

APPENDICES

Appendix 1. Research Permit Application.



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 496 /UN48.7.1/ TA.00.03/2026 26 Februari 2026
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 1 Tukad Mungga
di Buleleng

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa terlampir untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Korprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsRE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia



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DAFTAR LAMPIRAN

No.	Nama	NIM	Judul Skripsi	Prodi
1.	Ni Putu Marsya Putri Sukaba	2212021002	Developing a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga	Pendidikan Bahasa Inggris
2.	Kadek Nonik Nirmala Ayu	2212021005	Developing a Digital Comic for Teaching Reading Comprehension and Promoting Climate Action Values for Elementary School Students in SD Negeri 1 Tukad Mungga	Pendidikan Bahasa Inggris
3.	Della Primsa Br Kembaren	2212021010	Developing a Digital Comic for Teaching Reading Comprehension and Promoting Reduced Inequalities Values for Elementary School Students in SD Negeri 1 Tukad Mungga	Pendidikan Bahasa Inggris
4.	Komang Icha Sri Handayani	2212021042	Developing a Digital Comic for Teaching Reading Comprehension and Promoting Zero Hunger Values for Elementary School Students in SD Negeri 1 Tukad Mungga	Pendidikan Bahasa Inggris



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2. The Blueprint and Result of Observation Classroom.

Developing a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga

The Observation Sheet Instrument

Purpose :

This observation sheet is designed to collect qualitative data on the implementation of English reading lessons using digital comic media. The instrument aims to evaluate:

1. Teaching methods applied by the teacher
2. Student engagement during reading activities
3. Use of media and learning resources
4. Reading comprehension activities conducted in class
5. Integration of moral and educational values in reading lessons

The results will provide insights into the effectiveness of digital comic media in enhancing students' reading comprehension and promoting values aligned with quality education.

Target Respondents :

This observation instrument focuses on:

- English teachers delivering reading lessons
- Elementary school students participating in the reading activities

General Instructions :

1. Confidentiality

All observations are strictly confidential. The information will be used only for research purposes. Observers should maintain the anonymity of both teachers and students.

2. Completion Time

Observation of each reading lesson is expected to take 30–45 minutes, depending on lesson length.

3. Structure of Observation Sheet

The observation sheet is divided into five main aspects:

1. Teaching Method – How teachers conduct reading lessons and guide students
2. Student Engagement – Students' participation and interaction in learning
3. Media and Learning Resources – Use of digital or visual media during lessons
4. Reading Comprehension Activities – Activities targeting understanding, main ideas, and inference
5. Values Integration – Inclusion of moral or educational values in the text

Each aspect contains multiple indicators to be observed.

4. Response Instructions

- Place a check mark (✓) if the indicator is observed.
- Place a cross (X) if the indicator is not observed.
- Use the Notes/Comments column to provide brief explanations, examples, or observations of classroom behavior.
- Be objective and avoid making judgments outside the listed indicators.

Aspect Observed	No.	Indicator	Observation (√/X)	Notes/Comments
A. Teaching Method	1	The teacher includes basic reading activities (words or short sentences) in the lesson.	✓	Guru meminta siswa membaca daftar kata sifat (adjective) seperti tall, short, etc
	2	Reading materials are focused on vocabulary recognition and basic translation.	✓	Fokus utama masih pada pengenalan kata sifat dan artinya dalam bahasa Indonesia
	3	The teacher provides explicit explanations of word meanings or sentence structures.	✓	guru menjelaskan struktur "the dog is bigger than the dog" dan menunjuk gambar di buku paket
	4	The teacher uses Indonesian translation to help students understand the English text.	✓	di terjemahkan kata - per kata agar siswa paham
	5	The teacher provides immediate vocabulary support when students struggle to read.	✓	guru membimbing siswa terkait cara pronounciation agar lancar
	6	Students show interest when visual aids (pictures) are included in the reading material.	✓	Siswa terlihat antusias saat guru menjelaskan perbedaan lebar dan panjang
B. Student Engagement	7	Students are able to pronounce short sentences or words following the teacher's lead.	✓	Siswa mau melakukan repeat after me dengan nada yg cukup l-eraj namun masih ragu jika diminta membaca mandiri
	8	Students ask for the meaning of specific English words during the activity.	✓	beberapa siswa masih terlihat bingung dgn perbedaan lebar dan panjang
	9	Students can complete simple tasks, such as matching words to their corresponding images.	✓	
	10	The teacher uses visuals from the textbook or printed flashcards to assist reading.	✓	
C. Media and Learning Resources	11	Digital media (projectors, laptops, or videos) are utilized during the reading session.	X	di LCD sedang digunakan kelas lain
	12	Students interact directly with the provided	✓	Siswa masih kedepan untuk

		learning media (e.g., touching cards, looking at slides).		menunjuk gambar di buku paket
	13	Students practice reading aloud (<i>read aloud</i>) words or short sentences from the book.	✓	
	14	Reading activities focus on understanding the literal meaning of sentences (word-for-word).	✓	tidak ada analisis mendalam kejelasan harga sebalas mengetahui "siapa yang tinggi" berdasarkan teks
D. Reading Comprehension Activities	15	Students answer short, direct questions where the answer is explicitly stated in the text.	✓	
	16	The textbook or reading material contains simple moral messages or character values.	X	tidak ada pesan moral yang tertulis di teks
	17	The teacher gives verbal advice or relates the lesson to positive social values.	✓	guru secara lisan menyebarkan pesan untuk menghargai perbedaan fisik teman pendek, tinggi, dll
E. Values Integration	18	Students respond positively to the moral messages or values presented in the lesson.	✓	Siswa mengangguk paham

Appendix 3. The Blueprint and Result of Teacher Needs Analysis Interview

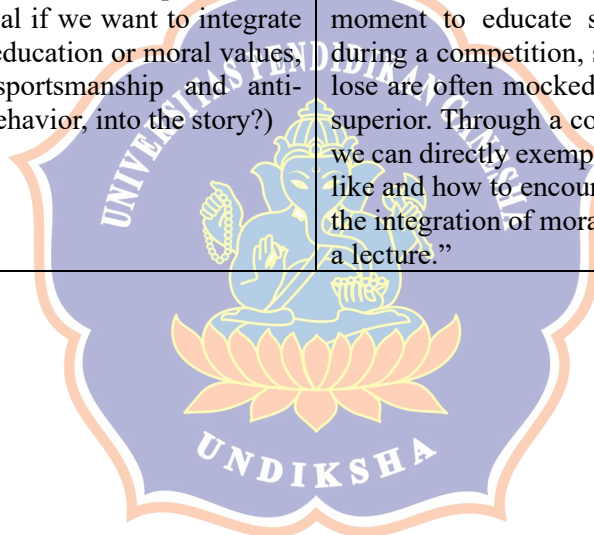
No.	Sections / Questions	Teacher's Responses
Section A: Necessities (Curriculum demands and essential reading skills)		
1	<p><i>Keterampilan pemahaman membaca bahasa Inggris apa yang harus dikuasai oleh siswa Kelas V pada akhir semester?</i></p> <p>(What English reading comprehension skills should Grade V students master by the end of the semester?)</p>	<p>ID: “Pada tahap ini, keterampilan yang paling penting adalah pengenalan kosakata dasar dan pengucapan. Karena kami tidak memiliki guru khusus bahasa Inggris, siswa masih berada pada fase dasar. Mereka perlu menguasai membaca kata demi kata terlebih dahulu sebelum mereka dapat sepenuhnya memahami kalimat panjang atau menemukan gagasan utama secara mandiri.”</p> <p>EN: “At this stage, the most crucial skill is basic vocabulary recognition and pronunciation. Because we do not have a specialized English teacher, the students are still in a foundational phase. They need to master reading word-by-word first before they can fully comprehend long sentences or find main ideas independently.”</p>
2	<p><i>Kompetensi membaca bahasa Inggris mana dalam kurikulum yang paling penting bagi siswa pada tingkat ini?</i></p> <p>(Which English reading competencies in the curriculum are most important for students at this level?)</p>	<p>ID: “Kompetensi yang paling penting saat ini adalah penguasaan kosakata dan penerjemahan kalimat sederhana. Hal ini sejalan dengan tingkat perkembangan mereka saat ini di mana mereka sedang dalam masa transisi dari mengenali kata menjadi memahami frasa pendek.”</p> <p>EN: “The most important competency right now is vocabulary mastery and simple sentence translation. This aligns with their current developmental level where they are transitioning from recognizing words to understanding short phrases.”</p>
3	<p><i>Nilai-nilai pendidikan apa yang terkait dengan SDG 4 (seperti inklusivitas, kerja sama, dan kesetaraan) yang harus diintegrasikan ke dalam materi membaca bahasa Inggris?</i></p> <p>(What educational values related to SDG 4 (such as inclusiveness, cooperation, and equality) should be integrated into English reading materials?)</p>	<p>ID: “Inklusivitas dan kerja sama sangat bisa diterapkan. Di kelas saya, saya menggunakan sistem tutor sebaya di mana siswa yang lebih lancar berbahasa Inggris membantu teman sekelompoknya. Kesetaraan gender juga diterapkan secara alami saat siswa laki-laki dan perempuan belajar bersama secara kolaboratif. Mengintegrasikan nilai-nilai ini ke dalam materi membaca akan sangat bagus.”</p> <p>EN: “Inclusiveness and cooperation are applicable. In my class, I use a peer-tutoring system (tutor sebaya) where students who are more fluent in English help their classmates in groups. Gender equality is also naturally applied as boys and girls learn collaboratively. Integrating these values into the reading materials would be very good.”</p>
Section B: Lacks (Students' difficulties and limitations in current learning materials)		
4	<p><i>Kesulitan apa yang biasa dialami siswa saat belajar membaca teks bahasa Inggris?</i></p> <p>(What difficulties do students commonly experience when learning to read English texts?)</p>	<p>ID: “Kesulitan utamanya adalah keterbatasan kosakata mereka. Karena kata-kata bahasa Inggris diucapkan berbeda dari cara penulisannya, siswa sering kesulitan memahami teks kecuali kita menerjemahkannya bersama-sama kata demi kata.”</p> <p>EN: “The main difficulty is their limited vocabulary. Because English words are pronounced differently</p>

