

Developing a Bilingual Storybook as English Reading Materials for Elementary School Students

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ABSTRACT

In the era globalisation, learning English is important in elementary school, one of which is reading English, because from reading they will gain information and knowledge. This research aim to develop and to know the feasibility level of bilingual storybook as an English reading materials. Apart from that, the reason for conducting this research is because there was a low reading level and there was no bilingual storybook based on local culture of Kemiren. The researcher used research and development (R&D) by Sugiyono. They are : (1) potential & problem, (2) data collection, (3) product design, (4) produk improvement, (6) product trials. The researcher cannot apply all ten stages because the research period was very limited. Bilingual storybook entitled “Jeje and Caca Go Around Kemiren” consist of two topics. They are : ritual traditions and traditional foods of Kemiren. Based on the validation results, the feasibility level of bilingual storybook get the average 88% from material expert and 95% from English teacher with very feasible category. While the evaluation results from small group trial get the average 100% from students with very feasible category. It can be concluded that bilingual storybook based on Kemiren local culture entitled “Jeje and Caca Go Around Kemiren” is suitable to use as English reading material.

Keywords: *English Reading Materials; Bilingual Storybook; Local Culture; Kemiren*

A. Introduction

In this era of globalisation, English has become an international language and making it one of the important languages to taught children from an early age. The importance of learning English in elementary school is due to several factors, they are : (1) English is a global language that is used in many aspects of life; (2) a young age in elementary school is the best time to learn English as a foreign language; and (3) learning English in elementary school will help students learn English more efficiently at the next school level(Maghfirah, 2023). At the age of 6–10 years, children have a high absorption capacity and great curiosity. So this age is the best time to add their insight with knowledge and experience, one of which is reading.

Reading is one of the most important language skills because students will gain more information and knowledge (Oktarina et al., 2020). However, a lot of children are still less interested in reading especially English because many of them think that English is a difficult language. They have difficulties in English reading sessions due to a lack of understanding and interest in reading, so they believe English is a difficult language (Maghfirah, 2023). The lack of learning materials taught, and teachers not requiring students to read books are obstacles to students' low interest in reading. (Hastiani, 2023). We can increase their interest in reading through the independent learning curriculum. Luckily, the recent independent curriculum offers opportunity for them to read a lot.

In the independent curriculum, child literacy is the main focus. Literacy is defined as the ability to speak, count, solve everyday problems, comprehend, and apply self-skills (Rusli, 2023). Literacy is no longer just about reading and writing, but about a broader understanding. Then in independent curriculum especially at the end phase B, students respond to various texts and images verbally and in simple writing with visual and non-verbal communication (Kemendikbud, 2022). They can interact with simple English and to achieve this, the teachers are free to use various learning media and materials. One of which is the teachers can introduce cultural literacy in the class.

Understanding and having the ability to use Indonesian culture as a national identity is called cultural literacy. Through the National Literacy Movement programme, the Indonesian government uses literacy education to instill nationalism and patriotism in the millennial generation (Pratiwi et.al, 2019). In reality, the children are still lacking in understanding and treating Indonesian culture as part of our identity (Sari & Supriyadi, 2021). With technological advances, students forget about history and focus more on the West, with the slogan of globalization. Loving Western culture goes against the nation's cultural values that underlie nationalism. Education is not only maintains and promotes local and national culture but also instills a sense of identity in Indonesian people, helping them to continue to appreciate and maintain a culture of literacy especially in learning English.

Introducing children to local culture from an early age is important. Apart from being able to know their environment, introducing children to culture can also be a medium for instilling character values in children. Culture and character are important things to

instill children. This can be used to develop and strengthen personal potential. So that children are not easily influenced by foreign culture (Pratiwi, et.al, 2019). However in reality, we are still lacking in understanding and treating Indonesian culture as part of our identity (Sari & Supriyadi, 2021). So that, the teacher can use cultural content in the classroom to increase students' motivation (Gopnik, n.d.). From the motivation, it is hoped that they will be interested in reading English literature and interested in preserving their local culture. One which is by giving them bilingual Storybooks based on local culture as an their English reading materials.

