

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results of Product Development and Refinement

This chapter details the findings and outcomes of the research and development (R&D) process conducted to produce GIRI (Gresik Inspirational Rakyat Illustrated Stories). Following the Borg and Gall (1989) model, six stages are being adapted: (1) Research and Information Collecting, (2) Planning, (3) Development of Preliminary Product, (4) Preliminary Field Testing, (5) Main Stage Revision, and (6) Small-Scale Field Testing. The development of GIRI (Gresik Inspirational Rakyat Illustrated Stories), a trilingual (Indonesian, English, Javanese) storybook, aims to support English reading and writing skills among students at “Sekolah Rakyat” in Gresik.

The primary objective of developing the GIRI storybook was to address the pedagogical gap in English literacy, specifically reading and writing skills, by utilizing a trilingual approach (Indonesian, English, and Javanese). This linguistic strategy was designed to improve students’ effective learning by linking global language learning to the familiar cultural narratives of Gresik. Data were collected through needs analysis surveys, product prototypes, expert validation, and student questionnaires. The development process involved a diverse panel of stakeholders to ensure multifaceted quality control to assess the linguistic and pedagogical accuracy (English education expert and Javanese language validator), ensure the visual-cultural alignment, and a teacher alongside a cohort of 25 students (aged 15-17) from “Sekolah Rakyat” Gresik provided the essential end-user perspective for field testing.

4.1.1 Research and Information Collecting

This stage aimed to gain an in-depth understanding of students’ initial conditions, learning experiences, and perceptions of English learning at “Sekolah Rakyat” in Gresik. This stage also served as a foundational step in designing the GIRI (Gresik Inspirational Rakyat Illustrated) as an instructional

medium that is both contextually relevant and pedagogically appropriate. In this study, the phase was conducted through the distribution of structured questionnaires to 25 students (Class X-2) of “Sekolah Rakyat” in Gresik. Out of the three available tenth-grade classes, Class X-2 was specifically selected based on the recommendation of the school, this recommendation was due to the class’s schedule, which was concurrently undertaking English learning materials. Based on preliminary findings, it is evident that English, as a global language, is not entirely unfamiliar to the students. All respondents reported having prior exposure to English, either through formal education, media, or limited daily interactions.

a. Principal and English Teacher Interview

1. Familiarisation with the Data

In the initial stage, the researchers performed a verbatim transcription of the interviews regarding the necessity for trilingual teaching materials to be implemented at “Sekolah Rakyat” Gresik. The researchers engaged in repeated readings of these transcripts to gain a deep understanding of the teachers’ perceptions of the integration of local storybooks into English language instruction. The key question examples are shown in Table 4.1.

Table 4.1 Key Interview Questions

Indonesian Questions	English Questions
<i>Apa saja yang menjadi penyebab utama dalam mempelajari bahasa Inggris yang dialami oleh siswa “Sekolah Rakyat” Gresik, baik dari segi penguasaan kosakata, pemahaman teks, maupun keterampilan berbicara dan menulis?</i>	What are the main challenges faced by students at “Sekolah Rakyat” Gresik in learning English, particularly in terms of vocabulary, text comprehension, speaking, and writing skills?
<i>Media atau sumber belajar apa saja yang digunakan tenaga pendidik dalam proses pembelajaran materi bahasa Inggris di kelas untuk membantu siswa memahami materi?</i>	What media or learning resources do teachers use in the classroom to help students understand English learning materials?

2. Generating Initial Codes

During the Generating Initial Codes phase, the researchers applied systematic open coding techniques to the interview transcripts. This process involved identifying and labelling meaningful units of data that reflected institutional priorities, resource constraints, instructional hurdles, and student engagement patterns. For instance, excerpts highlighting ‘students’ difficulty in deciphering English texts’ were categorized under comprehension challenges, whereas mentions of a ‘dearth of localized reading materials’ were labelled as resource gaps, the researchers use strategies like re-reading, summarizing, and relying on key words to overcome these challenges. These codes served as the foundational building blocks for identifying broader patterns in the development of the GIRI materials. The results are shown in Table 4.2 and Table 4.3.

Table 4.2 Result from observation script

Initial Codes	Interpretation
Desil 1	<p style="text-align: center;">Statement</p> <p><i>“Seluruh siswa-siswi di SRG ini disaring berdasarkan wilayah Desil 1 (miskin ekstrem) di Kabupaten Gresik, yang kemudian ditawarkan untuk melanjutkan pendidikan di SRG.”</i></p>
	<p style="text-align: center;">Interpretation</p> <p>Decile 1 refers to the lowest socioeconomic group, representing approximately the bottom 10% of households with the most severe economic conditions based on government welfare data. In this context, students at “Sekolah Rakyat” Gresik are selected from families categorized as Decile 1 (extreme poverty) in Gresik Regency. These students are then offered the opportunity to continue their education at the school as part of an educational support program for underprivileged communities.</p>

Table 4.3 Result from observation script (cont.)

Kurikulum Merdeka	<p style="text-align: center;">Statement</p> <p><i>“Kurikulum yang digunakan di Sekolah Rakyat Gresik adalah Kurikulum Merdeka. Namun, dalam proses pembelajaran bahasa Inggris, siswa masih menghadapi beberapa kendala, terutama karena keterbatasan media pembelajaran. Saat ini, media yang tersedia hanya berupa laptop dan kamus. Selain itu, siswa juga belum diperkenalkan dengan aplikasi pembelajaran bahasa Inggris yang lebih spesifik atau interaktif.”</i></p>
	<p style="text-align: center;">Interpretation</p> <p>The curriculum implemented at “Sekolah Rakyat” Gresik is the Merdeka Curriculum. However, in the process of learning English, students still face several challenges, particularly due to the limited availability of learning media. Currently, the available resources are mainly limited to laptops and dictionaries. In addition, students have not yet been introduced to specific or interactive English learning applications.</p>

3. Generating Themes

During the Generating Themes phase, the fragmented codes derived from the observation notes and semi-structured interviews with the school principal and English teacher were systematically organized into broader, more meaningful patterns of shared meaning, known as potential themes. This phase involved an inductive process of clustering codes that shared conceptual similarities. For instance, the principal’s emphasis on preserving local heritage and the teacher feedback led to codes such as visual appeal were synthesized into an overarching theme titled ‘Local Aesthetic Representation’. Similarly, the teacher insights regarding students’ language challenges guided the integration of codes into the theme ‘Trilingual Pedagogical Structure’.

