Designing storybook with sticky pictures for English learning for the third graders of elementary school

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ARTICLE INFO

ABSTRACT

Learning media is a tool to help teachers in the teaching and learning process. The existence of learning media can create interesting and fun learning. However, many elementary schools are not concerned with this, so elementary school students do not have variety in learning and do not get the experience of learning new things. The objective of this research is to design a storybook with sticky pictures. This research is concerned with providing interesting and enjoyable learning for the third graders of elementary school. This study is Research and Development implementing the ADDIE model. The procedures used are conducting needs analysis, designing the course grid, developing the storybook with sticky pictures, implementing the storybook with sticky pictures, and evaluating the storybook with sticky pictures. The instruments in the research are interview guidelines, questionnaires, and observation sheets. The data from interview and observation were analyzed qualitatively and questionnaire data were analyzed using descriptive statistics. The result of this study is learning media entitled Storybook with Sticky Pictures which is equipped with a teacher's guidebook. There are three units in the storybook with sticky pictures, there are *"The James Family"*, *"I Like Cookies"*, and *"I Have a Cat"*. Activities consist of *"Match and Stick"*, *"Read, Stick, and Retell"*, and *"Read and Stick"*. The results of the expert judgment's recapitulation data show that the design storybook with sticky pictures is categorized as very good as the mean scores ranged from 3.26 to 3.48.

How to Cite: Fauziah, K., Fatimah, N., & Rosyida, A. F. (2024). Designing storybook with sticky pictures for English learning for the third graders of elementary school. *International Undergraduate Conference on English Education, 3*(1), 272-280.

1. Introduction

English is one of the subjects taught in Indonesia. Before the government's new policy, learning English was not mandatory for all schools in Indonesia, including elementary schools. Initially, English was only introduced to junior and senior high school students. In elementary schools, learning English is only taught to students in fourth to sixth graders in 1 x 35 minutes a week. At that period of time, the policy of teaching English at the elementary school level has not necessarily been implemented in all elementary schools. Some taught English as a local content, but some made it compulsory. English is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking, and listening are needed to a greater or lesser degree in every other school subject, and for adult life (Goodwyn & Branson, 2013). English language is very important to be introduced to elementary school students (Sepyanda, 2017). A language that is not utilized for communication in the nation where it is taught is considered a foreign

language. Although a second language is one that is spoken widely in a nation but is not its primary language (Maduwu, 2016).

However, this is a challenge for schools that have not introduced English to their students. They need to prepare various English learning methods and concepts that are easy for children to understand (Chamot & O'Malley, 1987). Another challenge that must be considered is to make students aware that English is a foreign language that must be learned.

Uno (2023) states that learning can be interpreted as a process of interaction between learners and teachers to achieve certain learning goals. It can be understood that in learning the interaction between teachers and students needs to be considered so that there is better progress. In addition, with teacher interaction, students can discover their potential and meaningfulness in the present and future (Aarto-Pesonen & Piirainen, 2020).

One of the learning resources that teachers need to create to facilitate the delivery of material is learning media. Therefore, teachers must become more skilled in supporting student learning (Greenhill, 2010). One effort to create learning that motivates students to be more active and creative in finding their knowledge so that students can experience it directly at SD Muhammadiyah Wonokromo, students were asked to work on the questions in the LKS (*Lembar Kerja Siswa* = student worksheet) after the teacher explained the materials and then collected the answers and discussed with the students. In learning, there needs to be interaction and an active class where students can be involved in learning at every meeting. Because if there are no varied activities students will feel bored and sleepy. Students are more interested if the teacher can prepare activities that are interesting but still related to the material (Nunan, 2016).

Buku Belajar Praktis Bahasa Inggris are called types of LKS (Lembar Kerja Siswa student worksheet) book. The use of LKS in schools is inappropriate because there is a lack of interaction between teachers and students. In addition, it can also change the student's philosophy of how to learn from active students to passive ones, so that the learning system that should prioritize discussions between teachers and students does not work well. One logical way to motivate students in learning is to link learning experiences with student motivation (Filgona et al., 2020) .

