



LEVELED STORYBOOK: A SUPPLEMENTARY MATERIAL FOR TEACHING BIPA TO PRIMARY SCHOOL STUDENTS

Buku Cerita Berjenjang: Materi Pendukung untuk Mengajar BIPA pada Siswa Sekolah Dasar

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Abstract

Bahasa Indonesia subject in Green School Bali is taught as a foreign language and integrated with a thematic approach. Based on the observation, storybooks are rarely utilized as learning materials for BIPA (Bahasa Indonesia bagi Penutur Asing) due to the limited availability of resources that meet students' needs. This study aims to design leveled storybook as supplementary teaching materials for BIPA instruction at the primary school level. The research method follows the design and development framework proposed by Richey and Klein, encompassing four main stages: analysis, design, development, and evaluation. Based on the analysis using Candiasa's formula, the developed leveled storybook was categorized as a good quality. The quality evaluation of the storybook was conducted through user judgment, which serves as a limitation of this study. The leveled storybook is expected to serve as effective learning materials to support the teaching of Indonesian as a foreign language at the primary school level.

Abstrak

Pembelajaran bahasa Indonesia di Green School Bali diajarkan sebagai bahasa asing dan diintegrasikan dengan pendekatan tematik. Hasil observasi menunjukkan bahwa buku cerita masih jarang dimanfaatkan sebagai bahan pembelajaran BIPA karena keterbatasan sumber bacaan yang sesuai dengan kebutuhan siswa. Penelitian ini bertujuan untuk merancang buku cerita berjenjang sebagai bahan ajar pendukung dalam mengajar BIPA kepada siswa sekolah dasar. Metode yang digunakan adalah desain penelitian dan pengembangan berdasarkan model Richey dan Klein, yang mencakup empat langkah utama: analisis, desain, pengembangan, dan evaluasi. Berdasarkan hasil analisis dengan menggunakan rumus dari Candiasa, produk buku cerita berjenjang yang dikembangkan dinilai berkualitas baik. Penilaian kualitas buku cerita ini dilakukan melalui user judgment, yang menjadi batasan dalam penelitian ini. Buku cerita berjenjang ini diharapkan dapat menjadi bahan pembelajaran untuk mendukung pengajaran bahasa Indonesia sebagai bahasa asing di tingkat sekolah dasar.

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INTRODUCTION

Bahasa Indonesia bagi Penutur Asing (BIPA) or Indonesian for foreign speakers becomes one of the proficiency skills taught in Satuan Pendidikan

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Kerjasama (SPK) Schools in Indonesia. In accordance with Permendikbud Number 27 Year 2017, the aim of the BIPA program is to have graduates who are proficient in using the Indonesian language correctly and effectively for various purposes and contexts, both oral and written. Based on the BIPA learning level, primary students are categorized into BIPA 1 and BIPA 2 learners, or what can be said as beginner levels. The BIPA learning is taught at the primary school level as an additional language for non-native students attending primary schools in Indonesia (Permendikbud, 2017).

SD SPK Green School, Bali has included Bahasa Indonesia learning into one of proficiencies skills in its learning framework. Proficiency skill relates with discrete intellectual competencies that require repetition and practice to reach proficiency. The school applied thematic based learning in which the learning is an integrated, interdisciplinary approach to learning where units are focused on a particular theme. Thematic units inspire students through relevant concepts and real-world experiences. Thus, the learning objectives of BIPA learning are developed in accordance with the thematic unit within the grades. Based on the preliminary research, the BIPA teachers at Green School developed their own learning materials that are aligned with the learning objectives and student's needs. A questionnaire distributed towards three BIPA teachers showed that the students were taught using various learning materials like songs, handouts, audiovisual and educational games. It was also supported with different kinds of media like visual media, audio visual and printed media. However, the teachers mentioned that the challenge during the teaching and learning process was how to accommodate different needs of students, particularly in reading, as their levels of readiness varied within the same class. Therefore, there is a need to enrich the reading material which aligns with the thematic units and can serve as a consistent learning resource tailor to various learning needs.

