

APPENDIX

Appendix 1. Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd. (as the 1st prospective supervisor)
NIP : 198805172012122002

Confirm that we approve to guide the thesis submitted by:

Name : Della Primsa Br Kembaren
NIM : 2212021010
Class : 6 A
Thesis title : "Developing a Digital Comic for Teaching Reading Comprehension and Promoting SDG 10 (Reduced Inequalities Values) for Elementary School Students in SD Negeri 1 Tukad Munga."

1st Prospective supervisor,



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

2nd Prospective supervisor,



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

Appendix 2. Research Permit Application



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
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FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 496 /UN48.7.1/ TA.00.03/2026 26 Februari 2026
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 1 Tukad Mungga
di Buleleng

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

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

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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



Catatan :

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



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DAFTAR LAMPIRAN

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



Catatan :

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

Appendix 3. Observation Permission Letter

 KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
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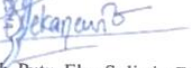
Nomor : 2192/UN48.7.1/TA.00.03/2025
Hal : Permohonan Izin Observasi 16 Juni 2025

Yth.
Kepala SD Negeri 1 Tukadmungga
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Dalam rangka pengumpulan data untuk Proposal Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Della Primsa Br Kembaren
NIM : 2212021010
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,

Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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



Appendix 4. Sixth-Grade English Syllabus of SD Negeri Tukadmungga

SILABUS MATA PELAJARAN BAHASA INGGRIS

Instansi : SDN 1 Tukadmungga

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VI/I

Standar Kompetensi:

- **Menyimak-Berbicara:** Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sehari-hari di lingkungan rumah, sekolah, dan masyarakat sekitar. Peserta didik mampu memahami instruksi, pertanyaan, dan ungkapan sederhana yang berkaitan dengan pengalaman masa lampau, kegiatan sehari-hari, perasaan, serta keadaan di masa lalu. Peserta didik juga mampu merespons pertanyaan dan menyampaikan informasi sederhana menggunakan pola kalimat yang sesuai.
- **Membaca-Memirsa:** Peserta didik memahami kosakata dan ungkapan yang berkaitan dengan kegiatan di masa lampau, tempat, perasaan, pengalaman, dan waktu. Peserta didik dapat membaca teks pendek, dialog sederhana, gambar, dan ilustrasi untuk menemukan informasi penting. Selain itu, peserta didik mampu menghubungkan kata, gambar, dan kalimat sederhana yang berkaitan dengan pengalaman atau kegiatan sehari-hari.
- **Menulis-Mempresentasikan:** Peserta didik mampu menulis kata, frasa, dan kalimat sederhana tentang pengalaman, kegiatan, tempat, dan perasaan di masa lampau. Peserta didik juga mampu menyusun jawaban, membuat pertanyaan sederhana, serta menulis paragraf pendek menggunakan kosakata yang sesuai, tanda baca dasar, dan huruf kapital dengan benar. Selain itu, peserta didik dapat mempresentasikan hasil tulisannya secara sederhana di depan kelas.

Mata Pelajaran	Kompetensi Dasar (KD)	Indikator	Materi Pokok
Unit 1: I studied last night, but my sister didn't	3.1 Memahami ungkapan tentang kegiatan pada waktu lampau 4.1 mengungkapkan kegiatan pada waktu lampau	1. mengidentifikasi kosakata kegiatan pada waktu lampau. 2. menyebutkan kegiatan yang dilakukan pada waktu lampau. 3. Menjawab pertanyaan tentang	- Simple past tense sederhana. - Kosakata: studied, watched TV, cooked, called, listened, played, danced,

	secara lisan dan tertulis sederhana.	kegiatan di masa lampau.	washed, talked, looked, visited, kicked, wrote, slept, read, went, painted. - Pertanyaan: What did you do yesterday?
Unit 2: We went to a museum last week	3.2 Memahami penggunaan keterangan waktu pada kegiatan lampau. 4.2 Mengungkapkan kegiatan lampau dengan menggunakan adverb of time secara lisan dan tertulis.	1. Mengidentifikasi adverb of time pada kalimat lampau. 2. Menggunakan keterangan waktu pada kegiatan lampau. 3. Menyusun kalimat sederhana menggunakan kosakata kegiatan lampau dan adverb of time.	- Adverb of time: yesterday, last week, last night, two days ago, an hour ago, last month. - Kosakata: entered, walked, bought, went around, met, talked, visited, brought, drank, gave, ran, called - Pertanyaan: When did she go to the beach?
Unit 3: I was in Bali last week	3.3 Memahami penggunaan was dan were untuk menyatakan tempat, waktu, dan keadaan pada masa lampau. 4.3 Mengungkapkan kalimat menggunakan was dan were secara lisan dan tertulis sederhana.	1. Mengidentifikasi penggunaan was dan were dalam kalimat. 2. Menyebutkan tempat dan keadaan pada masa lampau menggunakan was dan were. 3. Menjawab pertanyaan sederhana tentang tempat dan kegiatan di masa lampau.	- Penggunaan was dan were. - Ekspresi: I was in Bali last week. - Kosakata tempat: garden, kitchen, living room, dining room, playground, library, market, office. - Kosakata keadaan: tired, happy, thirsty, cold, hungry, sleepy. - Pertanyaan: Where were you last holiday?
Unit 4: How did Cici feel yesterday?	3.4 Memahami ungkapan tentang perasaan pada masa	1. Mengidentifikasi kosakata perasaan. 2. Menyebutkan perasaan yang	- Ekspresi: How did Cici feel yesterday? - Kosakata

	lampau. 4.4 Mengungkapkan perasaan pada masa lampau secara lisan dan tertulis sederhana.	dialami pada masa lampau. 2. Menjawab pertanyaan tentang perasaan teman atau tokoh.	perasaan: happy, sad, angry, sick, alone, hungry, thirsty, worried, cold, sleepy. - Penggunaan was dan were dengan kata sifat. - Pertanyaan: What did you feel?
Unit 5: What did you do yesterday?	3.5 Memahami penggunaan kata tanya dalam kalimat tentang kegiatan lampau. 4.5 Mengungkapkan pertanyaan dan jawaban tentang kegiatan lampau secara lisan dan tertulis.	1. Mengidentifikasi kata tanya dalam kalimat lampau. 2. Membuat pertanyaan menggunakan what, where, when, who, dan how. 3. Menjawab pertanyaan tentang kegiatan lampau.	- WH questions: what, where, when, who, how. - Ekspresi: What did you do yesterday? - Adverb of time: last week, last night, yesterday. - Kalimat tanya dan jawaban sederhana tentang kegiatan lampau.
Unit 6: My friend's experience	3.6 Memahami ungkapan tentang pengalaman teman pada masa lampau. 4.6 Mengungkapkan pengalaman teman pada masa lampau secara lisan dan tertulis sederhana.	1. Mengidentifikasi kegiatan yang dilakukan teman pada masa lampau. 2. Menyebutkan pengalaman teman menggunakan kalimat sederhana. 3. Menjawab pertanyaan tentang pengalaman teman.	- Ekspresi: What did she do? - Kosakata: drove, took picture, prepared lunch, played, looked for, had lunch, bought, visited. - Kalimat sederhana tentang pengalaman teman. - Pertanyaan dan jawaban tentang pengalaman masa lampau.

