

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.undiksha.ac.id Nomor : 2745 /UN48.7.1/ TA.00.03/2025 24 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SDN 1 Paket Agung di Buleleng Dalam rangka pengumpulan data untuk Observasi data penelitian proposal skripsi melalui wawancara guru , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : I Made Dharma Prananta NIM : 2212021157 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 Tembusan : 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 ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BnE-Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia	KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id Nomor : 2744 /UN48.7.1/ TA.00.03/2025 24 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SDN 1 Astina di Buleleng Dalam rangka pengumpulan data untuk Observasi data penelitian proposal skripsi melalui wawancara guru , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : I Made Dharma Prananta NIM : 2212021157 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 Tembusan : 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 ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BnE-Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia
KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id Nomor : 2747 /UN48.7.1/ TA.00.03/2025 24 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SDN 3 Banjar Tegal di Buleleng Dalam rangka pengumpulan data untuk Observasi data penelitian proposal skripsi melalui wawancara guru , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : I Made Dharma Prananta NIM : 2212021157 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 Tembusan : 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 ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BnE-Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia	KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id Nomor : 2746 /UN48.7.1/ TA.00.03/2025 24 Juli 2025 Lamp : - Hal : Permohonan Izin Observasi Yth. Kepala SDN 3 Kaluntu di Buleleng Dalam rangka pengumpulan data untuk Observasi data penelitian proposal skripsi melalui wawancara guru , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini: Nama : I Made Dharma Prananta NIM : 2212021157 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 Tembusan : 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 ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BnE-Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia

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

**EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE
(BEFORE STORY CREATION)**

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

INTRODUCTION

Please allow me to request your time in evaluating or validating the interview guide before entering the story creation stage, which will then be used to explore teachers' perspectives on English language learning for fifth-grade elementary school students. Your willingness to validate this guide is crucial to the smooth running and success of the research entitled “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Spirituality Values in Grade 5.” Therefore, I greatly appreciate your guidance and support in this process. Finally, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents a series of statements included in an interview guide designed to identify the needs, challenges, and expectations of teaching English to fifth-grade elementary school students. The interview guide consists of seven items. Assessment is based on two alternative answer options:

- a. Relevant: The item adequately represents the assessed aspect.

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
4.	Tingkat kemampuan bahasa Inggris siswa <i>(English level of students)</i>	1. Bagaimana tingkat kecakapan bahasa Inggris siswa kelas 5 di sekolah ini? <i>(What is the level of English proficiency of grade 5 students in this school?)</i> 2. Apa saja tantangan utama yang dihadapi siswa dalam belajar bahasa Inggris? <i>(What are the main challenges students experience when learning English?)</i>	✓ ✓		
	Aktivitas pengajaran dan pembelajaran <i>(Teaching and learning activities)</i>	3. Apakah sekolah sudah menerapkan Kurikulum Merdeka untuk mata pelajaran Bahasa Inggris? <i>(Has the school implemented Merdeka</i>	✓		

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		<i>Curriculum for English learning?)</i> 4. Bagaimana pelaksanaan kegiatan belajar mengajar bahasa Inggris di kelas biasanya dilakukan? (<i>How is English teaching and learning usually conducted in the classroom?)</i> 5. Tantangan apa saja yang dihadapi guru dalam proses pengajaran bahasa Inggris? (<i>What challenges do teachers face in the English teaching process?)</i> 6. Media dan metode apa yang biasanya digunakan oleh guru? (<i>What media and methods do teachers usually use?)</i>	✓ ✓ ✓		
4.	Penggunaan cerita (<i>The use of stories</i>)	7. Apakah guru menggunakan cerita sebagai bagian dari pembelajaran bahasa Inggris? Jika iya, jenis cerita apa yang dipilih dan dalam bahasa apa cerita tersebut disampaikan?	✓		

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		<i>(Does the teacher use stories as part of English learning? If so, what type of stories are chosen and in what language are they told?)</i> 8. Bagaimana respons siswa ketika belajar dengan menggunakan cerita? <i>(How do students respond when learning by using stories?)</i>	✓		
5.	Penerapan karakter <i>(The insertion of character)</i>	9. Bagaimana nilai-nilai karakter sudah diajarkan dalam pembelajaran Bahasa Inggris? <i>(How character values been taught in English learning?)</i> 10. Bagaimana strategi guru dalam menyisipkan nilai-nilai Delapan Dimensi Profil Lulusan di kelas? <i>(How is the teacher's strategy in inserting Eight Dimensions of Graduate Profile values in the classroom?)</i>	✓ ✓		
6.	Kebutuhan akan buku cerita	11. (Menurut Anda, apakah siswa membutuhkan	✓		

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		<i>Graduate Profile, especially related to Spirituality?)</i>			
	Harapan guru terhadap buku cerita digital bilingual (<i>Teachers' expectations of digital bilingual storybook</i>)	14. Jika sebuah buku cerita digital bilingual (Indonesia–Inggris) yang memuat nilai-nilai karakter, khususnya terkait spiritualitas, dikembangkan, apa harapan Anda? (<i>If a digital bilingual (Indonesian-English) storybook containing character values, especially related to Spirituality, is developed, what are your expectations?</i>)	✓		
Total			14	0	

Singaraja, 4 Februari 2026

Expert Judge I



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

NIP. 196407141988102001

Appendix 3. Instrument Validation for Semi Structured Interview Guide Expert Judge 2

**EXPERT JUDGEMENT OF SEMI-STRUCTURED INTERVIEW GUIDE
(BEFORE STORY CREATION)**

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

INTRODUCTION

Please allow me to request your time in evaluating or validating the interview guide before entering the story creation stage, which will then be used to explore teachers' perspectives on English language learning for fifth-grade elementary school students. Your willingness to validate this guide is crucial to the smooth running and success of the research entitled “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Spirituality Values in Grade 5.” Therefore, I greatly appreciate your guidance and support in this process. Finally, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents a series of statements included in an interview guide designed to identify the needs, challenges, and expectations of teaching English to fifth-grade elementary school students. The interview guide consists of seven items. Assessment is based on two alternative answer options:

- a. Relevant: The item adequately represents the assessed aspect.
- b. Not Relevant: The item does not adequately represent the assessed aspect.

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

Table 1

Semi-Structured Interview Guide for Teacher

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
5.	Tingkat kemampuan bahasa Inggris siswa <i>(English level of students)</i>	1. Bagaimana tingkat kecakapan bahasa Inggris siswa kelas 5 di sekolah ini? <i>(What is the level of English proficiency of grade 5 students in this school?)</i> 2. Apa saja tantangan utama yang dihadapi siswa dalam belajar bahasa Inggris? <i>(What are the main challenges students experience when learning English?)</i>	✓ ✓		
	Aktivitas pengajaran dan pembelajaran <i>(Teaching and learning activities)</i>	3. Apakah sekolah sudah menerapkan Kurikulum Merdeka untuk mata pelajaran Bahasa Inggris? <i>(Has the school implemented</i>	✓		

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		<i>Merdeka Curriculum for English learning?)</i> 4. Bagaimana pelaksanaan kegiatan belajar mengajar bahasa Inggris di kelas biasanya dilakukan? <i>(How is English teaching and learning usually conducted in the classroom?)</i> 5. Tantangan apa saja yang dihadapi guru dalam proses pengajaran bahasa Inggris? <i>(What challenges do teachers face in the English teaching process?)</i> 6. Media dan metode apa yang biasanya digunakan oleh guru? <i>(What media and methods do teachers usually use?)</i>	✓ ✓ ✓		
5.	Penggunaan cerita <i>(The use of stories)</i>	7. Apakah guru menggunakan cerita sebagai bagian dari pembelajaran bahasa Inggris? Jika iya, jenis cerita apa yang dipilih dan dalam bahasa apa cerita tersebut disampaikan?	✓		

