



Improving the Use of Learning Media through the Development of E-Storybooks for Fifth-Grade Students

Ni Putu Riza Clarita Pitaloka¹, G.A.P Suprianti^{2*}, Luh Gede Eka Wahyuni³ 

^{1,2,3} English Language Education Department, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received June 24, 2024

Accepted August 19, 2024

Available online August 25, 2024

Kata Kunci:

Buku Cerita Elektronik, Kurikulum Merdeka, Materi Pelengkap, Pembelajar Muda

Keywords:

E-Storybook, Merdeka Curriculum, Supplementary Material, Young Learner

DOI:

<https://doi.org/10.23887/jet.v8i3.81100>

ABSTRAK

Ketersediaan materi pelengkap dalam pembelajaran perlu ditingkatkan. Karena adanya pergantian kurikulum mengakibatkan guru kesulitan untuk mempersiapkan materi sehingga hanya mengandalkan buku teks. Dengan demikian, dilakukan penelitian pengembangan buku cerita elektronik untuk siswa kelas 5 sekolah dasar yang terintegrasi dengan Kurikulum Merdeka. Penelitian ini bertujuan menghasilkan buku cerita elektronik yang interaktif, inovatif, menarik dan terintegrasi dengan Kurikulum. Model Desain dan Pengembangan (D&D) digunakan dalam penelitian ini, yang meliputi empat tahap yakni Analisis, Desain, Pengembangan, dan Evaluasi, dan memadukan metode kualitatif dan kuantitatif. Pertama, dilakukan analisis pada masalah pembelajaran, wawancara guru dan siswa, serta analisis dokumen. Kedua, dilanjutkan dengan pengembangan cetak biru terkait topik yang dikembangkan lalu pembuatan tata letak produk. Tahap ketiga, buku cerita elektronik dikembangkan dengan Canva dan Book Creator, lalu direvisi berdasarkan saran dari para ahli dan dinilai oleh ahli. Tahap terakhir, dilakukan uji coba produk, wawancara, dan penilaian kualitas produk yang melibatkan guru dan siswa. Penelitian ini menghasilkan buku cerita elektronik yang bermanfaat secara maksimal, berguna sebagai media pembelajaran alternatif yang baik untuk pembelajaran bahasa, pengembangan kosakata, dan pengalaman belajar yang menarik bagi siswa. Melalui hasil penelitian ini, buku cerita elektronik dapat menjadi alternatif baru sebagai materi pelengkap untuk mendukung pembelajaran sehingga guru harus memaksimalkan penggunaan materi pelengkap yang terintegrasi dengan kurikulum dan teknologi.

ABSTRACT

The availability of supplementary materials in learning needs to be improved. Due to the change in curriculum, it was difficult for teachers to prepared materials so that they only rely on textbooks. Therefore, this research was conducted on the development of e-storybooks integrated with the Merdeka Curriculum for fifth-grade students. This research aimed to produced e-storybooks that were interactive, innovative, interested and integrated with the Curriculum. Design and Development (D&D) model used in this research which included four stages namely Analysis, Design, Development, and Evaluation, which combined with qualitative and quantitative methods. First, learning problems, teacher and students' interviews, and document were analyzed. Second, it continued with the development of blueprints related to the developed topics and then the creation of product layouts. The third stage, the e-storybooks were developed by Canva and Book Creator, then revised according to the experts' feedback and judged by experts. The last stage, conducted product trial, interviews, and product quality judgment which involved teacher and students. This research resulted e-storybooks that were maximally beneficial, being useful as good alternative learning media for language learning, vocabulary development and interested learning experienced for students. Through the results of this study, e-storybooks can be a new alternative as supplementary materials to support learning so that teachers should maximize the use of supplementary materials that are integrated with the curriculum and technology.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.
Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.



1. INTRODUCTION

Education in Indonesia has changed a lot, even though education was very important (Johan & Harlan, 2014; Zidan, 2023). Education was very important on students' characters especially in created, prepared, and growth young learners to be able to competed and developed in the environment and have a strong sense of community and cooperation. Moreover, the changed from Curriculum 13 to Merdeka Curriculum has brought changed to education by emphasized aspects of characters, creativity, communication, critical thinking skills (Artita Dewi et al., 2023; Zidan, 2023). It also emphasized flexible and simple learning to made the learning more fun (Ferdous & Novita, 2023; Yunita Adriyanti, 2021). In addition, it emphasized student-centered learning to generate communication and active participation from students, thus it required interactive planned to meet these demands. Because of the changes curriculum, many teachers find difficult to adapt and create positive learning as well as effective implementation of technology (Asmahasanah et al., 2023; Dhirapriyani et al., 2024). So there is no way out and forced to only use textbooks which causes less interactive learning and student disinterest. To overcome, teachers have to master the students' learning interests and use diverse, attractive, innovative, creative

activities that can create an interesting learning atmosphere (Aslamiah, 2022; Ayuningtias & Kareviati, 2021; Marhamah et al., 2022). Thus, the use and provision of supplementary materials can be a solution which is very important in engaging students and fostering their curiosity (Mart, 2012). Supplementary materials able to meet students' needs, appropriate to the students' level, and offer a broad learning experience. In addition, supplementary materials with simple language explanation as well as interesting illustrations and activities can increase understanding, interest, and enrich students' learning experience (Mubar, 2015; Mulyoto, G. P; Tsamrotu, I. M; Puspitasari, 2023; Tamrin & Magfirah, 2019; Williams, 2002).

