Volume 3, Issue 3, 2025, pp 61-75
Open Access

Designing Pictures Story Book Using Cultural Language Learning Approach (CLLA) to Improve English Skills

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submitted: 1 April 2025, revised: 10 May 2025, published: 28 Juni 2025
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Abstract

This study aimed to develop a Picture Story Book (PSB) to enhance English proficiency among elementary learners and to identify appropriate teaching materials. The research employed a Research and Development (R&D) approach, structured using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected through observations, interviews, and questionnaires during the needs analysis phase. The English material, titled "Let's Have Fun with Picture Story Book (PSB)," was developed based on the 2013 national curriculum, integrating character education and communicative language learning. Validation was conducted through focus group discussions (FGD) with English teachers and caretakers using Likert scale questionnaires. The final product comprised six thematic units. Evaluation of learning outcomes, based on pre-test and post-test analysis, showed a significant improvement in student performance from a mean pre-test score of 52.3 to a post-test score of 75.8. These results affirm the PSB's effectiveness and appropriateness for supporting English instruction in elementary education at MIM PK Kartasura.

Keywords: *picture story book, elementary English education, English language learning materials*

INTRODUCTION

In the current educational landscape, improving students' English proficiency from an early age is crucial to support their academic and future career success. However, teaching English to young learners, especially in Indonesian Islamic schools like MIM PK Kartasura, requires approaches that are engaging, culturally sensitive, and pedagogically sound. Many students struggle with low motivation and lack of contextual understanding when exposed to foreign-oriented English learning materials (Zulaiha & Triana, 2023). One strategy that has shown promise is the use of pictures story book in English language instruction. These materials integrate images with simple narratives, providing visual cues that support comprehension and vocabulary development. Research has found that picture books can enhance literacy, promote engagement, and help children make meaning through multimodal input (Strouse et al., 2018). Moreover, pictures book is particularly effective for visual learners and support language acquisition in a developmentally appropriate way.

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The Cultural Language Learning Approach (CLLA) offers a valuable framework for designing materials that are both linguistically and culturally relevant. By incorporating students' cultural background into language instruction, CLLA promotes deeper learning and identity affirmation (Tiawati et al., 2023). Culture-based English learning has been shown to improve learner motivation, language awareness, and intercultural communication skills (Tran & Nguyen, 2023).

Teachers need to have a successful teaching method while working with elementary students, such as role-playing games or other activities. Additionally, to keep students engaged and accomplish the goal of the teaching-learning process, teachers need to have textbooks to guide their instruction. In addition, there is a methodical way in which we can instruct elementary students about culture. Young et al. (2021) asserts that conventional definitions of culture postulate behavioural patterns exhibited by individuals within a social group, which may include shared symbols, languages, customs, beliefs, and values. On the other hand, the Cultural Language Learning Approach (CLLA) is a teaching style that combines language instruction with a thorough examination of the cultural settings in which language is utilized.

This approach highlights that knowing the cultural quirks that influence how a language is spoken and understood is just as important to language acquisition as becoming an expert in vocabulary and syntax. A more comprehensive and immersive learning experience is offered by CLLA, which incorporates cultural components including customs, social norms, values, and historical backgrounds into language training. To improve both their language skills and their knowledge of culture at the same time, this approach encourages students to interact with real cultural elements like music, literature, and films as well as to take part in cultural activities and relationships with native speakers.

Through teaching students how to navigate and value cultural differences, CLLA fosters intercultural competency by deepening their understanding of and respect for a variety of viewpoints. In an increasingly international society, this approach helps students communicate more effectively and appropriately in a variety of cultural contexts. Students are encouraged to consider how their own cultural prejudices may affect their interactions and learning through reflective activities. With its integrated approach, CLLA not only supports language learning but also broadens students' perspectives and improves their capacity for empathy and adaptation, all of which contribute to their entire educational experience. As a result, students are more prepared to use their language abilities in authentic circumstances and participate in meaningful cross-cultural interactions.

