

Appendix 1. Research Permission Letter



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 : 440/UN48.7.1/DT/2025

4 Februari 2025

Perihal : Permohonan Izin Observasi

Yth. Kepala SD Lab Undiksha
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Komang Devi Damayanti
NIM	: 2212021072
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

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. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Observation Sheet

Answer Scale: A: Available and NA: Not Available

Category	Aspect	Items	No Items
Target Needs	Necessities	- Availability of reading materials and exercises related to Life on Land (SDG-15). - Need for guidance to stay focused while reading. - Need for clear explanations of unfamiliar terms related to SDG-15 to improve understanding. - Students need story texts that are appropriately short and manageable to maintain focus and prevent cognitive overload. - Students need reading content that matches their cognitive level and background knowledge.	1-5
	Lacks	- Students need to understand key concepts of Life on Land (SDG-15) through age-appropriate texts. - Students need reading tasks that help develop comprehension skills related to real-world applications of Responsible Consumption and Production. - Students need opportunities to connect SDG-15 content with their daily lives to build relevance and motivation. - Students need exposure to stories that include concepts related to Life on Land (SDG-15). - Students need themes that connect real-life situations with Life on Land to build relevance and motivation.	6-10
	Wants	- Students prefer stories with interesting or creative themes (Responsible Consumption and Production). - Students prefer reading materials that include colorful or visually appealing illustrations. - Students prefer characters that match their age group or personalities they can relate to. - Students prefer reading topics connected to real-life issues. - Students prefer reading activities that feel enjoyable or motivating.	11-15
Learning Needs		- Students need relatable and age-appropriate characters to support engagement and comprehension. - Students need guided questions or prompt during reading to help them interpret the story. - Students need visual or interactive elements to maintain motivation and support understanding. - Students need opportunities to choose reading styles such as individual, pair, or group.	16-19

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A. Observation Sheet

No	Aspect	Indicator	A	NA	Remarks
1	Necessities	Is there availability of reading materials and exercises related to Life on Land (SDG-15)?	☐	☐	
2	Necessities	Do students need guidance to stay focused while reading?	☐	☐	
3	Necessities	Do students need clear explanations of unfamiliar SDG-15 terms?	☐	☐	
4	Necessities	Is the story length appropriate to avoid cognitive overload?	☐	☐	
5	Necessities	Is the reading content aligned with students' cognitive level?	☐	☐	
6	Lack	Do students lack understanding of SDG-15 concepts?	☐	☐	
7	Lack	Do students lack strategies to interpret SDG-related content?	☐	☐	
8	Lack	Do students have limited prior knowledge to examples of responsible consumption and production?	☐	☐	
9	Lack	Do students struggle to connect between story content and real-world issues?	☐	☐	
10	Lack	Do students show limited awareness of SDG-15 relevance to problem-solving?	☐	☐	
11	Wants	Do students prefer stories with themes related to Life on Land?	☐	☐	
12	Wants	Do students prefer visually appealing reading materials?	☐	☐	
13	Wants	Do students prefer characters that match their age or personality	☐	☐	
14	Wants	Do students prefer stories connected to real-life situation?	☐	☐	
15	Wants	Do students engage with reading materials?	☐	☐	

16	Learning Needs	Do students need relatable characters to support engagement and comprehension?	☐	☐	
17	Learning Needs	Do students need guided questions to stay engaged during reading?	☐	☐	
18	Learning Needs	Do students need visual or interactive elements to support understanding?	☐	☐	
19	Learning Needs	Do students prefer individual, pair, or group reading activities?	☐	☐	

Appendix 3. Result of Observation Sheet

Category	OBSERVATION
Necessities	- SDG-15 (Life on Land) reading materials were not available in the classroom - Students needed teacher guidance to stay focused during reading activities - Students need explanations for unfamiliar words - Students often lost focus when reading long texts - Reading materials needed to match with sixth-grade students' level
Lacks	- SDG-15 topics were still new for students - Student often relied on teacher explanations when interpreting story content - Students were not familiar with SDG-15 topics because the topics were not yet introduced - Students sometimes had difficulty connecting story content with real life examples without guidance - Students showed limited awareness of SDG-15 issues due to the absence of related learning materials in the classroom.
Wants	- Students were more interested in stories related to daily life situation or familiar topics - Students preferred reading materials with visual illustration such as forest, animals - Students understood the story better when it was connected to real life experiences - Students understood stories better when they were connected to real life situations - Students were more engaged when the reading materials were interesting and relate.
Learning needs	- Students need reading materials that relate to their daily experiences - Students needed simple questions or follow up activity after reading - Illustration helped students understand the story better - Students were more focused when reading individually.

