate creativity values into your English teaching activities?			
	5.	The need for digital bilingual storybook	In your view, would a digital bilingual storybook be beneficial for			

			teaching English to Grade 5 students? Please explain your thoughts.			
	6.	The need for creativity value development	How important do you think it is to develop students' creativity through English lessons at the Grade 5 level?			
Challenges	7.	Challenges in preparing learning materials	What difficulties do you face when preparing English teaching materials for Grade 5 students?			
	8.	Challenges during classroom implementation	What challenges do you usually encounter during your English lessons, especially when using stories or digital media?			
	9.	Challenges in assessment	What difficulties do you			

			experience when assessing students' English learning while also observing their creativity development?			
Expectations	10.	Expectations of digital bilingual storybook	What features or elements would you like to see in a digital bilingual storybook to support English learning and creativity development?			
	11.	Expectations for classroom use	How would you use a digital bilingual storybook in your English teaching activities?			
	12.	Expectations for student outcomes	What learning improvements or changes in behavior would you expect to see in students after using a digital			

			bilingual storybook that integrates creativity values?			
Comments						

Singaraja, 4 February 2026

Expert Judge II



Dr. Kadek Sintya Dewi, S.Pd., M.Pd

NIP.198803232015042004

EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

Expert Judge : Dr. Kadek Sintya Dewi, S.Pd.,M.Pd
 NIP : 198803232015042004
 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 is 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 creativity. 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	Docume nt Type	Data Analyzed	Focus	Interpret- ation	Validation Option		Note
					Rele - vant	Irrel e- vant	
1.	Grade 5 English Flow of Learning Objectiv es (ATP)	<i>Menyimak – Berbicara</i> <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</i>	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions related to describing features of people, animals, and objects (Unit 7: How tall are you?). These learning goals help			

		<i>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)		students use adjectives (tall, short, big, small, old, young, fat, thin) to describe and compare characteristics in daily situations, supporting the development of communicative competence and creative expression.			
		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari</i>	Reading comprehension skill and ability to identify multimodal texts	The flow of learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that feature			

		<i>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 respond in line with its context		descriptive language about physical characteristics and features. This focus builds learners' reading and viewing comprehension by integrating written and visual information, allowing them to identify and use adjectives creatively in real-life contexts (Unit 7: describing people, animals, and everyday objects).			
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		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	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts using descriptive adjectives to communicate about physical features and characteristics. Writing tasks integrate familiar vocabulary (tall, short, big, small, old, young) and structures, allowing students to practice constructing meaningful			
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		topics in line with its context)		and creative sentences based on daily life observations and imaginative descriptions.			
2.	Grade 5 English Book	Unit 7 "How Tall Are You?"	Adjectives for Description	This unit provides the use of adjectives in daily life context (e.g., tall, short, big, small, old, young, fat, thin) that can be used in storylines requiring students to observe, describe, and express characteristics creatively. This aligns with creativity value by encouraging			

				students to use imagination in describing characters, think flexibly about different attributes, and express original ideas through descriptive language about people, animals, and objects around them.			
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Singaraja, 4 February 2026

Expert Judge II

Dr. Kadek Sintya Dewi, S.Pd.,M.Pd.

NIP.198803232015042004

EXPERT JUDGMENT OF EXPERT JUDGES EVALUATION SHEET

Expert Judge : Dr. Kadek Sintya Dewi, S.Pd.,M.Pd.
 NIP : 198803232015042004
 Position : Lecturer in English Language Education
 Institution : Ganesha University of Education

INTRODUCTION

I am writing to respectfully request your expert validation of this prototype checklist before it is used in my research. The checklist has been developed to assess the quality and practicality of a digital bilingual storybook for Grade 5 students, which is designed to support English language learning while integrating creativity values.

I would greatly value your professional judgment to ensure that the components of this digital bilingual storybook are clear, relevant, and appropriate for the objectives of my research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your insights and recommendations would be extremely helpful in refining this product before classroom implementation. I deeply appreciate your willingness to review and validate this prototype checklist. Your expert guidance will be essential in ensuring the quality and success of this research.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype, organized into two main aspects: content and media/display. Each indicator needs to be assessed based on its clarity, relevance, and suitability for Grade 5 students and the research objectives.

Please evaluate each indicator using a five-point scale:

5 (Very Good), 4 (Good), 3 (Moderate) , 2 (Bad), 1 (Very Bad).

This checklist contains 12 main items, followed by 6 open-ended questions.

For validation, please use these two options:

- **Relevant** – The indicator is clear, suitable, and aligns with the research focus
- **Irrelevant** – The indicator is unclear, unsuitable, or does not align with the research focus.

Please mark (✓) in the column that best represents your professional judgment, and kindly provide any comments or suggestions that may help improve this checklist.

Table 3. Expert Judges Evaluation Sheet

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Note
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	☐ 1			
				☐ 2			
				☐ 3			
				☐ 4			
	2.	Story Theme	The theme relates to what Grade 5 students experience in daily life.	☐ 5			
				☐ 1			
				☐ 2			
				☐ 3			
			The title gives a clear idea of what the story is about.	☐ 4			
				☐ 5			
				☐ 1			
				☐ 2			
			The theme encourages students to practice language	☐ 3			
				☐ 4			
				☐ 5			
				☐ 1			

			meaningfully.				
			The theme helps build creativity values.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The content matches the Flow of Learning Objectives (ATP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Students in Grade 5 can recognize the words used.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Fifth graders can easily follow the story plot.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Learning experiences in the story	☐ 1 ☐ 2 ☐ 3			

			link to real-life situations.	☐ 4 ☐ 5			
			Learning tasks in the story keep students engaged.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	5.	Character Insertion (Creativity Value)	Story events stimulate students' imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Story events encourage students to generate original ideas.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Story events encourage students to express their ideas using simple words and short sentences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Story events help students relate the story to their own experiences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Story events motivate students to create simple	☐ 1 ☐ 2 ☐ 3			

			creative responses if they were in the same situation.	☐ 4 ☐ 5			
6.	Learning Activities		The learning activities help students recall new vocabulary from the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The activities encourage students to use their imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The activities allow students to try different ideas or responses.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The activities support students in solving simple problems creatively.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
7.	Overall Quality of Content		Language learning is well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			

			Creativity values are well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Fifth graders will find the content engaging.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The content is right for students at this stage.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The middle part of the story is well-developed.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The story comes to a satisfying conclusion.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Events in the plot connect in a way that makes sense.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			

	9.	Language Use & Translation Accuracy	English sentences are grammatically sound.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	10.	Visual Illustration & Layout Design	Pictures appeal to fifth grade students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Pictures help make the text easier to understand.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The page design holds students' focus.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The page design makes students want to keep reading.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	11.	Text Readability & Font Selection	The font choice works well for Grade 5 readers.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			The text size is comfortable to read.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			

			Text is placed in the same way on each page.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
	12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
			Students can navigate the book without help.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5			
Comments							

To complement the checklist above, the following open-ended questions are included to obtain more detailed and comprehensive feedback from the expert.

Table 4. Open-ended Questions for Teacher

No.	Components	Questions	Answer	Validation Option		Note
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English				

		learning objectives? Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?				
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?				
3.	Creativity Value	How clearly is the creativity value presented				

		through the story and the activities? <i>Seberapa jelas nilai kreativitas ditampilkan melalui cerita dan kegiatan yang ada?</i>				
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif menarik serta sesuai untuk pembelajar muda?</i>				

5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices?				
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend?				
Comments						

Singaraja, 4 February 2026

Expert Judge II

Dr. Kadek Sintya Dewi, S.Pd.,M.Pd.