In this regard, storybooks can be an interactive and innovative supplementary material to support learning. Storybooks offer learning content and vocabulary development that is appropriate to students' level and feature stories with illustrations and diverse interactive activities (Colwell, 2013; Klop et al., 2018). Storybooks have an aesthetic colourful appearance, in accordance with children's interest in learning while playing, exploring, and taking part in learning process (Hendratno et al., 2022; Suprianti, 2020). Storybooks combined with technology more interactive and provide a broad learning experience. They are known as e-storybooks. E-storybooks are different from e-books or other printed books, they offer a broader, lively reading experience, stimulate imagination, strengthen comprehension, and sustain learning interest through engaging multimedia content and activities (Charitidou & Anastasiadou, 2011; Zakiyah & Fitrawati, 2020). Thus, research was conducted on the development of e-storybooks as supplementary materials that focus on interactive activities, language skills development, its integration with the curriculum, vocabulary development, increased participation and communication, as well as meeting the needs and optimizing student learning. Previous studies support the use of e-storybooks as supplementary materials by showing effectiveness on various aspect such as e-storybooks were able to increase students' interest and have positive impact on improving language skill, vocabulary development, verb learning and narrative skills (Cordes et al., 2023; Fibriasari et al., 2022; Mulyoto, 2023). Likewise, interactive storybooks also increase reading interest, vocabulary and academic achievement (Hendratno et al., 2022; Klop et al., 2018). In addition, digital storybooks have also shown their effectiveness in building and improving students' character (Harpiyani et al., 2022). Therefore, the development of e-storybooks as supplementary material can be an effective alternative media to support the learning process. The development of e-storybooks as supplementary materials was very important because it can support learning and provide learning experiences through interactive activity stories that challenged students and improved students' language skills (Adnyana et al., 2023; Andriana et al., 2017). Then, the novelty of this research lies in the use of stories with interactive activities and exercises in them that were in accordance with the independent curriculum.

This research adapted the Design and Development (D&D) model, that included step of analysis, design, development, and evaluation step. Its accordance with the objectives of this research was to developed e-storybooks that were interactive, innovative, interested and integrated with the Merdeka Curriculum that can optimize the learning process, provide fun experienced and increased students' language skills (Ainon & Rosmaizura, 2018; Riyanto et al., 2020). This model was very flexible and guides the product development process, starting from the needs analysis, designing content, developing products, and evaluating the quality as well as the effectiveness of e-storybooks. The creation of e-storybooks that were integrated with the curriculum, filled with images and interactive activities provided great benefits to support student learning and become an alternative learning media for students that can be reached inside and outside of the learning process. This research aimed to produced e-storybooks that were interactive, innovative, interested and integrated with the Curriculum. The novelty of this study offers innovation by developing e-storybook as an interactive learning media specifically designed for 5th grade elementary school students. This digital-based learning media is more interesting than traditional print media, combining story narratives with visualization and interactivity designed to increase student engagement in the learning process.

2. METHOD

This research adapted the Design and Development (D&D) model, which included of four steps namely (ADDIE=Analysis, Design, Development, and Evaluation) (Kurt, 2017). This research aimed to develop e-storybooks as supplementary material integrated with the Merdeka Curriculum for fifth-grade students. This research used qualitative analysis for non-numerical data, while numerical data were collected in quantitative analysis. The first stage was conducted by analysing the learning problems and students' needs, observing the use of supplementary material, interviewing teacher and students, and analysing the main textbooks used. The second stage involved designing the content by creating a blueprint and then creating the layout for product development. The third stage was conducted by developing the e-storybooks, revising the products with experts feedbacks, finalization the product, and conducting experts' judgment. Finally, the last stage evaluated the quality of the e-storybooks through small group trials, interviews with teacher and students, and conducting user judgment. The research was conducted at one of the state elementary schools in the city of Buleleng, which was selected according to English subject and technology implementation as well as the integration of Merdeka Curriculum at the school.

Meanwhile, the participants of this study were fifth-grade students and an English teacher. Data collection methods included observation, interviews, the document analysis, experts and user judgments. While the instruments used included observation sheets about the availability of supplementary materials in the library, the use of supplementary materials in the classroom and the learning process. Interview guides about the learning process, understanding of the use of supplementary materials, implementation of technology, and opinions about e-storybooks. The judgment rubrics about the appearance of the product, the use of multimedia in the product, its compatibility with the curriculum, its ease of use, and the interactive activities in it.

Data analysis for the product development stage was conducted qualitatively. In contrast, quantitative methods were used to assess the quality and evaluate the developed e-storybooks. The product validity was ensured through experts and user judgments with the validity categorized into five ranges from “Poor” to “Excellent”. Therefore, it can be significantly known that the e-storybooks can be an alternative media and overcome the gap in supplementary material integrated with the Merdeka Curriculum in supporting the learning process.

3. RESULT AND DISCUSSION

Result

This research was the development of e-storybooks as supplementary material integrated with the Merdeka Curriculum for fifth-grade students. The research used a framework adapted from Richey and Klein by involving the D&D model which consisted of 4 stages (ADDE) including analysis, design, development and evaluation. In addition, through a data collection process which involved observation, interviews, document analysis, expert judgment and other considerations that were obtained and collected properly, became a source of information for developing the e-storybooks.

Analysis Stage

Observations were conducted on November 29, 2023. The first observation was conducted in the library of the school, which showed that the book collections were limited and there were no supplementary materials such as storybooks or other technology-based resources that were suitable with the Merdeka Curriculum. The book collections dominated by the main textbooks. Additionally, observations in the classroom for the learning process also showed that teachers only relied on the main textbook without supplementary materials and there was a phenomenon of heavy dependence by students on the main textbook. It also found that there were no interactive activities, learning media and technology use. These shortcomings impact the learning and highlighted the critical need for e-storybooks. It also emphasizes the importance of e-storybooks as supplementary materials to support learning.