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		(Does the teacher use stories as part of English learning? If so, what type of stories are chosen and in what language are they told?) 8. Bagaimana respons siswa ketika belajar dengan menggunakan cerita? (How do students respond when learning by using stories?)	✓		
6.	Penerapan karakter (The insertion of character)	9. Bagaimana nilai-nilai karakter sudah diajarkan dalam pembelajaran Bahasa Inggris? (How character values been taught in English learning?) 10. Bagaimana strategi guru dalam menyisipkan nilai-nilai Delapan Dimensi Profil Lulusan di kelas? (How is the teacher's strategy in inserting Eight Dimensions of Graduate Profile values in the classroom?)	✓ ✓		
7.	Kebutuhan akan buku cerita	11. (Menurut Anda, apakah siswa membutuhkan	✓		

[illegible]

No.	Interview Topics	Key Question	Validation Option		Note
			Relevant	Irrelevant	
		<i>Graduate Profile, especially related to Spirituality?)</i>			
	Harapan guru terhadap buku cerita digital bilingual (<i>Teachers' expectations of digital bilingual storybook</i>)	14. Jika sebuah buku cerita digital bilingual (Indonesia–Inggris) yang memuat nilai-nilai karakter, khususnya terkait spiritualitas, dikembangkan, apa harapan Anda? (<i>If a digital bilingual (Indonesian-English) storybook containing character values, especially related to Spirituality, is developed, what are your expectations?</i>)	✓		
Total			14	0	

Singaraja, 4 Februari 2026

Expert Judge II



Dr. Kadek Sintya Dewi, S.Pd., M.Pd,
NIP. 198803232015042004

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

EXPERT JUDGEMENT OF THE DOCUMENT STUDY MATRIX

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

INTRODUCTION

Please allow me to request your time in assessing or validating this document with the aim of ensuring that the data extracted, categories, and interpretations taken from the curriculum document (ATP) and English textbooks are accurate, relevant, and aligned with the research objectives. Your willingness to validate this guide is crucial to the smooth running and success of my research entitled “Creating a Digital Bilingual Storybook for Teaching English with the Insertion of Spirituality Values in Grade 5.” Therefore, I greatly appreciate your guidance and support in this process. Finally, I would like to thank you for your time and consideration.

INSTRUCTION

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

The total number of interview items is 2

The assessments consist of two alternatives:

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

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

Table Document Study Matrix

No	Document Type	Data Analyzed	Focus	Interpretation	Validation Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	Menyimak – Berbicara <i>“Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks.”</i> Understand the entire flow of information and respond	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions, such as those related to body parts (unit 6: parts of our body that work together). The learning objective is to help students understand body parts and their functions through simple sentences in everyday situations, supporting	✓		

		to simple oral or multimodal texts about everyday topics using short and simple sentences verbally in line with its context)		the development of communicative skills.			
		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari-hari dan meresponnya sesuai konteks.”</i> Understand the entire flow of information, main ideas and details from a	Reading comprehension skill and ability to identify multimodal texts	The learning objectives (ATP) guide students to understand the main ideas and specific details of short reading texts and multimodal texts (such as pictures, labeled diagrams, and short conversations) related to body parts and their functions in everyday situations. This focus aims to strengthen students' reading and viewing comprehension by connecting written	✓		

		variety of short texts or multimodal texts about everyday topics and respond in line with its context		information with visual support. This integration enables students to identify body parts, understand their functions in daily activities, and interpret simple informative texts in real-life contexts (Unit 6: body parts and their functions in daily life).			
		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	Writing and presenting skill	The learning objectives (ATP) require students to express ideas through short written texts and simple presentations related to body parts and their functions (Unit 6). Students write short paragraphs about various body parts and explain how they are used in daily activities. Students also	✓		

		and experiences through various types of simple written texts or multimodal texts about everyday topics in line with its context)		organize random sentences into correct sentences according to the function of the body parts. The writing task uses simple present tense and familiar vocabulary about the body, allowing students to practice making clear and meaningful sentences.			
2.	Grade 5 English Book	Unit 6 “Part of Our Body that Work Together”	Language Function using body parts	This unit focuses on introducing body parts and their functions in the context of meaningful everyday life (e.g., eyes for seeing, ears for hearing, hands for holding, nose for smelling). Learning activities in this unit encourage students to understand how different body parts	✓		

				work together to support daily activities. This unit can be integrated into a storyline that promotes awareness, gratitude, and responsibility for the body, in line with spiritual and character values by helping students recognize the body as a gift that must be cared for and respected.			
Total					4	0	



Singaraja, 4 Februari 2026

Expert Judge I

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

NIP. 196407141988102001

Appendix 5. Instrument Validation for Document Study Matrix Expert Judge 2

EXPERT JUDGEMENT OF THE DOCUMENT STUDY MATRIX

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

INTRODUCTION

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INSTRUCTION

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

The total number of interview items is 2

The assessments consist of two alternatives:

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

assessed.

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

Table Document Study Matrix

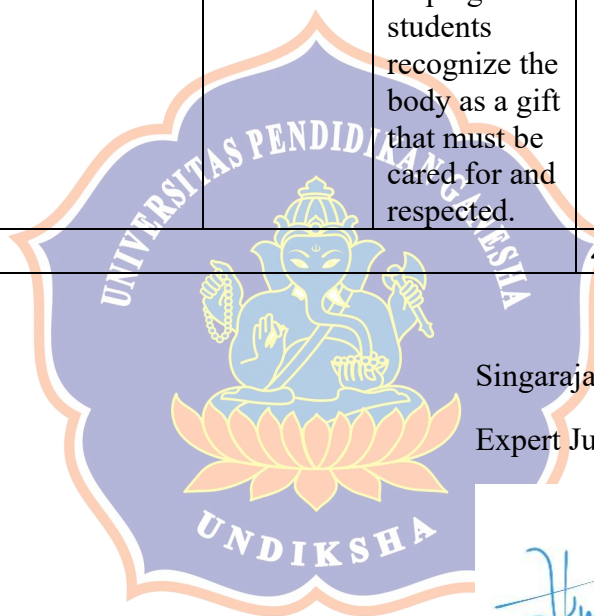
No	Document Type	Data Analyzed	Focus	Interpretation	Validation Option		Comment
					Relevant	Irrelevant	
1.	Grade 5 English Flow of Learning Objectives (ATP)	Menyimak – Berbicara <i>“Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks.”</i> Understand the entire flow of information and respond to simple oral or	Listening and Speaking Skill	It emphasizes students' ability to identify, pronounce, and respond orally to familiar vocabulary and expressions, such as those related to body parts (unit 6: parts of our body that work together). The learning objective is to help students understand body parts and their functions through simple sentences in everyday situations, supporting the development	✓		

		multimodal texts about everyday topics using short and simple sentences verbally in line with its context)		of communicative skills.			
		Membaca - Memirsa <i>“Memahami alur informasi secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari-hari dan meresponnya sesuai konteks.”</i> Understand the entire flow of information, main ideas and details from a variety of short texts or	Reading comprehension skill and ability to identify multimodal texts	The learning objectives (ATP) guide students to understand the main ideas and specific details of short reading texts and multimodal texts (such as pictures, labeled diagrams, and short conversations) related to body parts and their functions in everyday situations. This focus aims to strengthen students' reading and viewing comprehension by connecting written information with visual support. This	✓		

