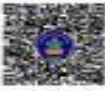


APPENDICES

Appendix 1. Research Permit

	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		
Terbacaan : 1. Dekan FBS Undiksha Singaraja 2. Keprodi Pendidikan Bahasa Inggris 3. Sub Bagian Akademik FBS		
	Baku Sertifikasi Elektronik 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 telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Baku Sertifikasi Elektronik dan/atau hasil cetaknya dapat dipertanggungjawabkan dengan menggunakan qr code yang telah tertera	



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI

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DAFTAR LAMPIRAN

No.	Nama	NIM	Judul Skripsi	Prodi
1.	Ni Putu Marsya Putri Sukaha	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 Norik Niemaha 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 Be 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 Sei 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



Baku
Sertifikasi
Elektronik

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 termasuk diandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan Baku Sert ini dapat distributed keabsahannya dengan menggunakan qr code yang telah tersedia

Appendix 2. Classroom Observation Guidance

The Instrument of Classroom Observation

Target participants: Fifth-grade students at SD N 1 Tukadmungga, the English teacher, and the instructional media in the classroom.

General instruction:

1. Use the observation checklist as a guideline to ensure the data are collected systematically.
2. Put the check mark according to the real condition and provide additional notes if needed.
3. Avoid distracting the students or the teacher during the learning process.

No	Category	Sub-category	Indicators	Yes	No	Notes
1	Media & Resources	Teaching Media	The teacher uses various media (e.g., flashcards, posters, or real objects) to explain the material beyond the textbook	✓		Using realia or real objects to demonstrate the topic taught
		Supplementary reading media	There are extra reading resources available in class, such as English storybooks, comics, or magazines.	✓		The storybooks are mostly written in Bahasa Indonesia
		Visual & Audio Media	The teacher uses digital-based media such as videos, digital comics, or audio recordings during the lesson		✓	The teacher uses textbook only
2	Classroom technology	LCD & Projector Use	An LCD projector and screen are available and used to display visual materials during the session		✓	It is available but it was not used at the moment
		Digital Tool Support	Other digital tools (e.g., laptops, speakers, or tablets) are integrated to support the learning process	✓	✓	Using Chromebooks but it was not used during the lesson observed
3	English Proficiency	Vocabulary	Students can understand and use basic English vocabulary related to the daily topic	✓		But very limited. They can understand if there is a picture
		Pronunciation	Students can read English sentences out loud with clear pronunciation and correct intonation	✓		Few students felt hesitate to say a certain word
4	Instructional Flow	Teaching	The teacher uses active learning methods (e.g., games, role-play, or storytelling)	✓		
		Contextual Learning	The teacher links the lessons to real-life situations or specific social values	✓		
5	Student Attitude	Engagement Level	Students appear to be happy, curious, and excited in learning English	✓		They seemed to be very disciplined in the class
		Class Participation	Students actively join in classroom activities and are not afraid to try reading or speaking in English	✓		Not three to four students dominated the participation in Q&A session.

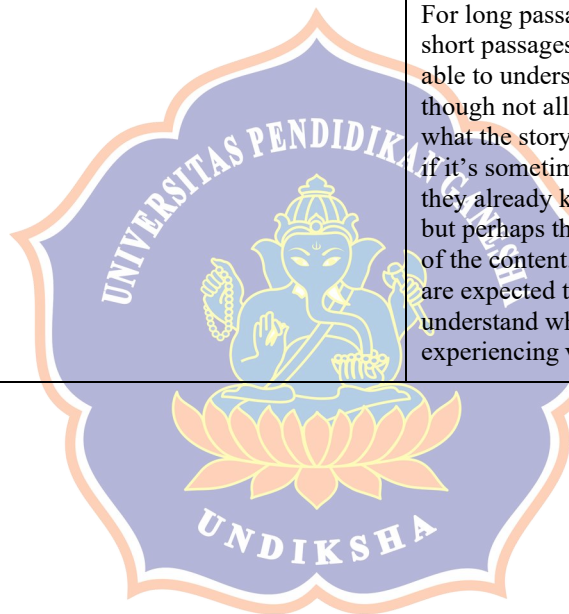
Appendix 3. Teacher's Interview Result

No	Questions	Teacher's Responses
	Target needs (Necessities: topic)	
1	ID: <i>Topik apa yang sedang diajarkan saat ini? Dan apakah siswa tertarik dengan materi tersebut?</i> EN: What topic is currently taught? Are students interested in that material?	ID: <i>"Sekarang di semester 2 tentang bagian-bagian tubuh. Dari awal mereka tertarik dengan topik ini karena di sini kan ditunjukkan bagian-bagian tubuh. Jadi, saya suruh satu-satu, si anak nunjuk, yang lain jawab. Nah, mungkin juga karena ada gambarnya, jadi anak-anak antusias."</i> EN: "Right now, in Semester 2, it is about parts of the body. From the beginning, they have been interested in this topic because it shows body parts. So, I have them point out the body parts one by one, while others answer. Well, it is also possibly because there are pictures, so the students are enthusiastic."
2	Wants (Reading Source)	

	ID: Sebelumnya, apakah Ibu pernah menggunakan media komik digital atau media pembelajaran tambahan seperti buku cerita untuk membaca? EN: Have you ever used digital comic media or supplementary learning media such as storybooks for reading?	ID: “Di sini belum terfasilitasi buku dalam bentuk cerita bahasa Inggris. Mungkin ada beberapa ya. Tapi untuk masuk ke media pembelajaran kelas, digitalnya belum. Komik kemarin, ada yang bawa komik tapi bahasa Indonesia. Untuk yang berbahasa Inggris itu ada buku-buku nasional tentang pengetahuan umum, cuma anak-anak jarang. Kalau buku cerita anak, mungkin mereka tertarik, ya. Untuk pengetahuan umum, anak-anak nggak tertarik. Bacaan untuk mereka (anak-anak) bagusya yang menceritakan cerita anak yang dikemas dengan sederhana, dengan begitu anak-anak bisa paham.” EN: “Books in the form of stories are not yet facilitated here. There might be a few, but for classroom learning media, the digital ones are not yet available. Regarding comics, there was an implementation of digital comics here in this school, but the comics were in Bahasa Indonesia. For those in English, there are national books about general knowledge, but the children rarely use them. If they were children’s storybooks, students might be interested. For those general knowledge books, the students are not interested. Reading materials for children should feature children’s stories that are told simply; in that way, the children can truly under-stand the content.”
3	Required skills for reading comprehension	