NIP.198803232015042004

Appendix 4. Completed Validation Result by Expert Judge I

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER (BEFORE PRODUCT CREATION)

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

INTRODUCTION

This instrument is presented for expert validation before it is used in the research. It uses a semi-structured format to gather information from English teachers about teaching English to Grade 5 students. The interview explores several areas including students' English abilities, challenges teachers face in the classroom, how they use learning materials and stories, the integration of creativity values in lessons, and their thoughts on developing a digital bilingual storybook.

The purpose of this validation is to make sure the interview questions are clear, relevant, and match the goals of this research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your feedback and suggestions will be very helpful in improving the quality of this interview guide. The researcher would greatly appreciate it if you could take some time to review and validate this instrument. Your expert input would mean a lot to this research.

INSTRUCTION

This document contains interview topics and questions for semi-structured interviews with English teachers. The questions are designed to explore what teachers need, what challenges they face, and what they expect from English learning materials, particularly regarding a digital bilingual storybook for Grade 5 students.

Please use these two options for validation:

- **Relevant:** The question is appropriate and aligned with the aspect being assessed.
- **Not Relevant:** The question is not appropriate or not aligned with the aspect being assessed.

Experts are kindly requested to place a check mark (✓) in the appropriate column based on their judgment and to provide comments or suggestions in the comment column if necessary.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Validation Option		Note
				Relevant	Irrelevant	
Needs	1.	English level of the students	How do you see the English ability of Grade 5 students in general?	✓		
			Which skills are most challenging for students (reading, speaking, writing, listening)?	✓		
			What common mistakes or difficulties do you often observe?	✓		
	2.	Teaching and learning activities	What kinds of teaching methods or activities do you typically use when	✓		

			teaching English to Grade 5 students?			
	3.	The use of stories in English learning	How often do you use stories or storybooks in your English lessons, and how do they work in engaging your Grade 5 students?	✓		
	4.	The insertion of creativity value	Based on your experience, how do you usually incorporate creativity values into your English teaching activities?	✓		
	5.	The need for digital bilingual storybook	In your view, would a digital bilingual storybook be beneficial for teaching English to Grade 5 students? Please explain your thoughts.	✓		
	6.	The need for creativity value development	How important do you think it is to develop students' creativity through English lessons at the Grade 5 level?	✓		

Challenges	7.	Challenges in preparing learning materials	What difficulties do you face when preparing English teaching materials for Grade 5 students?	✓		
	8.	Challenges during classroom implementation	What challenges do you usually encounter during your English lessons, especially when using stories or digital media?	✓		
	9.	Challenges in assessment	What difficulties do you experience when assessing students' English learning while also observing their creativity development?	✓		
Expectations	10.	Expectations of digital bilingual storybook	What features or elements would you like to see in a digital bilingual storybook to support English learning and creativity development?	✓		

	11.	Expectations for classroom use	How would you use a digital bilingual storybook in your English teaching activities?	✓		
	12.	Expectations for student outcomes	What learning improvements or changes in behavior would you expect to see in students after using a digital bilingual storybook that integrates creativity values?	✓		
Comments						

Singaraja, 4 February 2026

Expert Judge I

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

NIP.196407141988102001

EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

Expert Judge : 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 is 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 creativity. 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	Docume nt Type	Data Analyzed	Focus	Interpret- ation	Validation Option		Note
					Rele - vant	Irrel e- vant	
1.	Grade 5 English Flow of Learning Objectiv es (ATP)	<i>Menyimak – Berbicara</i> <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</i>	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions related to describing features of people, animals, and objects (Unit 7: How tall are you?). These learning goals help	✓		

		<i>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)		students use adjectives (tall, short, big, small, old, young, fat, thin) to describe and compare characteristics in daily situations, supporting the development of communicative competence and creative expression.			
		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari</i>	Reading comprehension skill and ability to identify multimodal texts	The flow of learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that feature	✓		

		<i>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 respond in line with its context		descriptive language about physical characteristics and features. This focus builds learners' reading and viewing comprehension by integrating written and visual information, allowing them to identify and use adjectives creatively in real-life contexts (Unit 7: describing people, animals, and everyday objects).			
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		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	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts using descriptive adjectives to communicate about physical features and characteristics. Writing tasks integrate familiar vocabulary (tall, short, big, small, old, young) and structures, allowing students to practice constructing meaningful	✓		
--	--	--	-------------------------------------	--	---	--	--

		topics in line with its context)		and creative sentences based on daily life observations and imaginative descriptions.			
2.	Grade 5 English Book	Unit 7 "How Tall Are You?"	Adjectives for Description	This unit provides the use of adjectives in daily life context (e.g., tall, short, big, small, old, young, fat, thin) that can be used in storylines requiring students to observe, describe, and express characteristics creatively. This aligns with creativity value by encouraging	✓		

				students to use imagination in describing characters, think flexibly about different attributes, and express original ideas through descriptive language about people, animals, and objects around them.			
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Singaraja, 4 February 2026

Expert Judge I

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

NIP.196407141988102001

EXPERT JUDGMENT OF THE EXPERT JUDGEMENT EVALUATION SHEET

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

INTRODUCTION

I am writing to respectfully request your expert validation of this prototype checklist before it is used in my research. The checklist has been developed to assess the quality and practicality of a digital bilingual storybook for Grade 5 students, which is designed to support English language learning while integrating creativity values.

I would greatly value your professional judgment to ensure that the components of this digital bilingual storybook are clear, relevant, and appropriate for the objectives of my research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your insights and recommendations would be extremely helpful in refining this product before classroom implementation. I deeply appreciate your willingness to review and validate this prototype checklist. Your expert guidance will be essential in ensuring the quality and success of this research.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype, organized into two main aspects: content and media/display. Each indicator is intended to be evaluated based on its clarity, relevance, and suitability for Grade 5 students, as well as its alignment with the research objectives.

This checklist consists of 12 main items, followed by 6 open-ended questions.

For validation, please use these two options:

- **Relevant** – The indicator is clear, suitable, and aligns with the research focus
- **Irrelevant** – The indicator is unclear, unsuitable, or does not align with the research focus.

Please place a check mark (✓) in the appropriate column based on your professional judgment and kindly provide notes or comments if necessary. The validation results from Expert Judge I and Expert Judge II will be further analyzed using Gregory's Formula.

Table 3. Expert Judges Evaluation Sheet

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Comments
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The title gives a clear idea of what the story is about.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	2.	Story Theme	The theme relates to what Grade 5 students experience in daily life.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The theme encourages students to practice language	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

			meaningfully.				
			The theme helps build creativity values.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The content matches the Flow of Learning Objectives (ATP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Students in Grade 5 can recognize the words used.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Fifth graders can easily follow the story plot.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Learning experiences in the story	☐ 1 ☐ 2 ☐ 3	✓		

			link to real-life situations.	☐ 4 ☐ 5			
			Learning tasks in the story keep students engaged.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	5.	Character Insertion (Creativity Value)	Story events stimulate students' imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events encourage students to generate original ideas.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events encourage students to express their ideas using simple words and short sentences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events help students relate the story to their own experiences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events motivate students to create simple	☐ 1 ☐ 2 ☐ 3	✓		

			creative responses if they were in the same situation.	☐ 4 ☐ 5			
6.	Learning Activities	The learning activities help students recall new vocabulary from the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities encourage students to use their imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities allow students to try different ideas or responses.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities support students in solving simple problems creatively.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
7.	Overall Quality of Content	Language learning is well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			

			Creativity values are well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Fifth graders will find the content engaging.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The content is right for students at this stage.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The middle part of the story is well-developed.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The story comes to a satisfying conclusion.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Events in the plot connect in a way that makes sense.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

	9.	Language Use & Translation Accuracy	English sentences are grammatically sound.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	10.	Visual Illustration & Layout Design	Pictures appeal to fifth grade students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Pictures help make the text easier to understand.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The page design holds students' focus.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The page design makes students want to keep reading.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	11.	Text Readability & Font Selection	The font choice works well for Grade 5 readers.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The text size is comfortable to read.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

			Text is placed in the same way on each page.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Students can navigate the book without help.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

In addition to the checklist above, the following open-ended questions are also included for validation in order to obtain more detailed and comprehensive feedback from the expert.