Reading, writing, speaking, and listening are the four skills that can be taught to students. Perhaps some individuals believe that learning English is tough in terms of the four skills speaking, listening, reading, and writing. Every English teacher needs to challenge this mentality. English is fun, and the teacher here has to show the children that. To make the learning process engaging for the students, teachers must be creative. Some ideas include asking the students to explain the moral lessons of the story, retelling it, playing games, role-playing, and more. The teacher can more readily impart knowledge to the pupils if they already believe that learning English is enjoyable. When teaching English language skills, teachers can also use pictures story book. Reading English stories and a few literary works will teach kids new vocabulary, grammatical rules (like how to use the present and past tenses, adjectives, prepositions, pronouns, and so forth), and a host of other skills (Vaahtoranta et al., 2019). This means that we can learn things like a variety of vocabulary

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types and effective English writing techniques when we receive direct and indirect English instruction. Additionally, when we read a book, we may find hidden messages.

Looking at this condition, the researcher created pictures story book to help elementary students with their English language skills. Using this book, it is hoped that students particularly elementary students will gain new vocabulary, enhance their English language proficiency, and discover the moral principles woven throughout the subjects covered. Additionally, the teacher employed a specific method when instructing them, known as the Cultural Language Learning Approach, or CLLA.

METHOD

Research & Development (R&D) was the study's type. Conducting creative research to develop new items or enhance current ones was the idea behind this study. A systematic study conducted to create, develop, and assess processes, learning outcomes, and programs is called development research (Akker et al., 2006). We need to consider the criteria for internal consistency and effectiveness. A product such as materials, tools, textbooks, or learning practices that supplement classroom instruction is the aim of development research. The strategy employed by the researcher to enhance the English language proficiency of elementary students through picture story books using CLLA was chosen due to the lengthy nature of the research. Some of them were still not very motivated to learn English, but this textbook also had hidden messages to help them become more motivated.

The integration of picture storybooks in the development of language learning materials was designed not only to improve English skills but also to foster cultural awareness and learner engagement. By aligning with the principles of the Cultural Language Learning Approach (CLLA), the research aimed to produce materials that were meaningful, visually appealing, and contextually relevant. The developmental stages included needs analysis, prototype design, expert validation, product revision, and limited classroom trials. Feedback from both learners and educators informed the iterative refinement of the product to ensure that it met pedagogical standards and effectively addressed student needs.

Moreover, the picture storybooks were crafted with narratives that embedded cultural values and positive character traits, encouraging students to reflect on moral lessons while practicing English. These resources helped reduce learner anxiety, increased participation, and supported vocabulary retention and reading comprehension. In line with other R&D studies in language education, the iterative development process ensured that the product was empirically grounded, adaptable, and aligned with national curriculum goals (Attride-Stirling, 2001; Gopalakrishnan, 2023). Through the implementation of this method, the learning experience became more dynamic and holistic, offering cognitive, emotional, and cultural benefits to young learners.

Every member of a specific group is included in the population. The population of interest for the study is the primary group that the research is concerned with and consists of the individuals, dyads, groups, organizations, or other entities that one seeks to understand and to whom or to which the study results may be generalized or transferred (Beck, 2024). A sample is a subset of the population that shares traits with the population. The group of units chosen to represent the population of interest is known as the sample (Casteel & Bridier, 2021). Based on this assertion, all of the elementary students at MIM PK Kartasura grade 4th comprised the study's population. Every member was included in the rewatch as a research subject. Although the researcher in this instance used the phrase "research subject," all of the

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elementary students at MIM PK Kartasura were purposefully chosen as the research sample and population.

