

Appendix 1. Observation Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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 : 1733/UN48.7.1/DT/2019

17 Mei 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 2 Penatih
 di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Proposal Penelitian Skripsi , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Putu Ratna Arditami
NIM	: 1512021008
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019

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

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

J.n. Dekan,
 Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
 NIP. 197305292001121001

Tembusan:

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

Appendix 2. Research Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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 : 1801/UN48.7.1/DT/2019

20 Mei 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 17 Dangin Puri
 di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Putu Ratna Arditami
NIM	: 1512021008
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: Developing English Literacy-Based Activities for The First Semester of 5th Grade Elementary Students

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T.,M.M.
 NIP. 197305292001121001

Tembusan:

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

Appendix 3. Research Approval Letter

	<p>PEMERINTAH KOTA DENPASAR DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA KOTA DENPASAR SEKOLAH DASAR NEGERI 2 PENATIH Alamat : Jalan Nagasari No. 3, Penatih Dangri, Telp. (0361)4701308 E-mail : sdnegeri2penatih@gmail.com</p>	
Denpasar, 31 Mei 2019		
Nomor : 421.2/ 169 /SD Negeri 2 Penatih Lampiran : - Prihal : <u>Balasan Permohonan Izin Penelitian</u>	Kepada Yth. Dekan FBS Universitas Pendidikan Ganesha	
Di		
Tempat		
Menanggapi surat No. 1802/UN48.7.1/DT/2019 tanggal 20 Mei 2019 Perihal "Permohonan Izin Penelitian" Kepada :		
Nama : Putu Ratna Arditami NIM : 1512021008 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Developing English Literacy-Based Activities for The First Semester of 5th Grade Elementary Students		
Dengan ini diberitahukan pada sekripsinya bahwa kami tidak keberatan dengan permohonan yang dimaksud. Untuk pelaksanaan selanjutnya supaya mahasiswa yang bersangkutan berhubungan dengan coordinator RB. Anugrah. Demikian surat balasan dari kami.		
<div style="display: flex; align-items: center;">  <div> <p>Kepala SD Negeri 2 Penatih</p> <p><i>[Signature]</i></p> <p>I. Wayan Kantra, S.Pd, M.Pd NIP. 19631231 198502 1 009</p> </div> </div>		

Appendix 4. Result of Present Situation Analysis

**LEMBAR OBSERVASI PROSES PEMBELAJARAN
BAHASA INGGRIS**

NO	DESKRIPSI	KETERANGAN	
		YA	TIDAK
1.	Proses pembelajaran dimulai dengan kegiatan membaca buku bacaan berbahasa Inggris.		✓
2.	Mengecek pemahaman siswa tentang bacaan berbahasa Inggris yang telah dibaca.		✓
3.	Siswa membawa buku bacaan sendiri.		✓
4.	Sekolah menyediakan buku bacaan berbahasa Inggris untuk siswa.	✓	
5.	Proses memperkenalkan topik pada siswa dimulai dengan <i>warm up activity</i> .	✓	
6.	Aktivitas pembelajaran didalam kelas mengintegrasikan empat kemampuan berbahasa (<i>listening, speaking, reading, writing</i>) guna meningkatkan literasi Bahasa Inggris.	✓	
7.	Aktivitas pembelajaran bervariasi dengan mengintegrasikan empat kemampuan berbahasa guna meningkatkan literasi Bahasa Inggris.		✓
8.	Aktivitas pembelajaran di kelas didominasi dengan penggunaan Bahasa Inggris secara efektif		✓
9.	Aktivitas pembelajaran di kelas mencerminkan aktivitas pada dunia nyata (<i>authentic learning activities</i>)		✓
10.	Aktivitas pembelajaran di kelas mampu meningkatkan motivasi siswa dalam belajar Bahasa Inggris.		✓
11.	Aktivitas pembelajaran memberikan kebebasan pada siswa untuk mengeksplorasi kreativitasnya.		✓
12.	Aktivitas pembelajaran mampu mendorong siswa untuk memahami keterkaitan materi dengan penerapannya di kehidupan nyata.		✓

Appendix 5. Pre-Test

PRE TEST

Subject : English

Class : V/I

Topic : Self Identity

Time Allotment: 30 Minutes

Name : _____

Class : _____

Student's number : _____

A. Complete the text by choosing the correct answers in the box!

1. _____ friends. Let me introduce myself. My name is 2. _____
 _____ . You can call me Diah. I come from 3. _____
 I was born in Singaraja on 4. _____ Now, I'm 5. _____
 old. In Singaraja, I live at 6. _____ . I'm a 5th
 grade student at 7. _____ . My hobbies are 8. _____
 _____ . My phone number is 9. _____ .
 It is very 10. _____

a. Putu Diah Setya

b. September 12th 2008

c. Jembrana

d. 083114556655

e. SD 17 Dangin Puri

g. Good bye

h. Pahlawan Street No. 13

i. Reading novels, dancing, and
singing

j. 11 years

k. Hello

B. Please answer these questions related to the text completely and correctly!

1. Where was Diah born?

Answer:

2. When was Diah born?

Answer:

3. Where does Diah come from?

Answer:

4. How old is Diah?

Answer:

5. Where does Diah live?

Answer:

6. What are Diah's hobbies?

Answer:

7. What grade is Diah in?

Answer:

8. Where does Diah study?

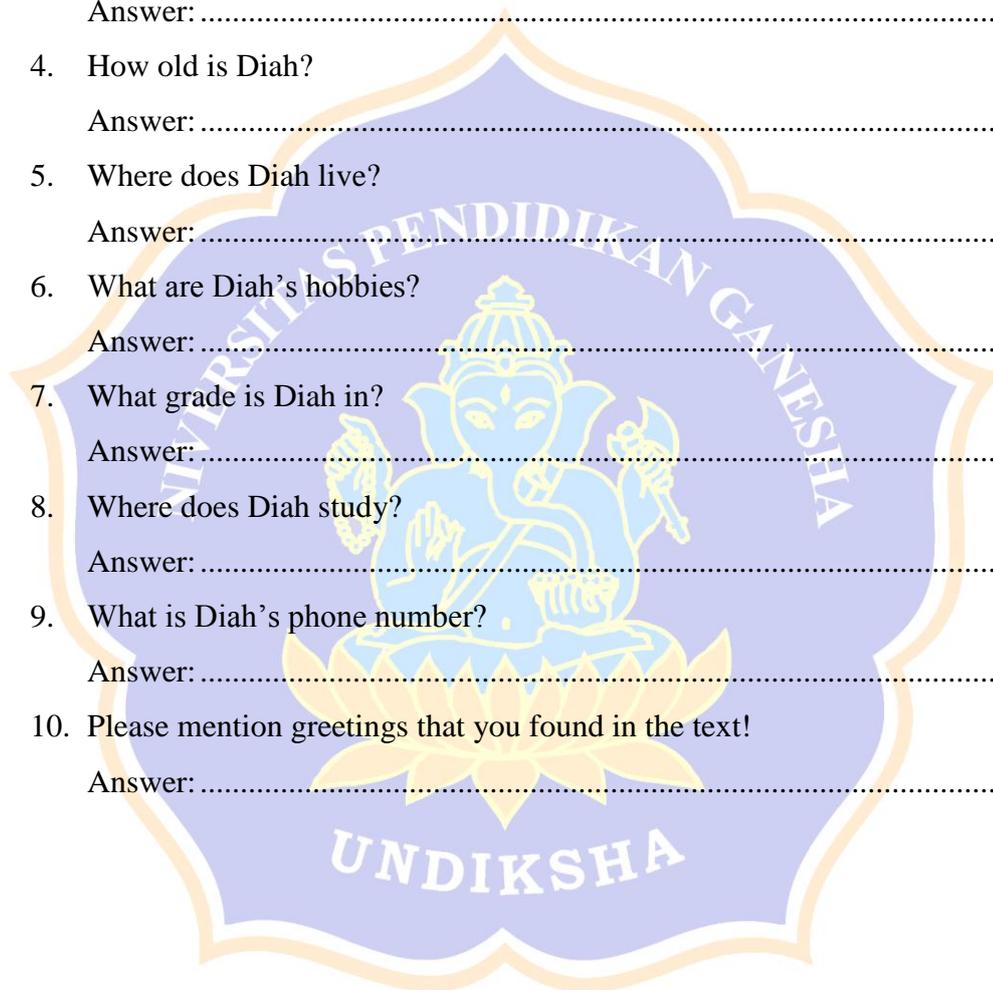
Answer:

9. What is Diah's phone number?

Answer:

10. Please mention greetings that you found in the text!

Answer:



Appendix 6. Post-Test

POST TEST

Subject : English

Class : V/I

Topic : Self Identity

Time Allotment: 30 Minutes

Name : _____

Class : _____

Student's number : _____

A. Complete the text by choosing the correct answers in the box!

1. _____ friends. Let me introduce myself. My name is 2. _____
 _____ . You can call me Devika. I come from 3. _____ .
 I was born in Denpasar on 4. _____ . Now, I'm 5. _____
 old. In Denpasar, I live at 6. _____ . I'm a 5th grade student at
 7. _____ . My hobbies are 8.
 _____ . My phone number is 9. _____
 _____ . It is very 10. _____

a. Komang Devika Kemala**b.** Good morning**c.** Siulan Street No. 15**d.** 081239957634**e.** See you next time**g.** SD 2 Penatih**h.** Klungkung**i.** Cooking, swimming,
and painting**j.** 11 years**k.** October 1st 2008

B. Please answer these questions related to the text completely and correctly!

1. Where was Devika born?

Answer:

2. When was Devika born?

Answer:

3. Where does Devika come from?

Answer:

4. How old is Devika now?

Answer:

5. Where does Devika live?

Answer:

6. What are Devika's hobbies?

Answer:

7. What grade is Devika in?

Answer:

8. Where does Devika study?

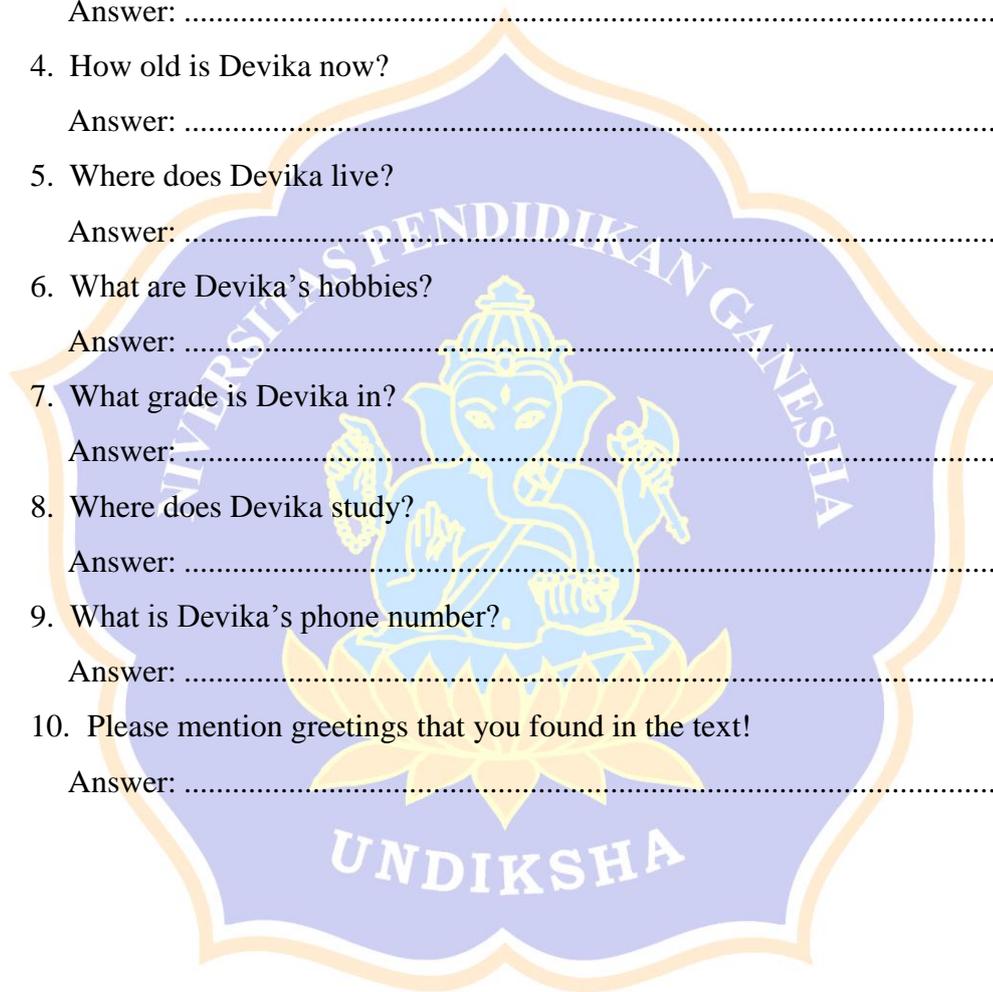
Answer:

9. What is Devika's phone number?

Answer:

10. Please mention greetings that you found in the text!

Answer:



Appendix 7. Students' Pre-Test and Post-Test Score

NILAI SISWA

No	Nama	Pre-Test	Post-Test
1	I Kadek Ari Pratama	55	70
2	Ni Made Adinda Febiyoni	60	75
3	I Putu Agus Raditya Pratama	70	85
4	I Kadek Andika Dwipayana	60	75
5	I Putu Angga Mahendra	50	70
6	I Wayan Artha Predana	55	85
7	Anak Agung Ayu Chandra Sari Devi	70	90
8	Ni Nyoman Ayu Putri Harmony	55	85
9	I Putu Bramantya Putra Arsana	60	90
10	Luh Candra Satyawati Putri	65	80
11	Ni Kadek Dinda Sumayanti	50	75
12	I Gusti Made Dion Garitna Arya Putra	70	80
13	Ni Luh Made Dwi Cahyani Putri	60	85
14	Ni Kadek Dwika Apriani	55	90
15	Komang Eby Berlianti	70	80
16	Gloria Nathania Witomo	65	80
17	I Ketut Januarta	55	75
18	Michelle Andrea Laihad	70	80
19	I Komang Puja Pratama	65	90
20	Ni Kadek Ratih Citra Dewi	60	75
21	I Putu Satrya Priananda	50	90
22	Putu Septian Erdianta Putra	55	65
23	Ni Luh Sumariasih	65	70
24	I Putu Gede Surya Santika Darma	60	75
25	I Gede Tresna Pala Yoga	55	90
26	I Made Tresna Pala Yogi	65	70
27	I Made Widiarsa Putra	60	65
28	I Gusti Ngurah Nyoman Wira Adi Kusuma	50	80
29	I Gusti Agoeng Wira Kusuma	65	85
30	Ellena Ossiris	60	80
31	Ni Komang Ayunda Pradnya Widiadari	65	80
32	Laila Hanifatul Fitria	60	75

Appendix 8. T-Test Result

UJI NORMALITAS DATA PRE-TEST DAN POST-TEST

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre Test	32	100.0%	0	0.0%	32	100.0%
Post Test	32	100.0%	0	0.0%	32	100.0%

Descriptives					
				Statistic	Std. Error
Pre Test	Mean			60.31	1.121
	95% Confidence Interval for Mean	Lower Bound		58.03	
		Upper Bound		62.60	
	5% Trimmed Mean			60.35	
	Median			60.00	
	Variance			40.222	
	Std. Deviation			6.342	
	Minimum			50	
	Maximum			70	
	Range			20	
	Interquartile Range			10	
	Skewness			-.023	.414
	Kurtosis			-.936	.809
Post Test	Mean			79.38	1.323
	95% Confidence Interval for Mean	Lower Bound		76.68	
		Upper Bound		82.07	
	5% Trimmed Mean			79.58	
	Median			80.00	
	Variance			56.048	
	Std. Deviation			7.487	
	Minimum			65	
Maximum			90		

	Range	25	
	Interquartile Range	10	
	Skewness	-.142	.414
	Kurtosis	-.817	.809

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.145	32	.085	.916	32	.016
Post Test	.127	32	.200*	.929	32	.037

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Hasil Uji Normalitas

Ketentuan:

Nilai signifikan > 0,05 data berdistribusi normal

Nilai signifikan < 0,05 data berdistribusi tidak normal

Data	Nilai sig	Status
Pre-test	0,085	Normal
Post-test	0,200	Normal

UJI T

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	60.31	32	6.342	1.121
	Post Test	79.38	32	7.487	1.323

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	32	.123	.502

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-19.063	9.197	1.626	-22.378	-15.747	-11.725	31	.000

Hasil Uji-t

Ketentuan

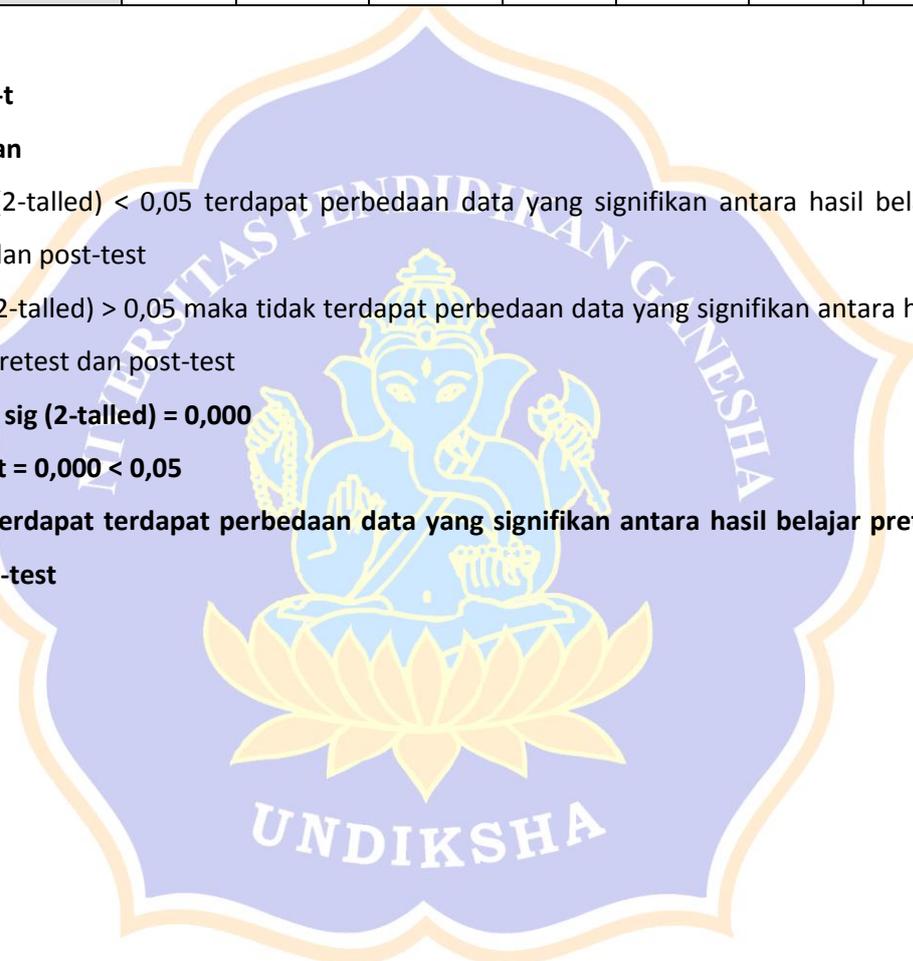
Jika sig (2-tailed) < 0,05 terdapat perbedaan data yang signifikan antara hasil belajar pretest dan post-test