4. Reviewing the Themes

The next phase is acted as a rigorous quality control measure to ensure the validity of the findings. This process is executed at two levels: reviewing individual coded extracts to ensure internal consistency within each theme, and evaluating the entire thematic map against the raw dataset gathered from the principal and teacher to verify its representativeness. In developing the

GIRI book, this stage ensured that the themes were authentically rooted in the practitioners' everyday classroom realities and administrative insights. The researchers performed iterative refinements by collapsing overlapping themes, splitting complex concepts into sub-themes, or discarding themes that lacked sufficient empirical evidence from the interviews. This ensured that the final analytical framework for the GIRI materials is both robust and focused on the practical needs of the target school.

5. Naming Themes

Involves formulating a concise and punchy name for each theme while developing a detailed narrative for each. The researchers identified the 'essence' of what each theme was about based on the explicit educational problems and goals highlighted by the school principal and teacher. In the GIRI project, the theme Cultural Contextualization in Instructional Media defined how a localized folktale is pedagogically integrated to foster cultural identity.

6. Producing the Final Report

The researchers construct a coherent, logical, and non-repetitive narrative that bridged the gap between the identified themes and the research questions. In this context, this report serves as the scientific justification for the product's design. The researchers integrate data extracts, specifically direct quotes from the interviews with the principal and the English teacher, to demonstrate the prevalence and urgency of each theme.

b. Questionnaire

The questionnaire data on learning consistency further support this pattern. As a result, learning English is often perceived as fragmented rather than continuous, hindering the development of proficiency. This condition is closely associated with students' learning consistency. The questionnaire results suggest that a significant proportion of students do not engage in English learning activities on a regular basis. Their interaction with the language tends to be incidental and restricted to classroom settings, with minimal reinforcement beyond instructional hours. Such inconsistency contributes to

fragmented learning experiences, where students struggle to retain vocabulary, grammatical structures, and develop writing competence. From a pedagogical perspective, this finding underscores the importance of continuous exposure and meaningful repetition in language acquisition. The valid data from the questionnaire were collected by the researchers and are shown in Table 4.4.

Table 4.4 Questionnaire for Data Collection

Indonesian Questions	English Questions
<i>Apakah Anda pernah belajar bahasa Inggris sebelumnya?</i>	Have you ever learned English before?
<i>Seberapa sering Anda belajar bahasa Inggris?</i>	How often do you study English?
<i>Menurut Anda, pembelajaran bahasa Inggris selama ini apakah mudah untuk dipahami?</i>	In your opinion, is English learning so far easy to understand?
<i>Apakah guru atau pendamping menjelaskan bahasa Inggris secara menarik?</i>	Does the teacher or facilitator engagingly explain English?
<i>Media yang digunakan selama ini apakah sudah membantu saya?</i>	Have the learning media used so far helped you?
<i>Saya merasa kesulitan menulis bahasa Inggris</i>	I find it difficult to write in English.
<i>Saya jarang menemukan cerita atau dongeng dalam pembelajaran Bahasa Inggris</i>	I rarely encounter stories or folktales in English lessons.
<i>Saya ingin bahasa Inggris yang: Banyak Gambar, menggunakan cerita rakyat, ditampilkan terjemahan Indonesia, menggunakan bahasa Inggris yang mudah</i>	I would like an English learning program that includes: many pictures, uses folktales, provides Indonesian translations, and uses simple English.
<i>Menurut anda, apakah pembelajaran bahasa inggris perlu dikaitkan dengan cerita daerah atau budaya lokal</i>	In your opinion, should English learning be connected to local stories or culture?
<i>Apakah membuat buku dongeng dalam bahasa Inggris sangat membantu untuk menambah pengetahuan dalam bahasa Inggris?</i>	Would an English storybook help improve your English knowledge?

Further analysis regarding the students' perceived difficulty in language acquisition, as derived from the preliminary need analysis questionnaire, demonstrates a substantial learning barrier. The data indicate that English is still predominantly viewed as a formidable subject among students at "Sekolah Rakyat". The prevalence of this difficulty can be evidenced through the percentage formula used to calculate the responses from the total student population, as follows:

$$P = \frac{20}{25} \times 100\% = 80\% \text{ (Low Interest)}$$

$$P = \frac{4}{25} \times 100\% = 15\% \text{ (Partial Understanding)}$$

$$P = \frac{1}{25} \times 100\% = 5\% \text{ (Gave Up)}$$

The linguistic challenges faced by students in this context are further evidenced by a preliminary needs-analysis questionnaire administered to the entire student population. The data reveal that 80% (20 students) explicitly reported experiencing substantial difficulty understanding English, 15% (4 students) indicated only partial understanding, and a smaller proportion of 5% (1 student) appeared to have given up. These findings confirm that the difficulty with English is not an isolated experience, but a collective struggle shared across the cohort. In relation to students' perceptions of the difficulty level of English, the data indicate that the majority of respondents consider English to be a difficult subject. This perception is particularly evident in aspects such as vocabulary acquisition, sentence construction, and writing skills. Nevertheless, a minority of students expressed that English becomes more comprehensible when it is delivered through engaging, contextualized, and visually supported instruction. This implies that the perceived difficulty of English is not solely inherent to the language itself but is significantly influenced by the methods and media employed in teaching. To complement the questionnaire data, the list of interviews was conducted to obtain deeper quantitative insight into the grouped analysis of English learning needs can be seen in Figure 4.1.

