

## **Fostering Intercultural Communication in Primary Education: Designing Two-Dimensional (2D) Dialogic Reading Materials for Online Classroom**

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**Abstract:** **Abstract: Fostering Intercultural Communication in Primary Education: Designing Two-Dimensional (2D) Dialogic Reading Materials for Online Classroom. Objectives:** Within the ongoing process of globalization, intercultural communication has been identified as one of the key competences of the 21st century. In the context of Primary Education, intercultural communication can be defined as the “ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2006). **Methods:** The design of this research is Research and Development (R & D) by using 4D (Define, Design, Develop and Disseminate). There are two kinds of questionnaire that will be used in the Define step, they are: (1) needs analysis questionnaire, and (2) expert judgment questionnaire. **Findings:** The needs analysis questionnaire is distributed to the English teachers in Primary Education to identify the target needs and the learning needs of the students. The expert judgment questionnaire is used to evaluate the Dialogic Reading material. The data from the needs analysis questionnaire will be analyzed using frequency and percentage and the results are then will be used as the basis to design and develop the materials, while the data from the expert judgment questionnaire were analyzed using descriptive statistics. **Conclusion:** The integration of intercultural contents with dialogic reading with CROWD questions formula is good online material that can boost primary school students to learn English better. It is recommended that further researcher can create another topic of Dialogic Reading which is more up to date, interesting in its’ illustration or pictures and more advance in the digital technology, for example in the form of 3 or 4-dimensional animation.

**Keywords:** intercultural communication, dialogic reading, english for young learners.

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### **INTRODUCTION**

A primary objective of intercultural communication is the dissemination of information across a variety of social communities and cultural contexts. It deals with processes and difficulties that plainly arise within an organization or social setting made up of people who come from varied origins in terms of area, religion, society,

education, and professional ethics (Neuliep, 2016 ; House, 2014). While, in primary school setting, the main objective of teaching intercultural communication is to build and improve communicative skills in order to aid the students in coping with the many issues that are caused by their cultural background (Snow, 2015). In an essence, effective intercultural communication will

lead to the formation of excellent relationships between people who come from diverse cultural backgrounds and possess distinct sets of abilities, attitudes, and levels of knowledge through different language skills.

It is commonly held that a textbook's status as an institutional tool makes it a reliable truth-teller in formal education (Weninger & Kiss, 2015), however, it has also become the instrument that is used to present the students with the social ideas that need to be presented to them. Textbooks in the primary education levels assist students become aware of the greater social context by exposing them to a variety of cultures and languages from around the world (Efron, 2020). It is not sufficient to only teach English as a tool of communication by using a textbook; rather, teachers should be aware of the need to design instructional materials based on the natural exposure that occurs in everyday activities, and dialogic reading materials that employ conversation as one of its approaches can be utilized by teachers to assist students in effectively meeting learning goals. It addressed the fundamental theories that stated that "practices in using language, feedback regarding language and appropriately scaffolded adult-child interaction in the context of picture book reading all facilitate young children's language development (Zevenbergen & Whitehurst, 2003).

Facing the globalization era where technology plays the important roles in enabling ideas to cope with the opportunities in educational factors especially intercultural learning, Albert (2015), both teacher and students should engage to achieve the goal of education. Applying dialogic reading as one of the supplementary sources to support the teaching learning activity in the online classroom era has become a big challenge, teachers need to have a good companion where both teacher and students can meet the goal. Technology application plays a

more and more important role in this pandemic covid-19 era where the classroom activity moved into the computers space. Animation leads the changes of traditional education methods to the modern one by showing the illustrating a topic in the classroom activity.

Nowadays, most of the content of animation is developed in two-dimensional (2D) and three – dimensional (3D) technology to immerse the environment, Xiao (2013). In applying 2D technology for dialogic reading material, both teacher and students will not face the difficulty because 2D animation can efficiently function in many kinds of devices. Both teacher and students will automatically adapt easily to the application in both the desktop and the mobile phone. Therefore, this research will focus on designing 2D technology to transport the dialogic materials in the digital platform used in the online classroom. The aim of this research is to provide English materials for online learning for Primary Education and to see the teachers and students' perception toward the effectivity of the product.

Intercultural communication is an answer to the communication complexity of a modern world with a wide range of cultural characteristics. As a relatively young topic of study, intercultural communication is an answer to these challenges. To achieve this goal, researchers in this discipline have used a variety of approaches to their work. Although it is impossible to cover all aspects of intercultural communication in this essay, we will outline and briefly review three key areas of research that have been the focus of intercultural researchers: identity, intercultural communication competence, and adaptation. While it is impossible to cover all aspects of intercultural communication in this essay, it is possible to briefly cover these three areas of research. We identify and describe significant theories that have been influential in the development of intercultural communication within each of these research areas.

Teaching English in primary education categorized as teaching for young learners aged 6 – 12 years old. In Indonesia, teaching English is identified as teaching international language as a local content where not all the schools include English as subject in their school, this interpret that the level of English language teaching in primary schools has not been uplifted enough, Cahyati & Madya (2019). In other hand, teaching English in primary education become more challenge because the teacher should introduce the global awareness and intercultural competences to bring more opportunities to understand the cultural differences and show respectful and tolerant, Cahyati & Madya (2019).