	ID: Agar siswa bisa memahami teks bahasa Inggris, apa skill yang menurut Ibu perlu dikuasai siswa? EN: In order for students to understand English texts, what skills do you think they need to master?	ID: “Kalau saya di sini masih gitu. Yang penting, anak-anak tahu dulu artinya. Kosakata katanya dulu. Kalau mereka sudah tahu arti katanya, mereka bisa paham isi bacaannya.” EN: “The important thing is that the children know the meaning first. When they know the vocabulary and the meaning of the words, they can understand the content of the reading.”
4	Lacks (comprehension problem)	
	ID: Untuk pemahaman siswa dalam membaca itu seperti apa? Apakah Ibu pernah memberikan wacana singkat lalu menyiapkan beberapa pertanyaan dari sana, contohnya seperti siapa saja tokohnya, apa isi ceritanya, atau pertanyaan sebab-akibat, dan lain sebagainya? Bagaimana kemampuan siswa dalam menjawab pertanyaan tersebut? EN: What is the students’ reading comprehension condition? Have you ever given a short passage and then prepared several questions from it, for example, who the characters are, what the story is about, or cause-and-effect questions, and so on? How is the students’ ability to answer those questions?	ID: “Pernah, dan untuk pertanyaannya, hanya beberapa yang paham dan bisa menjawab. Di kelas 5 yang benar-benar paham itu ada si “A”. Yang kedua, ada juga, tapi kadang jawabannya belum benar, dan ada lagi 2-3 anak yang mampu menjawab. Ya, 5 anak itu sudah paham, dan yang lainnya benar-benar kurang sekali.” EN: “Yes, I have, and regarding the questions, only a few understand and can answer. In the fifth grade, the one who truly understands is ‘A’. There is a second one as well, but sometimes their answers aren’t correct yet, and there are 2-3 more students who are able to answer. So, those five students understand, and the others still struggle.”
5	Learning Needs (Goal: purpose of reading comprehension)	

ID: Di dalam pembelajaran membaca bahasa Inggris, apa tujuan utama yang Ibu ingin siswa itu capai? EN: In English reading lessons, what is the primary goal you want the students to achieve?	ID: “Membaca wacana pendek ya. Kalau wacana panjang, saya masih ragu. Kalau wacana pendek, beberapa anak sudah mampu mengerti isi ceritanya. Walaupun tidak semua. Kalau dia disuruh menyampaikan, apa sih isi ceritanya? Sudah bisa, walaupun terkadang tidak lengkap. Misalnya, kalau tokoh dia sudah tahu siapa. Cuma mungkin isinya itu tidak utuh. Kalau tujuan membacanya, ya, mereka diharapkan secara merata mampu memahami apa yang mereka baca tanpa mengalami kesulitan dengan kosakata, jadi balik lagi ke kosakata yang harus dibangun pertama.” EN: “In this case, reading short passages. For long passages, I am still unsure. For short passages, some students are already able to understand the content of the story, though not all. If they are asked to explain what the story is about, they can do it, even if it’s sometimes incomplete. For example, they already know who the characters are, but perhaps they don’t have the full picture of the content. As for the reading goal, they are expected to be equally able to understand what they read without experiencing vocab-
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		vocabulary difficulties; so it goes back to vocabulary needing to be built first.”
6	Setting (time allocation)	
	ID: Untuk waktu membacanya ini, berapa jam pelajaran, Bu? EN: For the reading time, how many lesson hours is it?	ID: “1 JP (35 menit) sebenarnya, tapi kadang saya ambil lebih saja. Kadang kalau belum selesai, saya melanjutkan dulu. Kadang kalau gini kita yang ngatur sih, Kadang kalau memang perlu kita bahas, ya habis 2 JP. Jadi kita yang ngatur. Terus tanyain lah, kamu baca apa tadi? Apa artinya? Kalau ada yang bisa jawab, angkat tangan mereka. Kalau nggak ada, tapi bisa jawab sepatah dua patah kata, gapapa kita yang bantu nyusun.” EN: “It’s actually 1 lesson period (35 minutes), but sometimes I just take more. Sometimes in cases like this, we are the ones who manage it. If we really need to discuss the reading, then it takes up 2 lessons period. Then I’ll ask, “ What did you just read? What does it mean? If anyone can answer, they raise their hands. If there isn’t anyone, but someone can answer just a word or two, that’s okay, we help them construct their answer.”
7	Additional questions	