Teaching young learners requires a different approach compared to adult learners. Young learners are categorized as children from ages three to twelve years old (Ratminingsih & Budasi, 2017). According to Cameron (2002), there are several general characteristics that distinguish young learners from adult learners. For example, children tend to be more enthusiastic and active as students. They are confident learners and will engage in activities although they are unsure of why or how. This attitude helps them acquire a more native-like accent. However, they have a short attention span, which causes them to lose interest quite quickly. Therefore, the learning process should be able to facilitate their interest, engagement and motivation with adequate learning sources. Moeller & Meyer (1995) describe several conditions support children in learning a language, namely 1) the students are fully engaged in the language, 2) they are consistently exposed to language demonstrations, 3) it is expected that they will acquire the language, 4) they are given the responsibility of learning, 5) there are opportunities to use the language frequently, and 6) there is continual feedback on language usage. Using children's books in the language learning process can support all of these conditions. When the teacher reads the text, it can immerse the students in the language and demonstrates its usage, indicating an expectation for language learning. Furthermore, discussion activities before, during and after reading facilitate language use and encourage student responses. A storybook is a book that has text and pictures to illustrate the story. It is usually intended for reading for pleasure. While a storybook brings enjoyment for its readers, it also has beneficial impact in different areas (Tanzania, 2021) such as: 1) it can be a learning resource to engage students in different types of reading like read aloud, shared reading, paired or independent reading. 2) using text and pictures to help children understand written words and gain information while enjoying reading. 3) Reading stories can give advantage on vocabulary development which promotes language structure patterns and usage in both spoken and written forms. 4) It offers supplementary reading opportunities that enrich narratives and

enhance vocabulary comprehension, reinforce and advance the knowledge gained from leveled reader.

Children's storybooks are considered to be able to support foreign language learning (Moeller & Meyer, 1995; Ceron, 2014; Van Den Berg & Tanzania, 2021; Wood, 2022; Pujiani, Zuhrufillah, Sukmawati & Listiani, 2023). Bezilova (2020) highlighted the benefits of using stories in foreign language classes, emphasizing their role in fostering positive attitudes toward language learning, supporting vocabulary and grammar acquisition, improving intonation and pronunciation, and enhancing cross-cultural understanding through meaningful contexts. Similarly, Wood (2022) found that incorporating storybooks alongside standard textbooks increased engagement and participation among primary students by offering more interesting reading materials. Ceron (2014) further demonstrated that reading aloud improved children's speaking abilities, critical thinking, and vocabulary acquisition, even for those with limited English proficiency. Together, these studies underscore the value of stories in enriching foreign language education. Storybooks provide students with a variety of words, phrases and syntax structures in a context that is engaging and enjoyable (Pulimeno, Piscitelli, & Colazzo, 2020; Suhardiana & Lestari, 2020). Storybooks as a learning source can be conducted into different kinds of reading activities in the class. When it is implemented in the classroom, it gives benefit to students' vocabulary development, exposure to language structure patterns, increasing text comprehension, and reinforces spoken language when discussing the story (Tanzania, 2021). Furthermore, storybooks offer the opportunity for teachers to engage each student with different abilities through differentiation. Tomlinson (2000) categorizes three different elements that can be differentiated in teaching and language process such as content, process and product. Differentiated content relates with different kinds of content materials or resources, for instance, varying levels of complexity and depth in the content in line with students' readiness levels. Differentiated processes are different instructional strategies applied to facilitate students' diverse learning preferences. Differentiated product is to accommodate students' preferences in demonstrating their understanding of the content. In educational practice, differentiation is conducted by modifying instruction, school materials, subject content, class project, and assessment methods based on the students' needs (Logsdon, 2018). Storybook in terms of its content can be differentiated by varying its complexity. Alowais (2021) conducted research on the significant impact of leveled reading on primary students' second language learning. The study indicated an improvement in the students' word recognition abilities and gave positive effects on the students reading frustration level.