Teachers need to know about the characteristics of children at elementary school age in order to better understand the condition of students. The ability to use teaching strategies appropriate to students' needs is a prerequisite for teachers, so the teacher needs to know the characteristics of their students. According to Hayati et al., (2021), there are 4 types of student characteristics: 1) Students like to play, 2) Students like to move, 3) Students pleasure in studying in groups, and 4) Students like to demonstrate directly. In order to be effective in the process of teaching students, the strategies that can be used can be centered on the teacher and students so that they are not only focused on the teacher (Burden & Byrd, 2010)

According to Arsyad (2014), the notion of media in the teaching and learning process is defined as graphic, photograph, or electronic tools for capturing, processing, and rearranging visual or verbal information. The learning process using interactive media has a positive impact on students' interest, attention, and motivation in learning English, especially in the process of teaching and learning to read (Oktaviani et al., 2020). To be effective in the process of teaching students, the strategies that can be used can be centered on the teacher and students so that they are not only focused on the teacher (Burden & Byrd, 2010). One effort to create learning that motivates students to be more active and creative in finding their knowledge so that students can experience it directly is by using learning media (Mardati & Wangid, 2015; Suchyadi & Suharyati, 2021) .

In teaching language, stories are also an appropriate media. According to Brown (2000), story pieces are pictures of different characters and objects in a story that are manipulated or moved by children when the story is told. Stories in language teaching can be in the form of fables, fairy tales, written stories, or something else. These methods are considered effective for making learning not only about material written in course books and doing questions and answers but also about stories that will give birth to children's imagination with the real world. The pictures presented in the story will also foster students' imagination and creativity, especially elementary school students. Storybooks and sticky pictures are packaged in a simple language collaborated with colorful writing and pictures will foster students' interest in reading. Stories are motivating for young learners, and stories can create

a happy and enjoyable learning environment (Listiyaningtyas, 2015). Stories are the most ideal sources for young learners in effective language learning (Lap & Thy, 2022)

The storybook is focused on making learning more interesting, and fun, and by student characteristics. For example, storybooks with sticky pictures can be used as a substitute for books that students usually use to make learning more interesting. Because if you only focus on books containing material and questions, students will get bored quickly. Tomlinson (2008) said that the most important problem for material designers is how far the development and application of media skills by teachers can be built or supported by existing materials

Based on the problems above, the researchers were interested in doing research and development with title "Designing Storybooks with sticky pictures for English learning for the third graders of elementary school". The purpose of this research is to enrich information related to interesting and fun learning media for elementary school students.

2. Method

The research of this study is categorized as Research and Development (R&D). R&D is a basic research activity to obtain information on user needs or needs assessment, then continued with development activities to produce products and examine the effectiveness of these products Sugiyono (2017). Products in R&D can be films, textbooks, or learning media. The researchers did the study and developed products in the form of learning media that students at school could use in learning English. The researchers aimed to design storybooks with sticky pictures for learning English for the third graders at SD Muhammadiyah Wonokromo. In developing this product, researchers used the ADDIE model: Analysis, Designing, Developing, Implementation, and Evaluation (Aldoobie, 2015; Branch, 2009). The researchers modified the model, the procedures were needs analysis, designing the course grid, developing the storybook with sticky pictures, implementing the storybook with sticky pictures, and evaluation of the storybook with sticky pictures.

3. Findings and Discussion

3.1 Findings

In this research, several steps were taken to design a storybook with sticky pictures for the third graders' learning activities at SD Muhammadiyah Wonokromo. These steps are presented as research findings to answer questions in the problem formulation. The findings of this research are presented in five parts, there are needs analysis, designing the course grid, developing the storybook with sticky pictures, implementing the storybook with sticky pictures, and evaluation of the storybook with sticky pictures.