The students at SDN 2 Kemiren also experiences the same problems. Based on the results of the interview, it was known that there is a low reading level especially in the lower grades. In addition, there is also a local culture picture storybook, but it is an older version at SDN 2 Kemiren. So based on the issue, an innovation in learning materials is needed a bilingual picture storybooks based on local culture of Kemiren for students at SDN 2 Kemiren will be developed by the researcher.

Despite the proven benefits of local culture-based English reading materials, a significant research gap remains regarding cultural specificity and material format. Previous studies, such as those by Azizah et al. (2021) and Oktarina et al. (2022), primarily developed reading materials based on general or provincial cultural identities, leaving more localized contexts like Banyuwangi unexplored. Furthermore, these studies predominantly employed an English-only format, which often poses challenges for students with limited English proficiency in grasping complex cultural nuances. The present research addresses these gaps by specifically integrating the local culture of Banyuwangi into a bilingual reading format. By combining high cultural specificity with bilingual support, this research provides a more contextualized and accessible learning resource by addressing the limitations of generalized cultural content found in prior studies.

Thus, the aim of this research are to develop a bilingual storybook as English reading materials and to know the feasibility level of a bilingual storybook as English reading materials for fourth graders at SDN 2 Kemiren. Finally, the result of this research is expected to be used as a source of information about various development in English teaching materials.

B. Research Method

This research design that researcher used in this study was research and development (R&D) method. In this development, researchers used the development model theory by Sugiyono. There are ten steps that must be taken for a development, namely: (1) potential and problem; (2) data collection; (3) product design; (4) design validations; (5) design improvement; (6) product trials; (7) initial product revision; (8) usage trials; (9) final product revision; and (10) mass production of products (Sugiyono, 2013). In this research, the researcher only applied 6 steps namely potential and problem; data collection, product design, design validations, design improvement, product trials. The researcher cannot apply all ten stages due to the very limited research period.

The researcher used purposive sampling method, with 4 students chosen at random from the total number of respondents to participate in the product's trial. They represent all respondents from SDN 2 Kemiren class IV students. In this study, the researcher collected data using interview, documentation and questionnaire. The interview were used to obtain research data so that researcher could find out what problems were happening. The questions asked in the interview were about teaching strategies, learning materials and media, and student conditions during the learning process. Documentation in this research was used to collect documents in the form of a fictional storybook entitled "Snow White" and a folklore book entitled "Sangkuriang". However, both storybooks are packaged in Indonesian and are already in the old version. This study used three sets of questionnaire, there are : need analysis questionnaire, validation questionnaire and evaluation questionnaire.

C. Research Finding and Discussion

This research adapts the development model theory by Sugiyono. The researcher consists of six development stages namely: potential and problem; data collection, product design, design validations, design improvement, product trials. The result of each stage is described in the following subsections:

1. Potential and Problem

Potential and problem is the initial stage in this research. Here, the researchers conducted informal interview with english teacher to identify the existing problems in the learning process. The findings reveals that the students still have low reading skill level, especially in the lower

grades. The students have difficulty reading English because they still have limited vocabulary. Furthermore, the English teacher explained that the instructional materials and media used in the classroom were mainly audio-visual media and textbooks. Bilingual storybooks, however, have not been utilized as part of children's English reading materials. These findings indicate a clear gap between students' learning needs and the instructional resources provided, highlighting the necessity of developing more appropriate and supportive reading materials to enhance students' reading skills.