EN: Jadi, penelitian saya ini mengembangkan komik digital, nggih, Bu, sebagai media untuk membaca. Nah, cerita komiknya nanti akan seputar cara siswa menghargai makanan. Karena nilai yang ingin saya promosikan di komik ini adalah Zero Hunger (tidak ada kelaparan), saya mulai dengan topik sederhana seperti siswa tidak membuang-buang makanan. Nah, pertanyaan saya, untuk mengajarkan nilai menghargai makanan ini, menurut Ibu, apa yang perlu saya tonjolkan di komik nanti, apakah visualnya seperti gambar yang jelas atau tulisannya, atau kosakata, sehingga siswa bisa paham nanti-nya kalau mereka harus menghargai makanan. EN: My study is developing a digital comic as a medium for reading. Well, the comic stories will be about how students appreciate food. Because the value I want to promote in this comic is Zero Hunger, I am starting with simple topics, such as students are not wasting food. So, my question is, to teach this value of appreciating food, in your opinion, what do I need to emphasize in the comic? Should it be visuals like clear images, or the text? Or the vocabulary, so that students can understand later that they must appreciate food?	ID: “Menurut saya, lebih baik ditonjolkan di gambar dan tulisannya. Karena tidak semua anak akan memiliki persepsi yang sama dalam melihat sebuah gambar jika kita tidak mengarahkan arti dari gambar itu. Takutnya anak-anak memiliki makna yang berbeda dalam memahami gambar tersebut. Masalah kosakata, nanti bisa kita jelaskan sambil jalan, yang penting tujuan dari informasi yang adik buat tersampaikan dengan tepat kepada anak-anak.” EN: “In my opinion, it’s better to emphasize both the images and the text. Because not all students will have the same perception when looking at a picture, if we don’t direct the meaning of that image. The concern is that students might have different meanings in understanding those images. Regarding the vocabulary issue, we can explain it as we go; what’s important is that the purpose of the information you shared is conveyed accurately to the students.”
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ID: Ide cerita dari komik ini akan diintegrasikan dengan topik/unit yang ada di buku paket. Menurut Ibu, yang mana yang paling bisa masuk ke cerita, nggih, Bu? Karena pilihan dari Ibu yang paling penting. EN: The story idea of this comic will be integrated with the topics/units found in the textbook. In your opinion, which one would fit the story best? Because your choice is what matters most.	ID: “Untuk topiknya, lebih nyambung di unit 1 karena di sana lebih menekankan pada apa yang kita makan dan apakah makanan itu enak atau tidak. Enak dalam arti tidak semua makanan enak membuat kita sehat. Jadi, cocok dah pakai itu, dik.” EN: “For the topic, it connects better with Unit 1 because it emphasizes what we eat and whether that food is tasty or not. “Taste” in the sense that not all tasty food makes us healthy. So, it is suitable to use that one.”
ID: Untuk komik nanti, saya berencana membuat daftar kosakata seperti kamus kecil atau glossary di belakang komik untuk membantu siswa memahami isi cerita. Menurut Ibu, apakah fitur seperti itu akan membantu? EN: For the comic, I am planning to include a list of vocabulary, like a mini-dictionary or glossary, at the back to help students understand the story. Do you think a feature like this would be helpful?	ID: “Fitur seperti vocabulary atau kamus kecil di belakang bacaan itu pasti sangat membantu ya untuk siswa yang tidak punya kamus, intinya itu cukup membantu supaya kalau tidak mengerti artinya bisa langsung lihat di belakang halaman.” EN: “Features like a vocabulary list or a mini-dictionary at the back of the reading material would certainly be helpful for students who do not have their own dictionaries. Basically, it helps them so that if they do not understand a meaning, they can immediately look it up on the back page.”
ID: Sewaktu siswa istirahat makan MBG, apa semua siswa habis makanannya, nggih, Bu? Atau mungkin ada yang tidak dimakan karena menurut mereka kurang enak, jadi makananya mubazir EN: When the students have their MBG (Makan Bergizi Gratis) break, do all students finish their food? Or perhaps some of it is not eaten because they think it doesn’t taste good, resulting in wasted food?	ID: “Ada beberapa makanan yang tidak disukai. Kalau ga enak, jarang. Seperti tadi, beberapa anak ga suka tahu dan sayur. Sebelum makan, akan saya tanya siapa yang ga suka atau ga makan menunya. Jadi, saya ambil dan kasih ke temannya yang mau nambah. Sejauh ini yang terbuang hanya sedikit, misalnya, sayuranya itu tadi ada yang cuma makan dikit, dan kalau memang sudah kenyang ya harus dibuang. Ada tiga menu yang paling disisakan, seperti sayuran, tempe, dan tahu.” EN: “There are some foods that they don’t like, but there is likely no food that is not tasty. Like earlier, some students didn’t like tofu or vegetables. Before they eat, I will find out who doesn’t like or isn’t going to eat the menu. Then, I took it and gave it to their friends who want more. So far, very little food is thrown away; for example, with the vegetables earlier, some only ate a little, and if they were already full, it had to be thrown out. Three menu items are most often left over: vegetables, tempeh, and tofu.”

SILABUS MATA PELAJARAN BAHASA INGGRIS 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.

Appendix 4. Grade Five English Syllabus

Mata Pelajaran	Kompetensi Dasar (KD)	Indikator	Materi Pokok
Unit 1: What a delicious bakso!	3.1 Memahami kata dan kalimat untuk menyatakan rasa makanan dan minuman. 4.1 Membuat kalimat sederhana untuk mengekspresikan rasa makanan dan minuman.	1. Mengidentifikasi berbagai rasa pada makanan dan minuman. 2. Menyebutkan rasa dari makanan dan minuman. 3. Menulis kalimat sederhana tentang rasa.	Ungkapan Guru: • "What do you see in the picture?" • "Everyone, look at the picture and say the words." Ungkapan Guru & Siswa: • G: "How does ice cream taste?" • S: "Ice cream tastes sweet." Kosakata: sweet, bitter, salty, sour, taste.
Unit 2: I want an ice cream cone	3.2 Memahami konsep satuan hitung (quantifying nouns) pada makanan dan minuman. 4.2 Membuat kalimat menggunakan kosakata makanan/minuman dengan satuan hitungnya.	1. Mengidentifikasi satuan hitung pada makanan/minuman. 2. Menyebutkan satuan hitung yang tepat. 3. Merespons dan menulis kalimat tentang kuantitas makanan/minuman.	Ungkapan Guru: • "What do you need?" • "Would you like a glass of orange juice?" Ungkapan Guru & Siswa: • G: "Do you like an ice cream cone?" • S: "Yes, I do." / "No, I don't." 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.

Unit 3: How much is it?	3.3 Memahami angka (ratusan dan ribuan) terkait harga makanan dan minuman. 4.3 Menyebutkan dan menuliskan harga makanan dan minuman.	1. Mengidentifikasi kosakata terkait harga makanan/minuman 2. Menyebutkan harga dalam angka ratusan dan ribuan. 3. Membuat kalimat tentang harga dan membuat poster menu.	Ungkapan Guru: • "What do they order?" • "How much is a kilo of sugar?" Ungkapan Guru & Siswa: • G: "How much is a plate of fried rice?" • S: "A plate of fried rice is thirteen thousand rupiahs." Kosakata: 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 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 work together	3.6 Memahami nama-nama bagian tubuh dan fungsinya dalam kehidupan sehari-hari. 4.6 Menceritakan fungsi bagian tubuh secara lisan dan tulisan.	1. Mengenali nama dan fungsi bagian-bagian tubuh. 2. Mengekspresikan kegunaan bagian tubuh dalam aktivitas harian. 3. Menulis teks pendek terkait fungsi bagian tubuh.	Ungkapan Guru: "What is Aisyah doing?" "What does he do with the ball?" Ungkapan Guru & Siswa: - G: "Is Made kicking the ball?" - S: "Yes, he is. He uses his leg to kick." Kosakata: hair, eyes, nose, chin, cheek, hands, legs, smell, listen, kick.