Table 4. Open-ended Questions for Teacher

No.	Components	Questions	Answers	Validation Option		Comments
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English		✓		

		learning objectives? Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?				
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?	✓			
3.	Creativity Value	How clearly is the creativity value presented		✓		

		through the story and the activities? <i>Seberapa jelas nilai kreativitas ditampilkan melalui cerita dan kegiatan yang ada?</i>				
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif menarik serta sesuai untuk pembelajar muda?</i>	✓			

5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices?		✓		
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend?		✓		

Singaraja, 4 February 2026

Expert Judge I



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

NIP.196407141988102001

Appendix 5. Completed Validation Result by Expert Judge II

EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHER (BEFORE PRODUCT CREATION)

Expert Judge II : Dr. Kadek Sintya Dewi, S.Pd., M.Pd
 NIP : 198803232015042004
 Position : Lecturer in English Language Education
 Institution : Ganesha University of Education

INTRODUCTION

This instrument is presented for expert validation before it is used in the research. It uses a semi-structured format to gather information from English teachers about teaching English to Grade 5 students. The interview explores several areas including students' English abilities, challenges teachers face in the classroom, how they use learning materials and stories, the integration of creativity values in lessons, and their thoughts on developing a digital bilingual storybook.

The purpose of this validation is to make sure the interview questions are clear, relevant, and match the goals of this research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your feedback and suggestions will be very helpful in improving the quality of this interview guide. The researcher would greatly appreciate it if you could take some time to review and validate this instrument. Your expert input would mean a lot to this research.

INSTRUCTION

This document contains interview topics and questions for semi-structured interviews with English teachers. The questions are designed to explore what teachers need, what challenges they face, and what they expect from English learning materials, particularly regarding a digital bilingual storybook for Grade 5 students.

Please use these two options for validation:

- **Relevant:** The question is appropriate and aligned with the aspect being assessed.
- **Not Relevant:** The question is not appropriate or not aligned with the aspect being assessed.

Experts are kindly requested to place a check mark (✓) in the appropriate column based on their judgment and to provide comments or suggestions in the comment column if necessary.

Table 1. Semi-Structured Interview Guide for Teacher

Category	No	Interview Topics	Questions	Validation Option		Note
				Relevant	Irrelevant	
Needs	1.	English level of the students	How do you see the English ability of Grade 5 students in general?	✓		
			Which skills are most challenging for students (reading, speaking, writing, listening)?	✓		
			What common mistakes or difficulties do you often observe?	✓		
	2.	Teaching and learning activities	What kinds of teaching methods or activities do you typically use when	✓		

			teaching English to Grade 5 students?			
	3.	The use of stories in English learning	How often do you use stories or storybooks in your English lessons, and how do they work in engaging your Grade 5 students?	✓		
	4.	The insertion of creativity value	Based on your experience, how do you usually incorporate creativity values into your English teaching activities?	✓		
	5.	The need for digital bilingual storybook	In your view, would a digital bilingual storybook be beneficial for teaching English to Grade 5 students? Please explain your thoughts.	✓		
	6.	The need for creativity value development	How important do you think it is to develop students' creativity through English lessons at the Grade 5 level?	✓		

Challenges	7.	Challenges in preparing learning materials	What difficulties do you face when preparing English teaching materials for Grade 5 students?	✓		
	8.	Challenges during classroom implementation	What challenges do you usually encounter during your English lessons, especially when using stories or digital media?	✓		
	9.	Challenges in assessment	What difficulties do you experience when assessing students' English learning while also observing their creativity development?	✓		
Expectations	10.	Expectations of digital bilingual storybook	What features or elements would you like to see in a digital bilingual storybook to support English learning and creativity development?	✓		

	11.	Expectations for classroom use	How would you use a digital bilingual storybook in your English teaching activities?	✓		
	12.	Expectations for student outcomes	What learning improvements or changes in behavior would you expect to see in students after using a digital bilingual storybook that integrates creativity values?	✓		
Comments						

Singaraja, 4 February 2026

Expert Judge II

Dr. Kadek Sintya Dewi, S.Pd., M.Pd

NIP.198803232015042004

EXPERT EVALUATION SHEET FOR DOCUMENT STUDY MATRIX

Expert Judge : Dr. Kadek Sintya Dewi, S.Pd.,M.Pd
 NIP : 198803232015042004
 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 is 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 creativity. 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		Note
					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	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions related to describing features of people, animals, and objects (Unit 7: How tall are you?). These learning goals help students use adjectives (tall, short, big, small, old, young, fat, thin) to describe and compare characteristics in daily situations, supporting the development	✓		This document study matrix has been developed before the insertion of creativity values and is used as the basis for mapping in the product development process.

		n and respond to simple oral or multimodal texts about everyday topics using short and simple sentences verbally in line with its context)		of communicative competence and creative expression.			
		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 informatio	Reading comprehension skill and ability to identify multimodal texts	The flow of learning objectives (ATP) directs learners to understand main ideas and details from short or multimodal texts that feature descriptive language about physical characteristics and features. This focus builds learners' reading and viewing comprehension by integrating written and visual information, allowing them to	✓		

		n, main ideas and details from a variety of short texts or multimodal texts about everyday topics and respond in line with its context		identify and use adjectives creatively in real-life contexts (Unit 7: describing people, animals, and everyday objects).			
		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	Writing and presenting skill	The flow of learning objectives (ATP) requires students to express ideas through short written texts using descriptive adjectives to communicate about physical features and characteristics. Writing tasks integrate familiar vocabulary (tall, short, big, small, old, young) and structures, allowing students to practice constructing meaningful and creative	✓		

		multimodal texts about everyday topics in line with its context)		sentences based on daily life observations and imaginative descriptions.			
2.	Grade 5 English Book	Unit 7 "How Tall Are You?"	Adjectives for Description	This unit provides the use of adjectives in daily life context (e.g., tall, short, big, small, old, young, fat, thin) that can be used in storylines requiring students to observe, describe, and express characteristics creatively. This aligns with creativity value by encouraging students to use imagination in describing characters, think flexibly about different attributes, and express original ideas through descriptive language about people, animals, and	✓		

				objects around them.			
Comment		The document of study matrix has been checked. It is clear that the document type, data analysed, focus and the interpretation having tight relationship and strong illustration about what will be designed further					

Singaraja, 4 February 2026

Expert Judge II



Dr. Kadek Sintya Dewi, S.Pd.,M.Pd.

NIP.198803232015042004



EXPERT JUDGMENT OF EXPERT JUDGES EVALUATION SHEET

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

INTRODUCTION

I am writing to respectfully request your expert validation of this prototype checklist before it is used in my research. The checklist has been developed to assess the quality and practicality of a digital bilingual storybook for Grade 5 students, which is designed to support English language learning while integrating creativity values.