		multimodal texts about everyday topics and respond in line with its context		integration enables students to identify body parts, understand their functions in daily activities, and interpret simple informative texts in real-life contexts (Unit 6: body parts and their functions in daily life).			
		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	Writing and presenting skill	The learning objectives (ATP) require students to express ideas through short written texts and simple presentations related to body parts and their functions (Unit 6). Students write short paragraphs about various body parts and explain how they are used in daily activities. Students also organize random sentences	✓		

		through various types of simple written texts or multimodal texts about everyday topics in line with its context)		into correct sentences according to the function of the body parts. The writing task uses simple present tense and familiar vocabulary about the body, allowing students to practice making clear and meaningful sentences.			
2.	Grade 5 English Book	Unit 6 “Part of Our Body that Work Together”	Language Function using body parts	This unit focuses on introducing body parts and their functions in the context of meaningful everyday life (e.g., eyes for seeing, ears for hearing, hands for holding, nose for smelling). Learning activities in this unit encourage students to understand how different body parts work together to support daily	✓		

				activities. This unit can be integrated into a storyline that promotes awareness, gratitude, and responsibility for the body, in line with spiritual and character values by helping students recognize the body as a gift that must be cared for and respected.			
Total					4	0	



Singaraja, 4 Februari 2026

Expert Judge II

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

NIP. 198803232015042004

Appendix 6. Instrument Validation for Instrument to Assess the Quality of The Product Judge 1

EXPERT JUDGES EVALUATION SHEET FOR THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument was developed to gather expert evaluations on the quality of the digital bilingual storybooks produced in this study. These storybooks were designed to support English learning for fifth-grade students while integrating spirituality values as part of the Graduate Profile. Through this instrument, experts are expected to evaluate various aspects of the storybooks based on certain criteria, including title suitability, theme relevance, alignment with general learning competencies, suitability with the characteristics of Teaching English to Young Learners (TEYL), integration of spirituality values, post-reading activity design, story structure, clarity of language use and translation accuracy, quality of visual illustrations and layout, text readability and font selection, and usability and accessibility of the digital storybooks. The evaluations and feedback provided are expected to provide constructive insights to improve the overall quality of the developed product.

INSTRUCTION

The table below outlines the main components of the digital bilingual storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using a five-point rating scale described as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. The assessments consist of two alternatives:

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

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

Table of Instrument to Assess the Quality of the Product

No	Criteria	Indicator	Relevant	Irrelevant	Comments
1	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓		
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓		
2	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓		
		The story theme promotes spirituality values. <i>Tema cerita mendorong nilai spiritual.</i>	✓		
3	Relevance to General Competencies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓		
		The story supports the learning objectives of the curriculum. <i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</i>	✓		

4	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	√		
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√		
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	√		
		The story provides learning experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	√		
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	√		
5	Character Insertion (Spirituality Value)	Spirituality values are presented clearly in the story. <i>Nilai spiritual disajikan secara jelas dalam cerita.</i>	√		
		The spirituality values are integrated naturally, not forced. <i>Nilai spiritual diintegrasikan secara alami, tidak dipaksakan.</i>	√		
6	After-Story Activities	The activities reinforce students' English learning. <i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>	√		
		The activities reinforce students' character development. <i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>	√		
7	Overall Quality	The story is educationally valuable.	√		

	of Content	<i>Cerita memiliki nilai edukatif.</i>			
		The story is relevant to students' real-life context. <i>Cerita relevan dengan konteks kehidupan nyata siswa.</i>	√		
8	Story Structure / Plot Design	The story has a clear beginning. <i>Cerita memiliki bagian awal yang jelas.</i>	√		
		The story has a clear middle. <i>Cerita memiliki bagian tengah yang jelas.</i>	√		
		The story has a clear ending. <i>Cerita memiliki bagian akhir yang jelas.</i>	√		
		The plot is logically connected and easy to follow. <i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti.</i>	√		
9	Language Use & Translation Accuracy	The English sentences are grammatically correct. <i>Kalimat bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>	√		
		The Indonesian translation accurately reflects the English text. <i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>	√		
10	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	√		
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>	√		
11	Text Readability & Font	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	√		

	Selection	The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	√		
		The color contrast between text and background supports clarity. <i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>	√		
12	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan.</i>	√		
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar pada berbagai perangkat</i>	√		
Total			30		

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

Table of Open-ended Questions for Expert

No.	Components	Questions	Relevant/Irrelevant	Validation Option		Comments
				Relevant	Irrelevant	
1	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa</i>		√		

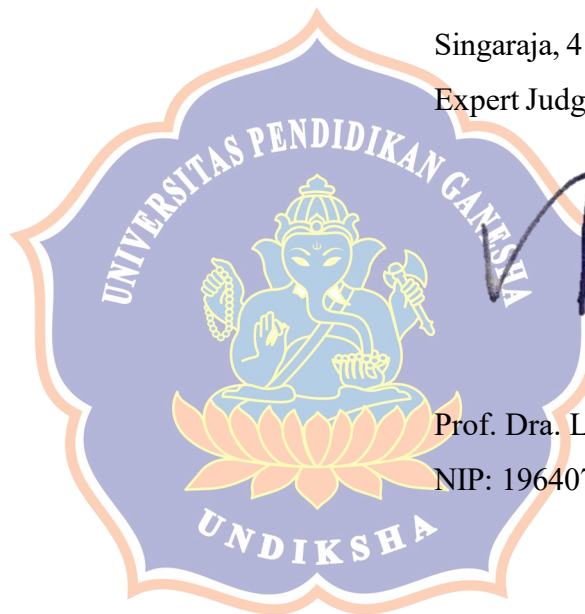
		<i>baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>				
2	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?</i>		√		
3	Character Education	How clearly is the spirituality value shown through the story and the activities? <i>Seberapa jelas nilai spiritual ditampilkan melalui cerita dan kegiatan yang ada?</i>		√		
4	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive		√		

		parts interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>				
5	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan ramah pengguna buku cerita digital ini pada berbagai perangkat?</i>	√			
6	General Suggestions	Please share your overall impression and recommendations for	√			

		improving the product.				
		<i>Silakan bagikan kesan umum dan rekomendasi anda untuk meningkatkan produk ini.</i>				
Total				6	0	

Singaraja, 4 Februari 2026

Expert Judge 1



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

NIP: 196407141988102001

Appendix 7. Instrument Validation for Instrument to Assess the Quality of The Product Judge 2

EXPERT JUDGES EVALUATION SHEET FOR THE QUALITY OF THE PRODUCT

Expert Judge 1 : Dr. Kadek Sintya Dewi, S.Pd., M.Pd
NIP : 198803232015042004
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

This instrument was developed to gather expert evaluations on the quality of the digital bilingual storybooks produced in this study. These storybooks were designed to support English learning for fifth-grade students while integrating spirituality values as part of the Graduate Profile. Through this instrument, experts are expected to evaluate various aspects of the storybooks based on certain criteria, including title suitability, theme relevance, alignment with general learning competencies, suitability with the characteristics of Teaching English to Young Learners (TEYL), integration of spirituality values, post-reading activity design, story structure, clarity of language use and translation accuracy, quality of visual illustrations and layout, text readability and font selection, and usability and accessibility of the digital storybooks. The evaluations and feedback provided are expected to provide constructive insights to improve the overall quality of the developed product.

