DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHTH-GRADE STUDENTS OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO)

A Thesis

Presented a Partial Fulfilment for the Attainment of S.Pd. Degree In English Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

IAIN PALOPO

Proposed By:

Muhammad Darif Aziz

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Supervised By:

1. **Wahibah, S.Ag., M.Hum.**
2. **St. Hartina, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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STATE ISLAMIC INSTITUTE OF PALOPO
2025**

THESIS APPROVAL

This thesis entitled **"Designing an Islamic Bilingual Storybook (A Supplementary Reading for the Eighth Grade Students of SMP Muhammadiyah Boarding School Palopo"** written by Muhammad Darif Aziz, Registration Number 20 0202 0053, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Monday, May 5th 2025 M. Coincided with 7 Dzulqaidah 1446 H. It is has been approved by the examiner as a requirement to pursue the title of Sarjana Pendidikan (S.Pd).

Palopo,5th May 2025

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CONSULTANT APPROVAL

Thesis Entitled   : **Designing an Islamic Bilingual Storybook (A Supplementary Reading for The Eight Grade Students of SMP Muhammadiyah Boarding School Palopo)**

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Assalamu'alaikum Wr. Wb.

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For The Eight-Grade Students of SMP Muhammadiyah Boarding School

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Assalamu'alaikum Wr. Wb.

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     Judul Skripsi : Designing an Islamic Bilingual Storybook (A Supplementary Reading

                     For The Eighth-Grade Students of SMP Muhammadiyah Boarding School

                     Palopo

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All praise to the almighty Allah SWT for mercy and blessing so that the researcher can complete the thesis entitled "Designing an Islamic Bilingual Storybook *(A Supplementary Reading for The Eighth-Grade Students of SMP Muhammadiyah Boarding School Palopo)"*.

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The researcher hopes all of the people mentioned above are blessed by Allah SWT.

Palopo, May 2, 2025
The Researcher

Muhammad Darif Aziz
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ABSTRACT

Muhammad Darif Aziz, 2025. *"Designing an Islamic Bilingual Storybook (A Supplementary Reading for the Eighth-Grade Students of SMP Muhammadiyah Boarding School Palopo)"*. A Thesis English Language Education Study Program, Education and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Wahibah and St. Hartina.

This study aims to design an appropriate Islamic bilingual storybook for students at Muhammadiyah Boarding School Palopo. This research answers two questions, which were, (1) How to design an Islamic bilingual storybook as a supplementary reading for the eighth-grade students of Muhammadiyah Boarding School Palopo Junior High School?; (2) How do students perceptions to the designed Islamic bilingual storybook?. Therefore, a storybook was designed based on the findings from the needs analysis, with the aim of serving as a reading resource. This study used the Research and Development method by applying the ADDIE model (analyze, design, develop, implement, and evaluate). Researcher collected data through interviews and needs analysis questionnaire instruments through distributed questionnaires, expert validation, and student responses. A total of 22 students and 1 English teacher of Muhammadiyah Boarding School Palopo participated in this study. The product consists of 1) 17 fictional stories; 2) illustration in each chapter; 3) the use of two languages (English - Indonesian). The product was validated by experts, who obtained the mean score of 92.75%, which falls into the "excellent" category. This score was reinforced by findings from student interviews, which revealed that this storybook was considered very interesting because the stories and visuals presented were attractive.

Keywords: *Bilingual Storybooks, Research and Development, Supplementary Reading*

ABSTRAK

Muhammad Darif Aziz, 2025. *"Merancang Buku Cerita Bilingual Islami (Bacaan Tambahan Untuk Siswa Kelas VIII SMP Muhammadiyah Boarding School Palopo)"*. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo. Dibimbing oleh Wahibah dan St. Hartina.

Penelitian ini bertujuan untuk merancang buku cerita bilingual Islami yang tepat untuk siswa kelas viii di Muhammadiyah Boarding School Palopo. Penelitian ini menjawab dua pertanyaan, yaitu: "Bagaimana perancangan buku cerita bilingual islami sebagai bacaan tambahan untuk kelas delapan SMP Muhammadiyah Boarding School Palopo?" dan "Bagaimana tanggapan siswa terhadap buku cerita bilingual Islami yang dirancang?". Oleh karena itu, sebuah buku cerita dirancang berdasarkan temuan dari analisis kebutuhan, dengan tujuan sebagai sumber bacaan. Penelitian ini menggunakan metode Research and Development dengan menerapkan model ADDIE (analyze, design, develop, implement, dan evaluate). Peneliti mengumpulkan data melalui wawancara dan instrumen angket analisis kebutuhan melalui penyebaran angket, validasi ahli, dan respon siswa. Sebanyak 22 siswa dan 1 guru bahasa Inggris Muhammadiyah Boarding School Palopo berpartisipasi dalam penelitian ini. Produk ini terdiri dari 1) 17 cerita fiksi; 2) ilustrasi di setiap bab; 3) penggunaan dua bahasa (Inggris - Indonesia). Produk ini divalidasi oleh para ahli, yang memperoleh nilai rata-rata 92,75%, yang termasuk dalam kategori "sangat baik". Nilai ini diperkuat dengan hasil wawancara siswa yang menyatakan bahwa buku cerita ini dinilai sangat menarik karena cerita dan visual yang disajikan menarik.

Kata Kunci: Buku Cerita Bilingual, Research and Development, Bacaan Tambahan

الخلاصة

محمد ظريف عزيز، 2025. "تصميم كتاب قصصي إسلامي ثنائي اللغة (قراءة تكميلية لطلاب الصف الثامن الإعدادي في المدرسة المحمدية الداخلية بالوبو)". أطروحة برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين في المعهد الإسلامي الحكومي في بالوبو. بإشراف وهيبة وسيتي هارتينا.

تهدف هذه الدراسة إلى تصميم كتاب قصص إسلامي مناسب ثنائي اللغة لطلاب الصف الثامن في المدرسة المحمدية الداخلية بالوبو. يجيب هذا البحث عن سؤالين هما "كيفية تصميم كتاب قصصي إسلامي ثنائي اللغة ككتاب قراءة تكميلي لطلاب الصف الثامن في المدرسة المحمدية الداخلية بالوبو الإعدادية"، و"كيف لذلك، تم تصميم كتاب قصصي استنادًا. يستجيب الطلاب للكتاب القصصي الإسلامي ثنائي اللغة المصمم؟ إلى نتائج تحليل الاحتياجات، بهدف استخدامه كمصدر للقراءة. استخدمت هذه الدراسة أسلوب البحث (التحليل والتصميم والتطوير والتنفيذ والتقييم). قام الباحثون ADDIE والتطوير من خلال تطبيق نموذج بجمع البيانات من خلال المقابلات وأدوات استبيان تحليل الاحتياجات من خلال الاستبيانات الموزعة وإقرار شارك في هذه الدراسة ما مجموعه 22 طالبًا ومعلم لغة إنجليزية واحد من. الخبراء واستجابات الطلاب مدرسة المحمدية الداخلية بالوبو. يتكون المنتج من (1) 17 عنوان قصة؛ (2) صور في كل فصل؛ (3) استخدام لغتين (الإنجليزية - الإندونيسية). تم التحقق من صحة المنتج من قبل الخبراء، الذين حصلوا على متوسط درجة 92.75%، والتي تندرج ضمن فئة "ممتاز". وقد تعززت هذه الدرجة بنتائج المقابلات التي أجريت مع الطلاب، والتي كشفت أن هذه الوحدة التعليمية اعتُبرت مشوقة للغاية لأن القصص والصور المقدمة كانت جذابة.

الكلمات المفتاحية: الكتب القصصية ثنائية اللغة، البحث والتطوير، القراءة التكميلية

CHAPTER I

INTRODUCTION

A. Background

Reading Skill is a crucial part of learning any kind of language. Other fundamental language learning abilities are built on reading. When students are proficient readers, they improve as language learners. According to Linse (2005), Reading is a set of skills that involves making sense and deriving meaning from the printed word.

Reading skills have a very influential role for learners, both in elementary school and college. It is essential for personal and professional growth, allowing us to access various information, perspectives, and opportunities. It is one of the four abilities (Speaking, Writing, Reading, Listening) that students need to be proficient in as it's necessary to have effective communication activities.[1] It is essential for promoting intellectual development, cultural sensitivity, and accurate information processing.

Learning to read gives us an in-depth understanding of the context of a text. They are gaining an understanding of the text's key points, main ideas, problems, and conclusions. According to Kartika Sari et al., someone with strong reading comprehension abilities can absorb written content quickly

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[1] Jusmin HJ Wahid, Iwan Irawan Irawan, and Sumiyati Tidore Tidore, "The Effectiveness of Electronic Whiteboards on Students' Reading Skills," *Journal of Languages and Language Teaching* 9, no. 1 (2021): 69, https://doi.org/10.33394/jollt.v9i1.2953.

when reading. Learning to read is something that takes a lifetime to master.[2] To comprehend the writer's point of view, the reader must also think critically about the specific issue or subject while reading. Reading enables us to explore different sources of knowledge, such as literature, articles, magazines, and reports, and gain insight from them.

The researcher observed the students' interest in reading at SMP Muhammadiyah Boarding School (MBS) Palopo on 5th March 2024. At that time, the researcher distributed a questionnaire on their interest in reading and then conducted direct observation in the school library. It was found that several problems were faced in reading interest, namely: 1). Lack of mastery of English Vocabulary. 2). Lack of reading motivation 3). Lack of reading resources. Based on the data obtained, it can be concluded that student's interest in reading is still low due to several factors.

In addition, Muhammadiyah Boarding School is a school where students spend most of their time studying religion. The researcher sees this as a problem in their English language development because their time to study will be limited, and there may not be time to study English other than during English class hours. In the same situation, the researcher conducted direct research in the school library. There are English language books, which are mostly about daily conversation and textbooks. Therefore, the researcher decided to design a Islamic bilingual storybook as supplementary reading.

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[2] Dewi Kartika Sari, MPd Etty Pratiwi, and MPd Ana Theriana, "EFFECTIVE READING STRATEGIES FOR READING SKILLS By," 2020, 7–8.

Everyone enjoys tales. Young learners value stories for their aesthetic appeal, educational value, skill and language content, and ability to speak to their personalities.[3] Storybooks empower students beyond. They spark imagination and foster creative thinking through fantastical journeys. Exposure to rich language within these narratives strengthens vocabulary and comprehension. In this case, a storybook can be a supplementary reading for students who aim to learn their language.

In general, supplement reading is like extra books someone reads to learn more about something. Mixon & Temu explained, as cited in García that teachers use stories to supplement their core materials or create self-contained work units that constitute mini-syllabuses.[4] Stories may serve as a springboard and rich backdrop for creating language and learning activities that engage students on an individual, creative, and active level in an all-encompassing approach to the curriculum.

Based on the explanation above, the researcher is interested in using the Research and Development (RnD) method with ADDIE models to attract students' interest in reading. It is conducted under the title "Designing an Islamic Bilingual Storybook (A Supplementary Reading for the Eighth-Grade Students of SMP Muhammadiyah Boarding School Palopo)."

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[3] Emma Rosana Febriyanti and Fahmi Hidayat, "Developing Picture Storybook in English with Wetlands Theme for Young Learners," *Acitya: Journal of Teaching and Education* 5, no. 1 (2023): 171–87, https://doi.org/10.30650/ajte.v5i1.3515.

[4] Enrique Javier Vercher García, "Teaching Russian as a Foreign Language Through Literature" 8, no. 5 (2020): 61–87, https://doi.org/10.4018/978-1-7998-3379-6.ch005.

B. Research Questions

Based on the background, the researcher formulates the following research questions as follows:

1. How is the design of the Islamic bilingual storybook become as a supplementary reading for the eighth-grade students of SMP Muhammadiyah Boarding School Palopo?

2. What are the students' perceptions of the Islamic bilingual storybook at SMP Muhammadiyah Boarding School Palopo?

C. Objective of the Research

According to the formulation, the researcher found that this researcher's objectives are:

1. To find out the design of the Islamic bilingual storybook as supplementary reading for the eighth-grade students of SMP Muhammadiyah Boarding School Palopo.

2. To find out how students' perceptions of an Islamic bilingual storybook at SMP Muhammadiyah Boarding School Palopo.

D. The Significance of the Research

There are two significances of this research, namely:

1. Theoretically

   a. The researcher hopes that the result of this study can be a reference for further research.

b. The researcher is expected to be able to contribute to storybooks, especially English material, by teaching reading skills.

2. Practically

a. The result of the product can be additional material for learning to read in English at SMP Muhammadiyah Boarding School Palopo.

b. Students can improve their reading skills in English.

c. Teachers can easily teach reading skills by using new teaching material to make learning effective.

E. Specification of the Expected Product

This storybook, which will be designed for students at SMP Muhammadiyah Boarding School Palopo, has the following specifications:

1. The product content is fictional stories.

2. The product content is designed in bilingual (English-Indonesian)

3. The product is designed with a picture in every story to stimulate students' interest in learning English.

4. The stories of the product are fantasticable and relatable.

F. The Assumption and Limitation of the Research

This study has the following assumption in designing a storybook for reading skill students at SMP Muhammadiyah Boarding School Palopo, as follows:

1. In evaluating the design of the storybook, expert judgment is objective.

2. Students used a storybook to attract their reading interests based on the stories written by the researcher.

In compiling this research, the researcher has the following limitations:

1. The content of the storybook focuses to reading resources and reading teaching material.
2. The researcher utilizes the ADDIE design model.
3. The book consists of fiction stories.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

In this research, the researcher conducted a literature review of several relevant scientific works as reference material for this research:

Saripudin, in their thesis entitled *"Development of Storybook to Improve Early Children's Reading Ability,"*[5] explained that reading for early childhood is defined as reading that is taught programmatically to preschool children according to the age stage of the child. As a stimulation material, this research developed three children's storybooks entitled "Ikan Koi Si Penolong," "Aku Membantu Ayah," and "Belanja bersama Ibu." The results showed that the children's storybooks were suitable for use and could be disseminated as storybooks that can be used to stimulate early reading skills in several kindergartens in Cikomas sub-district, Tasikmalaya. However, the thesis has several similarities with this research: applying the Research and Development (R&D) method and developing a storybook. In addition, there are also differences, namely, his research on developing storybooks for kindergarten, while this research is for junior high school.

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[5] Aip Saripudin, "Development of Storybook to Improve Early Children's Reading Ability," *AWLADY: Jurnal Pendidikan Anak* 7, no. 2 (2021): 262, https://doi.org/10.24235/awlady.v7i2.8532.

Oktaviani et al. conducted research entitled *"Developing Storybook for Elementary School in Lubuklinggau."*[6] They argued that the additional book is a storybook consisting of narrative text with local content. It is good for teaching and makes students more familiar with local stories in their area, especially in Lubuklinggau. The efficacy of the storybook was determined by computing the students' field test scores. Every student met the highest level of expertise required. We may infer that a storybook is a helpful tool for piquing pupils' interest in reading about local content. The journal is similar to the research; it explains storybooks intended to improve students' reading skills. What distinguishes this study is that the researcher uses a fictional story written by the researcher, not a local story, and the research subject is elementary school while this research is in junior high school.

Putri & Tiarina researched *"The Effectiveness of Storybook on Students' Reading Comprehension on First Grade Students of SMPN 2 Padang Panjang."*[7] It stated that storybooks are effective and have benefits in increasing students' reading comprehension. Based on their research from 23 students in first grade of SMPN 2 Padang Panjang, the results show that a storybook effectively affects students' reading comprehension. Compared to this research, the researcher used storybook media to increase students'

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[6] Ayu Oktaviani, Dewi Syafitri, and Berti Arimbi, "Developing Storybook for Elementary School in Lubuklinggau," *JELLT (Journal of English Language and Language Teaching)* 4, no. 1 (2020): 95–105, https://doi.org/10.36597/jellt.v4i1.7695.

[7] Siska Willyani Putri and Yuli Tiarina, "The Effectiveness of Storybook on Students' Reading Comprehension on First Grade Student of SMPN 2 Padang Panjang," *Journal of English Language Teaching* 10, no. 1 (2021): 153–59, https://doi.org/10.24036/jelt.v10i1.111679.

reading comprehension. Besides that, there are also differences to this research, namely, their research applying experimental methods.

Febriyanti & Hidayat researched "*Developing Picture Storybook in English with Wetlands Theme for Young Learners.*"[8] They argued that stories encourage young learners to understand concepts and vocabulary while expanding their background knowledge about their surroundings. This research uses the instrument to collect data from 15 kindergarten teachers. In addition, the researchers say that providing young learners with a variety of storybooks to develop their understanding of their environment is important to be done by considering their interests. They created a storybook with local animal characters, different from this research, which designed a storybook based on fictional characters. Despite that, their research has similarities with this research: making a storybook and applying the Research and Development method.