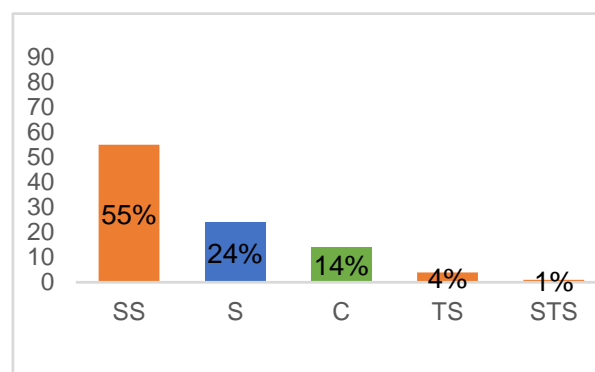
2. Data Collection

Following the initial stage, the researchers carried out data collection to obtain more systematic and empirical evidence regarding the identified problems. The results provided a basic reference for formulating what the students need in learning English. The researcher employed documentation and questionnaire and the findings are presented as part of the needs analysis results in the following section.

a. The Results of questionnaire

The questionnaires given to students are divided into two types, namely real condition questionnaires and ideal condition questionnaires with 12 items. The results are used to identify whether there was a gap between the ideal condition and the real condition of English reading activities in fourth grade of SDN 2 Kemiren. The need analysis questionnaire has been distributed on June 21, 2024. The results are explained in the following section.

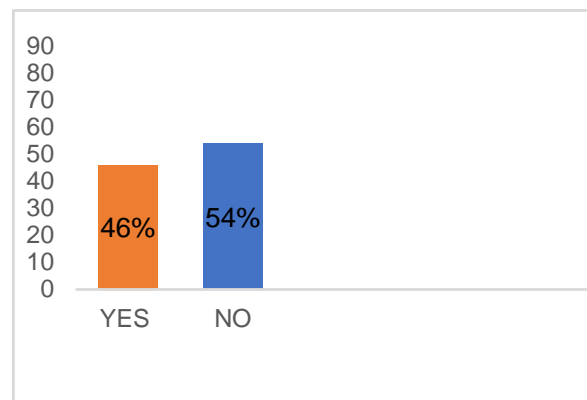
Figure 1. The Figure Results of The Needs Analysis (Ideal Condition)



Based on figure 1, it can be seen that the percentage of strongly agree is very high with a value of 55%. Most students and English teachers agree that English reading materials should be interesting and bilingual. The topics covered should be related to Kemiren's local culture, namely ritual traditions and traditional food. In addition, they also agreed that the language used and the grammar rules in the reading materials should be appropriate for their reading level. Regarding reading strategies, the students agreed that the descriptive text reading materials should facilitate them to use various reading strategies such as, prediction, context clues, and dictionaries. In addition, they also agreed that the descriptive text reading materials should use interesting pictures to help their comprehension. Lastly, most students agreed that the reading material exercises should be varied, for example in the form of crosswords, matching the right picture and others.

However, the ideal conditions aforementioned are not in line with the real conditions of the teaching of descriptive text reading materials. The following table presents the real conditions.

Figure 2. The Figure Results of The Needs Analysis (Real Condition)



Based on figure 2 above, it can be seen that there is a high percentage for the answer "no" which is 54% for the real conditions asked in this questionnaire. Thus, by comparing the results of figures 4.1 and 4.2 above, it can be concluded that there is a gap between the ideal and real conditions of descriptive text reading materials used in English language learning in grade IV of SDN 2 Kemiren. The most important gap is the absence of descriptive text reading materials that contain the local culture of Kemiren which uses two languages. In addition, there is no descriptive text reading material that contains

interesting exercises and pictures.

In short, the results of the needs analysis indicated that there is no bilingual storybook based on the local culture of Kemiren. The students demotivated in reading because the themes in the storybooks are less interesting. This shows that the reading material in grade IV has not been integrated with Kemiren local culture. Therefore, it is necessary to integrate local cultural values into English reading material in the form of bilingual storybook.

b. The Results of documentation

In this stage, the researcher collected and analyzed fictional storybook in the school. There were two books found in the school library, namely fictional storybook entitled "Snow White" and a folklore book entitled "Sangkuriang". However, both storybooks are packaged in Indonesian and are already in the old version. In addition, there was no English reading book about local culture of Kemiren.

