



# The Use of Supplementary Trilingual English-Indonesian-Balinese E-books to Improve Elementary School Students' English Productive Skills

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## ABSTRAK

Meskipun Kurikulum Merdeka memberikan kesempatan kepada seluruh satuan pendidikan sekolah dasar untuk mengajar bahasa Inggris sebagai mata pelajaran pilihan, namun pembelajaran menjadi tidak optimal karena diajarkan oleh guru kelas yang tidak memiliki pendidikan formal sebagai guru bahasa Inggris. Dalam menyikapi masalah tersebut, berbagai upaya dilakukan salah satunya dengan mengembangkan materi ajar E-book bahasa Inggris trilingual. Materi bahasa Inggris memiliki padanan baik dalam bahasa Indonesia maupun bahasa Bali. Akan tetapi, dalam tahap pengembangannya, E-book ini perlu dilakukan analisis terkait dampak penggunaannya terhadap kemampuan berbahasa Inggris siswa. Maka dari itu, penelitian ini bertujuan untuk menguji penggunaan E-book Trilingual English-Indonesian-Balinese terhadap keterampilan produktif siswa kelas 1 sekolah dasar. Dengan menggunakan pendekatan desain eksperimen one group pre-test post-test design serta purposive sampling, penelitian ini melibatkan siswa kelas 1 sekolah dasar di Kabupaten Buleleng yang diajar oleh guru kelas yang tidak mendapat pendidikan formal sebagai guru bahasa Inggris. Pengumpulan data menggunakan tes berbicara untuk keterampilan berbicara dan menulis kata untuk keterampilan menulis. Data yang diperoleh dari hasil pre-test dan post-test dianalisis menggunakan teknik Multivariate Analysis of Variance (MANOVA). Hasil penelitian ini menunjukkan bahwa penggunaan supplementary trilingual English-Indonesian-Balinese e-book secara signifikan meningkatkan keterampilan berbicara dan menulis siswa kelas 1 Sekolah Dasar. Secara keseluruhan, penelitian ini memperlihatkan bahwa penggunaan e-book trilingual memiliki potensi besar dalam mendukung keterampilan produktif siswa di tingkat sekolah dasar, khususnya dalam penguasaan keterampilan berbicara dan menulis.

## ABSTRACT

Although the Merdeka Curriculum provides opportunities for all primary school education units to teach English as an elective subject, the learning process is often not optimal because it is taught by classroom teachers who do not have formal education as English teachers. In addressing this problem, various efforts have been made, one of which is developing trilingual English E-book teaching materials where in the textbook, English material has equivalents in both Indonesian and Balinese. However, in its development stage, this E-book needs to be tested regarding the impact of its use on students' English language skills. Therefore, this study aims to examine the effect of using the Trilingual English-Indonesian-Balinese E-book supplementary book on the productive skills of grade 1 elementary school students. Using an experimental design approach of one group pre-test post-test design as well as purposive sampling, this study involved grade 1 students in Buleleng Regency who were taught by classroom teachers without formal education as English teachers. Data collection used speaking tests for speaking skills and word writing. The data obtained from the pre-test and post-test results were analyzed using Multivariate Analysis of Variance (MANOVA). The results of this study indicate that the use of the supplementary trilingual English-Indonesian-Balinese e-book significantly improves the speaking and writing skills of Grade 1 elementary students. Overall, this study demonstrates that the trilingual e-book has great potential in supporting students' productive skills at the elementary level, particularly in mastering speaking and writing skills.

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## 1. INTRODUCTION

Since the implementation of the independent curriculum for the 2021/2022 academic year, elementary schools (SD) have entered a new era in English education as a foreign language. This is also stated in the changes to the decision of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology (No. 008/H/KR/2022) on learning achievements in PAUD, elementary education and secondary education in the independent curriculum (Kemendikbudristek, 2022). The provision of this regulation requires that English be designated as an elective subject. Based on this decision, many

elementary schools took advantage of this opportunity to integrate English instruction into Grade 1. This step shows a positive change in providing students with the opportunity to learn English from an early age, preparing them for broader and deeper learning in the future (Antika & Syari, 2022; Ardaya et al., 2022; Wulan Dari et al., 2022). It is best to introduce foreign languages during elementary school when students are in the operational development stage (Rosyida et al., 2018; Zuliana et al., 2019). Introducing a second language at this stage allows learners to master the foreign language quickly and naturally (Maharani & Astuti, 2018; Paul et al., 2018; Salim & Hanif, 2021).