Appendix 4. Teacher Interview

Answer Scale: A: Available and NA: Not Available

Category	Aspects	Items	No items
Target Needs	Necessities	- Teachers' understanding of the concept of Sustainable Development Goals (SDGs). - Teachers' knowledge about SDG-15, which topic do you think grade 6 students can understand the easiest? - Teachers' opinion about which SDG-15topic is most relevant for grade 6 students' daily life - Teachers' opinion about which SDG-15topic should be introduced first to grade 6 students and why?	20-23
	Lacks	- Teachers' understanding of their role in using the SDG-15digital storybook - Teachers' identification of possible challenges in using the digital storybook - Teachers' suggestion the best strategies to implement the digital storybook	24-26
	Wants	- Teachers' preference for the most suitable SDG-15topics to integrate into English reading lessons. - Teachers' expectations of support needed to teach SDG-15. - Teachers' preferred teaching activities to integrate SDG-15.	27-29
Learning Needs	Learning Preferences	- Teachers' observation on students' preferred learning styles when reading stories such as visual, auditory, or multimodal. - Teachers' perception of which reading activities help students understand stories better such as shared reading, group reading, or independent reading. - Teachers' views on students' responses toward interactive learning activities such as storytelling, role-play, or guided discussions. - Students need guided reading tasks to help identify cause effect, main ideas, and supporting details related to SDG-15. - Students need teacher guidance to clarify unfamiliar specific terms or complex ideas about Life on Land.	30-34
	Classroom Learning Conditions	- Teachers' explanation of classroom conditions that make students more engaged and focused when reading such as fun atmosphere, small groups, or structured guidance. - Teachers' opinion on whether students understand texts better through group work or individual tasks.	35-37

No	Category	Question /Items	A	NA	Remarks
20	Necessities	Do teachers understand the concept of Sustainable Development Goals (SDGs)?	☐	☐	
21	Necessities	Do teachers know which SDG-15 topics grade 6 students can understand easily?	☐	☐	
22	Necessities	Can teachers identify SDG-15topics that are relevant to students' daily life?	☐	☐	
23	Necessities	Can teachers prioritize which SDG-15topic should be introduced first to grade 6 students?	☐	☐	
24	Lacks	Do teachers understand their role in using the SDG-15 digital storybook in class?	☐	☐	
25	Lacks	Can teachers identify possible challenges in using the SDG-15 digital storybook?	☐	☐	
26	Lacks	Do teachers know what the best strategies to implement the SDG-15 digital storybook for student grade 6?	☐	☐	
27	Lacks	Do teachers know which aspects of SDG-15 are most difficult for students to understand?	☐	☐	
28	Wants	Do teachers know which SDG-15subtopics are most suitable for English reading lessons?	☐	☐	
29	Wants	Do teachers understand whether students learn better individually or in groups?	☐	☐	
30	Wants	Do teachers understand which learning style such as individual or group is the best while implementing SDG-15based digital storybook?	☐	☐	

31	Learning Preferences	Can teachers identify factors that support students' comprehension of SDG-15?	☐	☐	
32	Learning Preferences	Do teachers know what support students need to identify cause-effect relationships, main ideas, and supporting details related to SDG-15?	☐	☐	
33	Learning Preferences	Do teachers know which teaching activities are most effective when integrating SDG-15?	☐	☐	
34	Learning Preferences	Do teachers know which reading activities best help students understand SDG-15 such as shared reading, guided reading, or group reading?	☐	☐	
35	Classroom Conditions	Can teachers predict how students respond to interactive reading activities?	☐	☐	
36	Classroom Conditions	Do teachers know which classroom conditions help students stay engaged when reading activities?	☐	☐	
37	Classroom Conditions	Can teachers identify students' preferred learning styles such as visual, auditory, or multimodal when reading SDG-15 stories?	☐	☐	
38	Teacher Support	Do teachers know what students benefit from supplementary aids such as pictures, audio, or animation?	☐	☐	
39	Teacher Support	Do teachers know which types of feedback help students understand story sequences and Life on Land messages?	☐	☐	
40	Teacher Support	Do teachers know how long the story is most suitable for teaching SDG-15 to grade 6 students?	☐	☐	
41	Material Requirements	Do teachers know which types of characters are easiest for students to understand in SDG-15 stories?	☐	☐	



42	Material Requirements	Do teachers know which types of story content are most suitable for SDG-15 lessons?	☐	☐	
43	Material Requirements	Do teachers know what SDG-15 content can be effectively included in reading stories and how students respond to Life on Land themes?	☐	☐	
44	Material Requirements	Do teachers know which SDG-15 themes are most engaging for grade 6 students?	☐	☐	
45	Material Requirements	Do teachers know what support or resources are needed to help them teach SDG-15 effectively?	☐	☐	

