

**DEVELOPING CENTRAL KALIMANTAN-THEMED CHILDREN
BOOKS: MULTILINGUAL PICTURE STORY BOOKS**

FINAL PROJECT REPORT

BY

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**UNIVERSITAS PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
2026**

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BOOKS: MULTILINGUAL PICTURE STORY BOOKS**

FINAL PROJECT REPORT

Presented to
Faculty of Teacher Training and Education
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in partial fulfillment of the requirements
for the degree of
Sarjana Pendidikan

BY

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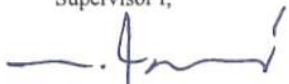
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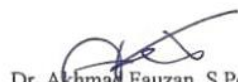
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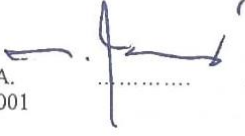


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ABSTRACT

Khairiyah, Fitriyani. 2026. Developing Central Kalimantan-Themed Children

Books: Multilingual Picture Story Books. Final Project Report. Study Program of English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Supervisor I: Dr. Akhmad Fauzan, S.Pd., M.Pd., Supervisor II: Dellis Pratika, M.A.

Key Words: Multilingual Picture Story Books, Second Language Acquisition, Cultural Identity Preservation.

The decline in the use of regional languages, such as Dayak Ngaju, among younger generation in Central Kalimantan, raise concerns regarding language preservation and cultural identity. Simultaneously, the increase in the importance of English language proficiency underlines the need for educational media that can support multilingual language learning whilst also maintain local cultural values and identities. This project aimed to develop a multilingual picture story books by incorporating Indonesian language, English, and Dayak Ngaju to promote multilingual literacy, vocabulary understanding, and cultural awareness among children.

This project employed a Research and Development (R&D) method using the ADDIE model. The product was developed in both print and digital format consisted of three picture story books featuring iconic Central Kalimantan fauna. The implementation involved 28 fourth-grade students at SDN Percobaan Palangka Raya. Data were collected through surveys, classroom try-outs, and follow-up interviews.

The findings indicated that 71.4% of students had never read a multilingual story book combining Indonesian language, English and Dayak Ngaju. After implementation, 89.3% reported learning new vocabulary, 92.9% stated that the three-language format improved their understanding of the stories, and 96.4% expressed interest in reading similar books despite the initial difficulties faced with English and Dayak Ngaju. The project has shown that multilingual picture story books can serve as engaging learning media that support vocabulary acquisition, foster enthusiasm for linguistic diversity, and contributes to preservation of local language and identity among children.

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