INSTRUCTION

The table below outlines the main components of the digital bilingual storybook that need to be evaluated. Each indicator should be reviewed in terms of its suitability and relevance for Grade 5 students. The evaluation is conducted using

a five-point rating scale described as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. The assessments consist of two alternatives:

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

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

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

Table of Instrument to Assess the Quality of the Product

No	Criteria	Indicator	Relevant	Irrelevant	Comments
1	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓		
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓		
2	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓		
		The story theme promotes spirituality values. <i>Tema cerita mendorong nilai spiritual.</i>	✓		
3	Relevance to General Competencies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓		
		The story supports the learning objectives of the curriculum.	✓		

		<i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</i>			
4	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	√		
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√		
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	√		
		The story provides learning experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	√		
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	√		
5	Character Insertion (Spirituality Value)	Spirituality values are presented clearly in the story. <i>Nilai spiritual disajikan secara jelas dalam cerita.</i>	√		
		The spirituality values are integrated naturally, not forced. <i>Nilai spiritual diintegrasikan secara alami, tidak dipaksakan.</i>	√		
6	After-Story	The activities reinforce students' English learning.	√		

	Activities	<i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>			
		The activities reinforce students' character development.	√		
		<i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>			
7	Overall Quality of Content	The story is educationally valuable.	√		
		<i>Cerita memiliki nilai edukatif.</i>			
		The story is relevant to students' real-life context.	√		
8	Story Structure / Plot Design	<i>Cerita relevan dengan konteks kehidupan nyata siswa.</i>			
		The story has a clear beginning.	√		
		<i>Cerita memiliki bagian awal yang jelas.</i>			
		The story has a clear middle.	√		
		<i>Cerita memiliki bagian tengah yang jelas.</i>			
		The story has a clear ending.	√		
9	Language Use & Translation Accuracy	<i>Cerita memiliki bagian akhir yang jelas.</i>			
		The plot is logically connected and easy to follow.	√		
		<i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti.</i>			
		The English sentences are grammatically correct.	√		
		<i>Kalimat bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>			
		The Indonesian translation accurately reflects the English text.	√		

		<i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>			
10	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	√		
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>	√		
11	Text Readability & Font Selection	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	√		
		The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	√		
		The color contrast between text and background supports clarity. <i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>	√		
12	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan.</i>	√		
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar pada berbagai perangkat</i>	√		
Total			30		

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

Table of Open-ended Questions for Expert

No.	Components	Questions	Relevant/ Irrelevant	Validation Option		Comments
				Relevant	Irrelevant	
1	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>		√		
2	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?</i>		√		
3	Character Education	How clearly is the spirituality value shown through the		√		

		story and the activities? <i>Seberapa jelas nilai spiritual ditampilkan melalui cerita dan kegiatan yang ada?</i>				
4	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>		√		
5	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan ramah pengguna buku cerita digital ini pada</i>		√		

		<i>berbagai perangkat?</i>				
6	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan kesan umum dan rekomendasi anda untuk meningkatkan produk ini.</i>		√		
Total				6	0	



Singaraja, 4 Februari 2026

Expert Judge II

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

NIP. 198803232015042004

Appendix 8. First Draft of the Story

ENGLISH VERSION:**Jojo and His Amazing Body**

On a sunny Sunday, Jojo woke up early. He was very excited to help his mother clean the house... Jojo washed his face and brushed his teeth to feel fresh and ready for the day. In the yard, Jojo walked to his mother, who was sweeping the yard. Jojo also saw his father cutting the grass. "Mom, I want to help," said Jojo with a smile, his hands holding a broom. Jojo then joined his mother in sweeping. Three squirrels jumped quickly in the tree. Jojo looked at the squirrels in amazement. "Those squirrels jump so high," said Jojo. His father turned off the lawnmower and joined him to watching. The squirrels chased each other around the tree. "Squirrels have long and strong legs for jumping from tree to tree," said his father softly. "Oh, that's why they can jump so high! Their legs are very strong!" said Jojo. After sweeping, Jojo and his mother sat together on the terrace. "Jojo, you look tired," said Mother. Jojo held his shoulder and answered, "Yes, Mom. Maybe because I played soccer yesterday afternoon." Father then said, "Soccer is a hard sport because your whole body moves, your legs, your hands, and your eyes." Jojo looked surprised and said, "Wow, I use all my body parts when I play soccer!" Mother massaged Jojo's shoulder and softly said, "Yes, Jojo. God created all your body parts so you can use them well. That is why we must be grateful for our amazing body." Jojo felt very thankful for his amazing body. It was almost nine o'clock when suddenly Jojo's stomach made a sound, signaling that he was very hungry. "Oh, you're hungry, Jojo?" Mother had

prepared breakfast from last night's food. "Wait a minute, I will warm it up." said Mother as she headed to the kitchen, with Jojo following behind. Mother took out roasted chicken, scrambled eggs, vegetables, and fried tempeh from the fridge. "Why do you cook so much every day?" Jojo asked curiously. Mother answered while preparing plates and spoons, "Besides being grateful, we must keep our bodies to stay healthy and strong. Healthy foods like meat and vegetables can keep our bodies because they have lots of fiber as a source of energy." Mother and Jojo sat at the dining table and enjoyed a delicious and healthy breakfast. At the dining table, father led a prayer before eating. Jojo's nose smelled a delicious aroma, and he saw the bean soup, jojo said excitedly, "Wow, there's bean soup!" Mother smiled because that soup was Jojo's favorite food. Father then said, "That's your favorite soup, Jojo. The beans in the soup can strengthen your teeth because they are rich in calcium. No wonder Jojo's teeth are strong because he likes to eat beans." After finishing their meal together, Jojo helped his mother clear the dishes. He was surprised when he heard the alarm ringing, it was time to pray. "Dad, Mom, let's pray" said jojo. At the place of worship, Jojo and his family prayed together. Jojo was grateful and thankful for having the means to take care of his body so that. Jojo learned a lot about the parts of the body and how to keep them strong and healthy.

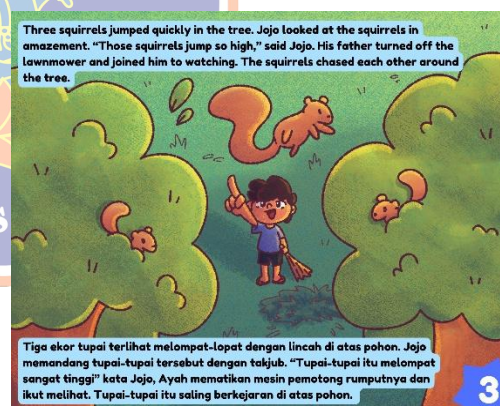
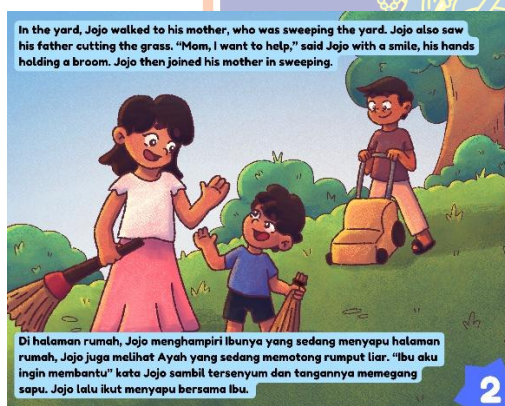
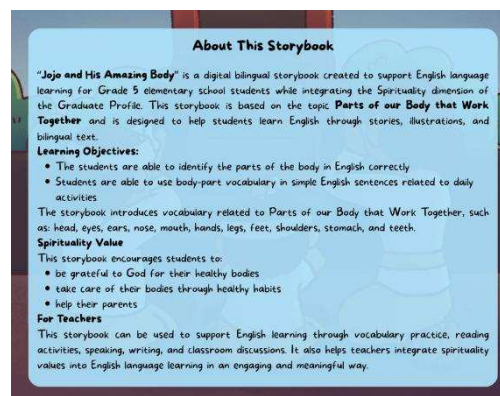
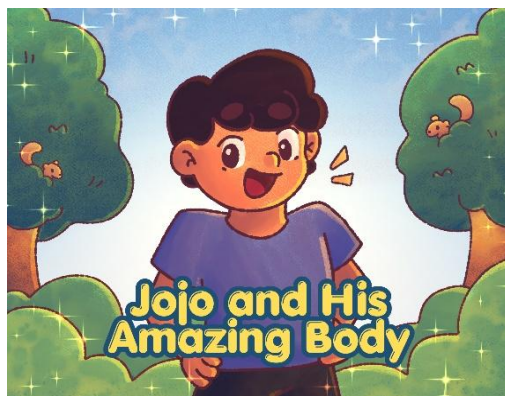
INDONESIAN VERSION:

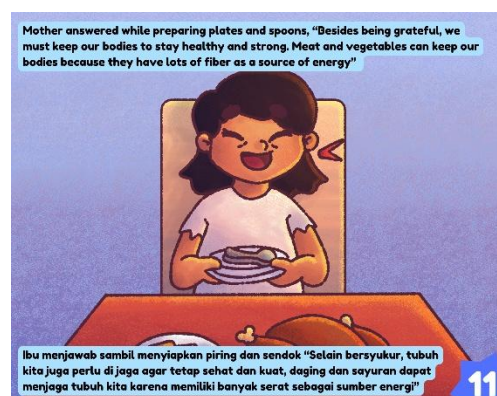
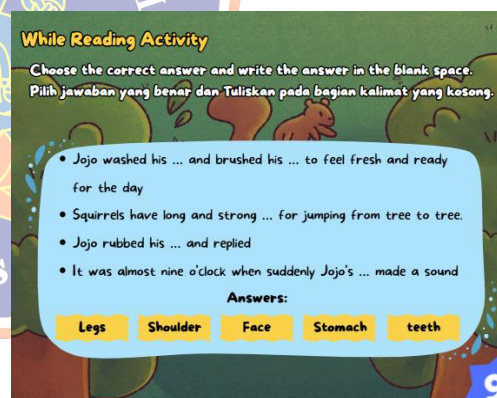
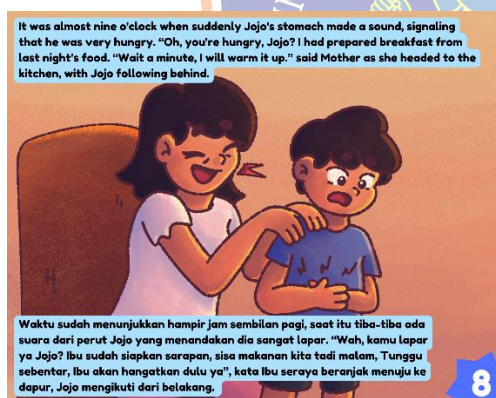
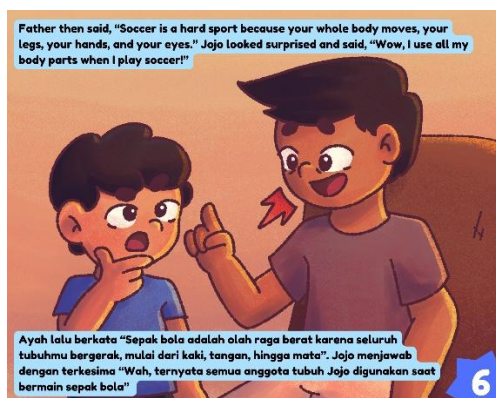
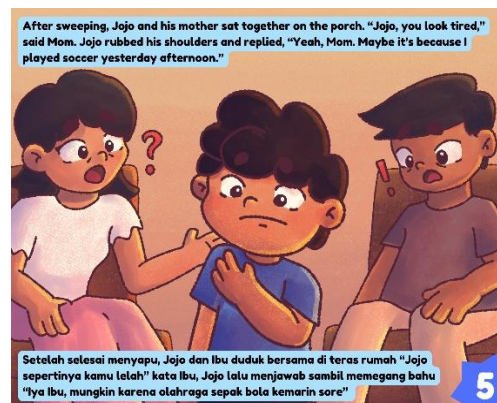
Jojo dan Tubuh Hebatnya

Di hari minggu yang cerah, Jojo bangun lebih awal. Ia sangat bersemangat ingin membantu Ibunya membersihkan rumah. Jojo lalu mencuci wajah dan menggosok giginya agar lebih segar untuk memulai hari. Di halaman rumah, Jojo menghampiri Ibunya yang sedang menyapu halaman, Jojo juga melihat Ayah yang sedang memotong rumput liar. “Ibu aku ingin membantu” kata Jojo sambil tersenyum dan tangannya memegang sapu. Jojo lalu ikut menyapu bersama Ibu. Tiga ekor tupai terlihat melompat-lopat dengan licah di atas pohon. Jojo memandang tupai-tupai tersebut dengan takjub. “tupai-tupai itu melompat sangat tinggi” kata Jojo, Ayah mematikan mesin pemotong rumputnya dan ikut melihat. Tupai-tupai itu saling berkejaran di atas pohon. “tupai memiliki kaki yang panjang dan kuat untuk melompat dari pohon ke pohon”. kata Ayah dengan suara setengah berbisik. “Oh, itulah sebabnya mereka bisa melompat setinggi itu! Kaki mereka sangat kuat!” kata Jojo. Setelah selesai menyapu, Jojo dan Ibu duduk bersama di teras rumah “Jojo sepertinya kamu lelah” kata Ibu, Jojo lalu menjawab sambil memegang bahu “iya Ibu, mungkin karena olahraga sepak bola kemarin sore” Ayah lalu berkata “sepak bola adalah olah raga berat karena seluruh tubuhmu bergerak, mulai dari kaki, tangan, hingga mata”. Jojo menjawab dengan terkesima “wah, ternyata semua anggota tubuh Jojo digunakan saat bermain sepak bola” Ibu membantu memijat bahu Jojo dan dengan lebut berkata “iya Jojo, tuhan menciptakan seluruh anggota tubuh agar bisa di gunakan dengan baik, maka dari itu kita harus bersyukur karena telah di berikan anggota tubuh yang hebat”. Jojo merasa sangat bersyukur atas anggota tubuh hebat yang dimilikinya. Waktu sudah menunjukkan hampir jam Sembilan pagi, saat itu tiba-tiba ada suara dari perut Jojo yang menandakan dia sangat lapar. “Wah, kamu