		from how they are written, students often struggle to understand the text unless we translate it together word-by-word.”
5	<p><i>Bagaimana interaksi siswa biasanya dengan materi membaca bahasa Inggris di kelas Anda?</i></p> <p>(How do students usually interact with English reading materials in your classroom?)</p>	<p>ID: “Saya biasanya membimbing mereka dengan menuliskan teksnya, dan kami menerjemahkannya kata demi kata <i>sebelum</i> membentuk kalimat yang utuh. Jika saya hanya memberi mereka teks lengkap untuk dibaca sendiri, mereka menjadi bingung dan kurang tertarik karena mereka tidak tahu kosakatanya.”</p> <p>EN: “I usually guide them by writing the text, and we translate it word-by-word before forming a complete sentence. If I simply give them a full text to read on their own, they become confused and less interested because they don't know the vocabulary.”</p>
6	<p><i>Materi membaca bahasa Inggris apa yang saat ini tersedia di sekolah Anda, dan apakah sudah memadai?</i></p> <p>(What English reading materials are currently available in your school, and are they adequate?)</p>	<p>ID: “Saat ini, kami hanya mengandalkan buku teks cetak standar. Siswa belum pernah diberikan buku cerita bergambar atau buku cerita bahasa Inggris di dalam kelas.”</p> <p>EN: “Currently, we only rely on the standard printed textbooks. The students have not been exposed to English picture books or storybooks yet in the classroom.”</p>
7	<p><i>Keterbatasan apa yang Anda temukan pada materi yang ada saat ini dalam hal kesesuaian dengan kebutuhan dan kemampuan siswa?</i></p> <p>(What limitations do you find in the existing materials in terms of suitability for students' needs and abilities?)</p>	<p>ID: “Buku teks yang ada sebenarnya cukup sederhana dan saya suka menggunakannya, tapi kelemahannya ada pada kurangnya kosakata siswa. Teks tanpa penceritaan visual yang kuat membuat siswa kurang tertarik. Mereka butuh materi yang bisa membantu mereka memahami konteks dengan mudah.”</p> <p>EN: “The textbook itself is quite simple and I like using it, but the limitation lies in the students' lack of vocabulary. Texts without strong visual storytelling make students less interested. They need materials that can help them understand the context easily.”</p>
Section C: Wants (Teachers' expectations for digital comic design and instructional support)		
8	<p><i>Fitur apa yang Anda harapkan dari komik digital untuk mendukung pemahaman membaca siswa?</i></p> <p>(What features would you expect from a digital comic to support students' reading comprehension?)</p>	<p>ID: “Saya mengharapkan fitur yang memberikan konteks visual yang kuat dan mungkin kamus mini atau catatan kosakata. Karena kosakata mereka terbatas, visual akan membantu mereka menebak arti tanpa bergantung sepenuhnya pada terjemahan literal.”</p> <p>EN: “I expect features that provide strong visual contexts and perhaps a mini-dictionary or vocabulary notes. Since their vocabulary is limited, visuals will help them guess the meaning without relying entirely on literal translation.”</p>
9	<p><i>Topik atau tema apa yang paling menarik minat siswa dalam komik digital?</i></p> <p>(What topics or themes would best attract students' interest in a digital comic?)</p>	<p>ID: Topik yang sangat relevan dan penting saat ini adalah anti-perundungan. Jika kita bisa menyisipkan cerita sederhana tentang perilaku sosial yang positif dan anti-perundungan ke dalam komik, siswa akan belajar bahasa Inggris sekaligus nilai-nilai karakter yang baik secara bersamaan.”</p>

		<p>EN: “A very relevant and important topic right now is anti-bullying. If we can embed simple stories about positive social behavior and anti-bullying into the comic, the students will learn both English and good character values simultaneously.”</p>
10	<p><i>Dukungan instruksional apa yang akan membantu Anda menggunakan komik digital secara efektif dalam pengajaran Anda?</i></p> <p>(What instructional support would help you use a digital comic effectively in your teaching?)</p>	<p>ID: “Kami membutuhkan media yang dapat dioperasikan dengan mudah tanpa masalah teknis. Sekolah sebenarnya memiliki 14 unit Chromebook dan sebuah proyektor LCD. Namun, Chromebook tersebut jarang sekali kami gunakan karena persiapannya cukup ribet dan koneksi internet di sekolah sering tidak stabil. Jadi, media digital yang siap pakai dan bisa diputar langsung lewat laptop ke proyektor tanpa butuh internet akan jauh lebih membantu. Menggunakan komik secara offline melalui proyektor di kelas akan sangat efektif, karena selain kendala internet di sekolah, beberapa siswa juga mungkin tidak memiliki akses internet di rumah.”</p> <p>EN: “We need media that can be operated easily without technical issues. The school actually has 14 Chromebooks and an LCD projector. However, we rarely use the Chromebooks because the setup is quite complicated and the internet connection at the school is often unstable. So, a ready-to-use digital media that can be played directly from a laptop to the projector without needing the internet would be much more helpful. Using the comic offline via a projector in class would be effective, because aside from the internet issues at school, some students might not have internet access at home either.”</p>
Section D: Present Situation (Classroom context, school readiness, and teaching practices)		
11	<p><i>Bagaimana Anda menggambarkan kondisi kelas Anda dalam hal keragaman dan motivasi siswa?</i></p> <p>(How would you describe your classroom conditions in terms of student diversity and motivation?)</p>	<p>ID: “Para siswa umumnya memiliki kemampuan akademik rata-rata. Namun, saya memiliki satu siswa yang membutuhkan perhatian khusus karena kurangnya dukungan belajar di rumah. Meskipun demikian, dengan pendekatan yang inklusif dan bimbingan yang tepat, semua siswa mampu mengikuti pelajaran.</p> <p>EN: “The students generally have average academic abilities. However, I have one student who requires special attention due to a lack of learning support at home. Despite this, with an inclusive approach and proper guidance, all students are capable of following the lesson.”</p>
12	<p><i>Apakah sekolah Anda mendukung penggunaan media digital dalam pengajaran bahasa Inggris? Tolong jelaskan.</i></p> <p>(Does your school support the use of digital media in English teaching? Please explain.)</p>	<p>ID: “Iya, sekolah menyediakan perangkat kerasnya. Namun, selain masalah internet, sebagai wali kelas kami juga memiliki keterbatasan keterampilan dalam mengembangkan media interaktif sendiri, jadi biasanya kami hanya mencari video sederhana di YouTube. Komik digital offline yang siap pakai akan sangat membantu.”</p>

		<p>EN: “Yes, the school provides the hardware. However, besides the internet issues, as homeroom teachers, we are somewhat limited in our skills to develop our own interactive media, so we usually just rely on finding simple videos on YouTube. A ready-to-use, offline digital comic would be very helpful.”</p>
13	<p><i>Bagaimana orang tua atau masyarakat mendukung pembelajaran bahasa Inggris siswa dan penggunaan media digital?</i></p> <p>(How do parents or the community support students’ English learning and the use of digital media?)</p>	<p>ID: “Para orang tua sangat mendukung program pendidikan kami, terutama mengenai penggunaan media digital yang menarik, karena kami mendapat respons positif selama masa pembelajaran daring sebelumnya.”</p> <p>EN: “The parents are very supportive of our educational programs, especially regarding the use of engaging digital media, as we experienced positive responses during previous online learning periods.”</p>
14	<p><i>Metode pengajaran apa yang biasanya Anda terapkan saat mengajar pemahaman membaca?</i></p> <p>(What teaching methods do you usually apply when teaching reading comprehension?)</p>	<p>ID: “Saya biasanya menggunakan metode 'ulangi setelah saya' (repeat-after-me) untuk mencontohkan pelafalan yang benar, diikuti dengan sesi terjemahan kolaboratif. Saya mendorong siswa untuk berpartisipasi aktif dengan bertanya kepada mereka siapa yang bisa menebak arti kata-katanya.”</p> <p>EN: “I typically use a 'repeat-after-me' method to model correct pronunciation, followed by a collaborative translation session. I encourage students to actively participate by asking them who can guess the meaning of the words.”</p>
15	<p><i>Jenis penilaian apa yang paling tepat untuk mengevaluasi pemahaman membaca siswa dan pendidikan nilai?</i></p> <p>(What types of assessment are most appropriate for evaluating students’ reading comprehension and values education?)</p>	<p>ID: “Saya lebih menyukai pendekatan penilaian formatif dan inklusif. Saya menilai mereka satu per satu, berfokus pada keberanian mereka untuk membaca nyaring dan berpartisipasi daripada menuntut kesempurnaan langsung. Sangat penting bahwa setiap siswa mendapat giliran yang sama untuk mencoba.”</p> <p>EN: “I prefer a formative and inclusive assessment approach. I assess them one by one, focusing on their courage to read aloud and participate rather than demanding immediate perfection. It is important that every student gets an equal turn to try.”</p>
<p>Section E: Topic and objectives preferences (1 April 2026)</p>		
16	<p><i>Dari 10 unit materi di buku teks bahasa Inggris kelas lima ini, unit mana yang menurut Anda paling potensial dan paling cocok untuk diadaptasi menjadi cerita komik digital utuh? Mengapa unit tersebut lebih baik dibandingkan dengan yang sebelumnya?</i></p> <p>(Out of the 10 material units in this fifth-grade English textbook, which unit do you think has the most</p>	<p>ID: “Dari semua bab di buku, saya rasa Unit 10 ini yang paling pas kalau mau dibikin komik. Di unit ini materinya tentang lomba balap karung, jadi jelas ada jalan ceritanya, ada lombanya. Kalau unit-unit sebelumnya kebanyakan cuma mendeskripsikan kosakata benda atau ciri fisik, yang terasa agak kaku kalau dipaksakan jadi cerita panjang. Dengan lomba 17-an seperti ini, anak-anak lebih gampang membayangkan suasanaanya karena mereka juga sering ikut.”</p> <p>EN: “Out of all the chapters in the book, I think Unit 10 is the most fitting to be made into a comic. The</p>

	<p>potential and is most suitable to be adapted into a full digital comic story? Why is that unit better compared to the previous ones?)</p>	<p>material is about a sack race, so there is a clear storyline and a competition. The earlier units mostly just focus on vocabulary for objects or physical features, which feels a bit rigid if forced into a long story. With an Independence Day competition like this, it is easier for the kids to imagine the atmosphere because they often participate in it themselves.”</p>
<p>17</p>	<p><i>Terkait tema lomba 17 Agustus di Unit 10, bagaimana pandangan Anda terhadap potensi materi ini jika kita ingin mengintegrasikan pendidikan karakter atau nilai moral, seperti sportivitas dan perilaku anti-perundungan, ke dalam cerita?</i></p> <p>(Regarding the August 17th competition theme in Unit 10, what are your views on the potential of this material if we want to integrate character education or moral values, such as sportsmanship and anti-bullying behavior, into the story?)</p>	<p>ID: “Di sekolah, momen lomba 17-an seperti balap karung ini sebenarnya pas banget untuk mendidik karakter siswa. Biasanya kalau ada lomba, siswa yang gerakannya lambat atau kalah itu sering diejek atau dibully sama temannya yang merasa lebih hebat. Lewat cerita lomba di komik ini, kita bisa langsung mencontohkan bagaimana sih sikap sportif itu, dan bagaimana cara menyemangati teman yang kesulitan. Jadi, integrasi nilai moralnya terasa alami, tidak seperti menceramahi.”</p> <p>EN: “At school, an Independence Day competition like the sack race is actually the most appropriate moment to educate students' characters. Usually, during a competition, students who are slow or who lose are often mocked or bullied by peers who feel superior. Through a competition story in this comic, we can directly exemplify what sportsmanship looks like and how to encourage a struggling friend. Thus, the integration of moral values feels natural, not like a lecture.”</p>



Appendix 4. The Blueprint and Result of Student Questionnaire (Analyze Phase)

STUDENT QUESTIONNAIRE

Analyze Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: 5 _____

Date / Tanggal: 5 April 2026

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Reading Interest / Minat Membaca	1	I enjoy reading books or stories. (Saya senang membaca buku atau cerita.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	2	I read during my free time. (Saya membaca saat waktu luang.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Reading is fun for me. (Membaca itu menyenangkan bagi saya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
B. Comic Familiarity / Pengalaman Membaca Komik	4	I have read comics before. (Saya pernah membaca komik sebelumnya.)	<input checked="" type="checkbox"/> Yes / Ya <input type="checkbox"/> No / Tidak
	5	I read comics often. (Saya sering membaca komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	6	I understand comics easily. (Saya mudah memahami komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