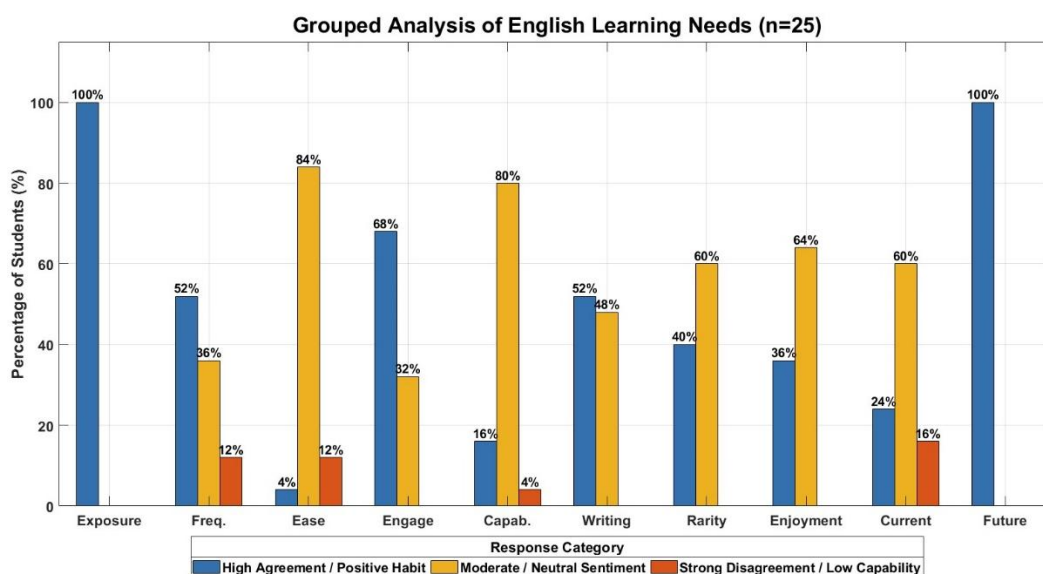


Figure 4.1 Chart of analysis

In addition, the data collected regarding students’ responses to the proposed development of the GIRI book demonstrate a generally positive outlook. Chart visually represents the percentage distribution of responses for every individual question. Because the questions and answers yield categorical data that cannot be summed or averaged, the mode was utilized as the primary measure of central tendency to determine the most frequent responses. The majority of respondents expressed interest in learning English through storybooks, particularly those derived from local cultural contexts. They perceived that such materials would make learning more enjoyable, relatable, and easier to understand. This finding aligns with constructivist learning theory, which emphasizes the importance of connecting new knowledge with learners’ prior experiences and cultural background. Therefore, the integration of local storybooks into English instructional media is considered a promising approach to address both cognitive and affective dimensions of learning.

4.1.2 Planning

The planning phase resulted in a series of concrete design decisions that collectively shaped the development of the GIRI storybook. Each decision was

informed by the findings of the needs analysis and oriented toward producing a resource that is pedagogically purposeful, visually engaging, and culturally grounded for “Sekolah Rakyat” students in Gresik.

a. Story Theme Selection

The researchers identified three thematic categories as the foundation for the storybook’s narratives (notable place names, traditional festivals, and significant cultural celebrations indigenous to Gresik, East Java) as we can see in Table 4.5.

Table 4.5 Table of story themes

Theme	Category	Description
<i>Pasar Bandeng</i>	Famous Cultural & Commercial Event	A traditional annual milkfish market and contest, highly celebrated in Gresik.
<i>Pasar Slawe</i>	Seasonal Traditional Night Market	A unique annual night market held specifically on the 25th night of Ramadan.
<i>Pantai Delagan</i>	Popular Natural Tourism Destination	One of the most famous and widely visited white-sand beaches in Gresik.
<i>Festival Damar Kurung</i>	Traditional Cultural Festival	A lantern festival held annually during the Eid al-Fitr season to showcase Gresik's unique heritage.
<i>Pasar Pahing</i>	Local Traditional Market	A traditional market in Gresik named after the Javanese calendar day (Pahing).
<i>Kawasan Sunan Giri</i>	Religious Tourism & Historical Site	The most crowded and revered religious pilgrimage site, especially during Islamic holy days.
<i>Pulau Bawean</i>	Most Famous Island Tourism Destination	The largest and most iconic offshore island destination in the Gresik Regency, known for its nature.

These categories were selected to ensure that each story remains geographically and historically anchored in the students’ immediate cultural environment. The resulting themes reflect landmarks, communal festivities, and local traditions that are recognisable to students, allowing the storybook to

simultaneously function as a language learning resource and a vehicle for local cultural preservation.

b. Typography

Poppins was selected as the primary typeface for the GIRI storybook based on its clean, rounded letterforms that support legibility for young and developing readers. Its modern aesthetic was also considered appropriate for complementing the illustrated nature of the book, ensuring visual consistency between the typographic and illustrative elements across all pages.

c. Colours-Coded Language System

A three-colour text system was established to help readers distinguish between the three languages presented throughout the storybook. English text was rendered in brick red, Indonesian in dark navy blue, and Javanese in black. This colour differentiation operates as a persistent visual cue that allows students to identify each language at a glance, reducing cognitive load and supporting smoother navigation of the trilingual content. For instance, we can see in Figure 4.2.

Pada suatu malam di kota pesisir Gresik, ada sebuah pasar malam bernama Pasar Slawe. Sore hari, banyak penduduk sekitar yang berkunjung untuk membeli makanan, pakaian, dan mainan. Ketika itu, suasana pasar selalu ramai dan penuh tawa di dalamnya.	Late at night, in the coastal town of Gresik, there was a night market called Pasar Selawe. Every afternoon and evening, many people came to buy food, clothes, and toys. At that time, the market atmosphere was always busy and full of laughter.	Ing sawijining wengi ing kutha pesisir Gresik, ana pasar malem sing jenenge Pasar Slawe. Ing wayah sore, akeh warga sing dolan menyang kana kanggo tuku panganan, sandhangan lan dolanan. Nalika semana, swasana pasar tansah rame lan kebak guyonan.
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Figure 4.2 Colour coded language system

d. Character Design and Illustration Style

The characters and visual elements of the storybook were produced using vibrant, full-colour illustrations created through manual drawing techniques. This approach was deliberately chosen over purely digital methods to achieve a warm, hand-crafted visual quality that feels more culturally authentic and personally resonant for the target audiences. The resulting illustrations contribute to the book's overall appeal while reinforcing its identity as a locally grounded cultural artefact in Figure 4.3.

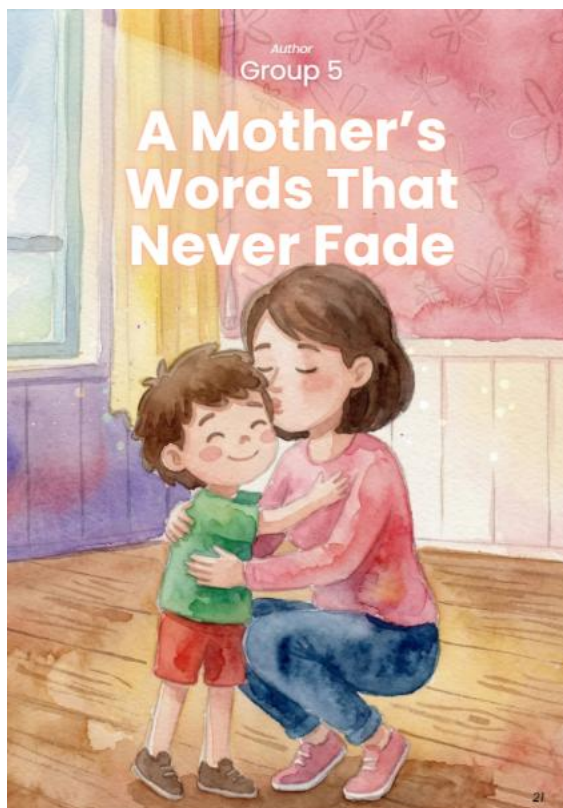


Figure 4.3 Character design

e. Layout Arrangement

Each page of the GIRI storybook was structured with written text positioned at the top and the corresponding illustration placed beneath it. This top-text, bottom-illustration arrangement ensures that the narrative content remains the primary visual focus on every page, with the illustration functioning as a supporting semantic anchor rather than a competing visual element. The overall layout was developed using Figma as the primary design tool to ensure

structural consistency across pages, with refinements carried out in Canva to finalise the visual book. The overall layout can be seen in Figure 4.4.