3. Product Design

After knowing the results of potential and problem and the data collection, the researcher then develops the prototype concept of reading materials of descriptive text based on local culture of Kemiren. The topics used in the reading material were based on competency standard of independent curriculum. At this stage, the researcher searched for several references about Kemiren's ritual traditions and traditional food. The material design concept used in designing the materials was based on the results of consultations with material experts and English teachers.

The reading material in the form of descriptive text based on storybooks about Kemiren's local culture consisting of two chapters. The first chapter describes the ritual traditions of Kemiren village, namely Mepe kasur, Tumpeng sewu, Barong ider bumi, Angklung paglak, and Tabuh lesung. The second chapter explains the traditional foods of Kemiren, namely Pecel pitik, Segu tempong, Kucur, Cenil, Klemben, and Kemiren coffee. The researcher also added some exercises to help them remember their understanding after reading the story. These exercises include crossword puzzles and matching pictures with the right ingredients. Instructions for working on the questions are also included so that readers

can easily understand the questions that must be answered. In addition, this storybook is also equipped with a glossary, which makes it easier for students to find vocabulary according to the alphabet.

4. Design Validation

Validation was carried out after the researcher had finished designing the draft of reading materials for descriptive text based on storybooks about the local culture of Kemiren. The validation of the product is divided into 2 types: validation by a material expert and English teacher. Expert validation is useful for anticipating language writing errors, material errors, material deficiencies, and others. So that the initial product to be developed is suitable for testing on students. The draft design of reading materials of descriptive text was completed at the end of June 2024. The results from the material expert and English teacher validator are as follows:

a. Material Expert Validation

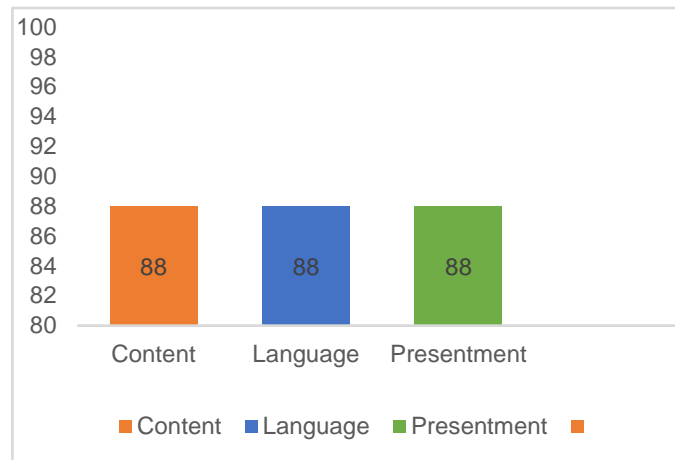
The draft was submitted to the material expert in July 01, 2024. The material expert involved was a lecturer of PGRI University of Banyuwangi, Nur Hasibin, M.Pd. This validation aims to get feedback and suggestions for improving the product design. There are three aspects that validated, they are: content, language, and presentment. The total items of the indicators are 15 items. The results of validation by material expert validators are presented in the following table:

The results from the material expert and English teacher validator are as follows:

Table 1. Results of Material Expert's Validation

No	Indicators	Item Number	Percentage	Category
1	Content	1, 2, 3, 4, 5	88.00%	Very Feasible
2	Language	6, 7, 8, 9, 10	88.00%	Very Feasible
3	Presentment	11, 12, 13, 14, 15	88.00%	Very Feasible
Average			88.00%	Very Feasible

Figure 3. Material Expert Validation Percentage Diagram



Based on table and figure, it can be seen that the three indicators have the same percentage which is 88% with category “very feasible”. It means that, the quality of reading material based on storybooks is very feasible to be tested in the field.