C. Media Preference / Media yang Disukai	7	What kind of media do you like for reading? (Media apa yang kamu sukai untuk membaca?)	Choose one or more / Pilih satu atau lebih <input checked="" type="checkbox"/> Printed books / Buku Cetak <input checked="" type="checkbox"/> Digital books / Buku Digital <input type="checkbox"/> Comics / Komik <input checked="" type="checkbox"/> Videos / Video <input type="checkbox"/> Others / Lainnya: _____
	8	I like reading comics more than printed books. (Saya lebih suka membaca komik daripada buku biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	9	I like stories with pictures more than stories with only words. (Saya lebih suka cerita dengan gambar daripada cerita yang hanya berisi tulisan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Story Preference / Jenis Cerita yang Disukai	10	What kinds of stories do you like? (Jenis cerita apa yang kamu sukai?)	Choose all you like / Pilih yang kamu sukai <input checked="" type="checkbox"/> Adventure / Petualangan <input checked="" type="checkbox"/> Funny / Lucu <input type="checkbox"/> Fantasy / Fantasi <input type="checkbox"/> School life / Kehidupan Sekolah <input type="checkbox"/> Superheroes / Pahlawan Super <input checked="" type="checkbox"/> Animals / Hewan <input type="checkbox"/> Others / Lainnya: _____
	11	I like stories that help me learn something new. (Saya suka cerita yang membantu saya belajar hal baru.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
E. Open-Ended Questions / Pertanyaan Terbuka	12	What makes reading fun for you? (Apa yang membuat membaca menjadi menyenangkan bagimu?)	Answer / Jawaban: <i>membaca sambil saat waktu luang</i>
	13	What kind of stories or characters do you enjoy most? (Jenis cerita atau tokoh seperti apa yang paling kamu sukai?)	Answer / Jawaban: <i>cerita hewan upin ipin</i>
	14	Is there anything you don't like about reading? (Apakah ada hal yang tidak kamu sukai saat membaca?)	Answer / Jawaban: <i>d'ganggu saat membaca</i>

STUDENT QUESTIONNAIRE

Analyze Phase – Digital Comic Development

School / Sekolah: SD Negeri I Tukad Mungga

Grade / Kelas: V

Date / Tanggal: ^{Komis} 5-3-2026

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Reading Interest / Minat Membaca	1	I enjoy reading books or stories. (Saya senang membaca buku atau cerita.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	2	I read during my free time. (Saya membaca saat waktu luang.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Reading is fun for me. (Membaca itu menyenangkan bagi saya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
B. Comic Familiarity / Pengalaman Membaca Komik	4	I have read comics before. (Saya pernah membaca komik sebelumnya.)	<input checked="" type="checkbox"/> Yes / Ya <input type="checkbox"/> No / Tidak
	5	I read comics often. (Saya sering membaca komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	6	I understand comics easily. (Saya mudah memahami komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju

C. Media Preference / Media yang Disukai	7	What kind of media do you like for reading? (Media apa yang kamu sukai untuk membaca?)	Choose one or more / Pilih satu atau lebih <input checked="" type="checkbox"/> Printed books / Buku Cetak <input checked="" type="checkbox"/> Digital books / Buku Digital <input type="checkbox"/> Comics / Komik <input checked="" type="checkbox"/> Videos / Video <input checked="" type="checkbox"/> Others / Lainnya: _____
	8	I like reading comics more than printed books. (Saya lebih suka membaca komik daripada buku biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	9	I like stories with pictures more than stories with only words. (Saya lebih suka cerita dengan gambar daripada cerita yang hanya berisi tulisan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Story Preference / Jenis Cerita yang Disukai	10	What kinds of stories do you like? (Jenis cerita apa yang kamu sukai?)	Choose all you like / Pilih yang kamu sukai <input checked="" type="checkbox"/> Adventure / Petualangan <input checked="" type="checkbox"/> Funny / Lucu <input checked="" type="checkbox"/> Fantasy / Fantasi <input type="checkbox"/> School life / Kehidupan Sekolah <input checked="" type="checkbox"/> Superheroes / Pahlawan Super <input checked="" type="checkbox"/> Animals / Hewan <input checked="" type="checkbox"/> Others / Lainnya: _____
	11	I like stories that help me learn something new. (Saya suka cerita yang membantu saya belajar hal baru.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
E. Open-Ended Questions / Pertanyaan Terbuka	12	What makes reading fun for you? (Apa yang membuat membaca menjadi menyenangkan bagimu?)	Answer / Jawaban: Sambil mendengar lagu
	13	What kind of stories or characters do you enjoy most? (Jenis cerita atau tokoh seperti apa yang paling kamu sukai?)	Answer / Jawaban: geng kejota
	14	Is there anything you don't like about reading? (Apakah ada hal yang tidak kamu sukai saat membaca?)	Answer / Jawaban: tidak ada gambarnya

STUDENT QUESTIONNAIRE

Analyze Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: 5 _____

Date / Tanggal: 5-3-2026 koms

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Reading Interest / Minat Membaca	1	I enjoy reading books or stories. (Saya senang membaca buku atau cerita.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	2	I read during my free time. (Saya membaca saat waktu luang.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Reading is fun for me. (Membaca itu menyenangkan bagi saya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
B. Comic Familiarity / Pengalaman Membaca Komik	4	I have read comics before. (Saya pernah membaca komik sebelumnya.)	<input checked="" type="checkbox"/> Yes / Ya <input type="checkbox"/> No / Tidak
	5	I read comics often. (Saya sering membaca komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	6	I understand comics easily. (Saya mudah memahami komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

C. Media Preference / Media yang Disukai	7	What kind of media do you like for reading? (Media apa yang kamu sukai untuk membaca?)	Choose one or more / Pilih satu atau lebih <input type="checkbox"/> Printed books / Buku Cetak <input checked="" type="checkbox"/> Digital books / Buku Digital <input checked="" type="checkbox"/> Comics / Komik <input checked="" type="checkbox"/> Videos / Video <input type="checkbox"/> Others / Lainnya: _____
	8	I like reading comics more than printed books. (Saya lebih suka membaca komik daripada buku biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	9	I like stories with pictures more than stories with only words. (Saya lebih suka cerita dengan gambar daripada cerita yang hanya berisi tulisan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Story Preference / Jenis Cerita yang Disukai	10	What kinds of stories do you like? (Jenis cerita apa yang kamu sukai?)	Choose all you like / Pilih yang kamu sukai <input checked="" type="checkbox"/> Adventure / Petualangan <input checked="" type="checkbox"/> Funny / Lucu <input checked="" type="checkbox"/> Fantasy / Fantasi <input type="checkbox"/> School life / Kehidupan Sekolah <input checked="" type="checkbox"/> Superheroes / Pahlawan Super <input checked="" type="checkbox"/> Animals / Hewan <input type="checkbox"/> Others / Lainnya: _____
	11	I like stories that help me learn something new. (Saya suka cerita yang membantu saya belajar hal baru.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
E. Open-Ended Questions / Pertanyaan Terbuka	12	What makes reading fun for you? (Apa yang membuat membaca menjadi menyenangkan bagimu?)	Answer / Jawaban: <i>Saya suka membaca saat mendengarkan lagu/musik</i>
	13	What kind of stories or characters do you enjoy most? (Jenis cerita atau tokoh seperti apa yang paling kamu sukai?)	Answer / Jawaban: <i>Saya suka Superman</i>
	14	Is there anything you don't like about reading? (Apakah ada hal yang tidak kamu sukai saat membaca?)	Answer / Jawaban: <i>adik Saat diganggu sama</i>

STUDENT QUESTIONNAIRE

Analyze Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: V

Date / Tanggal: 5-3-2026

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

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	2	I read during my free time. (Saya membaca saat waktu luang.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
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	5	I read comics often. (Saya sering membaca komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	6	I understand comics easily. (Saya mudah memahami komik.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

C. Media Preference / Media yang Disukai	7	What kind of media do you like for reading? (Media apa yang kamu sukai untuk membaca?)	Choose one or more / Pilih satu atau lebih <input checked="" type="checkbox"/> Printed books / Buku Cetak <input type="checkbox"/> Digital books / Buku Digital <input checked="" type="checkbox"/> Comics / Komik <input type="checkbox"/> Videos / Video <input type="checkbox"/> Others / Lainnya: _____
	8	I like reading comics more than printed books. (Saya lebih suka membaca komik daripada buku biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	9	I like stories with pictures more than stories with only words. (Saya lebih suka cerita dengan gambar daripada cerita yang hanya berisi tulisan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Story Preference / Jenis Cerita yang Disukai	10	What kinds of stories do you like? (Jenis cerita apa yang kamu sukai?)	Choose all you like / Pilih yang kamu sukai <input type="checkbox"/> Adventure / Petualangan <input checked="" type="checkbox"/> Funny / Lucu <input type="checkbox"/> Fantasy / Fantasi <input type="checkbox"/> School life / Kehidupan Sekolah <input checked="" type="checkbox"/> Superheroes / Pahlawan Super <input type="checkbox"/> Animals / Hewan <input type="checkbox"/> Others / Lainnya: _____
	11	I like stories that help me learn something new. (Saya suka cerita yang membantu saya belajar hal baru.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
E. Open-Ended Questions / Pertanyaan Terbuka	12	What makes reading fun for you? (Apa yang membuat membaca menjadi menyenangkan bagimu?)	Answer / Jawaban: g cerita yang seru saat membaca
	13	What kind of stories or characters do you enjoy most? (Jenis cerita atau tokoh seperti apa yang paling kamu sukai?)	Answer / Jawaban: Tokoh Disney, toy story
	14	Is there anything you don't like about reading? (Apakah ada hal yang tidak kamu sukai saat membaca?)	Answer / Jawaban: saya tidak suka kalau hanya ada tulisan

Appendix 5. Five Grade of Elementary School Student English Syllabus

SILABUS MATA PELAJARAN BAHASA INGGRIS

KELAS : V

SEMESTER : 1

Standar Kompetensi:

- **Menyimak-Berbicara:** Peserta didik mampu menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin (rutin). Mereka dapat mengubah/mengganti sebagian elemen kalimat untuk berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi, dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi, berbicara dengan lebih pelan, atau menanyakan arti sebuah kata. Mereka dapat mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
- **Menulis-Mempresentasikan:** Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana dengan menggunakan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar, seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

Mata Pelajaran	Kompetensi Dasar (KD)	Indikator	Materi Pokok
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<p>Unit 1: What delicious bakso!</p>	<p>3.1 Memahami kata dan kalimat untuk menyatakan rasa makanan dan minuman. 4.1 Membuat kalimat sederhana untuk mengekspresikan rasa makanan dan minuman.</p>	<p>1. Mengidentifikasi berbagai rasa pada makanan dan minuman. 2. Menyebutkan rasa dari makanan dan minuman. 3. Menulis kalimat sederhana tentang rasa.</p>	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “What do you see in the picture?” • “Everyone, look at the picture and say the words.” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “How does ice cream taste?” • S: “Ice cream tastes sweet.” <p>Kosakata: sweet, bitter, salty, sour, taste.</p>
<p>Unit 2: I want an ice cream cone</p>	<p>3.2 Memahami konsep satuan hitung (quantifying nouns) pada makanan dan minuman. 4.2 Membuat kalimat menggunakan kosakata makanan/minuman dengan satuan hitungnya.</p>	<p>1. Mengidentifikasi satuan hitung pada makanan/minuman. 2. Menyebutkan satuan hitung yang tepat. 3. Merespons dan menulis kalimat tentang kuantitas makanan/minuman.</p>	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “What do you need?” • “Would you like a glass of orange juice?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “Do you like an ice cream cone?” • S: “Yes, I do.” / “No, I don't.” <p>Kosakata: an ice cream cone, a bottle of water, a hand of bananas, a bar of chocolate, a loaf of bread, a glass of, a slice of.</p>
<p>Unit 3: How much is it?</p>	<p>3.3 Memahami angka (ratusan dan ribuan) terkait harga makanan dan minuman. 4.3 Menyebutkan dan menuliskan harga makanan dan minuman.</p>	<p>1. Mengidentifikasi kosakata terkait harga makanan/minuman. 2. Menyebutkan harga dalam angka ratusan dan ribuan. 3. Membuat kalimat tentang harga dan membuat poster menu.</p>	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “What do they order?” • “How much is a kilo of sugar?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “How much is a plate of fried rice?” • S: “A plate of fried rice is thirteen thousand rupiahs.” <p>Kosakata:</p>

			numbers (hundreds, thousands), rupiahs, price, a kilo of, expensive, cheap.
Unit 4: I've got a stomachache	3.4 Memahami jenis-jenis keluhan sakit (common health problems) yang umum terjadi. 4.4 Mengekspresikan dan menceritakan keluhan sakit yang sedang dialami.	1. Mengidentifikasi berbagai jenis keluhan sakit. 2. Mengekspresikan keluhan kesehatan. 3. Menulis cerita pendek tentang keluhan sakit.	Ungkapan Guru: • “How are you today?” • “What's wrong with Joshua?” Ungkapan Guru & Siswa: • G: “What's wrong with you?” • S: “I have a stomachache.” Kosakata: stomachache, sore eyes, headache, toothache, sore throat, cold.
Unit 5: What a nice skirt!	3.5 Memahami kosakata terkait jenis-jenis pakaian yang dikenakan seseorang 4.5 Mendeskripsikan pakaian yang sedang dikenakan oleh seseorang (Present Activities).	1. Mengidentifikasi jenis-jenis pakaian. 2. Menyebutkan pakaian yang dipakai seseorang. 3. Menulis cerita singkat tentang pakaian yang dikenakan warga sekolah.	Ungkapan Guru: • “Look at the pictures carefully!” • “What does Aisyah wear?” Ungkapan Guru & Siswa: • G: “Does Joshua wear a pair of shorts?” • S: “Yes, he does.” / “No, he is not.” Kosakata: blouse, shoes, hat, socks, trousers, long dress, uniform, shorts, tie, t-shirt, wear.