The study employed several instruments, including observation, questionnaires, pre- and post-tests, and interviews. An interview is a tool used in communication to accomplish certain objectives when both the interviewed and the interview are engaged in the flow of information. The individual conducting the interviews is the interviewee, while the interviewing parties are those who are seeking information. The researcher conducted an unstructured interview with an English teacher to gather information on the problems encountered and the need for learning there. The interviewee was given a set of questions by the researcher based on several factors, including the interviewee's identity, English learning style, textbook, learning challenges, and learning requirements. Additionally, MIM PK Kartasura's elementary students were interviewed by the teacher. It was provided to list the things they want, need, and lack.

The methodical technique of observing, listening, and documenting actions, happenings, or phenomena as they naturally occur is called observation. The researcher employed observation as a means of gathering data and understanding the customs and behaviours associated with teaching English at MIM PK Kartasura. In this study, the researcher took on the role of both participant observer and the teacher delivering the content.

The purpose of the questionnaire is to enhance certain sections that are deemed unsuitable for use in gathering data from participants. The questionnaire was created by the researcher using the Likert scale. A Likert scale is a type of psychometric scale that is frequently used in surveys and other survey-based research (Albaum, 1997). The suitability of the English-language materials created for elementary students, particularly those residing in MIM PK Kartasura, was determined through focus group discussions (FGDs) using the Likert scale. Prior to starting the cyclical implementation of the research, pre-tests were utilized to assess students' abilities. During the initial meeting, the researcher carried out a pretest. The post-test, meanwhile, was carried out following the course of therapy. Finding out how well the student had learned following the application of the treatments was also done using the post-test. To assess whether the created product was appropriate for the students' needs and learning style, the difference between the pre- and post-test scores also known as gain scores was utilized.

The five steps of the ADDIE model analysis, design, development, implementation, and evaluation were used in this study. According to Reinbold (2013) ADDIE model is an instructional design which employs process-based approach to develop instructional materials. It was stated that as an instructional design, ADDIE model was adopted so that learners would improve their knowledge and skills. As language teaching contains of a set of instructional materials, materials developers should determine the phases of producing or developing the materials. Fang et al. (2011) also said that adopting ADDIE model in a course is beneficial as it is more learner-centred rather than teacher-centred. From the very beginning of its stages (analysis and design), learners who will take the course are highly considered. In the development phase, it is also based on learners' needs. Besides, in its implementation and evaluation, learners are highly involved.

The goal of this study was to use the pictures story book "Let's Have Fun with Pictures Story Book (PSB)" to assist elementary students in developing their English language proficiency. According to McMonigle et al. (2024), the ADDIE model is an instructional design method that builds instructional materials using a process-based methodology. Frerejean et

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al. (2022) state that ADDIE was employed as an instructional design to assist students in improving their abilities. The stages of production or development must be specified by materials creators since language education necessitates a collection of instructional resources.

RESULTS

This study employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm to design the pictures story book. Thirty students were involved in this study, thirteen of them were female and seventeen of whom were male. Analysis was the study's first phase. In this phase, the researcher conducted interviews with the English teacher and the elementary students at MIM PK Kartasura to gather information about the needs of the children living there.

In addition, the elementary students at MIM PK Kartasura were given a questionnaire to find out what the students needed, while an interview was conducted to find out the outcome of the learning needs. The researcher also observed to get information on learning needs for the purpose of designing Pictures Story Book (PSB) utilizing CLLA. The researcher discovered that there was an inadequate English curriculum and textbook for teaching English skills to elementary students at MIM PK Kartasura, based on conducting interviews, making observations, and distributing questionnaires. To teach English skills, particularly to the elementary students at MIM PK Kartasura, the researcher opted to design an integrated curriculum and Pictures Story Book utilizing CLLA.

Pinto & Zarbato (2017) state that CLLA is an approach that focuses on discourse content that includes information about the different types of local cultural heritage that are currently offered in the research setting. The local culture was Indonesian culture, such as that found in "The Legend of Banyuwangi," "The Story of Malin Kundang," "The Legend of Ande - Ande Lumut," and so on. Naturally, the general information and the specific information were contained in the syllabus and pictures story book. In this instance, CLLA was mentioned in each unit of the textbook through stories and expressions. Its goal was to use the Indonesian-owned local culture to help the elementary students develop their character.