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.	Ungkapan Guru: • "Is the elephant big or small?" • "How do they look?" Ungkapan Guru & Siswa: • G: "Is the blue ruler short?" • S: "Yes, it is." / "No, it is not." Kosakata: tall, short, old, young, big, small, fast, slow, new, expensive, cheap.
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.	Ungkapan Guru: • "Look at me and your friend. Who is taller?" • "Which animal is bigger?" Ungkapan Guru & Siswa: • G: "Is the rabbit smaller than the goat?" • S: "Yes, it is." Kosakata: taller, shorter, bigger than, smaller than, slower than, faster than, older, newer.

Unit 9: The elephant is the biggest	3.9 Memahami penggunaan kata sifat superlatif (superlative adjectives). 4.9 Menjelaskan hal yang paling menonjol (superlatif) dari sekumpulan manusia, binatang, atau benda.	1. Mengidentifikasi bentuk superlatif dari kata sifat. 2. Menggunakan adjektiva superlatif dalam percakapan. 3. Menulis laporan survei sederhana menggunakan bentuk superlatif.	Ungkapan Guru: • "Which one is the tallest?" • "Which is the cheapest?" Ungkapan Guru & Siswa: • G: "Is the deer the shortest?" • S: "No, it is not." / "Yes, it is." Kosakata: tallest, shortest, biggest, smallest, oldest, newest, cheapest, fattest, thinnest.
Unit 10: I like playing "balap karung"	3.10 Memahami penyebutan tanggal dan bulan dalam bahasa Inggris. 4.10 Merespon dan membuat kalimat menggunakan kata tanya "when" terkait tanggal dan bulan.	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.	Ungkapan Guru: • "What's today's date?" • "What month is this?" Ungkapan Guru & Siswa: • G: "When is your birthday?" • S: "It is on March 22nd." Kosakata: January to December, 1st (first), 2nd (second), 3rd (third), 4th, when, celebrate.

Appendix 5. Qualitative Data Analysis Process (Reflexive Thematic Analysis)

This appendix outlines the application of Braun and Clarke's (2006) six-step Reflexive Thematic Analysis (RTA) to identify student needs from the interview transcripts, observation notes, and document analysis.

RTA Step	How It Was Applied in This Study	Resulting Output
Step 1: Familiarization	The researcher repeatedly read the interview transcripts of the fifth-grade English teacher, typed out the observation sheet, and reviewed the "My Next Words" textbook.	Initial handwritten notes on margins regarding lack of English books, textbook condition, and syllabus units.
Step 2: Generating Initial Codes	Data segments were systematically labelled. For example, the quote " <i>Di sini belum terfasilitasi buku cerita dalam Bahasa Inggris</i> " was labelled as (Lacking English Storybooks). The quote about Unit 1 was labelled as (Unit 1 Food Context).	A running list of initial codes across all datasets.
Step 3: Searching for Themes	Initial codes were grouped into broader categories. For example, codes such as (Lacking English Storybooks) and (Disinterest in non-fiction) were clustered into a candidate theme, <i>Fictional Narrative Preference</i> .	Preliminary conceptual groups of codes.
Step 4: Reviewing Themes	The candidate themes were checked against the raw quotes and the entire dataset to ensure they accurately reflected what the teacher said and what was observed in the classroom.	Refined themes that directly represent valid student needs.
Step 5: Defining and Naming Themes	The essence of each theme was finalized into four clear, descriptive need statements (e.g., The Need for English-Language Fictional Stories).	The 4 final needs are presented in Chapter 4.
Step 6: Producing the Report	The final narrative was constructed, pairing each identified need with direct quotes from the teacher and visual evidence (Figure 2 and Table 10)	Chapter 4 Findings Section.

Appendix 6. The Result of Expert Judgment

Name & Title : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Expertise Field :
Position : 1st Validator
Evaluation Date :

Product General Information

Research Title	Developing a Digital Comic as a medium for Teaching Reading Comprehension and Promoting Zero Hunger Values for Elementary Students at SD Negeri 1 Tukadmungga
Researcher	Komang Icha Sri Handayani
Comic Title	Don't Waste the Taste: A Digital Comic for Teaching Reading Comprehension and Promoting Zero Hunger Values
Target Reader	5 th Grade Elementary School Students

Description

This instrument is designed to validate the feasibility and quality of a digital comic product. The validation focuses on two main dimensions: media and content. The media aspect evaluates the visual design, typography, technical usability, and navigation flow of the digital comic, while the content aspect assesses the pedagogical alignment, narrative quality, and accuracy of the “Zero Hunger” and “Preventing Food Waste” values. The assessment checklist is adapted from the instrument for evaluating digital educational comics developed by Zaibon et al. (2019).

General Instructions:

- For each item, please provide your assessment by ticking (✓) the column that best represents your opinion based on the following scale:

5 = Excellent

4 = Good

3 = Fair

2 = Average

1 = Poor

- In the comments and suggestions section at the end of each category, please provide specific qualitative feedback to help improve the product.