SILABUS MATA PELAJARAN BAHASA INGGRIS

KELAS : V

SEMESTER : 2

Standar Kompetensi:

- **Menyimak-Berbicara:** Peserta didik mampu menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin (rutin). Mereka dapat mengubah/mengganti sebagian elemen kalimat untuk berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi, dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi, berbicara dengan lebih pelan, atau menanyakan arti sebuah kata. Mereka dapat mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
- **Menulis-Mempresentasikan:** Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana dengan menggunakan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar, seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.

Mata Pelajaran	Kompetensi Dasar (KD)	Indikator	Materi Pokok
Unit 6: Parts of our body that	3.6 Memahami nama-nama bagian tubuh	1. Mengenali nama dan fungsi bagian-bagian tubuh.	Ungkapan Guru: • “What is Aisyah doing?”

work together	dan fungsinya dalam kehidupan sehari-hari. 4.6 Menceritakan fungsi bagian tubuh secara lisan dan tulisan.	2. Mengekspresikan kegunaan bagian tubuh dalam aktivitas harian. 3. Menulis teks pendek terkait fungsi bagian tubuh.	<ul style="list-style-type: none"> • “What does he do with the ball?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “Is Made kicking the ball?” • S: “Yes, he is. He uses his leg to kick.” <p>Kosakata: hair, eyes, nose, chin, cheek, hands, legs, smell, listen, kick.</p>
Unit 7: How tall are you?	3.7 Memahami kata sifat (adjectives) untuk mendeskripsikan ciri manusia, binatang, dan benda. 4.7 Menggunakan kata sifat untuk menjelaskan ciri-ciri manusia, binatang, dan benda.	1. Mengidentifikasi ciri-ciri dari subjek/objek tertentu. 2. Menggunakan kata sifat dengan tepat. 3. Bertanya jawab tentang ciri-ciri benda/makhluk hidup.	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “Is the elephant big or small?” • “How do they look?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “Is the blue ruler short?” • S: “Yes, it is.” / “No, it is not.” <p>Kosakata: tall, short, old, young, big, small, fast, slow, new, expensive, cheap.</p>
Unit 8: The giraffe is taller than the deer	3.8 Memahami penggunaan kata sifat perbandingan (comparative adjectives). 4.8 Membuat perbandingan antara dua manusia, binatang, atau benda.	1. Membedakan ciri-ciri menggunakan kata sifat perbandingan. 2. Mengucapkan kalimat perbandingan dengan tepat. 3. Menulis kalimat perbandingan berdasarkan gambar.	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “Look at me and your friend. Who is taller?” • “Which animal is bigger?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “Is the rabbit smaller than the goat?” • S: “Yes, it is.” <p>Kosakata: taller, shorter, bigger than, smaller than, slower than, faster than, older, newer.</p>
Unit 9:	3.9 Memahami penggunaan kata sifat	1. Mengidentifikasi bentuk superlatif dari kata sifat.	Ungkapan Guru:


<p>The elephant is the biggest</p>	<p>superlatif (superlative adjectives). 4.9 Menjelaskan hal yang paling menonjol (superlatif) dari sekumpulan manusia, binatang, atau benda.</p>	<p>2. Menggunakan ajektiva superlatif dalam percakapan. 3. Menulis laporan survei sederhana menggunakan bentuk superlatif.</p>	<p>• “Which one is the tallest?” • “Which is the cheapest?”</p> <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “Is the deer the shortest?” • S: “No, it is not.” / “Yes, it is.” <p>Kosakata: tallest, shortest, biggest, smallest, oldest, newest, cheapest, fattest, thinnest.</p>
<p>Unit 10: I like playing “balap karung”</p>	<p>3.10 Memahami penyebutan tanggal dan bulan dalam bahasa Inggris. 4.10 Merespon dan membuat kalimat menggunakan kata tanya “when” terkait tanggal dan bulan.</p>	<p>1. Menyebutkan angka ordinal untuk tanggal dan nama-nama bulan. 2. Merespon pertanyaan menggunakan “when”. 3. Membuat kalimat dan cerita pendek tentang kejadian di tanggal/bulan tertentu.</p>	<p>Ungkapan Guru:</p> <ul style="list-style-type: none"> • “What’s today’s date?” • “What month is this?” <p>Ungkapan Guru & Siswa:</p> <ul style="list-style-type: none"> • G: “When is your birthday?” • S: “It is on March 22nd.” <p>Kosakata: January to December, 1st (first), 2nd (second), 3rd (third), 4th, when, celebrate.</p>

Mengetahui,
Kepala Sekolah




(Made Suarmini, M.Pd)
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Tukadmungga, 21 Juli 2025
Guru Mata pelajaran



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Appendix 6. Storyboard and Script Excerpt

Panel	Deskriptor Visual (Layout & Adegan)	Script (Dialog/Narasi)
PAGE 1		
Panel 1	View of the gate of SD N 1 Tukad Mungga. Many red and white flags are installed. Mang Adit and Ngah Arya have just arrived.	Narration: It is a sunny morning in August. Mang Adit and Ngah Arya arrive at school... Ngah Arya: "Look at the flags, Mang Adit!" Mang Adit: "Wow! Our school looks so beautiful!"
Panel 2	Ngah Arya points to the flags. Dek Ayu comes to approach them while smiling.	Dek Ayu: " Morning! Mang Adit and Ngah Arya. Why are there so many flags?" Ngah Arya: "Because now it is August!"
Panel 3	Mang Adit looks at the flags in awe.	Mang Adit: " I love Indonesian flags! Red means brave, and white means pure."
Panel 4	The three of them walk together toward the school bulletin board in the hallway.	Ngah Arya: "Let's look at the school board." Dek Ayu: "Okay, let's go!"
Panel 5	They look at a large calendar on the bulletin board.	Mang Adit: "Do you know what happens in August?" Ngah Arya: Hmm, let me think...
PAGE 2		
Panel 1	Dek Ayu points to the number 17 on the calendar. Mang Adit and Ngah Arya look enthusiastic.	Ngah Arya: " I remember! It is our Independence Day!" Mang Adit: "Oh! What date is it? " Dek Ayu: "It is on the 17th of August!"
Panel 2	The school bell rings (RIING!). The scene shifts to inside Classroom 5A. Miss Dewi is smiling.	Miss Dewi: "Good morning, Class 5A." Class: "Good morning, Miss Dewi!/Morning! Miss Dewi!"
Panel 3	Miss Dewi holds a marker. Dek Ayu raises her hand high.	Miss Dewi: "Who knows when our Independence Day is?" Dek Ayu: "Me! It is on August 17th, Miss!"
Panel 4	Mang Adit joins the conversation with a serious face. Miss Dewi nods proudly.	Mang Adit: "It is a very important day." Miss Dewi: "Yes. We must be good students."
Panel 5	Dek Ayu asks again curiously.	Dek Ayu: "Do we have a celebration, Miss?" Miss Dewi: "Yes, so you have to listen carefully."
PAGE 3		
Panel 1	Miss Dewi wrting down that says "5A vs 5B" on the whiteboard.	Miss Dewi: "We will have a school competition! Class 5A vs Class 5B."

		Class: "Wow! Hooray! Yeah! "
Panel 2	Miss Dewi holds up one finger (there is a tug-of-war icon).	Miss Dewi: "The 1st (first) game is Tug-of-war." Mang Adit: "We need a strong team!"
Panel 3	Miss Dewi holds up two fingers. Ngah Arya rubs his stomach in a funny way.	Miss Dewi: "The 2nd (second) game is Cracker Eating." Ngah Arya: "I am hungry... I want to join!"
Panel 4	Miss Dewi holds up three fingers. Dek Ayu and Mang Adit look at each other, slightly shocked.	Miss Dewi: "The 3rd (third) game is the Sack Race Relay!" Dek Ayu: "We must work together!"
Panel 5	Mang Adit looks a bit nervous; Ngah Arya pats him on the back.	Mang Adit: "Sack race sounds difficult." Ngah Arya: "We can practice together!"
PAGE 4		
Panel 1	Break time. Mang Adit is reading a book. Gede and two friends arrive with an arrogant attitude.	Narration: During the break time... Gede: "Hey! Do you want to join the Sack Race, huh?" Mang Adit: "Yes, I want to try."
Panel 2	Gede's friends laugh mockingly. Mang Adit looks up, hugging his book.	Gede: "Hahaha! you are too small and skinny!" Gede's friends: "Hahaha! True, it is impossible!"
Panel 3	Gede points at Mang Adit's face. Gede's expression is belittling.	Gede: "You are too weak, Mang Adit" Mang Adit: "But I can run fast..."
Panel 4	Close-up of Gede's selfish face. Mang Adit looks down sadly.	Gede: "Hah! You will make our class lose the race!" Mang Adit: " I will do my best."
Panel 5	Gede smiles cynically. Mang Adit looks gloomy.	Gede: " Hahaha! Don't try to join, loser." Mang Adit: " Sigh... Maybe he is right."
PAGE 5		
Panel 1	Dek Ayu and Ngah Arya run over. Dek Ayu stands with hands on her hips, angry at Gede.	Dek Ayu: "Hey! Stop saying that to Mang Adit!" Ngah Arya: "You are mean to him! " Gede: "I am telling the truth!"
Panel 2	Ngah Arya stands in front of Mang Adit as a protective shield.	Ngah Arya: "Everyone in Class 5A can play!" Mang Adit: "Thank you, Ngah Arya and Dek Ayu"
Panel 3	Gede snorts in annoyance, then walks away with his gang.	Gede: "Whatever. Let's go, guys." Dek Ayu: "Yes, leave him alone!"
Panel 4	Foreshadowing (Plot Twist). Gede walks away. Above his head is a thought bubble imagining himself falling while wearing a sack.	Narration: Gede maybe looks strong, but...
Panel 5	Close-up of Gede's face swallowing hard and breaking into a cold sweat.	Gede (Thought): "Oh no... a sack race? What if I fall?" "What should I do?" "I am too stiff. What if I lose?" "I must