Figure 4.4 Layout of the book

4.1.3 Developing Preliminary Form of Product

The development phase marks one of the most substantive stages in the R&D process, as it is where theoretical findings begin to take a concrete shape. Rather than treating this phase as a mere production step, it is better understood as a process of careful decision-making, each choice about language, structure, visual design, and cultural representation directly shaping the quality of the final product. In this study, the insights gathered during the preliminary analysis were used as the primary basis for constructing the initial prototype of the GIRI trilingual storybook, with constant reference to students' actual linguistic needs, cultural backgrounds, and learning goals.

1. Students' Activity in Story Creation

Students showed a real ability to craft stories that actually meant something, especially when they pulled from local customs and everyday life in their

community. An example of this was the story *Scale Shine at Pasar Bandeng Gresik*, which naturally tied together values like kindness, thankfulness, and a sense of responsibility toward others, all within a cultural backdrop the students actually knew. Because the story grew from their own culture, it carried a sense of genuineness. It also worth pointing out that the act of creating these stories was itself a form of learning. As students worked through their ideas, thought about moral values, and pieced together their narratives, they were exercising their skills of level thinking. So the development phase wasn't just about producing materials, it was a genuinely valuable learning experience for everyone who took part in it. The whole example from each group can be seen in Appendix 1.

Table 4. 6 Example of Student's Stories

Group	Number of Students	Story Title	Theme	Moral Value
Group 4	3	<i>Scale Shine at Pasar Bandeng Gresik</i>	Helping others and spreading kindness.	Tradition is not just a celebration to show off success. The true essence of a celebration is gratitude and sharing happiness with others, especially those in need.

2. Determining Stories

The product development process began with correcting and refining the stories. While students had come up with various narrative ideas, most of these drafts were bad at the grammar, creative in content but lacking clear structure, which made them unsuitable for direct classroom use. To clear this, each story was reworked to follow a consistent narrative framework made up of an orientation, a complication, and a resolution. In practice, this restructuring resulted in stories that flowed more logically and were far better suited for reading and writing activities in class. The needs analysis had repeatedly revealed that students found long, complex sentences and uncommon vocabulary challenging.

3. Editorial Process

Comparing the original and revised versions of each story makes the impact of this process visible. Passages that had previously read as stilted or unclear were restructured into more fluid, descriptive prose. Grammatical accuracy improved substantially, and the overall coherence of each narrative became more apparent. Importantly, these changes were made in service of the stories' meaning rather than at its expense to preserve each narrative's character while making it linguistically sound. Examples of the before-and-after versions from the stories are shown in Table 4.7 and Table 4.8.

Table 4.7 Editorial Indonesian Version

Original Version - Student	Editorial Version
<i>Pada suatu hari, ada seorang kakek dan nenek lagi pergi ke pasar bandeng di Gresik untuk membeli ikan bandeng, tapi pada saat ingin membayar, kakek dan nenek tersebut kekurangan uang. Kakek kebingungan harus gimana dan tak lama kemudian ada seorang anak pemuda lewat dan berniat membantu kakek dan nenek.</i>	<i>Malam itu, pusat Kota Gresik berubah menjadi lautan lampu yang cantik. Ribuan orang berkumpul. Tiba-tiba, seorang kakek tua dengan pakaian sederhana datang ke lapak mereka. Sang kakek melihat bandeng "Bandeng ini bagus sekali, Pak. Tapi sepertinya uang saya tidak cukup untuk membeli yang sebesar ini," bisik kakek itu malu-malu. Tanpa ragu, Ayah Gani mengambil bandeng yang paling besar dan mengemasnya dengan rapi.</i>

Table 4.8 Editorial English Version

Original Version - Student	Editorial Version
<p>One upon a time, there is grandfather and a grandmother go to the ‘pasar bandeng’ in Gresik to buy milkfish, but when they wanted to pay, the grandfather and grandmother do not have enough money. The grandfather feels confused about what he must do, and not long after that there is a young boy pass by and he want to help the grandfather and grandmother.</p>	<p>That night, Gresik turned into a sea of beautiful lights. Thousands of people gathered around the bustling market. Suddenly, an old man dressed in simple clothes approached their stall. The old man looked closely at the milkfish. “This milkfish so fresh. But it seems that I don’t have enough money to buy it,” the old man whispered shyly. Without hesitation, Gani’s father picked up the largest milkfish and carefully wrapped it.</p>

The comparison highlights how the editorial process enhanced grammatical precision, sentence structure, and overall clarity in the story texts, all while retaining the students’ original concepts. In this way, the researchers made the materials more accessible and better suited to teaching the target learners. This phase was crucial for producing a superior preliminary product, a key element in the development stage of the Research and Development models, through a literature-based (Rahayu, 2025).

4. Javanese Language Translation

The decision to include Javanese as a third language in the GIRI storybook was one of the most culturally significant choices made during the development phase. It positioned the product not merely as a bilingual learning tool but as a culturally responsive one, a medium that acknowledges and affirms students’ local linguistic heritage alongside national and international languages. An example of this trilingual text from the study is shown in Table 4.9.

