



# Developing A Storybook to Support English Literacy Practice for Fourth Grade Students

**Luh Putu Tika Mizuno, Universitas Pendidikan Ganesha, Indonesia**

**Putu Kerti Nitiasih, Universitas Pendidikan Ganesha, Indonesia**

**Luh Gede Eka Wahyuni, Universitas Pendidikan Ganesha, Indonesia**

---

## Abstract

This study aimed to develop an English storybook to support English literacy practice for fourth-grade students at SDN 3 Sepang, Buleleng, Bali, where limited learning resources and teachers' restricted English proficiency reduce the effectiveness of literacy activities. The study employed a design and development research approach using the ADDE model, which consists of needs analysis, design, development, and evaluation stages. Data were collected through document analysis, semi-structured interviews with teachers, and expert and user evaluations using validated instruments. The needs analysis identified a strong need for storybooks that are culturally relevant, visually attractive, linguistically simple, and aligned with the Merdeka Curriculum. Based on these findings, a printed English storybook was developed by integrating local cultural context, simple vocabulary, repetitive sentence structures, and supportive illustrations to enhance reading comprehension and basic grammar learning. The quality of the developed storybook was evaluated by English education experts and primary school teachers. The evaluation results showed that the storybook reached an excellent quality level, with an overall mean score of 4.6 out of 5, particularly in curriculum alignment, vocabulary development, usability, and student engagement. These findings indicate that the developed storybook is a feasible and effective supplementary medium for supporting English literacy practice in primary schools, especially in settings with limited instructional resources.

**Keywords:** English literacy, storybook development, primary school students, local culture, Merdeka Curriculum

---

## 1. Introduction

Teaching English to young learners is increasingly important in today's interconnected world because it opens wider opportunities for children's future development. Through English, children can access various educational resources, such as books and digital materials, which support their academic learning and preparation for higher education (Dewi et al., 2021). In addition, learning English contributes to the development of essential skills, including critical thinking, creativity, and problem-solving (Masduqi, 2011). English learning also exposes children to diverse cultures, fostering cultural awareness and appreciation of different ways of life (Ariantini et al., 2024). Therefore, teaching English to young learners is essential for their success in a global society, supporting personal growth and enhancing academic skills. Consequently, English teachers are expected to make continuous efforts to improve students' language learning.

One effective effort to enhance young learners' English learning is through their involvement in English literacy programs. Literacy practices such as reading storybooks, writing activities, and classroom discussions help students strengthen their language understanding and improve their reading and writing skills (Pradnyadari et al., 2025). These



activities support vocabulary and grammar acquisition while also making learning enjoyable. When teachers use literacy materials that relate to students' daily lives, English learning becomes more meaningful and engaging (Ratminingsih et al., 2020). This approach builds students' confidence and encourages active use of English. Thus, literacy-based English learning in elementary school provides a strong foundation for students' academic success and life skills.

In Indonesia, despite the implementation of various literacy programs aimed at improving students' reading and writing skills, the outcomes have not met expectations (Parmini et al., 2023). This issue is reflected in Indonesian students' low performance in international assessments such as the Programme for International Student Assessment (PISA). The PISA results consistently indicate that Indonesian students face difficulties in reading comprehension, mathematics, and science compared to students from other countries (Hewi & Shaleh, 2020). Similarly, the English Proficiency Index (EPI) in 2025 shows that Indonesia ranks relatively low in English proficiency within Southeast Asia. Factors contributing to this condition include limited teacher qualifications, insufficient learning resources, and curricula that may not fully address students' needs (Maruf et al., 2020).

One major factor contributing to low English literacy skills is the lack of authentic and culturally relevant literacy materials (Anwas et al., 2022). Many existing resources do not reflect Indonesian children's experiences and interests, making it difficult for students to relate to the content (Nitiasih et al., 2022). This mismatch often results in low motivation and engagement, which negatively affects students' English literacy development.

A preliminary study conducted at SDN 3 Sepang further confirms these challenges, particularly related to teacher qualifications and the availability of appropriate literacy materials. Observations revealed that English literacy activities were very limited due to teachers' insufficient English proficiency and the absence of suitable supporting media, such as age-appropriate storybooks. Although students showed a preference for illustrated storybooks with simple language and attractive visuals, the school library did not provide such materials. Therefore, providing literacy media that match students' levels and interests becomes an urgent initial step in improving English literacy in elementary schools. Illustrated storybooks with simple language and interactive features can support students' reading interest while assisting teachers in conducting literacy activities despite their limited English skills.