The Ministry of Education and Culture (MoEC) officialized English as a local content subject through the Decree No. 060/U/1993. This means children from Grade 4 onwards can learn English in a primary school if the society requires it and there are qualified teachers and proper facilities (Zein, 2017). Although, English is not a compulsory subject in primary schools in Indonesia, its importance cannot be underestimated. A great majority of the 177,985 primary schools in the country offer English instruction to approximately 26 million children Supriyanti, (1994). This occurs amidst recent policy changes affecting the implementation of primary EFL.

As stated, learning materials and media become the important factors to achieve the goal of English language teaching in primary education. As reported by Cahyati and Madya (2019) in their study, choosing the appropriate teaching aids such as textbook and media is very needed to support the success of teaching learning activity in primary education. The textbook pictures both textual and visual contain should represent the cultures, identity, and citizenship, Dendrinis (2015). Many adults love to read to children to expose them to books and new ideas that come from them, but the child shouldn't just be a passive

listener. The child must be an active participant in the process. A technique known as dialogic reading is particularly effective in developing early literacy skills, Zevenbergen and Whitehurst, (2003). As the adult and child look at a picture book together, they actively talk about it. The adult engages the child in the process by asking questions and encouraging a dialogue about what is going on in the story. What is essential to this process, however, is that the partners then switch roles, and the child becomes the storyteller and the adult the active listener and questioner Ghoting and Martin-Díaz, (2006). When an adult is successful at keeping the dialogue and questioning during dialogic reading within the child's zone of proximal development, the interactions build on the child's existing skills and move the child to the next level of understanding Levine and Munsch (2016). In addition, dialogic reading materials as one of the tools to help the learning activity in primary education levels need to be used to support the English learning activities. This activity focuses the verbal communication both teacher and students rather than the traditional activity where the teacher read aloud and the students sitting and listening, Brannon & Dauksas, (2014). Study by Jalongo & Sobolak (2011), mentioned that students need to have a vocabulary instruction with questioning, clarifying, repeating, pointing to the words, an example, and using child friendly definition to make the children understand. In this point, dialogic reading is an activity that presents both teacher and students to achieve the learning goal.

Two-Dimensional Animation is a technique that can engagingly facilitate learning by involving students in the teaching and learning process. It is the art of generating motion in two dimensions. Two-dimensional animation is a design that involves the motion of an inanimate object, diagram, or image in an x and y environment for the purpose of knowledge transfer to the learners (Fitzgerald, 2019). The art of creating movement

in a two-dimensional space is 2D animation. 2D animation is based on the x- and y-axes, and its use in this study is justified by its suitability for graphical presentations. 2D animation resembles cartoons more closely, and parents use it to educate their children at home. As a result of the rapid development of computer hardware and software technologies, computer - assisted drawing tools, such as 2D and 3D software, are readily accessible to students and educational institutions for graphical learning and instruction (Wu & Chiang, 2013). It is crucial to equip computer devices with the proper pedagogy to facilitate graphical learning among students. On this basis, computer software such as 2D animation may be useful for the effective teaching and learning of quantitative economics concepts. Two-dimensional animation (2D) technique has an advantage over other instructional methods due to its interactive nature and visual persistence during the learning process, which serve as sources of student motivation.

With the hasty development of the science and technology, the application on English materials through multimedia grows and develops time to time by the modification on audio, visual, animations (2D & 3D) effects in the software. The animation content in the classroom can be classified as: Expositive where the users watch the expository content on screen; Interactive where the users can interact with the content; and Quizzes where the user are tested on a specific content, Xiao, (2013). The teachers can choose the application to apply in the materials development based on the students need. For this reason, it is important for the language teacher to be aware of the latest tools and best materials to be implemented in teaching and learning process, especially teaching in primary education. (Hidayat, Tamin, Herawati, Khairul, & Syahmaidi, 2019). Shyamlee et al., (2012) explained the necessity of multimedia application in English teaching; (1) cultivate students' interest

in study; (2) promote students' community capacity; (3) widen students' knowledge to gain an insightful understanding to western culture; (4) improve teaching effect; (5) improve interaction between teacher and students; (6) creates a context for language teaching; and (7) provide flexibility to course content. Answering those phenomena, the researcher proposes to develop multimedia learning materials for dialogic reading with two-dimensional (2D) applications to foster intercultural communication in primary education.

Several studies have investigated the impact of computer animation on student achievement and learning motivation that was discovered that using simulation and animations in the learning process was effective in engaging students in the classroom teaching part, theological mathematics section, and theological science section reported that students who studied using animation pedagogy movies were more motivated to understand science (Ejimonye et al., 2020; Yisa & Ojiaku, 2016; Kwasu & EmaEma, (2015) ;Rosen, (2009); Özdemir & Öner, (2015); Barak et al., (2011)).