Expert Judgment Checklist

Dimension	Aspects	Indicator	Item number	Scales				
Media	Typography & Reading Flow	Readability & Comfort	The text is presented in short, concise segments that prevent “text-heavy” fatigue.	1	2	3	4	5 v
			The choice of font (shape, size, and color) ensures high readability on a digital screen.					v
			The typography style matches the tone of the educational content.					v
	Visual Appeal & Aesthetics	Aesthetic quality, color mood, and writing style.	The illustrations/graphics are visually engaging					v
			The color palette (e.g, pastels, primary colors) effectively sets the				v	

			mood and tone of the story.						
			The writing style is vivid and interesting.						v
	Layout & Consistency	Uniformity of style and the synergy between image and text.	There is visual consistency in character design and background style throughout the comic.						v
			Images and words complement each other without being redundant or distracting						v
			Contrast and visual effects are used effectively to draw the reader's focus to key information.						v
	Navigation & Flow	Ease of movement through panels and use of "The Gutter" (white space)	The placement of speech balloons and captions follows a natural reading path (left-to-right, top-to-bottom).						v
			The "white space" (gutters) between panels is used effectively to prevent the pages from being cluttered.						v
			The panel direction feels natural and logical to the reader.						v

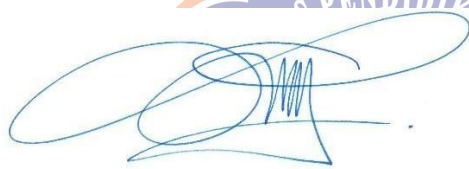
	Technical Usability	Portability and technical efficiency across devices.	The digital comic file functions efficiently across different devices (e.g.,						v
			smartphones, tablet-lets, laptops).						
			The file size and format are optimized for quick loading in various educational environments.						v
Comment/ Suggestions:									
Content	Learning Goal Alignment & Accuracy	SDG 2 values alignment	The information, facts, and questions presented are directly relevant to the topic of food taste and food waste.						v
			The content is factually accurate, free of errors, and provides reliable information regarding Zero Hunger values.						v
	Recipient & Ethical and Cultural Values	Target audience and the promotion of Zero Hunger values.	The language and concepts are developmentally appropriate for the target students' reading level (Readability)						v
			The comic effectively promotes a positive attitude toward preventing food waste and respecting food.						v

	Instructional Thoroughness & Emphasis	Meaningful character-content interaction; distinguishing fact from fiction.	The characters' interaction with the food waste theme is meaningful and helps the reader understand the "Zero Hunger" concept.					v
			The illustrations and dialogues effectively emphasize key concepts, making the educational content easy to remember and transfer to real life.					v
	Organization & Plot Development	Story structure (Beginning, Middle, Ending)	The story follows a clear and logical structure with a distinct beginning, middle, and end.					v
			The setting (where the story takes place) is well described and supports the educational context of the lesson.					v
			The plot exhibits good imagination and continuity, leading to a satisfying resolution of the conflict.					v
	Characterization	Character believability; logical resolution	The characters are believable, well-developed, and relatable to the target reader.					v
			The characters' poses, gestures, and facial expressions are consistent with their emotions and the story dialogue.					v

			Character motivations are clearly aligned to promote food conservation.						v
Comment/Suggestions: The comic has meet the criteria of good digital comic and contain SDG 2 value which are the focus of this development. It is good to also provide alternatives of form, not only PDF, to improve the interactivity.									

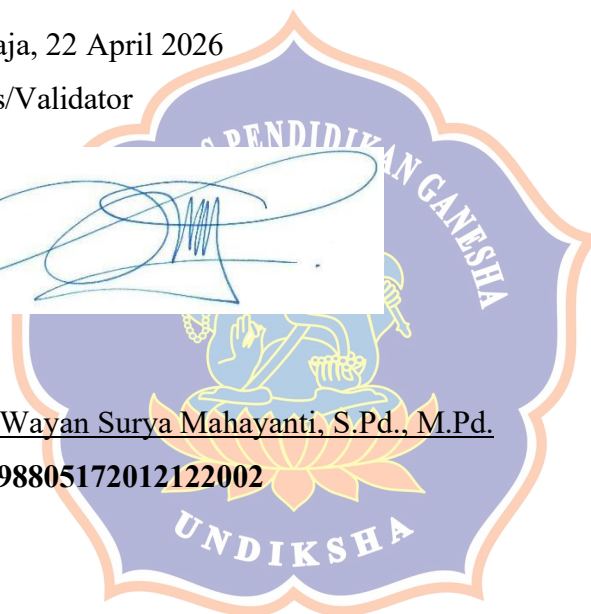
Singaraja, 22 April 2026

Experts/Validator



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

NIP. 198805172012122002



Expert Judgment Checklist

Expert Identification

Name & Title : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Institution : Universitas Pendidikan Ganesha
Expertise Field :
Position : 2nd Validator
Evaluation Date :

Product General Information

Research Title	Developing a Digital Comic as a Medium for Teaching Reading Comprehension and Promoting Zero Hunger Values for Elementary Students at SD Negeri 1 Tukadmungga
Researcher	Komang Icha Sri Handayani
Comic Title	Don't Waste the Taste: A Digital Comic for Teaching Reading Comprehension and Promoting Zero Hunger Values
Target Reader	5 th Grade Elementary School Students

Description

This instrument is designed to validate the feasibility and quality of a digital comic product. The validation focuses on two main dimensions: media and content. The media aspect evaluates the visual design, typography, technical usability, and navigation flow of the digital comic, while the content aspect assesses the pedagogical alignment, narrative quality, and accuracy of the “Zero Hunger” and “Preventing Food Waste”

values. The assessment checklist is adapted from the instrument for evaluating digital educational comics developed by Zaibon et al. (2019).

General Instructions:

For each item, please provide your assessment by ticking (✓) the column that best represents your opinion based on the following scale:

5 = Excellent

4 = Good

3 = Fair

2 = Average

1 = Poor

In the comments and suggestions section at the end of each category, please provide specific qualitative feedback to help improve the product.