Limited literacy resources make it difficult for students to develop effective reading and writing skills, which are crucial for their overall educational success (Lesia et al., 2021). Teachers with limited English literacy teaching skills may struggle to deliver clear instructions, respond to students' needs, and maintain students' engagement (Romadhon et al., 2024). As a result, students may experience poor learning outcomes and reduced motivation toward literacy activities. Considering these conditions, developing English storybooks tailored to students' needs is particularly important for fourth-grade students, typically aged 9–10 years. At this stage, students transition from basic decoding skills to more advanced reading comprehension, including understanding complex vocabulary, sentence structures, and narrative elements (Kodan, 2017).

Previous studies have highlighted the effectiveness of storybooks in enhancing English language learning. Ratminingsih et al. (2020) found that storybooks significantly improve students' reading interest and comprehension, while Grolig (2020) emphasized their role in



developing oral language skills. Indarini and Rahmadani (2024) also reported that picture storybooks improve reading accuracy, fluency, intonation, and comprehension among young children. However, limited research has focused on developing storybooks that are easy to use by teachers with limited English proficiency, particularly in schools with minimal learning resources.

Therefore, research on developing English storybooks for SDN 3 Sepang is essential to fill this gap by providing contextual, accessible, and level-appropriate literacy media. By tailoring storybooks to students' needs and interests, teachers can offer engaging content that makes English learning enjoyable (Khotimah & Wahyu, 2019). Additionally, well-designed storybooks can serve as practical teaching tools for teachers with limited English training, enabling them to facilitate literacy activities more effectively (Oktaviani et al., 2020). Ultimately, developing such storybooks plays a crucial role in addressing challenges in English literacy education at the primary level in Indonesia and supports the sustainability of school literacy programs.

## 2. Method

This study employed a design and development research approach to create an English storybook aimed at supporting English literacy practice for fourth-grade students at SDN 3 Sepang, Buleleng, Bali. The study adopted the ADDE model proposed by Richey and Klein (2007), which consists of four stages: need analysis, design, development, and evaluation. This approach ensured that the storybook was systematically developed based on learners' needs and classroom conditions, making it relevant and practical for use in an elementary school context.

The need analysis phase focused on identifying students' characteristics, preferences, and learning needs, as well as suitable storybook features such as themes, characters, language level, and visual design. Data were collected through document analysis of *Pedoman Penyediaan Buku Bacaan Literasi 2023* and semi-structured interviews with teachers and students. The findings guided the design phase, during which the storyline, characters, and layout were planned to ensure cultural relevance, readability, and engagement for fourth-grade learners.

In the development phase, the storybook was produced by integrating simple vocabulary, supportive illustrations, and an age-appropriate layout to enhance reading comprehension and literacy engagement. Canva was used to design the visual and textual elements of the storybook. The evaluation phase involved two teachers who assessed the quality of the product using a product evaluation sheet adapted from Cunningham (1995), covering aims and approach, design and organization, language content, language skills, and topics. The evaluation results were used to revise and improve the final product.

Both qualitative and quantitative data were analyzed in this study. Interview data were analyzed using Miles et al.'s (2014) interactive model, including data reduction, data display, and conclusion drawing. Content validity of the evaluation instrument was established through expert judgment using Gregory's formula, which yielded a validity index of 1.00, indicating very high validity. Descriptive statistical analysis was applied to the evaluation results to determine the overall quality of the developed storybook.



### **3. Discussion**

#### **Need Analysis**

The development of the storybook in this study began with a needs analysis to ensure that the product was relevant to the learning conditions at SDN 3 Sepang. The needs analysis was conducted using two main methods: document analysis and in-depth interviews with fourth-grade English teachers.

Interviews were conducted with the fourth-grade English teacher at SDN 3 Sepang to identify important issues that served as the foundation for developing the storybook. The interview revealed two main findings. First, the teacher reported a lack of supporting English storybooks at the school, despite recognizing their importance in English learning. She stated, *"In school, the books are provided by the government, but I think that is not enough. Students need storybooks to help them learn English in a fun learning situation."* This indicates a gap between the available learning materials and students' actual needs, suggesting the need for age-appropriate storybooks to support enjoyable and effective English literacy practice. Second, the teacher emphasized that students show strong interest in visual materials. She explained, *"The children really like it when I visualize explanations through pictures. They seem enthusiastic."* This finding highlights the importance of visual elements in learning, as pictures can increase students' motivation, attention, and understanding. Therefore, storybooks with attractive illustrations are considered essential to support English learning for young learners.