lapar ya Jojo?” Ibu sudah siapkan sarapan, sisa makanan kita tadi malam, Tunggu sebentar, Ibu akan hangatkan dulu ya, kata Ibu seraya beranjak menuju ke dapur, Jojo mengikuti dari belakang. Ibu mengeluarkan ayam panggang, telur dadar, sayuran, dan tempe goreng dari dalam kulkas. “kenapa Ibu memasak banyak setiap hari? dengan penasaran Jojo bertanya. Ibu menjawab sambil menyiapkan piring dan sendok “selain bersyukur, tubuh kita juga perlu di jaga agar tetap sehat dan kuat, makanan sehat seperti daging dan sayuran dapat menjaga tubuh kita karena memiliki banyak serat sebagai sumber energi” Ibu, Ayah, dan Jojo duduk di meja makan dan menikmati sarapan yang enak dan sehat. Di meja makan, Ayah memimpin doa bersama sebelum menyantap makanan nya. seketika hidung Jojo mencium aroma nikmat, ia melihat ada sup sayur kacang, dengan bersemangat Jojo berkata “wah ada sup sayur kacang”. Ibu tersenyum karena sup itu adalah makanan kesukaan Jojo. Ayah lalu berkata “itu sup kesukaan kamu Jojo, kacang yang ada di sup itu dapat menguatkan gigi karena kaya akan kalsium, pantas gigi Jojo kuat karena suka makan kacang” Selesaiya makan bersama, Jojo membantu Ibunya merapikan piring ia lalu kaget karena telinganya mendengar alarm berbunyi yang menunjukkan waktunya untuk beribadah, “Ayah, Ibu ayo kita beribadah” kata Jojo. Di tempat ibadah Jojo dan keluarganya berdoa Bersama. jojo bersyukur dan berterima kasih karena memiliki rejeki, untuk menjaga tubuhnya. Jojo belajar banyak mengenai anggota tubuh dan cara menjaganya agar tetap kuat dan sehat.

Appendix 9. Final Product





Mother and Jojo sat at the dining table and enjoyed a delicious and healthy breakfast. Mom smiled because she had prepared Jojo's favorite soup. His father then said, "The beans in that soup help strengthen your teeth because they're rich in calcium."



Ibu, Ayah, dan Jojo lalu duduk di meja makan dan menikmati sarapan yang enak dan sehat. Ibu tersenyum karena sudah menyiapkan sup kesukaan Jojo. Ayah lalu berkata "Kacang yang ada di sup itu dapat menguatkan gigi karena kaya akan kalsium".

12

Without realizing it, Jojo touched his teeth, which felt strong and healthy. It turned out this was because he loved eating bean soup.



Tanpa sadar Jojo memegang giginya yang terasa kuat dan sehat. Ternyata ini karena dia suka makan sup kacang.

13

After finishing their meal, Jojo helped his mother clear the table. Just as he was putting away the last plate, the prayer alarm went off. "Dad, Mom, let's pray," said Jojo.



Selesai makan, Jojo membantu ibunya merapikan piring, tepat saat ia merapikan piring terakhir, alarm tanda waktu sembahyang berbunyi, "Ayah, Ibu ayo kita sembahyang" kata Jojo.

14

The three of them quickly got ready and prayed together. At that moment, Jojo gave thanks and expressed his gratitude for his strong and healthy body.



Mereka bertiga segera bersiap-siap dan sembahyang bersama. Saat itu Jojo memanjatkan rasa Syukur dan berterimakasih atas anggota tubuh kuat dan sehat yang dimilikinya.

15

Post Reading Activity

Arrange the following words into a correct sentence, then write it in the blank space.

Susunlah kata-kata berikut menjadi kalimat yang benar, lalu tuliskan pada bagian kosong.



- help home parents I home always my at home
- care I body take my of to stay healthy
- God I pray to every day

Appendix 10. Result of Semi-structured Interview Guide for Teacher

No.	Interview Topics	Key Question	Note
6.	Tingkat kemampuan bahasa Inggris siswa (<i>English level of students</i>)	1. Bagaimana tingkat kecakapan bahasa Inggris siswa kelas 5 di sekolah ini? (<i>What is the level of English proficiency of grade 5 students in this school?</i>) 2. Apa saja tantangan utama yang dihadapi siswa dalam belajar bahasa Inggris? (<i>What are the main challenges students experience when learning English?</i>)	1. Students' proficiency varies (low–medium–high). Some still struggle with alphabet and pronunciation, but basic numbers are mastered. 2. There are several challenges in learning English, including a limited vocabulary, difficulty understanding unfamiliar words and reading text, low self-confidence, and the perception that English is a difficult subject. Furthermore, some students have difficulty maintaining focus due to limited understanding of the material.
2	Aktivitas pengajaran dan pembelajaran (<i>Teaching and learning activities</i>)	3. Apakah sekolah sudah menerapkan Kurikulum Merdeka untuk mata pelajaran Bahasa Inggris? (<i>Has the school implemented Merdeka Curriculum for English learning?</i>)	3. Some schools have implemented it, while others have not. However, integration of English learning with other subjects and story-based resources remains limited. Although the curriculum can be implemented, challenges remain, such as teacher competency and the need for material preparation.

No.	Interview Topics	Key Question	Note
		4. Bagaimana pelaksanaan kegiatan belajar mengajar bahasa Inggris di kelas biasanya dilakukan? <i>(How is English teaching and learning usually conducted in the classroom?)</i> 5. Tantangan apa saja yang dihadapi guru dalam proses pengajaran bahasa Inggris? <i>(What challenges do teachers face in the English teaching process?)</i> 6. Media dan metode apa yang biasanya digunakan oleh guru? <i>(What media and methods do teachers usually use?)</i>	4. Learning activities include vocabulary development, pronunciation practice, drawing, numeracy integration, and book club sessions. English learning is also integrated with subjects such as art, mathematics and literacy. In classroom practice, teachers generally use discussions, question and answer sessions, games and role-playing activities. 5. Several challenges have been identified in English learning, such as limited storybooks and bilingual materials, internet issues, and learning materials that are not always appropriate for students' abilities. Another challenge is teachers' limited English language background. 6. Some teachers still use conventional methods such as textbooks and some already use short stories.
6.	Penggunaan cerita <i>(The use of stories)</i>	7. Apakah guru menggunakan cerita sebagai bagian dari pembelajaran bahasa Inggris? Jika iya, jenis	7. Teachers sometimes use digital short stories, such as online books and YouTube videos, to support learning. Story-based materials are mostly

No.	Interview Topics	Key Question	Note
		cerita apa yang dipilih dan dalam bahasa apa cerita tersebut disampaikan? <i>(Does the teacher use stories as part of English learning? If so, what type of stories are chosen and in what language are they told?)</i> 8. Bagaimana respons siswa ketika belajar dengan menggunakan cerita? <i>(How do students respond when learning by using stories?)</i>	taken from the internet and used as supplementary resources. Although less frequently used, stories are still considered effective in helping students understand the material. 8. Students become more interested and enthusiastic because the stories presented include illustrations.
7.	Penerapan karakter <i>(The insertion of character)</i>	9. Bagaimana nilai-nilai karakter sudah diajarkan dalam pembelajaran Bahasa Inggris? <i>(How character values been taught in English learning?)</i> 10. Bagaimana strategi guru dalam	9. Some teachers use a variety of learning activities to instill positive character values, such as praying before class, group work, drawing, and story discussions. These values are integrated into English and other subject areas. 10. Character values are integrated into various learning activities, including spirituality. These values are

No.	Interview Topics	Key Question	Note
		menyisipkan nilai-nilai Delapan Dimensi Profil Lulusan di kelas? <i>(How is the teacher's strategy in inserting Eight Dimensions of Graduate Profile values in the classroom?)</i>	consistently incorporated into various subjects, including English.
8.	Kebutuhan akan buku cerita <i>(The need for storybook)</i>	11. (Menurut Anda, apakah siswa membutuhkan media pembelajaran tambahan seperti buku cerita?) <i>(In your opinion, do students need additional learning media such as storybooks?)</i>	11. This is strongly needed due to the limited availability of bilingual books and learning materials appropriate to students' abilities. These books are also expected to help improve vocabulary, reading skills, and student engagement in English learning.
	Kebutuhan akan pengembangan karakter berdasarkan Delapan Dimensi Profil Lulusan <i>(The need for Eight Dimensions of</i>	12. Menurut Anda, apakah penguatan karakter berbasis Delapan Dimensi Profil Lulusan dalam pembelajaran Bahasa Inggris itu penting?	12. The integration of the Eight Dimensions of the Graduate Profile is important in English language learning because it helps develop students' character and supports meaningful learning.