		look tough. So my friends will not laugh at me."
PAGE 6		
Panel 1	Mang Adit sits sadly. Dek Ayu and Ngah Arya come to comfort him. Dek Ayu clenches her fist.	Mang Adit: "I am too skinny for the sack race." Dek Ayu: "Size is not important. Practice is important!" Mang Adit: That is true! you have to show them you can!"
Panel 2	Dek Ayu wears a whistle; Ngah Arya holds a stopwatch.	Dek Ayu: "From now, I am your coach!" Ngah Arya: "I'm your timekeeper! We practice every afternoon."
Panel 3	When Mang Adit was practicing jumping, his feet got tangled in the sack and he fell forward.	Narration: Mang Adit practices hard with his friends... Mang Adit: "Whoa! I jump too high!" Dek Ayu: "Mang Adit, no!" Ngah Arya: "No, Watch out!"
Panel 4	Gede laughed amusedly and helped him up.	Ngah Arya: "Haha! Mang Adit you should be careful." Mang Adit: "Ugh... Help me, please!" Ngah Arya: "I will help you. "
Panel 5	Gede's silhouette peeks from afar while biting his nails in panic.	Dek Ayu: "You are getting better! Count one, two, three, jump!" Mang Adit: "I can do this! One, two, three, jump!"
Panel 6	Siluet Gede mengintip dari jauh sambil menggigit kuku panik.	Gede (Thought): "Oh no, he is fast."
PAGE 7		
Panel 1	The school field is full of flags. Miss Dewi holds a megaphone.	Narration: Competition day (August 15 th)... Miss Dewi: "Attention students! Today is competition day! The 1st (first) game is Tug-of-war."
Panel 2	Gede pushes to the very front to pull the rope alone.	Gede: "I will stand in the front! I am the strongest!" Ngah Arya: "Gede, we must pull together!"
Panel 3	Mang Adit shouts from the back, leading the count.	Mang Adit: "Stop pulling alone, Gede! Let's do it together! Follow my count! One... two... ...three! PULL!" Class: "HIIYAA!"
Panel 4	Class 5A pulls together and wins. Gede is shocked looking at his hands.	Miss Dewi: "Class 5A wins!" Class "Yes! We won because we pulled together!" Gede (Thought): "We pulled together? Hah! I was the strongest in Class 5A! "
Panel 5	Miss Dewi holds up 2 fingers. Ngah Arya steps forward.	Miss Dewi: "Now, the 2nd (second) game! The Cracker Eating contest!"

		Ngah Arya: "Leave this to me! I'm Hungry!"
Panel 6	The cracker flies and hits Ngah Arya in the face.	Ngah Arya: "Come here, cracker! "Aaaaah... I am going to eat you, cracker!" "Ouch! The cracker is attacking me!"
PAGE 8		
Panel 1	Ngah Arya finishes eating with a face full of white crumbs.	Ngah Arya: "Yeah! Look, I won! So yummy!" Miss Dewi: "Class 5A wins again!"
Panel 2	Miss Dewi brings gunny sacks.	Miss Dewi: "The 3rd (third) game is the Sack Race Relay!" Dek Ayu: "Mang Adit, you can do it!" Mang Adit (Thought): "Huu.. I can do it"
Panel 3	Gede grabs the sack. Mang Adit gives in and becomes the second runner at the halfway line.	Gede: "This is mine! I will be Runner 1! I am the strongest!" Mang Adit: " It is okay. I will be Runner 2."
Panel 4	Gede's legs tremble inside the sack (secret panic).	Gede (Thought): " <i>Oh no... My legs are shaking. "I must look tough."</i>
Panel 5	Miss Dewi puts oversized pink bunny Bogo helmets on Gede and Mang Adit.	Miss Dewi: "Safety is number one. Wear this helmet!" Gede: "A pink bunny helmet? Are you serious Miss?" Miss Dewi: "No helmet, no race, Gede."
Panel 6	Gede's gang laughs at him. Gede scowls in anger.	Gede's Friends: "Haha! A pink bunny!" Gede's Friends: "Haha! So funny!" Gede: "It is not funny! Stop laughing!"
PAGE 9		
Panel 1	Miss Dewi blows a long whistle.	Miss Dewi: "Ready... Set... PRIITT! GO!"
Panel 2	Gede jumps very aggressively and roughly.	Gede: "HIIYAAA! I am the strongest!"
Panel 3	Gede's pink helmet slips down, covering both his eyes.	Gede: "Wait! My helmet is slipping!" Gede: "I cannot see!"
Panel 4	Gede jumps in the wrong direction. Mang Adit calls out to him.	Gede: "My feet are stuck!" "WAAAAAHHH!" Mang Adit: "Gede! Watch out!"
Panel 5	Gede's feet trip on his own sack, then he falls to the ground.	SFX: <i>CRASH! THUD! OUCH!</i>
Panel 6	The 5B runner performs a relay high-five and speeds away.	Runner 5B: "High-five! Go, go, go!" Runner 5B: "Haha! I got this! Bye-bye, Class 5A!"
PAGE 10		

Panel 1	Gede is in pain, holding his knee on the grass.	Gede: "Ouch, my knee..." "I cannot stand up."
Panel 2	Gede's gang friends point and laugh at him cruelly.	Gede's Friends: "Haha! You are so slow! " Gede's Friends: "Yeah! You make our class lose!" Gede's Friends: "You are fat and heavy!"
Panel 3	Gede's eyes tear up	Gede (Thought): " <i>What...? My friends are laughing at me... "They are not helping me... They are so mean... hiks."</i>
Panel 4	Mang Adit sees Gede from a distance. His face is full of determination.	Mang Adit (Thought): " <i>He is crying... I must help him."</i>
Panel 5	Mang Adit running back (approaching Gede, not chasing the opponent).	Dek Ayu & Ngah Arya: "Where are you going, Mang Adit?!" Mang Adit: "Helping is more important than winning."
Panel 6	Mang Adit extends his hand to Gede while smiling.	Mang Adit: "Stop crying. Give me your hand, Gede." Gede: "Ah! you want to help me..?"
PAGE 11		
Panel 1	Gede looks down in shame.	Mang Adit: "Yes! We are a team. Let's finish together." Gede: "But I am a loser..."
Panel 2	Gede reaches for Mang Adit's hand.	Mang Adit: "No you are not a loser. Hold my hand." Gede: "Thank you, Mang Adit."
Panel 3	Mang Adit pulls Gede up. Gede leans on Mang Adit's shoulder.	Gede: "My leg hurts." Mang Adit: "You can do it! Hold my shoulder."
Panel 4	Mang Adit helped Gede to stand by supporting him.	Mang Adit: "We don't jump. We just step." Gede: "Okay... I will follow you."
Panel 5	Mang Adit teaches the walking rhythm.	Mang Adit: "One, two, step... like this." Gede: "One... two... step... like this?" Mang Adit: "Yes! That is perfect!."
Panel 6	<i>They are walking together toward the finish line.</i>	Narration: They walk to the finish line together...
PAGE 12		
Panel 1	Mang Adit and Gede cross the finish line last.	Miss Dewi: "PRIIT! The race is over!" Mang Adit: "We did it, Gede!" Gede: "Yeah... We did it, Mang Adit."
Panel 2	All Class 5A students and teachers applaud very loudly.	Class 5A: " <i>Clap clap clap!</i> awesome! Amazing! They did a great job!"
Panel 3	Miss Dewi smiles at Mang Adit.	Miss Dewi: "You did not win 1st place. Are you sad?"

Panel 4	Mang Adit and Gede return the smile.	Mang Adit: "No, Miss. I am happy." Gede: "Me too, I'm happy because Mang Adit helped me."
Panel 5	Miss Dewi stands and speaks to the whole field.	Miss Dewi: "Winning is good. But helping a friend is the true victory!"
Panel 6	Gede's gang looks down in shame hearing that.	Gede's Friends: "Yes, Miss Dewi..."
PAGE 13		
Panel 1	Gede melepaskan helm pink-nya dengan wajah menyesal.	Gede: "Sigh... Mang Adit..."
Panel 2	Gede looking at Mang Adit with a regretful face.	Gede: "I am sorry... I was scared to look weak, so I bullied you." "I was mean to you and I'm hurting you. I am sorry, Mang Adit."
Panel 3	Gede apologizes sincerely.	Mang Adit: "I forgive you, Gede. We are friends." Gede: "Really? Thank you. Let's be friend "
Panel 4	Gede's gang members come closer and apologize too.	Gede's Friends: "Uhm.. W-We are sorry too." Gede's Friends: " Y-Yeah.. We are sorry for b-bullying you too."
Panel 5	Dek Ayu and Ngah Arya join in, putting their arms around Gede.	Dek Ayu: "Next year, we practice together!" Ngah Arya: "Yeah! Let's be friends now." Gede: "Thank you, guys."
Panel 6	They all do a high-five together.	Mang Adit and Friends: "Yes! Class 5A is the best!"
PAGE 14		
Panel 1	A sunny morning at school. Birds are flying.	Narration: August 17th.
Panel 2	The flag ceremony is taking place. The red and white flag is being raised.	Class: (Singing the national 'Indonesia Raya' anthem)
Panel 3	Mang Adit, Gede, Dek Ayu, and Ngah Arya are lined up side by side.	Gede (Whispers): "Psst... Mang Adit look at the flag." Mang Adit (Whispers): "Huh? The flag?"
Panel 4	Mang Adit turns slightly and smiles at Gede.	Gede (Whispers): "Yeah the flag is very beautiful."
Panel 5	Mang Adit's face while saluting the flag looks very peaceful.	Mang Adit (Whispers): "Yes it is beautiful. Red means brave, and white means pure."
Panel 6	Close-up of the red and white flag fluttering in the wind.	(No Dialogue)
PAGE 15		
Panel 1	The ceremony is over. The four friends are chatting and laughing.	Ngah Arya: "Are we eating crackers now?"

		Mang Adit: "Ngah Arya is always hungry!" Gede: "Hahaha!" Dek Ayu: "That's true. He cannot live without food!"
Panel 2	Miss Dewi watches them from afar with a warm smile, holding a clipboard to her chest.	Miss Dewi (Thought): "I am proud of them."
Panel 3	Mang Adit, Gede, Dek Ayu, and Ngah Arya look toward the reader while smiling.	Mang Adit and Friends: "Helping each other is fun! So, don't be mean to each other!"
Panel 4	Large narration box in the center of the screen with a red and white background.	Narration: True independence is helping each other!
Panel 5	The four friends jump together in the air, looking very happy.	Together: "HAPPY INDEPENDENCE DAY!"
Panel 6	Image of a small flag and the words 'THE END'.	Text: THE END.