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VI/II

Standar Kompetensi:

- **Menyimak-Berbicara:** Peserta didik 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. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat 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 atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.
- **Membaca-Memirsa:** Peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.
- **Menulis-Mempresentasikan:** Peserta didik 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 menggunakan kalimat dengan pola tertentu

dan 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 7: <i>I will go to Bromo</i>	3.7 Memahami ungkapan tentang rencana kegiatan di masa depan. 4.7 Mengungkapkan rencana kegiatan di masa depan secara lisan.	1. Mengidentifikasi kegiatan masa depan dari penggunaan <i>will</i> . 2. Menyebutkan rencana kegiatan masa depan menggunakan <i>will</i> . 3. Menjawab pertanyaan tentang rencana masa depan.	- Kalimat menggunakan <i>will</i> (future tense sederhana) - Ekspresi: <i>I will go to Bromo</i> - Pertanyaan: <i>What will you do tomorrow?</i>
Unit 8: <i>I will go to Dufan</i>	3.8 Memahami ungkapan tentang rencana kegiatan keluarga di masa depan. 4.8 Mengungkapkan rencana kegiatan keluarga secara lisan dan tertulis.	1. Menggunakan <i>will</i> untuk kegiatan keluarga. 2. Menyebutkan aktivitas keluarga di masa depan. 3. Menggunakan kata tanya (what, where, how).	- Future tense (<i>will</i>) - Kata kerja: play, draw, write, drink, fry, water, wash, drive, paint, buy - Pertanyaan: <i>what, where, how</i>
Unit 9: <i>I will study at junior high school next year</i>	3.9 Memahami penggunaan keterangan waktu dalam kalimat masa depan. 4.9 Menyusun kalimat dan paragraf sederhana tentang kegiatan masa depan.	1. Mengidentifikasi adverb of time dalam kalimat future. 2. Menggunakan keterangan waktu dengan benar. 3. Menulis paragraf sederhana tentang rencana masa depan.	- Future tense + adverb of time - Ekspresi: <i>I will study... next year</i> - Keterangan waktu: tomorrow, tonight, this evening, next week
Unit 10:	3.10 Memahami ungkapan tentang	1. Menyebutkan cita-	Ekspresi: <i>I want to be...</i>

<i>I want to be a pilot</i>	cita-cita. 4.10 Mengungkapkan cita-cita secara lisan dalam interaksi sederhana. (superlatif) dari sekumpulan manusia, binatang, atau benda.	cita. 2. Mengajukan pertanyaan tentang cita-cita teman. 3. Menjawab pertanyaan tentang pekerjaan impian.	- Pertanyaan: <i>What do you want to be?</i> - Kosakata pekerjaan: teacher, pilot, policeman, nurse, architect, doctor, chef, sailor, farmer, singer Tempat kerja: hospital, field, office
Unit 11: <i>My Dream</i>	3.11 Memahami teks sederhana tentang cita-cita. 4.11 Menulis teks sederhana tentang cita-cita.	1. Menyusun kalimat tentang cita-cita. 2. Menulis paragraf pendek tentang impian masa depan. 3. Menggunakan kosakata yang sesuai.	- Kalimat: <i>I want to be a teacher</i> - Kalimat lanjutan: <i>I will work in...</i> - Kosakata tempat kerja: school, hospital, office, restaurant, field

Mengetahui,
Kepala Sekolah



Tukadmungga, 21 Juli 2025
Guru Mata pelajaran

(Ni Wayan Rai Pratiwi, S.Pd)
NIP. 198610062009022002

Appendix 5. The Blueprint and Result of the Teacher Interview

No	Questions	Teacher's Responses
Aspect A Necessities (students' need in reading comprehension)		
1.	<i>Media pembelajaran seperti apa yang dibutuhkan siswa untuk membantu mereka memahami teks bacaan bahasa Inggris?</i> (What kind of learning media do students need to help them understand English reading texts?)	ID: <i>"Siswa membutuhkan media pembelajaran yang menarik dan visual karena mereka masih mengalami kesulitan dalam memahami teks bacaan bahasa Inggris dan memiliki keterbatasan kosakata. Selama proses pembelajaran, siswa hanya menggunakan buku yang disediakan oleh guru dan penggunaan media digital di dalam kelas yang terbatas. Oleh karena itu, siswa membutuhkan media pembelajaran yang menarik, berbasis visual, dan berbasis cerita."</i> EN: "Students need interesting and visual learning media because they still have difficulty understanding English reading texts and have limited vocabulary. During the learning process, students only used books provided by the teacher and the use of digital media in the classroom was still limited. Therefore, students need engaging, visual-based, and story-based learning media."
2.	<i>Teks bacaan bahasa Inggris seperti apa yang cocok untuk siswa kelas enam?</i> (What kind of English reading texts are suitable for sixth-grade students?)	ID: <i>"Teks bacaan yang cocok untuk siswa kelas enam adalah teks yang menggunakan bahasa sederhana, memiliki kosakata yang mudah dipahami, dan disertai gambar yang menarik. Siswa lebih mudah memahami bacaan yang berbentuk cerita pendek dan dekat dengan kehidupan sehari-hari mereka. Selain itu, teks yang berbasis visual dan interaktif dapat membantu meningkatkan minat serta motivasi siswa dalam membaca bahasa Inggris."</i> EN: "The suitable English reading texts for sixth-grade students are texts that use simple language, contain easy vocabulary, and are supported by interesting pictures. Students can understand reading materials more easily when the texts are presented in short stories and related to their daily life. In addition, visual and interactive texts can help increase students' interest and motivation in reading English."

Aspect B Lacks (students' difficulties faced in reading comprehension)		
1.	<i>Masalah seperti apa yang sering dihadapi siswa dalam pembelajaran bahasa Inggris terutama dalam membaca?</i> (What are the problems faced the students in learning English especially in reading?)	ID: "Siswa masih mengalami kesulitan dalam membaca teks bahasa Inggris karena mereka masih bingung terhadap pengucapan dalam bahasa Inggris. Banyak siswa juga mengalami kesulitan dalam memahami makna kalimat dan menemukan ide pokok dari teks bacaan. Selain itu, motivasi siswa dalam kegiatan membaca masih rendah karena proses pembelajaran masih lebih banyak menggunakan buku teks dan media pembelajaran yang terbatas." EN: "The students still have difficulty in reading English texts because they have limited vocabulary and still confused of the pronunciation. Many students also find it difficult to understand the meaning of sentences and identify the main idea of the text. In addition, students have low motivation in reading activities because the learning process still mainly uses textbooks and limited learning media."
2.	<i>Apakah waktu mengajar bahasa Inggris yang terbatas memengaruhi pemahaman siswa dalam membaca? Mengapa?</i> (Does limited teaching time affect students' reading comprehension? Why?)	ID: "Ya, waktu mengajar yang terbatas memengaruhi pemahaman membaca siswa karena guru hanya memiliki waktu 70 menit dalam satu minggu untuk mengajar bahasa Inggris. Dalam waktu yang terbatas tersebut, guru harus mengajarkan semua keterampilan bahasa Inggris seperti membaca, berbicara, mendengarkan, dan menulis. Akibatnya, guru tidak dapat lebih fokus pada kegiatan pemahaman membaca, latihan kosakata, dan membantu siswa memahami teks bahasa Inggris secara lebih efektif." EN: "Yes, limited teaching time affects students' reading comprehension because the teacher only has 70 minutes in a week to teach English. In that limited time, the teacher must teach all English skills, such as reading, speaking, listening, and writing. As a result, the teacher cannot focus deeply on reading comprehension activities, vocabulary practice, and helping students understand English texts more effectively."