The first step in conducting research and development is to research and collect information to analyze the needs (Christison & Murray, 2021; Adisti et al., 2021; Setyaningrum & Purwati, 2020; Suwanto & Rahman, 2022) before designing the materials. There are three instruments used to collect data. The instruments consist of interviews, one closed questionnaire, and one open questionnaire. The first instrument is an interview guide for needs analysis. This interview was aimed at the third graders at SD Muhammadiyah Wonokromo to obtain information regarding student characteristics, children's interests, and learning. The implementation was carried out in a structured manner with a list of questions that had been planned. Then, the interview components are described into seven main questions as written in the interview guide. The second instrument is a closed questionnaire for class III students. The questionnaire contains several questions related to children's attitudes toward English lessons, children's attitudes toward reading, activities they like in class, and the teacher's teaching techniques. These components are broken down into questions with answer choices, strongly agree, agree, disagree, and strongly disagree. The final instrument was an open questionnaire which was distributed to class III English teachers. There are eight written questions and two optional questions. Questions relate to the teacher's professional needs, the student's background, and the teacher's interests.

Based on the aim of the interview, namely finding students' interests and expectations about English lessons. Data from interviews shows that most students are interested in English lessons. Judging from the enthusiasm of the students when the researchers included English classes. This

means that students have great motivation for learning English. This motivation can help students to stay focused in the teaching and learning process and gain new knowledge and experiences. This condition shows a positive attitude towards English.

The questionnaire distributed to English teachers was designed as an open questionnaire. The questionnaire consists of eight multiple-choice questions and two open questions. The purpose of this questionnaire is to find information related to teachers' professional needs, students' background knowledge, and students' interests. Based on the data, it can be concluded that the teacher is accustomed enough to the story. However, teachers prefer the stories in the LKS rather than stories from other sources or their own experiences. Teachers also prefer not to use colorful pictorial media or props to tell stories to students. When students have finished reading the story, the teacher prefers to translate it into Indonesian rather than help provide a little guidance so that students can derive meaning for themselves.

Planning Storybooks with sticky pictures were developed to fulfill the objectives of learning English in elementary schools. The storybook design has three different types of stories. The story is designed based on the theme of the English book they are using. The themes chosen were family, food and drink, and animals. Adaptation is also done by changing the story with easier language and a more concise story. The story has been adapted by simplifying the language and vocabulary. Apart from that, some stories are changed based on suggestions and comments from respondents. Adapting the story doesn't change much because the moral value remains in the story.

After planning and adapting the stories and the activity, the storybook with sticky pictures consists of three units, namely "The James Family" with the theme of family members, "I Like Cookies" with the theme of tools and ingredients in the kitchen, and "I Have a Cat" with the theme of animals. Each unit is related to students' daily activities. And have their learning objectives and indicators. Activities are divided into three parts, namely pre-teaching, while teaching, and post-teaching. There will be several stories with picture-sticking activities. These sticky pictures are presented together with stickered vocabulary that can be moved from one page to another. To find out whether the storybook is suitable for the third graders or not, an evaluation and revision were carried out on the first draft of the storybook with a sticky picture.

Based on the discussion, there are several comments and suggestions about storybooks with sticky pictures. Comments and suggestions are presented in Table 1.

Table 1. Comment and Suggestions of the Storybook with Sticky Pictures

Unit	Comments and Suggestions	Revision
Unit 1 "Toni's Family"	Chapter titles are replaced with the surnames of family members rather than the names of individual family members.	The title of Chapter 1 has been changed to The James Family.
	The name Toni is less common.	Toni's name has been revised to Tomi.
	In Activity 1, vocabulary should be supplemented with physical characteristics of family members and work.	The vocabulary in Activity 1 has been supplemented with the physical characteristics of family members. Examples: Blue eyes, brown eyes, black hair, short hair, tall, short etc.
Unit 2 "What is Toni's Family Pet?"	The material should not be limited to pets.	The material has been equipped with wild and domestic animals.
	Characteristics should be added to how the animal sounds.	Material of animals has been added with characteristic animal sounds.
Unit 3 "This is a School"	The material in Chapter 3 can be replaced with material that students have not studied.	Material has been replaced with "The Kitchen".