A number of studies conducted research on the usage of reading material in teaching BIPA (Amalia & Asteria, 2024; Andriana, Suyatno, & Mulyono 2024; Budiana & Suyitno, 2022; Isnaini, Faizin, Anisa, 2021; Ningsih & Muliastuti, 2019; Proklawati, Roekhan & Susanto, 2021). A reading material for adult beginners' learners was developed by Proklawati, Roekhan & Susanto (2021) incorporating East Javanese culture. The result of the content validity showed that the reading material was suitable to use as teaching materials. Meanwhile, Amalia & Asteria (2024) conducted R&D study to develop digital storybook for intermediate level. The storybook served as a supplement learning media for adult learners to learn bahasa Indonesia and its etiquette culture. The result of the study indicated that the storybook was an effective media to achieve BIPA learning objectives. Nonetheless, there is limited research on the development of leveled storybooks aimed at BIPA beginner young learners. To fill this empirical gap, this study aims to create storybooks with three levels of complexity to address the diverse readiness levels within a classroom, offering differentiated content.

In line with the explanation above, this study intends to develop leveled storybooks as a supplementary material to teach BIPA for primary students in Green School. The story is integrated with the thematic unit and develops into three different levels of complexity. This

study is beneficial to fulfill the need of reading materials that is thematically aligned and providing leveled learning materials for teaching BIPA to primary school students in Green School. By developing storybooks tailored to varying levels of student readiness, the study not only supports differentiated instruction but also provides teachers with practical resources to enhance the teaching and learning process.

METHODS

This study is a design and development research that employed a design and development model by Richey and Klein (2007). Richey and Klein (2007) describe design and development research as a systematic approach to studying the processes of designing, developing, and evaluating products. The goal is to create an empirical-based foundation for developing both instructional and non-instructional material. This research design was implemented because it allows for a systematic approach to designing, developing, and evaluating instructional materials. The procedure of conducting this research is analysis, design, development, and evaluation. The analysis phase was to define the problem. It was conducted by observing the BIPA teaching and learning process in Grade 5 primary students at Green School using observation sheets and administering interview towards the teachers. The design phase was a planning phase to construct specific designs. The result of the design phase was the story blueprint as the basis to make the product. The development phase was the production stage to actualize the design. The blueprint was used to create the leveled bahasa Indonesia storybook. The evaluation phase was the validation process of the developed product. This study is limited to content validation through user judgments. The procedure for content validation included administering questionnaires to the users (BIPA teachers in primary) to evaluate the quality of the developed product. The result from the questionnaires was used to assess the effectiveness, relevance, and clarity of the storybook as a teaching material.

RESULTS AND DISCUSSION

This study applied a design and development research design model by Richey & Klein (2007) that consisted of four procedures. The first procedure was conducting analysis in order to identify and define the problem. In this phase, observation sheets and interview guides were used to find out the kind of learning materials applied by the teacher in the process of teaching BIPA for grade 5 primary students at Green School. The observation results indicated that the teachers created the learning materials for the students in the form of handouts, printed educational games like board games and card games, songs, and audiovisual materials. The teachers mentioned that the high variety of students' backgrounds and learning readiness influenced their approaches to delivering learning materials. Within a grade, there might be three different levels of students' language readiness. This finding aligns with the theory of differentiated instruction by Tomlinson (2000), which emphasizes the need for teachers to adjust content, process, and product to accommodate varying readiness levels, interests, and learning preferences. The teachers' challenge in addressing these varying levels of readiness reflects the importance of differentiating content to meet the diverse needs of students. The teachers had to prepare varieties of learning materials to be able to achieve the learning objectives while providing engaging and enjoyable learning for the students. It impacted more preparation times to create materials to meet the needs of students. Therefore, this research was undertaken in order to develop supplementary material in the form of a storybook to support the students' language learning and can serve as a consistent learning resource tailor to various learning needs.