Appendix 7. The Result of Validation Sheet for Media Quality and Content Quality

VALIDATION SHEET FOR MEDIA QUALITY AND CONTENT QUALITY ASSESSMENT RUBRICS

DIGITAL COMIC-BASED LEARNING MEDIA

Section	Construct	No.	Items	Relevant	Not Relevant
Media Quality	Digital format	1	The comic is presented in a readable digital format (e.g., PDF, HTML5, or app-based).	✓	
		2	The comic can be opened and used without requiring special software.	✓	
	Devive Accessibility	3	The comic is compatible with smartphones, tablets, and computers.	✓	
		4	The file size and loading time are optimized for easy access.	✓	
	Interactivity	5	The comic includes simple interactive elements (e.g., clickable or swiping navigation).	✓	
		6	Interactive features support user engagement without causing confusion.	✓	
	Multimodal Integration	7	The comic integrates text, images, and cohesively.	✓	
		8	Multimedia elements support understanding without overwhelming learners.	✓	
	Visual Engagement	9	The visual style is age-appropriate and appealing to elementary students.	✓	
		10	The illustrations are clear, colorful, and consistent.	✓	
	Accessibility	11	The comic can be accessed anytime without time-limited restrictions.	✓	
		12	The design considers learners with different levels of digital literacy.	✓	
	Cultural	13	The comic includes local settings or culturally familiar characters.	✓	
		14	The content is inclusive and avoids cultural or gender bias.	✓	
Content Quality	Reading Comprehension Support	1	The comic uses short, simple sentences appropriate for Grades 5-6	✓	
		2	The story sequence supports clear understanding of events.	✓	
	Vocabulary Development	3	The comic introduces relevant, age-appropriate vocabulary.	✓	

	4	New or difficult words are supported by visuals or context clues.	✓	
Text-Image Correlation	5	Illustrations closely reflect the accompanying text.	✓	
	6	Visuals enhance understanding of the story.	✓	
Literacy Skill Promotion	7	The comic encourages inferencing, predicting, or sequencing skills.	✓	
	8	The structure supports deeper comprehension through re-reading.	✓	
Integration of SDG 4 Values	9	The comic promotes inclusion, equality, or lifelong learning.	✓	
	10	Educational messages are presented clearly and understandably.	✓	
Inclusivity & Representation	11	Characters represent diverse backgrounds appropriately.	✓	
	12	The comic models inclusive and respectful behavior.	✓	
Positive Character Behaviour	13	Characters demonstrate empathy, teamwork, and respect.	✓	
	14	Conflicts are resolved using positive, pro-social behavior.	✓	
Relevance to Students' Life	15	The comic reflects situations relatable to elementary school students.	✓	
	16	Themes relate to students' real-life experiences.	✓	
Motivation to read	17	The story is engaging and age-appropriate.	✓	
	18	The comic encourages students to reread or share it.	✓	

Singaraja, 12nd March, 2026

Expert Judge 1,



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 198805172012122002

**VALIDATION SHEET FOR MEDIA QUALITY AND CONTENT QUALITY
ASSESSMENT RUBRICS**

DIGITAL COMIC-BASED LEARNING MEDIA

Section	Construct	No.	Items	Relevant	Not Relevant
Media Quality	Digital format	1	The comic is presented in a readable digital format (e.g., PDF, HTML5, or app-based).	✓	
		2	The comic can be opened and used without requiring special software.	✓	
	Device Accessibility	3	The comic is compatible with smartphones, tablets, and computers.	✓	
		4	The file size and loading time are optimized for easy access.	✓	
	Interactivity	5	The comic includes simple interactive elements (e.g., clickable or swiping navigation).	✓	
		6	Interactive features support user engagement without causing confusion.	✓	
	Multimodal Integration	7	The comic integrates text, images, and cohesively.	✓	
		8	Multimedia elements support understanding without overwhelming learners.	✓	
	Visual Engagement	9	The visual style is age-appropriate and appealing to elementary students.	✓	
		10	The illustrations are clear, colorful, and consistent.	✓	
	Accessibility	11	The comic can be accessed anytime without time-limited restrictions.	✓	
		12	The design considers learners with different levels of digital literacy.	✓	
	Cultural	13	The comic includes local settings or culturally familiar characters.	✓	
		14	The content is inclusive and avoids cultural or gender bias.	✓	
Content Quality	Reading Comprehension Support	1	The comic uses short, simple sentences appropriate for Grades 5-6	✓	
		2	The story sequence supports clear understanding of events.	✓	
	Vocabulary Development	3	The comic introduces relevant, age-appropriate vocabulary.	✓	

		4	New or difficult words are supported by visuals or context clues.	✓	
Text-Image Correlation		5	Illustrations closely reflect the accompanying text.	✓	
		6	Visuals enhance understanding of the story.	✓	
Literacy Skill Promotion		7	The comic encourages inferencing, predicting, or sequencing skills.	✓	
		8	The structure supports deeper comprehension through re-reading.	✓	
Integration of SDG 4 Values		9	The comic promotes inclusion, equality, or lifelong learning.	✓	
		10	Educational messages are presented clearly and understandably.	✓	
Inclusivity & Representation		11	Characters represent diverse backgrounds appropriately.	✓	
		12	The comic models inclusive and respectful behavior.	✓	
Positive Character Behaviour		13	Characters demonstrate empathy, teamwork, and respect.	✓	
		14	Conflicts are resolved using positive, pro-social behavior.	✓	
Relevance to Students' Life		15	The comic reflects situations relatable to elementary school students.	✓	
		16	Themes relate to students' real-life experiences.	✓	
Motivation to read		17	The story is engaging and age-appropriate.	✓	
		18	The comic encourages students to reread or share it.	✓	

Singaraja, 18th March, 2026

Expert Judge 2,



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
NIP. 198904082023212043

Appendix 8. The Result of Media and Content Experts Judgment Rubric

EXPERTS JUDGMENT

Evaluation sheet for a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga

Target : Elementary School
Title : Developing a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga
Researcher : Ni Putu Marsya Putri Sukaba
Evaluator : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
Occupation / Position : 1st Validator
Grade : 5th

Description:

This expert judgement checklist is developed to evaluate the quality of a digital comic designed for teaching reading comprehension and promoting Quality Education (SDG 4) values for elementary school students at SD Negeri 1 Tukad Mungga. The instrument aims to assess the digital comic in terms of media quality and content quality, ensuring that the instructional material is pedagogically sound, age-appropriate, culturally relevant, accessible, and effective in supporting students' reading comprehension skills while embedding inclusive and educational values. The evaluation results will be used to determine the content validity and feasibility of the digital comic before it is implemented in classroom learning.

Instruction:

1. This evaluation sheet has to be filled out by the educational experts
2. There 5 (five) level or score that can be chosen
3. Put a check mark (✓) in the column based on your opinion
4. The criteria of level of score in the rating scale column below:

Score				
1	2	3	4	5
Poor	Below Avarage	Avarage	Good	Very Good

Dimensions	Indicators	Item No.	Assessment Item	Scales				
				1	2	3	4	5
Media Quality	Digital format	1	The comic is presented in a readable digital format (e.g., PDF, HTML5, or app-based).				✓	
		2	The comic can be opened and used without requiring special software.					✓
	Device Accessibility	3	The comic is compatible with smartphones, tablets, and computers.					✓
		4	The file size and loading time are optimized for easy access.					✓
	Interactivity	5	The comic includes simple interactive elements (e.g., clickable or swiping navigation).				✓	
		6	Interactive features support user engagement without causing confusion.				✓	
	Multimodal Integration	7	The comic integrates text, images, and cohesively.					✓
		8	Multimedia elements support understanding without overwhelming learners.					✓
	Visual Engagement	9	The visual style is age-appropriate and appealing to elementary students.					✓
		10	The illustrations are clear, colorful, and consistent.					✓
	Accessibility	11	The comic can be accessed anytime without time-limited restrictions.					✓
		12	The design considers learners with different levels of digital literacy.				✓	
	Cultural	13	The comic includes local settings or culturally familiar characters.					✓
		14	The content is inclusive and avoids cultural or gender bias.					✓
Content Quality	Reading Comprehension Support	15	The comic uses short, simple sentences appropriate for Grades 5-6					✓
		16	The story sequence supports clear understanding of events.					✓
	Vocabulary Development	17	The comic introduces relevant, age-appropriate vocabulary.					✓
		18	New or difficult words are supported by visuals or context clues.					✓

Text-Image Correlation	19	Illustrations closely reflect the accompanying text.					✓
	20	Visuals enhance understanding of the story.					✓
Literacy Skill Promotion	21	The comic encourages inferencing, predicting, or sequencing skills.					✓
	22	The structure supports deeper comprehension through re-reading.					✓
Integration of SDG 4 Values	23	The comic promotes inclusion, equality, or lifelong learning.					✓
	24	Educational messages are presented clearly and understandably.					✓
Inclusivity & Representation	25	Characters represent diverse backgrounds appropriately.					✓
	26	The comic models inclusive and respectful behavior.					✓
Positive Character Behaviour	27	Characters demonstrate empathy, teamwork, and respect.					✓
	28	Conflicts are resolved using positive, pro-social behavior.					✓
Relevance to Students' Life	29	The comic reflects situations relatable to elementary school students.					✓
	30	Themes relate to students' real-life experiences.					✓
Motivation to read	31	The story is engaging and age-appropriate.					✓
	32	The comic encourages students to reread or share it.					✓

General Comments and Suggestions

Please provide any overall feedback regarding the digital comic:

The comic has meet the criteria of good digital comic and contain SDG 4 value which are the focus of this development. It is good to also provide alternatives of form, not only PDF, to improve the interactivity.

Singaraja, 22nd April, 2026
Experts/Validator



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 198805172012122002

EXPERTS JUDGMENT

Evaluation sheet for a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga

Target : Elementary School
Title : Developing a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga
Researcher : Ni Putu Marsya Putri Sukaba
Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation / Position : 2nd Validator
Grade : 5th

Description:

This expert judgement checklist is developed to evaluate the quality of a digital comic designed for teaching reading comprehension and promoting Quality Education (SDG 4) values for elementary school students at SD Negeri 1 Tukad Mungga. The instrument aims to assess the digital comic in terms of media quality and content quality, ensuring that the instructional material is pedagogically sound, age-appropriate, culturally relevant, accessible, and effective in supporting students' reading comprehension skills while embedding inclusive and educational values. The evaluation results will be used to determine the content validity and feasibility of the digital comic before it is implemented in classroom learning.

Instruction:

1. This evaluation sheet has to be filled out by the educational experts
2. There 5 (five) level or score that can be chosen
3. Put a check mark (✓) in the column based on your opinion
4. The criteria of level of score in the rating scale column below:

Score				
1	2	3	4	5
Poor	Below Avarage	Avarage	Good	Very Good

Dimensions	Indicators	Item No.	Assessment Item	Scales				
				1	2	3	4	5
Media Quality	Digital format	1	The comic is presented in a readable digital format (e.g., PDF, HTML5, or app-based).					✓
		2	The comic can be opened and used without requiring special software.					✓
	Devive Accessibility	3	The comic is compatible with smartphones, tablets, and computers.					✓
		4	The file size and loading time are optimized for easy access.					✓
	Interactivity	5	The comic includes simple interactive elements (e.g., clickable or swiping navigation).					✓
		6	Interactive features support user engagement without causing confusion.					✓
	Multimodal Integration	7	The comic integrates text, images, and cohesively.					✓
		8	Multimedia elements support understanding without overwhelming learners.					✓
	Visual Engagement	9	The visual style is age-appropriate and appealing to elementary students.					✓
		10	The illustrations are clear, colorful, and consistent.					✓
	Accessibility	11	The comic can be accessed anytime without time-limited restrictions.					✓
		12	The design considers learners with different levels of digital literacy.					✓
	Cultural	13	The comic includes local settings or culturally familiar characters.					✓
		14	The content is inclusive and avoids cultural or gender bias.					✓
Content Quality	Reading Comprehension Support	15	The comic uses short, simple sentences appropriate for Grades 5-6					✓
		16	The story sequence supports clear understanding of events.					✓
	Vocabulary Development	17	The comic introduces relevant, age-appropriate vocabulary.					✓
		18	New or difficult words are supported by visuals or context clues.					✓

Text-Image Correlation	19	Illustrations closely reflect the accompanying text.					✓
	20	Visuals enhance understanding of the story.					✓
Literacy Skill Promotion	21	The comic encourages inferencing, predicting, or sequencing skills.					✓
	22	The structure supports deeper comprehension through re-reading.					✓
Integration of SDG 4 Values	23	The comic promotes inclusion, equality, or lifelong learning.					✓
	24	Educational messages are presented clearly and understandably.					✓
Inclusivity & Representation	25	Characters represent diverse backgrounds appropriately.					✓
	26	The comic models inclusive and respectful behavior.					✓
Positive Character Behaviour	27	Characters demonstrate empathy, teamwork, and respect.					✓
	28	Conflicts are resolved using positive, pro-social behavior.					✓
Relevance to Students' Life	29	The comic reflects situations relatable to elementary school students.					✓
	30	Themes relate to students' real-life experiences.					✓
Motivation to read	31	The story is engaging and age-appropriate.					✓
	32	The comic encourages students to reread or share it.					✓

General Comments and Suggestions

Please provide any overall feedback regarding the digital comic:

.....
Great!