	Stories should be included in the media, not read by the teacher.	The story has been included in the storybook with sticky pictures.
General	The vocabulary for each unit can be expanded.	The vocabulary of each unit has been expanded.
	Instructions must be complete and clear.	The instructions have been revised to be more complete and clearer
	The word do in activity 3 is changed to did.	The word do has been revised with did: "What did you learn from the story?".

The storybook with sticky pictures was implemented for class III students at SD Muhammadiyah Wonokromo on March 25th, 2024. The implementation was carried out in the form of a teaching and learning process as a teacher companion with a teaching assistant. There are 18 students in the class consisting of 5 girls and 13 boys. Their age ranged from 9 to 10 years. Most of the students were very happy and enthusiastic when the researcher entered the class. They were very enthusiastic when they got a storybook with sticky pictures. They have high curiosity and thus focus on operating the media. In this case, the researcher needed more energy to speak in a loud voice to attract students' attention. The researchers need students to focus on listening to explanations of activities and explaining the material.

After implementation, evaluation questionnaires were distributed to students. Some of them were also interviewed. This evaluation questionnaire aims to find out students' opinions about the learning media that has been designed by researchers, namely Storybook with Sticky Pictures and was used as revision material for the final draft.

Table 2. The Mean Scores of the Children's Responses of the Storybook with Sticky Pictures

No	Criteria	Statement Numbers	Mean
1	Learning Objective	1, 2	2.0
2	Instructions	3, 4	1.95
3	Activities	5, 6, 7, 8	1.95
4	Setting	9, 10, 11	1.8
5	Input	12, 13, 14	1.93
6	Media	15, 16, 17, 18, 19, 20	1.91

Table 2 is the mean score of children's evaluations on the second draft of the storybook with sticky pictures. The table consists of six components. Mean scores ranged from 1.8 to 2.0. This means that it has been shown that the learning media storybook with sticky pictures is very suitable for students and does not require revision.

The scores of the evaluation questionnaire were 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD). The data from this questionnaire were first analyzed using the formula proposed by Suharto (2006). After that, the data were converted into the data conversion with some categorizations. The data conversion was used to describe the results using descriptive analysis. Table 3 is the data conversion table.

Table 3. Data Conversion Table

Mean Score	Category
3.26 – 4.00	Very Good
2.51 – 3.25	Good
1.76 – 2.50	Fair
1.00 – 1.75	Poor

The final questionnaire was distributed to several respondents in an effort to evaluate the second draft of storybooks with sticky pictures. Respondents are English education lecturers, English teachers, and English education students. The results are presented in Table 4.

Table 4. The Mean Scores of the Respondent's Responses on the Second Draft of the Storybook with Sticky Pictures

No	Criteria	Statement Numbers	Mean
1	Materials	1, 2, 3, 4, 5	3.40
2	Learning Objective	6, 7, 8, 9, 10, 11, 12	3.45
3	Activities	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	3.33
4	Input	25, 26, 27, 28, 29, 30	3.46
5	Layout and Design	31, 32, 33, 34, 35	3.48
6	Instructions	36, 37, 38, 39, 40	3.26

The results of the data show that the design storybook with sticky pictures is categorized as good and very good as the mean scores ranged from 3.14 to 3.53. This means that it has been shown that the learning media storybook with sticky pictures is very suitable for students and does not require revision.

3.2. Discussion

The materials are made according to the material so that they are familiar with what has been and will be studied. The material is also made according to the student's level. The theme of each unit is designed to relate to students' daily lives. The function of language and expressions contained in stories is also related to students' daily lives. So, it is easy for students to understand. Such as the use of likes and dislikes which is useful for students' daily lives in communicating. According to Ratnasari and Zubaidah (2019), in a language classroom, stories can be used to increase students' ability to read, write, listen, and speak. Storybooks provide opportunities for children to increase their vocabulary so that children can develop their language skills

Learning objectives are created by the existing curriculum. Learning objectives include improving students' skills so that students can identify family members, various animals, and the ingredients in the kitchen to make something. Apart from that, students can retell the story in their own language.