I would greatly value your professional judgment to ensure that the components of this digital bilingual storybook are clear, relevant, and appropriate for the objectives of my research titled "Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5." Your insights and recommendations would be extremely helpful in refining this product before classroom implementation. I deeply appreciate your willingness to review and validate this prototype checklist. Your expert guidance will be essential in ensuring the quality and success of this research.

INSTRUCTION

The table below presents the components of the digital bilingual storybook prototype, organized into two main aspects: content and media/display. Each indicator needs to be assessed based on its clarity, relevance, and suitability for Grade 5 students and the research objectives.

Please evaluate each indicator using a five-point scale:

5 (Very Good), 4 (Good), 3 (Moderate) , 2 (Bad), 1 (Very Bad).

This checklist contains 12 main items, followed by 6 open-ended questions.

For validation, please use these two options:

- **Relevant** – The indicator is clear, suitable, and aligns with the research focus
- **Irrelevant** – The indicator is unclear, unsuitable, or does not align with the research focus.

Please mark (✓) in the column that best represents your professional judgment, and kindly provide any comments or suggestions that may help improve this checklist.

Table 3. Expert Judges Evaluation Sheet

Category	No	Criteria	Indicators	Scale (1-5)	Validation Option		Note
					Relevant	Irrelevant	
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	☐ 1	✓		
				☐ 2			
				☐ 3			
				☐ 4			
				☐ 5			
	2.	Story Theme	The title gives a clear idea of what the story is about.	☐ 1	✓		
				☐ 2			
				☐ 3			
				☐ 4			
				☐ 5			
			The theme relates to what Grade 5 students experience in daily life.	☐ 1	✓		
				☐ 2			
				☐ 3			
				☐ 4			
				☐ 5			
			The theme encourages students to practice language	☐ 1	✓		
				☐ 2			
				☐ 3			
				☐ 4			
				☐ 5			

			meaningfully.				
			The theme helps build creativity values.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The content matches the Flow of Learning Objectives (ATP) for Grade 5.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Students in Grade 5 can recognize the words used.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Fifth graders can easily follow the story plot.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Learning experiences in the story	☐ 1 ☐ 2 ☐ 3	✓		

			link to real-life situations.	☐ 4 ☐ 5			
			Learning tasks in the story keep students engaged.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	5.	Character Insertion (Creativity Value)	Story events stimulate students' imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events encourage students to generate original ideas.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events encourage students to express their ideas using simple words and short sentences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events help students relate the story to their own experiences.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Story events motivate students to create simple	☐ 1 ☐ 2 ☐ 3	✓		

			creative responses if they were in the same situation.	☐ 4 ☐ 5			
6.	Learning Activities	The learning activities help students recall new vocabulary from the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities encourage students to use their imagination.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities allow students to try different ideas or responses.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
		The activities support students in solving simple problems creatively.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			
7.	Overall Quality of Content	Language learning is well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓			

			Creativity values are well-integrated in the story.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Fifth graders will find the content engaging.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The content is right for students at this stage.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The middle part of the story is well-developed.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The story comes to a satisfying conclusion.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Events in the plot connect in a way that makes sense.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

	9.	Language Use & Translation Accuracy	English sentences are grammatically sound.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	10.	Visual Illustration & Layout Design	Pictures appeal to fifth grade students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Pictures help make the text easier to understand.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The page design holds students' focus.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The page design makes students want to keep reading.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	11.	Text Readability & Font Selection	The font choice works well for Grade 5 readers.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			The text size is comfortable to read.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		

			Text is placed in the same way on each page.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
	12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
			Students can navigate the book without help.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	✓		
Comments		This instrument can be used for data collection after it has been validated by Expert Judge I and Expert Judge II, and the content validity has been further analysed using Gregory's Formula.					

To complement the checklist above, the following open-ended questions are included to obtain more detailed and comprehensive feedback from the expert.

Table 4. Open-ended Questions for Teacher

No.	Components	Questions	Answer	Validation Option		Note
				Relevant	Irrelevant	
1.	Content Relevance	How well do you think the story content supports Grade 5 students'		✓		

		English learning objectives?				
		Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?				
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?		✓		
3.	Creativity Value	How clearly is the creativity value		✓		

		presented through the story and the activities? <i>Seberapa jelas nilai kreativitas ditampilkan melalui cerita dan kegiatan yang ada?</i>				
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif menarik serta sesuai untuk</i>				

		<i>pembelajar muda?</i>				
5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices?		✓		
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend?		✓		
Comments						

Singaraja, 4 Februari 2026

Expert Judge II

Dr. Kadek Sintya Dewi, S.Pd.,M.Pd.

NIP.198803232015042004

Appendix 6. Product Quality Assessment Result by Expert Judge I

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

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

NIP : 196407141988102001

Position : Lecturer in English Language Education

Institution : Ganesha University of Education

INTRODUCTION

This instrument is designed to collect evaluations from expert judges regarding the quality of the digital bilingual storybook developed in this study. The storybook is intended to function as a learning medium to support English language learning for fifth-grade students while integrating character values, particularly creativity, as part of the Graduate Profile.

Through this instrument, the experts are expected to assess several aspects of the developed storybook based on specific criteria. These include the appropriateness of the story title and theme, alignment with learning objectives and curriculum, and suitability with the characteristics of Teaching English to Young Learners (TEYL). In addition, the instrument evaluates how creativity is integrated within the story, the design of learning activities that promote creative thinking, the overall quality of the content, the organization of the story structure, the clarity and accuracy of language use in both English and Indonesian, as well as the quality of visual illustrations, layout, readability, and accessibility of the digital storybook.

The feedback provided by the experts is expected to offer valuable insights and constructive suggestions for improving and refining the quality of the developed product. The researcher sincerely appreciates the experts' time, expertise, and contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the main components of the digital bilingual storybook that need to be evaluated by expert judges. Each indicator should be assessed based on its relevance, appropriateness, and quality in supporting English language learning and promoting creativity among fifth-grade students.

The evaluation is conducted using a five-point rating scale as follows:

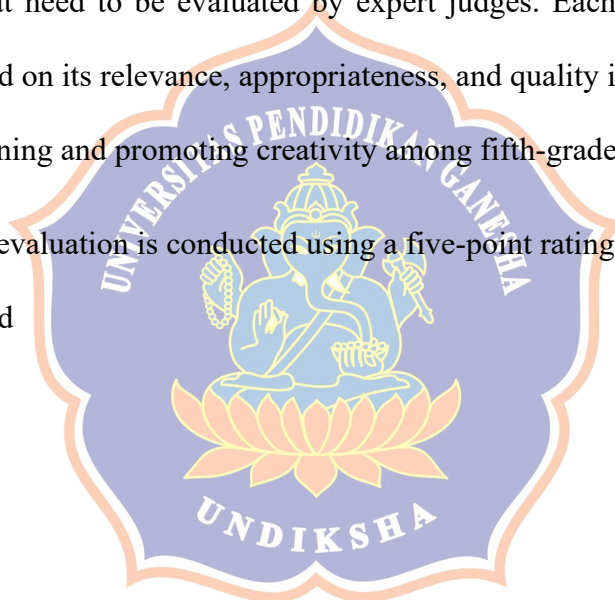
5 = Very Good

4 = Good

3 = Fair

2 = Poor

1 = Very Poor.



Experts are requested to place a check mark (✓) in the column that best represents their evaluation for each indicator provided in the table. In addition, experts are encouraged to provide comments or suggestions to support their evaluation, particularly in relation to how the storybook facilitates students' creativity and learning experience.