Aspect C Wants (students' preferred the learning media)		
1.	<i>Media pembelajaran seperti apa yang paling disukai atau menarik bagi siswa? (digital, cetak, dan lain-lain).</i> (What is the learning media which mostly preferred or of interest to the students? (digital, printed, etc).	ID: “Siswa lebih tertarik pada media pembelajaran yang visual dan interaktif karena dapat menarik perhatian siswa dan membuat proses pembelajaran menjadi lebih menyenangkan. Media digital lebih disukai siswa dibandingkan buku teks konvensional. Media berbasis visual juga dapat membantu siswa memahami teks bacaan bahasa Inggris dengan lebih mudah serta meningkatkan motivasi mereka selama kegiatan pembelajaran.” EN: “Students are more interested in visual and interactive learning media because they can attract students’ attention and make the learning process more enjoyable. Media such as media digital with colorful pictures is more preferred by students compared to conventional textbooks. Visual media can also help students understand English reading texts more easily and increase their motivation during learning activities.”
2.	<i>Materi membaca seperti apa yang lebih disukai siswa? (cerita, komik, dll).</i> (What are the interesting reading materials for students? (stories, comic, etc).	ID: “Siswa lebih tertarik pada materi bacaan yang berisi cerita, gambar berwarna, dan dialog sederhana. Materi seperti komik dan cerita pendek lebih mudah dipahami oleh siswa karena lebih menarik dan dekat dengan kehidupan sehari-hari mereka. Materi bacaan yang berbasis visual dan cerita juga dapat meningkatkan motivasi serta partisipasi siswa selama kegiatan membaca.” EN: “Students are more interested in reading materials that contain stories, colorful pictures, and simple dialogues. Materials such as comic and short stories are easier for students to understand because they are more engaging and related to students’ daily life. Reading materials that are visual and story-based can also increase students’ motivation and participation during reading activities.”

Appendix 6. The Blueprint and Result of the Classroom Observation

Observation Focus	Indicators	Observable Behaviour	Yes	No	Notes/Comment
1. Students Engagement	Students show interest while reading	Students look focused, enthusiastic, and pay attention during reading activities	✓		Paid attention during the activities, but some students were distracted after a view minutes.
	Students actively participate	Students ask questions, answer, or give opinions about the material	✓		Only a view students participate.
	Students follow instructions	Students complete tasks and follow teacher directions	✓		Students follow the teacher's instruction.
2. Reading Comprehension Development	Students identify main ideas	Students can mention the main idea of the story correctly		✓	Students get difficulties to identify main idea
	Students understand sequence of events	Students are able to retell the story in correct order		✓	Students struggled to retell the lessons.
	Students respond to questions	Students answer comprehension questions appropriately		✓	Students could answer simple question but difficulties with critical questions.
3. Use of Digital Comic Media	Media is displayed clearly	Students read, point to, or comment on the comic content	✓		Students read the learning material.
	Media supports learning	Students cooperate and interact well with peers	✓		Students interact well with peers
	Students interact with the comic	Students respond to teacher guidance	✓		Students respond to learning materials that presented by the teacher through the book.
4. Classroom Interaction	Positive learning atmosphere	Students cooperate and interact well with peers	✓		The classroom vibes mostly positive.

	Teacher–student interaction	Students respond to teacher guidance	✓		Students and teacher actively interacted
	Active participation	Students are involved in reading activities		✓	Some students, shy and afraid to participate.
5. SDG 10 – Reduced Inequalities Values	Students show awareness of equality	Students demonstrate understanding that everyone should be treated equally		✓	No discussion related to SDG 10
	Students respect differences	Students show respectful behavior toward friends from different backgrounds	✓		Students generally behaved respectfully toward classmates.
	Students relate story to real life	Students can connect the comic story to values of fairness and inclusion			
	Students demonstrate inclusive behavior	Students cooperate without discriminating others			

Appendix 7. Document Analysis Sheet and Result

DOCUMENT ANALYZED

Document Analyzed : Sixth Grade English Syllabus of SD Negeri 1 Tukadmungga

Grade/Semester : VI/II

Unit : Unit 10 (*I Want to Be a Pilot*)

Purpose : To identify the curriculum content, learning objective, language focus, reading related elements, and opportunities for integrating SDG 1 (Reduced Inequalities) values as the basis for developing the digital comic.

Aspect Analyzed	Document Content	Analysis Result	Implication for Digital Comic Development
Topic/Unit	Unit 10: I Want to Be a Pilot	The unit focuses on students' dreams and future professions.	The digital comic was developed around the topic of dreams and future professions under the title <i>Everyone Has a Dream</i> .
Basic Competency	Understanding expressions about dreams and expressing aspirations orally in simple interactions.	Students are expected to understand and use simple expressions related to dreams and future professions.	The topic incorporated simple dialogues in which characters expressed and discussed their future dreams.
Learning Indicators	Students identify their dreams, ask about their friends' dreams, and answer questions about future professions.	The learning indicators emphasize students' ability to communicate about dreams and professions.	The storyline included interactions in which characters asked and answered questions about their dreams.
Language Expression	<i>I want to be...</i>	This expression is the main language pattern used to express future	The expression was incorporated into the characters' dialogues to

		aspirations	maintain alignment with the existing syllabus.
Key Questions	<i>What do you want to be?</i>	The question is used to encourage students to ask about other people's dreams and future professions.	The comic used this question in classroom among the characters.
Vocabulary	<i>Teacher, pilot, policemen, nurse, architect, doctor, chef, sailor, farmer, and singer</i>	The unit introduces vocabulary related to various professions	Relevant profession-related vocabulary was incorporated into the storyline and dialogues of the digital comic
Reading Related Elements	Students read and respond to short, simple, familiar written or digital texts and identify information and topics from texts.	The syllabus supports the use of short, simple, visual, multimodal, or digital texts appropriate for elementary school students.	The digital comic was designed as a visual and digital reading medium using simple dialogues, illustrations, and sequential storytelling.
SDG 10 Integration	The syllabus does not explicitly include SDG 10 (Reduced Inequalities) values in Unit 10.	Although the unit discusses dreams and professions, equality and equal opportunities are not explicitly addressed. However, the topic provides a relevant context for introducing the idea that everyone should have equal opportunities to pursue their dreams regardless of gender	The digital comic integrated SDG 10 values through a storyline emphasizing equality, equal opportunities, and respect for different dreams and professions.