Furthermore, interviews were conducted with English teacher. The results of teacher interviews showed a positive response to the development of e-storybooks as supplementary materials to support learning. Teacher highlighted that e-storybooks were very important as supplementary material that can attract students' interest through their interactive activities and trusted to have a positive impact as well as trigger fun and effective learning. The following transcript showed the teacher's response.

“E-storybooks are necessary. The teachers can get the material easily, make easier for teachers to explain the material well because it is presented in a simple form and can add to students' learning experience and increase vocabulary skills or other abilities. So, I think it needed to support learning.” Excerpt 1

“In my opinion, e-storybooks are very good and very helpful. Moreover, it is filled with illustrations, storylines, interactive activities that make it more interesting and favoured by students. So, it will be very helpful and can be an additional media later for my learning in the classroom.” Excerpt 2

The results of the students' interview showed similarities. There was a strong interest on e-storybooks. Students showed a tendency to prefer using technology-based media even though printed books still dominated. Although they were not too familiar with e-storybooks, students enthusiastically showed their positive response to e-storybooks because they believed it could help their learning to be more interesting and fun than usual.

“We are very interested in e-storybooks. Curious what the book looks like. We want to try it because it sounds fun and helps us learn English.” Excerpt Student 1

“Yes, we are very interested in e-storybooks that are full of pictures and stories. We believe it can make learning English more fun.” Excerpt Student 4

The last, document analysis was conducted, especially on the main textbook used as well as the identification of topics for further development into e-storybooks. After that, 4 topics were selected to be developed. 2 topics (“How much is it?” and “I've got stomachache”) in the 1st semester, and 2 topics (“How tall

are you?” and “I like playing ‘Balap Karung’”) in the 2nd semester. The topics were selected based on teacher recommendations, students’ needs and interests. Judging from teacher preferences and student needs, the material in the textbooks was condensed, heavy to understand, less vocabulary, monotonous, and there were no interesting activities to help the process of material transfer, so it needs to be developed further by paying attention to the curriculum, clear presentation of the material, clear instruction, with interactive stories and activities, using simple language and meets students’ level of understanding.

Design Stage



At this stage, the blueprint of the content of e-storybooks was prepared. The blueprint was an elaboration of the raw content involved in the e-storybooks. The blueprint was carefully prepared to answer all students’ needs described at the analysis stage which in the next stage was used as a reference for the development e-storybooks. Four blueprints were created based on four topics that need to be developed. The topics were food and drinks along with prices, diseases as well as the causes, adjectives about things in the classroom, and topics about dates and months. The blueprints include outlining the content, learning objectives, storyline, exercises, activities, illustrations and multimedia that would be included in each slide of the e-storybooks.

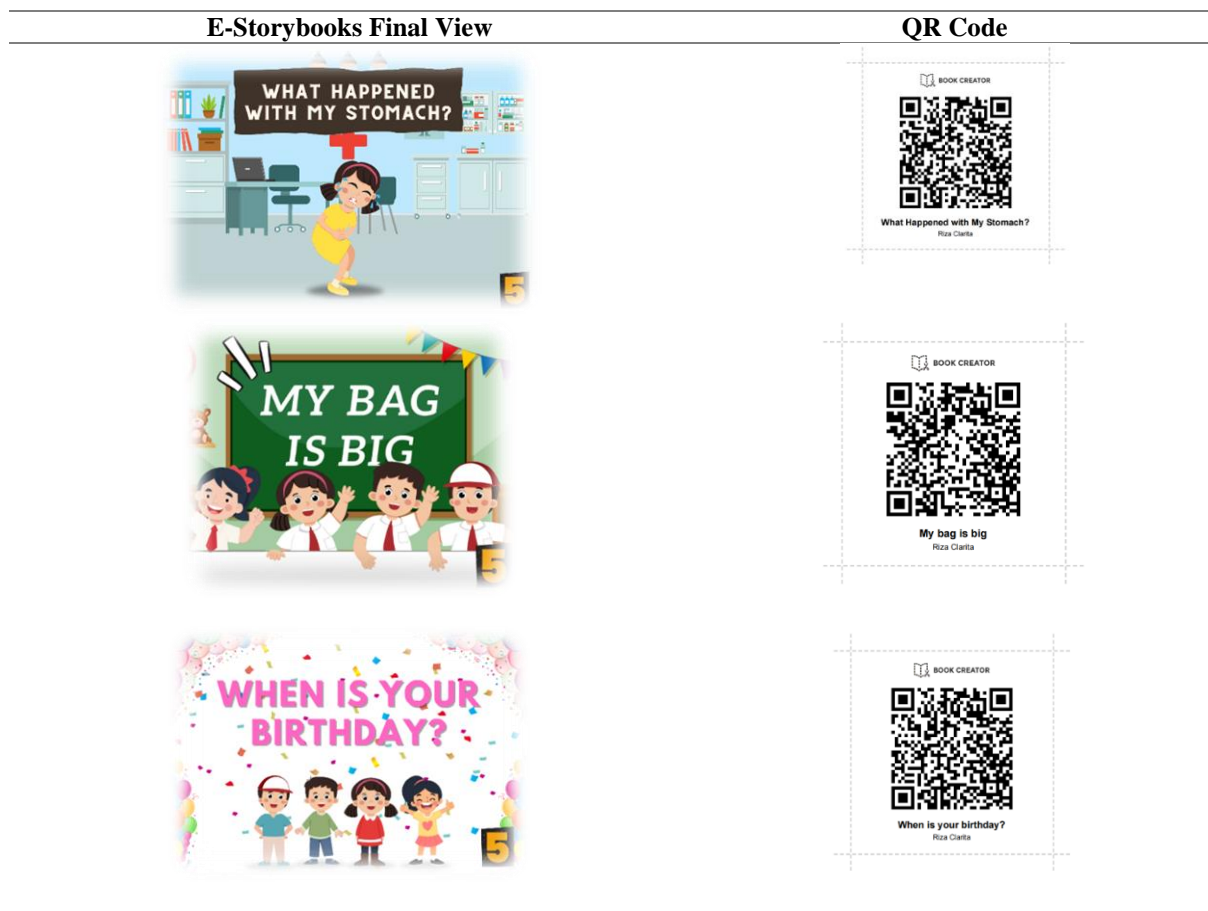
After the blueprints, the product layout was created. This was a preliminary step before moving on to the development stage. The layout aimed to attract the reader’s attention, to support learning with an attractive and colourful display, and ensure harmony between the topic and the design. The layout consisted of several slides such as front cover, editor profile, pre activity, story introduction, storyline, story ending, activities, exercises, students’ reflection, and back cover.