Appendix 5. Result Teacher Interview

	INTERVIEW
Necessities	- Teacher has limited understanding of SDG-15 concepts - SDG-15 reading materials should be easy for grade fifth students - SDG-15 reading materials should connect with familiar English topic such as animals - Teacher selected 3 SDG-15 Learning objectives. There are supporting fair access to basic needs and participating in fair decision making as the most suitable for students
Lacks	- Teacher finds difficulty to introduce SDG 1 topic due to limited understanding - Teacher needs reading materials that provide clear guidance or instructions to help teachers guide students during reading activities
Wants	- Teacher preferred environmental topics that are simple and relevant for students - Individual reading is considered more effective for focus - Teacher suggested using interesting and relatable stories to introduce SDG-15
Learning needs	Learning preferences: - Teacher suggested word by word translation to help students understand about unfamiliar vocabulary. - Simple questions or follow up activities after reading help students identify the main idea and understand the story. - Guided reading activities are needed during reading Classroom condition: - Teacher believed digital storybooks can increase students' interest because they present something new - Quiet classroom conditions can support focus while reading - Students prefer audio and visual learning materials Teacher support: - Teacher emphasized that dominant illustration can make students more engaged in reading - Simple questions related to the story, or follow up activity can help to check students' comprehension Material requirements: - The character in the story should match with story setting such as forest - The story should be fun and not too theoretical when presenting SDG-15 topics - Sharing was suggested as a suitable topic to represent SDG1-15 topics



Appendix 6. Instrument Quality Criteria Good Digital Storybook

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	☐	☐	☐	☐	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.	☐	☐	☐	☐	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	☐	☐	☐	☐	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	☐	☐	☐	☐	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	☐	☐	☐	☐	
6	Sustained	The digital content in digital storybooks provides small variations that encourage curiosity every time they are opened.	☐	☐	☐	☐	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	☐	☐	☐	☐	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	☐	☐	☐	☐	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	☐	☐	☐	☐	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	☐	☐	☐	☐	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	☐	☐	☐	☐	
12	Interactive	The digital storybook activating features provides additional information that deepens understanding.	☐	☐	☐	☐	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.	☐	☐	☐	☐	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	☐	☐	☐	☐	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	☐	☐	☐	☐	
16	Accessible	The digital storybook includes helpful features like audio.	☐	☐	☐	☐	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	☐	☐	☐	☐	
18	Accessible	The digital storybook uses basic animations that help children understand the meaning of the story.	☐	☐	☐	☐	
19	Personal Zable	The digital storybook invites children to give a simple personal response at the end of the story.	☐	☐	☐	☐	
20	Personal Zable	The digital storybook asks children to choose which character they would like to be.	☐	☐	☐	☐	
21	Personal Zable	The digital storybook asks children to choose their favorite part of the story.	☐	☐	☐	☐	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	☐	☐	☐	☐	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	☐	☐	☐	☐	

24	Creative	The digital storybook includes creative animation effects such as simple movements or transitions that enhance the reading experience.	☐	☐	☐	☐	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	☐	☐	☐	☐	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	☐	☐	☐	☐	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	☐	☐	☐	☐	

Appendix 7. Result Instrument Quality Digital Storybook Expert 1

[4]

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	✓	☐	☐	☐	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.	☐	✓	☐	☐	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	✓	☐	☐	☐	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	☐	✓	☐	☐	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	✓	☐	☐	☐	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	☐	✓	☐	☐	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	✓	☐	☐	☐	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	✓	☐	☐	☐	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	✓	☐	☐	☐	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	☐	✓	☐	☐	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	✓	☐	☐	☐	

17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	✓	☐	☐	☐	
18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	✓	☐	☐	☐	
19	Personal Zable	The digital storybook invites children to give a simple personal response at the end of the story.	✓	☐	☐	☐	
20	Personal Zable	The digital storybook asks children to choose which character they would like to be.	✓	☐	☐	☐	
21	Personal Zable	The digital storybook asks children to choose their feelings about the story.	☐	✓	☐	☐	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	✓	☐	☐	☐	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	✓	☐	☐	☐	
24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	✓	☐	☐	☐	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	✓	☐	☐	☐	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	✓	☐	☐	☐	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	✓	☐	☐	☐	

SD KSP

General Comment:

Pastikan Bubble text jelas mana yang duluan dan mana berikutnya agar flow cerita tidak terganggu. Bisal di contoh gambar atas, narasi bisa di move ke atas agar dibaca duluan sebelum bubble ekspresi. Page 5