In the context of intercultural communication, the most important thing to be implemented for the students, especially in primary education, is developing the appreciation feeling, among others. This concept will link to the goal of education on creating positive behavior like empathy, brotherhood and prevent the inferior attitude. There are some criteria in applying the intercultural for education: (1) focus on the equity between individual and group; (2) be able to accept cultural and language differences and diversity as a source of learning; (3) avoid ethnocentrism; and (4) aim to achieve the same opportunity and oppose any kind of discrimination and racism (Fossard & Bailey, 2016). It links to UNESCO as one of the international organizations which emphasize the importance of educational curricula in all schooling

levels contribute to the intercultural and peaceful society, Deardorf (2019).

Naturally, teaching English as an international language need a lot of sources to be implemented by the teacher to help the teaching and learning process run smoothly. As stated before, learning materials and media become the important factors to achieve the goal of English language teaching in primary education. As reported by Cahyati & Madya (2019) in their study, choosing the appropriate teaching aids such as textbook and media is very needed to support the success of teaching learning activity in primary education. Textbooks, as one of the important sources, should contain the aspirations to introduce and develop the multicultural understanding. The textbook pictures, both textual and visual contain should represent the cultures, identity, and citizenship, Dendrin (2015). Whereas dialogic reading materials as one of the tools to help the learning activity in primary education levels need to be used to support the English learning activities. Dialogic reading is a form of reading activity that heartened the teachers to share the reading process with the students. This activity focuses on the verbal communication between both teacher and students rather than the traditional activity where the teacher read aloud and the students sitting and listening, Barron & Dauksas (2014). Study by Jalingo and Sobolak (2011) mentioned that students need to have vocabulary instruction with questioning, clarifying, repeating, pointing to the words, an example, and using child friendly definition to make the children understand. In this point, dialogic reading is an activity that presents both teacher students to achieve the learning goal.

The development of English materials takes an important part in the process of teaching and learning. The appropriate material can develop the students' knowledge and improve their language skills, Ramli (2014). Good teaching

material is decided as the learning material provides the language also content situated on the students' need, level, and environment. Choosing the appropriate materials can help the students easy to learn English. Ideally, in developing materials, teachers should create a design which informs and stimulate the persistent output as a language promotion to the students, (Sunubi, 2020). Unfortunately, in this globalization era, advancing technology begins to have substantial factors in the educational system around Indonesia, many technologies are applied to switch the traditional classroom into web classroom.

Thomson (2010) reported that online learning is suitable for students because of its more centered approach and more individualized. Ahluwalia and Aggrawal (2010) also mentioned that the internet innovation become one of the motivational tools for language learners. In all, it is stated that the development of web-based learning materials improves useful and boosts the environment of language learning. At present, most of the study reported the positive feedback from the use of internet language materials motivate the learners to learn language since they can monitor their own learning pace and can reduce the anxiety of making mistakes in front of teachers and friends. Otherwise, internet language materials are also easy to be access outside the classroom, Zamari, et.all (2012).

## ■ METHOD

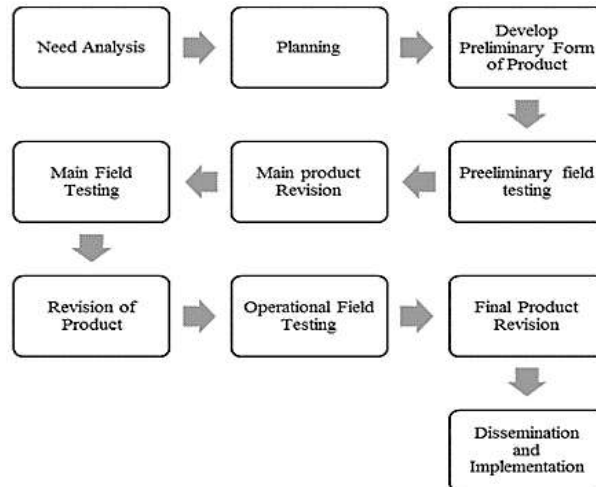
### Participants

The subjects of this research are forty nine English teachers of twenty three Primary Schools in Malang, East Java who conduct both offline and online teaching in their English class. The participants were seventeen female teachers and ten male teachers, both junior and seniors English teachers. The subjects were selected based on purposive random sampling technique.

**Research Design and Procedures**

The design of this research is R&D (Research and Development) by using 4D (Define, Design, Develop and Disseminate) model

used to develop and validate educational products. According to Borg and Gall (1983), research and development design consist of ten major steps. They are as follows:



**Figure 1.** Steps of R&D by borg and gall (1983)

The researchers limits the development steps into six steps, which means the researcher used the selected process of R&D in Main Product Revision step in order to adjust the process to the development needs and situation.