Expert Judgment Checklist

Dimension	Aspects	Indicator	Item number	Scales				
				1	2	3	4	5
Media	Typography & Reading Flow	Readability & Comfort	The text is presented in short, concise segments that prevent “text-heavy” fatigue.				✓	
			The choice of font (shape, size, and color) ensures high readability on a digital screen.				✓	
			The typography style matches the tone of the					✓

			educational content.					
	Visual Appeal & Aesthetics	Aesthetic quality, color, mood, and writing style.	The illustrations/graphics are visually engaging					✓
			The color palette (e.g, pastels, primary colors) effectively sets the mood and tone of the story.					✓
			The writing style is vivid and interesting.					✓
	Layout & Consistency	Uniformity of style and the synergy between image and text.	There is visual consistency in character design and background style throughout the comic.					✓
			Images and words complement each other without being redundant or distracting					✓
			Contrast and visual effects are used effectively to draw the reader's focus to key information.					✓

	Navigation & Flow	Ease of movement through panels and use of “The Gutter” (white space)	The placement of speech balloons and captions follows a natural reading path (left-to-right, top-to-bottom).					✓
			The “white space” (gutters) between panels is used effectively to prevent the pages from being cluttered.					✓
			The panel direction feel natural and logical to the reader.					✓
	Technical Usability	Portability and technical efficiency across devices.	The digital comic file functions efficiently across different devices (e.g., smartphones, tablets, laptops).					✓
			The file size and format are optimized for quick loading in various educational environments.					✓
Comment/ Suggestions:								

Content	Learning Goal Alignment & Accuracy	SDG 2 values alignment	The information, facts, and questions presented are directly relevant to the topic of food taste and food waste.					✓
			The content is factually accurate, free of errors, and provides reliable information regarding Zero Hunger values.					✓
	Recipient & Ethical and Cultural Values	Target audience and the promotion of Zero Hunger values.	The language and concepts are developmentally appropriate for the target students' reading level (Readability)				✓	
			The comic effectively promotes a positive attitude toward preventing food waste and respecting food.					✓
	Instructional Thoroughness & Emphasis	Meaningful character-content	The characters' interaction with the food waste theme is					✓

		interaction ; distinguish ing fact from fiction.	meaningful and helps the reader understand the “Zero Hunger” concept.					
			The illustrations and dialogues effectively emphasize key concepts, making the educational content easy to remember and transfer to real life.					✓
	Organizational & Plot Development	Story structure (Beginning, Middle, Ending)	The story follows a clear and logical structure with a distinct beginning, middle, and end.					✓
			The setting (where the story takes place) is well described and supports the educational context of the lesson.					✓
			The plot exhibits good imagination and continuity, leading to a satisfying resolution of the conflict.					✓

	Characterization	Character believability; logical resolution	The characters are believable, well-developed, and relatable to the target reader.					✓
			The characters' poses, gestures, and facial expressions are consistent with their emotions and the story dialogue.					✓
			Character motivations are clearly aligned to promote food conservation.					✓
Comment/Suggestions: Great idea !								

Singaraja, 19 April 2026
Experts/Validator

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

Appendix 7. Result of Students' Questionnaire

IDENTITAS RESPONDEN

Inisial : K
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 No. Absen : 11
 Tanggal : 29/04/2026

A. Berilah tanda centang (✓) pada salah satu kolom (4, 3, 2, atau 1) yang paling sesuai dengan pendapatmu, ya!

No	Category	Question Items	Scale			
			4 (Sangat Setuju) 	3 (Setuju) 	2 (Tidak Setuju) 	1 (Sangat Tidak Setuju) 
1	Visual	The characters and colors in the comic are interesting. <i>(Karakter dan warna di dalam komik sangat menarik)</i>	✓			
2	Visual	The font (writing) is easy for me to read. <i>(Tulisannya mudah untuk saya baca)</i>	✓			
3	Usability	I find it easy to move from one page to another in this digital comic. <i>(Saya merasa mudah untuk berpindah dari satu halaman ke halaman lain di komik digital ini)</i>	✓			
4	Usability	The glossary helps me understand difficult English words. <i>(Glosarium membantu saya memahami kata-)</i>	✓			

		<i>kata bahasa Inggris yang sulit.)</i>				
5	Reading comprehension (Literal)	The comic helps me identify different tastes of food (sweet, sour, etc). <i>(Komik ini membantu saya mengenali rasa-rasa makanan (manis, asam, dll) dalam Bahasa Inggris.</i>	✓			
6	Reading comprehension (Inferential)	The pictures help me understand the story even when I don't know the words. <i>(Gambar-gambar dalam komik membantu saya memahami isi cerita meskipun ada kata yang tidak saya ketahui).</i>	✓			
7	SDG 2 values	After reading, I understand why I should not throw away my food. <i>(Setelah membaca, saya paham mengapa saya tidak boleh membuang-buang makanan)</i>	✓			
8	SDG 2 Values	The story makes me want to finish the food on my plate. <i>(Cerita dalam komik membuat saya ingin menghabiskan makanan di piring saya.)</i>		✓		
9	Taste of Food topic	Now, I can describe the taste of my favorite snacks in English. <i>(Sekarang saya bisa menjelaskan rasa camilan favorit saya</i>		✓		

		<i>menggunakan bahasa Inggris).</i>				
10	Engagement	I felt excited and happy while reading this digital comic. <i>(Saya merasa bersemangat dan senang saat membaca komik digital ini).</i>	↓			

B. Write your answer in the boxes provided!

(Tulis jawabanmu pada kotak yang tersedia, ya!)

1. What do you like about this comic?

(Apa yang kamu suka dari komik ini?)

Ceritanya seru dan menarik!♥, karena Ceritanya mudah dibaca♥

2. Were there any English words in the comic that were difficult to understand? Please list them, if any.

(Apakah ada kata-kata dalam bahasa Inggris di komik yang sulit dimengerti? Sebutkan jika ada)

Tidak ada.

3. What message did you get from this story about how to treat food?

(Pesan apa yang kamu dapatkan dari cerita ini tentang cara memperlakukan makanan?)

Kita tidak boleh membuang makanan

Terima kasih!