Table 1. Table of Instrument to Assess the Quality of the Product

Category	No	Criteria	Indicators	SCALE				
				5	4	3	2	1
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	√				
			The title gives a clear idea of what the story is about.	√				
	2.	Story Theme	The theme relates to what Grade 5 students experience in daily life.	√				
			The theme encourages students to practice language meaningfully.	√				
			The theme helps build creativity values.	√				
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	√				
			The content matches the Flow of Learning Objectives (ATP) for Grade 5.	√				

	4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	√				
			Students in Grade 5 can recognize the words used.	√				
			Fifth graders can easily follow the story plot.	√				
			Learning experiences in the story link to real-life situations.	√				
			Learning tasks in the story keep students engaged.	√				
	5.	Character Insertion (Creativity Value)	Story events stimulate students' imagination.	√				
			Story events encourage students to generate original ideas.	√				
			Story events encourage students to express their ideas using simple words and short sentences.	√				
			Story events help students relate the story	√				

			to their own experiences.					
			Story events motivate students to create simple creative responses if they were in the same situation.	√				
6.	Learning Activities	The learning activities help students recall new vocabulary from the story.	√					
		The activities encourage students to use their imagination.	√					
		The activities allow students to try different ideas or responses.	√					
		The activities support students in solving simple problems creatively.	√					
	Overall Quality of Content	Language learning is well-integrated in the story.	√					
		Creativity values are well-integrated in the story.	√					
		Fifth graders will find the	√					

			content engaging.					
			The content is right for students at this stage.	√				
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	√				
			The middle part of the story is well-developed.	√				
			The story comes to a satisfying conclusion.	√				
			Events in the plot connect in a way that makes sense.	√				
	9.	Language Use & Translation Accuracy	English sentences are grammatically sound.	√				
	10.	Visual Illustration & Layout Design	Pictures appeal to fifth grade students.	√				
			Pictures help make the text easier to understand.	√				
			The page design holds students' focus.	√				
			The page design makes students want to keep reading.	√				

11.	Text Readability & Font Selection	The font choice works well for Grade 5 readers.	√				
		The text size is comfortable to read.	√				
		Text is placed in the same way on each page.	√				
12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	√				
		Students can navigate the book without help.	√				

Singaraja, 12 Mei 2026

Expert Judge I



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

NIP.196407141988102001

To complement the checklist above, the following open-ended questions are included to obtain more detailed and comprehensive feedback from the expert.

Table 2. Open-ended Questions

No.	Components	Questions	RELEVANT / IRRELEVANT
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?	RELEVANT
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?	RELEVANT
3.	Creativity Value	How clearly is the creativity value presented through the story and the activities? <i>Seberapa jelas nilai kreativitas ditampilkan</i>	RELEVANT

		<i>melalui cerita dan kegiatan yang ada?</i>	
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif menarik serta sesuai untuk pembelajar muda?</i>	RELEVANT
5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices?	RELEVANT
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend?	RELEVANT

Singaraja, 12 Mei 2026
Expert Judge I



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

Appendix 7. Product Quality Assessment Result by Expert Judge II

INSTRUMENT TO ASSESS THE QUALITY OF THE PRODUCT

Expert Judge : Dr. Kadek Sintya Dewi, S.Pd.,M.Pd

NIP : 198803232015042004

Position : Lecturer in English Language Education

Institution : Ganesha University of Education

INTRODUCTION

This instrument is designed to collect evaluations from expert judges regarding the quality of the digital bilingual storybook developed in this study. The storybook is intended to function as a learning medium to support English language learning for fifth-grade students while integrating character values, particularly creativity, as part of the Graduate Profile.

Through this instrument, the experts are expected to assess several aspects of the developed storybook based on specific criteria. These include the appropriateness of the story title and theme, alignment with learning objectives and curriculum, and suitability with the characteristics of Teaching English to Young Learners (TEYL). In addition, the instrument evaluates how creativity is integrated within the story, the design of learning activities that promote creative thinking, the overall quality of the content, the organization of the story structure, the clarity and accuracy of language use in both English and Indonesian, as well as the quality of visual illustrations, layout, readability, and accessibility of the digital storybook.

The feedback provided by the experts is expected to offer valuable insights and constructive suggestions for improving and refining the quality of the developed product. The researcher sincerely appreciates the experts' time, expertise, and contribution in completing this evaluation instrument.

INSTRUCTION

The table below presents the main components of the digital bilingual storybook that need to be evaluated by expert judges. Each indicator should be assessed based on its relevance, appropriateness, and quality in supporting English language learning and promoting creativity among fifth-grade students.

The evaluation is conducted using a five-point rating scale as follows:

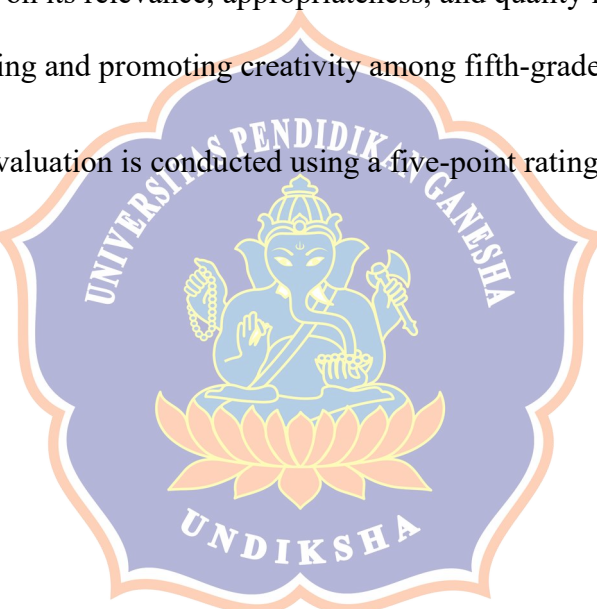
5 = Very Good

4 = Good

3 = Fair

2 = Poor

1 = Very Poor.



Experts are requested to place a check mark (✓) in the column that best represents their evaluation for each indicator provided in the table. In addition, experts are encouraged to provide comments or suggestions to support their evaluation, particularly in relation to how the storybook facilitates students' creativity and learning experience.

Table 1. Blueprint of Expert Evaluation Sheet

Category	No	Criteria	Indicators	SCALE				
				5	4	3	2	1
Content Aspect	1.	Story Title	The title catches the attention of fifth graders.	√				
			The title gives a clear idea of what the story is about.	√				
	2.	Story Theme	The theme relates to what Grade 5 students experience in daily life.	√				
			The theme encourages students to practice language meaningfully.	√				
			The theme helps build creativity values.	√				
	3.	Relevance to General Competencies	The content aligns with the Learning Outcomes (CP) for Grade 5.	√				
			The content matches the Flow of Learning Objectives	√				

			(ATP) for Grade 5.					
4.	Relevance to Characteristics of TEYL	The language used is basic and fits the age level.	√					
		Students in Grade 5 can recognize the words used.	√					
		Fifth graders can easily follow the story plot.	√					
		Learning experiences in the story link to real-life situations.		√				
		Learning tasks in the story keep students engaged.	√					
	5. Character Insertion (Creativity Value)	Story events stimulate students' imagination.	√					
		Story events encourage students to generate original ideas.	√					
		Story events encourage students to express their ideas using	√					

			simple words and short sentences.					
			Story events help students relate the story to their own experiences.		√			
			Story events motivate students to create simple creative responses if they were in the same situation.	√				
6.	Learning Activities	The learning activities help students recall new vocabulary from the story.		√				
		The activities encourage students to use their imagination.		√				
		The activities allow students to try different ideas or responses.		√				
		The activities support students in solving simple		√				

			problems creatively.					
	7.	Overall Quality of Content	Language learning is well-integrated in the story.	√				
			Creativity values are well-integrated in the story.	√				
			Fifth graders will find the content engaging.	√				
			The content is right for students at this stage.	√				
Media/Display Aspect	8.	Story Structure / Plot Design	The opening of the story is well-presented.	√				
			The middle part of the story is well-developed.	√				
			The story comes to a satisfying conclusion.	√				
			Events in the plot connect in a way that makes sense.	√				
	9.	Language Use & Translatio	English sentences are	√				

		n Accuracy	grammatically sound.					
10.	Visual Illustration & Layout Design		Pictures appeal to fifth grade students.	√				
			Pictures help make the text easier to understand.	√				
			The page design holds students' focus.	√				
			The page design makes students want to keep reading.	√				
	11. Text Readability & Font Selection		The font choice works well for Grade 5 readers.	√				
			The text size is comfortable to read.	√				
			Text is placed in the same way on each page.		√			