**Figure 2.** Procedure of development based on borg and gall model

**(1) Need Analysis (Define)** Needs analysis involved evaluating the communicative requirements of the learners and the methods for

accomplishing specific instructional goals. In the present day, the process of requirements analysis has become more intricate. Its purpose is to gather information about the learners and to determine the desired setting and environment for the research participants. This stage was conducted to gather information on the significance of developing the product. The study involves conducting interviews and administering questionnaires to primary school teachers in England. The literature review in this study focuses on assessing the needs analysis questionnaire that was administered to the instructors. This questionnaire serves as a basis for understanding the teachers' requirements and informing the design of the research project. **(2) Planning** The literature review focuses on developing learning materials and validation tools in the planning context. The researcher selected a material that is appropriate for applying the writing subject. The researcher analysed and evaluated the previous content to determine whether to use half

of the existing material or completely redesign it. **(3) Developing (Design)** after the planning phase, the researcher developed the material by incorporating the findings from the requirement analysis and analysing the existing information. The design phase will be developed with one of the private animation studios in Malang. **(4) Try-out (Testing Validity)** At this stage, the researchers shared the materials to the participants and asked their feedback on the product. **(5) Revise and Developing** Following the initial field test of this material model, all gathered data was assembled and analysed to facilitate the redesign of the material. After all is revised, the researchers and artist developed the materials which meets the needs of the research. **(6) Dissemination** in the last step, the researchers distributed the YouTube link to the participants via email and message.

### **Instrument**

There were three instruments used in this research, they were questionnaire, interview, and document study. the main steps that should be considered in designing a questionnaire are examined in the following sections based on Hamed, (2016). There were two kinds of questionnaire used in the Define step, they were: (1) needs analysis questionnaire, and (2) there expert judgment questionnaire. The needs analysis questionnaire was distributed to the English teachers in Primary Education to identify the target needs and the learning needs of the students. The expert judgment questionnaire is used to evaluate the Dialogic Reading material. Before distribution, the questionnaire draft was reviewed by two English Lecturers who were the experts. The concurrent validity of the newly adapted questionnaire was assessed by calculating the correlation between its scores and those from the previous test conducted by Froman et al. (2020) using Microsoft Excel. The correlation score of 0.81 suggests that the newly adapted

questionnaire has a relatively good level of concurrent validity. Cronbach's alpha was utilized as the dependability index and calculated using Ms. Excel. The reliability index score was 0.77, indicating that the questionnaire was reliable.

The survey findings were quantitatively evaluated using descriptive statistics to determine the frequency of questions on students' access to, activity with, and ideas on Dialogic reading material. The interview is used to know the material needed by the students and the teachers. Meanwhile, the documents is used to complete the data used to develop the product. The data from questionnaire, interview, and document study will be analyzed qualitatively, on the other hand quantitative data obtained will be analysed by using quantitative analysis frequency and percentage of average score and the results are then will be used as the basis to design and develop the materials.

To assess whether the questionnaire is worthwhile, the percentage formula is  $A/B \times 100$ , as stated by Hardiansyah & Rasia, (2022) A represents the number of respondents who made a specific choice, and B represents the total number of respondents. The data were verified by triangulation. In this research, triangulation techniques are employed to assess the credibility of data by applying various methods to the same source. Using source triangulation, the researchers interviewed English primary teachers and the two experts. Subsequently, the integrity of the interview data was assessed using observation, documentation, and questionnaire procedures.

### **Data Collection and Analysis**

There are three methods of data collection used in this study, they are observation, interview, and document study. To find out the needs analysis, the researcher will use the observations sheet, and the interview to find out the material needed by the students. In this study, the data



analyzed descriptively. The data from observation, interview, and document study conducted in preliminary observation were described qualitatively to know the existing materials problem faced in real situation. While data from the questionnaire was described

quantitatively. In measuring the quality of the developed prototype, the data gathered through some instruments which will be analyzed quantitatively. The validity of the prototype was judged by 2 experts. Here is the criteria to assess the materials based on six learning aspects:

**Table 1.** Product quality interval score

Criteria	Interval Score	Category
$\bar{X} \geq Mi + 1.5 Sdi$	$\bar{X} \geq 4.05$	Excellent Material
$\bar{X} \geq Mi + 0.5Sdi \leq \bar{X} < Mi + 1.5 Sdi$	$3.35 \leq \bar{X} < 4.05$	Good Material
$\bar{X} \geq Mi - 0.5Sdi \leq \bar{X} < Mi + 1.5 Sdi$	$2.65 \leq \bar{X} < 3.35$	Average Material
$\bar{X} \geq Mi - 0.5Sdi \leq \bar{X} < Mi - 1.5 Sdi$	$1.95 \leq \bar{X} < 2.65$	Below Average Material
$\bar{X} < Mi - 1.5Sdi$	$\bar{X} < 1.95$	Poor Material

## ■ RESULT AND DISCUSSION

### Define

#### *The Interview Results*

Based on the interview result with the teachers through the WhatsApp call and Zoom meeting, it can be summarized that one of the most difficulties in teaching English at elementary school are how to teach pronunciation skill and vocabulary mastery. For the materials that are taught by teachers are about the very basic vocabulary such as something that is related with student's daily activities, the names of animals, fruits, colors, family tree, transportation, public places, and etc. Language features that exist are grammar, vocabulary, and reading. For the grammar section, teachers teach how to use to be and possessive adjectives properly. In reading text, teachers choose the simplest texts that can be easily understood by students. Furthermore, teachers also stated that not all students are already familiar with English lesson since not all of students learn about English before they come to elementary school. Their skills are also varying, some of students already have a basic English comprehension but the others are not, so they need more extra guidance from the teachers. In addition, teachers admit that they are already using