However, there are problems related to teaching English at elementary school level where teachers do not have formal educational backgrounds (Maili & Hestiningsih, 2017; Qadafi, 2020; Utirahman, 2020). This condition causes teachers to not have sufficient competence to teach English at elementary school level. This finding is supported by the results of observations conducted in several elementary schools in Buleleng, which revealed that these schools do not offer English lessons. Teachers who teach English are class teachers who do not have competence in teaching English. Based on these problems, in 2023, a trilingual English-Indonesian-Balinese book supplementary teaching material was designed to improve elementary school students' productive English skills. The content in this book trains students' productive skills, which include early speaking and writing skills for Grade 1 in elementary school. Productive skills, including speaking and writing skills, are important to be taught at elementary school level to train students' critical and analytical thinking skills (Adnyani et al., 2019, 2023). The process of learning to understand, develop, and convey ideas in different languages helps students develop complex and structured thinking skills (Amalia & Husna, 2020; Yulianti et al., 2019).

Previously, a trilingual dictionary was developed, which showed that selecting the right theme using vocabulary appropriate to the context, together with supporting illustrations, can significantly improve students' understanding of acquiring new vocabulary (Adnyani et al., 2021). In addition, the developed dictionary has a significant impact on efforts to preserve local culture and maintain local identity during globalization. Based on the achievement of the objectives of developing a trilingual dictionary, this study seeks to conduct broader research by developing a supplementary trilingual e-book as a practical and innovative learning medium to improve the quality of student learning. According to previous research from the research team in question, improving students' English language skills is highly dependent on the content of the teaching materials used and how teachers apply them in learning (Dewantara et al., 2022). This demonstrates the importance of diversity in the teaching materials used by teachers. The development of additional teaching materials as learning media can help students overcome learning difficulties (Noho et al., 2018; Riwanti & Hidayati, 2019).

The existence of trilingual teaching materials has great significance for advancing bilingual education at elementary school level. With books that cover three languages, students can not only develop their mother tongue and target language skills but also expand their knowledge of local culture and languages (Ma'ruf & Sari, 2020; Quinteros Baumgart & Billick, 2018). The development of trilingual teaching materials also supports the formulation of "*Trigatra Bangun Bahasa*" by the Language Development and Fostering Agency of the Ministry of Education and Culture, which states, "Prioritize Indonesian, preserve regional languages, and master foreign languages." (Anto et al., 2019; Maryanto, 2023). Once these trilingual teaching materials are developed, it is essential to evaluate their impact on improving students' productive writing and speaking skills.

This study introduces a supplementary trilingual e-book as a practical and innovative learning medium to improve the quality of student learning. Differing from conventional learning media, this e-book provides materials in three languages at once, allowing students to access information more flexibly and deeply. The proposed study differs from similar existing studies in several ways. This e-book not only translates the text but also presents interactive content in three languages, which helps students better understand concepts through supporting visualizations and audio. Moreover, this e-book integrates gamification elements that have proven effective in increasing student engagement (Habib et al., 2020; Ngazizah & Laititia, 2022). With the interactive features offered, this trilingual e-book supplement provides a learning experience that is more relevant to the needs of the digital era while encouraging foreign language proficiency, which is an important skill for today's global world. Based on these findings, this study analyzed the use of trilingual teaching materials to improve the productive skills of grade 1 elementary students.

## 2. METHOD

This research is quantitative using an experimental design of one group pre-test post-test design. Based on this design, trial subjects will be given a pretest before treatment. Furthermore, the trial subjects were given treatment in the form of implementing learning using a supplementary trilingual English-Indonesian-Balinese e-book. After the learning process, the trial subjects were given a post-test. The design scheme of this research is presented in Table 1.