Jika sig (2-tailed) > 0,05 maka tidak terdapat perbedaan data yang signifikan antara hasil belajar pretest dan post-test

Hasilnya sig (2-tailed) = 0,000

Nilai uji-t = 0,000 < 0,05

Berarti terdapat terdapat perbedaan data yang signifikan antara hasil belajar pretest dan post-test



Appendix 9. English Syllabus for The 1st Semester of 5th Grade Students

Kelas : V

Semester : 1

Standar Kompetensi :

Berkomunikasi lisan dan tulis yakni: mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi secara sederhana dalam kelas melalui tema yang disarankan : identitas (jati diri), kegiatan sehari-hari, lingkungan sekolah, keluarga, rumah, pakaian, dengan melibatkan konsep : objects, color, number, action, time, modal, pronoun, preposisi, to be, present continuous tense dan simple present.

No	Kompetensi Dasar	Indikator	Materi Pokok
1.	1. Jati Diri 1.1 Mendengarkan Identitas 1.2 Berbicara Bertanya jawab secara lisan tentang identitas	1.1 Mendengarkan Mengidentifikasi kata-kata yang berkaitan dengan identitas secara lisan. 1.2 Berbicara a. Menanyakan nama b. Menyatakan nama c. Menanyakan umur d. Menyatakan umur e. Menanyakan alamat f. Menyatakan alamat g. Menanyakan nomor telepon h. Menyatakan nomor	A. Ungkapan Guru 1. Tell me your name, age, school, address, and telephone number. 2. Which one is your... (telephone number, address) B. Ungkapan guru dan siswa Hallo My name is... What is your name? Where are you from? Where do you live? How old are you? What is your telephone number? Which school do you to

	<p>telepon</p> <p>i. Menanyakan sekolah</p> <p>j. Menyatakan sekolah</p> <p>1.3 Membaca</p> <p>a. Memahami isi teks</p> <p>b. Membaca nyaring</p> <p>1.4 Menulis</p> <p>Menulis kalimat sederhana</p>	<p>go?</p> <p>Do you study English?</p> <p>My name is...</p> <p>I am ... years old</p> <p>My telephone number is...</p> <p>I go to ... (SD 1 Kesiman)</p> <p>C. Teks tentang identitas seseorang</p> <p>D. Kosa kata Kata bilangan 1-20 Friend, primary school, grade, teacher, students, house, live, go to, have/has.</p> <p>E. Tata Bahasa Kalimat perintah Present tense, to be Kalimat pernyataan, kalimat tanya</p>	
2.	<p>Kebiasaan sehari-hari</p> <p>2.1 Mendengarkan</p>	<p>2.1 Mendengarkan</p>	<p>A. Ungkapan Guru</p> <p>1. Point to the clock.</p> <p>2. Which clock shows</p>

	<p>a. Waktu b. Aktivitas</p> <p>2.2 Berbicara Bertanya jawab secara lisan tentang kegiatan sehari-hari sesuai dengan waktu dan tempat.</p> <p>2.3 Membaca a. Menemukan informasi rinci pada teks</p>	<p>a. Mengidentifikasi kata-kata yang berkaitan dengan waktu secara lisan. b. Merespon instruksi sederhana secara fisik.</p> <p>2.2 Berbicara a. Menanyakan waktu kegiatan. b. Menyatakan kegiatan pasca waktu tertentu. c. Mengajak melakukan sesuatu. d. Menyetujui ajakan melakukan sesuatu. e. Menolak melakukan sesuatu.</p> <p>2.3 Membaca a. Menemukan informasi rinci</p> <ul style="list-style-type: none"> • Tempat 	<p>05.30? 3. Who gets up at 6.00? 4. What does Bobi do at 07.00?</p> <p>B. Ungkapan siswa dan guru 1. What time do you get up (take a bath, get dressed, etc) 2. At five o'clock, at five thirty, at five fifteen, etc. 3. What do you do at seven o'clock (at nine o'clock, etc) 4. I go to school (have breakfast etc) 5. Let's go to school. 6. OK 7. Let's not go to school.</p> <p>C. Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari-hari.</p> <p>D. Kosa kata Number 1-60, time, clock. School, get up, take a bath. Have breakfast, get dressed, leave home, start, take arrest, arrive, finish.</p>
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	<p>tentang kegiatan sehari-hari.</p> <p>b. Membaca Nyaring.</p> <p>2.4 Menulis Menulis kalimat sederhana</p>	<p>kegiatan</p> <ul style="list-style-type: none"> • Jenis kegiatan • Waktu kegiatan <p>b. Membaca nyaring dengan ucapan yang beterima.</p> <p>2.4 Menulis</p> <p>a. Mengutip teks tentang kegiatan sehari-hari.</p> <p>b. Menulis kalimat sederhana tentang kegiatan sehari-hari.</p>	<p>E. Tata Bahasa</p> <p>Kalimat perintah</p> <p>Kalimat verbal (simple present) pernyataan dan kalimat tanya.</p>
3.	<p>Lingkungan Sekolah</p> <p>3.1 Mendengarkan</p> <p>a. Perintah</p> <p>b. Aktivitas seseorang</p>	<p>3.1 Mendengarkan</p> <p>a. Mengidentifikasi aktivitas seseorang yang disampaikan</p>	<p>A. Ungkapan guru dan siswa</p> <p>1. Help me (get some chalk)</p> <p>2. Could you please listen to me? (Open your book, clean the</p>