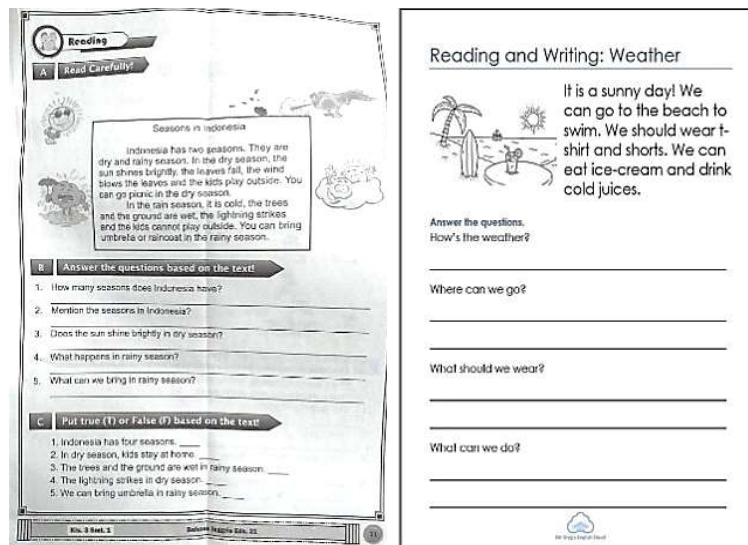
multimedia technology such as laptops and smartphones to improve their teaching processes. Teachers usually give a short video animation from YouTube platform and occasionally use a flashcard that will assist students in learning English because they are interested with visual medium.

Furthermore, since student have very limited vocabulary mastery it affects their pronunciation. They have difficulties in pronouncing the English words/sentences since the written texts in English are very different with Indonesian language in terms of oral production. What they read is different from what students must speak. Students also have problem in answering the teacher's question during speaking practices since the word order is different with Indonesian language. During speaking practice, students are demanded to quickly think about how to arrange the words into sentences that will be spoken. It is still hard for students even if they are already in 6th grade to translate the spoken language correctly. During this pandemic, teachers usually ask students to send a video of speaking practice through the Google Meet platform. The videos of teaching processes are occasionally sent through WhatsApp group nor Google Meet platform. In implementing the dialogic reading, teachers first



tell students a short story, then ask students to comprehend the phrase on the materials that are being discussed. Then students will learn how to pronounce it and how to speak it. For the lower classes (1, 2 & 3) teachers usually ask students to read the text with their classmates in pairs and for the upper classes (4, 5 & 6) teachers asks students to write a very simple short dialogue and

then asks them to practice it. During online learning, teachers often send a video of learning processes related to the materials that are given to help students understand better the topic of materials which are being learnt. In brief, the grammar section only exists for 4, 5 & 6 classes. In the end, teachers use Pictionary technique to improve student's English glossary.



**Figure 3.** Printed and online materials

In the English learning process, students need to know what their motivation in learning English is to support their goals because their motivation in learning will impact their process and ability in learning English (Purwanti, Puspita, & Mulyadi, 2019). Moreover, Sinta et al., (2020) stated that students often think that it is difficult to understand the English material and it makes them do not like an English lesson. In line with that, Kusmaryati & Amertaningrum (2017) also revealed that students' interest has an important role in developing students' thinking ability, students' interest can also affect students' learning achievement quality in some learning subject. In addition, a study conducted by Albia & Albiansyah (2021) shows that students are more

interested in books containing animated cartoon and games or interactive activity for them. The textbook that is not emphasized to the student's elementary school age can be an obstacle or the difficulties for students to learn English, also because they have very limited vocabularies especially in reading skill.

In another hand, Clarke (2003) stated that there is also lack of updated materials, audiovisual equipment, and facilities. The textbook 'imposed' by the Ministry of Education is the main teaching resource which plays an important role in the learning process, as there is no available technological equipment (computer lab, overhead projector, internet, etc.) or other facilities (library, lab, EFL classroom) in many state schools to

supplement English language teaching. Furthermore, Tzotzou (2014) revealed that there is a mismatch between what learners aim to do with English (e.g. to use the internet better, to pass the English exams, to find a job) and what the teacher or curriculum want them to attain (e.g. to communicate with foreigners, to know other cultures). In brief, the fact that many children are learning English because their parents want them to (under parental pressure), sounds alarming and should be effectively handled.

Sisilda (2020) believed that the students need interesting new media and materials in learning local content subject, in this case Dayak Ngaju language. The lack of media sources used in SDN 8 Langkai Palangka Raya can affect the English learning processes. The medium that is suitable for the students' needs is expected to meet the goals of attracting the students and making them learn well. They might automatically pay attention to the teaching and learning process if they are interested in the lesson, especially by using the medium. In brief, Fetting et al (2018) have found that interactive reading approaches, such as dialogic reading (DR), can promote literacy and social emotional learning (SEL) and increase language and interaction opportunities for children with disabilities, such as autism spectrum disorder, who often exhibit social skills delays (Fleury et al., 2014; Towson et al., 2017). Therefore, it is flexible delivery approach lends support for its implementation in elementary school settings.