B. Some Pertinent Ideas

1. Storybook

a. Introduction of storybook

A storybook is a collection of stories, typically for children. It can be a physical book or an electronic book. Storybooks can be used to teach children about different topics, such as morals, values, and social skills. They can also help children develop their imaginations and creativity. Through vicariously

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[8] Febriyanti and Hidayat, "Developing Picture Storybook in English with Wetlands Theme for Young Learners."

going through the struggles and victories of fictional characters, students gain essential life lessons that support their social and personal development. Storybooks also help students develop critical thinking skills by interacting with the narrative, asking questions about the events, and drawing parallels to their experiences.

b. Types of storybook

Several types of storybooks are generally available for children and teenagers, including:

1) Picture storybook

Gonen and Guler say that books designed for children aged between one and seven are classified as picture storybooks as they involve more pictures than words.[9] Additionally, Malu states that picture storybooks are books with text and pictures combined to convey a tale about a kid-friendly subject. There might not even be any words at all at times. When writing is included, it enhances the pictures.[10]

Basically, children have an interest in something visual. This makes this type of storybook very suitable for their age. Not only that, the researcher also gave a statement that this storybook will make children's brains process pictures that have a plot.

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[9] Mubeccel Gonen and Tulin Guler, "The Environment and Its Place in Children's Picture Story Books," *Procedia - Social and Behavioral Sciences* 15 (2011): 3633–39, https://doi.org/10.1016/j.sbspro.2011.04.347.

[10] Kathleen F. Malu, "Exploring Children's Picture Storybooks with Adult and Adolescent EFL Learners," *English Teaching Forum* 51, no. 3 (2013): 10–18.
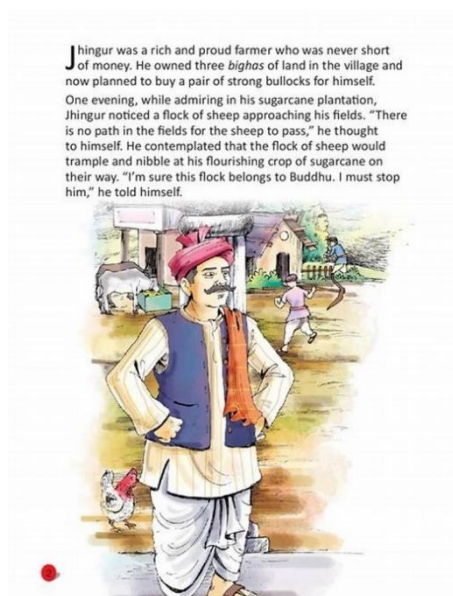
Figure 2.1 Premchand Classics For Children Revenge Does Not Pay by BPI India

2) Bilingual storybook

Bilingual storybooks are a boon for early education. They bridge the gap between the two languages, boosting vocabulary and comprehension in both. As cited in Ernawati, Wei argues that the word bilingual primarily describes someone possessing two languages.[11] On the other hand, Cameron also stated in his book that we should first look at the meaning of "stories" as differentiating stories from other kinds of text in terms of what they contain and how they are composed.[12]

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[11] "THE USE OF BILINGUAL STORIES TO IMPROVE THE STUDENT'S MASTERY OF ENGLISH VOCABULARY: A CASE OF THE EIGHT GRADE STUDENTS OF SMP N 2 GROBOGAN By Ernawati" 4, no. 2 (2013): 127–38.

[12] Cameron, Lynne. *Teaching Languages to Young Learners*. of *Cambridge Language Teaching Library*. Cambridge: Cambridge University Press, 2001.

Figure 2.2 The Story of Timun Mas

According to Rahmani & Shirvan, bilingualism has advantages: 1) Children value languages and culture and welcome diversity in their society; 2) Children can enhance their intercultural interactions and understandings to create inclusive collective values and identities.[13] The beneficial effects of bilingualism on people's intellectual growth are still another benefit, Portes & Hao, such as high attention control, metalinguistic awareness, and achievement of symbolic representation skills.[14]

Bilingual media is very useful for students learning about language. Through bilingual media stories, the teacher can motivate students to enrich their vocabulary to be more enjoyable and interesting, and they will

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[13] Samira Rahmani and Majid Elahi Shirvan, "Integration of Emotional Intelligence Activities in Bilingual Stories for Children," *Languege Studies* 4, no. 1 (2019).

[14] Alejandro Portes and Lingxin Hao, "The Price of Uniformity: Language, Family and Personality Adjustment in the Immigrant Second Generation.," *Ethnic and Racial Studies* 25, no. 6 (2002): 889–912, https://doi.org/10.1080/0141987022000009368.

know more about structures.[15] As a result, during everyday tasks, students will encounter more words that they are unfamiliar with or have never heard of.

The researcher determines the product for this study will ultimately produce a storybook with pictures and using two languages (English and Indonesian), it is a combination of the two types above.

3) Digital storybook

The use of digital storybooks in educational activities has been covered in a number of research. E-books, occasionally called digital books, are one of the mediums that can be used to teach English.[16]

A digital storybook takes the concept of a storybook and incorporates digital elements to create a more interactive and engaging experience. According to Yussof et al., digital storytelling can provide students with an experience when learning literacy because the product developed follows learning theory, has a good design, and has a matching syllabus.[17] Digital storybooks with attractive themes and pictures, a large cast of compelling characters, and friendly font styles and sizes are some features that increase students' literacy.

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[15] "THE USE OF BILINGUAL STORIES TO IMPROVE THE STUDENT'S MASTERY OF ENGLISH VOCABULARY: A CASE OF THE EIGHT GRADE STUDENTS OF SMP N 2 GROBOGAN By Ernawati."

[16] Iin Baroroh and Ma ' Arif, "Developing English Digital Book As Learning Media Fo," *Journal of Educatio* 4, no. 3 (2021): 37–44, http://www.ojs.unwaha.ac.id/index.php/joems/article/view/483.

[17] Rahmah Lob Yussof, Hafiza Abas, and Tengku Nazatul Shima Tengku Paris, "Affective Engineering of Background Colour in Digital Storytelling for Remedial Students," *Procedia - Social and Behavioral Sciences* 68 (2012): 202–12, https://doi.org/10.1016/j.sbspro.2012.12.220.

c. Advantages of using storybook

Storybooks provide a wealth of advantages for young learners in addition to typical instructional resources. Storybooks help youngsters build their literacy abilities by exposing them to various sentence structures and rich vocabulary, in addition to the pure fun of reading. A child's imagination and inventiveness are also stimulated by storytelling, which lets them investigate other worlds and viewpoints. In a study conducted by Wong & Neuman, it was also confirmed that shred storybook reading promotes emergent literacy in young children.[18] The above statements are supported by Justice & Kadaravek, who stated that, those activities give students the fundamental literacy skills they need to comprehend the fuction of print as a medium of communication (print awareness), the structure of sound in spoken and written language (phonological awareness), the characteristics of letters and other print symbols (alphabet knowledge), and the vocabulary used to define literacy concepts (metalinguistics awareness).[19]

d. Disadvantages of using storybook

Storybooks provide numerous benefits, but there may also be some disadvantages that should be considered. A matter of worry pertains to the abundance of fictional narratives, as they do not correlate to acquiring factual knowledge or critical thinking abilities, which are conventionally prioritized in education. Additionally, some stories could use unrealistic or simplified

[18] Kevin M. Wong and Susan B. Neuman, "The Power of a Story: Reading Live and Electronic Storybooks to Young Children," 2019, 157–73, https://doi.org/10.1007/978-3-030-20077-0_9.
[19] Laura M Justice and Joan N Kaderavek, "Reading to Promote Emergent Literacy," *Teaching Exceptional Children* 34, no. 4 (2002): 8–13.

language, making it harder for students to understand challenging or real-world themes. A student's exposure to various writing styles and factual information in more formal and academic texts may also be restricted if they read storybooks. As a result, it's critical to employ storybooks wisely and ensure they enhance the current curriculum.

2. The Fictional Stories

a. Introduction of fictional stories

Fictional stories are narratives created from the author's imagination and are not intended to be factual. They offer unique windows into worlds beyond our own, allowing us to explore fantastical creatures like dragons in "The Hobbit" by J.R.R Tolkien, futuristic societies in "Dune" by Frank Herbert, or the wizarding world in "Harry Potter" by J.K Rowling. These stories can be rooted in realism or fantastical, but ultimately, they provide us with experiences and perspectives outside everyday life's realm.
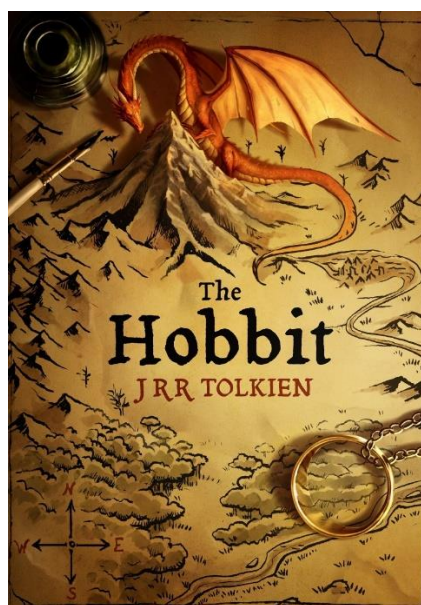
Figure 2.3 The Hobbit by J.R.R Tolkien

Fictional stories are highly successful in human cultures partly because they activate evolved cognitive mechanisms.[20] Reading activities are linked to language, senses, and social interaction. As we follow characters, our brains mirror their experiences, boosting empathy and critical thinking. Additionally, reading fictional stories is akin to being in a simulation. It allows us to live out a reality that we construct in our brains.

b. The genres of fiction story

1) Fantasy

Fantasy whisks readers away to extraordinary worlds fueled by magic. Unlike science fiction's futuristic tech, fantasy embraces the fantastical. Here, dragons soar, spells crackle, and mythical beings abound. Inspired by folklore and mythology, these stories often pit good against evil in thrilling adventures.

2) Science fiction

It takes readers on journeys that transcend the boundaries of our known world. Unlike fantasy's magic, science fiction grounds its fantastical element in scientific concepts, such as technologies faster than light or time travel.

3) Mystery fiction

The mystery genre thrives on puzzles and suspense. Stories often revolve around a central enigma, typically a crime like a murder or

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[20] Edgar Dubourg et al., "The Cognitive Foundations of Fictional Stories An Integrative and Comprehensive Framework," no. January (2024), https://doi.org/10.31219/osf.io/me6bz.

disappearance. The reader joins the protagonist, who might be a detective, an amateur sleuth, or even the everyday person caught in he web of the mystery.

4) Romance fiction

The romance fiction blooms at the intersection of love and storytelling. The main focus of this genre is the emergence of a romantic relationship between two individuals, which usually ends happily ever after.

5) Horror

Readers who read horror fiction are taken to the disturbing depths of our worst nightmares. It makes use of macabre, spooky, and monster aspects to induce feelings of fright, revulsion, and dread in addition to a chilling environment.

3. Reading

a. Reading skill

Reading skills play an important role in learning a language. Every person needs reading comprehension because it contributes to our growing knowledge. Furthermore, it develops a person's maturity and character, hones their reasoning, and broadens their understanding of social, political, economic, and environmental issues.[21] Following Clark and Rumbold, they reported that reading greatly impacts learners' educational performance. Regular pleasure

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[21] Hema Vanita Kesevan et al., "Written Retelling Strategy in Improving Reading Skill among ESL Students in Malaysia," *Education Research International* 2023 (2023), https://doi.org/10.1155/2023/6694646.

reading has been shown to improve students' reading test scores, vocabulary growth, general information gain, and cross-cultural comprehension.[22]

In general, the ultimate goal of reading is comprehension. As cited in Kesevan et al., Grabe states that reading comprehension is the ability to process text, understand its meaning, and integrate it with the reader's knowledge.[23] Meanwhile, Davis explains there are six important skills required to comprehend effectively,[24] namely:

1) Learners need to know the meaning of words. Therefore, they should be able to perform the ability to comprehend the meaning of a word from its discourse context.

2) To build an understanding, learners should be able to trail the development of a passage in terms of organization.

3) The ability to make inferences from a text about its contents and further recognize the main ideas of the text.

4) Learners should be able to answer questions related to the passage and recognize the literary devices or propositional structures used.

5) Learners should be able to understand the situational mood and determine its tone.

6) Learners should have the skill to recognize the discourse semantics of text, mainly in identifying the writer's purpose and point of view.

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[22] Christina Clark and Kate Rumbold, "Reading for Pleasure: A Research Overview," *National Literacy Trust*, no. November (2006): 35, http://www.scholastic.com/teachers/article/collateral_resources/pdf/i/Reading_for_pleasure.pdf.
[23] Kesevan et al., "Written Retelling Strategy in Improving Reading Skill among ESL Students in Malaysia."
[24] Frederick B. Davis, "Fundamental Factors of Comprehension in Reading," *Psychometrika* 9, no. 3 (1944): 185–97, https://doi.org/10.1007/BF02288722.

b. Reading material

Reading material refers to any written or digital content intended to be read to gain knowledge. An effective way to promote a passion for studying and acquiring knowledge is by selecting appropriate reading materials. Expanding reading materials outside typical textbooks can offer a more exciting and comprehensive educational experience.

Regarding reading, literature is a reading material used in almost all educational institutions, especially when teachers teach language to students. The role of literature as a medium is needed. Strong, argues that literature should form an essential part of any language teaching class because it offers a rich source for learning reading.[25]

According to Baruah, literature can broadly be classified into two genres.[26] They are Traditional and Modern children's literature. Both can be original or translation work, divided into many subgenres:

1) Traditional children's literature contains folktales, folk songs, riddles, folklore, etc. This genre can be further divided into myths, fables, legends, fairy tales, tales of trickers, lullabies, etc.

2) Modern children's literature includes (a) Fiction, including fantasy, realistic fiction, science fiction, historical fiction, etc., and (b) non-

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[25] Gregory Strong, "Using Literature for Language Teaching in ESOL.," 1996, https://api.semanticscholar.org/CorpusID:60722373.

[26] Baruah, N. (2013). Children literature: It's role & importance in present context. *Asian Journal of Research in Social Sciences and Humanities*, *3*(9), 19-22.

fiction. (c) Biography and autobiography. (d) Travelogue. (e) Poetry and Verse. (f) picture storybook, comic, stripe, etc.

In education in Indonesia, from kindergarten to high school, the curriculum provides some literature for learning media, including fables and folktales, picture storybooks, novels, short stories, and poetry.

1) Fables: In narrative tales, the animals that speak and behave like people but have animal characteristics are the characters. The advantages are that kids or students will learn about animals and find the story easy to follow. A traditional story that educates the readers about the values of good behavior through mostly animal characters is called Fable. [27]

2) Folktale: A folktale is a story or legend rooted in folklore and is typically passed down orally among people in general. Barone explains in his book that a Folktale is a simple story which is set in the past without knowing the author and most often involves magical things or animals who can talk like humans.[28] Examples of folktales from Indonesia include Toba Lake, Malin Kundang, Princess Tandampalik, etc.

3) Picture Storybook: a collection of stories that use illustrations to help readers or students understand the meaning of the tale. Wolfenbarger and Sipe define picture storybooks as an example of a district literary

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[27] N A Anderson, *Elementary Children's Literature: The Basics for Teachers and Parents* (Pearson/AandB, 2006), https://books.google.co.id/books?id=IqELAQAAMAAJ.

[28] D M Barone, *Children's Literature in the Classroom: Engaging Lifelong Readers*, Solving Problems in the Teaching of Literacy (Guilford Publications, 2011), https://books.google.co.id/books?id=PwjCE5cEABsC.

and visual art form where the narrative relies on both text and illustrations to captivate readers of all ages for both entertainment and education.[29]

4) Short Story: a basic fictional narrative including characters, a topic, a place, difficulties, and a resolution. The advantages of short stories include helping students read the text more easily and comprehend its meaning, enhancing their understanding of various cultures and social groups, and encouraging critical thinking because the stories pique their curiosity. It is a literary work that can be very helpful for learners to read because they may have experienced stories themselves and can relate to them.[30] Some examples of short stories are The Sea Cloak by Nayrouz Qarmout, The Blizzard by Hadiya Hussein, and Lily Hemingheart by Muh Darif Aziz.

5) Novel: a fiction in which the characters represent real-life events and human behaviour. it help students become more motivated readers and expand their understanding of other cultures, customs, issues facing people, and day-to-day living in other nations.

6) Poetry: Poetry is a story with rhyme. According to Hatmi & Audeh (2014), Whether teaching poetry to kids in elementary, preparatory, or secondary education, emphasizing linguistic elements such as grammar,

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[29] Carol Driggs Wolfenbarger and Lawrence Sipe, "Review of Research A Unique Visual and Literary Art Form: Recent Research on Picturebooks," *Language Arts* 83, no. 3 (2007): 273–80.