No.	Interview Topics	Key Question	Note
	Graduate Profile development)	<i>(Do you think the strengthening of Eight Dimensions of Graduate Profile-based character in English learning is important?)</i> 13. Apakah guru pernah membuat atau menggunakan media dan bahan ajar yang memuat karakter berbasis Delapan Dimensi Profil Lulusan, khususnya yang berkaitan dengan spiritualitas? <i>(Have the teacher ever created or used media and teaching materials that contain Eight Dimensions of Graduate Profile, especially related to Spirituality?)</i>	13. Some teachers have used teaching materials that incorporate character values, including spirituality. However, materials specifically designed for English language learning and integrating spirituality are still limited.
	Harapan guru terhadap buku cerita digital bilingual	14. Jika sebuah buku cerita digital bilingual (Indonesia–	14. Expected features in storybooks include simple language, a bilingual format,

No.	Interview Topics	Key Question	Note
	<i>(Teachers' expectations of digital bilingual storybook)</i>	Inggris) yang memuat nilai-nilai karakter, khususnya terkait spiritualitas, dikembangkan, apa harapan Anda? <i>(If a digital bilingual (Indonesian-English) storybook containing character values, especially related to Spirituality, is developed, what are your expectations?)</i>	theme-based content, clear and engaging illustrations, vocabulary introductions, audio support, and reflective questions. Furthermore, storybooks are expected to present content appropriate to students' ability levels and help support their understanding and engagement in learning.

Appendix 11. Results of Instrument to Assess the Quality of the Product Expert 1

EXPERT JUDGES EVALUATION SHEET FOR THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument was developed to gather expert evaluations on the quality of the digital bilingual storybooks produced in this study. These storybooks were designed to support English learning for fifth-grade students while integrating spirituality values as part of the Graduate Profile. Through this instrument, experts are expected to evaluate various aspects of the storybooks based on certain criteria, including title suitability, theme relevance, alignment with general learning competencies, suitability with the characteristics of Teaching English to Young Learners (TEYL), integration of spirituality values, post-reading activity design, story structure, clarity of language use and translation accuracy, quality of visual illustrations and layout, text readability and font selection, and usability and accessibility of the digital storybooks. The evaluations and feedback provided are expected to provide constructive insights to improve the overall quality of the developed product.

INSTRUCTION

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

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

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

Table of Instrument to Assess the Quality of the Product

No	Criteria	Indicator	Scale				
			5 Strongly Agree	5 Agree	5 Neutr al	5 Disag ree	5 Strongl y Disagr ee
1	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓				
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓				
2	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓				
		The story theme promotes spirituality values. <i>Tema cerita mendorong nilai spiritual.</i>	✓				
3	Relevance to General Competencies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓				

		The story supports the learning objectives of the curriculum. <i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</i>	√				
4	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	√				
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√				
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	√				
		The story provides learning experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	√				
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	√				
5	Character Insertion (Spirituality Value)	Spirituality values are presented clearly in the story. <i>Nilai spiritual disajikan secara jelas dalam cerita.</i>	√				
		The spirituality values are integrated naturally, not forced. <i>Nilai spiritual diintegrasikan secara alami, tidak dipaksakan.</i>	√				
6	After-Story	The activities reinforce students' English learning.	√				

	Activities	<i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>					
		The activities reinforce students' character development.	√				
		<i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>					
7	Overall Quality of Content	The story is educationally valuable.	√				
		<i>Cerita memiliki nilai edukatif.</i>					
		The story is relevant to students' real-life context.	√				
8	Story Structure / Plot Design	<i>Cerita relevan dengan konteks kehidupan nyata siswa.</i>					
		The story has a clear beginning.	√				
		<i>Cerita memiliki bagian awal yang jelas.</i>					
		The story has a clear middle.	√				
		<i>Cerita memiliki bagian tengah yang jelas.</i>					
		The story has a clear ending.	√				
9	Language Use & Translation Accuracy	<i>Cerita memiliki bagian akhir yang jelas.</i>					
		The plot is logically connected and easy to follow.	√				
		<i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti.</i>					
		The English sentences are grammatically correct.	√				
		<i>Kalimat bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>					
		The Indonesian translation accurately reflects the English text.	√				

		<i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>					
10	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	√				
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>		√			
11	Text Readability & Font Selection	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	√				
		The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	√				
		The color contrast between text and background supports clarity. <i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>	√				
12	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan.</i>	√				
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar pada berbagai perangkat</i>	√				
Total			29	1	0	0	0

Singaraja, 6 Mei 2026

Expert Judge I



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

NIP: 196407141988102001

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

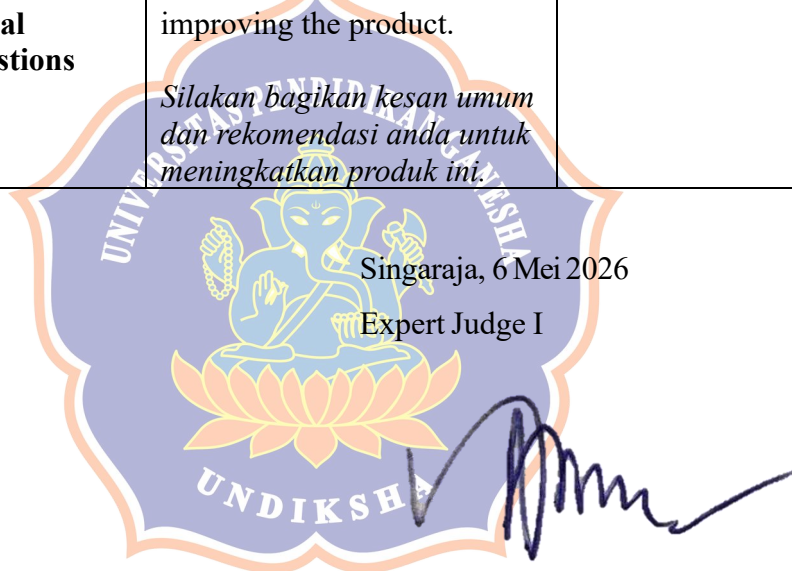
Table of Open-ended Questions for Expert

No.	Components	Questions	Relevant/Irrelevant
1	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	Relevant
2	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?</i>	Relevant
3	Character Education	How clearly is the spirituality value shown through the story and the activities? <i>Seberapa jelas nilai spiritual ditampilkan melalui cerita dan kegiatan yang ada?</i>	Relevant
4	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts interesting and suitable for young learners?	Relevant

		<i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>	
5	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan ramah pengguna buku cerita digital ini pada berbagai perangkat?</i>	Relevant
6	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan kesan umum dan rekomendasi anda untuk meningkatkan produk ini.</i>	Relevant

Singaraja, 6 Mei 2026

Expert Judge I



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

NIP: 196407141988102001

Appendix 12. Results of Instrument to Assess the Quality of the Product Expert 2

EXPERT JUDGES EVALUATION SHEET FOR THE QUALITY OF THE PRODUCT

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

INTRODUCTION

This instrument was developed to gather expert evaluations on the quality of the digital bilingual storybooks produced in this study. These storybooks were designed to support English learning for fifth-grade students while integrating spirituality values as part of the Graduate Profile. Through this instrument, experts are expected to evaluate various aspects of the storybooks based on certain criteria, including title suitability, theme relevance, alignment with general learning competencies, suitability with the characteristics of Teaching English to Young Learners (TEYL), integration of spirituality values, post-reading activity design, story structure, clarity of language use and translation accuracy, quality of visual illustrations and layout, text readability and font selection, and usability and accessibility of the digital storybooks. The evaluations and feedback provided are expected to provide constructive insights to improve the overall quality of the developed product.