	12.	Ease of Use / Accessibility	The digital book runs smoothly on multiple types of devices.	√				
			Students can navigate the book without help.	√				



Singaraja, 12 Mei 2026

Expert Judge II

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To complement the checklist above, the following open-ended questions are included to obtain more detailed and comprehensive feedback from the expert.

Table 2. Open-ended Questions for Expert

No.	Components	Questions	Answer
1.	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objectives? Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?	The story content is highly relevant to Grade 5 students' English learning objectives. It is well aligned with the materials presented in the textbook, consistent with the <i>Alur Tujuan Pembelajaran (ATP)</i> and <i>Capaian Pembelajaran (CP)</i>, and successfully achieves the intended Learning Objectives (LO). In addition, the story also integrates character education values reflected in the graduate profile.
2.	Language Use	Is the English language level appropriate for Grade 5 students? Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?	The English language level used in developing this storybook is highly appropriate for Grade 5 students. The vocabulary and sentence structures are suitable for their level of language proficiency
3.	Creativity Value	How clearly is the creativity value presented through the story and the activities? <i>Seberapa jelas nilai</i>	The creativity value is clearly reflected through both the storyline and the learning activities. Students are encouraged to express ideas, use their

		<i>keativitas ditampilkan melalui cerita dan kegiatan yang ada?</i>	imagination, and actively participate in creative learning experiences
4.	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive elements interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan elemen interaktif menarik serta sesuai untuk pembelajar muda?</i>	The illustrations, pictures, layout, and interactive elements are attractive and suitable for young learners. In addition, the visual materials used are properly sourced and free from copyright or plagiarism issues
5.	Technical Aspect	How easy is it for users to access and use the digital storybook on different types of devices? <i>Seberapa mudah pengguna mengakses dan menggunakan buku cerita digital pada berbagai jenis perangkat?</i>	This digital storybook is accessible and user-friendly across different devices.
6.	General Suggestions	What is your overall view of this product, and what improvements would you recommend? Menurut Anda, bagaimana penilaian secara keseluruhan terhadap produk ini, serta saran perbaikan apa yang dapat diberikan untuk	Overall, this product has strong educational value and great potential for further development. To further improve its reach, it can also be supported through educational social media platforms that provide easier access for users. In the future, more educational values can be integrated, and opportunities for wider dissemination or commercialization may

		pengembangan produk ke depannya?	also be considered to support sustainable educational innovation.
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Singaraja, 12 Mei 2026

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Appendix 8. First draft of the Digital Bilingual Storybook

Di kampung Aman Bersama, ada kawan-anak kelas 5 yang sering bermain bersama. Mereka Adalah Cacha, Daniel, Ika, Indra dan Meidiana

Mereka sering menghabiskan waktu bersma, entah belajar bersama ataupun bermain main di kampung kesayangan mereka itu.

Suatu hari, Nenek Isa meminta mereka untuk menjaga rumahnya “Cucu-cucu ku sayang, tolong jaga rumah nenek ya, nenek mau ke pasar sebentar” kata Nenek Isa lembut

“Oh iya nenek punya ice cream manis dan segar dalam kulkas, kalian boleh mengambilnya satu-satu, ingat jangan rebutan yaa”

Anak-anak mengangguk dan masuk ke rumah nenek dengan penuh semangat.

Rumah nenek isa penuh dengan koleksi barang barang uniknya, ada krayon tua, boneka kayu, mobil-mobilan, dan barang lama lainnya.

“Wowww rumah nenek isa cantik sekali” seru ika

Di Tengah ruangan, terpajang sebuah jam dinding besar.

“Jam ini besar sekali,” kata cacha sambil mengamati.

“Iya” jawab indra, “jamnya besar, tapi angka-angkanya terlihat tua”

Jam itu berdetak pelan.

tik... tok..tik...tok...

Daniel berjalan menyusuri rumah dan mengambil ice cream di dapur, Daniel membagikannya satu persatu untuk temannya” Meidiana hendak mengambil duluan rasa jeruk manis kesukaanya, tapi sayangnya saking semangatnya ia tak sengaja menenggol jam tua itu”

BRAKK!

Jam kuno itu jatuh ke lantai, angka 3 dan 6 patah dan terlepas.

“o- ow” sekujur tubuh meidiana kaku, dia ketakutan

“ki-kita merusak jam nenek” kata ika dengan suara pelan

“maaf teman-teman aku tidak sengaja” meidiana menambahkan

“tidak apa-apa, yang terpenting kita harus memperbaikinya sebelum nenek isa pulang” jawab Daniel

Mereka menelusuri isi rumah dan berharap menemukan sesuatu untuk memperbaiki jam itu . Mereka mulai bekerja bersama.

Meidi memotong kardus.

Indra mengukur ukuran angka agar pas.

Cacha mengecat angka dengan krayon tua.

Tak lama kemudian, jam itu bisa berdiri kembali.

Jarumnya bergerak lagi.

Namun, semua anak terdiam.

“Kenapa jamnya kelihatan aneh?” tanya Cacha.

“Angkanya terlalu terang,” kata Ika.

“Angka lama itu besar dan gelap,” kata Indra.

“Angka baru kita kecil dan cerah.”

Saat ingin menaruh jam itu, cacha menemukan tulisan kecil dibelakang jam.

“Waktu bukan soal cepat atau lambat.”

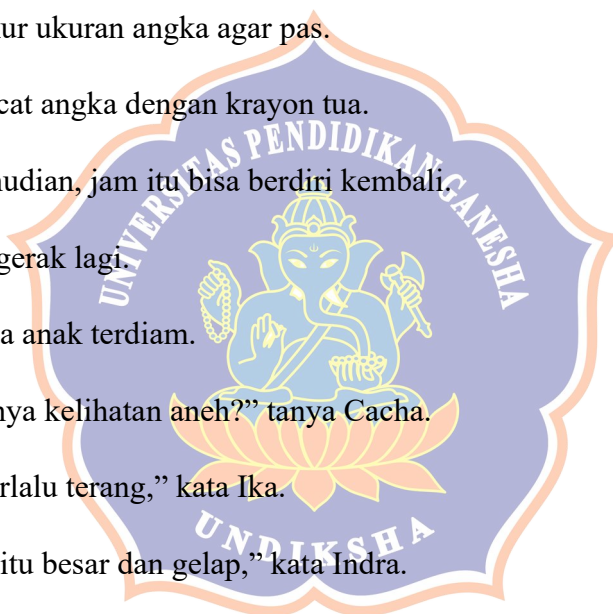
“Apa maksudnya?” tanya Ika.

“Mungkin jam ini istimewa,” kata Daniel.

Tiba-tiba, pintu terbuka.