Appendix 8. The Result of Validation Sheet for Media Quality and Content Quality

VALIDATION FORM
EXPERT JUDGMENT

Title of Research

Developing Digital Comic for Teaching Reading Comprehension and Promoting SDG 10 (Reduced Inequalities) Values for Elementary School Students

Instrument : Expert Judgment

Validator Name : Dr. Wayan Surya Mahayanti, S.Pd., M.Pd

Institution :

Date :

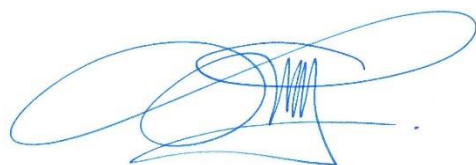
No	Dimension	Aspect	Item statement	Relevant	Not Relevant	Comment
1.	Media	Visual Presentation	The pictures, colors, and layout in the comic are visually attractive for young learners.	✓		
2.	Media	Visual Presentation	The visual design supports students' engagement and motivation to read.	✓		
3.	Media	Text–Image Relation	The text and illustrations are well integrated.	✓		
4.	Content	Text–Image Relation	The placement of images and text helps students better understand the story.	✓		
5.	Content	Reading Comprehension	The comic content supports literal	✓		

			comprehension (understanding facts and details).			
6.	Content	Reading Comprehension	The comic content supports inferential comprehension (drawing conclusions).	✓		
7.	Content	Reading Comprehension	The comic content supports evaluative comprehension (critical thinking).	✓		
8.	Content	Literacy Skills	The comic encourages vocabulary building for elementary school students.	✓		
9.	Content	Literacy Skills	The comic promotes reading fluency and interest.	✓		
10.	Content	Inclusivity and Equity	The comic represents diversity in characters, situations, or contexts.	✓		
11.	Content	Inclusivity and Equity	The comic promotes fairness and equal opportunities for all students.	✓		
12.	Content	Values Education	The story conveys moral messages about respect.	✓		
13.	Content	Values	The story	✓		

		Education	promotes equality and inclusion in line with SDG 10.			
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Singaraja, February 25, 2026

Validator Signature



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

NIP. 198805172012122002



VALIDATION FORM **EXPERT JUDGMENT**

Title of Research

Developing Digital Comic for Teaching Reading Comprehension and Promoting SDG 10 (Reduced Inequalities) Values for Elementary School Students

Instrument : Expert Judgment

Validator Name : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Institution :

Date :

No	Dimension	Aspect	Item statement	Relevant	Not Relevant	Comment
1.	Media	Visual Presentation	The pictures, colors, and layout in the comic are visually attractive for young learners.	✓		
2.	Media	Visual Presentation	The visual design supports students' engagement and motivation to read.	✓		
3.	Media	Text–Image Relation	The text and illustrations are well integrated.	✓		
4.	Content	Text–Image Relation	The placement of images and text helps students better understand the story.	✓		
5.	Content	Reading Comprehension	The comic content supports literal comprehension (understanding facts and details).	✓		
6.	Content	Reading	The comic	✓		

		Comprehension	content supports inferential comprehension (drawing conclusions).			
7.	Content	Reading Comprehension	The comic content supports evaluative comprehension (critical thinking).	✓		
8.	Content	Literacy Skills	The comic encourages vocabulary building for elementary school students.	✓		
9.	Content	Literacy Skills	The comic promotes reading fluency and interest.	✓		
10.	Content	Inclusivity and Equity	The comic represents diversity in characters, situations, or contexts.	✓		
11.	Content	Inclusivity and Equity	The comic promotes fairness and equal opportunities for all students.	✓		
12.	Content	Values Education	The story conveys moral messages about respect.	✓		
13.	Content	Values Education	The story promotes equality and inclusion in line with SDG 10.	✓		

Singaraja, February 25, 2026

Validator Signature



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

NIP. 198904082023212043



Appendix 9. The Result of Media and Content Expert Judgment Rubric

**VALIDATION FORM
EXPERT JUDGMENT**

Instrument : Expert Judgment

Validator Name : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Researcher : Della Primsa Br Kembaren

Position : 1st Validator

Institution : Universitas Pendidikan Ganesha

Evaluation Date :

Product General Information

Research Title	Developing Digital Comic for Teaching Reading Comprehension and Promoting SDG 10 (Reduced Inequalities) Values for Elementary School Students
Researcher	Della Primsa Br Kembaren
Comic Title	Everyone Has a Dream
Target Reader	6 th Grade Elementary School Students

General Instructions:

Please read each statement carefully and give your assessment based on the quality of the developed digital comic. Put a check mark (✓) on one of the scales provided according to your opinion. The scale ranges from 1 to 5, where:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

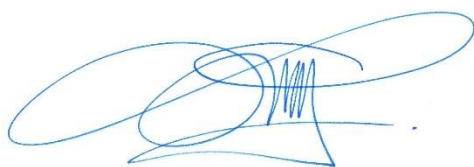
No	Dimension	Aspect	Item statement	Scale				
				1	2	3	4	5
1.	Media	Visual	The pictures,					✓

		Presentation	colors, and layout in the comic are visually attractive for young learners.					
2.	Media	Visual Presentation	The visual design supports students' engagement and motivation to read.					✓
3.	Media	Text–Image Relation	The text and illustrations are well integrated.					✓
4.	Content	Text–Image Relation	The placement of images and text helps students better understand the story.					✓
5.	Content	Reading Comprehension	The comic content supports literal comprehension (understanding facts and details).					✓
6.	Content	Reading Comprehension	The comic content supports inferential comprehension (drawing conclusions).					✓
7.	Content	Reading Comprehension	The comic content supports evaluative comprehension (critical thinking).					✓
8.	Content	Literacy Skills	The comic encourages vocabulary building for elementary school students.				✓	
9.	Content	Literacy Skills	The comic promotes				✓	

			reading fluency and interest.					
10.	Content	Inclusivity and Equity	The comic represents diversity in characters, situations, or contexts.					✓
11.	Content	Inclusivity and Equity	The comic promotes fairness and equal opportunities for all students.					✓
12	Content	Values Education	The story conveys moral messages about respect.					✓
13.	Content	Values Education	The story promotes equality and inclusion in line with SDG 10.					✓

Singaraja, April 27th, 2026

Validator Signature



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

NIP. 198805172012122002

**VALIDATION FORM
EXPERT JUDGMENT**

Instrument : Expert Judgment

Validator Name : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Position : 2nd Validator

Institution : Universitas Pendidikan Ganesha

Evaluation Date :

Product General Information

Research Title	Developing Digital Comic for Teaching Reading Comprehension and Promoting SDG 10 (Reduced Inequalities) Values for Elementary School Students
Researcher	Della Primsa Br Kembaren
Comic Title	Everyone Has a Dream
Target Reader	6 th Grade Elementary School Students

General Instructions:

Please read each statement carefully and give your assessment based on the quality of the developed digital comic. Put a check mark (✓) on one of the scales provided according to your opinion. The scale ranges from 1 to 5, where:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Dimension	Aspect	Item statement	Scale				
				1	2	3	4	5
1.	Media	Visual Presentation	The pictures, colors, and layout in the comic are visually attractive for young learners.					✓

2.	Media	Visual Presentation	The visual design supports students' engagement and motivation to read.					✓
3.	Media	Text–Image Relation	The text and illustrations are well integrated.				✓	
4.	Content	Text–Image Relation	The placement of images and text helps students better understand the story.				✓	
5.	Content	Reading Comprehension	The comic content supports literal comprehension (understanding facts and details).					✓
6.	Content	Reading Comprehension	The comic content supports inferential comprehension (drawing conclusions).				✓	
7.	Content	Reading Comprehension	The comic content supports evaluative comprehension (critical thinking).					✓
8.	Content	Literacy Skills	The comic encourages vocabulary building for elementary school students.					✓
9.	Content	Literacy Skills	The comic promotes reading fluency and interest.					✓
10.	Content	Inclusivity and Equity	The comic represents					✓

			diversity in characters, situations, or contexts.					
11.	Content	Inclusivity and Equity	The comic promotes fairness and equal opportunities for all students.					✓
12	Content	Values Education	The story conveys moral messages about respect.					✓
13.	Content	Values Education	The story promotes equality and inclusion in line with SDG 10.					✓
Comments and Suggestions								

Validator Signature

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

NIP. 198904082023212043

Appendix 10. The Blueprint and Result of Teacher Questionnaire

ANGKET RESPON GURU TERHADAP MEDIA KOMIK DIGITAL

Yth. Bapak/Ibu Guru,

Mohon kesediaannya untuk mengisi angket ini, jawaban Bapak/Ibu akan digunakan untuk keperluan penelitian dan dijaga kerahasiannya.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada jawaban yang sesuai dengan pendapat Bapak/Ibu.