The general information in the syllabus included the name of the institution, the study program, the semester and level, the time allotted, and the core competency, or *Kompetensi Inti* (KI). In contrast, the cover, the preface, the table of contents, the sources, the concept and title of each unit, and the moral values were included in the pictures story book. The specifics of the syllabus included character development, basic competency, indicators, the course materials' title, the materials' purpose, and material activities. linguistic functions, proficiency in English, evaluation, and references. Additionally, there were certain specifics in the pictures story book, like the objectives of each unit, cues, resources, grammatical highlights, exercise examples, exercises and self-assessment, teacher's book activities, and key answers.

While designing the syllabus and pictures story book, the researcher split herself into six units covering various subjects for a total of twelve meetings; however, she only attended eight of them. It was because the elementary students were already demonstrating progress in their English language studies and there was sufficient time available. A total of 120 minutes were allotted for each meeting. The objective, indications, and idea map of each unit were examined. Every unit has a picture illustration to add interest to the book. To make the texts and dialogues easier for the students to understand, each unit also included a little glossary. Students were able to learn a variety of phrases and other information by utilizing the answers to the questions in self-assessment at the end of the course. Each unit's title was as follows:

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Tabel 1. Units in PSB book

Name of Each Unit	Title
Unit 1	Hello! I am Fatma.
Unit 2	I Want to Be...
Unit 3	Do not Smoke!
Unit 4	I Have One Sister
Unit 5	My Experience
Unit 6	Would You Mind...?

Development was carried out following the ADDIE model's activity design. The researcher developed what she had planned throughout the designing stage in this step. The researcher created the themes, which drew inspiration from the 2013 Junior High School curriculum. It was brought on by neither the MIM PK Kartasura curriculum nor syllabus. This means that she was required to create a syllabus and English teaching materials based on the Junior High School curriculum for 2013. Taking into account that the students at MIM PK Kartasura were on the same level as junior high school students, this curriculum served as the foundation for the textbook's creation.

The syllabus was divided into six sections, each of which included the following: the goal, the indicators, character development, course materials, activity materials, assessment, and source; also, each unit included basic abilities in integrated skills (listening, speaking, and writing). They were planned so that the 120 minutes allotted for each meeting was appropriate. The six units that make up the syllabus are illustrated as follows:

Table 2. Syllabus in PSB book

Unit	Title	Content
Unit 1	Hello! I am Fatma.	❖ The syllabus in unit 1, there were two basic competences, the first were (Listening and Speaking) responding and talking with the appropriate action instructions involving expressions of greeting and introducing in the context of the classroom and the students. ❖ The second basic competence in reading and writing was understanding, copying, and writing the words, phrases, or simple sentences appropriately involving expressions of greeting and introducing. In pictures story books, the students learnt integrated skills, listening and speaking that had five tasks such as the following instructions "Listen and Repeat the Dialogue or The Text!", "Listen and Practice the Dialogue!", "How to Introduce Oneself and Others Orally!", and so on. In reading and writing, the students learnt six tasks about greeting and introducing expressions such as reading the text, answer the questions, arrange the sentences into a good paragraph, fill in the blank the dialogue, translate the simple sentences, and so on.