Date:
Expert


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

Appendix 8. Result Instrument Quality Digital Storybook Expert 2

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Purposeful	The digital storybook has a clear learning goal and supports school-related learning content.	☒	☐	☐	☐	
2	Purposeful	The digital storybook multimedia features such as images, sound, and animation are chosen to strengthen the content of the story.	☒	☐	☐	☐	
3	Purposeful	The digital storybook content is presented concisely, not long, and does not require technical knowledge.	☒	☐	☐	☐	
4	Sustained	The digital storybook story and features keep the children engaged while reading until the end.	☒	☐	☐	☐	
5	Sustained	The digital storybook use cliffhangers, light conflicts, or curiosity that encourage children to continue reading.	☐	☒	☐	☐	
6	Sustained	The digital storybook presents visual and narrative variation across pages that maintain children curiosity during reading.	☐	☒	☐	☐	
7	Intercultural	The language, names, or expressions in the story reflect the cultural realities depicted.	☒	☐	☐	☐	
8	Intercultural	There is no character in digital storybook is depicted as inferior/superior based on cultural background.	☒	☐	☐	☐	
9	Intercultural	The digital storybook story shows that cross-cultural cooperation strengthens shared values.	☒	☐	☐	☐	
10	Interactive	In the digital storybook there are no excessive visual or audio elements to confuse the child.	☒	☐	☐	☐	
11	Interactive	The digital storybook interaction helps children follow the story's progress gradually.	☒	☐	☐	☐	
12	Interactive	The digital storybook provides interactive features such as pop-up words to help children understand the story content.	☒	☐	☐	☐	
13	Child friendly	The digital storybook uses simple language that suits children's reading level.	☒	☐	☐	☐	
14	Child friendly	The amount of text per page is age-appropriate, and the narrative language is simple and child-friendly.	☒	☐	☐	☐	
15	Child friendly	The visual elements in the digital storybook are not too crowded and there is no distracting music or sound.	☒	☐	☐	☐	
16	Accessible	The digital storybook includes helpful features like audio.	☒	☐	☐	☐	
17	Accessible	The digital storybook provides simple pop-up explanations for difficult words.	☒	☐	☐	☐	

18	Accessible	The digital storybook uses clear and meaningful visual illustration that support children understanding of the story.	☒	☐	☐	☐	
19	Personal Zable	The digital storybook invites children to give a simple personal response at the end of the story.	☒	☐	☐	☐	
20	Personal Zable	The digital storybook asks children to choose which character they would like to be.	☒	☐	☐	☐	
21	Personal Zable	The digital storybook asks children to choose their feelings about the story.	☒	☐	☐	☐	
22	Creative	The digital storybook uses imaginative visuals such as unique characters, settings, or objects	☒	☐	☐	☐	
23	Creative	The digital storybook uses sound effects or music that match the situation in the story for example calm music in peaceful scenes, lively sounds in action scenes	☒	☐	☐	☐	
24	Creative	The digital storybook includes visual and sound elements that enhance children engagement.	☒	☐	☐	☐	
25	Social	The digital storybook shows characters interacting in positive social ways for example helping and sharing.	☒	☐	☐	☐	
26	Social	The digital storybook presents simple situations that illustrate social values such as empathy respect, or kindness.	☒	☐	☐	☐	
27	Social	The digital storybook includes scenarios where characters work together to solve a problem, promoting teamwork and cooperation.	☒	☐	☐	☐	

General Comment:

Gunakan simple past tense

Date:
Export



Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.
NIP. 1989040820123212043

Appendix 9. Instrument Learning Objective SDG-15

Answer Scale: 4. VR= Very Relevant; 3. QR= Quite Relevant; 2. SR= Somewhat Relevant; 1. NR= Not Relevant

Category	Aspect	Items	No Items
Behavioural Learning Objective SDG-15	Connecting With Local Conservation Efforts	- Students are able to participate in simple local conservation activities. - Students are able to support efforts to protect plants and animals in their surroundings. - Students are able to support efforts to protect plants and animals in their surroundings. - Students are able to support efforts to protect plants and animals in their surroundings. - Students are able to understand the importance of soil for plant growth.	1- 5