Table 4.9 Trilingual Vocabulary Example

Indonesian Version	English Version	Javanese Version
<p><i>Pada zaman dahulu, ada seorang anak bernama Habib. Suatu hari, ia akan mengikuti kegiatan outing class ke Sunan Giri untuk belajar. Sebelum berangkat, Habib meminta izin kepada orang tuanya. Namun, orang tuanya tidak mengizinkannya. Meskipun demikian, Habib tetap memaksa untuk ikut kegiatan tersebut.</i></p>	<p>Once upon a time, there was a boy named Habib. One day, his school planned an outing to Sunan Giri. Before going, he needed to ask his mother for permission. However, his mother said, “No, it is too risky for you. Sunan Giri is too far from here.” But Habib did not care about what his mother said.</p>	<p><i>Ing jaman biyen, ana bocah lanang jenenge Habib. Ing sawijining dina, sekolahe ngrencanakake rekreasi menyang Sunan Giri. Sadurunge lunga, dheweke kudu njaluk ijin marang ibune. Nanging, ibune kandha, “Ora, beboyo banget kanggo sampean. Sunan Giri adoh banget saka kene.” Nanging Habib ora peduli karo omongane ibune.</i></p>

In practice, the translation process involved a two-stage approach. AI-assisted translation tools were used in the initial stage to improve efficiency and produce working drafts. However, these drafts consistently required further review, as machine translation alone proved insufficient to capture the grammatical nuances and cultural register of Javanese. Human validation by a language expert was therefore essential, and their involvement significantly improved both the accuracy and the naturalness of the translated text. The results below were produced using AI-assisted translation and then verified by a Javanese language expert in Figure 4.5 and Figure 4.6.

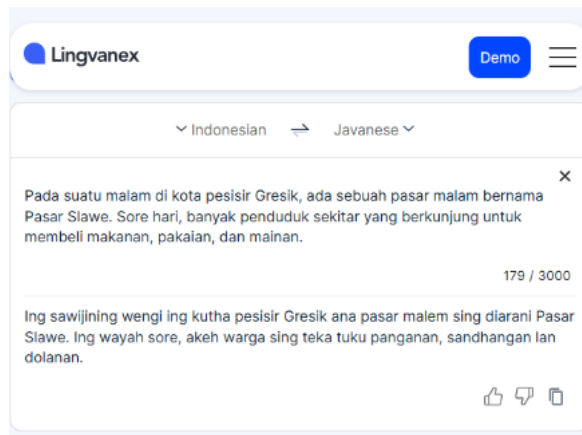


Figure 4.5 AI - assisted result

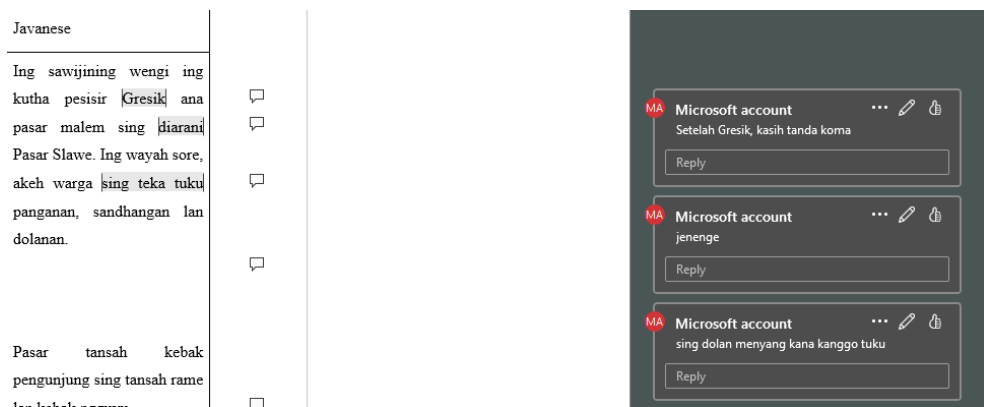


Figure 4.6 Expert review result

5. Designing the GIRI Book

The visual design of the GIRI book was approached with the same intentionality as the textual content. Good visual design in instructional materials is not ornamental, it actively supports information retention, guides attention, and boosts motivation. With this understanding, decisions about illustration style, layout, typography, and colour were made deliberately and with the learner. The illustrations were created in a semi-realistic style and grounded in the cultural landscape of Gresik. Principles of readability and cognitive load management guided layout decisions. A consistent balance between text and image was maintained throughout, ensuring that neither element overwhelmed the other. Text was placed within negative space thoughtfully, so that each page remained visually clear and easy to navigate.

Typography and color-coding were applied systematically to distinguish between the three languages, allowing readers to identify and compare them at a glance without confusion. The mock-up design specifications of the GIRI book are exemplified in Figure 4.7.

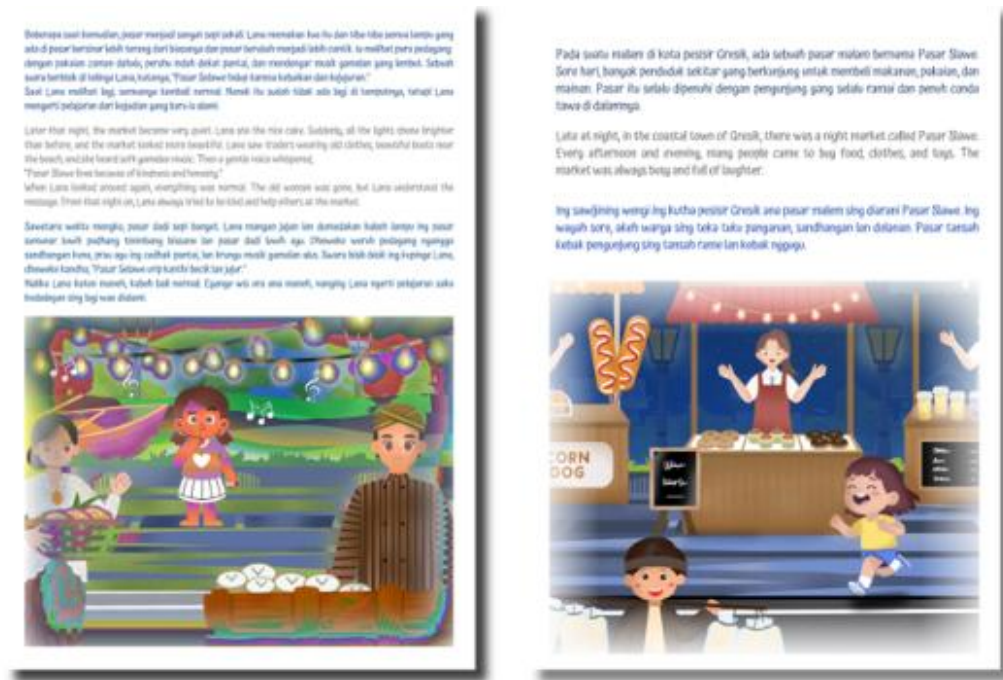


Figure 4.7 Preview Layout of GIRI

4.1.4 Preliminary Field Testing

a) English Educator Expert

Before proceeding to the final product or field trial, the development product underwent a rigorous validation process by an English education expert. The primary role of this expert was to evaluate the linguistic feasibility, pedagogical alignment, and contextual accuracy of the English materials within the trilingual framework. The validation focused on ensuring that the lexical choices and grammatical structures were appropriate for the students' cognitive levels while maintaining the narrative integrity of the GIRI book.