Singaraja, April 16th, 2026

Experts/Validator



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

Appendix 9. The Blueprint and Result of Teacher Field Evaluation Interview

No.	Sections / Questions	Teacher's Responses
Section A: Classroom Practicality & Feasibility		
1	<p><i>Bagaimana kepraktisan pengoperasian komik digital ini (format PDF) saat menggunakan perangkat sekolah seperti LCD Proyektor atau Chromebook di kelas?</i></p> <p>(How practical was the operation of this digital comic (PDF format) when using school devices like LCD projectors or Chromebooks in the classroom?)</p>	<p>ID: “Secara keseluruhan sangat praktis, apalagi kita pakai format PDF offline yang langsung ditampilkan lewat proyektor di depan kelas. Mengingat sinyal Wi-Fi di sekolah kita memang sering kurang bagus, keputusan untuk tidak pakai internet itu sangat tepat. Jadi proses belajarnya lancar tanpa ada gangguan loading atau sinyal putus. Paling cuma pas awal-awal aja saya butuh waktu sebentar buat nyesuain zoom layarnya biar anak-anak yang duduk di deretan paling belakang bisa baca teksnya dengan jelas.”</p> <p>EN: “Overall it was very practical, especially since we used the offline PDF format directly displayed through the projector in front of the class. Considering the Wi-Fi signal in our school is often unreliable, the decision to skip the internet was very appropriate. So the learning process went smoothly without any loading interruptions or dropped signals. The only minor thing was at the very beginning, I needed a moment to adjust the screen zoom so the kids sitting in the back row could read the text clearly.”</p>
2	<p><i>Apakah fitur navigasi hipertautan (tombol "Back to Story") mudah diakses dan memperlancar proses mengajar Anda?</i></p> <p>(Were the hyperlink navigation features ("Back to Story" button) easily accessible and did they facilitate your teaching process?)</p>	<p>ID: “Wah, ini lumayan ngebanu. Awalnya memang beberapa anak kelas 5 ini nggak tahu kalau ikon yang di pojok kiri itu bisa diklik. Tapi setelah saya contohkan sekali di depan kelas cara pakai tombol Back to Story, mereka langsung paham dan senang karena gampang mencari kamusnya nanti. Ini jauh lebih mending daripada harus scroll kursor panjang-panjang dari atas ke bawah.”</p> <p>EN: “Wow, this is quite helpful. At first, some of the 5th graders didn't realize that the icon in the left corner was clickable. But after I demonstrated once in front of the class how to use the 'Back to Story' button, they immediately understood and were happy because it makes it easier to find the dictionary later. This is much better than having to scroll all the way up and down.”</p>
Section B: Reading Comprehension Support		
3	<p><i>Berdasarkan pengamatan Anda, apakah kehadiran ilustrasi visual (gambar</i></p>	<p>ID: “Betul, gambarnya sangat menolong. Biasanya anak-anak ini sedikit-sedikit teriak</p>

	<p><i>adegan) benar-benar membantu siswa menebak arti kalimat tanpa harus selalu menerjemahkan kata per kata?</i></p> <p>(Based on your observation, did the visual illustrations actually help students guess the meaning of sentences without always translating word-by-word?)</p>	<p><i>'Bu, ini artinya apa?'. Tapi pas pakai komik ini, karena ekspresi si Mang Adit dan teman-temannya jelas pas lagi lari atau jatuh pakai karung, mereka bisa nebak sendiri kejadiannya. Ya, walaupun kadang tebakan grammar mereka masih meleset, tapi secara konteks cerita mereka paham maksud kalimatnya apa.'</i></p> <p>EN: "Yes, the pictures were very helpful. Usually, these kids constantly shout 'Miss, what does this mean?'. But when using this comic, because the expressions of Mang Adit and his friends are clear when they are running or falling in the sacks, they could guess what was happening themselves. Well, even though sometimes their grammar guesses were a bit off, they understood the context of what the sentences meant."</p>
4	<p><i>Bagaimana efektivitas fitur "Kamus Mini" (Glossary) di akhir komik dalam membantu siswa mengatasi keterbatasan kosakata bahasa Inggris mereka secara mandiri?</i></p> <p>(How effective was the "Mini-Dictionary" (Glossary) feature at the end of the comic in helping students overcome their English vocabulary limitations independently?)</p>	<p>ID: "Sangat efektif buat ngurangin capek saya nerjemahin di papan tulis. Anak-anak yang memang rajin, langsung pakai kamus mininya kalau nemu kata baru. Cuma ya namanya anak-anak, tetep aja ada satu dua orang yang malas ngeklik dan lebih milih nanya nanya ke teman sebelahnya. Tapi secara keseluruhan, fitur ini bikin mereka lebih mandiri pas baca."</p> <p>EN: "It was very effective in reducing my exhaustion from translating on the whiteboard. The diligent kids immediately used the mini-dictionary when they found a new word. But, you know kids, there were still one or two who were lazy to click and preferred asking the friend sitting next to them. But overall, this feature made them more independent while reading."</p>
Section C: Curriculum & SDG 4 Integration		
5	<p><i>Bagaimana kesesuaian materi cerita komik ini dengan tujuan pembelajaran Kurikulum Merdeka, khususnya pada Unit 10 tentang lomba 17-an (Sack Race)?</i></p> <p>(How well does the comic's story material align with the learning objectives of Kurikulum Merdeka, specifically Unit 10 regarding the Independence Day Sack Race?)</p>	<p>ID: "Sangat pas. Di buku teks Kurikulum Merdeka kan memang Unit 10 itu bahas lomba 17-an, tapi kadang teksnya kaku dan membosankan. Nah, komik ini bikin materinya jadi hidup. Kosakata targetnya kayak nama bulan, tanggal, sama nama-nama lomba bahasa Inggrisnya masuk semua secara natural di dalam dialog tokohnya."</p> <p>EN: "Spot on. In the Kurikulum Merdeka textbook, Unit 10 does cover Independence Day competitions, but sometimes the text is rigid and boring. Well, this comic brings the material to life. The target vocabulary like the names of the months, dates, and the English</p>

		names of the competitions are all naturally included in the characters' dialogue.”
6	<p><i>Apakah pesan moral SDG 4 tentang anti-perundungan (anti-bullying) dan kerja sama antar teman sudah tersampaikan dengan baik melalui interaksi tokoh Mang Adit dan Gede?</i></p> <p>(Was the SDG 4 moral message about anti-bullying and teamwork conveyed effectively through the interaction between Mang Adit and Gede?)</p>	<p>ID: “Tersampaikan dengan baik dan untungnya nggak terkesan menggurui. Waktu adegan si Gede ngetawain yang kalah, beberapa anak di kelas langsung nyeletuk 'Gede nakal'. Dari situ saya jadi gampang buat masukin pesan moralnya. Cerita Mang Adit yang tetap mau kerja sama juga ngasih contoh bagus buat anak laki-laki di sini yang kadang suka egois kalau lagi main.”</p> <p>EN: “It was conveyed well and fortunately didn't come off as preachy. During the scene where Gede laughed at the loser, some kids in the class immediately chimed in, 'Gede is naughty'. From there, it became easy for me to slip in the moral message. The story of Mang Adit still wanting to cooperate also sets a good example for the boys here who can sometimes be selfish when playing.”</p>
Section D: Student Engagement		
7	<p><i>Bagaimana perbandingan tingkat antusiasme dan fokus siswa saat membaca komik digital ini dibandingkan dengan saat menggunakan buku teks cetak standar?</i></p> <p>(How does the students' level of enthusiasm and focus when reading this digital comic compare to when using standard printed textbooks?)</p>	<p>ID: “Jelas beda jauh antusiasmenya. Kalau saya cuma pakai buku cetak, baru 15 menit biasanya mereka udah pada nguap atau mulai ngobrol sendiri. Pas pakai komik ini, mereka fokus lihatin layar dan penasaran sama kelanjutan ceritanya. Memang kelas jadi agak berisik, tapi berisiknya itu karena mereka semangat menirukan bacaan dialog ceritanya, bukan ngobrol di luar pelajaran.”</p> <p>EN: “The enthusiasm is clearly night and day. If I only use the printed book, usually after 15 minutes they're already yawning or starting to chat among themselves. When using this comic, they were focused on the screen and curious about what happens next. The class did get a bit noisy, but the noise was because they were excitedly mimicking the dialogue, not chatting outside the lesson.”</p>
Section E: Professional Reflection & Suggestions		
8	<p><i>Sebagai guru, aspek apa dari komik digital ini yang menurut Anda paling berhasil membantu proses belajar siswa?</i></p> <p>(As a teacher, which aspect of this digital comic do you find most successful in aiding the students' learning process?)</p>	<p>ID: “Menurut saya yang paling juara itu kombinasi ceritanya yang lokal banget dan dekat sama keseharian anak-anak Tukad Mungga, ditambah visual warnanya yang cerah. Jadi mereka merasa relate. Dan tentu saja, tombol navigasi kamus mini itu inovasi sederhana tapi sangat meringankan tugas saya di kelas.”</p> <p>EN: “In my opinion, the biggest winner is the combination of the local story that is close to the daily lives of Tukad Mungga kids, plus the bright visual colors. So they feel related to it. And of course, the mini-dictionary navigation</p>

		button is a simple innovation but it really lightens my workload in the classroom.”
9	<p><i>Apakah ada kendala pedagogis atau teknis yang Anda atau siswa alami selama menggunakan media ini di kelas?</i></p> <p>(Were there any pedagogical or technical obstacles that you or the students experienced while using this media in class?)</p>	<p>ID: “Kendalanya mungkin pas di awal-awal itu masalah koneksi untuk yang flipbook ya. Sama ada beberapa anak yang saking semangatnya ngeklik-ngeklik tombol, malah kelewatan satu halaman ceritanya. Terus, tulisan di halaman kamus mininya mungkin agak sedikit kekecilan buat anak yang kebetulan duduk di deretan paling belakang waktu proyektor dinyalakan.”</p> <p>EN: “The obstacle was probably in the beginning with the connection issues for the flipbook. And there were a few kids who were so excited clicking the buttons that they actually accidentally skipped a story page. Also, the text on the mini-dictionary page might be a little bit too small for the kids who happened to be sitting in the very back row when the projector was turned on.”</p>
10	<p><i>Apa saran dan masukan Anda untuk menyempurnakan komik digital ini agar lebih ideal untuk digunakan pada semester-semester berikutnya?</i></p> <p>(What are your suggestions and input to improve this digital comic to make it more ideal for use in future semesters?)</p>	<p>ID: “Saran saya, mungkin ukuran font di bagian glosarium bisa sedikit diperbesar aja, biar anak-anak yang kebetulan duduk di deretan belakang tetap bisa baca dengan jelas saat ditampilkan di proyektor. Selain itu, karena formatnya sudah bisa offline, ini sangat mempermudah saya. Sisanya sih menurut saya komiknya udah mantap banget dan siap pakai untuk semester-semester berikutnya.”</p> <p>EN: “My suggestion is, maybe the font size in the glossary section could just be made a bit larger, so the kids who happen to be sitting in the back row can still read it clearly when it's displayed on the projector. Other than that, since the format can already be used offline, it really makes my teaching easier. The rest, in my opinion, is already awesome and completely ready to use for future semesters.”</p>

Appendix 10. The Blueprint and Result of Student Questionnaire (Evaluate Phase)