Appendix 10. Result Expert 1 Learning Objective SDG-15

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Connecting With Local Conservation Efforts	The digital storybook shows characters joining simple conservation activities such as planting trees.	✓	☐	☐	☐	
2	Connecting With Local Conservation Efforts	The digital storybook encourages students to support local efforts that protect forests, plants, and animals.	☐	✓	☐	☐	
3	Connecting With Local Conservation Efforts	The digital storybook encourages students to support environmental conservation in their surroundings.	✓	☐	☐	☐	
4	Connecting With Local Conservation Efforts	The digital storybook promotes positive actions, such as inviting others to care for and protect the environment.	✓	☐	☐	☐	
5	Connecting With Local Conservation Efforts	The digital storybook helps students understand the importance of soil and plants in maintaining the environment.	✓	☐	☐	☐	

Appendix 11. Result Expert 2 Learning Objective SDG-15



NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Connecting With Local Conservation Efforts	The digital storybook shows characters joining simple conservation activities such as planting trees.	☒	☐	☐	☐	
2	Connecting With Local Conservation Efforts	The digital storybook encourages students to support local efforts that protect forests, plants, and animals.	☐	☒	☐	☐	
3	Connecting With Local Conservation Efforts	The digital storybook encourages students to support environmental conservation in their surroundings.	☒	☐	☐	☐	
4	Connecting With Local Conservation Efforts	The digital storybook promotes positive actions, such as inviting others to care for and protect the environment.	☒	☐	☐	☐	
5	Connecting With Local Conservation Efforts	The digital storybook helps students understand the importance of soil and plants in maintaining the environment.	☒	☐	☐	☐	



Appendix 12. Instrument Evaluation Reading Behavioural Engagement

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Effort	The Digital Storybook is able to encourage students to keep reading even when the story is difficult.	☐	☐	☐	☐	
2	Effort	The Digital Storybook is able to motivate students to try harder in understanding the story.	☐	☐	☐	☐	
3	Effort	The Digital Storybook is able to encourage students to reread parts of the story to improve their understanding.	☐	☐	☐	☐	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	☐	☐	☐	☐	
5	Persistence	The Digital Storybook is able to help students continue reading even when they encounter difficult words.	☐	☐	☐	☐	
6	Persistence	The Digital Storybook is able to help students return to the story and continue reading after short breaks.	☐	☐	☐	☐	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	☐	☐	☐	☐	
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	☐	☐	☐	☐	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	☐	☐	☐	☐	
10	Positive Conduct	The Digital Storybook is able to promote positive behavior during reading sessions.	☐	☐	☐	☐	

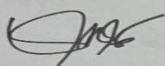
11	Positive Conduct	The Digital Storybook is able to reduce disruptive behavior while students are reading.	☐	☐	☐	☐	
12	Positive Conduct	The Digital Storybook is able to promote responsible use of digital tools during reading activities.	☐	☐	☐	☐	
13	Active Participation	The Digital Storybook is able to encourage students to participate actively in shared reading activities.	☐	☐	☐	☐	
14	Active Participation	The Digital Storybook is able to stimulate students to share their reading experiences with peers.	☐	☐	☐	☐	
15	Active Participation	The Digital Storybook is able to motivate students to join discussions related to the story.	☐	☐	☐	☐	
16	Reading Frequency	The Digital Storybook is able to increase how often students read storybooks at home or in school.	☐	☐	☐	☐	
17	Reading Frequency	The Digital Storybook is able to motivate students to borrow or choose more storybooks to read.	☐	☐	☐	☐	
18	Reading Frequency	The Digital Storybook is able to encourage students to read storybooks more regularly.	☐	☐	☐	☐	
19	Interaction with Texts	The Digital Storybook is able to inspire students to explore more about the story they read.	☐	☐	☐	☐	
20	Interaction with Texts	The Digital Storybook is able to help students connect the story to their own experiences or knowledge.	☐	☐	☐	☐	
21	Interaction with Texts	The Digital Storybook is able to motivate students to explore other stories with similar themes.	☐	☐	☐	☐	

Appendix 13. Result Reading Behavioural Engagement

NO	Aspect	Items	4 VR	3 QR	2 SR	1 NR	Remarks
1	Effort	The Digital Storybook is able to encourage students to keep reading even when the story is difficult.	☒	☐	☐	☐	
2	Effort	The Digital Storybook is able to motivate students to try harder in understanding the story.	☐	☒	☐	☐	
3	Effort	The Digital Storybook is able to encourage students to reread parts of the story to improve their understanding.	☒	☐	☐	☐	
4	Persistence	The Digital Storybook is able to support students to finish the story until the end.	☐	☒	☐	☐	
5	Persistence	The Digital Storybook is able to help students continue reading even when they encounter difficult words.	☒	☐	☐	☐	
6	Persistence	The Digital Storybook is able to help students return to the story and continue reading after short breaks.	☒	☐	☐	☐	
7	Attention	The Digital Storybook is able to maintain students' attention during reading activities.	☒	☐	☐	☐	
8	Attention	The Digital Storybook is able to help students stay focused without being easily distracted.	☒	☐	☐	☐	
9	Attention	The Digital Storybook is able to keep students focused through features that maintain their engagement.	☒	☐	☐	☐	
10	Positive Conduct	The Digital Storybook is able to promote positive behavior during reading sessions.	☒	☐	☐	☐	