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		❖ The texts and the dialogues of this unit were written about cultures, real life, and had hidden messages or moral values.
Unit 2	I Want to be...	❖ The title in Unit 2 was "I want to be..." where it consisted of all kinds of hobbies and ideals. The basic competence in listening and speaking skills was responding and talking with the appropriate action instructions involving all kinds of hobbies and ideals. While the basic competence of reading and writing skills was understanding, copying, and writing the words, phrases or sentences using simple instructions in the context of hobbies and ideals. ❖ The students learnt integrated skills of listening, speaking, reading and writing. There were four skills in listening and speaking tasks, such as listening and repeat, listening and complete the missing letter based on what the teacher said, and repeat it. listen, write kinds of hobbies and ideals based on the pictures, and repeat it. The last task in listening and speaking was the students asked to give questions about their friends' hobbies and ideals using the certain pattern "What is/are your hobby/hobbies?" "What is/are your ideal ideals?" In reading and writing, there were six tasks that must be learnt. ❖ They asked to arrange the jumbled letters, read aloud the dialogue with the partner, answer the questions, write the correct form of is/am/are and a/an article based on the short letter, make a short letter to their friend, and find the names of hobbies and ideals in puzzle The students also should be able to master vocabularies of hobbies and ideals, a/an article, and how to say their ideals in the certain pattern, and how to answer it. They also played vocabulary games in this unit.
Unit 3	Do not Smoke!	❖ The third unit in this syllabus was about expressions of like and dislike, and prohibition. The basic competence in listening and speaking skills were responding and talking with the appropriate action instructions involving expressions of like and dislike and prohibition. Understanding, copying, and writing the words, phrases, and sentences correctly using expressions like and dislike, and prohibition were the basic competence in reading and writing skills. ❖ There were four tasks in listening and speaking skills that must be mastered by the students, such as listening and conversation practice, listening and

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		repeat what the teacher said about expressions like and dislike and prohibition, listen what the teacher said, and asking them to make simple sentences, and translated short questions orally. In reading and writing skills, there were six tasks that must be mastered by the students, such as "Cluster the Expressions of Like, and Dislike, and Prohibition Based on the Table Given!", "Make Five Sentences that They Like and Dislike in MIM PK Kartasura!", and "Make How to Prohibit Other!". Besides, the students also asked to write the sentences about their friend preference drew a line and to write the good sentences based on the table, wrote some prohibitions based on the pictures given, and the last to write the moral values based on the given text. The language functions of this unit were expressions of preference and prohibition.
Unit 4	I Have One Sister.	❖ "I have one sister" was the fourth unit in the syllabus and the book. The basic competence of listening and speaking skills were responding and talking with the appropriate action instructions involving kinds of family and environment in MIM PK Kartasura, (reading and writing), understanding, copying, and writing the words, phrases and sentences using simple instructions in the context of family and environment in MIM PK Kartasura. ❖ This unit contains listening and speaking skills and reading and writing skills. In listening and speaking, there were five tasks that could be learnt, such as instructions to listen, to say the vocabularies of families, and to spell the certain letters, to answer the questions with the partner orally, to listen and complete the sentences based on what the teacher said The students also must be able to master kinds of tasks in reading and writing, such as drawing their family tree, stating true or false based on the pictures stories, arranging the words to be good sentences, translating the text, making short sentences based on the clue given, and writing short paragraph about family and environment in MIM PK Kartasura In this unit, the students also must acquire the target learning of vocabularies of families and number from one to ten, give questions and answer it using certain patterns like "Do you have a brother/sister/uncle?", "How many brothers/sister do you have?", "Yes, I do/ No, I do not.", "1 have two sisters".