Development Stage

At this stage, the development of the four e-storybooks involved the blueprints and layouts that had been prepared. In the development, the research collaborated with illustrator who was master in illustrating, aligning content with visuals, combining elements and colors and ensuring all aspects can be attractive, pleasing to the eye, and meet students’ interest. In addition, the Canva app was involved in visual design and story organization, and the Book Creator app involved for inserting audio. The development process consisted of illustrated the story, incorporating pre activity, narrations, dialogs, activities, and exercises while harmonizing the visuals, elements, characters, and storyline on each slide. This aimed to create dynamic, interesting and interactive learning materials that can increase students’ interest and motivation. After that, the e-storybooks went through a revision several times in term of grammar and language patterns such as “*student-students*”, “*smell-smelt*”, “*bookshelf - bookshelves*”, “*what happened with you? - what happened to you?*”, “*she was cried - she cried*”. In terms of illustrations such as *food and beverage pictures, disease illustrations, character pictures, teacher pictures, bicycle pictures, title pictures and others*. In terms of background such as *classroom background, background in every exercise and activity, front and back cover background and others*. Then followed by revision dialog, narration, and others until the e-storybooks were successfully formed into a products that was beautiful, interesting, attractive, and met all the needs of students.

Table 1. The Result of E-storybooks

E-Storybooks Final View	QR Code
	



Product Judgement by Experts

After the e-storybooks were developed, the product quality was assessed by experts. The product quality involved two experts who are proficient on this topic. A judgment rubric consisting of 8 indicators with a number range of 1-5 (1 - Poor); (2 - Below Average); (3 - Average); (4 - Good); (5 - Excellent) used to determine the product quality. Experts respectively determine the specified number range for each indicator. The results of the expert judgment are presented in following chart:

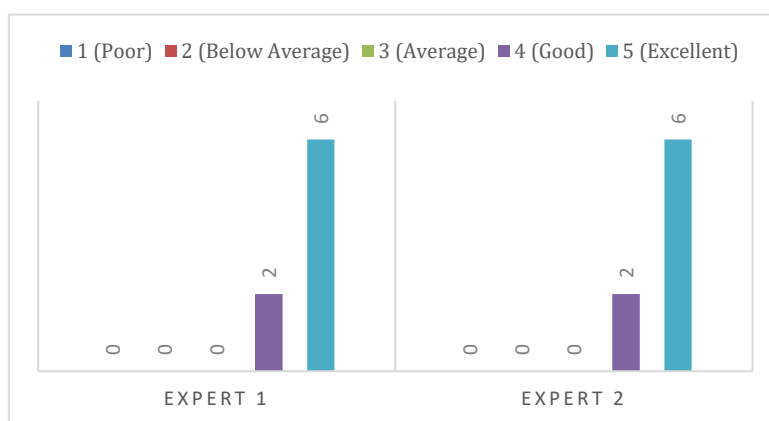


Figure 1. The Data Distribution of Experts Judgment

As shown in the table, Expert 1 and Expert 2 both assigned a score of 5 to 6 indicators and a score of 4 to 2 indicators. Consequently, the mode value of the judgment, was 5, corresponded to the “Excellent” category based on the cumulative results of the two experts’ assessments. Therefore, the developed e-storybooks were categorized as excellent e-storybooks as supplementary material for fifth-grade students at SD Negeri 3 Banjar Jawa.

Evaluation

At this stage, product quality was tested and assessed by teacher and fifth-grade students on April 17, 2024. In addition, interviews were conducted to find out their responses and views regarding the developed e-storybooks. The teacher and students were involved. The product was used intensively and received good responses from the participants. Especially students, who used the e-storybooks in learning showed their enthusiasm, sincerity, and interest to the developed e-storybooks. The product was assessed by the teacher. It used to determine the quality of the product according to the teacher's views and comments regarding the developed e-storybooks in meeting the needs and interests of fifth-grade students as well as their integration with the Merdeka Curriculum. Overall, teacher gave a positive response to the e-storybooks. Teacher highlighted that e-storybooks were relevant to the curriculum, able to meet student needs and interests, coherent with learning materials and learning objectives as well as interactive and attractive in presenting the content and activities in it which were also combined with the use of audio multimedia. Additionally, the results of the user judgement rubric showed "Excellent" for all indicators so that the mode value was "5" for the quality of the product developed. Thus, e-storybooks were categorized as "Excellent supplementary material" for fifth-grade students which was beneficial and useful as an alternative media to support the learning process.