11	Positive Conduct	The Digital Storybook is able to reduce disruptive behavior while students are reading.	☒	☐	☐	☐	
12	Positive Conduct	The Digital Storybook is able to promote responsible use of digital tools during reading activities.	☒	☐	☐	☐	
13	Active Participation	The Digital Storybook is able to encourage students to participate actively in shared reading activities.	☒	☐	☐	☐	
14	Active Participation	The Digital Storybook is able to stimulate students to share their reading experiences with peers.	☒	☐	☐	☐	
15	Active Participation	The Digital Storybook is able to motivate students to join discussions related to the story.	☒	☐	☐	☐	
16	Reading Frequency	The Digital Storybook is able to increase how often students read storybooks at home or in school.	☒	☐	☐	☐	
17	Reading Frequency	The Digital Storybook is able to motivate students to borrow or choose more storybooks to read.	☒	☐	☐	☐	
18	Reading Frequency	The Digital Storybook is able to encourage students to read storybooks more regularly.	☒	☐	☐	☐	
19	Interaction with Texts	The Digital Storybook is able to inspire students to explore more about the story they read.	☐	☒	☐	☐	
20	Interaction with Texts	The Digital Storybook is able to help students connect the story to their own experiences or knowledge.	☒	☐	☐	☐	
21	Interaction with Texts	The Digital Storybook is able to motivate students to explore other stories with similar themes.	☒	☐	☐	☐	

Date:
Validator Instrument

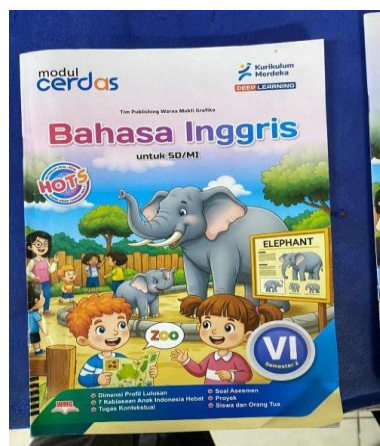


Putu Yogi Arshita Dewi, S.Pd.
NIP.

Appendix 14. Observation Class



Students showed limited attention during the lesson



The book used in learning process



The classroom environment did not provide any information introducing SSG-15

Appendix 15. Documentation Evaluation Result Digital Storybook



Introduced Main Menu the Digital Storybook





Students actively participated and interacted with the features of digital storybook

Appendix 16. Syllabus Class VI

PROGRAM SEMESTER GENAP

Nama Guru Penyusun :
 NIP :
 Nama Sekolah :
 Mata Pelajaran : BAHASA INGGRIS
 Kelas : VI
 Fase : C

TUJUAN PEMBELAJARAN	Jml JP	JULI				Agustus				September				Oktober				November				Desember				Ket
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
• 7 I will go to Bromo	6 JP																									
• 8 I will go to Dufan	6 JP																									
• 9 I will study at junior high school next year	6 JP																									
• 10 I want to be a pilot	6 JP																									
• 11 My dream	6 JP																									
• 7 I will go to Bromo	6 JP																									
Jumlah Jam Efektif																										
Jumlah Jam Cadangan																										
Jumlah Jam Total Semester Ganjil																										

Mengetahui,
Kepala Sekolah

Guru Kelas VI

NIP : _____

NIP : _____

ALUR TUJUAN PEMBELAJARAN

Nama Guru Penyusun :
 NIP :
 Nama Sekolah :
 Mata Pelajaran : BAHASA INGGRIS
 Kelas : VI
 Fase : C