**Table 1.** Research Design Scheme

Pretest	Treatment	Posttest
01	X	02

The subjects of this study were grade 1 elementary school students in Buleleng, Regency. The sampling technique used was purposive random sampling. The selected schools were those where grade 1 students were taught English by teachers who did not have formal education as English teachers. Based on this method, the research sample was selected from 20 elementary school grade 1 students. The instruments used in this study were speaking and writing skill tests. This test is designed based on English proficiency standards for grade 1 elementary school students and covers aspects relevant to productive skills (speaking and writing). The data obtained from the pretest and posttest results will be analyzed using the Multivariate Analysis of Variance (MANOVA) technique. MANOVA was chosen because it allows researchers to observe the differences between the experimental group and the control group in several dependent variables (speaking and writing skills) simultaneously. The steps of data analysis include: 1.) Checking the assumptions of normality and homogeneity of variance. 2.) A MANOVA was conducted to determine whether there was a significant difference between the experimental and control speaking and writing skills. If the MANOVA results show a significant difference, further analysis (post hoc) will be conducted to identify specific differences between the groups.

### 3. RESULT AND DISCUSSION

#### Result

Based on the results of the descriptive data analysis, it was found that there was a significant increase in both speaking and writing skills after the intervention was conducted. The average post-test for both skills showed a significant difference compared with the pre-test, which means that the use of trilingual e-books was effective in improving students' productive skills. In addition, the relatively low standard deviation in the post-test indicates that the increase was evenly distributed among students. More complete information is presented in [Table 2](#).

**Table 2.** Descriptive Analysis Results

	Descriptive Statistics			
	Class	Mean	Std. Deviation	N
Speaking Skills	Pretest	10.2500	1.58529	20
	Posttest	16.1500	1.75544	20
	<b>Total</b>	<b>13.2000</b>	<b>3.41340</b>	<b>40</b>
Writing Skills	Pretest	11.7500	1.71295	20
	Posttest	19.0500	1.79106	20
	<b>Total</b>	<b>15.4000</b>	<b>4.08123</b>	<b>40</b>

Based on [Table 2](#), the average speaking skill score was 13.20, with a standard deviation of 3.41. This confirms that there was a significant difference between the pre-test and post-test results, indicating a positive effect of the treatment. The combined average of the pre- and post-test scores for writing skill was 15.40 with a standard deviation of 4.08, which also indicates a significant increase between before and after treatment.

#### Prerequisite Test

Prerequisite tests are a series of tests conducted before the main statistical analysis in a study. This test ensures that the data satisfy certain assumptions required for the results of the statistical analysis to be valid and accurate. The prerequisite tests in this study are the normality and homogeneity tests. Normality tests are conducted to determine whether the data are normally distributed or not, this is important before conducting a hypothesis analysis. The results of the normality test are presented in [Table 3](#).

**Table 3.** Normality Test Results

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Speaking Skills	Pretest	0.163	20	0.174	0.932	20	0.167
	Posttest	0.144	20	0.200*	0.952	20	0.398
Writing Skills	Pretest	0.167	20	0.145	0.911	20	0.066
	Posttest	0.124	20	0.200*	0.946	20	0.306

\*. This is a lower bound of true significance; a. Lilliefors Significance Correction

Table 3 presents the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk for speaking and writing skills. All pre- and post-test data demonstrate that the data were distributed normally. In speaking skills, the Shapiro-Wilk value showed a p-value of 0.167 for the pre-test and 0.398 for the post-test, both of which were greater than 0.05; thus, the data are considered normal. Likewise, for writing skills, the Shapiro-Wilk p-value is 0.066 for the pre-test and 0.306 for the post-test, which is also greater than 0.05. These results are consistent with the Kolmogorov-Smirnov test, in which all p-values are >0.05, indicating that there is no significant deviation from the normal distribution. Thus, the data met the normality prerequisites for further statistical analyses, such as MANOVA. Then, to check whether the variances between the data groups are the same, which is an important assumption in the analysis of variance (ANOVA) for homogeneity results, Table 4 presents the results.

**Table 4. Results of Homogeneity Test**

Levene's Test of Equality of Error Variances				
	F	df1	df2	Sig.
Speaking Skills	0.350	1	38	0.558
Writing Skills	0.003	1	38	0.958

The null hypothesis that the error variance of the dependent variable is equal across groups is tested; a. Design: Intercept + Grup

Based on Table 4, the results of Levene's Test of Equality of Error Variances showed that the error variances for speaking and writing skills between groups were homogeneous. The F value was 0.350 for speaking skills and 0.003 for writing skills, with significance values (Sig.) of 0.558 and 0.958, respectively, both of which were greater than the threshold of 0.05. This means that the assumption of homogeneity of variance is met, so there is no significant difference in error variance between the groups tested. Thus, the MANOVA analysis was continued because one of the main prerequisites was met.