Teacher and students' interview were conducted to find out their opinions after using the developed e-storybooks. Their responses were positive and showed satisfaction with the e-storybooks. Teacher stated that the e-storybooks were right on target, met the needs and level of understanding of students, in accordance with the curriculum, used simple presentation and not too heavy for students, interesting, the combination of visuals with content was very good, fun, and able to involve students thoroughly with their interactive activities. Hence, teachers highlight these e-storybooks as a useful and beneficial alternative learning. The following is a transcript of the teacher's response to support this statement.

"It looks good, interested, and very attractive. The design was amazing. Look different with the other books. Students will definitely be more interested when learning with this book." Excerpt 1

"I found this book was very good and the explanation of the material was complete and presented simply according to the student's level of understanding. So, it is very suitable as a supplementary material." Excerpt 2

Students interview involved five students. The results showed similarities. Students also gave positive responses to the developed e-storybooks. They were very happy, enthusiastic, excited and feel comfortable using these e-storybooks. They highlight the appearance of the e-storybooks which was good, interested and colourful. In addition, students also highlight the storyline in this book was real, fun and eye catching. Moreover, the activities and exercises were challenging which provoked them to interact and think more. Overall, the e-storybooks were said to be very beneficial for their learning. The following is a transcript of students' responses to support this statement.

"I love the story. I became very excited to learn more." Excerpt Student 1

"The story was very attractive. It conveyed the material very well." Excerpt Student 3

"I really enjoyed learning English with this book. Very exciting." Excerpt Student 2

Discussion

From the interpretation above, it could be discussed that E-storybooks were very useful as an alternative media that supports students' learning with curriculum integration and technology use. E-storybooks were very different from e-books or other printed books, it offers high interactivity with a more vivid visual impression (Charitidou & Anastasiadou, 2011; Zakiyah & Fitrawati, 2020). Likewise, these e-storybooks include a wide variety of colourful illustrations, engaging exercises and activities, complete with instructions, attractive stories, challenging games as well as presenting child-friendly characters making the book a valuable supplementary material while creating an appealing aesthetic. The use of multimedia in supplementary materials plays an important role and makes a difference to getting better material in English lessons (Mayer, 2017; Ogay, 2020). Moreover, in this study, using multimedia elements such as audio with native speakers significantly enhances the learning experience and improves students' language skills. These e-storybooks can stimulate creativity, encourage student engagement and communication, minimizing boredom in learning, increase confidence, and fostering cooperation. In addition, these e-storybooks also engaging students with interesting stories and interactive activities, give the students a chance to explore more about the topic, presenting learning while playing so as to improve the process of material transfer, student insight, and provide a significant positive impact in language teaching (Dhirapriyani et al., 2024; Smeets & Bus, 2015).

Additionally, the results of experts and teachers' judgment were showed that the e-storybooks categorized as an "Excellent product" with a mode value was 5, which indicated the e-storybooks were very good as supplementary material to support the learning process. In addition, e-storybooks in this research also fulfilled several criteria: in the aspect of appearance and varied designs so that attract and foster students' attention and curiosity. It also confirmed by previous study stated by involving attractive designs and images, it is easier for students to memorize material, comprehend concepts, and motivate students to implement it in real life so that it offered valuable visual experiences that can attract students' attention (Adnyani et al., 2021). As an example of e-storybooks in this study, using a variety of illustrations that were attractive, colourful, familiar, and close to the reach of students such as the use of illustrations of things in the classroom (book, pen, table, bookshelves, bag, pencil, eraser), illustrations of food and drinks (pizza, soda, chocolate, meatball, ice cream), illustrations of diseases (cough, flu, toothache, stomachache, sore eyes), it made the e-storybooks more realistic, brings up imagination, add visual impressions, and very easy to understand by students.

In addition, e-storybooks also met the criteria in terms of encouraging vocabulary development and language patterns. According to previous study the presentation of vocabulary and patterns in e-storybooks was an important aspect to build fluency and makes learning more efficient, because the vocabulary in them is not purely introduced, but transferred through stories so that it more effective for vocabulary development (Putri et al., 2022; Wahyuni & Pratiwi, 2021). Like the e-storybooks in this study, introduced vocabulary through the storyline, for example "On another table, Emma and Jake found another book and paper", which indirectly introduced the vocabulary of "book and paper" and introduced the use of past tense "found" to students which also resulted in better vocabulary and pattern development. Besides, a richer understanding and knowledge of vocabulary significantly achieve much better academic performance (Afzal, 2019; Septiana et al., 2017). On the other hand, e-storybooks also fulfilled the criteria in the aspect of providing additional reading experiences with richer narratives. The presentation of rich narratives in e-storybooks give positive impact on student' reading skill and experience (Putri et al., 2022; Smeets & Bus, 2015). The e-storybooks in this study present something similar, where on each topic, developed many storylines related to the material, so that students have many opportunities to get to know about the material more deeply as well as improved their reading skills.

Furthermore, e-storybooks also met the criteria in the aspect of compatibility with the learning objectives and the current curriculum. Consideration this thing is very important because it related to the students' needs and suitability of the material with students' understanding. It was also emphasized that in developing a topic or material, it must be in accordance with the comprehension level of students (Britiviliani & Rahmawati, 2018; Rahayu et al., 2023). Thus, the e-storybooks in this study present materials that were in accordance with the needs and level of understanding that were equal to fifth-grade students, so that the lessons become effective and not out of context. Likewise, the fulfillment of criteria in the usability aspect, the e-storybooks were easy to use and matched the comprehension level of the students. The usability can be seen from the e-storybooks in this study that were integrated with technology so that they were easy to access (Colwell, 2013; Suprianti et al., 2020). In addition, the ease is also proven from e-storybooks that present material equipped with clear instructions and directions on each story, activities and exercises. As examples of instruction: Exercise 1, exercise 3, example, look at the picture, listen and write and others. Then, in terms of suitability with students' level of thinking, it can be seen from the use of simple language, using past tense, activities and exercises that were not difficult, the illustrations that did not stretch beyond the imagination and the range of students, and presenting activities that were not burdensome for students (Suprianti et al., 2024; Tanak, 2020).