Unit	Objective	Language Focus	Profil Pelajar Pancasila	Sumber Belajar
1. I studied last night, but my sister didn't.	Students are able to say past activities. Students are able to identify past activities.	What did you do yesterday? studied, watched, cooked, called, listened, played, danced, washed, talked, looked, visited, kicked, wrote, slept, read, went.	• Beriman, Bertakwa kepada Tuhan YME, dan Berakhlak Mulia, • Berkebhinekaan Global, • Gotong royong, • Mandiri, • Berakhlak Kritis, • Kreatif	Buku Panduan Guru BAHASA INGGRIS dan Buku Siswa BAHASA INGGRIS Kelas/VI Kurikulum Merdeka, Kemendikbud 2022
2. We went to a museum last week.	Students are able to use adverbs of time for past activities. Students are able to use adverbs of time to make sentences about past activities.	entered, walked, bought, met, brought, drank, gave, ran		
3. I was in Bali last week.	Students are able to use was/were for past activities. Students are able to identify sentences using was/were.	was, were, lined, happy, thirsty, cold, hungry, sleepy, when, what, how		
4. How did Cic feel yesterday?	Students are able to use was/were in relation to feelings. Students are able to make sentences using was/were in relation to feelings.	What did you feel? was, were, happy, sad, angry, sick, alone, hungry, thirsty, worried, cold, sleepy		
5. What did you do yesterday?	Students are able to make WH question for past activities. Students are able to answer WH question for past activities.	What did you do yesterday? last week, last night, who, what, where, when, how		
6. My friend's experience.	Students are able to talk about their past activities. Students are able to respond to their experiences in past activities.	What did she do? drove, took picture, prepared lunch, played, looked for, had lunch, bought, visited		
7. I will go to Bromo.	Students are able to identify future activities from the use of will. Students are able to talk about future activities using will.	I will go to Bromo. What will you do tomorrow?		
8. I will go to Duren.	Students are able to use will for family activities. Students are able to talk about family activities using will.	what, how, where play, draw, write, drink, fry, water, wash, drive, paint, buy		
9. I will study at junior high school next year.	Students are able to use adverbs of time for future activities. Students are able to write a short paragraph using adverbs of time.	I will study ... next year. Tomorrow, tonight, this evening, next week		
10. I want to be a pilot.	Students are able to talk about their dream in the future. Students are able to ask her friends about their dream.	What do you want to be? teacher, pilot, policeman, nurse, architect, doctor, chef, sailor, farmer, singer, hospital, field, office		
11. My dream.	Students are able to write their dreams. Students are able to write a short paragraph about their dream.	I want to be a teacher. I will work in the school, hospital, office, restaurant, school, rice field		

Mengetahui,
 Kepala Sekolah

Guru Kelas VI

NIP :

NIP :

Penetapan Indikator Kompetensi

Nama Guru Penyusun :
 NIP :
 Nama Sekolah :
 Mata Pelajaran : BAHASA INGGRIS
 Kelas : VI
 Fase : C

Unit	Objective	Aspek/Dimensi		
		Pengetahuan (Kognitif)	Sikap (Afektif)	Keterampilan (Psikomotorik)
1. I studied last night, but my sister didn't.	Students are able to say past activities. Students are able to identify past activities.			
2. We went to a museum last week.	Students are able to use adverb of time for past activities. Students are able to use adverb of time to make sentences about past activities.			
3. I was in Bali last week.	Students are able to use was/were for past activities. Students are able to identify sentence using was/were I.			
4. How did Cici feel yesterday?	Students are able to use was/were in relation to feelings. Students are able to make sentences using was/were in relation to feelings.			
5. What did you do yesterday?	Students are able to make WH question for past activities. Students are able to answer WH question for past activities.			
6. My friend's experience.	Students are able to talk about their past activities. Students are able to respond to their experiences in past activities.			
7. I will go to Bromo.	Students are able to identify future activities from the use of will. Students are able to talk about future activities using will.			
8. I will go to Dulan.	Students are able to use will for family activities. Students are able to talk about family activities using will.			
9. I will study at junior high school next year.	Students are able to use adverb of time for future activities. Students are able to write a short paragraph using adverb of time.			
10. I want to be a pilot.	Students are able to talk about their dream in the future. Students are able to ask her friends about their dream.			
11. My dream.	Students are able to write their dreams. Students are able to write a short paragraph about their dream.			
12. I studied last night, but my sister didn't.	Students are able to say past activities. Students are able to identify past activities.			

Penetapan Teknik Penilaian

Dalam memilih teknik penilaian mempertimbangkan ciri indikator, contoh:

- Apabila tuntutan indikator melakukan sesuatu, maka teknik penilaiannya adalah unjuk kerja (*performance*).
- Apabila tuntutan indikator berkaitan dengan pemahaman konsep, maka teknik penilaiannya adalah tertulis.
- Apabila tuntutan indikator memuat unsur penyelidikan, maka teknik penilaiannya adalah proyek.