Skala	Keterangan
STS	Sangat Tidak Setuju
TS	Tidak Setuju
S	Setuju
SS	Sangat Setuju

Section	No	Question	Type	Response			
				STS	TS	S	SS
Kepraktisan	1	Komik digital mudah digunakan selama penilaian pembelajaran di kelas.	Rating Scale			✓	
	2	Komik dapat diintegrasikan dengan lancar ke dalam kegiatan pembelajaran di kelas.	Rating Scale			✓	
kebermanfaatan	3	Komik membantu siswa meningkatkan pemahaman membaca mereka.	Rating Scale				✓
	4	Komik bermanfaat untuk meningkatkan motivasi membaca siswa.	Rating Scale				✓
Bahasa dan Visual	5	Bahasa yang digunakan dalam komik jelas dan sesuai untuk siswa sekolah dasar.	Rating Scale			✓	
	6	Desain visual komik menarik dan efektif.	Rating Scale				✓
Kesesuaian dengan Kurikulum	7	Isi komik relevant dengan kurikulum Bahasa Inggris sekolah dasar.	Rating Scale			✓	
		Komik mendukung tujuan	Rating			✓	

Saran	8	pembelajaran yang tercantum dalam silabus.	Scale				
	9	Perbaikan apa yang Anda sarankan untuk komik digital ini?	Open-ended	Agar lebih interaktif, melibatkan Siswa.			

Appendix 11. The Blueprint and Result of the Students' Questionnaire

ANGKET RESPON SISWA MENGENAI PENGGUNAAN KOMIK DIGITAL

Petunjuk Pengisian:

Berilah tanda centang pada salah satu jawaban yang sesuai dengan pendapat kalian.

Skala	Keterangan
STS	Sangat Tidak Setuju
TS	Tidak Setuju
S	Setuju
SS	Sangat Setuju

A. Tampilan Komik

Statement	STS	TS	S	SS
Komik digital ini menarik dan menyenangkan untuk dibaca.				✓
Gambar dan warna dalam komik ini menarik.				✓
Tata letak komik ini jelas dan rapi.				✓

B. Bahasa dalam Komik

Statement	STS	TS	S	SS
Bahasa dalam komik ini mudah dipahami.			✓	
Kalimat dalam komik ini sesuai untuk siswa SD.				✓
Percakapan dalam komik ini jelas dan mudah dimengerti.				✓

C. Pemahaman Isi Cerita

Statement	STS	TS	S	SS
Saya dapat memahami isi utama cerita.				✓
Saya dapat mengingat bagian penting dari cerita.				✓
Saya dapat menghubungkan cerita dengan pengalaman pribadi saya.				✓
Cerita ini membuat saya berfikir lebih baik.				✓

D. Pesan SDG 10 (Reduced Inequalities)

Statement	STS	TS	S	SS
Komik ini mengajarkan saya untuk adil dan menghargai perbedaan.				✓
Komik ini menunjukkan bahwa semua orang harus diperlakukan sama.				✓
Cerita ini mengajak saya melakukan hal baik setiap hari.				✓
Komik ini membantu saya memahami pentingnya menghargai semua orang.				✓
Bagian mana Dari komik ini yang paling membantu kamu mengerti mengenai ceritanya?	Semua bagian			
Apa yang paling kamu suka dari komik ini?	Sangat membahas mimpi.			

**ANGKET RESPON SISWA
MENGENAI PENGGUNAAN KOMIK DIGITAL**

Petunjuk Pengisian:

Berilah tanda centang pada salah satu jawaban yang sesuai dengan pendapat kalian.

Skala	Keterangan
STS	Sangat Tidak Setuju
TS	Tidak Setuju
S	Setuju
SS	Sangat Setuju

A. Tampilan Komik

Statement	STS	TS	S	SS
Komik digital ini menarik dan menyenangkan untuk dibaca.				✓
Gambar dan warna dalam komik ini menarik.				✓
Tata letak komik ini jelas dan rapi.				✓

B. Bahasa dalam Komik

Statement	STS	TS	S	SS
Bahasa dalam komik ini mudah dipahami.				✓
Kalimat dalam komik ini sesuai untuk siswa SD.				✓
Percakapan dalam komik ini jelas dan mudah dimengerti.				✓

C. Pemahaman Isi Cerita

Statement	STS	TS	S	SS
Saya dapat memahami isi utama cerita.				✓
Saya dapat mengingat bagian penting dari cerita.				✓
Saya dapat menghubungkan cerita dengan pengalaman pribadi saya.			✓	
Cerita ini membuat saya berfikir lebih baik.				✓

D. Pesan SDG 10 (Reduced Inequalities)



Statement	STS	TS	S	SS
Komik ini mengajarkan saya untuk adil dan menghargai perbedaan.				✓
Komik ini menunjukkan bahwa semua orang harus diperlakukan sama.				✓
Cerita ini mengajak saya melakukan hal baik setiap hari.				✓
Komik ini membantu saya memahami pentingnya menghargai semua orang.				✓
Bagian mana Dari komik ini yang paling membantu kamu mengerti mengenai ceritanya?	Pada saat ketuk mengarahkan tidak ada petani = tidak ada makanan			
Apa yang paling kamu suka dari komik ini?	gambar yang jelas dan cerita yang sangat menarik			



**ANGKET RESPON SISWA
MENGENAI PENGGUNAAN KOMIK DIGITAL**

Petunjuk Pengisian:

Berilah tanda centang pada salah satu jawaban yang sesuai dengan pendapat kalian.