	<p>3.2 Berbicara</p> <p>Berdialog tentang lingkungan sekolah</p>	<p>secara lisan.</p> <p>b. Merespon perintah secara lisan</p> <p>3.2 Berbicara</p> <p>Melakukan dialog dengan menggunakan fungsi bahasa yaitu:</p> <p>a. Merespon perintah permintaan secara verbal.</p> <p>b. Meminta seseorang melakukan sesuatu.</p> <p>c. Minta ijin untuk melakukan sesuatu.</p> <p>d. Merespon seseorang yang minta izin melakukan sesuatu secara verbal.</p> <p>e. Mengajak melakukan sesuatu.</p> <p>f. Merespon ajakan.</p> <p>g. Melarang</p>	<p>blackboard).</p> <p>3. May I sit here (draw a map, write on the book)</p> <p>4. Let us sit here (draw a map, write on the wall)</p> <p>5. Don't sit there (draw a map, write on the wall)</p> <p>B. Respon siswa dan guru</p> <ol style="list-style-type: none"> 1. All right 2. Sure 3. OK 4. Don't worry 5. No, I won't <p>C. Teks deskriptif tentang hal yang berkaitan dengan sekolah</p> <p>D. Kosa kata</p> <ol style="list-style-type: none"> 1. Kata kerja: Sweep, water, clean, write, read, draw, sit, stand, raise, open, get, lend, turn on, turn off, show, work, do, throw. 2. Kata benda: Yard, dust, rubbish, spade, broom, lawn, grass, grassknife. <p>E. Tata bahasa</p>
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	<p>seseorang melakukan sesuatu.</p> <p>3.3 Membaca</p> <p>a. Memahami isi teks tentang lingkungan sekolah.</p> <p>b. Membaca nyaring.</p> <p>3.4 Menulis</p> <p>a. Menulis kata, frasa dan kalimat tentang lingkungan sekolah</p>	<p>seseorang melakukan sesuatu.</p> <p>3.3 Membaca</p> <p>a. Menemukan informasi tertentu.</p> <p>b. Menemukan informasi rinci pada teks deskriptif tentang sekolah.</p> <p>c. Membaca nyaring dengan ucapan yang berterima.</p> <p>3.4 Menulis</p> <p>a. Menyalin kalimat sederhana tentang lingkungan sekolah.</p> <p>b. Menulis kata-kata tentang lingkungan sekolah.</p>	<p>1. Kalimat perintah</p> <p>2. Penggunaan modal auxiliary could dan may.</p>
4.	<p>Hubungan Keluarga</p> <p>4.1 Mendengarka</p>	<p>4.1 Mendengarkan</p>	<p>A. Ungkapan Guru</p> <p>1. Who is John's father?</p> <p>2. What's the name of</p>

	<p>n kata-kata dan frasa tentang keluarga</p> <p>4.2 Berbicara bercakap-cakap tentang hubungan keluarga</p>	<p>a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan.</p> <p>b. Menggambar silsilah keluarga sesuai dengan perintah.</p> <p>4.2 Berbicara Melakukan dialog tentang hubungan dalam keluarga dengan menggunakan ungkapan antara lain:</p> <p>a. Menanyakan nama anggota keluarga</p> <p>b. Menyatakan nama anggota keluarga</p> <p>c. Menanyakan hubungan keluarga seseorang</p> <p>d. Menyatakan hubungan</p> <p>e. Menanyakan</p>	<p>John's mother?</p> <p>3. John is married His wife is Mary</p> <p>B. Ungkapan Guru dan Siswa</p> <p>1. What's your mothers' name?</p> <p>2. Who is Mary?</p> <p>3. She is John's mother</p> <p>4. Do you have any brother?</p> <p>5. How many brothers do you have?</p> <p>C. Teks deskriptif tentang hal yang berkaitan dengan keluarga</p> <p>D. Kosakata Wife, husband, son, daughter, father, mother, sister, children, grand father, grand mother, cousin.</p> <p>E. Tata bahasa</p> <p>1. Kata ganti kepunyaan: my, your, our.</p> <p>2. Kata kerja bantu do</p> <p>3. Kata tanya "How many"</p>
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		jumlah anggota keluarga	
		f. Menyatakan jumlah anggota keluarga	
	4.3 Membaca	4.3 Membaca	
	a. Memahami isi teks tentang keluarga	a. Menemukan informasi rinci pada teks tentang keluarga	
	b. Membaca nyaring	<ul style="list-style-type: none"> • Jumlah anggota keluarga • Hubungan keluarga 	
		b. Membaca nyaring dengan ucapan yang berterima	
	4.4 Menulis	4.4 Menulis	
	Menulis kalimat sederhana tentang keluarga	a. Mengutip kalimat tentang keluarga	
		b. Menulis kalimat sederhana tentang hubungan seseorang	

		dalam keluarga sesuai dengan silsilah	
5.	Rumah 5.1 Mendengarka n menyimak kata-kata tentang rumah 5.2 Berbicara bercakap- cakap tentang kegiatan di rumah	5.1 Mendengarkan a. Mengidentifika si makna kata tentang rumah dan kegiatan di rumah b. Merespon perintah yang berkaitan dengan rumah 5.2 Berbicara Melakukan dialog tentang kegiatan di rumah dengan menggunakan ungkapan: a. Memberi perintah b. Memberi contoh c. Menanyakan kegiatan d. Menyatakan kegiatan e. Menanyakan rupa sesuatu f. Menyatakan	A. Ungkapan Guru 1. Point to the picture of bathroom 2. Which one is the dining room 3. Which is on the table? 4. Where is the chair? 5. Who cooks in the kitchen? B. Ucapan siswa dan guru 1. What do you do in the dining room? 2. I have dinner. 3. Where do you read? 4. I read in the living room 5. Let us clean our room 6. Do it like this 7. OK 8. Shall I sweep the floor 9. Yes, please 10. No, thank you C. Teks tentang hal yang berkaitan dengan sebuah rumah D. Kosa kata