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Unit 5	My Experience	❖ The fifth unit of this syllabus and this book was "My Experience." The basic competence in listening and speaking skills were responding and talking with the appropriate action instructions involving expressions of asking how someone feels after something happens in recount text. While the basic competence of reading and writing skills were understanding, copying, and writing the words, phrases or sentences using simple instructions in the context of expressions of asking how someone feels after something happens in recount text. ❖ This unit contained experience in the past where it developed in integrated skills. The first was listening and speaking skills. There were five tasks that must be mastered by the students, such as the following instructions "Listen and Pronounce the Words!", "Answer the Questions Orally!", "Listen the Dialogue and Answer the Questions!", "Practice the Dialogue with the Partner!", "Listen the Diary and Completed it!" The tasks that developed in reading and writing were wrote the correct form of verbs in brackets uses past form, filled the column with the suitable information from the text, wrote information about their friends' activity in the column given, and the last was wrote the text in good English based on the draft in the previous task. The text used in this unit was recount text. They also asked to know and master expressions of asking how someone feels after something happens, regular, and irregular verbs, and simple past tense.
Unit 6	Would You Mind...?	❖ The last unit in this syllabus and the book were talking about expressions of asking someone to do something politely in narrative text. The syllabus in Unit 1, there was two basic competences, the first was (Listening and Speaking) responding and talking with the appropriate action instructions involving expressions of asking how someone feels after something happens in narrative text. The second basic competence in reading and writing was understanding, copying, and writing the words, phrases, or simple sentences appropriately involving expressions of asking how someone feels after something happens in narrative text. ❖ There were six tasks in this unit, four tasks in listening and speaking, and two tasks in reading and writing. The tasks of this unit also asked the students to learn

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		about narrative text, and expressions of asking how someone feels after something happens. In self-assessment, the students asked to write script about one of legend in Indonesia and play drama. It was hopefully to improve their four skills, grammar, expressions, and vocabulary that they had learnt in semester one.

Implementing was the next step. After the product was fixed, the researcher used the designed pictures story book to ensure that it would be suitable for the students' demands. Additionally, it might encourage them to pick up English more quickly. To study how the elementary students were utilizing pictures story book to learn, the researcher here took on the role of the teacher. In six meetings and six cycles, the researcher carried out the implementation.

The researcher gave the students a pre-test before starting the first cycle of treatment. Four English language skills, speaking, listening, reading, and writing were tested in the pre-test. Multiple-choice questions and performance practice were also included in the exam. Thirty students took the pretest. The pre-test result wasn't very excellent. The students' achievement had a mean score of 52.3. Following the pre-test, the researcher conducted six treatments over the course of six cycles. Following the completion of all treatments, the pupils received a post-test from the researcher.

The purpose of the post-test was to assess the students' progress both before and after receiving treatment. 30 elementary students completed the post-test. The post-test result showed improvement. The post - test mean was 75.8. There was a considerable improvement in the pre- and post-test scores, according to the data. The design product might be said to be suitable for elementary students.

The results of the activities completed during treatments were used to determine how well the students were using the pictures story book, and the results of the pre- and post-tests were used to assess the appropriateness of the book's design. The minimal score required by English for students learning success, or KKM, in the unassuming SMP was 65. In this section, the researcher discussed the result or computation of the mean difference the given pre-test and post-test and computation of the mean of the difference result score of tasks given within the treatments. The computation of the means difference between the pre-test and post-test was intended to find out the improvement of coefficient number which showed students improvement in their English Skills. The following formula was used to compute the means:

$$Mx = \frac{\sum x}{n}$$

$$My = \frac{\sum y}{n}$$

Where:

Mx: the mean of pre-test ∑x: the total score of pre-tests

My: the mean of post-test ∑y: the total score of post-tests

n: the number if research participants

The calculations were as follows:

➤The mean score of pre-tests

$$Mx = \frac{\sum x}{n} = 1570/30 = 52.3$$

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The mean score of pre-tests was 52.3

➤ The mean score of post-tests

My = $\frac{\sum y}{n}$ = 2275/30 = 75.8

The mean score of post-tests was 75.8

From the computation of the data above can be seen that there were significant differences between mean of pre-test and post-test. It means that the pictures story book was appropriate with the students' needs.