Table 4.10 Result from English Validation

Name Girindra Putri Ardana Reswari, S.Pd., M.Sc., Ph.D.		Date 20 April 2026			
No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The content of the trilingual folktale book is appropriate for senior high school students' English proficiency level.			✓	
2	The English vocabulary used in the stories is suitable for beginner learners.			✓	
3	The sentence structures in the English texts are clear and understandable for senior high school students.			✓	
4	The activities provided in the book encourage students to practice English reading and writing skills.			✓	
5	The folktale stories support the development of students' English reading comprehension.			✓	
6	The integration of English, Indonesian, and Javanese supports students' understanding of the English texts.				✓
7	The instructions for each activity are clear and easy for students to follow.			✓	
8	The materials are aligned with the basic objectives of English learning for senior high school students.			✓	
9	The stories and activities encourage students' motivation to learn English.			✓	
10	Overall, the trilingual folktale book is appropriate as an English learning material for senior high school students.				✓

Suggestions and Recommendations:

The vocabulary level is generally appropriate; however, adding a glossary section or vocabulary list at the end of each story would further support beginner learners.

The validation was conducted by Girindra Putri Ardana Reswari, serving as the English educator expert. The expert evaluation of some criteria encompasses several indicators by checking the linguistic accuracy to correct the grammar, spelling, and sentence construction in the English version of the stories. Readability for the suitability of the vocabulary and sentence length for the target students, and instructional consistency for alignment between the English content and the learning objectives defined in the early stages of the Borg and Gall development. The results of this evaluation are presented in Table 4.10, of which the total scores are 32 and its validity is calculated below

$$Average = \frac{32 \times 25}{10} = 80 \text{ (Valid)}$$

The results from the expert judgement phase indicated that the product is valid for educational use. Girinda Putri Ardana Reswari confirmed that the English language components are accurately constructed and effectively integrated with the Indonesian and Javanese translations. The expert noted that the GIRI project successfully provides a balanced trilingual experience, allowing for natural language acquisition. With a final validation status of 'Valid', the product was declared ready for testing.

b) Javanese Language Expert

The Javanese language validation was conducted to assess whether the Javanese translation used throughout the GIRI trilingual storybook was accurate, culturally appropriate, and accessible to students. This validation was carried out by Lisma, a published author with extensive experience writing in Javanese and a recognized figure in the Indonesian literary community, having won multiple writing competitions. Her background made her well-positioned to evaluate not only the grammatical correctness of the translated texts but also their cultural resonance and natural readability.

Table 4.11 Result from the Javanese Expert

Name: Lismawati (Author of Bilingual Storybooks of Indonesian & Javanese)		Date: 11/03/2026			
No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The use of the Javanese language in the book is accurate and appropriate.			√	
2	The Javanese vocabulary used in the stories is suitable for the students' level of understanding.			√	
3	The grammatical structures in the Javanese text are correct and consistent.		√		
4	The translation from English and Indonesian into Javanese conveys the intended meaning clearly.				√
5	The story content reflects Gresik local culture accurately.				√
6	The Javanese text helps students understand the story more easily.			√	
7	The integration of English, Indonesian, and Javanese texts supports students' comprehension.			√	
8	The cultural elements presented in the stories are relevant to Javanese culture.				√
9	The moral values presented in the stories align with Javanese cultural values.				√
10	The use of Javanese language in the book supports the preservation of local language and culture.			√	

Table 4.12 Suggestions from an expert

Suggestions and Recommendations:

Secara garis besar, cerita-cerita yang diangkat berdasarkan lokalitas sangatlah menarik untuk diajarkan kepada pembaca. Karena dengan cerita semacam itu, tradisi maupun budaya akan tetap lestari. Diangkatnya tradisi dan kebudayaan di Kota Gresik, membuat kita memahami bahwa kota kecil ini mempunyai cerita-cerita yang bisa dijadikan sebagai pembelajaran.

Namun, pada sisi pengembangan plot, ada beberapa plot yang kurang menggali dari tradisi maupun kebudayaan tersebut. Beberapa bagiannya, masih terkesan menceritakan garis besarnya saja. Sedangkan dari sisi tata bahasa, ada beberapa kalimat yang cenderung diulang-ulang, padahal mempunyai makna yang sama. Apabila lebih diefektifkan, cerita ini mungkin akan menjadi lebih bagus.

The validation instrument consisted of 10 items arranged on a four-point Likert scale, covering key aspects of linguistic quality, including vocabulary appropriateness, grammatical consistency, diction, sentence clarity, and cultural suitability. The results of this evaluation are presented in Table 4.11 and Table 4.12, of which the total scores are 33 and its validity is calculated below.

$$\text{Average} = \frac{33 \times 25}{10} = 82,5 \text{ (Very Valid)}$$

After carefully reviewing the GIRI book, Lisma rated all evaluated aspects at the highest category, yielding an overall assessment of Very Valid. This result indicates that the Javanese language used in the storybook met the standards expected for instructional material intended for senior high school students. However, Lisma also provided several suggestions for improvement. She noted that locally grounded stories are highly engaging and pedagogically valuable, as they serve to preserve local traditions and culture, particularly those rooted in Gresik's rich cultural heritage.

c) Media Expert

To ensure the technical quality and visual efficacy of the developed product, a holistic assessment was conducted by a media expert. The focus of this validation was to assess the visual, layout consistency, and the design of the trilingual instructional media. The expert's role was to ensure that the media's elements, such as illustration, color grading, and typographic hierarchy, were supported effectively by delivering the trilingual content and enhancing learner engagement.

The media validation was examined by Girindra Putri Ardana Reswari, acting as the designated Media Expert. The evaluation was structured around several design indicators, such as design and layout, about the harmony between the trilingual text blocks and the illustrations to ensure a balanced reading. Illustrative authenticity for quality and relevance of the visuals in representing the local culture of Gresik, the selection of font types, sizes, and spacing that cater to the visual comfort of the target students. The results of this evaluation are presented in Table 4.13 of which the total scores are 32, and its validity is calculated below

$$Average = \frac{32 \times 25}{10} = 80 \text{ (Valid)}$$

The evaluation process yielded positive results, with the product being categorized as 'Valid' from a media design perspective. Girindra Putri Ardana Reswari concluded that the media successfully integrates complex trilingual information into a clean, intuitive, and visually stimulating format. Through the Borg & Gall development process, the study achieved expert validation for content, design, and media components. The visual and technical design of the book was also planned at this stage. The expert highlighted the GIRI project's ability to use cultural illustrations not merely as decoration, but as a crucial semiotic tool that aids in understanding.