SKB ✓

IDENTITAS RESPONDEN

Inisial : R
 Jenis Kelamin : ☒ Laki-laki ☐ Perempuan
 No. Absen : 17
 Tanggal : 29-4-2026

A. Berilah tanda centang (✓) pada salah satu kolom (4, 3, 2, atau 1) yang paling sesuai dengan pendapatmu, ya!

No	Category	Question Items	Scale			
			4 (Sangat Setuju) 	3 (Setuju) 	2 (Tidak Setuju) 	1 (Sangat Tidak Setuju) 
1	Visual	The characters and colors in the comic are interesting. <i>(Karakter dan warna di dalam komik sangat menarik)</i>	✓			
2	Visual	The font (writing) is easy for me to read. <i>(Tulisannya mudah untuk saya baca)</i>	✓			
3	Usability	I find it easy to move from one page to another in this digital comic. <i>(Saya merasa mudah untuk berpindah dari satu halaman ke halaman lain di komik digital ini)</i>	✓			
4	Usability	The glossary helps me understand difficult English words. <i>(Glosarium membantu saya memahami kata-)</i>	✓			

		<i>kata bahasa Inggris yang sulit.)</i>				
5	Reading comprehension (Literal)	The comic helps me identify different tastes of food (sweet, sour, etc). <i>(Komik ini membantu saya mengenali rasa-rasa makanan (manis, asam, dll) dalam Bahasa Inggris.</i>	✓			
6	Reading comprehension (Inferential)	The pictures help me understand the story even when I don't know the words. <i>(Gambar-gambar dalam komik membantu saya memahami isi cerita meskipun ada kata yang tidak saya ketahui).</i>	✓			
7	SDG 2 values	After reading, I understand why I should not throw away my food. <i>(Setelah membaca, saya paham mengapa saya tidak boleh membuang-buang makanan)</i>	✓			
8	SDG 2 Values	The story makes me want to finish the food on my plate. <i>(Cerita dalam komik membuat saya ingin menghabiskan makanan di piring saya.)</i>	✓			
9	Taste of Food topic	Now, I can describe the taste of my favorite snacks in English. <i>(Sekarang saya bisa menjelaskan rasa camilan favorit saya</i>	✓			

		menggunakan bahasa Inggris).				
10	Engagement	I felt excited and happy while reading this digital comic. (Saya merasa bersemangat dan senang saat membaca komik digital ini).	✓			

B. Write your answer in the boxes provided!

(Tulis jawabanmu pada kotak yang tersedia, ya!)

1. What do you like about this comic?

(Apa yang kamu suka dari komik ini?)

Gambar yang sangat menarik

2. Were there any English words in the comic that were difficult to understand? Please list them, if any.

(Apakah ada kata-kata dalam bahasa Inggris di komik yang sulit dimengerti? Sebutkan jika ada)

Tidak

3. What message did you get from this story about how to treat food?

(Pesan apa yang kamu dapatkan dari cerita ini tentang cara memperlakukan makanan?)

Tidak boleh membuang buah makanan

Terima kasih!

519 ✓

IDENTITAS RESPONDEN

Inisial : W
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 No. Absen : 20
 Tanggal : 29-9-2026

A. Berilah tanda centang (✓) pada salah satu kolom (4, 3, 2, atau 1) yang paling sesuai dengan pendapatmu, ya!

No	Category	Question Items	Scale			
			4 (Sangat Setuju) 	3 (Setuju) 	2 (Tidak Setuju) 	1 (Sangat Tidak Setuju) 
1	Visual	The characters and colors in the comic are interesting. <i>(Karakter dan warna di dalam komik sangat menarik)</i>	✓			
2	Visual	The font (writing) is easy for me to read. <i>(Tulisannya mudah untuk saya baca)</i>		✓		
3	Usability	I find it easy to move from one page to another in this digital comic. <i>(Saya merasa mudah untuk berpindah dari satu halaman ke halaman lain di komik digital ini)</i>		✓		
4	Usability	The glossary helps me understand difficult English words. <i>(Glosarium membantu saya memahami kata-</i>	✓			

		<i>kata bahasa Inggris yang sulit.)</i>				
5	Reading comprehension (Literal)	The comic helps me identify different tastes of food (sweet, sour, etc). <i>(Komik ini membantu saya mengenali rasa-rasa makanan (manis, asam, dll) dalam Bahasa Inggris.</i>	✓			
6	Reading comprehension (Inferential)	The pictures help me understand the story even when I don't know the words. <i>(Gambar-gambar dalam komik membantu saya memahami isi cerita meskipun ada kata yang tidak saya ketahui).</i>		✓		
7	SDG 2 values	After reading, I understand why I should not throw away my food. <i>(Setelah membaca, saya paham mengapa saya tidak boleh membuang-buang makanan)</i>	✓			
8	SDG 2 Values	The story makes me want to finish the food on my plate. <i>(Cerita dalam komik membuat saya ingin menghabiskan makanan di piring saya.)</i>		✓		
9	Taste of Food topic	Now, I can describe the taste of my favorite snacks in English. <i>(Sekarang saya bisa menjelaskan rasa camilan favorit saya</i>	✓			

		menggunakan bahasa Inggris).				
10	Engagement	I felt excited and happy while reading this digital comic. (Saya merasa bersemangat dan senang saat membaca komik digital ini).		✓		

B. Write your answer in the boxes provided!

(Tulis jawabanmu pada kotak yang tersedia, ya!)

1. What do you like about this comic?

(Apa yang kamu suka dari komik ini?)

Gambar tokohnya bagus

2. Were there any English words in the comic that were difficult to understand? Please list them, if any.

(Apakah ada kata-kata dalam bahasa Inggris di komik yang sulit dimengerti? Sebutkan jika ada)

Tidak ada

3. What message did you get from this story about how to treat food?

(Pesan apa yang kamu dapatkan dari cerita ini tentang cara memperlakukan makanan?)

Kita tidak boleh membuang-buang makanan

Terima kasih!