### Hypothesis Testing

MANOVA (Multivariate Analysis of Variance) hypothesis test is a statistical technique used to test the mean differences of several dependent variables simultaneously, based on one or more independent variables or factors. In this context, the experimental and control groups were divided into two dependent variables: speaking and writing skills. The results of the hypothesis test are presented in Table 5.

**Table 5. Manova Hypothesis Test Results**

		Multivariate Tests <sup>a</sup>				
	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.988	1505.853b	2.000	37.000	0.000
	Wilks' Lambda	0.012	1505.853b	2.000	37.000	0.000
	Hotelling's Trace	81.397	1505.853b	2.000	37.000	0.000
	Roy's Largest Root	81.397	1505.853b	2.000	37.000	0.000
Grup	Pillai's Trace	0.821	84.913b	2.000	37.000	0.000
	Wilks' lambdas	0.179	84.913b	2.000	37.000	0.000
	Hotelling's Trace	4.590	84.913b	2.000	37.000	0.000
	Roy's Largest Root	4.590	84.913b	2.000	37.000	0.000

a. Design: Intercept + Grup; b. Exact statistic

Based on Table 5, the results of the multivariate MANOVA hypothesis test indicate a significant difference between the experimental and control groups in the two dependent variables (speaking and writing skills). Based on all multivariate statistics (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root), the significance value (Sig.) for the effect of group is 0.000, which is far below the significance level of 0.05. This indicates that the treatment provided (i.e., the use of trilingual e-books) has a significant effect on improving students' speaking and writing skills. All of the statistics also confirm that the treatment effect is very strong, with Wilks' Lambda of 0.179 indicating that only 17.9% of the variance is not explained by the model, and Pillai's Trace value of 0.821 indicating that 82.1% of the variance is explained by the treatment. Thus, the null hypothesis that no significant difference between the experimental and control groups can be rejected. Then, to determine the effect between subjects, a partial test was carried out, as shown in Table 6.

**Table 6.** Partial Test Results

Source	Dependent Variable	Tests of Between-Subject Effects				
		Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Speaking Skills	348.100a	1	348.100	124.438	0.000
	Writing Skills	532.900b	1	532.900	173.524	0.000
Intercept	Speaking Skills	6969.600	1	6969.600	2491.484	0.000
	Writing Skills	9486.400	1	9486.400	3088.973	0.000
Grup	Speaking Skills	348.100	1	348.100	124.438	0.000
	Writing Skills	532.900	1	532.900	173.524	0.000
Error	Speaking Skills	106.300	38	2.797		
	Writing Skills	116.700	38	3.071		
Total	Speaking Skills	7424.000	40			
	Writing Skills	10136.000	40			
Corrected Total	Speaking Skills	454.400	39			
	Writing Skills	649.600	39			

a. R Squared = 0.766 (Adjusted R Squared = 0.760); b. R Squared = 0.820 (Adjusted R Squared = 0.816)

Based on [Table 6](#), partial test results from the Tests of Between-Subjects Effects table show that there was a significant influence of the group (Group) on students' speaking and writing skills. For speaking skills, an F value of 124.438 with a significance value (Sig.) of 0.000 indicates a significant difference between the groups tested. Similar results were observed for writing skills, with an F value of 173.524 and a p value of 0.000, indicating a significant difference. The high R Squared values for speaking (0.766) and writing (0.820) skills indicate that this model can explain 76.6% and 82% of the variability in speaking and writing skill outcomes. Overall, these results indicate that the intervention has a significant impact on improving students' speaking and writing skills.