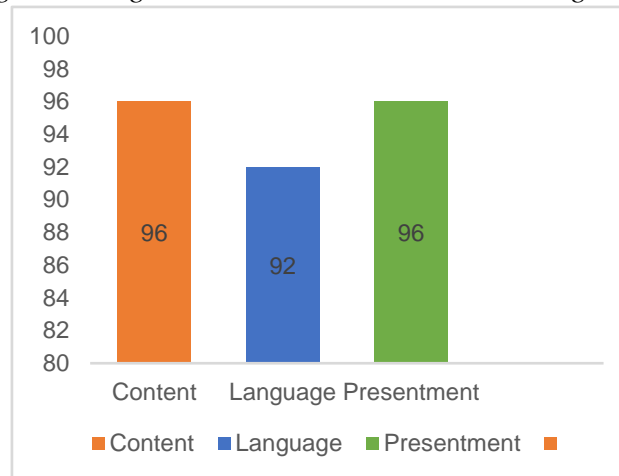
b. English Teacher Validation

The prototype was submitted to the English teacher in June 21, 2024, at SDN 2 Kemiren. The English teacher was Regita Ayu Apsari. This validation aims to get input and suggestions to improve the product design. There are three aspects that validated, they are: content, language, and presentment. The total items of the indicators are 15 items. The results of English teacher validation are presented in the following table:

Table 2. Results of English Teacher Validation

No	Indicators	Item Number	Percentage	Category
1	Content	1, 2, 3, 4, 5	96.00%	Very Feasible
2	Language	6, 7, 8, 9, 10	92.00%	Very Feasible
3	Presentment	11, 12, 13, 14, 15	96.00%	Very Feasible
Average			95,00%	Very Feasible

Figure 4. English Teacher Validation Percentage Diagram



Based on table and figure, it can be seen that the two indicators, they are content and presentment have the same percentage. It is 96% with category “very feasible”. While, language indicator get 92% with category very feasible too. The three indicators get the same “very feasible” category, it means that the quality of reading material based on storybooks is very feasible to be tested in the field.

5. Design Improvement

Following the validation of the grade IV descriptive text reading materials by material expert and English teachers’ validators, the storybook design was revised in light of the validators' critiques and recommendations.

The validation results provided information to researchers regarding the weaknesses and shortcomings of the materials developed. The suggestions and criticisms make the product design better than before. The criticisms and suggestions given by the validators are presented in the table below:

Table 3. Revision of Material Expert and English Teacher

No	Validator	Suggestions/general comments	Note
1.	Material Expert	-	No revision
2.	English Teacher	Page 9 : write down the differences in their house types	Revised

Revisions are made by researchers to address errors and deficiencies found in the bilingual storybook used as English reading material for grade IV students, taking into account the suggestions/general comments made by material expert validators and English teachers.

6. Product Trial

Researchers carried out a trial after material experts and English teachers confirmed the viability of descriptive text-reading materials based on Kemiren local culture. The trial was conducted with an instrument sheet consisting of 3 aspects, namely aspects of attractiveness, material aspects, and language aspects. The small group trial aimed to determine the response of a limited number of learners to the media developed with a limited number. The small group trial was conducted in July 01, 2024, involving 4 fourth grade students from SDN 2 Kemiren. The students consisted of 3 female students and 1 male student.

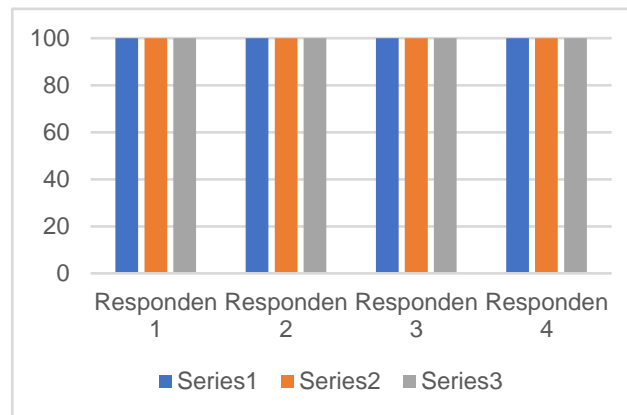
During the small group trial, researchers taught descriptive text reading material to students. During the learning process, researchers provided guidance to students to practice reading skills through pre-reading, while reading, and post-reading activities on reading materials. Interactive discussions and exercises were also conducted to measure students' understanding of descriptive text reading material based on Kemiren local culture.