### ***The Questionnaire Results***

From the total of 25 questions in a survey distributed to 49 elementary school teachers in Indonesia, they were several important points can be described related to the students' English competence, the application of the Dialogic Reading method in learning English, as well as the important elements that must be included in

Dialogic Reading to improve the elementary school students' proficiency in English lessons. Based on the survey results, it was reported that elementary school students had difficulty on understanding and pronouncing English reading text, and as many as 70% of teachers explained that the elementary school students did not have sufficient English vocabulary proficiency. In addition, some students do not have sufficient ability in their pronunciation in which it is one of the English aspects being able to communicate in English well. With insufficient vocabulary, difficulty in understanding reading, and insufficient ability in pronunciation, elementary school students in both low level (grade 1-3) and high level (grade 4-5) do not have good communication skills. In this survey, the researchers found how the Dialogic Reading method is applied in elementary English classes in Indonesia. It was found that 70% of elementary school teachers had applied the Dialogic reading method in teaching English. One of the reasons for using this method in the classroom was because it was reported that many elementary school students liked the topic of learning English about intercultural such as festivals, food, games, traditional celebration, clothes, seasons and so on. 98% of the correspondent surveys explained that Dialogic Reading was an effective method to improve students' listening and communication skills using English.

To find out how to implement Dialogic Reading method in teaching English during this current pandemic, 70% of correspondents agreed that learning English using Dialogic reading method can be delivered through online learning by packaging it with more attractive material as in the form of animated videos. All correspondents agreed that 2D animation models can be used as a tool to convey Dialogic Reading via online. However, it should be noted that Dialogic Reading materials must be presented with

a simple text and use easy-to-understand language, appropriate illustrations and colors, interesting stories, and be equipped with simple questions that can help students understand the Dialogic Reading. In addition, the correspondents in this survey agreed to present Dialogic Reading material that involved students emotionally and physically, be able to facilitate students in conveying their attitudes and feelings towards reading, and lastly, the text must include language elements such as grammar, expressions, and vocabularies related to intercultural aspect.

### Planning

Based on the results of questionnaire distributed to English for Primary School Teachers in the Indonesian context, the results shown that the development of dialogic reading material for online classroom was based on the potency of the students as well as the characteristics of good reading material. The developed materials will be able to boost students' intercultural communication. As the results, in this planning stage the development of materials could be summarized as follow.

**Table 2.** Planning the development of dialogic reading materials for online classroom

Aspects	Development
Content	1) Material developed with 2-Dimensional model, interesting colors, simple text, and images.
	2) Containing material with interesting story and illustrations.
	3) Containing topics about intercultural study and contextual material.
	4) Using intercultural reading text types taken from many different types of sources and compiled into one dialogic reading.
	5) Containing linguistics features which are slightly above the learner's proficiency and intercultural studies.
	6) Providing some vocabularies related to the reading text.
Language Used	1) Formality of the language use
	2) Easiness of students in understanding the language used in text.
	3) Simplification of the texts and questions addressed.
Activities and Assessment	1) Containing the activities which include and involve students while reading the text.
	2) Providing activities which always require students to do something mentally or physically in response to dialogic reading text.
	3) Providing opportunities for the students to use language for communication
	4) Including activities which involve the learners in discussing their attitudes and feelings about the reading text.
	5) Including grammar practice in the form of expressions.
	6) Providing the students with some questions related to the topic/text.

**Table 3.** The development of reading material by inserting local culture

Aspects	Development
Content	<p><b>Chapter one</b> <b>EID AL-FITR WITH BHRE IN INDONESIA</b></p> <p>Paragraph 1: On the early morning of the Eid Al-Fitr or festival for breaking the fast after 30 days, Bhre family returned from the mosque. They were very happy because they celebrated a special day together with relatives, neighbors, and all Moslem around the world. On this special day, Bhre visited his grandparents, met his uncles and aunties, and played with his cousins. Bhre’s mom also cooked many delicious foods. We shook hands one and another and greeted “Eid Mubarak” to all people around us.</p> <p>Paragraph 2: In the evening, before celebrating the Eid Al-Fitr, Bhre set off the fireworks together with his father, little sister Bhriya, and friends to welcome this special day. It was not only Bhre but many people who also set off the fireworks even until three days. Bhre was sure that everyone was very happy during Eid Al-Fitr. His father said that different places have different cultures to celebrate this day. “Moslem in Egypt also show almost the same activities. After the end of the prayers, they release the ballons together\, welcoming this Eid Al-Fitr day. People are also wearing new clothes and decorate their house with Moslem attribute complete with the tasty cookies and meals”. Bhre was handsome with his koko shirt and his skullcap. He looked so stunning.</p>
Language Used	<ul style="list-style-type: none"> <li>• Religion festival</li> <li>• Set off the fireworks.</li> <li>• Special menu</li> <li>• Moslem attribute</li> <li>• Different culture</li> </ul>
Activities and Assessment using CROWD-questions	<ol style="list-style-type: none"> <li>1. Eid Al-Fitr is celebrated after ... fast. (<i>Completion</i>)</li> <li>2. Bhre family prayed in the house or in the mosque in the Eid Al-Fitr day? (<i>Recall</i>)</li> <li>3. What are the people to do to welcome Eid Al-Fitr after the end of the prayers? (<i>Open ended</i>)</li> <li>4. Who helped Bhre setting up the fireworks? (<i>WH-Question</i>)</li> <li>5. How many days is usually the celebration of Eid Al-Fitr? (<i>Distancing</i>)</li> </ol>
Aspects	Development
Content	<p><b>Chapter two</b> <b>CHINESE NEW YEAR: ENJOYING SPRING FESTIVAL</b></p> <p>Paragraph 1: “Xinniankuaile ... Gongcifaicai”, my father said to everyone in the living room welcoming Chinese New Year. Sometimes it is also called</p>

as Chinese Lunar new year or Spring festival as the biggest celebration in my hometown, China. Then we shouted happily together “Xinniankuaile ... Gongcifaicai”. Let’s go visit some relatives, neighbours, and friends, my mother said.