Skala	Keterangan
STS	Sangat Tidak Setuju
TS	Tidak Setuju
S	Setuju
SS	Sangat Setuju

A. Tampilan Komik

Statement	STS	TS	S	SS
Komik digital ini menarik dan menyenangkan untuk dibaca.				✓
Gambar dan warna dalam komik ini menarik.				✓
Tata letak komik ini jelas dan rapi.				✓

B. Bahasa dalam Komik

Statement	STS	TS	S	SS
Bahasa dalam komik ini mudah dipahami.			✓	
Kalimat dalam komik ini sesuai untuk siswa SD.			✓	
Percakapan dalam komik ini jelas dan mudah dimengerti.				✓

C. Pemahaman Isi Cerita

Statement	STS	TS	S	SS
Saya dapat memahami isi utama cerita.				✓
Saya dapat mengingat bagian penting dari cerita.			✓	
Saya dapat menghubungkan cerita dengan pengalaman pribadi saya.			✓	
Cerita ini membuat saya berfikir lebih baik.				✓

D. Pesan SDG 10 (Reduced Inequalities)

Statement	STS	TS	S	SS
Komik ini mengajarkan saya untuk adil dan menghargai perbedaan.				✓
Komik ini menunjukkan bahwa semua orang harus diperlakukan sama.				✓
Cerita ini mengajak saya melakukan hal baik setiap hari.				✓
Komik ini membantu saya memahami pentingnya menghargai semua orang.				✓
Bagian mana Dari komik ini yang paling membantu kamu mengerti mengenai ceritanya?	bagian komik ini saya mengerti dan mengerti ceritanya			
Apa yang paling kamu suka dari komik ini?	saya suka komik ini karena menarik dan menyenangkan			



Appendix 12. Qualitative Data Analysis Process for Students' Needs (RQ1)

No	Data Source	Raw Data	Data Reduction	Category/Theme	Data Display/Interpretation	Conclusion/Verification
1.	Teacher Interview	“Students need interesting and visual learning media because they still have difficulties to understand English reading texts and have limited vocabulary”	Students experienced difficulties in understanding English reading texts and has limited vocabulary.	Reading comprehension and vocabulary support.	The teacher’s response indicated that students had difficulties to understand English texts because of their limited vocabulary.	Students needed reading media that supported reading comprehension and vocabulary development.
2.	Teacher interview	“The suitable English reading texts for sixth-grade students are	Students needed simple language, understandable vocabulary, and visual support.		Simple language, familiar vocabulary, and pictures were considered important for making reading materials more comprehensible for sixth-grade students.	Students needed reading materials with simple language, familiar vocabulary, and visual support.
3.	Teacher interview	“The students still have difficulty in reading English texts because they have limited vocabulary and still confused about pronunciation. Many students also	Students had difficulties with vocabulary, pronunciation, sentence meaning, and identifying		The teacher identified several reading difficulties that affected students’ understanding of English texts.	Students needed reading media that provided appropriate linguistic and visual support for comprehension.

		find a problem in understanding the meaning of the sentences and identify the main idea of the text.”	main ideas.			
4.	Classroom Observation	“Students have difficulties in identify main idea.”	Students had difficulty identifying the main ide.		The observation confirmed the teacher’s statement that students experienced difficulties in understanding important information in reading texts.	Students needed support in identifying and understanding the main ideas of texts.
5.	Classroom observation	“Students struggled to retell the lessons.”	Students had difficulty retelling the content in the correct sequence.		Students’ difficulties in retelling the content indicated limitations in understanding and recalling the sequence of information.	Students needed reading materials with a clear and easy-to-follow sequence.
6.	Classroom observation	“Students could answer simple question but difficulties with critical questions.”	Students could answer simple questions bur had difficulty with critical questions.		Students showed basic understanding but required greater support for deeper comprehension.	Students needed comprehensible reading media that could support different levels of reading comprehension.
7.	Teacher Interview	“Yes, limited teaching time affects students’ reading	Limited instructional time restricted	Confidence and practice opportunities	Students had limited opportunities to practice English reading because	Students needed more meaningful opportunities to participate and practice

		comprehension because the teacher only has 70 minutes in a week to teach English.”	opportunities for reading comprehension and vocabulary practice.		English instructions were limited to 70 minutes per week.	English reading activities.
8.	Classroom Observation	“Only a few students participate.”	Student participation during learning activities was limited.		The observation showed that not all students actively participate in classroom activities.	Students needed learning activities that encourage greater participations.
9.	Classroom Observation	“Some students, shy and afraid to participate.”	Some students lacked confidence and were afraid to participate.		Shyness and fear limited students’ active involvement in reading activities.	Students needed supportive and engaging reading activities that could encourage confidence and participation.
10.	Teacher interview	“Students are more interested in visual and interactive learning media because they can attract students’ attention and make the learning process more enjoyable.”	Students preferred visual and interactive learning media	Engaging and visual learning media integrated with SDG 10 Values	Visual and interactive media were considered more engaging than conventional text-based media.	Students needed engaging and visually appealing reading media.
11.	Teacher interview	“Students are more interested in reading media that contain story, colorful	Students preferred stories, colorful		Story-based and visual reading materials were considered more suitable for maintaining students’	Students needed visual and story-based reading materials with simple dialogues.

		pictures, and simple dialogues.”	pictures, and simple dialogues.		interest.	
12.	Classroom Observation	“Paid attention during the activities, but some students were distracted after a few minutes.”	Some students had difficulty maintaining attention during learning activities.		Existing learning activities did not consistently maintain all students’ attention.	Students needed more engaging learning media to maintain their attention during reading activities.
13.	Classroom Observation	“No discussion related to SDG 10”	SDG 10 values were not explicitly discussed during the observed learning activities.		The observation showed that equality and reduced inequalities were not explicitly addressed in existing classroom activities.	Students needed age-appropriate exposure to SDG 10 values through reading media.
14.	Document Analysis	Unit 10, “I Want to Be a Pilot,” focuses on expressions about dreams and future professions, including “I want to be...” and “What do you want to be?”	The existing curriculum included a topic about dreams and professions that could provide a relevant context for introducing		The topic of dreams and profession provided a contextual basis for integrating SDG 10 values, particularly equal opportunities regardless of gender.	Students needed contextual reading media that connected the existing curriculum topic with SDG 10 values.

			equality and equal opportunities.			
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Appendix 13. Qualitative Data Analysis Process for Students' Open-Ended Responses (RQ4)

No	Raw Data	Data Reduction	Category/Theme	Data Display/Interpretation	Conclusion/Verification
1.	"Saya suka komik ini karena komiknya menyenangkan", dari alur cerita yang sangat ser", "Gambar komiknya jelas dan ceria menarik", "gambar komiknya bagus dan rapi", "alur ceritanya sangat menyenangkan", "ceritanya menarik", "lucu dan seru", "Komiknya seru", "Gambarnya cantik dan ceritanya aku suka".	Students described the digital comic as enjoyable, creative, interesting, and exciting and appreciated its attractive illustrations and visual design	Attractiveness	The students' responses indicated that the illustrations, visual design, and storyline contributed to their positive perceptions and enjoyment of the digital comic.	Students responded positively to the attractiveness of the developed digital comic.
2.	"Bahasanya mudah di pahami."; "Bahasanya mudah dipahami."; "Bahasanya mudah."; "Bahasanya mudah	Students found the language easy to understand and readable	Language	The students' responses indicated that the language used in the digital comic was perceived as clear and comprehensible	Students responded positively to the language used in the developed digital comic.
3.	"Saya mengerti mengenai ceritanya."; "Saya suka bagian Ketut."; "Bagian saat Ketut ingin menjadi	Students understood and appreciated the storyline, characters, and topics related to	Content Understanding	The students' responses indicated that they could understand the storyline and identify specific characters,	Students perceived the content of the developed digital comic as understandable and

	<i>petani.”; “Saya suka bagian miss sinta dna Ketut.”; “Saat berbicara tentang cita-cita.”; “Bisa tau mengenai pekerjaan yang bis akita ggapai.”; “Bisa tau menceritakan impianku.”; “Pembahasannya menarik.”; “Saat membahas mimpi.”; “Ceritanya seru tentag citacita semua orang.”</i>	dreams, professions, and future aspirations		events, and topic presented in the digital comic.	meaningful.
4.	<i>“Saat guru mengatakan semua orang sama.”; “Miss sinta bilang peremouan dan laki-laki itu sama.”</i>	Students recognized the messages of equality and equal values presented in the digital comic	SDG 10 Values	The students’ responses indicated that they recognized the message of equality, particularly that boys and girls should have equal opportunities.	Students understood the SDG 10 values of equality and equal opportunities integrated into the digital comic.