[30] Ziya Sevim, "Efficiency of Literature-Integrated Approach on Vocabulary Competence," 2009, https://api.semanticscholar.org/CorpusID:63448348.

pronunciation, and vocabulary is valuable and engaging for them.[31] Teaching poetry in the classroom has the benefit of encouraging creativity and inquiry—for example, by having students read between the lines. Poetry can also be described as a form of impression and expression. Novasyari also thinks that the benefits of poetry are that it makes students familiar with figures of speech like similes, metaphors, irony, and personification and also makes them express their feelings and thoughts in their hearts and minds.[32]

c. Supplementary reading

Supplementary reading is additional reading materials used alongside a primary curriculum. These additional resources, chosen by the teacher or students themselves, can delve into specific topics in greater detail, offer diverse perspectives, or provide more practice for developing reading comprehension skills. It allows the teacher to be creative in designing and developing their teaching materials based on their students' learning experiences, needs, and real-life contexts.[33]

Katili also explains that supplemental reading is one learning resource teachers and students use in teaching and learning. It is the extra materials that the teacher created to meet the needs of the students. It will also assist the teacher in fulfilling the requirements from the government-

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[31] Afra Al Hatmi and Younes Mohammad Audeh, "Utilizing Poetry in Teaching Language," no. January (2024).

[32] Ressy Novasyari, "Significant Roles Of Children ' s Literature In Efl" 8, no. 1 (2019): 8–14.

[33] Yayu Anggraini H. Katili, "Developing Supplementary Materials for Reading Skill by Using Local Wisdom," *LET: Linguistics, Literature and English Teaching Journal* 13, no. 1 (2023): 1, https://doi.org/10.18592/let.v13i1.9020.

published core texts.[34] Therefore, teachers must provide other appropriate reading sources to maximize and give effectiveness to students learning. In the same explained by McDonough & Shaw, teachers should provide students with a purpose for reading by supplying materials that stimulate the students' interest.[35]

Furthermore, supplement reading material can be valuable, especially in language learning. Students can obtain many supplements for reading material, ranging from documents, literature (e.g., novels, poetry, short stories), newspapers, or others.

4. Instructional Design Model

a. ADDIE model

The ADDIE model is a systematic instructional design framework for developing learning experiences through Analysis, Design, Development, Implementation, and Evaluation phases. One interesting approach is creating a product utilizing the ADDIE Approach. As a guiding framework, ADDIE enabled it to handle complicated situations. Additionally, ADDIE is suitable for creating educational products and other learning resources. Branch[36], in his book, explains that ADDIE has five phases in developing a product are as follows:

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[34] Katili.

[35] McDonough, Joan E. and Christopher Shaw. "Materials and Methods in ELT: A Teacher's Guide." (2003).

[36] Robert Maribe Branch, "Instructional Design: The ADDIE Approach," *Instructional Design: The ADDIE Approach*, 2010, 1–203, https://doi.org/10.1007/978-0-387-09506-6.

1) Analyze: Finding a potential explanation for a student's performance disparity is the first stage's goal. After the first phase is finished, the researcher should use the empirical data to close the performance gap and identify tactics that may be successful.

2) Design: It entails creating a performance goal and carrying out a design brief. It is necessary to gather the analytical summary, confirm the intended performance, and use the proper testing techniques.

3) Develop: The goal of the development phase is to produce and verify the chosen educational materials. The researcher needs to identify the learning resources at the end of the phase. In addition, this ADDIE phase selects or generates supporting media, builds a product prototype, and performs the formative review.

4) Implement: The implementation phase aims to engage the students and foster a learning environment. The researcher should carry out the implementation strategy after completing the implementation phases. Usually, a few changes are required to improve the final output.

5) Evaluate: Evaluate the product's quality. In addition to occurring after implementation, the evaluation process also occurs beforehand. The researcher should identify the findings, provide a few recommendations for improvements, and create an evaluation plan after the evaluation phases.

b. Borg and Gall

As cited in Tarbiatunnisa, Borg and Gall explain ten steps in developing the learning materials by using the Borg and Gall approach.[37] In general, the ten steps are classified into three main steps. They are pre-study, development process, and validation.

1) Research and information gathering, such as conducting a classroom observation, going over the literature, and creating an art report, comprise the pre-study phase.

2) There are six steps in the development process. The initial step is planning, which includes creating course orders, identifying skill objectives, and conducting small-scale feasibility tests. Next, create a previous product by getting the resources, assessment tools, and training books ready. Field testing in advance is the next step. We are making changes to the primary product, testing it, and then making changes to the operational product.

3) Testing the operational product, revising the final product, and distributing and implementing it are all part of the validation process.

c. 4-D model

The 4-D model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel consists of defining, designing, developing, and

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[37] Enhana Tarbiatunnisa, "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo," *Thesis*, 2021, 1–455.

disseminating.[38] Finding the target needs is the goal of the defining phase (needs, lacks, and wants). To create and develop a product, the researcher evaluates the target demands during the designing phase. The researcher builds the product with expert and target validity when the designing process is over. In addition, the product is updated in response to certain comments. After the product has been developed and revised, it moves on to the dissemination phase, which will be released through a journal, social media platform, or seminar.

The ADDIE model is appropriate and practical for designing a storybook to solve this study's target need. Furthermore, Branch[39] emphasized that the ADDIE model is appropriate for developing a product for education and other learning materials. For this reason, the researcher will apply the ADDIE model in this research.

C. Conceptual Framework

Reading is one of the most essential skills in language acquisition. In eighth grade, students at SMP Muhammadiyah Boarding School Palopo have a lack of English language skills and a lack of interest in reading. Therefore, the researcher will design a book containing fictional stories for supplementary reading students.

A storybook is a book that contains stories. By designing the storybook to function as a supplement in reading, the researcher hopes to

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[38] Reski Jayanti Sagita, Sahraini, and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 15–28, https://doi.org/10.24256/foster-jelt.v1i1.4.
[39] Branch, "Instructional Design: The ADDIE Approach."

provide supplementary reading material to increase students' interest in reading and also their comprehension of English that meets the standards and quality. In addition, after analyzing the need for a storybook to be designed, the researcher will develop a storybook based on expert evaluations and then design the book.
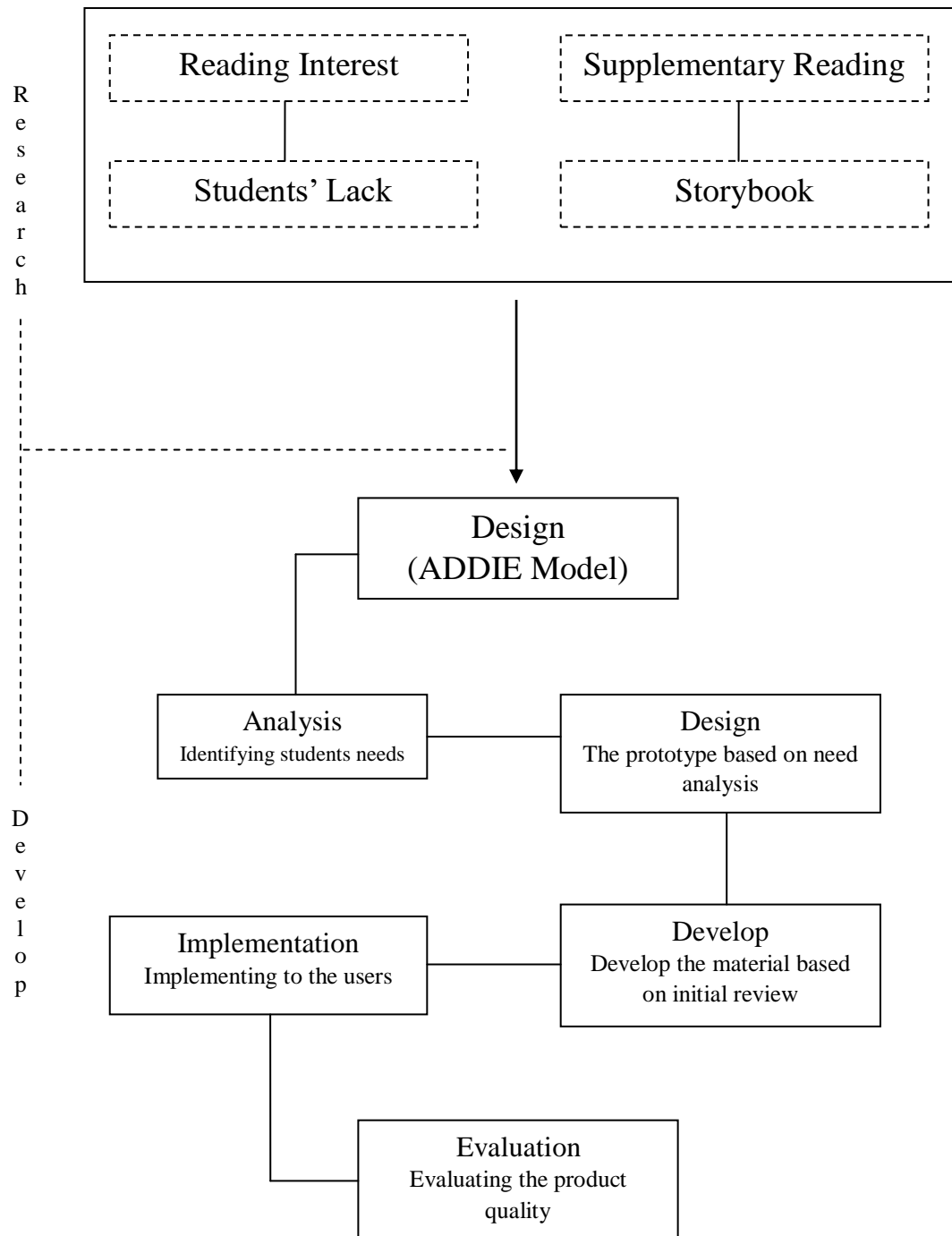
Figure 2.4 Conceptual Framework

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

In this research, the researcher conducted research categorized into R&D (Research & Development). R&D, as we know, was a structured process used to create or develop products, processes, or materials. The purpose of this research was to design a product that was produced, namely a storybook. This storybook was made based on an analysis of the needs of the research object, namely the eighth-grade students of SMP Muhammadiyah Boarding School Palopo. The goal was to attract their reading interest using the ADDIE model method (Analysis, Designing, Developing, Implementation, Evaluation). The researcher chose the ADDIE model because the development model aligned with the research, and stages are felt to be carried out clearly and easily
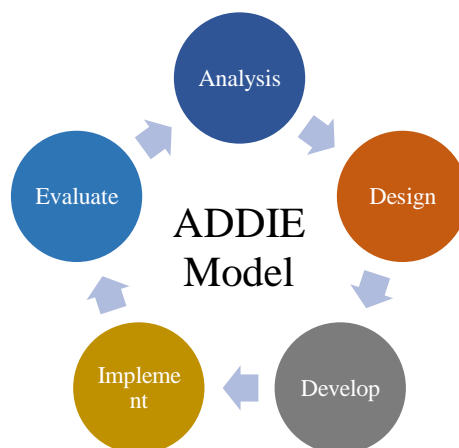
Figure 3.1 ADDIE Model

B. Research Location and Time

The researcher conducted this research at SMP Muhammadiyah Boarding School Palopo, Jl. Kh Ahmad Dahlan No. 60, Kel. Amassangan, Kec. Wara, Kota Palopo, Prov. Sulawesi Selatan.

Table 3.1 Time of The Research

Stages	Time
Analysis	3 June 2024
Designing	6 – 21 June 2024
Developing	21 – 28 June 2024
Implement	22 – 26 July 2024
Evaluate	30 July 2024

C. Subject and Object of The Research

1. The subject of research

The subject of this research is the eighth-grade students of SMP Muhammadiyah Boarding School Palopo.

2. The object of research

The object of this research is Islamic bilingual storybook as supplementary reading to attract students' interest in reading.

D. Procedure of Designing

ADDIE model was applied in the research to design a new storybook for eighth-grade students of SMP Muhammadiyah Boarding School Palopo.

There were five phases in the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis

At this stage, the researcher has conducted field observation to see the problems/needs of students; this is done to find out the needs of the object so that adjustments can be made in designing the storybook that has been made. In addition, the researcher also observed the school library to see the reading resources available. From there the researcher encountered several problems: lack of vocabulary mastery, reading motivation, and students reading sources.

2. Design

At this stage, the researcher created a product design where concepts such as stories, pictures, and the use of two languages were applied in creating a book. It was also based on the data and results of the student needs analysis obtained in the previous stage.

3. Develop

In this third stage, the researcher focused on improving the book based on the design result and making revisions. The product prototype was validated by validators using the instrument arranged in the design phase. Validators assessed the design for feasibility, appropriateness of languages, visual feasibility, and the suitability of the approach used in the product. The validation was conducted until the prototype was ready to be implemented directly to the students.

4. Implement

The implementation moved to the next stage after the product was developed. The researcher implemented and tried out the product directly on SMP Muhammadiyah Boarding School Palopo students. The researcher aimed to know the product's effectiveness in the implementation stage. Furthermore, the implementation stage was conducted in the eighth-grade class of SMP Muhammadiyah Boarding School Palopo.

5. Evaluate

In this fifth stage, the researcher evaluated and revived the product by conducting interviews, and giving questionnaires to several students so the data could be used as a benchmark for improving the product created.

E. Data Collection Technique

The researcher used some instruments to collect the data in this research:

1. Interview

The interview was conducted as the first step in collecting students' data information. The researcher interviewed the English teacher in the school, asking about the learning process in the class, specifically the eighth grade of Muhammadiyah Boarding School Palopo, to get information about the student's deficiencies, and needs to master English vocabulary and students' learning resources.

2. Questionnaire

The questionnaire was used to conduct the need analysis related to the target need (necessity, lacks, and wants). It was also used for several expert judgments (Contents, Languages, and Visual) to evaluate the developed storybook. Additionally, a questionnaire was used to gather the students' opinions on the generated storybook's viability and shortcomings.

3. Direct Observation

Direct observation conducted at the school library includes several objects, namely student activities and reading resources. The aimed to find out what the students lack in their English language aspects, especially in their reading interests.

F. Data Analysis Technique

1. Data Analysis of Questionnaire

Students received data from a need analysis questionnaire during the needs analysis stage, and their responses were used to characterize the students' needs. Both quantitative and qualitative descriptive methods were used to manage it. The following formula was used to determine the needs analysis questionnaire results:

$$X = \frac{\Sigma X}{N} 100\%$$

X   = Score

Σx   = The same answer given by students

N   = Total students

Figure 3.2 The Average Formula

The highest percentage indicated the most accepted choice from students. This served as the researcher's foundation for designing the storybook.

2. Data Analysis of Expert Validation and Students' Perception

The researcher computed the expert validation findings and students' views using a Likert scale. To assess the data, the average response based on scores from experts and students was determined.

The data analysis was applied the formula proposed by Arifin (2013) as cited in Sagita (2020)[40]

The number of answer excellent = E x 4= ….

The number of answer good   = G x 3= ….

The number of answer fairly   = F x 2 = ….

The number of answer poor   = P x 1 = ….

Total score= ….

[40] Sagita, Sahraini, and Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo."

After calculating the total score, then the researcher calculated the average score by using the following formula:

$$M = \frac{B}{N}$$

M = Mean score

B = Total scores

N = Total number of material topics

After calculating the mean score, then the researcher continued to calculate the value by using the following formula:

$$X = \frac{M}{N} \ 100\%$$

X = The value

M = Average score

N = Total number of value

Figure 3.3 The Value Formula

After the mean score of each material topic was calculated, the researcher defined them as an appropriate storybook for Eighth-Grade students at SMP Muhammadiyah Boarding School Palopo.