The means of the result of the average scores of treatments was computed after finishing implementing the cycles. The result of computations score of the treatments were used to find out the data of the students learning interest. The following is the result of its computation $\frac{\sum z}{n}$

Tabel 3. The means of the result treatments

Cycle	Total Score (∑z)	Participants (n)	Mean Score (Mz = ∑z/n)
Cycle 1	2052.5	30	68.4
Cycle 2	2088.5	30	69.7
Cycle 3	2131.5	30	71.0
Cycle 4	2184.5	30	72.8
Cycle 5	2220.7	30	74.0
Cycle 6	2247.0	30	74.9

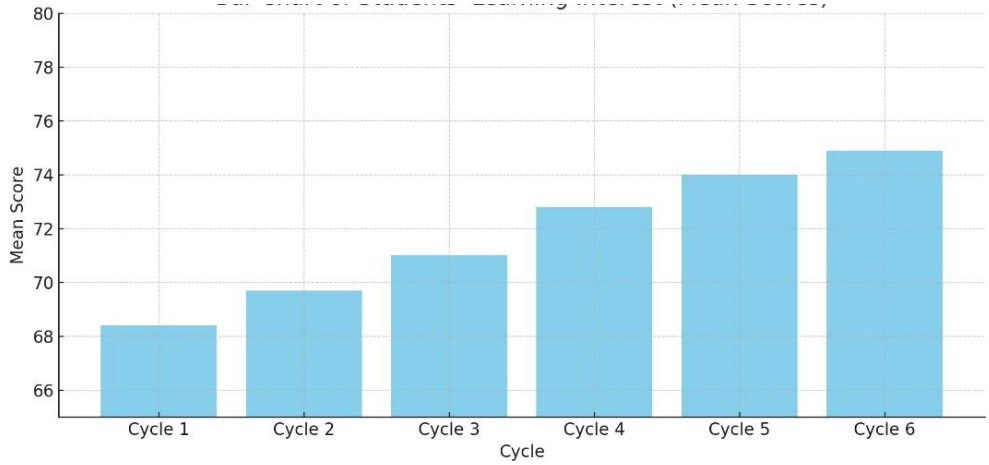


Figure 1. Bar chart of students' learning Interest

The following is the result of its computation: $\frac{\sum z}{n}$ .Where Mz is the mean score, ∑z is the total score of treatment, and n is the number of research participants. The mean scores for each cycle were calculated as follows: In Cycle 1, the mean score of treatment 1 was 68.4, calculated by dividing the total score of 2052.5 by 30 participants. In Cycle 2, the mean score of treatment 2 increased to 69.7, with a total score of 2088.5. This positive trend continued in Cycle 3, where the mean score of treatment 3 was 71, based on a total score of 2131.5.

Further improvements were observed in subsequent cycles. In Cycle 4, the mean score of treatment 4 rose to 72.8, derived from a total score of 2184.5. Another iteration in Cycle 5 showed a mean score of 74, with a total score of 2220.7. Finally, in Cycle 6, the mean score

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reached 74.9, calculated from a total score of 2247. These results indicate a consistent and steady improvement in the mean scores across the treatment cycles, suggesting that the treatments were increasingly effective.

The purpose of the evaluation was to obtain feedback on the illustrated pictures story book design. After designing and implementing this textbook at MIM PK Kartasura, the researcher was able to determine if the understudied pictures story book was suitable for use with elementary students or not. The focus group discussion and the calculation between the pre- and post-test were utilized by the researcher to determine whether the pictures story book was appropriate. The researcher used the task score mean to determine how much the students improved their English proficiency after using the product.

DISCUSSION

This study aimed to design and implement a culturally integrated Picture Story Book (PSB) for teaching English at MIM PK Kartasura using the ADDIE model. The findings demonstrated a marked improvement in students' English language skills, as reflected in the increase of mean scores from the pre-test (52.3) to the post-test (75.8). In line with the ADDIE model, the process involved a systematic progression from need analysis to final evaluation, ensuring alignment with both learner needs and pedagogical goals.