Paragraph 2:

First, all the people dress up beautifully to visit their family, neighbors, and friends to extend new year’s greetings. This spring festival lasts for about 16 days, starting from Chinese New Year’s Eve to the Lantern festival. “Alsa, please helped me to hang and stick this character “Fu” on the wall, doors, windows, and other places “. Said my mom one day before the Spring festival.

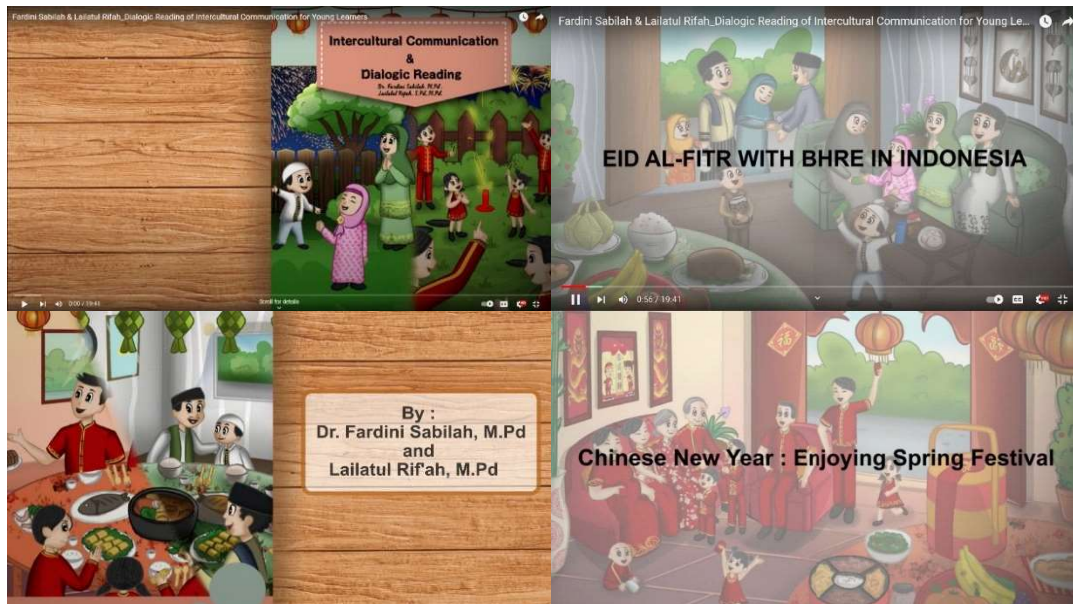
“Yes Mom”, then I helped my mom to hand and stick the character “Fu” as the symbol of blessing and happiness everywhere. Also posted the red posters which have poetic verses at the house gate and pictures on the wall.

Language Used	<ul style="list-style-type: none"> <li>• Largest celebrations</li> <li>• Character “Fu”</li> <li>• Worship</li> <li>• Delicious</li> <li>• Sweet foods</li> </ul>
Activities and Assessment using CROWD-questions	<ol style="list-style-type: none"> <li>1. The Chinese new year festival is also called as ... ? (<i>Completion</i>)</li> <li>2. Who is the main character in this story? (<i>Recall</i>)</li> <li>3. Where is Alsha’s hometown? (<i>Open ended</i>)</li> <li>4. Does the “Fu” symbol hang on the wall, doors, windows, and other places? (<i>Wh-question</i>)</li> <li>5. How many days does the spring festival last? (<i>Distancing</i>)</li> </ol>

**Developing (Design)**

The procedures of developing the 2D animation video were following the steps first wrote draft of reading text, identified the intercultural contents, prepared dialogues of the reading and short questions for each part of the reading. Second, made a story board script to arrange the composition of the story. Third, looked for example pictures from websites to give ideas on how the animation will be designed. Fourth, meet the personnel of Animation designer, Mocca Studio Malang who helped the researcher to design and produce dimensional animation.

Fifth, recorded voice to be inserted in dialogic text for two (2) stories. The voice was recorded in the communication laboratory. Sixth, proceed revisions and editing the product in terms of the pictures’ quality, pictures’ setting, text, questions arrangement and added missing parts of the video. These processes took around six (6) weeks until the video was finished. The duration of video was 19:15 in the format of 2-dimensional animation video and ready to be disseminated in the youtube link <https://www.youtube.com/watch?v=3gXK-HToPkE>.