Table 3.2 Material Topics Qualifications of Product Evaluation

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision
2,6 – 3,5	65% - 89%	Good	Can be utilized with a little bit

			revision
1,6 – 2,5	40% - 64%	Fairly	Can be utilized with much revision
0 – 1,5	0% - 39%	Poor	Cannot be utilized

Source: Suharsimi Arikunto, (2010)

Table 3.2 Material Topics Qualification of Product Evaluation

No	Indicator	Average Score	Qualification	Categories	Experts' Suggestion

Table 3.3 The Example of Students' Perception Table

No	Indicator	Average Score	Qualification	Categories

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

A. Research Findings

The researcher used the Research and Development (R&D) method by applying the ADDIE models to design the book. The development process consists of analysis, development, design, implementation, and evaluation, which will be explained further one by one below:

1. Analysis

At this stage, the researcher analyzed students' needs by distributing questionnaires to collect data on student needs. The researcher also interviewed an eighth-grade English teacher who knew more about the eighth-grade students' learning conditions, especially English subjects.

a. The Result of Students' Questionnaire (Need Analysis)

A total of twelve questions were categorized as learning needs and target needs. Before being given out to students, the questionnaire underwent expert validation and was classified into the proper category for use as a need analysis. Following that, 22 eighth-grade students received questionnaires from the researcher. The following are results of the

questionnaire:

1. Based on Jeanne Chall's (1983) theory of reading skills, at which stage are you positioned in the level of reading English texts?
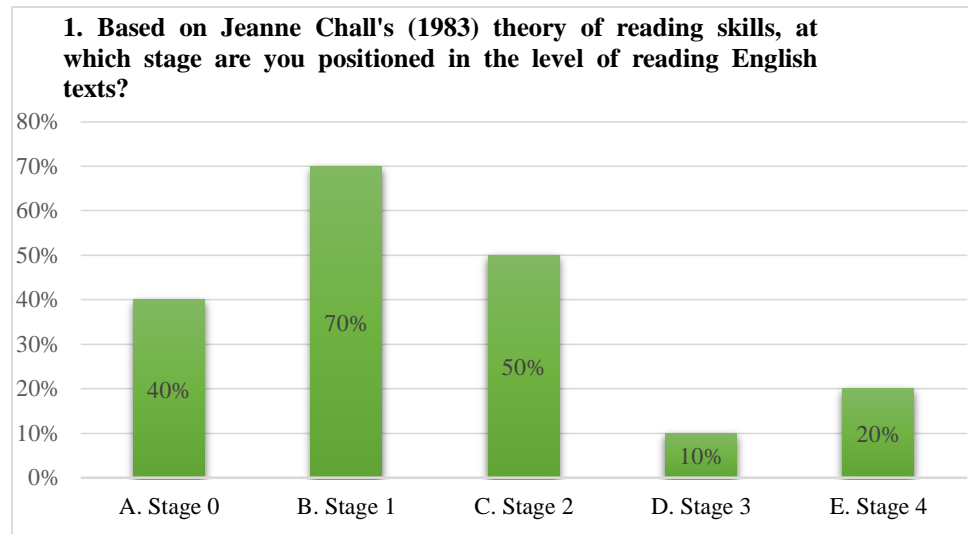
Chart 4.1 The Percentage of Students' Reading Level

The first chart above shows the students' percentage of their reading level. The highest choice is option (B), which means that most students are at stage 1, where they begin to learn to read simple words and short sentences.

2. What kind of books do you like...
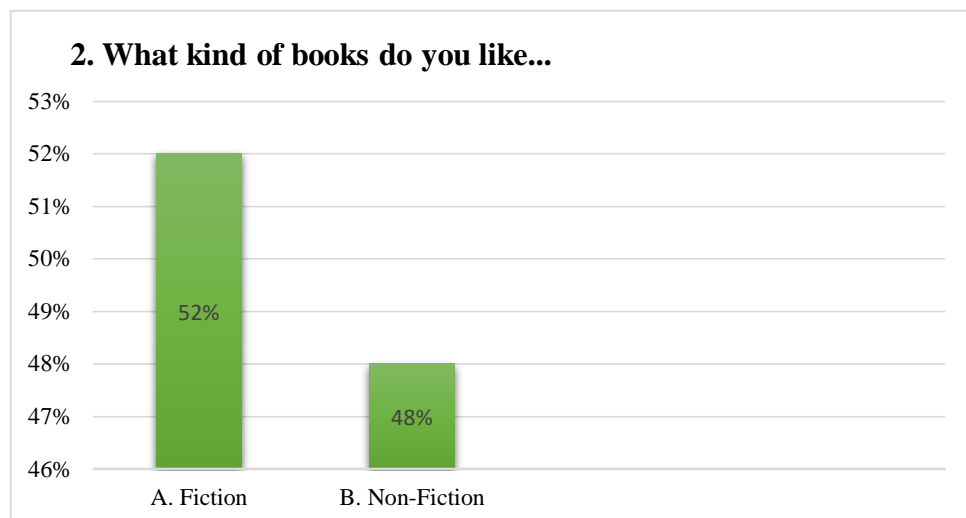
Chart 4.2 The Percentage of Students' Reading Interest

The second diagram shows students' interest in the type of reading book. There are two options in this question, and data is presented on the difference of one point between the two options. Part (A) is the highest option. The researcher chose the type of book to be made to the kind of fiction.

3. English reading resources that you often see in the library or outside the library...

	A. Packet Book	B. Storybook	C. Vocab Book	D. Convertation Book
	31%	28%	23%	18%
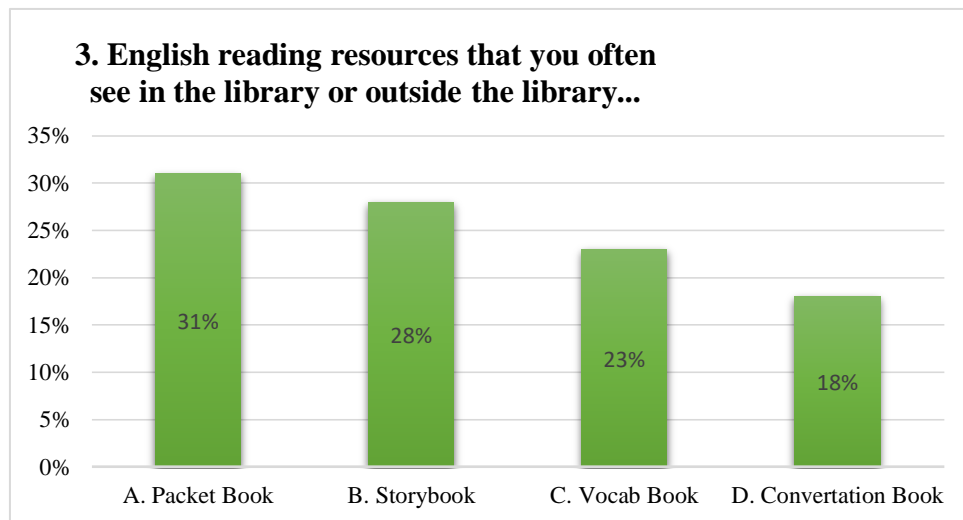
Chart 4.3 The Percentage of Reading Resources

The third chart shows students' English reading sources inside and outside the school. In this question, the highest percentage is in part (A), where the reading sources often seen are packaged books. This is followed by storybooks, which researchers will make into products at the end of this study.

4. If you could add more English resources to the school library, the book you would like to add is...
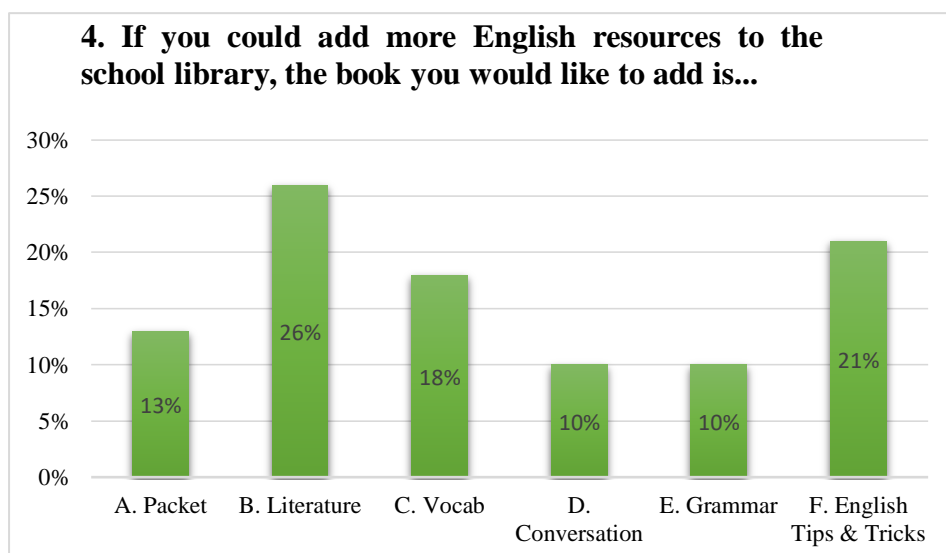
Chart 4.4 The Percentage of Kinds of Book

The fourth chart describes how students would like books if they were allowed to add books such as in the library. This question aims to find out what interests students have. Then, the highest percentage answer to this question is part (B), which is literature, according to the type of book the author wrote. Then, in second place, there is (C) for vocabulary books.

5. What kind of books do you feel comfortable reading?
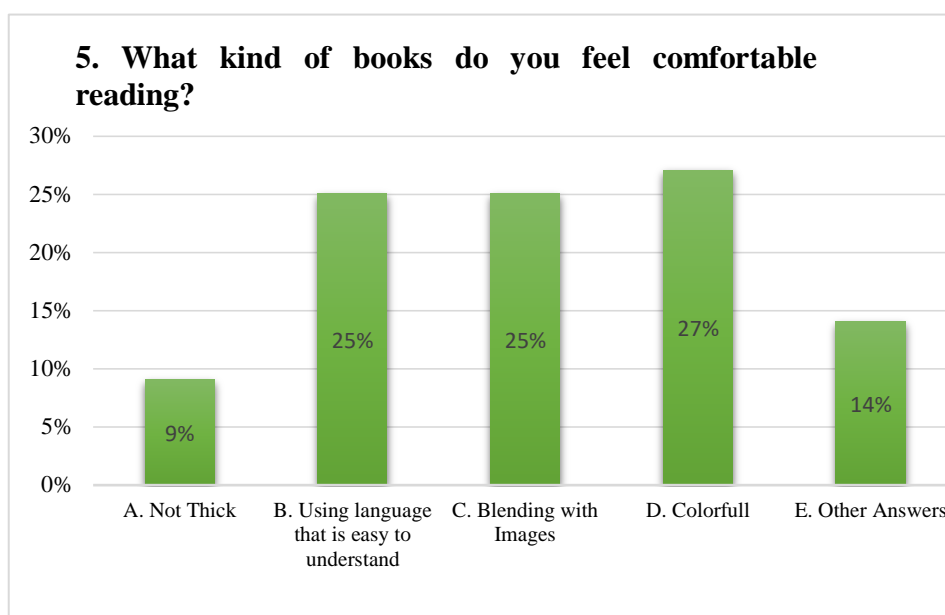
Chart 4.5 The Percentage of kind of books that students like

The fifth chart shows students' interest in what kind of books they consider comfortable reading. Most of the students chose part (D), which is a colorful book. Then the second answer in part (B) is that they are comfortable when reading books using language that is easy to understand.

6. What kind of difficulties do you often experience when reading?
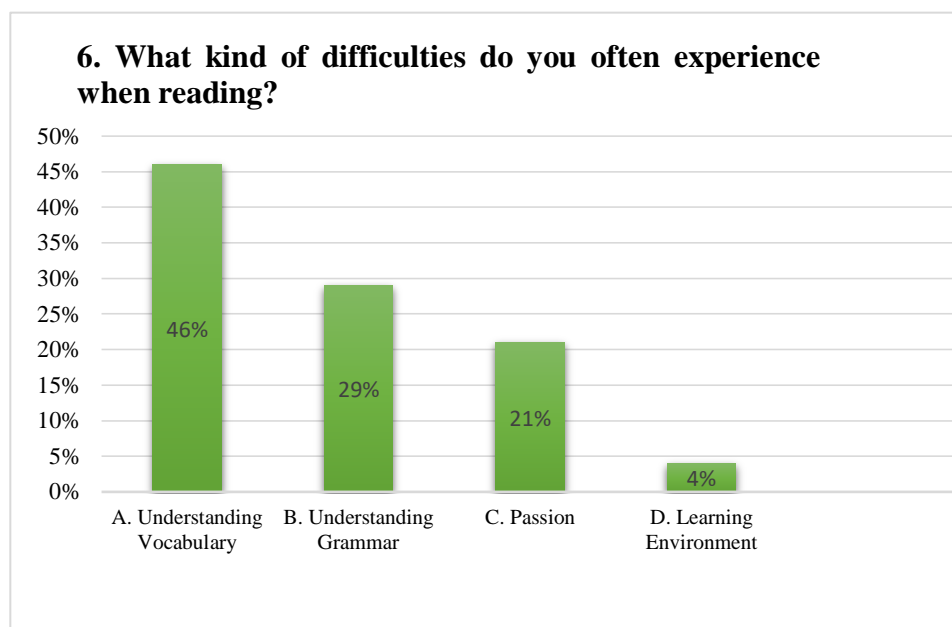
Chart 4.6 The Percentage of Students Reading Difficulties

in the sixth chart, the question is about students' difficulties when reading the text. most students' answers are in option (A) of the four options available: understanding vocabulary. with the bilingual book the researchers made, students will be facilitated by the two languages provided, so they will not have difficulty reading English texts.

7. What aspect of English do you want to learn from reading English books?
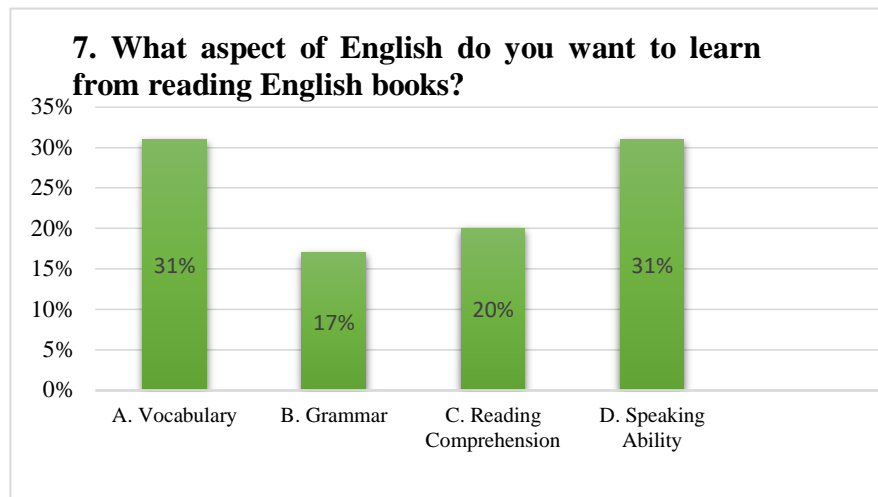
Chart 4.7 The Percentage of Students Learn

The seventh chart shows the aspects of English students would like to learn when reading English books. In this chart, students are most inclined towards option (D), where they would like to improve their speaking skills through English books. In the answer below, option (A), the students want to develop their vocabulary through English books.

8. In reading English storybooks. You are more interested in books that...
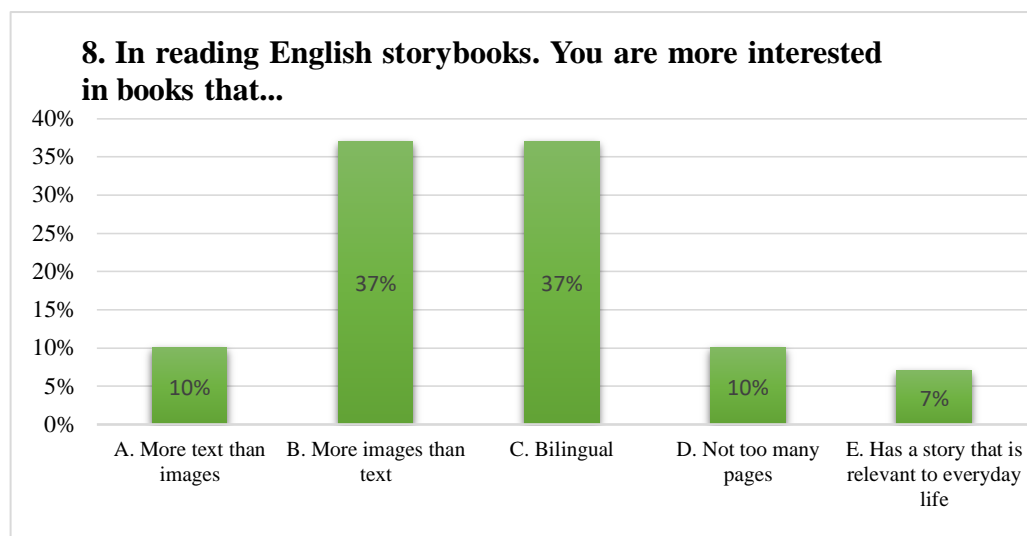
Chart 4.8 The Percentage of Students' Interest in Storybook

The eighth chart shows students' interest in what kind of English storybooks. two options have the most answers, namely option (B), which explains that students prefer storybooks with more pictures than text. Option (C) is a storybook that has two languages. On the other hand, researchers make products by including picture elements in storybooks, and they have two languages in it.