#### **Design**

After identifying the characteristics of the storybook, the next stage involved designing and developing the storybook. The learning outcomes focus on students' ability to understand everyday vocabulary with the support of pictures and to read and respond to simple, familiar texts. The selected topic emphasizes understanding simple questions and sentences related to daily activities, with the learning material centered on the question *"What are you doing?"*. The storyboard presents a story about Made and his family spending the weekend on a picnic. Following the storyboard design, the characters and setting were developed. The present continuous tense was chosen because it aligns with the cognitive and language abilities of fourth-grade students and with the teaching material being covered during the research. At the time, students were learning to describe daily activities using the present continuous tense, which is easier to understand and can be clearly supported by illustrations. The use of this tense was therefore based on students' learning needs and classroom practice rather than the researcher's preference.

#### **Development**

The next stage involved integrating the storyboard, characters, and settings into a complete storybook, developed systematically from page 1 to page 18. The storybook consists of several structured scenes. The first is the objectives and pre-activity scene, which introduces the use of the verb-ing form through six illustrations of children performing different actions. This activity aims to help students identify and name common action words. Next, the introduction scene presents the main characters, Made and his family, and sets the context of a family picnic. The main story scene, presented on pages 5–10, describes the activities performed during the picnic while reinforcing the use of the present continuous tense. After reading the story, students complete a whilst-activity worksheet



designed to strengthen reading comprehension, observation skills, and understanding of basic grammar. The story concludes with a reflection scene that encourages students to internalize the themes and moral values of the story.

After completing the story and illustrations, the layouting process was conducted. This process involved arranging text and visual elements to ensure readability, consistency, and alignment with the story flow. Attention was given to layout consistency, including margins, spacing, page numbers, and font type, size, and color appropriate for young learners. Once the layout was finalized, the draft underwent a proofreading stage to identify and correct grammatical errors, spelling mistakes, formatting inconsistencies, and layout issues. This step ensured clarity, accuracy, and a smooth reading experience for students. The final step was designing the storybook cover. The cover was created with assistance from Gemini to ensure it was visually appealing and representative of the story content. The completed cover serves to attract students' interest and provide a professional finishing touch to the storybook.



Figure 1. The Storybook Developed

## Evaluation

To evaluate the quality of the developed storybook for supporting English literacy practice at SDN 3 Sepang, two types of evaluation were conducted: expert evaluation and user evaluation. The expert evaluation involved two English education experts who assessed the quality of the storybook. The results of the expert evaluation are presented in Table 1.

**Table 1 Expert Evaluation Results**

Statement of Evaluation	Evaluator		Average
	Expert 1	Expert 2	
The appearance of storybooks attracts and fosters students' curiosity to read and use them as a learning medium.	5	5	5
The design of the storybooks is varied and can attract students' attention	4	5	4.5



The storybook encourages students' vocabulary development and language structure pattern	4	5	4.5
The storybooks provide an additional reading experience with a richer narrative	5	4	4.5
The storybook follows the learning objectives and current curriculum	5	4	4.5
The storybook is easy for students to use and match the level of thinking of elementary school students	5	4	4.5
The storybook provides an interactive learning experience by incorporating multimedia	4	5	4.5
The storybook can foster student activity in learning	5	5	5
The steps for using storybook media are easy to understand	5	5	5
The number of pages of the storybook is appropriate	4	3	3.5
<b>Average</b>	<b>4.5</b>		

The evaluation results indicate that most items received high scores ranging from 4.5 to 5.0, showing that the experts generally agreed the storybook met the expected quality standards. Items related to the appearance of the storybook, its ability to encourage student activity, and the clarity of usage instructions received perfect scores of 5.0, reflecting strong expert approval. Other aspects, including design variety, vocabulary and language development, alignment with learning objectives, and ease of use, consistently received scores of 4.5, indicating very good quality with minor room for improvement. The lowest score, 3.5, was assigned to the appropriateness of the number of pages, suggesting the need for slight adjustment. Overall, the average expert rating of 4.5 indicates that the storybook was evaluated as excellent.

The findings of this study indicate that English storybooks are essential resources for supporting English literacy learning in elementary schools. Both teachers and students reported that the use of storybooks makes English lessons easier to understand and more engaging, which increases students' motivation to read and use new vocabulary. This finding is consistent with previous studies that highlight the role of storybooks in providing meaningful contexts for practicing vocabulary and grammar at the primary level (Prawira et al., 2023). As children in the early grades are developing foundational language skills, storybooks can simultaneously support listening, speaking, reading, and writing development (Abdelhalim, 2015). However, this study also confirms that many elementary schools still lack adequate English story materials, creating a gap between curriculum expectations and classroom practice (Ratminingsih et al., 2020).