STUDENT QUESTIONNAIRE

Evaluation Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: 5 / ✓

Date / Tanggal: Feb-29-04-2024

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Attractiveness & Navigation / Daya Tarik & Navigasi	1	The story of the comic is interesting and fun to read. (Cerita komik "The Spirit of August" sangat menarik dan menyenangkan untuk dibaca.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	2	The pictures and colors are attractive and make me want to keep reading. (Gambar karakter dan warnanya sangat bagus sehingga membuat saya ingin terus membaca ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Learning English using a digital comic like this makes me less bored compared to reading regular textbooks. (Belajar bahasa Inggris menggunakan komik digital seperti ini membuat saya tidak cepat bosan dibandingkan membaca buku pelajaran biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	4	The "Translate" and "Mini-Dictionary" buttons are easy to click and use. (Tombol "Translate" dan "Kamus Mini" di dalam komik sangat mudah diklik dan digunakan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
B. Reading Comprehension Support / Pemahaman Membaca	5	The pictures in the comic helped me guess the meaning of the English sentences easily. (Gambar-gambar di dalam komik membantu saya lebih mudah untuk menebak arti kalimat bahasa Inggrisnya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

	6	<p>Through this comic story, I learned and remembered new English words more easily.</p> <p>(Melalui cerita komik ini, saya menjadi tahu dan ingat kata-kata bahasa Inggris yang baru dengan lebih mudah.)</p>	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	7	<p>The Mini-Dictionary helped me a lot when I found unknown English words.</p> <p>(Kamus Mini (Glossary) sangat membantu saya saat menemukan kata bahasa Inggris yang tidak saya ketahui.)</p>	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	8	<p>I could answer the reading questions at the end well because I understood the story.</p> <p>(Saya bisa menjawab soal pertanyaan di akhir komik dengan baik karena saya paham jalan ceritanya.)</p>	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
C. Awareness of SDG 4 / Nilai Karakter & Pendidikan	9	<p>This comic taught me that mocking or bullying friends is bad.</p> <p>(Komik ini mengajarkan saya bahwa mengejek atau membully teman adalah perbuatan yang buruk.)</p>	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	10	<p>From Mang Adit, I learned the importance of helping friends and teamwork.</p> <p>(Dari tokoh Mang Adit, saya belajar pentingnya menolong teman dan bekerja sama (teamwork).)</p>	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Suggestions & Comments / Saran & Komentar	11	<p>What did you like the most about the comic?</p> <p>(Bagian mana dari komik ini yang paling kamu sukai? (Misalnya: gambarnya, tokohnya, ceritanya, atau kamusnya).</p>	<p>Answer / Jawaban: tokohnya dan karakternya baik-baik saya suka komik kaka ♡</p>
	12	<p>Did you have any trouble reading the comic? What should be improved?</p> <p>(Apakah ada kesulitan saat membaca komik ini? Jika ada, bagian mana yang harus diperbaiki?)</p>	<p>Answer / Jawaban: tidak karna sudah bagus</p>

STUDENT QUESTIONNAIRE

Evaluation Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: V/5

Date / Tanggal: 29 April 2020

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Attractiveness & Navigation / Daya Tarik & Navigasi	1	The story of the comic is interesting and fun to read. (Cerita komik "The Spirit of August" sangat menarik dan menyenangkan untuk dibaca.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	2	The pictures and colors are attractive and make me want to keep reading. (Gambar karakter dan warnanya sangat bagus sehingga membuat saya ingin terus membaca ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Learning English using a digital comic like this makes me less bored compared to reading regular textbooks. (Belajar bahasa Inggris menggunakan komik digital seperti ini membuat saya tidak cepat bosan dibandingkan membaca buku pelajaran biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	4	The "Translate" and "Mini-Dictionary" buttons are easy to click and use. (Tombol "Translate" dan "Kamus Mini" di dalam komik sangat mudah diklik dan digunakan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
B. Reading Comprehension Support / Pemahaman Membaca	5	The pictures in the comic helped me guess the meaning of the English sentences easily. (Gambar-gambar di dalam komik membantu saya lebih mudah untuk menebak arti kalimat bahasa Inggrisnya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

	6	Through this comic story, I learned and remembered new English words more easily. (Melalui cerita komik ini, saya menjadi tahu dan ingat kata-kata bahasa Inggris yang baru dengan lebih mudah.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	7	The Mini-Dictionary helped me a lot when I found unknown English words. (Kamus Mini (Glossary) sangat membantu saya saat menemukan kata bahasa Inggris yang tidak saya ketahui.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	8	I could answer the reading questions at the end well because I understood the story. (Saya bisa menjawab soal pertanyaan di akhir komik dengan baik karena saya paham jalan ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
C. Awareness of SDG 4 / Nilai Karakter & Pendidikan	9	This comic taught me that mocking or bullying friends is bad. (Komik ini mengajarkan saya bahwa mengejek atau membully teman adalah perbuatan yang buruk.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
	10	From Mang Adit, I learned the importance of helping friends and teamwork. (Dari tokoh Mang Adit, saya belajar pentingnya menolong teman dan bekerja sama (teamwork).)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Suggestions & Comments / Saran & Komentar	11	What did you like the most about the comic? (Bagian mana dari komik ini yang paling kamu sukai? (Misalnya: gambarnya, tokohnya, ceritanya, atau kamusnya).	Answer / Jawaban: saat mang adit mendong gede saat terjatuh
	12	Did you have any trouble reading the comic? What should be improved? (Apakah ada kesulitan saat membaca komik ini? Jika ada, bagian mana yang harus diperbaiki?)	Answer / Jawaban: Se jauh ini tidak susah membacanya. Karena sudah di terjemahkan.

STUDENT QUESTIONNAIRE

Evaluation Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: V

Date / Tanggal: 29 rabda' 2026

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
A. Attractiveness & Navigation / Daya Tarik & Navigasi	1	The story of the comic is interesting and fun to read. (Cerita komik "The Spirit of August" sangat menarik dan menyenangkan untuk dibaca.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	2	The pictures and colors are attractive and make me want to keep reading. (Gambar karakter dan warnanya sangat bagus sehingga membuat saya ingin terus membaca ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Learning English using a digital comic like this makes me less bored compared to reading regular textbooks. (Belajar bahasa Inggris menggunakan komik digital seperti ini membuat saya tidak cepat bosan dibandingkan membaca buku pelajaran biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	4	The "Translate" and "Mini-Dictionary" buttons are easy to click and use. (Tombol "Translate" dan "Kamus Mini" di dalam komik sangat mudah diklik dan digunakan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
B. Reading Comprehension Support / Pemahaman Membaca	5	The pictures in the comic helped me guess the meaning of the English sentences easily. (Gambar-gambar di dalam komik membantu saya lebih mudah untuk menebak arti kalimat bahasa Inggrisnya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju

	6	Through this comic story, I learned and remembered new English words more easily. (Melalui cerita komik ini, saya menjadi tahu dan ingat kata-kata bahasa Inggris yang baru dengan lebih mudah.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
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	8	I could answer the reading questions at the end well because I understood the story. (Saya bisa menjawab soal pertanyaan di akhir komik dengan baik karena saya paham jalan ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
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	10	From Mang Adit, I learned the importance of helping friends and teamwork. (Dari tokoh Mang Adit, saya belajar pentingnya menolong teman dan bekerja sama (teamwork).)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
D. Suggestions & Comments / Saran & Komentar	11	What did you like the most about the comic? (Bagian mana dari komik ini yang paling kamu sukai? (Misalnya: gambarnya, tokohnya, ceritanya, atau kamusnya).)	Answer / Jawaban: dibagian mang adit berlatih untuk lomba
	12	Did you have any trouble reading the comic? What should be improved? (Apakah ada kesulitan saat membaca komik ini? Jika ada, bagian mana yang harus diperbaiki?)	Answer / Jawaban: grafik tambah kan sedikit detail bayangan

STUDENT QUESTIONNAIRE

Evaluation Phase – Digital Comic Development

School / Sekolah: SD Negeri 1 Tukad Mungga

Grade / Kelas: 5

Date / Tanggal: 29 April 2026

INSTRUCTIONS / PETUNJUK

- Read each question carefully. Choose the answer that matches your opinion.
Bacalah setiap pertanyaan dengan baik. Pilih jawaban yang sesuai dengan pendapatmu.
- All answers will be confidential and used only for research purposes.
Semua jawaban akan dirahasiakan dan hanya digunakan untuk penelitian.

Section	No.	Question / Pertanyaan	Response / Tanggapan
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	2	The pictures and colors are attractive and make me want to keep reading. (Gambar karakter dan warnanya sangat bagus sehingga membuat saya ingin terus membaca ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	3	Learning English using a digital comic like this makes me less bored compared to reading regular textbooks. (Belajar bahasa Inggris menggunakan komik digital seperti ini membuat saya tidak cepat bosan dibandingkan membaca buku pelajaran biasa.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	4	The "Translate" and "Mini-Dictionary" buttons are easy to click and use. (Tombol "Translate" dan "Kamus Mini" di dalam komik sangat mudah diklik dan digunakan.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
B. Reading Comprehension Support / Pemahaman Membaca	5	The pictures in the comic helped me guess the meaning of the English sentences easily. (Gambar-gambar di dalam komik membantu saya lebih mudah untuk menebak arti kalimat bahasa Inggrisnya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju

	6	Through this comic story, I learned and remembered new English words more easily. (Melalui cerita komik ini, saya menjadi tahu dan ingat kata-kata bahasa Inggris yang baru dengan lebih mudah.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	7	The Mini-Dictionary helped me a lot when I found unknown English words. (Kamus Mini (Glossary) sangat membantu saya saat menemukan kata bahasa Inggris yang tidak saya ketahui.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
	8	I could answer the reading questions at the end well because I understood the story. (Saya bisa menjawab soal pertanyaan di akhir komik dengan baik karena saya paham jalan ceritanya.)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input checked="" type="checkbox"/> Agree / Setuju <input type="checkbox"/> Strongly Agree / Sangat Setuju
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	10	From Mang Adit, I learned the importance of helping friends and teamwork. (Dari tokoh Mang Adit, saya belajar pentingnya menolong teman dan bekerja sama (teamwork).)	<input type="checkbox"/> Strongly Disagree / Sangat Tidak Setuju <input type="checkbox"/> Disagree / Tidak Setuju <input type="checkbox"/> Agree / Setuju <input checked="" type="checkbox"/> Strongly Agree / Sangat Setuju
D. Suggestions & Comments / Saran & Komentar	11	What did you like the most about the comic? (Bagian mana dari komik ini yang paling kamu sukai? (Misalnya: gambarnya, tokohnya, ceritanya, atau kamusnya).)	Answer / Jawaban: <i>Gambar tokoh yang sempurna dan perwarnaan.</i>
	12	Did you have any trouble reading the comic? What should be improved? (Apakah ada kesulitan saat membaca komik ini? Jika ada, bagian mana yang harus diperbaiki?)	Answer / Jawaban: <i>membedakan tokoh</i>

Appendix 11. Documentaries



Appendix 12. Writer's Biography

WRITER'S BIOGRAPHY



Ni Putu Marsya Putri Sukaba lahir di Denpasar pada tanggal 23 Maret 2004. Penulis lahir dari pasangan suami istri Bapak I Ketut Sukaba dan Ibu Ni Nyoman Dian Martini, S.Pi., M.P. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Perumahan Tukad Mungga Lestari, Lestari II No. 10, Singaraja, Bali. Penulis menyelesaikan pendidikan dasar di SD Lab Undiksha dan lulus pada tahun 2016. Kemudian, penulis melanjutkan pendidikan di SMP Negeri 1 Singaraja dan lulus pada tahun 2019. Pada tahun 2022, penulis dinyatakan lulus dari SMK Negeri 2 Singaraja dari jurusan Perhotelan. Selanjutnya, pada tahun yang sama penulis melanjutkan ke program studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2026 penulis telah menyelesaikan skripsi berjudul “Developing a Digital Comic for Teaching Reading Comprehension and Promoting Quality Education Values for Elementary School Students in SD Negeri 1 Tukad Mungga.” Selanjutnya, sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.