9. What is your favorite story topic/genre?

Genre	Percentage
A. Fantasy	18%
B. Drama	13%
C. Horror	18%
D. Romance	7%
E. Adventure	20%
F. Science	4%
G. History	20%
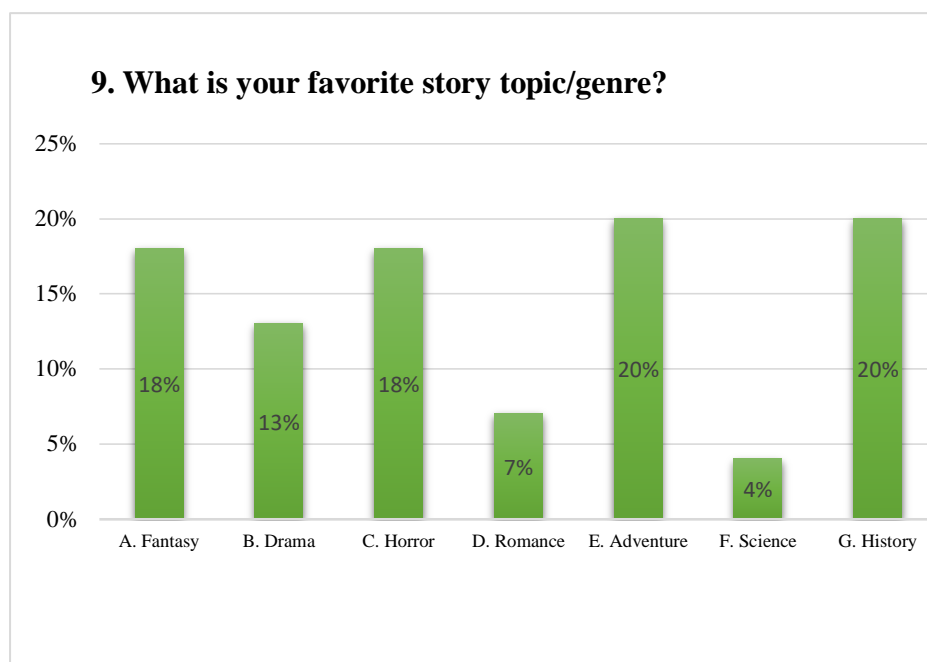
Chart 4.9 The Percentage of Kinds of Story Genre

The ninth chart shows students' preferences about what kind of story topics/genres they like. From the most answers, there are two options, namely options (E) and (G), which show the topic/genre of the story that discusses adventure and history. Several genres below follow, namely option (A) for the fantasy genre and option (C) for the horror genre.

10. Bilingual storybooks have two languages (Indonesian-English) how do you prefer the language arrangement?
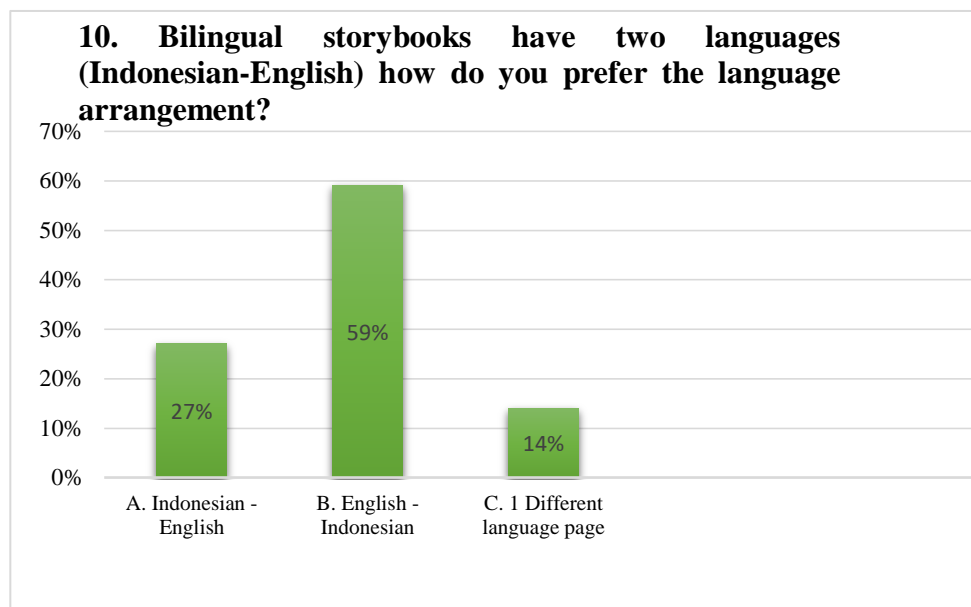
Chart 4.10 The Percentage of Language Order

The tenth chart asks about the language order students prefer in bilingual books. The most answered answer is in option (B), which shows that students prefer bilingual books that begin with English first, followed by Indonesian books.

11. What stories of Islamic figures have you heard or read?
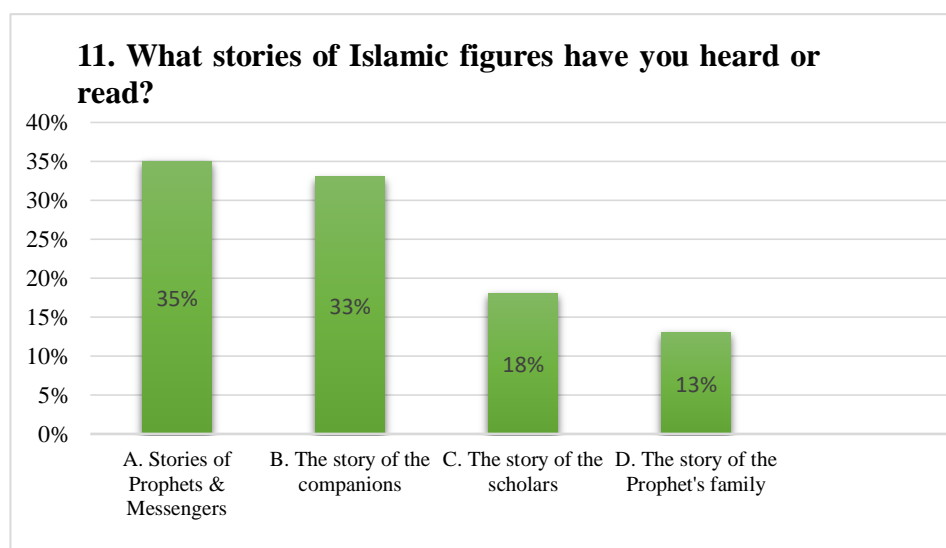
Chart 4.11 The Percentage of The Themes of Story

In the eleventh chart, students were asked to give their experiences of hearing or reading stories from Islamic figures. For the most answers, students chose option (A), namely the story of the prophet and apostle, and below it was option (B), namely the story of the prophet's companions. This question aims to inspire researchers in the preparation of Islamic storybooks.

The author also added a twelfth question regarding the moral message of the stories that students have heard or read. This question relates to the previous question and inspired the researcher to compile an Islamic storybook.

b. The Result of the Students' Interview

The researcher also conducted interviews with eighth-grade students of Muhammadiyah Boarding School Palopo. it was to strengthen the data from the questionnaire (need analysis). The researcher asked 8 questions to the students. The form of questions prepared aims to determine the reading interest of eighth-grade students and students' reading sources. Based on these results, it is known that the level of students' interest in reading is still classified as moderate, meaning that some students have a very high interest in reading, and others are low. In addition, the interview results also show that the reading sources available in the library are limited. Therefore, students need new reading sources to increase their interest in reading. The teacher interview result sheet can be seen in the Appendix.

2. Design

To continue the result of the need analysis, the students need a media that can improve their reading interest. The researcher designed an Islamic bilingual storybook for the student's needs. The form of material presented can be seen in the Blueprint table below:

Table 4.1 The Blue Print of Storybook

No	Topic/Title	Element in Storybook	Objectives
1	Meeting in The Afternoon	1. The Title of Story	1. Knowing what kind of story to read later.
2	Miracle in The Sand Dunes	2. Chapter Illustration 3. Narrative Story	2. Increase students' interest in reading through pictures related to the story to be read.
3	The Princess and The Blind		
4	Under the Sky of Jerusalem		
5	When The River Cries		3. It provides the reader with a bilingual story (English—Indonesia) that aims to help the reader understand the story as a whole.
6	Admiral Cheng Ho and The Pirates of The Eastern Seas		
7	Bayt al-Hikmah: Dreams in The Midst of Destruction		
8	The Young Man Searching for Meaning		
9	For the Sake of		

	Allah Only
10	The Learned Man and Hungry Dog
11	The Five Loaves
12	A Call to Prayers on A Cold Wintry Morning
13	The Ants Pray for Rain
14	The King Dawood
15	From The Shadow of a Tree to The Shadow of Islam
16	Bahlool Proves the Three Facts
17	Ja'far Al-Tayyar, The Refugee Who Brought Islam to Africa

3. Development

To ensure the quality and success of this Islamic bilingual storybook, a comprehensive evaluation has been conducted by expert in their respective fields. The following are the validators involved in the evaluation process, Namely: Material expert, Design and Layout expert, and language expert.

1) Material Expert

The result of material expert validation:

Table 4.2 The Recapitulation of Material Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
A. CONTENT				
1	The content coverage in the Storybook is in accordance with the needs of MBS Palopo Junior High School students in learning English Language	4,00	Excellent	It can be used without revision
2	Adequate depth of material in *the storybook*	4,00	Excellent	It can be used without revision
3	The authenticity of the material in the *storybook* is adequate	3,00	Good	Can be utilized by a little bit revision
4	Student activities in the storybook are interesting	4,00	Excellent	It can be used without revision
B. INPUT				
5	The instructions in each content are easy to understand.	4,00	Excellent	It can be used without revision
6	Relevant text content input	3,00	Good	It can be used follow by a little bit revision
7	Input text content according to the student's ability.	4,00	Excellent	It can be used without revision

8	Interesting text content input.	4,00	Excellent	It can be used without revision
9	Material input includes the correct language structure	3,00	Good	It can be used follow by a little bit revision
10	Material input can increase students' insight	4,00	Excellent	It can be used without revision
11	Material input can increase students' vocabulary	4,00	Excellent	It can be used without revision
12	Input data materials help students in language	4,00	Excellent	It can be used without revision
13	Balanced *inputs and* tasks	3,00	Good	It can be used follow by a little bit revision
14	The choice of topics according to the characteristics of the student	3,00	Good	It can be used follow by a little bit revision
Total		51,00		

Reverse to the data, the mean score (M) of the material experts' validation is presented as follow:

$$M = \frac{B}{N} = \frac{51}{14} = 3,64$$

From this mean score, it can be formulated to the percentage below:

$$X = \frac{3,64}{4} \times 100\% = 91\%$$

The mean score reached 3,64 points, and 91 percent was categorized as "Excellent," followed by a little bit revision.

2) Language Expert

Table 4.3 The Recapitulation of Language Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
B. LANGUAGE				
1	The language used in the Storybook is appropriate for students' abilities.	4,00	Excellent	It can be used without revision
2	The language presented in the Storybook is comprehensive and appropriate for students' cognitive development level.	4,00	Excellent	It can be used without revision
3	Expressions used in the Storybook are in accordance with correct grammar.	4,00	Excellent	It can be used without revision
4	The language presented in the Storybook is easy to understand.	4,00	Excellent	It can be used without revision
	Total	16,00		

Reverse to the data, the mean score (M) of the material experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{16}{4} = 4$$

From this mean score, it can be formulated to the percentage below:

$$x = \frac{4}{4} \times 100\% = 100\%$$

The mean score reached 4 points and 100% percentage as "Excellent," which means without revision.

3) Design and Layout Expert

Table 4.4 The Recapitulation of Design and Layout Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
C. DESIGN AND LAYOUT				
1	Clear material display	4,00	Excellent	It can be used without revision
2	Interesting material display	3,00	Good	It can be used follow by a little bit revision
3	Font size fits	4,00	Excellent	It can be used without revision
4	Spacing size fits	3,00	Good	It can be used follow by a little bit revision
5	Spacebars are appropriate	4,00	Excellent	It can be used without revision
6	Use of punctuation	4,00	Excellent	It can be used without revision
	Total	21,00		

Reverse to the data, the mean score (M) of the experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{21}{6} = 3,5$$

From this mean score, it can be formulated to the percentage below:

$$X = \frac{3,5}{4} \times 100\% = 87,5\%$$

The mean score reached 3,5 points, and 87,5% of the score was categorized as "Good," which can be utilized with a little revision.

Reverse to all of the experts' mean data, the mean score (M) is presented as follows:

$$M = \frac{B}{N} = \frac{89}{24} = 3,7$$

Reverse to the mean, the percentage of the experts' validation is presented as follows:

$$X = \frac{3,7}{4} \times 100\% = 92,5\%$$

According to the data, the mean score is 3,7 while the percentage is 92,5%, categorized as "Excellent." The score indicates that the product can be used without revision.

4. Implementation

In this stage, the researcher implemented the product for the students of the eighth class. The implementation is carried out in one meeting, and time is limited, so it doesn't take much time to implement.

The implementation began with the researcher explaining bilingual storybooks and what they are like. After the students understood the explanation, the researcher allowed them to read the Islamic bilingual storybook The Tapestry of Tales. In turn, they got the opportunity to see and read it. After that, the researcher asked the students how they felt about the book. Here are some of the transcripts of interview with students.

Note : R for Research and S for Student.

Dialog with Students 1

R: *Assalamu'alaikum warahmatullahi wabarakatuh, Good Afternoon. Sorry for distributing your time. I am on my research right now and if you don't mind, I need you to be my source person. Can I?*

S1: *Yes, of course.*

R: *SMP MBS has a school library, and I see that English reading books, whether learning books, conversation books, story books, or anything else are not many or limited. I designed a bilingual storybook (English - Indonesian) to be set in the SMP MBS library for you to read, and I want to ask you a few questions. First, what is your first response to this book? maybe you can look at the whole book, the cover, or the contents of the book?*

S1: *For the cover is very interesting, I think it's like we are starting an adventure by opening this book. And also this book is not too thick, I don't like books that are very thick.*

R : *After that, what about the content of the book?*

S1: *The content of this book is very unique, because there are two languages that can be read. The illustrations in each story title are also good like most storybooks. Overall this book is interesting and good, I really want to read it soon.*

Dialog with students 2
R: Please have a thorough look at the book, what is your first response?
S2: in my opinion, this book is very interesting. From the cover to the paper used is not like most books of its kind. The story is also a lot, especially using two languages in it.
R: Do you have any suggestions for this book?
S2: This book is too thin for me, and also the illustration provided is only one in each story.

Dialog with students 3
R: you can take a look at the book in its entirety, and I'd like to know what you think of the book, as well as any suggestions!
S3: This book is good in my opinion, I like the illustrations that are in each chapter. The two languages listed can also help us learn English. but, I think you can add more illustrations, as well as more stories.

Islamic bilingual storybooks positively influence students' reading interests because they are faced with new reading sources that are different from those in the school library. Students read from one chapter to the next and are enthusiastic about the stories presented.

5. Evaluation

The researcher distributed question sheets in the evaluation step to get students' perceptions of the Islamic bilingual storybook. The following recapitulation of the result of the students' perception sheet:

Table 4.5 The Recapitulation of Students' Perception

No	Statements	Average Score	Category
1	The content presented in the Islamic Bilingual Storybook is suitable for grade VIII students.	4,7	Excellent
2	The content presented can improve students' English.	4,7	Excellent
3	The content presented is diverse.	4,8	Excellent
4	Chapter content matches student	4,7	Excellent

	needs.		
5	The language used is clearly presented and easy for VIII grade students to understand.	4,8	Excellent
6	Islamic Bilingual Storybook can increase my interest in reading.	4,8	Excellent
7	Islamic Bilingual Storybook can improve my English vocabulary.	4,7	Excellent
8	Islamic Bilingual Storybook can encourage VIII grade students to actively read.	4,8	Excellent
9	The design of the Islamic Bilingual Storybook is attractive.	4,7	Excellent
10	The placement of layout elements (Title, Introduction) at the beginning of each chapter is consistent.	4,9	Excellent
11	The selection of colors and images in the Islamic Bilingual Storybook is interesting.	5,0	Excellent
12	The images presented can add understanding to the written story.	4,9	Excellent
13	The content uses a typeface that is easy to read.	4,9	Excellent
14	The content uses a variety of fonts (Bold, Italic, Capital) to emphasize text that is considered important.	4,8	Excellent

The researcher calculated the percentage of the students' perception as follow:

$$M = \frac{B}{N} = \frac{67,2}{14} = 4,8$$

From this mean score, it can be formulated to the percentage below:

$$X = \frac{4,8}{5} \times 100\% = 96\%$$

The students' perception score is 96%, which is considered "Excellent." The findings showed that Islamic bilingual storybooks are suitable reading materials for SMP Muhammadiyah Boarding School Palopo eighth graders. The eighth grade English teacher also give a nice react to Islamic bilingual storybook by expressing product very good, and may be used to boost students' reading interest.

The researcher implemented the recommendations of the experts' validator to enhance an Islamic bilingual storybook product. The book's cover, table of contents display, and use of two languages have all been improved. The storybook's before and after pictures below demonstrate it:

Before **After**

B. Discussions

The storybook serves as reading resources for the students and English teacher at Muhammadiyah Boarding School Palopo to support language development program, as there are no existing materials available for the program. The storybook was designed based on a needs analysis. The researcher recognized that this resource would benefit not only the students but also the teacher. Consequently, this research produced a storybook titled "Designing an Islamic Bilingual Storybook: A Supplementary Reading for The Eighth-grade students of SMP Muhammadiyah Boarding School Palopo."