Table 4.13 Result from Media Expert

Name Girindra Putri Ardana Reswari, S.Pd., M.Sc., Ph.D.		Date 20 April 2026			
No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The layout of the trilingual book is well organized and easy to follow.			✓	
2	The font type and size are readable and appropriate for senior high school students.			✓	
3	The color composition of the book is attractive and supports students' engagement.			✓	
4	The illustrations are clear, interesting, and support students' understanding of the story.				✓
5	The arrangement of English, Indonesian, and Javanese texts is systematic and easy to understand.			✓	
6	The visual design of the book supports students' motivation to read.				✓
7	The integration of English, Indonesian, and Javanese texts supports students' comprehension.				✓
8	The spacing, alignment, and text organization enhance readability.			✓	
9	The moral values presented in the stories align with Javanese cultural values.				✓
10	The size and physical format of the book are appropriate for classroom use.			✓	

Suggestions and Recommendations:

1. Improve visual hierarchy by emphasizing headings, subheadings, and key vocabulary.
2. The colour scheme is appropriate, but contrast between text and background should be optimized for readability.
3. The trilingual layout is effective; however, clearer separation or labelling between languages would improve usability.

4.1.5 Revising Main Product

The product revision stage was carried out following the preliminary field-testing phase, serving as a critical checkpoint before the GIRI storybook moved toward wider implementation. Consistent with the Borg and Gall R&D model, this stage was not treated as a simple round of corrections but as a deliberate and systematic process of refinement, one guided by real feedback from actual users in the field. The revision process was conducted by expert validators. Together, these sources painted a clear picture of what was working well and what needed to be strengthened.

The revision concerned the visual and layout dimensions of the book by a media expert. Illustrations were revisited and redesigned to more accurately represent the socio-cultural environment of Gresik, with greater attention to coastal settings, local community life, and culturally specific visual details. Beyond content accuracy, the placement of illustrations was also reconsidered. In several pages, the original positioning of images in relation to the accompanying text was found to be visually unbalanced, which affected the reading flow and the clarity of the narrative. These placements were adjusted so that illustrations and sentences worked in closer visual harmony, guiding the reader's eye more naturally across each page. Layout elements, including font size, line spacing, and the overall balance between text and image, were likewise refined to improve readability and reduce cognitive load. The process and revision is shown in Figure 4.8 and Figure 4.9.



Figure 4.8 The Design Before Revision



Figure 4.9 The design after revision

4.1.6 Dissemination and Implementation

The final version of the GIRI product was officially provided to “Sekolah Rakyat” Gresik as an English learning tool. The implementation stage focused not only on distributing the book, but also on applying it directly in classroom learning activities. This product particularly helps students to understand narrative texts, develop vocabulary, and practice simple writing. The GIRI

product was integrated into English learning activities as a supporting instructional tool rather than being used only for research purposes. This approach was intended to ensure that the product could continue to support literacy learning even after the research had been completed.

The implementation results showed positive responses from students, the English teacher, and the principal of “Sekolah Rakyat” Gresik. Students appeared more interested and motivated to learn English because the product reflected familiar stories and used language they could read more easily. The English teacher and the principal also expressed appreciation for the development of GIRI because the book was considered relevant to students’ needs and suitable for supporting contextual and culturally responsive learning at the school.

4.2 Students and Teachers' Feedback on The Development Product

After the product was validated by a media expert, and the Javanese and English languages were validated by an expert on structure and grammar, a field trial was conducted to gather qualitative and quantitative data. The primary object of the field-testing phase was to evaluate the efficacy and practicality of the developed trilingual instructional media. The data were gathered through Likert-scale questionnaires administered to the student cohort (n = 25) and qualitative semi-structured interviews with English language practitioners. This section synthesizes their evaluations based on instructional design, linguistic accessibility, and cultural representation.

4.2.1 Students' Feedback (Perception and Engagement)

The students' feedback was categorized into three interconnected dimensions, including cognitive accessibility, linguistic confidence, and visual culture. Regarding cognitive accessibility, quantitative analysis indicated that integrating Indonesian and Javanese alongside English significantly reduced the ‘Affective Filter’. This indicates that the local language functioned as a cognitive bridge, allowing students to map new English vocabulary onto existing mental schemata. The questionnaire that was used in this study had 10

items on a four-point Likert scale about the media expert validation form. The example statement is shown in Table 4.14 and the complete questionnaire can be seen in Appendix 2.

Table 4.14 Questions of students' feedback

No	Statement	1	2	3	4
1	The GIRI book is interesting and fun to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The illustrations help me enjoy the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The stories make me more interested in learning English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This cognitive ease directly contributed to a notable shift in linguistic confidence through translanguaging. Consequently, students perceived the layout not merely as a translation tool, but as a validation of their multi-layered linguistic identity. These linguistic gains were further reinforced by the project's visual culture, the illustrations of the GIRI book provided a sense of 'cultural familiarity' that sustained student motivation throughout the reading skill. Students' feedback was essential in this study to empirically validate whether the GIRI product is feasible and appropriate for classroom implementation. By gathering direct input from the target users, the researchers could assess the product's effectiveness and its alignment with the students' learning needs. The following data present the understanding results of the students' feedback regarding the quality and usability of the GIRI book, as we can see in Figure 4.10.