INSTRUCTION

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

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

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

Table of Instrument to Assess the Quality of the Product

No	Criteria	Indicator	Scale				
			5 Strongly Agree	5 Agree	5 Neutr al	5 Disag ree	5 Strongl y Disagr ee
1	Story Title	The title is engaging for young learners. <i>Judul menarik bagi pembelajar muda.</i>	✓				
		The title reflects the main theme of the story. <i>Judul mencerminkan tema utama cerita.</i>	✓				
2	Story Theme	The story theme is meaningful for students. <i>Tema cerita bermakna bagi siswa.</i>	✓				
		The story theme promotes spirituality values. <i>Tema cerita mendorong nilai spiritual.</i>	✓				
3	Relevan ce to General Compet encies	The content aligns with the English syllabus. <i>Isi cerita selaras dengan silabus Bahasa Inggris.</i>	✓				

		The story supports the learning objectives of the curriculum. <i>Cerita mendukung tujuan pembelajaran dalam kurikulum.</i>	√				
4	Relevance to Characteristics of TEYL	Using simple language. <i>Menggunakan bahasa yang sederhana.</i>	√				
		Using vocabulary that is familiar for Grade 5 students. <i>Menggunakan kosakata yang familiar bagi siswa kelas 5.</i>	√				
		The storyline is easy to understand by Grade 5 students. <i>Alur cerita mudah dipahami oleh siswa kelas 5.</i>	√				
		The story provides learning experiences connected to students' real-life contexts. <i>Cerita memberikan pengalaman belajar yang terhubung dengan konteks kehidupan nyata siswa.</i>	√				
		The book provides engaging learning activities. <i>Buku menyediakan aktivitas pembelajaran yang menarik.</i>	√				
5	Character Insertion (Spirituality Value)	Spirituality values are presented clearly in the story. <i>Nilai spiritual disajikan secara jelas dalam cerita.</i>	√				
		The spirituality values are integrated naturally, not forced. <i>Nilai spiritual diintegrasikan secara alami, tidak dipaksakan.</i>	√				
6	After-Story	The activities reinforce students' English learning.	√				

	Activities	<i>Kegiatan setelah cerita memperkuat pembelajaran bahasa Inggris siswa.</i>					
		The activities reinforce students' character development.	√				
		<i>Kegiatan tersebut memperkuat pengembangan karakter siswa.</i>					
7	Overall Quality of Content	The story is educationally valuable.	√				
		<i>Cerita memiliki nilai edukatif.</i>					
		The story is relevant to students' real-life context.	√				
8	Story Structure / Plot Design	<i>Cerita relevan dengan konteks kehidupan nyata siswa.</i>					
		The story has a clear beginning.	√				
		<i>Cerita memiliki bagian awal yang jelas.</i>					
		The story has a clear middle.	√				
		<i>Cerita memiliki bagian tengah yang jelas.</i>					
		The story has a clear ending.	√				
9	Language Use & Translation Accuracy	<i>Cerita memiliki bagian akhir yang jelas.</i>					
		The plot is logically connected and easy to follow.	√				
		<i>Alur cerita memiliki keterkaitan yang logis dan mudah diikuti.</i>					
		The English sentences are grammatically correct.	√				
		<i>Kalimat bahasa Inggris disusun sesuai dengan kaidah tata bahasa yang benar.</i>					
		The Indonesian translation accurately reflects the English text.	√				

		<i>Terjemahan bahasa Indonesia secara akurat merepresentasikan teks bahasa Inggris.</i>					
10	Visual Illustration & Layout Design	The illustrations are attractive for students. <i>Ilustrasi menarik bagi siswa.</i>	√				
		The layout supports students' comprehension. <i>Tata letak membantu pemahaman siswa terhadap isi cerita.</i>		√			
11	Text Readability & Font Selection	The text uses readable fonts. <i>Teks menggunakan jenis huruf yang mudah dibaca.</i>	√				
		The font size is appropriate for young learners. <i>Ukuran huruf sesuai untuk pembelajar muda.</i>	√				
		The color contrast between text and background supports clarity. <i>Kontras warna antara teks dan latar belakang mendukung kejelasan.</i>		√			
12	Ease of Use / Accessibility	The storybook is easy to use. <i>Buku cerita mudah digunakan.</i>	√				
		The storybook can be accessed smoothly on different devices. <i>Buku cerita dapat diakses dengan lancar pada berbagai perangkat</i>	√				
Total			28	2	0	0	0

Singaraja, 6 Mei 2026

Expert Judge II



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

NIP. 198803232015042004

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

Table of Open-ended Questions for Expert

No.	Components	Questions	Relevant/Irrelevant
1	Content Relevance	How well do you think the story content supports Grade 5 students' English learning objective? <i>Menurut Anda, seberapa baik isi cerita mendukung tujuan pembelajaran bahasa Inggris siswa kelas 5?</i>	Relevant
2	Language Use	Is the English language level appropriate for Grade 5 students? <i>Apakah tingkat bahasa Inggris yang digunakan sesuai untuk siswa kelas 5?</i>	Relevant
3	Character Education	How clearly is the spirituality value shown through the story and the activities? <i>Seberapa jelas nilai spiritual ditampilkan melalui cerita dan kegiatan yang ada?</i>	Relevant
4	Visual and Digital Design	Are the illustrations, pictures, layout, and interactive parts	Relevant

		interesting and suitable for young learners? <i>Apakah ilustrasi, gambar, tata letak, dan bagian interaktif menarik serta sesuai untuk pembelajar muda?</i>	
5	Technical Aspect	How accessible and user-friendly is the digital storybook across devices? <i>Seberapa mudah diakses dan ramah pengguna buku cerita digital ini pada berbagai perangkat?</i>	Relevant
6	General Suggestions	Please share your overall impression and recommendations for improving the product. <i>Silakan bagikan kesan umum dan rekomendasi anda untuk meningkatkan produk ini.</i>	Relevant

Singaraja, 6 Mei 2026

Expert Judge II

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

NIP. 198803232015042004

Appendix 13. Documentation





Appendix 25. Biography



I Made Dharma Prananta, Lahir di Mambal pada tanggal 09 November 2003. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis menyelesaikan pendidikannya di SD Negeri 22 Dauh Puri Denpasar, kemudian melanjutkan ke SMP Negeri 3 Abiansemal, kemudian melanjutkan ke SMA Negeri 2 Abiansemal. Setelah lulus SMA, penulis melanjutkan ke jenjang perguruan tinggi pada program Studi S1 Pendidikan

Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada Semester Genap tahun ajaran 2025/2026 penulis telah menyelesaikan tugas akhir yang berjudul “Creating a Digital Bilingual Storybook for Teaching English with The Insertion of Spirituality Value in Grade 5”.