The researcher prepared the product using the ADDIE Models, which include analysis, design, development, implementation, and evaluation. In the first part of the analysis, the researcher conducts interviews with eighth-grade students and administers questionnaires to them in order to assess their language proficiency, needs, and reading interests.

Next, in the designing stage, the researcher carefully planned and arranged the content and format of the storybook to ensure it met the students' needs and

interests. The content of the storybook is a combination of original stories written by the researcher and adaptations of suitable material sourced from the internet. These materials were selected and modified to align with the students' proficiency levels and apply age-appropriate stories. The storybook emphasizes providing engaging and meaningful stories that capture student's attention while supporting their language development. To further support comprehension, the storybook is designed in a bilingual format (English – Indonesian). This approach allows students to grasp the meaning of the stories more easily while gradually improving their English proficiency. The bilingual design also helps bridge the gap between student's current language abilities and their learning goals, making the storybook a valuable resource for both independent study and classroom.

The third step is the development stage, where the product has been prepared and turned into a storybook. Three experts assessed the product in terms of language, design, layout, and material; the first validator, a material expert, received 92,75%, which is in the excellent category; the second, a language expert, received 100%, which is also in the excellent category; and the third, a design and layout expert, received 87,5%, which is in the good category. The three validators' combined scores of 92,75% indicate that the product is in the excellent category.

The storybook is introduced and used by the students as part of their language learning activities throughout the implementation stage. To help students understand how to utilize the storybook effectively, a brief description of its characteristics, structure, and purpose is given at the start of the process. While guiding the students through the subject, the instructor makes sure they are

conversant with the bilingual format and any accompanying resources. In order to improve their vocabulary and comprehension, students are urged to read the stories on their own and use the bilingual format to compare new words or phrases with their Indonesian counterparts. To enhance their comprehension, they are also urged to think critically about the material and connect it to personal experiences.

The final stage is an evaluation. At this stage, the researcher distributed question sheets for students' perception of the storybook. the score of students' perception is 96% this result is also correlate with the expert validation results with a total of 92,75% it has same in excellent category, which means the storybook is an appropriate medium to increase students' reading interest. At the evaluation stage, the researcher also evaluates the product's shortcomings by correcting all revisions and suggestions from expert validation. After revising the storybook product, the researcher produced the final draft of the storybook.

An assessment is the last phase. At this point, the researcher sent out questionnaires to gauge the students' opinions of the novel. 96% is the students' impression score. With a total score of 92,75%, this result also correlates with the expert validation results, placing it in the excellent category. This indicates that the storybook is a suitable medium for boosting pupils' enthusiasm in reading. By fixing all changes and recommendations based on expert validation, the researcher assesses the product's flaws during the evaluation phase. The researcher created the storybook's final draft after making revisions to the final output.

This research's result correlated with the previous study, which is that the use of storybooks can improve students' reading ability and interest. The research from Aip Saripudin entitled "Development of Storybooks to Improve Early Children's Reading Ability." The result showed that develop of storybooks can be used by teachers to stimulate early childhood reading skills.[41]

The second research from Ayu Oktaviani et al. conducted research entitled "Developing Storybook for Elementary School in Lubuklinggau" The study finds that storybooks is a helpful tool for piquing pupils' interest in reading about local content.[42] The third research from Putri & Tiarina entitled "The Effectiveness of Storybooks on Students' Reading Comprehension on First Grade Students of SMPN 2 Padang Panjang." The results show that a storybook effectively affects students' reading comprehension.[43] The fourth study by Febriyanti & Hidayat researched "Developing Picture Storybook in English with Wetlands Theme for Young Learners." The researchers argue that stories encourage young learners to understand concepts and vocabulary while expanding their background knowledge about their surroundings. [44]

The researcher faced several challenges during the research process, including the time-intensive task of creating stories that required extensive references, identifying topics for the stories that aligned with the limitations of

[41] Saripudin, "Development of Storybook to Improve Early Children's Reading Ability."

[42] Oktaviani, Syafitri, and Arimbi, "Developing Storybook for Elementary School in Lubuklinggau."

[43] Putri and Tiarina, "The Effectiveness of Storybook on Students' Reading Comprehension on First Grade Student of SMPN 2 Padang Panjang."

[44] Febriyanti and Hidayat, "Developing Picture Storybook in English with Wetlands Theme for Young Learners."

junior high school students, and untimely scheduling of the research. Additionally, the researcher had to ensure that the language used in the product matched the students' proficiency level. Regarding the timing and opportunities for conducting the research, it was carried out during a period when both students and teachers were occupied with their respective activities, which posed a significant challenge. Nevertheless, the researcher managed to complete the research within the designated time frame.

After creating the storybook, the researcher found a number of advantages over comparable products. The storybook's advantages include visually appealing images and fascinating bilingual narratives that increase students' interest and comprehension. The results of the needs analysis, which emphasize students' preferences for storybooks, confirm this. The storybook has drawbacks despite its benefits, such as the narrow range of themes and subjects it covers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The conclusion of this study revealed that the storybook designed effectively improved students' reading interest at Muhammadiyah Boarding School Palopo. The engaging content and visually appealing design of the storybook were well-received by students, fostering a more positive attitude toward reading activities. Teacher feedback further emphasized the storybook's potential as a valuable tool in supporting the school's language literacy program. Accordingly, the researcher elected to develop a storybook consisting of 17 titles, and the product features a collection of engaging bilingual stories, complemented by vibrant illustrations and a reader-friendly layout. Additionally, the storybook was evaluated by experts, who awarded it an average score of 92.5% placing it in the "Excellent" category. This score indicates that the storybook is suitable for immediate use without requiring further revision.

The result of the students' perceptions revealed almost all the students' representatives expressed satisfaction with the designed storybook, highlighting its alignment with their needs in terms of both content and design. However, one student representative suggested that the storybook still requires further development to enhance its effectiveness and appeal. This feedback indicates that while the storybook has been well-received overall, there is

room for improvement to address specific concerns and ensure it meets the diverse expectations of all students.

B. Suggestions

Based on the conclusion, the researcher would like to provide recommendations for students, English teachers, and future researchers.

1. For The Students

Students can utilize the storybook to foster their interest in reading while improving their understanding in English. The storybook includes engaging content designed to stimulate students' enthusiasm for reading and support the development of their English language skill.

2. For the English Teachers

English teachers can use this storybook as teaching material for narrative texts and to promote students' literacy development."

3. For Further Researchers

Further researchers are encouraged to develop more advanced storybooks to support teachers in teaching, enhance students' literacy, and foster their interest in reading.

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APPENDICES

APPENDIX 1

PERMISSION TO RESEARCH AND AFTER RESEARCH

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODALDAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptspplp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1127/IP/DPMPTSP

DASAR HUKUM :
1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	**MUHAMMAD DARIF AZIZ**
Jenis Kelamin	:	L
Alamat	:	Jl. KH. ABD. Kadir Daud Kota Palopo
Pekerjaan	:	Pelajar/Mahasiswa
NIM	:	2002020053

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHT-GRADE STUDENT OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO)

Lokasi Penelitian	:	SMP Muhammadiyah Boarding School Palopo
Lamanya Penelitian	:	5 November 2024 s.d. 5 Februari 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :
1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan- ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 5 November 2024

Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP   : 19850211 200312 1 002

Tembusan, Kepada Yth.:
1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instasi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik
yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

SURAT KETERANGAN SELESAI PENELITIAN
No. 041 / III.4.AU/ F /XII / 2024

Yang bertanda tangan di bawah ini :

Nama Lengkap	: PAONCONGAN, S.Ag., M.Pd.I
NIP	: 19730715 200604 1 013
Jabatan	: KEPALA SEKOLAH

Dengan ini menerangkan bahwa :

Nama Mahasiswa	: **MUHAMMAD DARIF AZIZ**
NIM	: 2002020053
Judul Skripsi	: **DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLLEMENTARY READING FOR THE EIGHT GRADE STUDENT OF MUHAMMADIYAH BOARDING SCHOOL PALOPO)**

Nama tersebut diatas telah menyelesaikan penelitian di SMP Muhammadiyah Boarding School Palopo, sesuai Judul Skripsi diatas tahun ajaran 2023-2024.

Demikian surat keterangan ini di buat untuk digunakan semestinya.

Palopo,04 Desember 2024
Kepala Sekolah

PAONCONGAN,S.Ag., M.Pd.I
NIP 19730715 200604 1 013

APPENDIX 2

QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE

Designing An Islamic Bilingual Storybook

(A Supplementary Reading for The Eight-Grade Students of SMP

Muhammadiyah Boarding School Palopo)

A. **Data Responden**

Nama　　　:

Kelas　　　:

No. Induk　:

B. **Petunjuk Pengisian**

Berilah tanda (x) pada pilihan pertanyaan sesuai dengan keadaan Anda
saat ini, dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan
dengan kebutuhan dan keinginan Anda terkait dengan bahasa inggris dan
minat baca di SMP Muhammadiyah Boarding School Palopo.

1. Berdasarkan teori keterampilan membaca menurut Jeanne Chall (1983),
   pada tahap manakah Anda memposisikan diri pada tingkat/level membaca
   teks berbahasa inggris?

   a. Tahap 0: Prabaca (Pre-Reading) – Tahap di mana anak mulai
      mengenali huruf dan suara sebelum benar-benar bisa membaca.

   b. Tahap 1: Membawa Awal (Initial Reading) – Tahap di mana siswa
      mulai belajar membaca kata-kata sederhana dan kalimat pendek.

   c. Tahap 2: Membaca Lancar (Fluency) – Tahap di mana siswa bisa
      membaca dengan lancar dan memahami teks sederhana.

   d. Tahap 3: Membaca untuk Belajar (Reading to Learn) – Tahap di mana
      siswa mulai membaca teks yang lebih kompleks untuk mendapatkan
      informasi dan belajar hal-hal baru.

   e. Tahap 4: Membaca dari Beberapa Sudut Pandang (Multiple
      Viewpoints) – Tahap di mana siswa membaca berbagai teks untuk
      memahami perspektif dan pendapat yang berbeda.

2. Jenis buku yang Anda sukai...

   a. Fiksi (Novel, cerpen, puisi, dll.)

   b. Non-Fiksi (Buku paket, biografi, ensiklopedia, dll)

   c. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

3. Sumber bacaan bahasa inggris yang sering Anda lihat di perpustakaan maupun di luar perpustakaan...

   a. Buku paket bahasa inggris

   b. Buku cerita (*Storybook*)

   c. Buku kosakata (*Vocabulary book*)

   d. Buku percakapan sehari-hari (*Daily convertation book*)

   e. Jawaban lainnya (Tulisan bila ada)

   _____

   _____

4. Jika Anda bisa menambahkan lebih banyak sumber bacaan bahasa inggris di perpustakaan sekolah, buku yang Anda ingin tambahkan ialah...

   a. Buku paket/cetak

   b. Buku sastra (buku cerita, puisi, dll.)

   c. Buku kosakata

   d. Buku percakapan sehari-hari

   e. Buku kaidah kebahasaan (*grammar*)

   f. Buku tips & trik penguasaan bahasa inggris

   g. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

5. Buku seperti apa yang membuat Anda merasa nyaman ketika membacanya?
   a. Buku yang tidak terlalu tebal.
   b. Buku yang menggunakan bahasa yang mudah dipahami.
   c. Buku yang memadukan gambar/ilustrasi dan tulisan.
   d. Buku yang memiliki berbagai berwarna.
   e. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

6. Kesulitan seperti apa yang sering Anda alami saat membaca?
   a. Memahami kosakata: Saya sering menemukan kata-kata yang tidak saya mengerti.
   b. Memahami tata bahasa: Saya kesulitan memahami struktur kalimat terutama dalam bahasa inggris.
   c. Minat: Saya tidak tertarik dengan topik teks yang saya baca.
   d. Lingkungan belajar: Saya tidak memiliki lingkungan belajar yang memadai untuk membaca.
   e. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

7. Aspek bahasa inggris yang ingin Anda pelajari dari membaca buku berbahasa inggris?
   a. Kosakata
   b. Tata bahasa (*grammar*)
   c. Pemahaman bacaan (*reading comprehension*)
   d. Kemampuan berbicara
   e. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

8. Dalam membaca buku cerita berbahasa inggris, Anda lebih tertarik pada buku yang...

   a. Lebih banyak teks dibanding gambar.

   b. Lebih banyak gambar dibanding teks.

   c. Memiliki dua bahasa (Inggris – Indonesia).

   d. Tidak terlalu banyak halamannya.

   e. Memiliki cerita sesuai dengan kehidupan sehari-hari.

   f. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

9. Topik cerita yang Anda sukai?

   a. Fantasi

   b. Drama

   c. Horor

   d. Romantis

   e. Petualangan

   f. Sains

   g. Sejarah

   h. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

10. Buku cerita bilingual terdapat 2 bahasa di dalamnya (Indonesia – Inggris), bagaimana susunan bahasa yang Anda sukai?

   a. Bahasa Indonesia terlebih dahulu kemudian bahasa inggris.

   b. Bahasa inggris terlebih dahulu kemudian bahasa Indonesia.

   c. Satu halaman berbahasa Indonesia dan halaman berikutnya Inggris.

11. Cerita/Kisah dari tokoh-tokoh Islam yang pernah Anda dengar atau baca?

a.   Kisah para Nabi dan Rasul

b.   Kisah sahabat-sahabat Nabi

c.   Kisah para Ulama

d.   Kisah istri-istri Nabi

e.   Jawaban lainnya (Tuliskan bila ada)

_____

_____

12. Dari cerita-cerita tersebut pelajaran/pesan moral apa yang Anda bisa
    dapatkan?

    Jawab:

    _____

    _____

    _____

    _____

    _____

APPENDIX 3

INSTRUMENT VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

Designing an Islamic Bilingual Storybook
(A Supplementary Reading for the Eight-Grade Students of SMP
Muhammadiyah Boarding School Palopo)

A. Petunjuk Pengisian

    1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

    2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang

    Anda berikan.

    3. Pedoman skala penilaian adalah sebagai berikut:

    1: Tidak sesuai

    2: Kurang sesuai

    3: Cukup sesuai

    4: Sesuai

    5: Sangat sesuai

    4. Anda dimohon kesediaannya untuk memberikan saran perbaikan

    pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
I	**Aspek Isi**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas					
c	Petunjuk pengisian kuesioner mudah dipahami					

II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

…………………………………………………………………………………
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…………………………………………………………………………………

D. Saran

…………………………………………………………………………………
…………………………………………………………………………………
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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

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Palopo, ……………………

Validator

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APPENDIX 4

THE QUESTIONS OF INTERVIEW

PERTANYAAN WAWANCARA UNTUK SISWA SMP KELAS VIII SMP

MUHAMMADIYAH BOARDING SCHOOL PALOPO

Designing An Islamic Bilingual Storybook
(A Supplementary Reading for The Eight-Grade Students of SMP
Muhammadiyah Boarding School Palopo)

1. Bagaimana suasana membaca yang Anda sukai? Mengapa?
   Jawab:

   _____

   _____

   _____

2. Bantuan seperti apa yang sering Anda gunakan saat membaca teks
   berbahasa inggris?
   Jawab:

   _____

   _____

   _____

3. Selama di asrama, seberapa sering Anda membaca buku?
   Jawab:

   _____

   _____

   _____

4. Seberapa sering Anda menggunakan perpustakaan sekolah?
   Jawab:

   _____

   _____

   _____

5. Apakah Anda merasa motivasi membaca Anda kurang? Mengapa?

Jawab:

_____

_____

_____

6. Apakah SMP Muhammadiyah Boarding School memiliki kegiatan yang membantu meningkat minat membaca?

Jawab:

_____

_____

_____

7. Pernahkah Anda membaca buku cerita bilingual sebelumnya?

Jawab:

_____

_____

_____

8. Apakah diperlukan buku cerita bilingual (Inggris – Indonesia) untuk SMP Muhammadiyah Boarding School Palopo kelas VIII dalam meningkatkan minat baca siswa?

Jawab:

_____

_____

_____

APPENDIX 5
THE QUESTIONNAIRE OF STUDENTS' PERCEPTION

QUESTIONNAIRE FOR STUDENTS' PERCEPTION

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku *"The Tapestry of Tales"*. Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolak ukur kesesuaian buku yang telah dibuat berdasarkan kebutuhan siswa.

A. Data Responden

Nama:

Kelas:

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan pernyataan untuk mendeskripsikan pendapat Anda tentang Islamic bilingual storybook yang berjudul *"The Tapestry of Tales"*

1. Sangat Tidak Setuju

2. Tidak Setuju

3. Ragu-ragu

4. Setuju

5. Sangat Setuju

No	Pernyataan	1	2	3	4	5
1	Konten yang disajikan dalam *Islamic Bilingual Storybook* sesuai dengan siswa kelas VIII.					
2	Konten yang disajikan dapat meningkatkan bahasa inggris siswa kelas VIII.					
3	Konten yang disajikan beragam.					
4	Konten chapter sesuai dengan kebutuhan siswa kelas VIII.					
5	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami siswa kelas VIII					
6	*Islamic bilingual storybook* dapat meningkatkan minat membaca saya.					
7	*Islamic bilingual storybook* dapat meningkatkan kosakata bahasa inggris saya.					
8	*Islamic bilingual storybook* dapat mendorong siswa kelas VIII untuk aktif membaca.					
9	Desain Islamic bilingual storybook menarik.					