Nenek Isa pulang lebih cepat dari biasanya.

Anak-anak terkejut.



Jam kembali jatuh dan kali ini angka 9 dan 12 ikut patah.

Nenek Isa menyaksikannya

Nenek tidak marah ataupun berteriak, tapi nenek terlihat sedih sekali

“jam ini dibuat oleh kakek kalian” kata nenek isa sembari mengambil kembali jam itu

“kakek kalian membuat jam ini special, setiap angka pada jam ini berbeda , tidak ada yang sama persis, karena waktu juga begitu”

Anak-anak itu menoleh satu sama lain

Cacha menunduk “maaf nek, kami salah, kami sudah mencoba memperbaiki jam ini, tapi kami merasa hasilnya aneh”

Nenek isa tersenyum tipis

“kalau begitu, apa yang harus kita lakukan sekarang?”

Daniel menarik nafas

“Kami akan membuatnya lagi dari awal”

“apakah nenek bersedia membantu kami nek” tanya indra pelan

nenek mengelus kepala indra dan berkata “temukan bahan- bahan di gudang dan taman belakang rumah.”

“Kayu panjang ini besar,” kata Cacha.

“Kayu yang pendek ini kecil,” tambah Meidi.

“Pohon mangga itu tinggi,” kata Ika.

“Tapi semak di bawahnya pendek.”

“Kita harus menyesuaikan angka dengan jam yang tua,” kata Indra.

Kali ini, mereka bekerja lebih hati-hati.

Ada angka yang besar dan ada yang kecil.

Ada yang terlihat tua dan ada yang terlihat muda.

Angkanya tidak sempurna, tetapi terasa cocok.

Jam dipasang kembali di dinding.

Tik... tok... tik... tok...

Jam itu berdetak lagi.

“Sekarang jam ini tidak hanya menunjukkan waktu,” kata Nenek Isa.

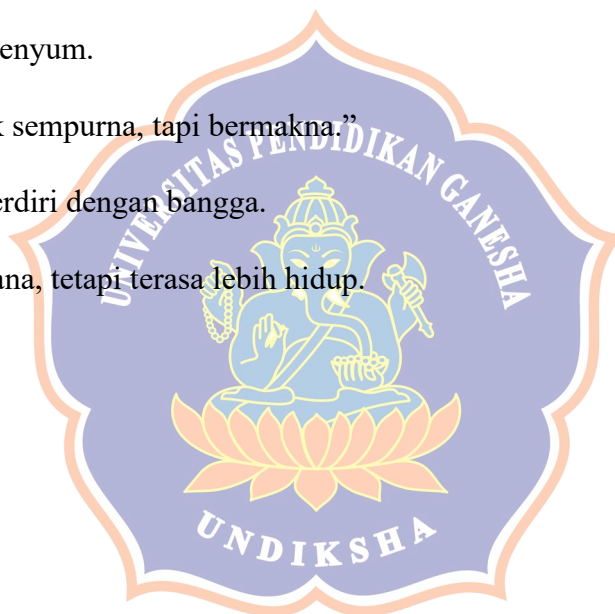
“Jam ini menunjukkan usaha dan kejujuran.”

Meidiana tersenyum.

“Jam ini tidak sempurna, tapi bermakna.”

Jam tua itu berdiri dengan bangga.

Lebih sederhana, tetapi terasa lebih hidup.



Appendix 9. Final Storybook



About This Storybook

The Special Clock at Grandma Isa's House is a digital bilingual storybook developed to support English language learning for Grade 5 students while integrating the value of creativity as one of the dimensions of the Graduate Profile.

This storybook was inspired by **Unit 7: How Tall Are You?** and is designed to support the following learning objectives:

- Students are able to identify features of people, animals, and common everyday objects.
- Students are able to use adjectives to describe people, animals, and common everyday objects.

Language Focus

The storybook introduces and provides opportunities to practice descriptive adjectives, such as:

tall, short, old, young, big, small, fat, thin, dark, bright, thick, and thin.

Example:

"The giraffe is tall, but the deer is short."

Creativity Value

The story integrates creativity through problem-solving situations that encourage students to:

- generate original ideas,
- think flexibly,
- explore different solutions,
- reflect on their ideas and decisions.

For Teachers

This storybook is designed as a learning medium and may be adapted according to classroom needs. Teachers may use the storybook to support various English learning activities, including vocabulary development, pronunciation practice, reading comprehension, speaking activities, writing exercises, and discussions related to creativity and problem-solving.

Developed by
Sayu Dian Pradnya Paramita

Name: _____

Exercise

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

Find the following words in the puzzle.
Words are hidden → and ↵

BRIGHT
SMALL
DARK

BIG
OLD
NEW

Match each word with its correct meaning

New

Large in size

Big

Gives a lot of light

Bright

Not big

Small

Has existed for a long time

Dark

Not old

Old

No light

Cacha, Daniel, Aza, Indra, and Meidiana are good friends. They often visit Grandma Isa who lives alone.

Cacha, Daniel, Aza, Indra dan Meidiana adalah lima sekawan. Mereka sering mengunjungi Nenek Isa yang tinggal sendirian.

One day when they arrived at Grandma Isa's house, she was about to go to the market.

Suatu hari saat mereka tiba di rumah Nenek Isa, Nenek Isa hendak pergi ke pasar.



"My dear grandchildren, Grandma will go to the market for a while. Please come in. You can have some ice cream from the fridge in the kitchen. Just wait inside, okay?" Grandma Isa said with a warm smile.

"Cucu-cucu sayang, Nenek akan pergi ke pasar sebentar. Silahkan masuk. Kalian boleh ambil es krim di kulkas yang ada di dapur. Tunggu di dalam okay?," kata Nenek Isa sambil tersenyum ramah.

"Okay, Grandma!" they replied.

"Baik, Nek!" jawab mereka kompak.

Grandma Isa's house is big and full of old and unique things. Everything was neatly arranged.

Rumah Nenek Isa besar dan penuh dengan barang-barang lama dan unik. Semuanya tertata rapi.

"Wow... Grandma Isa's house is so clean!" Aza was amazed.

"Wow... rumah Nenek Isa bersih sekali!" seru Aza takjub.

In the living room, a big wall clock had been left on the wooden table, as if Grandma had just taken it down to clean it.

Di ruang keluarga, sebuah jam dinding besar diletakkan di atas meja kayu, seolah Nenek baru saja menurunkannya untuk dibersihkan.

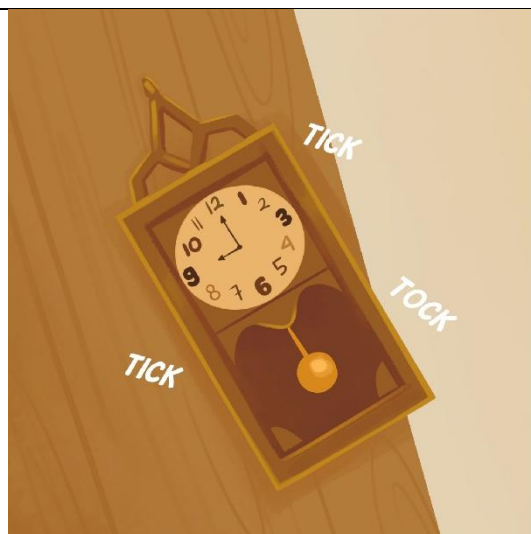
"This clock is so big," Cacha said with admiration.

"Jam ini besar sekali," kata Cacha sambil kagum.

"Yes, it's round and looks very old," Daniel added.

"Iya, bulat dan terlihat sangat tua," tambah Daniel.