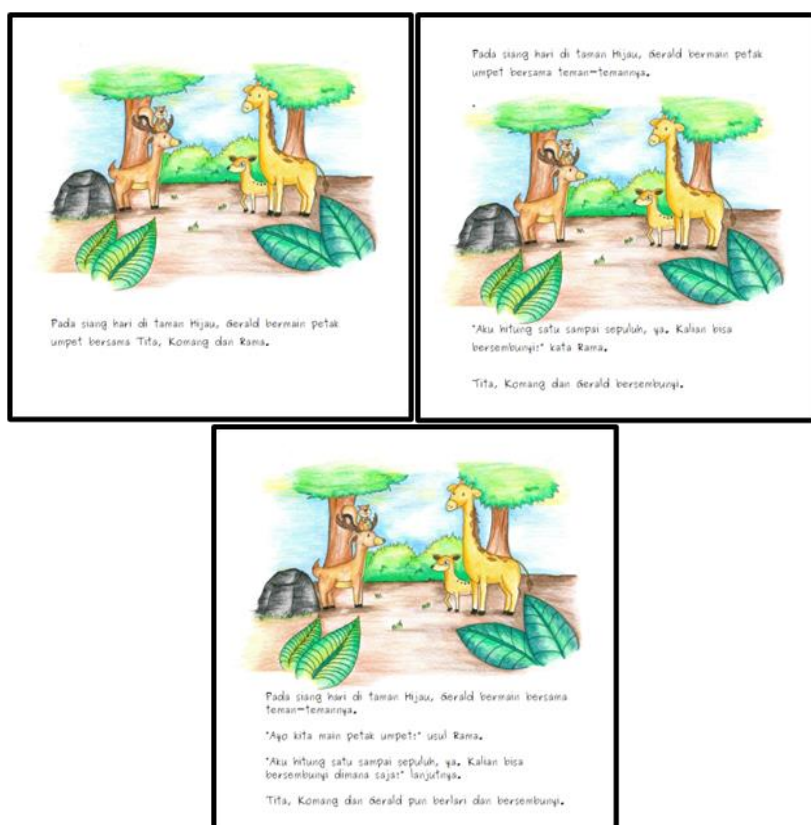
The second procedure was designing the product. This study conducted two steps of designing, i.e. first, collecting data by analyzing the school curriculum, second, designing the

product based on the data gathered. The document analysis on the primary school curriculum conducted in order to get the data of the learning objectives of thematic and BIPA learning in the primary level. The results of the document analysis showed that Green School applied a balanced approach that integrates skills, values and discipline-based competencies to prepare its students' personal, social and academic learning growth. There are nine major skills that students learn through the school's program and lessons namely (1) think creatively, (2) think critically, (3) think in systems, (4) activate, (5) collaborate, (6) communicate, (7) be aware, (8) solves problem, (9) adapt. Meanwhile, the school fosters the values within the community through ongoing dialogue, discussion and reinforcement. The values are (1) integrity, (2) responsibility, (3) empathy, (4) sustainability, (5) peace, (6) equity, (7) community, (8) trust. Therefore, the learning program was planned by immersing Green School Skills, IRESPECT values and subject studies. The approach of learning was implemented through three frames of learning called proficiency frame, thematic frame and experiential frame. The proficiency frame focused on discrete intellectual competencies in which Bahasa Indonesia is part of this frame. The thematic unit was an interdisciplinary approach in which every term focuses on a particular theme. There were six thematic units implemented throughout an academic year such as (1) we are one, (2) sense of place, (3) gifts from the earth, (4) Gaia, (5) be the change and (6) time to fly. One or two themes are implemented for one term by all primary classes but the learning will be designed by each grade differently in accordance to their ages and learning readiness. The experiential frame was an exploration that happens not only in the class but also through some specialist classes like visual arts, music, green studies and physical wellbeing. It could be seen that it did not use a conventional learning program that usually heavily relies on prescribed textbooks, workbooks, and standardized evaluations. The curriculum provided information that the teachers should prepare the learning material based on the students' centered approach. In this study, the primary school curriculum analysis result used to consider how to design the learning material in the form of a children's storybook that was aligned with the Green School skills, values and thematic unit. The next step of the designing procedure was creating the blueprint of the product. This study was intended to design a leveled storybook that was used as a supplementary material in teaching BIPA to primary students. The book was designed for the grade 5 students within the theme of gift from the earth. The blueprint of the story was created by considering the Green School skills, values, the theme, the criteria of leveled storybooks and the BIPA learning objectives. The story was developed into three levels namely level 3, 4 and 5. It was entitled "Gerald si Jerapah". The development of the story was consistent with the framework of differentiated instruction, where content was adapted to various levels of complexity to accommodate students' readiness, as proposed by Tomlinson (2000).

