

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

FINAL PROJECT REPORT

BY

ZHIRA AYU ANNISA

223020201066



**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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FINAL PROJECT REPORT

Presented to
Faculty of Teacher Training and Education
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BY

**ZHIRA AYU ANNISA
223020201066**

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

STATEMENT OF ORIGINALITY

I, the undersigned:

Name : Zhira Ayu Annisa
NIM : 223020201066
Study Program : English Language Education
Department : Languages and Arts Education
Faculty : Teacher Training and Education

Hereby solemnly declare that the Final Project Report entitled DEVELOPING CENTRAL KALIMANTAN-THEMED CHILDREN BOOKS: MULTILINGUAL PICTURE STORY BOOKS, which I have written, is entirely my own work and has not been copied or plagiarized, either in whole or in part, from any other source.

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Palangka Raya, July 6, 2026
Declarant,



Zhira Ayu Annisa
NIM. 223020201066

APPROVAL OF FINAL PROJECT REPORT SUPERVISORS

Name : Zhira Ayu Annisa
NIM : 223020201066
Title : DEVELOPING CENTRAL KALIMANTAN-THEMED
CHILDREN BOOKS: MULTILINGUAL PICTURE STORY BOOKS

This project has been approved for seminar presentation/examination before the Final Project Report Examination Committee at The 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.
NIP. 19810612 200501 1 002
Date: July 13, 2026

Supervisor II,


Dellis Pratika, M.A.
NIP. 199008292023212036
Date: July 13, 2026

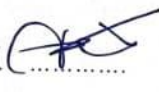
Acknowledged by,
Study Program Coordinator of
English Language Education


Dr. Akhmad Fauzan, S.Pd., M.Pd.
NIP. 19810612 200501 1 002
Date: July 13, 2026

**APPROVAL OF FINAL PROJECT REPORT EXAMINATION
COMMITTEE**

Name : Zhira Ayu Annisa
NIM : 223020201066
Title : DEVELOPING CENTRAL KALIMANTAN-THEMED
CHILDREN BOOKS: MULTILINGUAL PICTURE STORY BOOKS

This Final Project Report has been defended before the Final Project Report Examination Committee of the Study Program of English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya on Monday, 6th July 2026, and has been revised in accordance with the feedback provided by the Examination Committee.

Name	Signature	Date	Committee
Yulitriana, S.S., M.Pd NIP. 19800514 200604 2 003		July 13, 2026	Chair
Dr. Akhmad Fauzan, S.Pd., M.Pd. NIP.19810612 200501 1 002		July 13, 2026	Member
Dellis Pratika, M.A. NIP. 199008292023212036		July 13, 2026	Member

FINAL PROJECT REPORT APPROVAL

Name : Zhira Ayu Annisa
NIM : 223020201066
Study Program : English Language Education
Department : Languages and Arts Education
Title : DEVELOPING CENTRAL KALIMANTAN-THEMED
CHILDREN BOOKS: MULTILINGUAL PICTURE STORY BOOKS

Approved by,

Supervisor I,


Dr. Akhmad Fauzan, S.Pd., M.Pd.
NIP.19810612 200501 1 002

Supervisor II,


Dellis Pratika, M.A.
NIP. 199008292023212036

Department of
Languages and Arts Education


Dr. Iwan Fauzi, S.Pd., M.A.
NIP.19720408 200112 1 001

Study Program of
English Language Education


Dr. Akhmad Fauzan, S.Pd., M.Pd.
NIP. 19810612 200501 1 002

Acknowledged by,
Dean of Faculty of Teacher Training and Education
Universitas Palangka Raya



Dr. Philo Alexandro, SE., MM
NIP. 197608272008011013

ABSTRACT

Annisa, Zhira Ayu. 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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