"Yes, it's round and looks very old," Daniel added.

"Iya, bulat dan terlihat sangat tua," tambah Daniel.

Indra came closer. "The numbers are dark and thick. Different from the clock at my house which is bright and modern."

Indra mendekat. "Angkanya gelap dan tebal. Berbeda dengan jam dirumahku yang terang dan kekinian."

The clock ticked slowly.

Jam itu berdetak pelan.

Tick... tock... tick...tock...

Tik... tok...tik... tok...

Daniel walked around the house and came back with five colorful ice creams.

Daniel berjalan menyusuri rumah dan kembali membawa lima es krim warna-warni.



"I want the orange one!" shouted Meidiana as she ran.

"Aku mau yang jeruk!" seru Meidiana sambil berlari.

Her leg hit the long table.

Kakinya menabrak meja panjang itu.

CRASH!!

BRAKK!!

The big clock fell. Numbers 3 and 9 broke and fell off.

Jam besar itu jatuh. Angka 3 dan 9 patah lalu terlepas.

They fell silent.

Mereka terdiam.

Their hearts beat fast.

Jantung mereka berdebar cepat.

While-Reading Activity

Instruction:

Read the story and answer the questions.

Questions:

1. If you were Meidiana, what would you do?
2. What would you say to Meidiana?
3. If you were Grandma Isa, how would you feel?
4. Would you tell the truth? Why?
5. If you made the clock, what would it look like?

Meidiana's whole body felt stiff. "I-I'm sorry... I didn't mean to..."

Sekujur tubuh Meidiana terasa kaku. "Ma-maaf aku, aku tidak sengaja..."

"What if Grandma finds out..." Aza whispered.

"Bagaimana kalau Nenek tahu..." bisik Aza.

"We have to fix it," said Daniel.

"Kita harus memperbaikinya," kata Daniel.

"Yes, let's do it quickly before Grandma Isa comes back."

Aza added.

"Iya, ayo kerjakan dengan cepat sebelum Nenek Isa kembali," tambah Aza.



They used a piece of cardboard.

Mereka menggunakan potongan kardus.

But it didn't look the same.

Tapi hasilnya berbeda.

"These are small and bright," said Aza.

"Yang ini kecil dan terang," kata Aza.

"The old ones were big and dark," said Indra.

"Yang lama besar dan gelap," kata Indra.

Cacha looked at the back of the clock.

Cacha melihat bagian belakang jam.

"Time is not about fast or slow."

"Waktu bukan soal cepat atau lambat."

"What does it mean?" Aza asked.

"Apa maksudnya?" tanya Aza.

Suddenly, the door opened.

Tiba-tiba, pintu terbuka.



Grandma Isa came home earlier than they expected.

Nenek Isa pulang lebih cepat dari perkiraan mereka.

The children were surprised and accidentally hit the table again.

Anak-anak terkejut dan tak sengaja menendang meja lagi.

The clock fell to the floor for the second time.

Jam terjatuh ke lantai untuk yang kedua kali.

Grandma Isa saw everything. Her face was very sad.

Nenek Isa melihat semuanya. wajahnya sedih sekali.

"This clock was made by your grandpa," she said softly.

"Jam ini dibuat kakek," katanya pelan.

"Each number is different, because time is like that too."

"Setiap angkanya berbeda, karena waktu juga begitu."



The children looked at each other.
Anak-anak itu menoleh satu sama lain.

Cacha looked down. "Sorry, Grandma. We tried to fix it, but... it doesn't look right."

Cacha menunduk. "Maaf, Nek. Kami sudah mencoba memperbaiki, tapi... hasilnya terasa tidak pas."

Grandma Isa smiled gently.

Nenek Isa tersenyum lembut.

"Don't worry. We can fix it together."

"Jangan Khawatir. Kita bisa memperbaikinya bersama."



Grandma patted Indra's head and said, "Find the materials in the storage room and the backyard."

Nenek mengelus kepala Indra dan berkata "temukan bahan- bahan di gudang dan taman belakang."

The children ran to search for materials.

Anak-anak berlari mencari.

"Thick styrofoam! For number three!" said Daniel.

"Styrofoam tebal! Untuk angka tiga!" kata Daniel.

"Look! Bright and thin origami!" said Cacha.

"Lihat! Origami yang cerah dan tipis!" kata Cacha.

"The origami is good for number nine!" said Indra.

"Origami ini cocok untuk angka sembilan!" kata Indra.

Meidiana held a thick black marker.

Meidiana memegang spidol hitam yang tebal.

"Let's make big and dark numbers!" said Indra.

"Ayo buat angka yang besar dan gelap!" kata Indra.

They worked carefully.

Mereka bekerja dengan hati-hati.

One number were big and thick.

Satu angka besar dan tebal.

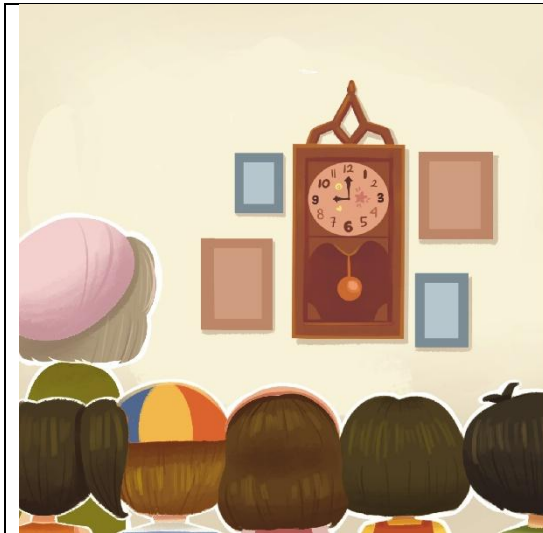
The other number was small and thin.

Angka yang lain kecil dan tipis.

Not perfect, but they fit.

Tidak sempurna, tetapi cocok.





Tick...Tock...Tick...Tock...

Tik... tok... tik... tok...

The clock was hung back on the wall.

Jam dipasang kembali di dinding.

"Now this clock does not only show the time, this clock shows effort and honesty," said Grandma Isa.

"Sekarang jam ini tidak hanya menunjukkan waktu, jam ini menunjukkan usaha dan kejujuran," kata Nenek Isa.

"This clock is not perfect, but it is meaningful," said Meidiana.

"Jam ini tidak sempurna, tapi bermakna," kata Meidiana.

"Simpler, but it looks more alive," Daniel added.

"Lebih sederhana, tetapi terasa lebih hidup," Tambah Daniel

Finally, they felt relieved and smiled happily.

Akhirnya, mereka merasa lega dan tersenyum bahagia



RIWAYAT PENULIS



Sayu Dian Pradnya Paramita lahir di Tabanan pada tanggal 1 Februari 2004. Penulis merupakan putri dari pasangan I Gede Ngurah Kumarajaya, S.St., M.Si. dan Ni Wayan Wiratnasari. Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Baturiti pada tahun 2016, pendidikan menengah pertama di SMP Negeri 1 Baturiti pada tahun 2019, dan pendidikan menengah atas di SMA Negeri 1 Baturiti pada tahun 2022.

Pada tahun 2022, penulis melanjutkan studi di Program Studi S1 Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Selama menempuh pendidikan di Universitas Pendidikan Ganesha, penulis mengikuti berbagai kegiatan akademik, termasuk Program Asistensi Mengajar di SMK Negeri 2 Seririt. Pada tahun 2026, penulis berhasil menyelesaikan skripsi yang berjudul *"Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Creativity Value in Grade 5"* sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan pada Program Studi S1 Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha.