E-storybooks also met the criteria as excellent e-storybooks that provide interactive learning through the use of multimedia such as audio. The application of multimedia in e-storybooks fostered high interest and enthusiasm for learning and encouraged students to explore something with multimedia support (Handayani et al., 2023; Richter & Courage, 2017). As in this research, e-storybooks were accompanied by audio that used native speakers in each storyline and exercises. There was an improvement on students' interest in learning through the use of audio. In addition, the storyline seemed more alive and real. Another benefit, students become more trained and accustomed to listening to stories which also had positive result on improving listening and speaking skills. Moreover, the introduction of stories with various vocabulary conveyed well through audio. Then, e-storybooks fulfilled the last criteria which fosters student learning activities. It was clearly seen in all activities and exercises used in the e-storybooks which made students more interactive and participated in learning. Moreover, the activities involved a lot of movement and communication between students, which led to the emergence of interaction and cooperation. Thus e-storybooks with interactive activities greatly influence the improvement of students' activities and interactions. Previous studies support the use of e-storybooks as supplementary materials by showing effectiveness on various aspect such as e-storybooks were able to increase students' interest and have positive impact on improving language skill (Fibriasari et al., 2022; Mulyoto et al, 2023). Likewise, interactive storybooks also increase reading interest, vocabulary and academic achievement (Hendratno et al., 2022; Klop et al., 2018). Therefore, the development of e-storybooks as supplementary material can be an effective alternative media to support the learning process.

The e-storybooks in this study had limitations, which in this study has not yet reached a class trial with experimental research, but in this study only conducted a limited trial in a small group and has not yet reached the scope of a larger group trial. In addition, this research which only developed 4 out of 10 topics. It was due to the limited time of the research, but it was not a problem because it considered to the material that really needs to be developed. In addition, the topics developed have a page limit because it considers to the students' learning level, where if the book page exceeds the student's ability limit, it becomes boring for students to learn. Otherwise, the e-storybooks in this study used audio that had low quality in volume and speed. There were several pages that used audio with slow pronunciation and audio that did not use the same speaker's voice for each book. However, the e-storybooks were still be heard well by students with the help of loudspeakers. Overall it can be concluded that the e-storybooks in this research were very good in provided rich storyline with attractive appearance and design, effective to students' level of understanding, provided a richer narrative so that the reading experience improved maximally, encouraged students' curiosity, appropriate with the curriculum, the learning objective, students' need and interests, were effective and very good in terms of usability, improve motivation, vocabulary development, and language skill.

The utilization of e-storybooks in learning was very important. By maximizing the use of supplementary materials such as e-storybooks, the teachers benefit greatly, such as being able to create an interactive, attractive and interesting learning environment. It also increased student participation and engagement, improve cooperation and communication, and make them more motivated to learn. In addition, e-storybooks that were integrated with technology were able to introduce technology from an early age to prepare students for the future. Thus, schools and educational institutions need to prepare and maximize the availability of supplementary materials for more optimal learning outcomes. Moreover, teachers should maximize the use of e-storybooks as supplementary material in learning to create dynamic learning environment. It also suggested to further maximize interactive and challenging activities as well as the use of multimedia as it is essential to encourage students' activities, attract learning interest and improve language skills. In addition, similar research in the future should strive for more sophisticated e-storybooks, rich vocabulary, richer narrative, interactive and engaging activities to produce maximum results.

4. CONCLUSION

E-storybooks as supplementary materials integrated with curriculum and technology significantly improve the quality of learning media with interactive activities through stories. E-storybooks positively increased students' interest in learning, motivate students, provided fun and enjoy learning, attractive, and prevent boredom. Besides, e-storybooks were proven effective in providing students with new insights and knowledge, such as vocabulary development, pattern mastery, and improving students' language skills. The e-storybooks also effectively improved students' communication, participation, critical thinking and cooperation. Moreover, e-storybooks also fostered a high spirit of learning in students, encouraged them to try new things, and encouraged students to explore the material freely, dynamically and flexibly. Thus, e-storybooks as supplementary materials give maximum results on learning effectiveness.

5. REFERENCES

- Adnyana, I. K. S., Dewa Ayu Made Manu Okta Priantini, & Ni Made Suarningsih. (2023). Tri Kaya Parisudha's Image-Oriented Story Media to Increase The Interest in Reading of Three Grade Elementary School Students. *International Journal of Elementary Education*, 7(1), 27–35. <https://doi.org/10.23887/ijee.v7i1.58209>.
- Adnyani, L. D. S., Suprianti, G. A. ., Marsakawati, N. P. E., & Narotama, P. D. A. (2021). Powtoon as the Implementation of Edutainment for Young Learners. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 205–209. <https://doi.org/10.2991/assehr.k.210407.239>.
- Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, 10(3), 81–98. <https://doi.org/10.24093/awej/vol10no3.6>.
- Ainon, R., & Rosmaizura, M. Z. (2018). The impact of facilities on student choice. *Sci.Int.(Lahore)*, 30(2), 299–311. <https://www.researchgate.net/profile/rosmaizura-mohd-zain/publication/337590619>.
- Andriana, E., Syachruraji, A., Alamsyah, T. P., & Sumirat, F. (2017). Natural science Big Book with Baduy local wisdom base media development for elementary school. *Jurnal Pendidikan IPA Indonesia*, 6(1), 76–80. <https://doi.org/10.15294/jpii.v6i1.8674>.
- Artita Dewi, N. P., Sintadewi, M. D., & Suryantini, M. D. (2023). Urgency of Teaching English to Young Learners