The storybook developed in this study was designed to meet the cognitive and affective needs of young learners through the use of simple language, repetitive sentence patterns, and clear illustrations. Visual elements play a crucial role in maintaining students' attention and motivation, as young learners process information more effectively when supported by images (Hofmann, 2018). The combination of short sentences and supportive illustrations enables students to connect vocabulary with concrete actions, recognize grammatical patterns naturally, and participate more actively in learning activities (Nitiasih et al., 2022). The use of basic vocabulary and repetition further supports language acquisition by reducing cognitive load and making learning more accessible (Kaban & Karadeniz, 2021; Mukhlason, 2015). In addition, the storybook was developed in alignment with the Merdeka Curriculum by integrating Pancasila student profiles, particularly independence, creativity, and cooperation.



Storybooks serve as effective media for character education, as moral values are embedded in age-appropriate narratives and reinforced through repeated structures and illustrations (Nitiasih et al., 2020; Turan & Ulutas, 2016). Expert evaluations confirmed that the developed storybook meets national standards for children's books and is suitable for elementary school learners (Hendratno et al., 2022). Students also responded positively to the storybook due to its engaging content and attractive design, which aligns with research emphasizing the importance of relatable stories and interactive elements in children's learning materials (Mahayanti & Suantari, 2017).

Overall, this study implies that English storybooks should be incorporated as regular learning resources in elementary schools to support literacy development, enhance learning motivation, and bridge the gap between curriculum demands and available materials. Storybooks that are aligned with learners' needs and curriculum goals can create enjoyable, meaningful, and value-based English learning experiences that encourage students to read and use English confidently.

#### **4. Conclusion and Suggestion**

Based on the findings and discussion, this study concludes that the development of a storybook to support English literacy practice for the primary level at SDN 3 Sepang followed four stages: need analysis, design, development, and evaluation. The need analysis identified students' learning needs and appropriate storybook characteristics, while the design stage was guided by these findings and the storybook development guidelines issued by the Ministry of Education, Culture, Research, and Technology. In the development stage, the story background, characters, and narration were created, and the final product was evaluated by two teachers. The developed storybook emphasizes Indonesian cultural diversity and integrates Pancasila student profiles, particularly independence, creativity, and teamwork. It is designed for level B3 students and presents simple concepts through an engaging narrative using common vocabulary, simple sentence structures, and supportive illustrations. The visual design follows national standards, using an A4 format, clear text layout, and full-color illustrations to enhance readability and comprehension. Evaluation results show that the storybook has excellent overall quality, with an average score of 4.6. It received perfect scores in vocabulary and language development, curriculum alignment, encouragement of student activity, and clarity of usage instructions, while other aspects such as design, ease of use, and narrative richness also received high ratings. These findings indicate that the storybook is an effective and feasible resource for supporting English literacy practice at the elementary level. Therefore, teachers are encouraged to use this storybook in classroom literacy activities and explore additional story-based materials to enrich learning. School policymakers are advised to support the provision of diverse English storybooks to strengthen literacy programs, and future research is recommended to examine the effectiveness of the storybook through experimental studies and to develop similar materials based on different Pancasila profiles and educational contexts.

#### **References**

Anwas, E. O. M., Afriansyah, A., Iftitah, K. N., Firdaus, W., Sugiarti, Y., Sopandi, E., & Hediania, D. (2022). Students' Literacy Skills and Quality of Textbooks in Indonesian Elementary Schools. *International Journal of Language Education*, 6(3), 233–244.



<https://doi.org/10.26858/ijole.v6i3.32756>

Ariantini, K. P., Putu, N., Nitiasih, K., Artini, N. N., Artini, L. P., & Rusnalasari, Z. D. (2024). The benefits of being bilingual according to recent studies. *Yavana Bhāshā: Journal of English Language Education*, 7(2), 100–110.

Dewi, N. P. A., Dewi, N. M. D. S., & Suryantini, M. D. (2021). Urgency of Teaching English to Young Learners in Kurikulum Merdeka Belajar. *Riwayat: Educational Journal of History and Humanities*, 4(2), 188–196. <http://jurnal.unsyiah.ac.id/riwayat/>

Grolig, L. (2020). Shared Storybook Reading and Oral Language Development: A Bioecological Perspective. *Frontiers in Psychology*, 11(August). <https://doi.org/10.3389/fpsyg.2020.01818>

Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of Interactive Story Book For Ecoliteracy 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>

Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini). *Jurnal Golden Age*, 4(01), 30–41. <https://doi.org/10.29408/jga.v4i01.2018>

Hofmann, J. (2018). Pixar films, popular culture, and language teaching: The potential of animated films for Teaching English as a Foreign Language. *Global Studies of Childhood*, 8(3), 267–280. <https://doi.org/10.1177/2043610618798929>