	<p>5.3 Membaca Memahami isi teks Membaca nyaring</p>	<p>rupa sesuatu g. Menanyakan tempat h. Menyatakan tempat i. Mengajak melakukan sesuatu j. Menyetujui k. Menolak tawaran</p> <p>5.3 Membaca Membaca teks tentang rumah a. Menemukan informasi tertentu b. Menemukan informasi rinci c. Membaca nyaring dengan ucapan yang berterima</p>	<p>Bedroom, livingroom, dining room, kitchen, garage, car, television, radio, computer, rice cooker, brush, refrigerator, clock, kettle, pot, towel, knife, glass, frying pan, plate, cup, spoon, bowl, cooker, take a bath, have dinner, sleep.</p> <p>E. Tata Bahasa Penggunaan</p> <ol style="list-style-type: none"> 1. Kata kerja bantu do 2. Modal auxiliary Shall 3. Preposition : on, in, under, over, between.
	<p>5.4 Menulis</p>	<p>5.4 Menulis</p> <ol style="list-style-type: none"> a. Menyalin paragraf b. Menulis kalimat 	

		sedehana tentang rumah	
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Appendix 10. Result of Syllabus Analysis

**RESULT OF ENGLISH SYLLABUS ANALYSIS FOR THE FIRST
SEMESTER OF 5TH GRADE ELEMENTARY STUDENTS**

Basic Competency	Indicator	Topic	Materials
1.1 Listening Listening to identity. 1.2 Speaking Questioning and answering orally about identity. 1.3 Reading a. Comprehending content of the text. b. Reading aloud. 1.4 Writing Writing simple sentences.	1.1 Listening Identifying words related to self identity orally. 1.2 Speaking Asking and stating name, age, address, telephone number, and school. 1.3 Reading a. Finding information in a text about name, age, address, telephone number, and school. b. Reading aloud with acceptable speech. 1.4 Writing a. Copying short text with correct spelling. b. Writing simple sentences about identity such as name, age, address, telephone number, and school.	Self Identity	A. Expressions of Asking and Stating Identity: - Hallo, my name is..... - What is your name? - Where are you from? - Where do you live? - How old are you? - What is your telephone number? - Which school do you go to? - My name is... - I am ... years old. - My telephone number is... - I study at ... (SD 1 Kesiman) B. Short Text about Self Identity. C. Vocabulary Numbers,

			friend, primary school, grade, house, live, go, to, have/has. D. Simple Present Tense.
<p>2.1 Listening Listening to time and activities.</p> <p>2.2 Speaking Questioning and answering orally about daily activities.</p> <p>2.3 Reading a. Finding detail information in a text about daily activities. c. Reading aloud.</p> <p>2.4 Writing Writing simple sentences.</p>	<p>2.1 Listening Identifying words related to daily activities and time orally.</p> <p>2.2 Speaking Asking and stating about time for daily activities.</p> <p>2.3 Reading a. Finding detail information about time and daily activities. b. Reading aloud with acceptable speech</p> <p>2.4 Writing a. Copying short text related to daily activities. b. Writing simple sentences about daily activities.</p>	Daily Activiti es	<p>A. Expressions related to daily activities: - What time do you get up? (take a bath, have breakfast, do homewor k, etc.) - At 5 o'clock (9.30 in the morning, 7.15 in the evening, etc) - Do you get up at (time)? - What do you do at (time)?</p> <p>B. Short Text about someone's daily activities.</p> <p>C. Vocabulary Get up, take a bath, have breakfast/lun ch/dinner,</p>

			praying, studying, etc. D. Simple Present Tense.
<p>3.1 Listening Listening to commands and activities in the classroom.</p> <p>3.2 Speaking Dialogue about school environment.</p> <p>3.3 Reading a. Comprehending content of the text about school environment. b. Reading aloud.</p> <p>3.4 Writing Writing words, phrase, and simple sentences about school environment.</p>	<p>3.1 Listening a. Identifying someone's activities which are delivered orally . b. Responding to simple instructions physically.</p> <p>3.2 Speaking Dialogue by using language function such as: a. Responding to command or request verbally. b. Asking someone to do something. c. Inviting to do something. d. Responding the invitation.</p> <p>3.3 Reading a. Finding detail information in a text about school. b. Reading aloud with acceptable speech.</p> <p>3.4 Writing a. Copying simple text about school environment. b. Writing</p>	School Environment	<p>A. Expressions, commands, and responses related school environment: - Open your book! (Clean the blackboard! Turn off the light! etc) - Help me (get the book for me) - All right, sure, OK.</p> <p>B. Descriptive text about school environment.</p> <p>C. Vocabulary 1. Verbs: Sweep, water, clean, write, read, draw, sit, stand, raise, open, get, lend, turn on, turn off, show, work, do, throw.</p>

	simple sentences about school environment.		2. Noun: rubbish, broom, yard. D. The use of modal auxiliary: could and may.
<p>4.1 Listening Listening to words and phrase related to family.</p> <p>4.2 Speaking Doing conversation about family.</p> <p>4.3 Reading c. Comprehending content of the text about family. d. Reading aloud.</p> <p>4.4 Writing Writing simple sentences about family.</p>	<p>4.1 Listening a. Identifying the meaning of words related to family which is delivered verbally b. Drawing family tree based on the instructions.</p> <p>4.2 Speaking Doing conversation about family by using expressions such as: a. Asking and stating about the name of family members. b. Asking and stating about others' family members. c. Asking and stating about numbers of family members</p> <p>4.3 Reading a. Finding detail information in a text about numbers of</p>	Family	<p>A. Expressions related to family: - What is your father/mother's name? - How many brothers/sisters do you have? - My uncle is married, his wife is...</p> <p>B. Descriptive text about family.</p> <p>C. Vocabulary Wife, husband, father, mother, brother, sister, grandpa/grandma, cousin, aunt, uncle.</p> <p>D. Possesive pronoun: my, your, our.</p>