At the end of a small group trial, the researchers gave the students a validation questionnaire. These questionnaires are used to determine student ratings and responses to the use of descriptive text reading materials that are integrated with Kemiren's local culture in learning English. A validation questionnaire consists of three aspects: content, language, attractiveness. Student validation sheet are arranged with alternative answers "yes" and "no".

Table 4. Results of Studens Validation

No	Indicators	Item Number	Percentage	Category
1	Attractiveness	1, 2, 3	100.00%	Very Feasible
2	Content/Material	4, 5, 6	100.00%	Very Feasible
3	Language	7, 8, 9	100.00%	Very Feasible
	Average		100.00%	Very Feasible

Figure 5. Students Validation Percentage Diagram



Based on table 4.4, it can be seen that the three indicators have the same percentage which is 100% from the four respondents. This percentage show category “very feasible”. It means that, the quality of reading material based on storybooks is very feasible to use as English reading material. Therefore, students are very enthusiastic and get motivation to read it until finish.

7. Discussion of Research Result

This research was categorized as research and development. The researcher’s focus was on developing a bilingual storybook based on Kemiren local culture for fourth graders at SDN 2 Kemiren. The researcher adopted development steps proposed by Sugiyono. They are potential & problem, data collection, product design, product validation, product improvement, small group trial. The topics used in developing the materials is descriptive text. According to the need analysis results obtained from ideal and real condition questionnaires, the researcher concluded that the English learning in class IV at SDN 2 Kemiren had not been optimum in innovating or developing attractive English reading materials. The final product of this research and development is a bilingual storybook based on Kemiren local culture entitled “Jeje and Caca Go Around Kemiren”.

From the results of this study, Culture and character are important things to instill in children. This can be used to develop and strengthen self-potential and motivation (Pratiwi, et.al, 2019). This can be seen when researchers conducted a small group trial of bilingual storybook based on Kemiren local culture to grade IV students on 01 June

2024, all students looked so enthusiastic, interactive and seemed to really love their culture during the trial session. Furthermore, the use of a second language (bilingualism) has benefits for brain development, including better on verbal and nonverbal ability tests (Thavany et.al. 2024). This can be seen when researchers conducted a small group trial, all students can answer questions in bilingual storybook correctly.

Based on the validation results of material experts and English teachers, bilingual storybook based on Kemiren local culture received a very feasible category in general. This means that the three aspects measured are in accordance with the targets and expectations of researchers. These aspects are content, language, and presentation. In addition, bilingual storybook based on Kemiren local culture that were trial to students received a very satisfying response from them. They felt very enthusiastic to learn bilingual storybook based on Kemiren local culture because of its attractive design. Students looked very active and responsive when bilingual storybook as reading material was taught. They looked very enthusiastic and happy because the reading material was associated with some ritual traditions and traditional food of Kemiren.

Based on the discussion above, it can be concluded that bilingual storybook based on Kemiren local culture entitled "Jeje and Caca Go around Kemiren" is suitable to use as English reading material, especially in grade IV SDN 2 Kemiren.

D. Conclusion

Based on the research procedure and the data analysis done, it can be concluded that the development of bilingual storybook based on Kemiren local culture for grade IV students at SDN 2 Kemiren, researcher adopted stages proposed by Sugiyono. These stages are potential & problem, data collection, product design, product validation, product improvement and small group trial. The final product of this research and development is a bilingual storybook based on Kemiren local culture entitled "Jeje and Caca Go Around Kemiren". The level of feasibility obtained from the results of material expert validation shows that bilingual storybook based on Kemiren local culture entitled "Jeje and Caca Go Around Kemiren" gets a very feasible category level. Furthermore, the results of English teacher validation data showed very feasible category level. Furthermore, the results of small group trials on students also showed a very feasible category level. Based on the discussion above, it can be concluded that bilingual storybook based on Kemiren local

culture entitled "Jeje and Caca Go around Kemiren" is suitable to use as English reading material, especially in grade IV SDN 2 Kemiren.

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