**Figure 4.** Online materials in youtube

### Try-out (testing validity)

In the try-out stage of the product for this study, the researchers collaborated with several elementary English teachers in Malang. Researchers provided a video link dialog Reading completed with CROWD question in it to be used as a medium of online learning in English lessons. Before starting to try out this product, the researchers explained the contents and some important parts such as CROWD questions that can be directly tested for intercultural learning activity in the English online learning activities. The

implementation of the try-out is fully based on the teachers' teaching schedule. The materials were evaluated by administering a questionnaire to an expert in English language education, who provided their professional judgment. The experts considered five aspects, including: the material's objectives, material composition, methodologies, learner perspectives, language competence, and instructional guidelines. The questionnaire outcome is outlined below: The judge evaluated the information using evaluation criteria provided by the research, utilizing an instrument.

**Table 4.** Expert judge result

Aspect	Judge I		Judge II	
	Result Score	Category	Result Score	Category
Material objective	4.00	Good	4.02	Good
Main Material	4.17	Excellent	4.10	Excellent
Methods	4.03	Good	4.05	Good
Learners	4.04	Good	4.08	Good
Language Competence	4.05	Excellent	4.07	Excellent
Instructions	4.00	Good	4.00	Good
Total Score	4.05		4.05	

The table shown shows expert judges' evaluation of the product's quality. According to the data, the average score given by two expert judges was determined to be 4.05. In total, the expert judges analyzed 24 items. The maximum score that could be assigned to any item was 5, while the least value was 1.

According to the table 3 on expert judge result, the average score of the generated material was 4.05. It suggests that both judges consistently awarded high scores to each item in the instrument. The major score for product quality fell inside the first criteria, with an interval score of  $\geq 4.05$ . With a main score of 4.05 from the experts' evaluation, the generated item was classified as excellent, indicating its high quality. The final stage was "disseminate". The resources are structured as modules and transformed into a "Video 2D" format and uploaded as a youtube video. The format enables the materials to be accessed on the student's smartphone, laptop, ipad, computer, and others. This technique provided the students with the opportunity to concentrate on the process of learning.

The target teachers were provided questionnaire in order to see their response to the instructional material. Teachers' responses were processed through the following formula:

$$P = \frac{n}{N} \times 100\%$$

P : The percentage of teachers' response

n : Students' score

N : Total score

After that, the data was reported into each criterias as follows: According to the data collected, this result of the teachers' responses questionnaire as follows: From the formulation result, it can be concluded that based on the teachers' score and perspective that the materials were very good and appropriate to share in the students.

**Table 5.** Program of teacher's response criteria preliminary testing - Riduwan (2012: 89)

81-100	Very Good
61-80	Good
41-60	Good Enough
21-40	Low
0-20	Very Low

$$P = \frac{n}{N} \times 100\%$$

$$= \frac{714}{865} \times 100\%$$

$$= 82\%$$

### Revise and Developing

After the product try-out was carried out by the teachers in the classroom, the next step was the revision stage. In the try-out of this 2D animation product, there were several points that must be revised based on the responses of the children in the class and from the teachers' opinions. The revision that was made was on the visual appearance of this 2D animation video, the feedback given by the teacher was to highlight the colors, animated characters, and the selection of backgrounds that were adapted to the culture given. In addition, revisions were also made to the size of the writing text and font used to make it easier for future readers. Revisions to the question points were also made to complete the understanding of the checking process for students about the dialogic reading that they had learned. And the last was a revision to the use of audio that can help children concentrate in reading and participate in online learning activities using Dialogic Reading.

### Distribution / Dissemination

The last process carried out by the researcher, after conducting a try-out and revision, was dissemination. Dissemination was the last step in this research to introduce one of the online teaching sources for English in



elementary school which is dialogic reading video using 2D animations. This process was the publication of the video results that were made, tested, revised, and uploaded to the researcher's YouTube account. This process eventually becomes a process to show the results of making products that are expected to be used by all parties, from parents, teachers, and students themselves. In the final product, the Dialogic Reading video packaged in 2D animation contains the introduction of the book, two intercultural topics about festivals in Indonesia and China completed with CROWD questions.

### ■ CONCLUSION

Developing dialogic reading by integrating intercultural contents for primary school students need analysis and careful process to make the results is in accordance with the students and teachers' need for English study. Dialogic reading in the form of online material is badly needed recently due to the changes from classroom instruction to online learning instruction. The 2-dimensional animation designed and produced in this research is demanded material for teachers and students in primary level since the product is interesting, interactive, fun, and gives other cultures contents. The animation as well as the text is simple and suitable for the students' background knowledge and their level of difficulties. Careful and detailed plans before arranging the text and creating questions are also the important parts to be examined as well. All in all, it can be stated that the 2-D online material produced in this research is proven to improve students' communication skill since the text is completed with dialogue and questions. CROWD questions formula can stimulate students to speak using target language and communicative during reading lesson. It can be implied here that the integration of intercultural contents with dialogic reading with CROWD questions formula is good online material that can boost primary school

students to learn English better. It is recommended that further researcher can create another topic of Dialogic Reading which is more up to date, interesting in its' illustration or pictures and more advance in the digital technology, for example in the form of 3 or 4-dimensional animation.

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