- in Kurikulum Merdeka Belajar. *Riwayat: Educational Journal of History and Humanities*, 4(2), 188–196. <https://doi.org/10.24815/jr.v6i1.29427>.
- Aslamiah, S. (2022). Characteristic English Learning Style for Young Learner in New Normal Era. *Intensive Journal*, 5(2), 104. <https://doi.org/10.31602/intensive.v5i2.7334>.
- Asmahasanah, S., Chairunnissa, I. C., & Hakim, N. (2023). Navigating Merdeka curriculum in first grade: teacher challenges and strategies. *Journal of Integrated Elementary Education*, 3(2), 137–149. <https://journal.walisongo.ac.id/index.php/jieed/article/view/17592>.
- Ayuningtias, S., & Kareviati, E. (2021). The Preparation Of Instructional Media In Teaching English To Young Learners At Sdn Baros Mandiri 3 Cimahi. *PROJECT (Professional Journal of English Education)*, 4(3), 414–419. <https://pdfs.semanticscholar.org/2cf8/584908daac4f0b3c382bf3bdeb5359d5fedb.pdf>.
- Britiviliani, N., & Rahmawati, E. (2018). Use of Picture Books to Expose Young Learners Writing Activities. *Loquen: English Studies Journal*, 11(2), 60. <https://scholar.archive.org/work/hjlmrbuxgrg6pjpqzx7qxkj6u/access/wayback/http://jurnal.uinbanten.ac.id/index.php/loquen/article/download/1033/1000>.
- Charitidou, E., & Anastasiadou, A. (2011). Investigation Their Effectiveness to Foster Young EFL Learners Multiple Intelligences. *E. Charitidou, A. Anastasiadou*, 24(2022), 195–212. <http://ejournals.lib.auth.gr/thal/article/view/9156>.
- Colwell, C. (2013). Children's storybooks in the elementary music classroom : A description of their use by orff-schulwerk teachers. *Music Therapy & Special Music Education*, 5(2), 175–187. <https://kuscholarworks.ku.edu/handle/1808/14153>.
- Cordes, A.-K., Egert, F., & Hartig, F. (2023). Fostering Child Language with Short-Term Digital Storybook Interventions. *Zeitschrift Für Entwicklungspsychologie Und Pädagogische Psychologie*, 0. <https://doi.org/10.1026/0049-8637/a000264>.
- Dhirapriyani, K., Suprianti, G. A. P., & Budiarta, L. G. R. (2024). Empowering first- grade students ' learning : enhancing education through English e-Storybooks aligned with the emancipated curriculum. *The Art of Teaching English as a Foreign Language*, 5(1), 32–48. <https://doi.org/10.36663/tatefl.v5i1.665>.
- Ferdaus, S. A., & Novita, D. (2023). The Implementation of The Merdeka Curriculum in English Subject at A Vocational High School in Indonesia. *Briliant: Jurnal Riset Dan Konseptual*, 8(2), 297. <https://doi.org/10.28926/briliant.v8i2.1201>.
- Fibriasari, H., Baharuddin, Gultom, S., Gultom, S., Restuati, M., Ritonga, W. P., Dalle, J., Putra, A. P., Biyatmoko, D., Mutalib, A. A., Azizah, C. N., & Andayani, W. (2022). Developing Digital Storybook to Improve Children's Language Learning. *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)*, 591(Aisteel), 967–977. <https://doi.org/10.2991/assehr.k.211110.214>.
- Handayani, E., Puspita, N., Syamsiah, N., Islam, U., Raden, N., & Lampung, I. (2023). The Influence Of Using Book Creator Application Toward Students ' Performance In Writing Procedural Text. *Jurnal Ilmiah Pendidikan Bahasa, Sastra, Dan Matematika*, 3783(December), 1–17. <http://journal.fkip-unilaki.ac.id/index.php/dia/article/view/43>.
- Harpiyani, R., Hendriana, B., & Vinayastri, A. (2022). Development of "Love the Motherland" Digital Storybook for Early Childhood. *Jurnal Teknologi Informasi Dan Pendidikan*, 15(2), 38–50. <https://doi.org/10.24036/jtip.v15i2.605>.
- Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of interactive story book for ecoliteration learning to stimulate reading interest in early grade students elementary school. *IJORER : International Journal of Recent Educational Research*, 3(1), 11–31. <https://doi.org/10.46245/ijorer.v3i1.179>.
- Johan, R., & Harlan, J. (2014). Education Nowadays. *International Journal of Educational*, 4(5), 6. <https://journal.uny.ac.id/index.php/hsjpi/article/view/31686>.
- Klop, D., Marais, L., Msindwana, A., & de Wet, F. (2018). Learning new words from an interactive electronic storybook intervention. *South African Journal of Communication Disorders*, 65(1), 1–8. <https://doi.org/10.4102/sajcd.v65i1.601>.
- Kurt, S. (2017). *ADDIE Model: Instructional Design. Frameworks & Theories*. <https://doi.org/10.1017/CBO9781107415324.004>.
- Marhamah, F., Muslem, A., & Marhaban, S. (2022). An Investigation On Using Teaching Media In Teaching Speaking Skill. *English Education Journal (EEJ)*, 13(1), 32–45. <https://doi.org/10.24815/eej.v13i1.23147>.
- Mart, C. T. (2012). Encouraging young learners to learn English through stories. *English Language Teaching*, 5(5), 101–106. <https://doi.org/10.5539/elt.v5n5p101>.
- Mayer, R. E. (2017). Using Multimedia for E-Learning. In *Journal of Computer Assisted Learning*. <https://doi.org/10.1111/jcal.12197>.
- Mubar, M. K. N. A. (2015). Developing English Learning Materials For Young Learners Based On Needs Analysis