Appendix 14. Final Digital Comic/Product



EVERYONE HAS A DREAM

A Digital Comic Developed as Learning Media for
Sixth Grade Students

Developed by:
Della Primsa Br Kembaren

Under the Supervision of:
Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
(Advisor I)
Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.
(Advisor II)

ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ART
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA
2025

PREFACE

Praise be to God for His blessings and guidance so that this digital comic entitled "Everyone Has a Dream" can be completed successfully. This comic was created as a learning medium to help sixth-grade elementary school students improve their English reading comprehension skills in a more interesting and enjoyable way.

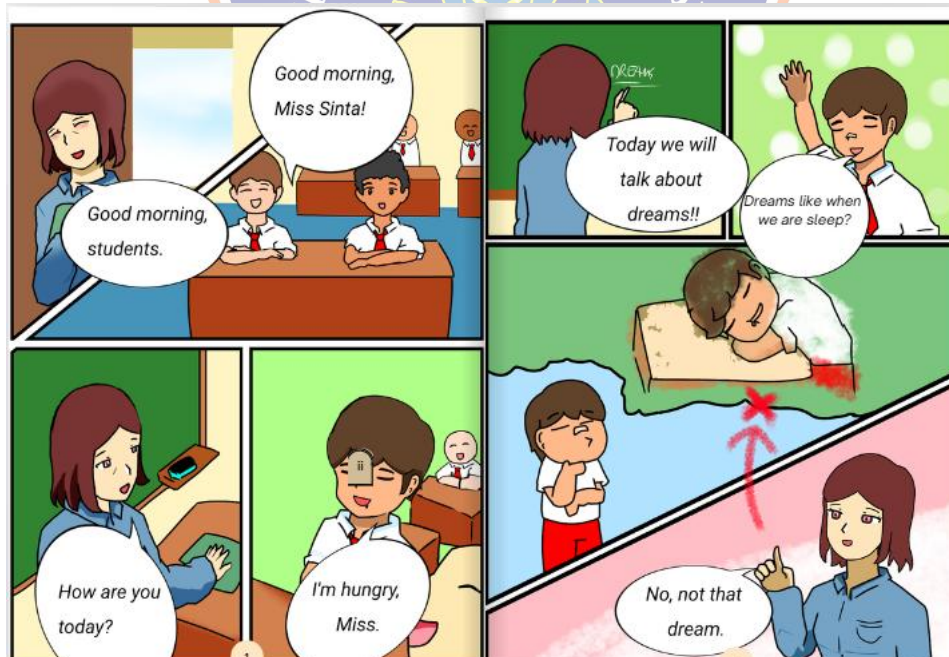
Reading English texts is still difficult for many students because they often face problems such as limited vocabulary, low confidence, and difficulty understanding the meaning of sentences and texts. Therefore, students need learning materials that are simple, attractive, and suitable for their level. This digital comic was created by combining simple language, colorful illustrations, and meaningful stories.

This comic tells a story about students who share their dreams and future goals. Through the story, students are expected to learn that everyone has the right to achieve their dreams regardless of gender, background, or profession. This comic also introduces the values of equality, respect, and appreciation for differences, which are related to SDG 10: Reduced Inequalities.

The writer realized that this comic is still far from perfect. Therefore, suggestions and feedback are greatly appreciated for future improvement. Hopefully, this comic can be useful for students, teachers, and anyone who reads it.