In the Analysis phase, the triangulation of interviews, questionnaires, and classroom observations confirmed a gap in suitable English instructional materials, particularly those aligned with the students' cultural context. These findings are consistent with Dharma et al. (2025), who emphasize the significance of integrating local cultural content into language education to enhance relevance and engagement. Similar to their study, the present research adopted the Culturally Localized Language Approach (CLLA), embedding Indonesian folklore and daily contexts into the language learning material. This linearity confirms the pedagogical value of culture-based materials in fostering deeper student connection and motivation.

In the Design and Development stages, the PSB and syllabus were constructed around themes derived from the 2013 national curriculum, adjusted to fit the actual English proficiency level and socio-cultural environment of the students. This adaptation shows a divergence (nonlinearity) from some previous studies (e.g., Moldalieva et al., 2025), which implemented existing curricula without significant localization. In contrast, our study emphasized the need to customize the curriculum to better suit both student levels and cultural identity, reflecting a more context-sensitive application of the ADDIE framework.

During the Implementation phase, the PSB was tested through six learning cycles, each comprising a 120-minute session. The consistent increase in the mean scores across cycles (from 68.4 in Cycle 1 to 74.9 in Cycle 6) indicates that the culturally integrated materials not only supported comprehension but also stimulated sustained interest and learning progression. This finding echoes the results of Jwair (2023), who also found that visual storytelling materials enhanced student participation and retention, particularly at the elementary level.

The Evaluation phase involved both quantitative assessment (pre- and post-tests, treatment means) and qualitative insights from student engagement and feedback. The findings confirmed that the PSB was appropriate and effective, contributing to learners' mastery of integrated English skills. The improvement in performance suggests that the use of culturally familiar contexts enriched student understanding and participation, a result also

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supported by Besonia et al. (2023), who reported that culturally infused materials enhance student self-expression and character development.

However, unlike several previous studies that focused primarily on vocabulary acquisition or reading comprehension alone, this study addressed integrated skills such as listening, speaking, reading, and writing within each unit. This comprehensive skill integration marks a significant contribution to the existing literature, suggesting a more holistic model for early English language instruction in culturally diverse settings.

In sum, this research confirms the linearity of the PSB development approach with prior findings on the role of local culture in language learning. At the same time, it contributes novel insights through the integration of the ADDIE model with CLLA in a way that responds flexibly to curriculum limitations and contextual learner needs. The improvement in student outcomes supports the continued development and implementation of localized, story-based materials in primary education, particularly in regions with limited access to culturally relevant English teaching resources.

CONCLUSION

This study demonstrated that integrating the Cultural Language Learning Approach (CLLA) into the design of a Picture Story Book (PSB) can significantly enhance English language learning among elementary students. By embedding culturally relevant content within visually engaging narratives, the PSB not only serves as a pedagogical tool but also affirms students' identities and everyday experiences. This culturally grounded approach makes English learning more relatable, reduces language anxiety, and fosters stronger engagement through familiar contexts and characters.

The use of the ADDIE instructional design model comprising Analysis, Design, Development, Implementation, and Evaluation ensured a systematic and responsive process in developing the PSB. During the Analysis phase, the researcher identified student needs and contextual challenges, while the Design and Development stages focused on creating relevant storylines and visual elements aligned with local culture. The Implementation phase showed promising results, with consistent improvements in students' performance and enthusiasm, as evidenced by rising mean scores across treatment cycles. Evaluation confirmed the effectiveness of the PSB in supporting integrated English skill such as listening, speaking, reading, and writing through engaging, context-rich learning materials.

The findings align with previous studies highlighting the value of culturally responsive pedagogy but also extend the literature by demonstrating how structured instructional design (ADDIE) and cultural integration (CLLA) can be effectively combined. This synergy provides a model for developing innovative, student-centered resources in under-resourced educational settings. In conclusion, the culturally integrated PSB developed through the ADDIE model not only improved students' English proficiency but also nurtured their cultural pride and emotional engagement. This study underscores the importance of culturally relevant, visual, and interactive materials in primary education, and it offers a replicable model for other educators and researchers seeking to bridge linguistic and cultural gaps in language learning.

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