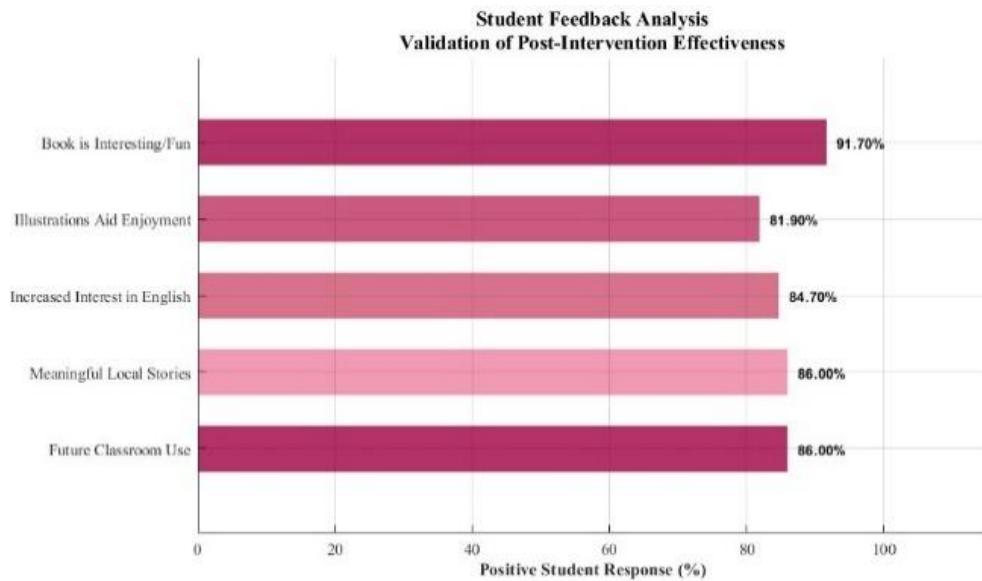


Figure 4.10 Students' feedback data results

4.2.2 Teacher Feedback

In addition to students' responses, teacher feedback was indispensable to rigorously test the feasibility and effectiveness of the GIRI book in an instructional context. The professional assessment provided by educators confirmed the product's alignment with the current curriculum and its viability as a versatile classroom tool. This assessment was the role of translanguaging as a pedagogical strategy, and the teacher observed that by integrating the languages, the media facilitated a more inclusive environment that supported diverse proficiency levels. The questionnaire that was used in this study had 15 items on a four-point Likert scale about the media expert validation form. An example is Table 4.15. The complete questionnaire is available in Appendix 3.

Table 4.15 Questions of teacher feedback

No	Statement	1	2	3	4
1	The learning objectives in GIRI are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The material is relevant to students' needs and level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The content supports students' language development effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Furthermore, feedback gathered from teacher at “Sekolah Rakyat” Gresik specifically identified the trilingual format, where the native Javanese text served as the foundational schema for English language acquisition. The results of these teacher evaluations indicated high scores in terms of content delivery and cultural relevance, asserting that the product is not only pedagogically sound but also highly effective for community-based learning in the local Gresik culture. The following data presents the understanding results of the students’ feedback regarding the quality and usability of the GIRI book, as we can see in Figure 4.11.

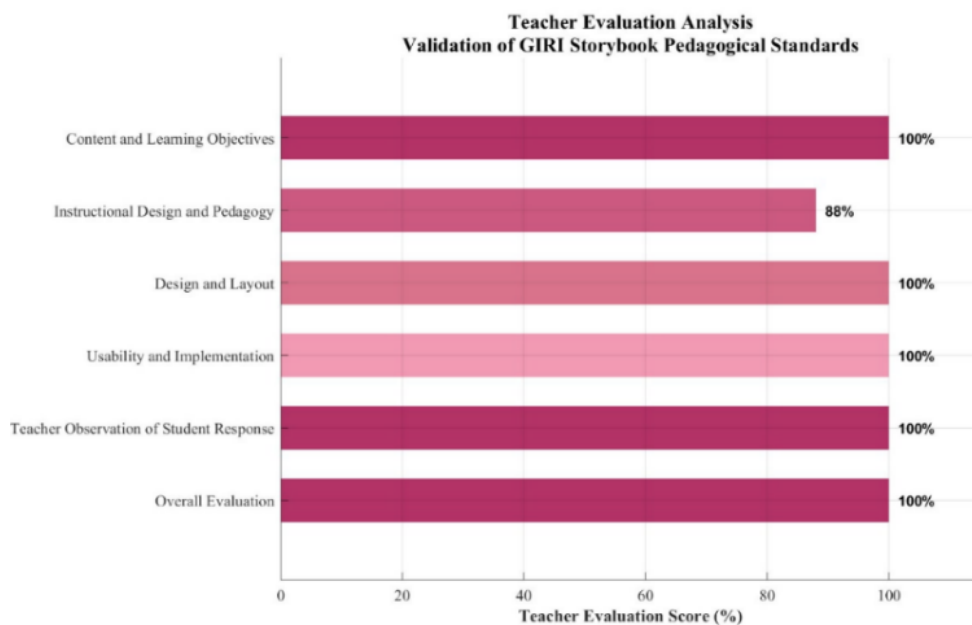


Figure 4.11 Teacher feedback data results

4.3 Discussion

The study shows that the development of the GIRI book effectively improves learning media for English. The development of the GIRI (Gresik Inspirational Rakyat Illustrated Stories) trilingual storybook was carried out through a systematic series of stages guided by the Borg and Gall R&D model. GIRI is a pedagogically sound, culturally grounded, and practically viable instructional resource that is ready for wider implementation. Student-generated stories were selected, restructured, and linguistically simplified while preserving their cultural character. Javanese as a third language was handled through a combination of AI-assisted translation and expert proofreading, a process that ultimately produced texts that were accurate, natural, and culturally appropriate. Visual design followed with cognitive load principles in mind, balancing text and illustration in a way that supports understanding rather than overwhelming it.

Expert validation across three dimensions: English language and pedagogical content, Javanese language accuracy, and media design quality. All three validation processes returned a rating of Valid, which provided strong external confirmation that the product met professional standards across each of its core components. This convergence confirms that GIRI succeeds not in one area at the expense of another, but across the full range of qualities a multilingual instructional product must demonstrate. This is consistent with Pratiwi and Insani (2025), who emphasizes that instructional materials developed with authentic learner involvement and cultural sensitivity tend to produce stronger engagement and greater practical relevance.

Furthermore, the successful application of the Borg and Gall model to create GIRI strongly aligns with previous empirical research. Specifically, Ratminingsih and Budasi (2018) develop local culture-based picture storybooks for EFL learners using the same R&D framework. Their findings demonstrated that producing storybooks rooted in indigenous narratives significantly improved students' reading engagement and cultural awareness. By building on these precedents, GIRI extends this impact within a trilingual framework (English, Indonesian, Javanese), deliberately addressing the socio-educational landscape of "Sekolah Rakyat"

students in Gresik. By weaving localized narratives, GIRI moves beyond a conventional storybook to operate as a structured learning tool where students' home languages and cultural heritage intersect with global literacy requirements. This enables them to empower and articulate their local identity while developing English reading and writing skills in a meaningful context.

Nevertheless, the development process was not without challenges. One notable difficulty encountered was the geographical distance among team members, which significantly consumed time and slowed coordination at several critical stages. This was further compounded by communication gaps that occasionally disrupted the workflow. These constraints highlight that the sustainability of instructional innovation depends not only on product quality, but equally on the strength of the collaborative ecosystem surrounding it, a point that future development efforts in similar contexts would do well.