10	Penempatan unsur tata letak (Judul, Pengantar) pada setiap awal chapter konsisten.					
11	Pemilihan warna dan gambar pada *Islamic bilingual storybook* menarik.					
12	Gambar yang disajikan mampu menambah pemahaman pada cerita yang tertulis.					
13	Konten menggunakan jenis huruf yang mudah dibaca.					
14	Konten menggunakan variasi huruf (Bold, italic, capital) untuk memberikan tekanan pada teks yang dianggap penting.					

APPENDIX 6

THE RESULT OF THE INSTRUMENT'S VALIDATION BY EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

Designing an Islamic Bilingual Storybook
(A Supplementary Reading for the Eight-Grade Students of SMP Muhammadiyah Boarding School Palopo)

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

    1: Tidak sesuai

    2: Kurang sesuai

    3: Cukup sesuai

    4: Sesuai

    5: Sangat sesuai

4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	**Aspek Isi**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas					✓
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
II	**Aspek Cakupan (Isi)**	1	2	3	4	5

		1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
III	**Aspek Bahasa**	**1**	**2**	**3**	**4**	**5**
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓	
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

- Angket disajikan secara memadai
- Angket mudah dipahami
- Angket disajikan dari mudah ke sulit.

....

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....

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D. Saran

....

.... Tambahkan terkait Reading ....

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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

....
Penambahan soal pada beberapa
........poin
....
....

Palopo, ...

Validator

Fadylidah R Muin

90

APPENDIX 7

THE RESULT OF THE QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE

Designing An Islamic Bilingual Storybook

(A Supplementary Reading for The Eight-Grade Students of SMP Muhammadiyah Boarding School Palopo)

A. Data Responden

Nama   : D.Syafaat

Kelas   : 8 A (Tahfidz)

No. Induk   :

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan sesuai dengan keadaan Anda saat ini, dan Anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan Anda terkait dengan bahasa inggris dan minat baca di SMP Muhammadiyah Boarding School Palopo.

1. Berdasarkan teori keterampilan membaca menurut Jeanne Chall (1983), pada tahap manakah Anda memposisikan diri pada tingkat/level membaca teks berbahasa inggris?

    a. Tahap 0: Prabaca (Pre-Reading) – Tahap di mana anak mulai mengenali huruf dan suara sebelum benar-benar bisa membaca.

    b. Tahap 1: Membawa Awal (Initial Reading) – Tahap di mana siswa mulai belajar membaca kata-kata sederhana dan kalimat pendek.

    c. Tahap 2: Membaca Lancar (Fluency) – Tahap di mana siswa bisa membaca dengan lancar dan memahami teks sederhana.

    d. ☒ Tahap 3: Membaca untuk Belajar (Reading to Learn) – Tahap di mana siswa mulai membaca teks yang lebih kompleks untuk mendapatkan informasi dan belajar hal-hal baru.

    e. ☒ Tahap 4: Membaca dari Beberapa Sudut Pandang (Multiple Viewpoints) – Tahap di mana siswa membaca berbagai teks untuk memahami perspektif dan pendapat yang berbeda.

2. Jenis buku yang Anda sukai...

    a. Fiksi (Novel, cerpen, puisi, dll.)

    b. Non-Fiksi (Buku paket, biografi, ensiklopedia, dll)

    c. Jawaban lainnya (Tuliskan bila ada)

    _____

    _____

3. Sumber bacaan bahasa inggris yang sering Anda lihat di perpustakaan maupun di luar perpustakaan...

    a. Buku paket bahasa inggris

    b. Buku cerita (*Storybook*)

    c. Buku kosakata (*Vocabulary book*)

    d. Buku percakapan sehari-hari (*Daily convertation book*)

    e. Jawaban lainnya (Tulisan bila ada)

    _____

    _____

4. Jika Anda bisa menambahkan lebih banyak sumber bacaan bahasa inggris di perpustakaan sekolah, buku yang Anda ingin tambahkan ialah...

    a. Buku paket/cetak

    b. Buku sastra (buku cerita, puisi, dll.)

    c. Buku kosakata

    d. Buku percakapan sehari-hari

    e. Buku kaidah kebahasaan (*grammar*)

    f. Buku tips & trik penguasaan bahasa inggris

    g. Jawaban lainnya (Tuliskan bila ada)

    _____

    _____

5. Buku seperti apa yang membuat Anda merasa nyaman ketika membacanya?

    a. Buku yang tidak terlalu tebal.

b. Buku yang menggunakan bahasa yang mudah dipahami.

c. Buku yang memadukan gambar/ilustrasi dan tulisan.

d. Buku yang memiliki berbagai berwarna.

e. Jawaban lainnya (Tuliskan bila ada)

_____

_____

6. Kesulitan seperti apa yang sering Anda alami saat membaca?

   a. Memahami kosakata: Saya sering menemukan kata-kata yang tidak saya mengerti.

   b. Memahami tata bahasa: Saya kesulitan memahami struktur kalimat terutama dalam bahasa inggris.

   c. Minat: Saya tidak tertarik dengan topik teks yang saya baca.

   d. Lingkungan belajar: Saya tidak memiliki lingkungan belajar yang memadai untuk membaca.

   e. Jawaban lainnya (Tuliskan bila ada)_____

   _____

7. Aspek bahasa inggris yang ingin Anda pelajari dari membaca buku berbahasa inggris?

   a. Kosakata

   b. Tata bahasa (*grammar*)

   c. Pemahaman bacaan (*reading comprehension*)

   d. Kemampuan berbicara

   e. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

8. Dalam membaca buku cerita berbahasa inggris, Anda lebih tertarik pada buku yang...

   a. Lebih banyak teks dibanding gambar.

   b. Lebih banyak gambar dibanding teks.

   c. Memiliki dua bahasa (Inggris – Indonesia).

   d. Tidak terlalu banyak halamannya.

e. Memiliki cerita sesuai dengan kehidupan sehari-hari.

f. Jawaban lainnya (Tuliskan bila ada)

_____

_____

9. Topik cerita yang Anda sukai?

   ~~a.~~ Fantasi

   b. Drama

   ~~c.~~ Horor

   ~~d.~~ Romantis

   ~~e.~~ Petualangan

   ~~f.~~ Sains

   ~~g.~~ Sejarah

   h. Jawaban lainnya (Tuliskan bila ada)

   _____

   _____

10. Buku cerita bilingual terdapat 2 bahasa di dalamnya (Indonesia – Inggris), bagaimana susunan bahasa yang Anda sukai?

    a. Bahasa Indonesia terlebih dahulu kemudian bahasa inggris.

    ~~b.~~ Bahasa inggris terlebih dahulu kemudian bahasa Indonesia.

    c. Satu halaman berbahasa Indonesia dan halaman berikutnya Inggris.

11. Cerita/Kisah dari tokoh-tokoh Islam yang pernah Anda dengar atau baca?

    ~~a.~~ Kisah para Nabi dan Rasul

    ~~b.~~ Kisah sahabat-sahabat Nabi

    ~~c.~~ Kisah para Ulama

    d. Kisah istri-istri Nabi

    e. Jawaban lainnya (Tuliskan bila ada)

    _____

    _____

12. Dari cerita-cerita tersebut pelajaran/pesan moral apa yang Anda bisa dapatkan?

Jawab: tetaplah bersabar karena Allah bersama dengan orang² yang bersabar

APPENDIX 8
THE RESULT OF STUDENTS INTERVIEW

ANas Kaharuddin

PERTANYAAN WAWANCARA UNTUK SISWA SMP KELAS VIII SMP
MUHAMMADIYAH BOARDING SCHOOL PALOPO

Designing An Islamic Bilingual Storybook

(A Supplementary Reading for The Eight-Grade Students of SMP Muhammadiyah Boarding

School Palopo)

1. Bagaimana suasana membaca yang Anda sukai? Mengapa?

    Jawab: Suasana Yang nyaman dan Tidak berisik, karena Supaya membaca Jadi lebih Tenang

2. Bantuan seperti apa yang sering Anda gunakan saat membaca teks berbahasa inggris?

    Jawab: Teman Yang Pintar bae bahasa inggris

3. Selama di asrama, seberapa sering Anda membaca buku?

    Jawab: Jarang Sekali, karena Bu banyak buku Yang Tidak Menarik Menurut Saya

4. Seberapa sering Anda menggunakan perpustakaan sekolah?

    Jawab: Jarang Sekali kadang 1 bulan Sekali atau duab kali

5. Apakah Anda merasa motivasi membaca Anda kurang? Mengapa?

    Jawab: Ya, karena orang² diSekitar Tidak banyak yang Suka membaca

6. Apakah SMP Muhammadiyah Boarding School memiliki kegiatan yang membantu meningkat minat membaca?

Jawab:

Tidak ada

7. Pernahkah Anda membaca buku cerita bilingual sebelumnya?

Jawab:

iYa

8. Apakah diperlukan buku cerita bilingual (Inggris – Indonesia) untuk SMP Muhammadiyah Boarding School Palopo kelas VIII dalam meningkatkan minat baca siswa?

Jawab:

iYa

APPENDIX 9

THE RESULT OF STUDENTS' PERCEPTION

The Result of Questionnaire for Students' Perception

N O	Name	Students' Perception													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	**Student 1**	4	4	5	4	4	4	5	5	5	5	5	5	5	5
2	**Student 2**	5	5	5	4	5	4	5	5	5	5	5	5	5	5
3	**Student 3**	5	5	4	5	5	5	5	5	4	5	5	5	5	5
4	**Student 4**	5	5	5	4	5	5	5	5	4	5	5	5	5	5
5	**Student 5**	5	5	4	5	5	4	5	4	4	4	5	5	5	5
6	**Student 6**	5	4	4	5	5	4	4	5	4	5	5	4	4	5
7	**Student 7**	4	4	5	5	5	5	5	5	5	5	5	5	5	5
8	**Student 8**	4	4	5	5	5	5	5	5	5	5	5	5	5	5
9	**Student 9**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	**Student 10**	4	5	5	5	5	5	4	5	5	5	5	5	5	4
11	**Student 11**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	**Student 12**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	**Student 13**	4	4	5	4	3	5	3	2	3	3	5	3	4	4
14	**Student 14**	5	5	5	4	4	5	5	4	5	5	5	5	5	5
15	**Student 15**	5	5	5	5	5	5	4	5	5	5	5	5	5	5
16	**Student 16**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
17	**Student 17**	4	4	4	4	4	4	4	5	5	5	5	5	5	4
18	**Student 18**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
19	**Student 19**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
20	**Student 20**	5	5	5	5	5	5	4	5	5	5	5	5	5	4
21	**Student 21**	5	4	4	5	5	5	5	5	5	5	5	5	5	4
22	**Students 22**	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4,7	4,7	4,8	4,7	4,8	4,8	4,7	4,8	4,7	4,9	5	4,9	4,9	4,8

Keterangan:
1. Sangat tidak setuju
2. Tidak Setuju
3. Ragu-ragu
4. Setuju
5. Sangat Setuju

QUESTIONNAIRE FOR STUDENTS' PERCEPTION

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku *"The Tapestry of Tales"*. Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolak ukur kesesuaian buku yang telah dibuat berdasarkan kebutuhan siswa.

A. Data Responden

Nama: Moh. Auf Bijak. P

Kelas: VₙB

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan pernyataan untuk mendeskripsikan pendapat Anda tentang Islamic bilingual storybook yang berjudul *"The Tapestry of Tales"*

1. Sangat Tidak Setuju
2. Tidak Setuju
3. Ragu-ragu
4. Setuju
5. Sangat Setuju

No	Pernyataan	1	2	3	4	5
1	Konten yang disajikan dalam *Islamic Bilingual Storybook* sesuai dengan siswa kelas VIII.					✓
2	Konten yang disajikan dapat meningkatkan bahasa inggris siswa kelas VIII.					✓
3	Konten yang disajikan beragam.					✓
4	Konten chapter sesuai dengan kebutuhan siswa kelas VIII.					✓
5	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami siswa kelas VIII					✓
6	*Islamic bilingual storybook* dapat meningkatkan minat membaca saya.					✓

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7	*Islamic bilingual storybook* dapat meningkatkan kosakata bahasa inggris saya.					✓
8	*Islamic bilingual storybook* dapat mendorong siswa kelas VIII untuk aktif membaca.					✓
9	Desain Islamic bilingual storybook menarik.					✓
10	Penempatan unsur tata letak (Judul, Pengantar) pada setiap awal chapter konsisten.					✓
11	Pemilihan warna dan gambar pada *Islamic bilingual storybook* menarik.					✓
12	Gambar yang disajikan mampu menambah pemahaman pada cerita yang tertulis.					✓
13	Konten menggunakan jenis huruf yang mudah dibaca.					✓
14	Konten menggunakan variasi huruf (Bold, italic, capital) untuk memberikan tekanan pada teks yang dianggap penting.					✓

QUESTIONNAIRE FOR STUDENTS' PERCEPTION

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku *"The Tapestry of Tales"*. Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolak ukur kesesuaian buku yang telah dibuat berdasarkan kebutuhan siswa.

A. Data Responden

Nama: Azzaqy Zikra

Kelas: VIII A

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan pernyataan untuk mendeskripsikan pendapat Anda tentang Islamic bilingual storybook yang berjudul *"The Tapestry of Tales"*

1. Sangat Tidak Setuju
2. Tidak Setuju
3. Ragu-ragu
4. Setuju
5. Sangat Setuju

No	Pernyataan	1	2	3	4	5
1	Konten yang disajikan dalam *Islamic Bilingual Storybook* sesuai dengan siswa kelas VIII.					✓
2	Konten yang disajikan dapat meningkatkan bahasa inggris siswa kelas VIII.					✓
3	Konten yang disajikan beragam.				✓	✓
4	Konten chapter sesuai dengan kebutuhan siswa kelas VIII.				✓	
5	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami siswa kelas VIII					✓
6	*Islamic bilingual storybook* dapat meningkatkan minat membaca saya.				✓	

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7	*Islamic bilingual storybook* dapat meningkatkan kosakata bahasa inggris saya.					✓
8	*Islamic bilingual storybook* dapat mendorong siswa kelas VIII untuk aktif membaca.					✓
9	Desain Islamic bilingual storybook menarik.					✓
10	Penempatan unsur tata letak (Judul, Pengantar) pada setiap awal chapter konsisten.				✓	✓
11	Pemilihan warna dan gambar pada *Islamic bilingual storybook* menarik.					✓
12	Gambar yang disajikan mampu menambah pemahaman pada cerita yang tertulis.					✓
13	Konten menggunakan jenis huruf yang mudah dibaca.					✓
14	Konten menggunakan variasi huruf (Bold, italic, capital) untuk memberikan tekanan pada teks yang dianggap penting.					✓

APPENDIX 10

THE EXPERTS' EVALUATION QUESTIONNAIRE OF THE PRODUCT

KUESIONER EVALUASI AHLI MATERI

DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHTH GRADE OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Data Responden

Nama　　　　　:

Umur　　　　　:

Jenis Kelamin :

Pendidikan　　: ☐ S1 ☐ S2 ☐ S3 ☐ Profesor

Pengalaman　 :

Mengajar　　　: ☐ 0-2 tahun

　　　　　　　　☐ 2-4 tahun

　　　　　　　　☐ 4-6 tahun

　　　　　　　　☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan　:

4　　: Sangat sesuai

3　　: Sesuai

2　　: Kurang sesuai

1　　: Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					

1	Cakupan isi konten dalam *storybook* sesuai dengan kebutuhan siswa Muhammadiyah Boarding School (MBS) Palopo pada pembelajaran bahasa inggris.				
2	Kedalaman materi dalam storybook memadai				
3	Keaslian konten dalam storybook memadai				
4	Aktivitas siswa di dalam *storybook* menarik				

Saran Perbaikan:

B. INPUT

5	Isi dalam tiap konten mudah dipahami.				
6	Input konten berbentuk teks relevan.				
7	Input konten berbentuk teks sesuai dengan kemampuan siswa.				
8	Input konten berbentuk teks menarik.				
9	Input konten mencakup struktur bahasa yang benar.				
10	Input konten dapat menambah wawasan siswa.				
11	Input konten dapat menambah kosa kata siswa.				
12	Input konten membantu siswa dalam berbahasa.				
13	Input dan konten seimbang.				
14	Pilihan topik konten sesuai dengan				

	karakteristik siswa.				
Saran Perbaikan:					
C. BAHASA					
15	Bahasa yang digunakan dalam *Storybook* sesuai dengan kemampuan siswa				
16	Bahasa yang disajikan pada *Storybook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
17	Ekspresi yang digunakan pada *Storybook* sesuai dengan tata bahasa yang benar				
18	Bahasa yang disajikan dalam *Storybook* mudah dipahami				
Saran Perbaikan:					
D. DESAIN DAN LAYOUT					
19	Tampilan materi jelas				
20	Tampilan materi menarik				
21	Ukuran huruf sesuai				
22	Ukuran spasi sesuai				
23	Jarak spasi sesuai				
24	Penggunaan tanda baca tepat				
Saran Perbaikan:					
E. EVALUASI UMUM					

25	Sistematika penyajian runtut				
25	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa				
26	Penilaian sesuai dengan input yang diberikan				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Weekly English Module* yang didesain:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, …. Agustus 2024

Penilai Kelayakan

APPENDIX 11

THE RESULT OF THE EXPERTS' EVALUATION QUESTIONNAIRE OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHT-GRADE STUDENTS OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO)

A. Data Responden

Nama   : Supriadi

Umur   : 27 Tahun

Jenis Kelamin : Laki-laki

Pendidikan   : ☑ S1 ☐ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar   :   ☐ 0-2 tahun

                  ☑ 2-4 tahun

                  ☐ 4-6 tahun

                  ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan   :

4   : Sangat sesuai

3   : Sesuai

2   : Kurang sesuai

1   : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi konten dalam Storybook sesuai dengan kebutuhan siswa SMP MBS Palopo pada pembelajaran Bahasa Inggris	✓			
2	Kedalaman konten dalam Storybook memadai	✓			

3	Keaslian konten dalam Storybook memadai		✓		
4	Aktivitas siswa di dalam Storybook menarik	✓			

Saran Perbaikan:

B. INPUT

1	isi dalam tiap konten mudah dipahami.	✓			
2	Input konten berbentuk teks relevan		✓		
3	Input konten berbentuk teks sesuai dengan kemampuan siswa.	✓			
4	Input konten berbentuk teks menarik	✓			
5	Input konten mencakup struktur bahasa yang benar	✓			
6	Input konten dapat menambah wawasan siswa	✓			
7	Input konten dapat menambah kosa kata siswa	✓			
8	Input konten membantu siswa dalam berbahasa	✓			
9	Input dan konten seimbang		✓		
10	Pilihan topik konten sesuai dengan karakteristik siswa	·	✓		

Saran Perbaikan:

C. BAHASA

1	Bahasa yang digunakan dalam Storybook sesuai dengan kemampuan siswa	✓			
2	Bahasa yang disajikan pada Storybook komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
3	Ekspresi yang digunakan pada Storybook sesuai dengan tata bahasa yang benar		✓		
4	Bahasa yang disajikan dalam Stoybook mudah dipahami	✓			

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Saran Perbaikan:

D. DESAIN DAN LAYOUT

		✓			
1	Tampilan konten jelas	✓			
2	Tampilan konten menarik	✓			
3	Ukuran huruf sesuai	✓			
4	Ukuran spasi sesuai	✓			
5	Jarak spasi sesuai	✓			
6	Penggunaan tanda baca tepat	✓			

Saran Perbaikan:

F. EVALUASI UMUM

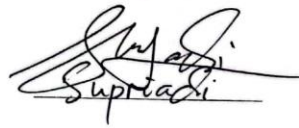| 1	Sistematika penyajian runtut	✓			
2	Keseluruhan konten sesuai dengan kemampuan berbahasa siswa	✓			
3	Penilaian sesuai dengan input yang diberikan		✓		

Saran Perbaikan:

C. **Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap produk *Islamic Bilingual Storybook* yang didesain:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 18. Oktober 2024

Penilai Kelayakan

Supriadi

KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT

DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHT-GRADE STUDENTS OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO)

A. Data Responden

Nama : Fadhliyah Rahmah Muin

Umur :

Jenis Kelamin :

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar : ☐ 0-2 tahun

          ☐ 2-4 tahun

          ☐ 4-6 tahun

          ☑ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan :

4 : Sangat sesuai

3 : Sesuai

2 : Kurang sesuai

1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi konten dalam Storybook sesuai dengan kebutuhan siswa SMP MBS Palopo pada pembelajaran Bahasa Inggris	✓			
2	Kedalaman konten dalam Storybook memadai		✓		

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3	Keaslian konten dalam Storybook memadai		✓		
4	Aktivitas siswa di dalam Storybook menarik	✓			

Saran Perbaikan:

B. INPUT

1	isi dalam tiap konten mudah dipahami.		✓		
2	Input konten berbentuk teks relevan	✓			
3	Input konten berbentuk teks sesuai dengan kemampuan siswa.	✓			
4	Input konten berbentuk teks menarik	✓	✗		
5	Input konten mencakup struktur bahasa yang benar	✓			
6	Input konten dapat menambah wawasan siswa		✓		
7	Input konten dapat menambah kosa kata siswa		✓		
8	Input konten membantu siswa dalam berbahasa	✓			
9	Input dan konten seimbang		✓		
10	Pilihan topik konten sesuai dengan karakteristik siswa	✓			

Saran Perbaikan:

C. BAHASA

1	Bahasa yang digunakan dalam Storybook sesuai dengan kemampuan siswa		✓		
2	Bahasa yang disajikan pada Storybook komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
3	Ekspresi yang digunakan pada Storybook sesuai dengan tata bahasa yang benar	✓			
4	Bahasa yang disajikan dalam Stoybook mudah dipahami		✓		

Saran Perbaikan:

D. DESAIN DAN LAYOUT

1	Tampilan konten jelas	✓			
2	Tampilan konten menarik		✓		
3	Ukuran huruf sesuai	✓			
4	Ukuran spasi sesuai		✓		
5	Jarak spasi sesuai	✓			
6	Penggunaan tanda baca tepat	✓			

Saran Perbaikan:

F. EVALUASI UMUM

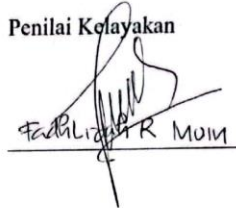|					
1	Sistematika penyajian runtut	✓			
2	Keseluruhan konten sesuai dengan kemampuan berbahasa siswa		✓		
3	Penilaian sesuai dengan input yang diberikan	✓			

Saran Perbaikan:

C. **Kesimpulan**

Secara umum, pendapat bapak/ibu terhadap produk *Islamic Bilingual Storybook* yang didesain:

a. Layak

b. Layak dengan perbaikan

_____

_____

_____

_____

_____

_____

c. Tidak layak

Palopo, 17. Oktober 2024

Penilai Kelayakan

Fadhillah R Muin

119

KUESIONER EVALUASI UNTUK AHLI BAHASA

DESIGNING AN ISLAMIC BILINGUAL STORYBOOK (A SUPPLEMENTARY READING FOR THE EIGHT-GRADE STUDENTS OF SMP MUHAMMADIYAH BOARDING SCHOOL PALOPO)

A. Data Responden

Nama : Ernawati, S.Pd.I., M.Hum

Umur :

Jenis Kelamin : P

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar : ☐ 0-2 tahun

☐ 2-4 tahun

☐ 4-6 tahun

☑ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan :

4 : Sangat sesuai

3 : Sesuai

2 : Kurang sesuai

1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi konten dalam Storybook sesuai dengan kebutuhan siswa SMP MBS Palopo pada pembelajaran Bahasa Inggris	✓			
2	Kedalaman konten dalam Storybook memadai	✓			

3	Keaslian konten dalam Storybook memadai	✓			
4	Aktivitas siswa di dalam Storybook menarik	✓			

Saran Perbaikan:

B. INPUT

1	isi dalam tiap konten mudah dipahami.	✓			
2	Input konten berbentuk teks relevan	✓			
3	Input konten berbentuk teks sesuai dengan kemampuan siswa.	✓			
4	Input konten berbentuk teks menarik	✓			
5	Input konten mencakup struktur bahasa yang benar	✓			
6	Input konten dapat menambah wawasan siswa	✓			
7	Input konten dapat menambah kosa kata siswa	✓			
8	Input konten membantu siswa dalam berbahasa	✓			
9	Input dan konten seimbang	✓			
10	Pilihan topik konten sesuai dengan karakteristik siswa	✓			

Saran Perbaikan:

C. BAHASA

1	Bahasa yang digunakan dalam Storybook sesuai dengan kemampuan siswa	✓			
2	Bahasa yang disajikan pada Storybook komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
3	Ekspresi yang digunakan pada Storybook sesuai dengan tata bahasa yang benar	✓			
4	Bahasa yang disajikan dalam Stoybook mudah dipahami	✓			

Saran Perbaikan:

D. DESAIN DAN LAYOUT

1	Tampilan konten jelas	✓			
2	Tampilan konten menarik	✓			
3	Ukuran huruf sesuai	✓			
4	Ukuran spasi sesuai	✓			
5	Jarak spasi sesuai	✓			
6	Penggunaan tanda baca tepat	✓			

Saran Perbaikan:

F. EVALUASI UMUM

1	Sistematika penyajian runtut	✓			
2	Keseluruhan konten sesuai dengan kemampuan berbahasa siswa	✓			
3	Penilaian sesuai dengan input yang diberikan	✓			

Saran Perbaikan:

Perlu untuk proofread secara menyeluruh karena ada beberapa bagian yang terdapat kesalahan tata bahasa.

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Islamic Bilingual Storybook* yang didesain:

a. Layak

b. Layak dengan perbaikan

Perlu untuk proofread secara menyeluruh, karena ada beberapa bagian yang terdapat kesalahan tata bahasa.
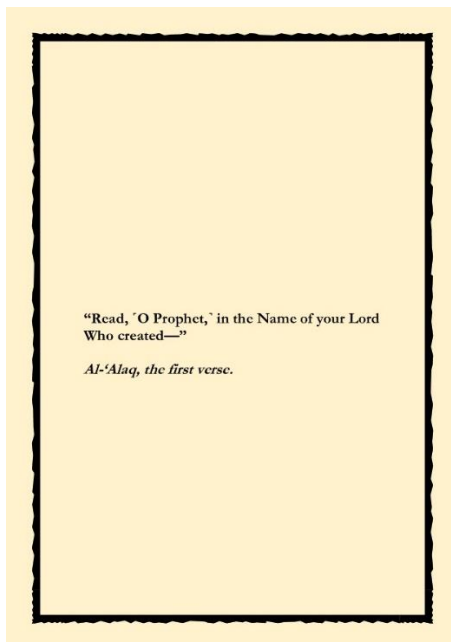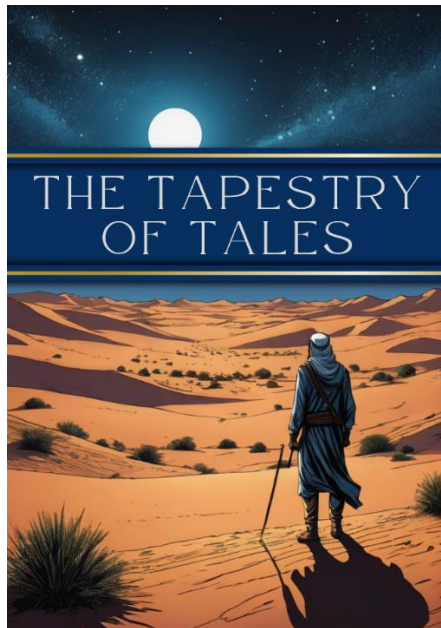
c. Tidak layak

Palopo, 10. Oktober 2024

Penilai Kelayakan

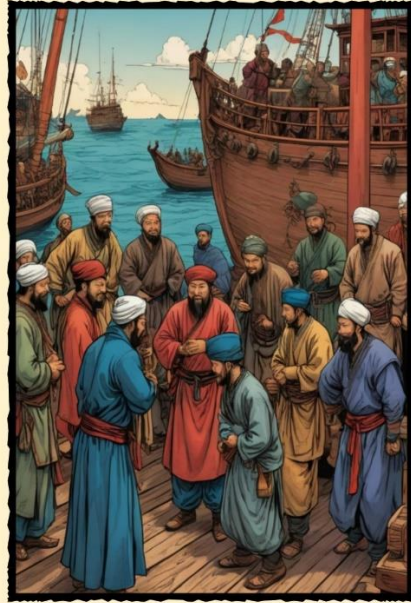Ermawati, S.Pd.I., M.Hum.

APPENDIX 12

THE FINAL DRAFT OF PRODUCT

THE TAPESTRY OF TALES

The Tapestry of Tales adalah kumpulan cerita pendek Islami yang mengajak pembaca menyelami berbagai kisah penuh hikmah. Setiap cerita menggambarkan perjalanan tokoh-tokoh yang menghadapi ujian iman, dilema moral, dan pencarian jati diri. Dengan latar belakang yang beragam—mulai dari padang pasir di masa lampau hingga kota-kota modern masa kini—buku ini menawarkan sudut pandang Islami yang inspiratif dan relevan dalam kehidupan sehari-hari.

Tertuliskan dengan dua bahasa (Inggris – Indonesia), **The Tapestry of Tales** mengajak pembaca untuk merenungkan nilai-nilai spiritual, kebijaksanaan, dan pentingnya menjaga hubungan dengan Allah. Ideal untuk remaja dan dewasa, kumpulan cerita ini memberikan pelajaran berharga tentang kehidupan, pengorbanan, dan harapan, serta mengingatkan kita akan pentingnya iman dalam menghadapi tantangan hidup.

"Read, ´O Prophet,` in the Name of your Lord Who created—"

Al-'Alaq, the first verse.

DAFTAR ISI

6

Admiral Cheng Ho and the Pirates of the Eastern Seas
Laksamana Cheng Ho dan Bajak Laut Lautan Timur

In the early 15th century, under the orders of Emperor Yongle of the Ming Dynasty, a huge fleet sailed across the seas. Led by the legendary Muslim admiral Cheng Ho, it was not only a diplomatic mission, but also a journey to spread peace, knowledge and brotherhood. With hundreds of magnificent ships, Cheng Ho traveled the seas to distant lands, bringing gifts from China and cementing relationships between kingdoms.

Di awal abad ke-15, di bawah perintah Kaisar Yongle dari Dinasti Ming, sebuah armada besar berlayar melintasi lautan. Dipimpin oleh seorang laksamana Muslim yang legendaris, Cheng Ho, armada itu bukan hanya misi diplomatik, tetapi juga perjalanan untuk menyebarkan perdamaian, ilmu pengetahuan, dan persaudaraan. Dengan ratusan kapal yang megah, Cheng Ho menjelajahi lautan menuju negeri-negeri jauh, membawa hadiah dari Tiongkok dan mengukuhkan hubungan antara berbagai kerajaan.

As a Muslim, Cheng Ho was known not only for his genius as an admiral, but also for his wisdom. Throughout his journey, he always prioritized peace and established good relations with the nations he met. However, despite his mission of diplomacy and trade, danger lurked at every corner of the ocean. One of them came from a group of ruthless pirates, known as the rulers of the trade routes in the Eastern Ocean.

Sebagai seorang Muslim, Cheng Ho dikenal bukan hanya karena kejeniusannya sebagai laksamana, tetapi juga karena kebijaksanaannya. Di sepanjang perjalanan, dia selalu mengutamakan perdamaian dan menjalin hubungan baik dengan bangsa-bangsa yang ditemui. Namun, meski misinya adalah diplomasi dan perdagangan, bahaya tetap mengintai di setiap sudut lautan. Salah satunya datang dari sekelompok bajak laut yang kejam, yang dikenal sebagai penguasa jalur perdagangan di Lautan Timur.

On a calm afternoon, as Cheng Ho's fleet was sailing through the Eastern Ocean, a fast ship was spotted in the distance. Soon, smaller ships began to emerge from the fog. They approached quickly, carrying black flags symbolizing threats. Cheng Ho immediately ordered his fleet to prepare for an attack. His well-trained troops organized the defense, while he led from his flagship, the Bao Chuan.

Pada suatu sore yang tenang, ketika armada Cheng Ho sedang berlayar melewati Lautan Timur, sebuah kapal

BIOGRAPHY

Muhammad Darif Aziz was born in Bekasi on November 28th, 2001. The author is the second of four children born to a father named Sawiruddin Dasri and a mother named Siti Nurjanah. Currently, the author resides at KH. Abd. Kadir Daud, Palopo City. The author's primary education was completed in 2014 at SDN 3 Surutanga. Then, in the same year, he continued his education at Madrasah Tsanawiyyah (MTs) Negeri Model Palopo until 2017. He continued his education at SMAN 1 Palopo. After graduating from high school in 2020, the author continued his education in the field of interest, namely English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo with the thesis entitled "Designing an Islamic Bilingual Storybook (A Supplementary Reading for The Eighth- Grade Students of SMP Muhammadiyah Boarding School Palopo)".

Contact person of the author: dariponesvenunbk@gmail.com