The third procedure was developing the product. The blueprint served as a detailed plan, outlining the key elements of the story, the main characters, and the settings that need to be described in the illustrations. Based on the blueprint, the illustrations were created by collaborating with an illustrator to sketch the scenes, characters, and settings of the story, ensuring they were appropriate for primary students. Using both text and images is essential to help children comprehend written words and acquire information in an engaging and enjoyable way (Tanzania, 2021). This aligns with Brown and Tomlinson's (1999) criteria for a good storybook, which suggests that the illustrations should match the age of the readers and support the overall narrative. The next step was editing the storybook using Canva application. The editing included integrating the text and the pictures, and ensuring consistency throughout the book. The example of the layout of the leveled storybook could be seen on picture 1 and 2.



Picture 1.
The Front Cover and Character Introduction Page



Picture 2.
First Page of Level 3, 4 and 5 Story

The fourth procedure of this study was evaluating the product. The evaluation process was done by administering questionnaires towards the three BIPA teachers who were experienced in teaching Bahasa Indonesia across primary school and having background knowledge of story based learning. The result of the questionnaires were intended to find out the quality of the product i.e. whether or not it meets the criteria of a good learning material. The questionnaire items were developed based on the theory of criteria of a good storybook according to Brown & Tomlinson (1999), criteria of leveled story book (Tanzania, 2021) and integrated with the result of the document analysis.

Table 1.
The Formula for Deciding the Quality of the Product

Score	Category
$x \geq Mi + 1.8 SDi$	Excellent material
$Mi + 1.8 SDi > x \geq Mi + 0.6 SDi$	Good material
$Mi + 0.6 SDi > x \geq Mi - 0.6 SDi$	Average material
$Mi - 0.6 SDi > x \geq Mi - 1.8 SDi$	Below average material
$x < Mi - 1.8 SDi$	Poor material

Adopted from Candiasa (2010)

The formula on table 1 was used to analyze the result of the questionnaire. It had 24 items using the scale 1 to 5. The total score of the first teacher was 90, the second teacher was 106 and the third teacher was 108. The maximum score was 120 and the minimum score was 24. The result of Mi was 72 and Sdi was 24. These data then inputted to the formula on table 1. The following table was the result of the formula in analyzing the quality of the leveled storybook.

Table 2.
Result of The Formula in Analyzing The Quality of The Leveled Storybook

Score	Category
$x \geq 115.2$	Excellent material
$115.2 > x \geq 86.4$	Good material
$86.4 > x \geq 57.6$	Average material
$57.6 > x \geq 28.8$	Below average material
$x < 28.8$	Poor material

The result of the mean scores from the total scores of the three users' judges was 101.3. According to table 2, it indicated that the learning material developed was categorized as a good material. Therefore, it could be concluded that the quality of the leveled storybook is a good learning material. The leveled storybook met the necessary standards and was considered appropriate for teaching BIPA based on the content validity. This result supports the theory that differentiated materials, such as leveled storybooks, can be used to facilitate language learning by addressing various readiness levels, making the learning process more engaging for primary school students.

CONCLUSION

The results of this study demonstrated that the leveled storybook developed for BIPA teaching was considered a good quality learning material, as indicated from the questionnaire responses. This finding emphasizes the potential of using storybooks as valuable supplementary materials in teaching Bahasa Indonesia to young learners. However, the evaluation was based solely on user judgments, and further research is needed to assess the practicality and effectiveness of the storybook in real classroom settings. The implications of this study suggest that incorporating differentiated, leveled storybooks into BIPA instruction can enhance language acquisition by catering to the diverse readiness levels of students, making the learning process more engaging and accessible.

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