Appendix 8. The Result of the Teacher's Questionnaire

IDENTITAS RESPONDEN

Nama : Made Mira Utami, S.Pd
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 Pendidikan Terakhir : ☒ S1 ☐ S2
 Lainnya: _____
 Pengalaman Mengajar : 19 Tahun
 Mata Pelajaran yang : Guru Kelas
 Diampu
 Tanggal Pengisian : 29 April 2026

A. Berilah tanda centang (✓) pada salah satu kolom (4, 3, 2, atau 1) yang paling sesuai dengan pendapat Bapak/Ibu.

No	Category	Question Items	Scale			
			4 (Sangat Setuju)	3 (Setuju)	2 (Tidak Setuju)	1 (Sangat Tidak Setuju)
1	Curriculum	The comic's content aligns with the 5 th -grade "Tastes of Food" English syllabus. (Materi komik selaras dengan silabus Bahasa Inggris kelas 5 topik "Taste of Food")	✓			
2	Pedagogy	The comic effectively facilitates Literal and Inferential comprehension. (Komik ini efektif dalam memfasilitasi pemahaman membaca Literal dan Inferensial)	✓			
3	SDG 2	The "Zero Hunger" value (No Food Waste) is integrated effectively into the English learning materials. (Nilai-nilai "Zero Hunger) (tidak membuang-buang makanan) terintegrasi dengan efektif ke dalam	✓			

		<i>materi pembelajaran Bahasa Inggris.</i>				
4	Visuals	The layout and character designs are appropriate for the cognitive development of 5 th graders. <i>(Tata letak dan desain karakter sesuai dengan perkembangan kognitif siswa kelas 5)</i>		✓		
5	Usability	The digital format (PDF/Flipbook) is easy to operate in a classroom setting. <i>(Format digital berbasis (PDF/Flipbook) mudah dioperasikan di kelas)</i>		✓		
6	Language	The English vocabulary and sentence structures are appropriate for the students' proficiency level. <i>(Kosakata dan struktur kalimat Bahasa Inggris sesuai dengan tingkat kemampuan siswa)</i>		✓		
7	Engagement	The digital comic motivates students to read in English <i>(Digital komik memotivasi siswa untuk membaca dalam Bahasa Inggris)</i>		✓		
8	Learning Support	The inclusion of the glossary is helpful for students to understand the story <i>(Penggunaan glosarium membantu siswa dalam memahami isi cerita)</i>	✓			
9	Feasibility	This digital comic can be easily used without the internet <i>(Komik ini bisa digunakan dengan mudah tanpa internet)</i>	✓			
10	Feasibility	The media is practical to be implemented within the				

		allocated English lesson hours.				
		(Media ini praktis untuk diterapkan dalam jam pelajaran Bahasa Inggris).	✓			

B. Please provide your answer in the boxes provided.

(Mohon berikan jawaban Bapak/Ibu pada kotak yang telah disediakan)

1. In your opinion, how effective is this digital comic in helping students understand the "Tastes of Food" material?

(Bagaimana pendapat Bapak/Ibu mengenai efektivitas penggunaan komik digital ini dalam membantu siswa memahami materi "Tastes of Food?")

Sangat efektif, karena siswa sangat tertarik belajar bahasa Inggris melalui gambar dan ~~asat~~ siswa lebih mudah paham tentang materi yang diajarkan

2. Is the integration of Zero Hunger values (no food waste) in this comic relevant for 5th-grade students? Please explain.

(Apakah integrasi nilai Zero Hunger (tidak membuang-buang makanan) dalam komik ini dirasa relevan untuk diajarkan pada siswa kelas 5 SD? Mohon penjelasannya.)

Sangat relevan, selain berkaitan dengan materi di kelas V, siswa jadi belajar tentang cara menghargai makanan dan ikut peduli terhadap lingkungan

3. In your opinion, which part of this comic still needs improvement or further development? Please provide your suggestion.

(Menurut Bapak/Ibu, bagian mana dari komik ini yang masih perlu diperbaiki atau dikembangkan lebih lanjut?) Mohon sarannya)

Sejauh ini, komik yang saya liat sudah cukup baik dan sudah sangat membantu siswa belajar bahasa Inggris ditambah lagi sudah dibuatkan

kamus kecil untuk kata-kata sulit dan belum pernah didengar siswa. Jadi bagi saya sudah sangat bermanfaat bagi siswa!

Appendix 9. Qualitative Data Analysis Process for User Responses (Reflexive Thematic Analysis)

This appendix outlines the application of RTA to analyze qualitative feedback gathered from open-ended questionnaire responses by fifth-grade students and the English teacher on April 29th, 2026.

RTA Step	How It Was Applied in This Study	Resulting Output
Step 1: Familiarization	The researcher intensely read and compiled all written responses from the students' open-ended questionnaires and transcribed the teacher's evaluation feedback	Initial notes and highlighting of repeated keywords such as " <i>gambar</i> " (pictures), " <i>cerita seru</i> " (exciting story), " <i>tidak membuang-buang makanan</i> " (no food waste).
Step 2: Generating Initial Codes	Data segments from students (S) and the teacher (T) were systematically labelled with descriptive codes. For example: -S7: " <i>Aku suka gambarnya</i> " (Student Visual Appeal) -S10: " <i>Ceritanya seru!</i> " (Story Engagement) -T: " <i>belajar cara menghargai makanan</i> " (Moral Value Alignment)	An organized list of initial codes capturing user perceptions of visuals, features, and the comic's message.
Step 3: Searching for Themes	Initial codes were clustered into broader conceptual categories based on shared meanings. For instance, codes related to illustrations, characters, and plot excitement were grouped into a candidate theme about "Visual and Narrative Engagement".	Three preliminary conceptual groups representing major areas of user feedback.
Step 4: Reviewing Themes	The preliminary themes were cross-checked against the raw questionnaire answers to ensure they truly reflected the overall feedback of both the students and the teacher without losing specific details.	Refined preliminary themes that perfectly match the qualitative data set.
Step 5: Defining and Naming Themes	The essence of each theme was finalized and named using academic terms to directly	Three final themes:

	explain the high practicality scores of the media	1. Visual Attractiveness and Story Engagement 2. The Glossary helps with Vocabulary Barriers 3. Successful Promotion of the “No Food Waste” Message
Step 6: Producing the Report	The final narrative was written for Chapter 4, integrating the identified themes with direct quotes from the students (e.g., S10, S7, S16) and the teacher to build a valid argument for the comic’s practicality.	Section on Qualitative Analysis: Thematic Results in Chapter 4



DOCUMENTATION

Source: researcher's personal documentation, 2026



Figure 11. Classroom Observation



Figure 13. Need Analysis Interview
with the Fifth-grade Homeroom
Teacher



Figure 12. Digital Comic Implementation