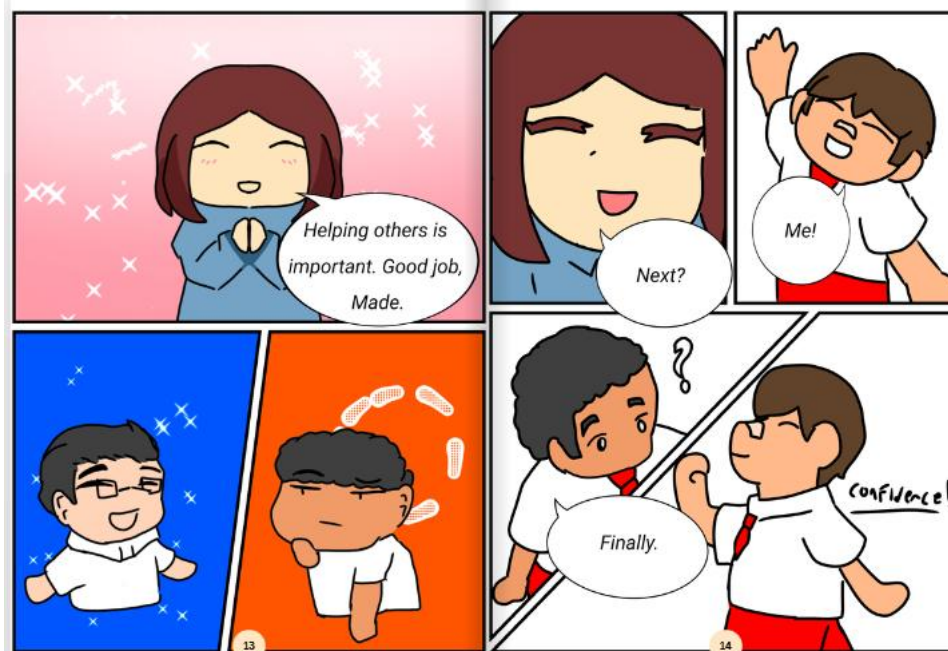
Singaraja, April 21st, 2026

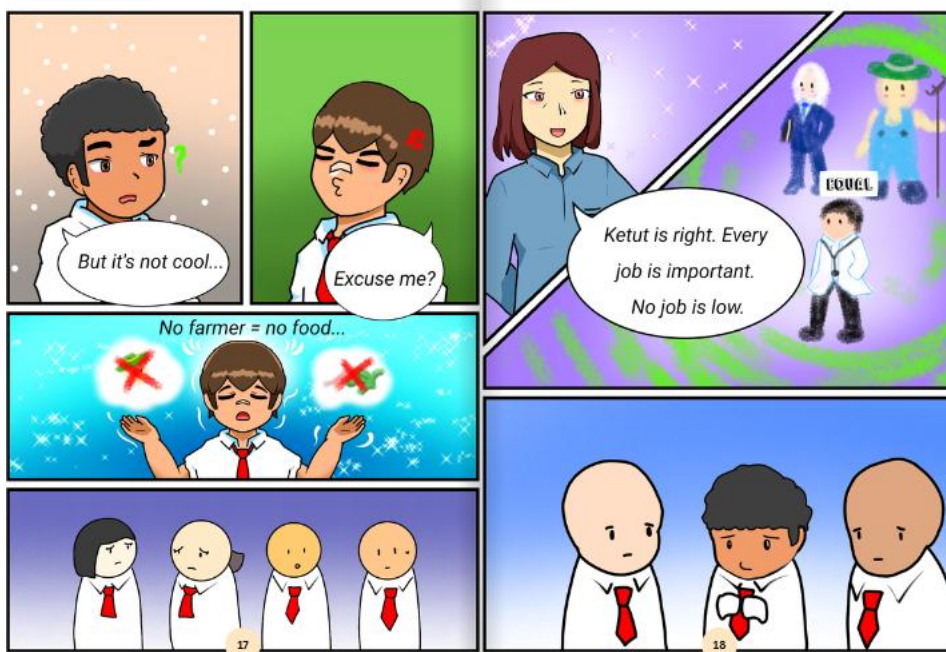
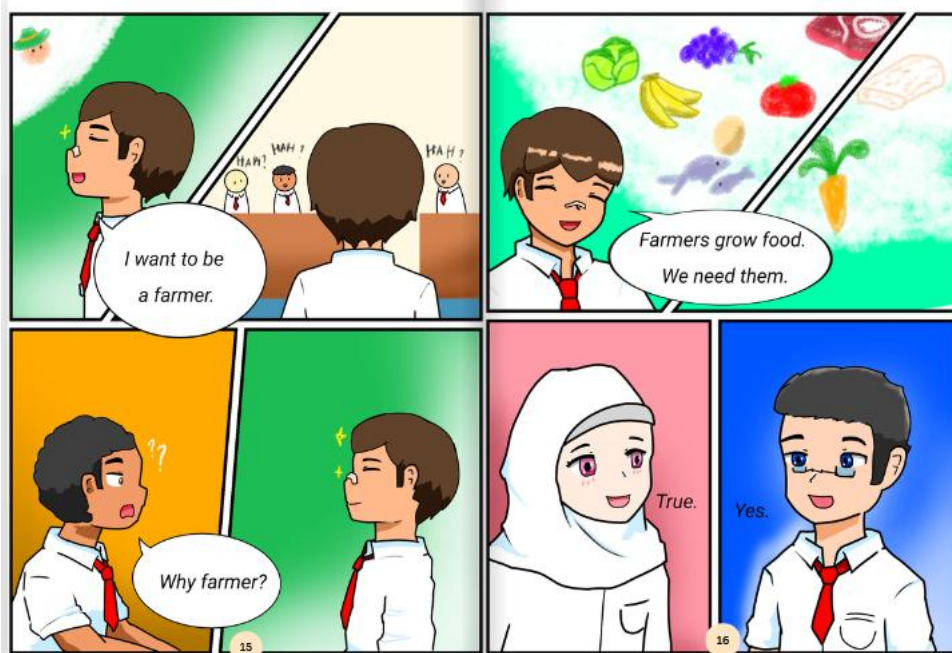
The Writer

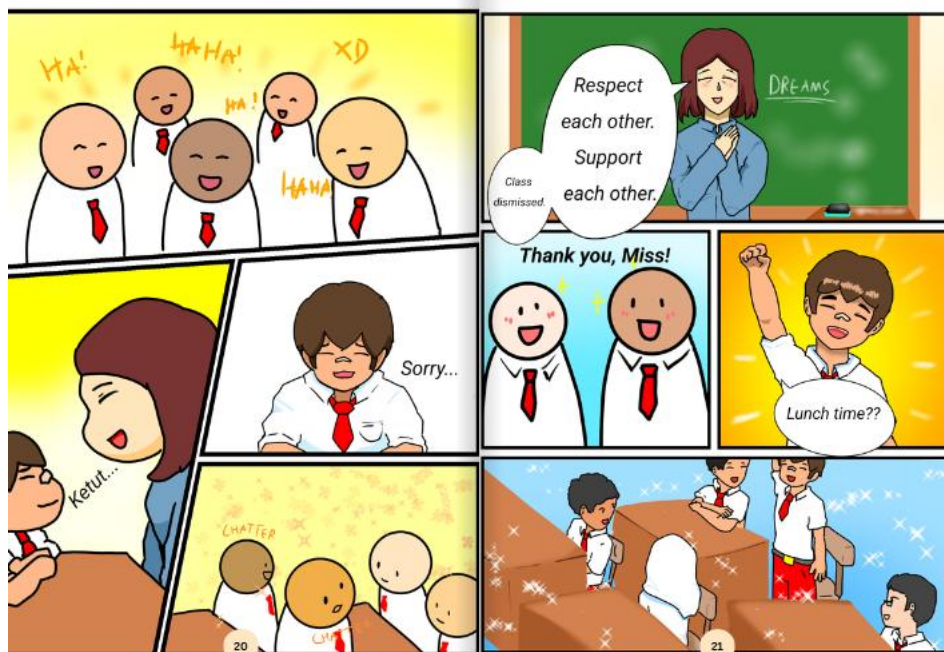














GLOSSARY

- A.**
- Airplane: Pesawat
 - Ambition: Cita-cita
- B.**
- Brave: Berani
- C.**
- Chef = koki
 - Classroom = ruang kelas
 - Confident = percaya diri
- D.**
- Dentist = dokter gigi
 - Doctor = dokter
 - Dream = mimpi
- E.**
- Engineer = insinyur
 - Equal = setara
- F.**
- Farmer = petani
 - Future = masa depan
- G.**
- Goal = tujuan
- H.**
- Help = membantu
 - Hospital = rumah sakit
- I.**
- Important = penting
- J.**
- Job = pekerjaan
- K.**
- Kind = baik hati
- L.**
- Learn = belajar
- M.**
- Motivation = motivasi
- N.**
- Nurse = perawat
- O.**
- Opportunity = kesempatan
- P.**
- Pilot = pilot
 - Police Officer = polisi
 - Profession = profesi
- R.**
- Reading = membaca
 - Respect = menghargai
- S.**
- School = sekolah
 - Student = siswa
 - Support = mendukung
- T.**
- Teacher = guru
 - Together = bersama
- U.**
- Understand = memahami
 - Uniform = seragam
- V.**
- Vocabulary = kosakata
- W.**
- Work = bekerja
 - Writer = penulis

AUTHOR BIOGRAPHY



Della Primsa Br Kembaren merupakan mahasiswa tingkat akhir Program Studi S1 Pendidikan Bahasa Inggris yang mengembangkan komik digital "Everyone Has a Dream" sebagai bagian dari penelitian tugas akhirnya. penulis memiliki ketertarikan pada pengembangan media pembelajaran bahasa Inggris, khususnya untuk siswa sekolah dasar di SDN 1 Tukad Mungga.

Melalui Komik digital ini, penulis menggabungkan pembelajaran membaca bahasa Inggris dengan nilai SDG 10: Reduced Inequalities. komik ini dirancang untuk membantu siswa kelas VI sekolah dasar untuk meningkatkan kemampuan membaca, memperkaya kosakata, serta memahami pentingnya menghargai perbedaan dan kesetaraan. Penulisan karya ini dapat menjadi media pembelajaran yang menarik, menyenangkan, dan bermanfaat bagi siswa.

Appendix 15. Documentation

Description	Documentation
Classroom Observation	
Teacher Interview	
Questionnaire Administration	

Product Implementation