	<p>family members and family relationship.</p> <p>b. Reading aloud with acceptable speech.</p> <p>4.4 Writing</p> <p>a. Copying simple text about family.</p> <p>b. Writing simple sentences about someone's family members based on family tree.</p>		
<p>5.1 Listening Listening to words and phrase related to house.</p> <p>5.2 Speaking Doing conversation about activities in the house.</p> <p>5.3 Reading a. Comprehending content of the text about house. b. Reading aloud.</p> <p>5.4 Writing Writing simple sentences.</p>	<p>5.1 Listening Identifying the meaning of words related to house and the activities.</p> <p>5.2 Speaking Doing conversation about house by using expressions such as:</p> <p>a. Asking and stating about activities at house.</p> <p>b. Asking and stating the place where the activities are done.</p> <p>5.3 Reading a. Finding detail information in a text about house.</p>	House	<p>A. Expressions and responses related to house:</p> <ul style="list-style-type: none"> - What do you do in the dining room? - I have dinner. - Where do you read? - I read in the living room. <p>B. Text related to things in the house.</p> <p>C. Vocabulary Bedroom, livingroom, kitchen, dining room, bathroom, garage, television,</p>

	<p>b. Reading aloud with acceptable speech.</p> <p>5.4 Writing</p> <p>a. Copying simple paragraph about house.</p> <p>b. Writing simple sentences about house.</p>		<p>car, radio, bookshelf, refrigerator, etc.</p> <p>D. Prepositions: in, on, under, between, next to, behind, in front of, etc.</p>
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Appendix 11. Initial Draft of English Literacy-Based Activities

INITIAL DRAFT OF ENGLISH LITERACY-BASED ACTIVITIES

No	Topic	Indicators	Activities
1.	Self Identity	<ol style="list-style-type: none"> 1. To identify words related to self identity orally. 2. To ask and state name, age, address, phone, and school. 3. To find information existed in text about name, age, address, phone, and school. 4. To read aloud with acceptable speech. 5. To copy short text with correct spelling. 6. To write simple sentences about identity such as name, age, phone, and school. 	<ol style="list-style-type: none"> 1. Warm up activity <ul style="list-style-type: none"> - The students sing a song entitled “What is your name?” and they are asked to mention words related to identity in the song lyrics. 2. Vocabulary <ul style="list-style-type: none"> - Students answer questions and do survey related to numbers and months in a year by answering questions, and doing survey. 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students listen to conversation read by teacher and complete the blank parts, then discuss it. - Second activity, students listen to identity of different people read by teacher and tick what they heard, then discuss it. 4. Speaking Activities <ul style="list-style-type: none"> - First activity, the students interview their friends related to self identity. - Second activity,

			<p>the students present one of friend's identity from the interview result.</p> <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, students read conversation about self identity and fill its blank part. - Second activity, the students read text and answer questions related to self identity. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students write school identity card of other people. - Second activity, the students copy short letter about self identity by filling the blank parts, and send it for their new friend.
2.	Daily Activities	<ol style="list-style-type: none"> 1. To identify words related to daily activities and time. 2. To respond to simple questions related to time and daily activities. 3. To ask and state for the time of activity of doing something 4. To find complete information related to place, kind, and time of the activities. 5. To read aloud with acceptable speech. 6. To write simple 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students play "Words Search Game" related to daily activities 2. Vocabulary <ul style="list-style-type: none"> - The students learn about time and kinds of daily activities by doing survey, answering questions, and listing daily activities. 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students listen to short

		sentences related to daily activities.	<p>monologueread by teacher and answer questions.</p> <ul style="list-style-type: none"> - Second activity, students listen to someone's daily activities read by teacher, give tick to what they heard, then discuss it. <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students interview to their classmates' daily activities. - Second activity, the students read one of their interview results related their classmates' daily activities. <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text and answer questions related to daily activities. - Second activity, the students complete short conversation related to daily activities, then read it. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, students arrange someone's daily activities from the pictures given, then write simple sentences about it. - Second activity, the students write daily schedule.
3.	School	1. To identify a things	1. Warm Up Activity

