

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the development of trilingual storybooks and the results of this research, it can be concluded that the GIRI trilingual book is a ‘Valid’ and pedagogically effective instructional tool for learning media. A state of the art of this research is that the integration of Javanese (the native language of Gresik) serves as a breakthrough innovation that significantly enhances the learning experience for students at “Sekolah Rakyat”. By providing a familiar linguistic foundation, the Javanese component allows students to comprehend the essence of local storybooks more intuitively while simultaneously acquiring an extensive range of new English vocabulary.

The development process involved multiple rounds of revision informed by expert feedback across three validation domains (English language and pedagogical content, Javanese language accuracy, and media design). All three validators returned a Valid assessment, confirming that the product meets professional standards across its core components. Key refinements addressed during the revision process included the simplification of sentence structures for accessibility, the improvement of plot to better reflect local culture, the elimination of repetitive language identified during Javanese expert review, and the adjustment of visual layout to reduce cognitive load. These iterative refinements ensured that the final product was not only technically sound but genuinely reflective of the community it was created for.

Field testing provided empirical validation that GIRI is both feasible and appropriate for classroom implementation. Students' feedback was gathered across three interconnected dimensions (cognitive accessibility, linguistic confidence, and visual culture). Quantitatively, the data confirmed that integrating Indonesian and Javanese alongside English significantly reduced students’ affective filter, with local languages functioning as cognitive bridges that allowed students to map new English vocabulary. Teacher feedback

similarly affirmed the products' instructional value. The English teacher at SRG specifically identified the trilingual format, wherein native Javanese text served as the foundational schema for English acquisition, as a key factor in creating a more inclusive learning environment that accommodated diverse proficiency levels.

The state of the art of this study lies in the integration of Javanese as a third language, a breakthrough innovation that provides students with a familiar linguistic foundation through which they can intuitively grasp local storybook content while simultaneously acquiring new English vocabulary. Nevertheless, the development process was not without challenges. The distance among team members significantly consumed time and slowed coordination, while communication gaps occasionally disrupted the workflow during critical development phases. These constraints highlight that sustainability of instructional innovation depends not only on product quality, but equally on the strength of the collaborative ecosystem surrounding it, a consideration that future development efforts would do well to address from the outset.

5.2 Suggestion

In this chapter, the researchers present an analysis that this study is derived from the findings and analysis discussed in Chapter IV. These suggestions are formulated by considering both the strengths of the developed GIRI trilingual storybook and the limitations identified during the research process, particularly those related to sample scope, learning consistency, and instructional context. Aligned with research indicating that interactive storybooks are effective in enhancing language skills through high validity and engagement, these suggestions balance the strengths of the GIRI trilingual storybook with the practical limitations identified, such as instructional consistency (Musi, 2025).

Based on the findings and analysis, several key recommendations are proposed for students, teacher, and future researchers. First, the findings indicate that, despite prior exposure to English, engagement remains inconsistent and largely confined to the classroom. To bridge this gap, students

must move beyond passive reception and pursue active engagement with the GIRI storybook independently to build linguistic familiarity. Furthermore, they are encouraged to apply strategic trilingual rather than relying on Indonesian and Javanese translations as total substitutes; students should utilize these native languages as supportive bridges to ensure meaningful English language acquisition. Second, the contextual relevance of the GIRI storybook requires deliberate and structured interaction to be truly effective. Teachers should transition the material from a passive supplement to an interactive learning tool by designing guided activities that explicitly integrate reading and writing skills. Central to this is the implementation of translanguaging strategies, where the Javanese and Indonesian contexts are used to reinforce, rather than overshadow, English exposure. To achieve this, professional development is highly recommended, allowing teachers to better adapt the material to diverse classroom dynamics and proficiency levels.

Finally, the limitations of the current study provide a clear roadmap for further inquiry. Given the small sample size of 25 students, future studies should expand the research scope to include larger, more diverse cohorts to enhance the generalizability of the results. There is also a significant need for longitudinal assessments using experimental designs to measure the long-term impact of the storybook on language proficiency. Lastly, further investigation into contextual adaptation is encouraged to explore how local narratives can be tailored to different regions while maintaining an optimal balance between first-language support and target-language exposure.