- At Mtsn Model Makassar. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 1(02), 257–269. <https://doi.org/10.24252/Eternal.V12.2015.A8>.
- Mulyoto, G. P; Tsamrotu, I. M; Puspitasari, D. A. (2023). Developing Electronic-Based Picture Storybooks to Enhance Student Learning Motivation. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 2(4), 1607–1614. <http://repository.uin-malang.ac.id/15099/7/15099.pdf>
- Ogay, M. (2020). Use of Multimedia in Teaching English To Young Learners. *European Journal of Research and Reflection in Educational Sciences*, 8(4), 1–10. <https://www.idpublications.org/wp-content/uploads/2020/04/full-paper-use-of-multimedia-in-teaching-english-to-young-learners.pdf>.
- Putri, S. R., Usman, H., & Sakmal, J. (2022). Development Learning Media E-Book Based on TPACK on Natural Science Education in Elementary School. *Indonesia Journal of Learning Education and Counseling*, 5(1), 30–34. <https://doi.org/10.31960/ijolec.V5i1.1688>.
- Rahayu, Y. S., Mujiyanto, J., Suwandi, S., & Fitriati, S. W. (2023). The Impact of Electronic Storybook and Print Picture Book on the Reading Comprehension of Undergraduates with Varying Levels of Critical Thinking. *Migration Letters*, 20, 224–237. <https://jurnal.stkipahsingaraja.ac.id/index.php/tatefl/article/view/665>.
- Richter, A., & Courage, M. L. (2017). Comparing electronic and paper storybooks for preschoolers: Attention, engagement, and recall. *Journal of Applied Developmental Psychology*, 48, 92–102. <https://doi.org/10.1016/j.appdev.2017.01.002>.
- Riyanto, Amin, M., Suwono, H., & Lestari, U. (2020). The new face of digital books in genetic learning: A preliminary development study for students' critical thinking. *International Journal of Emerging Technologies in Learning*, 15(10), 175–190. <https://doi.org/10.3991/ijet.v15i10.14321>.
- Septiana, E., Yufrizal, H., & Sukirlan, M. (2017). *Developing Supplementary Reading Materials For Efl Young Learners Of The Fifth Grade*. 4(1), 9–15. <https://core.ac.uk/download/pdf/291529456.pdf>.
- Smeets, D. J. H., & Bus, A. G. (2015). The interactive animated e-book as a word learning device for kindergartners. *Applied Psycholinguistics*, 36(4), 899–920. <https://doi.org/10.1017/S0142716413000556>.
- Case Study Of An Elementary School Teacher In Bandung). *Journal of English and Education*, 3(2), 90–100. <https://core.ac.uk/download/pdf/295400829.pdf>.
- Suprianti, G. A. ., Budiarta, L. G. ., & Indrayani, L. (2024). Powtoon: Does It Promote Primary Students' Autonomous Learning? *Journal of English Education and Teaching (JEET)*, 8(1), 106–128. <https://doi.org/10.33369/jeet.8.2.355-372>.
- Suprianti, G. A. ., Mahayanti, N. W. ., & Suarjaya, P. A. A. . (2020). Learning English in third grade through Powtoon. *Journal of Education Technology*, 4, 120–126. <https://doi.org/10.23887/jet.v4i2.24087>.
- Suprianti, G. A. P. (2020). Powtoon animation video: a learning media for the sixth graders. *VELES Voices of English Language Education Society*, 4(2), 152–162. <https://doi.org/10.29408/veles.v4i2.2536>.
- Tamrin, A. F., & Magfirah, S. (2019). Nature Theme Pictured Book Used in Teaching English for Elementary Students. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 3(1), 16–25. <https://doi.org/10.26858/eralingua.v3i1.8759>.
- Tanak, A. (2020). Developing Preservice Science Teachers' Teaching Practices with an Emphasis on Higher Order Thinking. *Science Education International*. <https://doi.org/10.33828/sei.v31.i3.2>.
- Wahyuni, L. G. E., & Pratiwi, N. P. A. (2021). Enhancing EFL students ' speaking competency through animated learning video. *4th International Conference on Innovative Research Across Disciplines*, 613(Icirad), 181–187. <https://doi.org/10.2991/assehr.k.211222.029>.
- Williams, M. (2002). Teaching Languages to Young Learners. L. Cameron. *ELT Journal*, 56(2), 201–203. <https://doi.org/10.1093/elt/56.2.201>.
- Yunita Adriyanti, K. (2021). Implementation of Character Education in Teaching English For Young Learners. *The Art of Teaching English as a Foreign Language*, 2(1), 17–23. <https://doi.org/10.36663/tatefl.v1i2.98>.
- Zakiah, M., & Fitrawati, F. (2020). An Analysis of Lecturers' Perception toward the Interactive E-book used in Advanced Grammar at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 9(1), 173. <https://doi.org/10.24036/jelt.v9i1.107895>.
- Zidan, M. R. (2023). A Literature Study On The Implementation Of Merdeka Curriculum. *Jurnal Riset Rumpun Ilmu Bahasa (JURRIBAH)*, 2(2), 153–167. <https://doi.org/10.55606/jurribah.v2i2.1576>.