## Discussion

The discussion of the results of this study reveals a significant effect of the use of supplementary trilingual English-Indonesian-Balinese e-books on improving the speaking and writing skills of grade 1 elementary school students. Based on the results of the Between-Subjects Effects test, the very high F value for speaking (124.438) and writing (173.524) skills with a significance value of 0.000 indicates that the intervention given, namely, the use of trilingual e-books, substantially improves students' productive English skills. This means that the use of innovative teaching media, such as trilingual e-books, can significantly impact students' skills ([Ahadiat et al., 2023](#); [Fitra & Maksum, 2021](#)). The significant influence of this model is also reflected in the high R-squared values, which are 0.766 for speaking and 0.820 for writing skills. This means that this model explains most of the variability in student learning outcomes, with approximately 76.6% of the variation in speaking skills and 82% of the variation in writing skills explained by the treatment factor. This indicates that trilingual e-books as additional teaching materials play an important role in facilitating the improvement of students' abilities ([Lestari & Listiadi, 2021](#); [M. Sari et al., 2021](#)).

The success of implementing the supplementary trilingual e-book in improving students' speaking and writing skills can be attributed to the content design that integrates three languages: English, Indonesian, and Balinese. This e-book uses a multilingual approach that allows students to learn English with the help of languages they have mastered, namely Indonesian and Balinese. This approach is in line with the theory of foreign language learning, which asserts that when foreign language learning is linked to the mother tongue, the process of understanding and acquiring a foreign language becomes easier. According to previous research, the relationship between the mother tongue and a foreign language helps students access existing knowledge, thereby accelerating the process of learning a foreign language ([Sofialina & Hanifah, 2020](#)).

Previous research has also supported this finding. Other studies have demonstrated that bilingual and multilingualism have a positive impact on the brain's cognitive function, including in terms of foreign language acquisition ([Darmawati et al., 2021](#); [Wang et al., 2023](#)). Students who are accustomed to learning in a multilingual environment tend to have better ability in associating vocabulary and grammar in a foreign language because they use the language they have mastered as a learning tool. In the context of this study, the use of Indonesian and Balinese as tools made it easier for students to understand basic English concepts, enabling them to use English more effectively in everyday communication situations ([Aripradono, 2020](#); [A. Sari et al., 2021](#)).

In addition, other studies have revealed that teaching a foreign language linked to the mother tongue can help students understand the differences and similarities between language structures ([Gunantar, 2017](#)). When students learn a foreign language through a language they already know, they find it easier to recognize similar or different grammar, enabling them to develop their foreign language skills more quickly ([Asmi et al., 2018](#);

Cahyanti et al., 2021). In the case of trilingual e-books, students can compare vocabulary and sentence structures between Indonesian, Balinese, and English, which helps them more effectively in undertaking English.

Furthermore, learning based on the introduction of the mother tongue also facilitates students' cultural involvement. According to previous research, the use of regional languages, such as Balinese, in the context of education not only preserves local languages and cultures but also increases students' interest and motivation when learning foreign languages (Wisudariani et al., 2022). This is because students feel more emotionally connected to material presented in a language that they use daily; thus, they are more easily motivated to learn English (Amalia & Husna, 2020; Huda et al., 2021). Thus, the multilingual approach in trilingual e-books not only accelerates the process of learning English but also helps students build connections between the languages they are learning (Ahman et al., 2019; Pujiastuti et al., 2018). This learning not only improves productive skills such as speaking and writing and helps students understand the deeper meaning of each language, enhancing language learning through the richness of their local culture.

Overall, this study shows that the use of trilingual e-books has great potential for supporting students' productive skills at elementary school level, especially mastering speaking and writing skills. Further development of teaching materials and more in-depth training for teachers can further increase the effectiveness of this method in the future. However, there are several factors that must be considered. Although the results of this study were very positive, its implementation faced several obstacles, such as limited technological facilities and teacher abilities in teaching English. These obstacles can affect the level of student engagement at first, but gradually, students can adapt to the trilingual e-book-based learning method.

#### 4. CONCLUSION

This study shows that the use of supplementary trilingual English-Indonesian-Balinese e-books significantly improves the speaking and writing skills of grade 1 elementary school students. The results of the statistical tests indicate a significant difference between the e-book-using group and the control group, with the research model explaining most of the variability in students' productive skills. Despite several obstacles such as limited facilities and teacher competence, trilingual e-books have proven to be effective as additional learning media, supporting students' English development through a multilingual approach. Wider implementation and improved quality of teacher assistance can strengthen these positive results in the future.

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