Mengetahui,
Kepala Sekolah

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Guru Kelas VI

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NIP :

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NIP :

Penetapan Indikator Kompetensi

Nama Guru Penyusun :
 NIP :
 Nama Sekolah :
 Mata Pelajaran : BAHASA INGGRIS
 Kelas : VI
 Fase : C

Unit	Objective	Aspek/Dimensi		
		Pengetahuan (Kognitif)	Sikap (Afektif)	Keterampilan (Psikomotorik)
1. I studied last night, but my sister didn't	Students are able to say past activities. Students are able to identify past activities.			
2. We went to a museum last week	Students are able to use adverb of time for past activities. Students are able to use adverb of time to make sentences about past activities.			
3. I was in Bali last week	Students are able to use was/were for past activities. Students are able to identify sentences using was/were.			
4. How did Cici feel yesterday?	Students are able to use was/were in relation to feelings. Students are able to make sentences using was/were in relation to feelings.			
5. What did you do yesterday?	Students are able to make WH question for past activities. Students are able to answer WH question for past activities.			
6. My friend's experience	Students are able to talk about their past activities. Students are able to respond to their experiences in past activities.			
7. I will go to Bromo	Students are able to identify future activities from the use of will. Students are able to talk about future activities using will.			
8. I will go to Dulan	Students are able to use will for family activities. Students are able to talk about family activities using will.			
9. I will study in junior high school next year	Students are able to use adverb of time for future activities. Students are able to write a short paragraph using adverb of time.			
10. I want to be a pilot	Students are able to talk about their dream in the future. Students are able to ask their friends about their dream.			
11. My dream	Students are able to write their dreams. Students are able to write a short paragraph about their dream.			
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Penetapan Teknik Penilaian

Dalam memilih teknik penilaian memperhatikan ciri indikator, contoh:

- Apabila tuntutan indikator melakukan sesuatu, maka teknik penilaiannya adalah unjuk kerja (performance).
- Apabila tuntutan indikator berkaitan dengan pemahaman konsep, maka teknik penilaiannya adalah tertulis.
- Apabila tuntutan indikator memuat unsur penyelidikan, maka teknik penilaiannya adalah proyek.

Mengetahui,
Kepala Sekolah

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Guru Kelas VI

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NIP :

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NIP :



Pemetaan Kompetensi

Nama Guru Penyusun :
 NIP :
 Nama Sekolah :
 Mata Pelajaran : BAHASA INGGRIS
 Kelas : VI
 Fase : C

Unit	Objective	Kriteria Ketuntasan	Teknik Penilaian				
			Ura	Port	Prod	Proy	Port
1. I studied last night, but my sister didn't.	Students are able to say past activities. Students are able to identify past activities.						
2. We went to a museum last week.	Students are able to use adverb of time for past activities. Students are able to use adverb of time to make sentences about past activities.						
3. I was in Bali last week.	Students are able to use was/were for past activities. Students are able to identify sentence using was/were.						
4. How did Cici feel yesterday?	Students are able to use was/were in relation to feelings. Students are able to make sentences using was/were in relation to feelings.						
5. What did you do yesterday?	Students are able to make WH question for past activities. Students are able to answer WH question for past activities.						
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7. I will go to Bromo	Students are able to identify future activities from the use of will. Students are able to talk about future activities using will.						
8. I will go to Dulan	Students are able to use will for family activities. Students are able to talk about family activities using will.						
9. I will study at junior high school next year	Students are able to use adverb of time for future activities. Students are able to write a short paragraph using adverb of time.						
10. I want to be a pilot	Students are able to talk about their dream in the future. Students are able to ask her friends about their dream.						
11. My dream	Students are able to write their dreams. Students are able to write a short paragraph about their dream.						

Penerapan Teknik Penilaian

Dalam memilih teknik penilaian mempertimbangkan ciri indikator, contoh:

- Apabila tuntutan indikator melakukan sesuatu, maka teknik penilaiannya adalah unjuk kerja (*performance*).
- Apabila tuntutan indikator berkaitan dengan pemahaman konsep, maka teknik penilaiannya adalah tertulis.
- Apabila tuntutan indikator menuntut unsur penyelidikan, maka teknik penilaiannya adalah proyek.

Mengabahi,
Kepala Sekolah

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Guru Kelas VI

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NIP :

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NIP :



PROGRAM SEMESTER GANJIL

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MATERI PEMBELAJARAN	Jml JP	JULI				Agustus					September				Oktober				November					Desember				Ke t
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	
1 I studied last night, but my sister didn't	6 JP																											
2 We went to a museum last week	6 JP																											
3 I was in Bali last week	6 JP																											
4 How did Cici feel yesterday?	6 JP																											
5 What did you do yesterday?	6 JP																											
6 My friend's experience	6 JP																											
Jumlah Jam Efektif																												
Jumlah Jam Cadangan																												
Jumlah Jam Total Semester Ganjil																												

Mengetahui,
Kepala Sekolah

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Guru Kelas VI

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NIP :

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