Indarini, P., & Rahmadani, N. K. A. (2024). The Impact of Illustrated Storybooks on Enhancing Reading Skills in Children Aged 7-8 Years. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 12(2), 355–364. <https://doi.org/10.23887/paud.v12i2.78842>

Kaban, A. L., & Karadeniz, S. (2021). Children's reading comprehension and motivation on screen versus on paper. *SAGE Open*, 11(1), 1–11. <https://doi.org/10.1177/2158244020988849>

Khotimah, K., & Wahyu, A. A. A. (2019). Reading in The Digital Age: Electronic Storybook as a Teaching Tool for Beginning Readers. *3rd International Conference on Education Innovation (ICEI 2019) Reading*, 202–205. <https://doi.org/10.2991/icei-19.2019.47>

Kodan, H. (2017). Determination of Reading Levels of Primary School Students. *Universal Journal of Educational Research*, 5(11), 1962–1969. <https://doi.org/10.13189/ujer.2017.051112>

Lesia, E. S., Petrus, I., & Eryansyah. (2021). Teaching English for Young Learners in Elementary School: Perceptions and Strategies. *International Journal of Elementary Education*, 6(1), 142–148. <https://dx.doi.org/10.23887/ijee.v6i1>

Mahayanti, N. W. S., & Suantari, N. L. P. M. (2017). Developing Big Book As a Media for Teaching English At Sixth Grade Students of Elementary School At Sd Lab Undiksha Singaraja. *Journal of Education Research and Evaluation*, 1(3), 128. <https://doi.org/10.23887/jere.v1i3.9511>

Maruf, Z., Sandra Rahmawati, A., Siswantara, E., & Murwantono, D. (2020). Long walk to quality improvement: Investigating factors causing low English proficiency among Indonesian EFL students. *International Journal of Scientific & Technology Research*,



9(03), 7260–7265. <https://www.ijstr.org/final-print/mar2020/Long-Walk-To-Quality-Improvement-Investigating-Factors-Causing-Low-English-Proficiency-Among-Indonesian-Efl-Students.pdf>

Masduqi, H. (2011). Critical Thinking Skills and Meaning in English Language Teaching. *TEFLIN Journal*, 22(2), 185–200.  
<http://journal.teflin.org/index.php/journal/article/view/26>

Mukhlason, A. (2015). *Artikel Umum Bacaan Cerita Anak Usia SD, Karakteristik, dan Jenisnya*.

Nitiasih, P. K., Permana, I. G. Y., & Budiartha, L. G. R. (2022). Enhancing students' reading comprehension with gamification of local wisdom stories during emergency online learning. *Journal of Education Technology*, 6(3), 515–520.  
<https://doi.org/10.23887/jet.v6i3.47289>

Oktaviani, A., Syafitri, D., & Arimbi, B. (2020). Developing Storybook for Elementary School in Lubuklinggau. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 95–105. <https://doi.org/10.36597/jellt.v4i1.7695>

Parmini, N. P., Ida Bagus Rai Putra, Mukhamdanah, Ida Ayu Putu Aridawati, & I Wayan Sudiartha. (2023). 21st Century Skills and Information Literacy in Indonesian Language and Literature Education Study Program. *Mimbar Ilmu*, 28(1), 83–95.  
<https://doi.org/10.23887/mi.v28i1.59441>

Pradnyadari, N. M. M., Padmadewi, N. N., & Dewi, K. S. (2025). The Effect of Implementing Liveworksheets in Teaching Basic English Literacy. *Journal of Educational Study (JoES)*, 5(1), 1–10. <https://doi.org/10.36663/joes.v5i1.961>

Prawira, N. N. P., Artini, L. P., Marsakawati, N. P. E., Padmadewi, N. N., Ratminingsih, N. M., & Utami, I. G. A. L. P. (2023). The Implementation of Literacy Activities in Primary School. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 7(1), 150–156.  
<https://doi.org/10.23887/jipp.v7i1.56108>

Ratminingsih, N. M., Budasi, I. G., & Kurnia, W. D. A. (2020). Local culture-based storybook and its effect on reading competence. *International Journal of Instruction*, 13(2), 253–268. <https://doi.org/10.29333/iji.2020.13218a>

Richey, R. C., & Klein, J. D. (2007). *Design and Development Research*.

Romadhon, M. G. E., Dzulfikri, D., & Ubaidillah, M. F. (2024). Non-English Major Teachers' Experiences of Teaching English for Young Learners (TEYL): A Phenomenological Study. *LLT Journal: Journal on Language and Language Teaching*, 27(1), 320–335. <https://doi.org/10.24071/llt.v27i1.6955>