The input used is stories, flashcards, puppet sticks, and games. Stories are the main input in this learning. Stories are selected based on the curriculum and adapted to students' daily lives. Apart from that, there is also the value of the story which aims to measure students' understanding after reading the story and carrying out activities.

Games are used as learning support so that students do not get bored easily and learn material according to the theme using different methods so that students have new experiences (Bakhsh, 2016). Teachers can achieve learning goals and outcomes with games, especially when teaching vocabulary (Sholikhah & Nopiyanti, 2022). Flashcards and student sticks are adapted to the story on the unit with clear and interesting images. Apart from that, the use of varied media will improve students' attitudes towards learning English as well as increase students' curiosity and get more attention.

The input used is stories, games, puppet sticks, flashcards, and PowerPoint. The position of the story is as a main input because it is believed to increase student literacy. Stories were also selected by researchers based on students' interests. Apart from that, the value of the story can be useful for developing students' educational character. The language in the story is also appropriate for the students. Meanwhile, attractive and varied games are used as additional activities to maximize their language skills. The puppet sticks, flashcards, and power points contain images where different types of images will increase students' understanding and learn new things. This input can also develop students' attitudes towards English and attract students' attention.

The activities in the storybook with sticky pictures are adapted to PPP (Presentation-Practice-Production) as a teaching process approach. Wright (2004) states that stories have three stages, namely activities before reading the story, activities while reading the story, and activities after reading the story. Each unit in the storybook with sticky pictures has its activities. Activities are arranged by level of difficulty. Starting from the easiest to the most difficult. The activities in the storybook with sticky pictures are designed with different instructions, such as match and stick, read, stick, and retell, and stick and retell. So, students will get a different experience in each unit. In its implementation, the stick-on picture storybook was carried out using group work. that way students can share opinions and experiences with their group friends. The use of interesting and colorful media is intended to facilitate student learning.

A storybook with sticky pictures is designed as well as possible. It has an interesting background. The sticky pictures used are colorful, clear, and attractive. This is very useful for introducing students to vocabulary and related stories. Students can also imagine story characters through the attached pictures. The layout is suitable for the activities of each unit. The font type used is clear so it is easy to read.

The layout and design of the teacher's guide is quite good. Illustrations in the media can be seen clearly. The font type is very clear and easy to understand. Complete instructions to make it easier for teachers in the teaching and learning process. The cover of each unit represents each theme in the teaching and learning process. The guidebook has attractive colors.

Complete instructions for the storybook with sticky pictures are on the page for each activity. Complete instructions for the teaching and learning process can be found in the teacher's guidebook. Instructions in the storybook are for each activity, procedures for matching and sticking, and procedures for reading the story. The instructions in the teacher's guidebook contain clear guidelines for each activity. This will make it easier for teachers to lead the teaching and learning process. This instruction uses Indonesian.

4. Conclusion

The storybook media with sticky pictures is designed according to the material of the third graders of elementary school. The storybook media with sticky pictures contains various stories and activities. The storybook consists of three units, there are "The James Family", "I Like cookies", and "I have a cat". Research and Development was carried out consisting of 5 steps, namely analysis, development, design, implementation, and evaluation. In developing a story book with attached pictures, various stages are required to test its effectiveness. Designing a storybook with sticky pictures aims to provide fun and interesting English learning for the third graders of elementary school. The implementation of this media was declared successful and achieved objective goals.

The level of suitability for the storybook media with sticky pictures got a score of 3.26 to 3.48 and was declared very good. The objective aim of this research is to provide fun and interesting English learning. The third graders were very happy when the researcher entered the class. They were very enthusiastic when using storybooks with sticky pictures. In the storybook there are very attractive pictures and activities according to students' interests. Students enjoy the activities in each unit. They enjoy the activity of removing and sticking pictures.

Declarations

Author contribution	:	Author 1: initiated the research ideas, instrument construction, data collection, analysis, and draft writing; Author 2: worked on reviewing, editing, and proofreading. Author 3: draft writing
Funding statement	:	-
Conflict of interest	:	The authors declare no conflict of interest.
Additional information	:	No additional information is available for this paper.

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