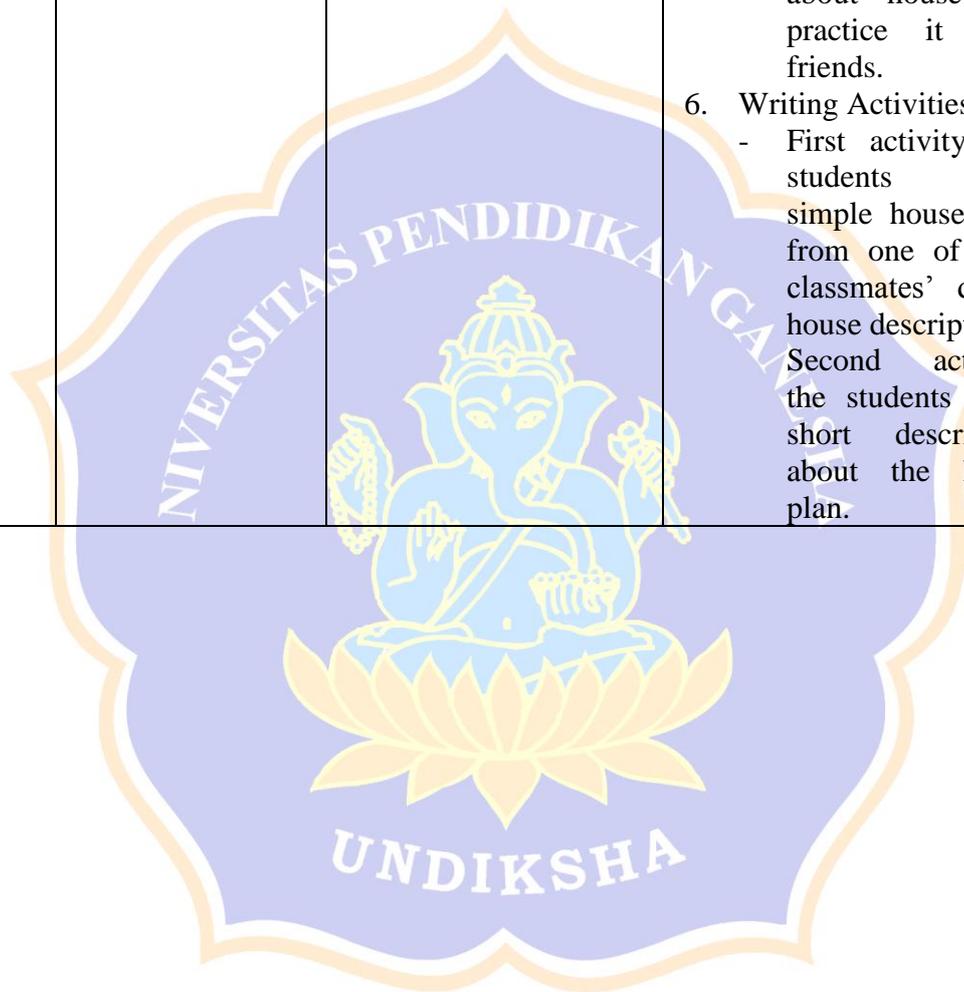
	<p>Environment</p>	<p>and activities in the classroom.</p> <ol style="list-style-type: none"> 2. To respon command orally. 3. To do dialogue by using language function related to school environment. 4. To find information existed in descriptive text about school. 5. To read aloud with acceptable speech. 6. To write simple sentences about school environment. 	<ul style="list-style-type: none"> - The students play scrabble game related to school environment. <ol style="list-style-type: none"> 2. Vocabulary <ul style="list-style-type: none"> - The students learn about rooms at school and things in the classroom by answering questionsm filling the blank dialogue, guessing riddles, and matching pictures. 3. Listening Activities <ul style="list-style-type: none"> - Students learn about commands in the classroom by deciding pictures that represent commands and playing “Guess the command” game. 4. Speaking Activities <ul style="list-style-type: none"> - First activity, the students practice dialogue related to school environment with friend. - Second activity, the students fill the blank dialogue and do a role play. 5. Reading Activities <ul style="list-style-type: none"> - First activity, the students read text and answer questions related to school environment. - Second activity, the students read text and decide true or false statement related to school
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			<p>environment.</p> <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, students answer questions related to things in the classroom. Second activity, the students write short description about their classroom plan.
4.	Family	<ol style="list-style-type: none"> 1. To identify words related to family members. 2. To draw family chart in accordance with the command. 3. To perform dialogue about family relationship by using expressions such as: asking and stating the names of the family members, asking and stating family relationship, asking and stating numbers of family members. 4. To find complete information existed in the text related to family. 5. To read aloud with acceptable speech. 6. To quote sentences about family. 7. To write simple sentences about one's relationship in the family in accordance with the family tree. 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students sing a song entitled "My Family Song" and they are asked to mention family members in the song lyrics. 2. Vocabulary <ul style="list-style-type: none"> - The students learn about family members through answering questions, doing interview, then read one of the interview results. 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students will listen to someone's family members read by teacher and finish the family tree. - Second activity, the student listen again to short description of family members read by the teacher, and answer questions related to family members'

			<p>decription itself.</p> <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students practice conversation related to family members with friend. - Second activity, the students fill blank dialogue with the their own family members and do role play with friend. <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text related to family members and answer multiple choice question. - Second activity, the students complete the blank text about family by choosing correct answers provided in the box, then answer questions. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students make their own family tree. - Second activity, the students write short description about their family tree by changing the short description given with their family members.
5.	House	1. To identify the meaning of words related to things,	<p>1. Warm Up Activity</p> <ul style="list-style-type: none"> - The students play hot seat game

		<p>activities, and rooms at house.</p> <p>2. To respond command related to house.</p> <p>3. To perform dialogue about activities at house by using expressions such as: giving command, asking and stating daily activities, asking and stating rooms of the daily activities.</p> <p>4. To read text about house: find information from the text, and to read aloud with acceptable speech.</p> <p>5. To write simple sentences about house.</p>	<p>related to things in the house.</p> <p>2. Vocabulary</p> <ul style="list-style-type: none"> - The students learn about things and rooms in the house by answering questions, doing interview, and giving check mark to things in each room. - Second activity, the students learn about prepositions of things at house by matching pictures, then play game about commands at house. <p>3. Listening Activities</p> <ul style="list-style-type: none"> - First activity, the students complete a house plan by listening to teacher. - Second activity, the students complete the blank dialogue by listening to teacher, then perform the dialogue. <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students practice conversation related to house with friend. - Second activity, the students interview their classmates' dream house, then read one of their interview results.
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			<p>5. Reading Activities</p> <ul style="list-style-type: none">- First activity, the students read text and answer true and false question related to the text.- Second activity, the students fill the blank dialogue about house and practice it with friends. <p>6. Writing Activities</p> <ul style="list-style-type: none">- First activity, the students draw simple house plan from one of their classmates' dream house description.- Second activity, the students write short description about the house plan.
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Appendix 12. Final Draft of English Literacy-Based Activities

FINAL DRAFT OF ENGLISH LITERACY-BASED ACTIVITIES

No	Topic	Indicators	Activities
1.	Self Identity	<ol style="list-style-type: none"> 1. To identify words related to self identity orally. 2. To ask and state name, age, address, phone, and school. 3. To find information existed in text about name, age, address, phone, and school. 4. To read aloud with acceptable speech. 5. To copy short text with correct spelling. 6. To write simple sentences about identity such as name, age, phone, and school. 	<ol style="list-style-type: none"> 1. Warm up activity <ul style="list-style-type: none"> - The students sing a song entitled “What is your name?” and they are asked to mention words related to identity in the song lyrics. 2. Vocabulary <ul style="list-style-type: none"> - Students answer questions, do survey, and play crosswords game related to self identity vocabularies 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students listen to conversation read by teacher, complete the blank parts, then discuss it. - Second activity, students listen to identity of different people read by teacher, tick what they heard, then discuss it. 4. Speaking Activities <ul style="list-style-type: none"> - First activity, the students interview their friends related to self identity. - Second activity, the students present one of

			<p>friend's identity from the interview result.</p> <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, students read conversation and fill its blank parts. identity. - Second activity, the students read text and answer questions related to self identity. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students write school identity card of other people. - Second activity, the students copy short letter about self identity by filling the blank parts, and send it for their new friend.
2.	Daily Activities	<ol style="list-style-type: none"> 1. To identify words related to daily activities and time. 2. To respond to simple questions related to time and daily activities. 3. To ask and state for the time of activity of doing something 4. To find complete information related to place, kind, and time of the activities. 5. To read aloud with acceptable speech. 6. To write simple sentences related to daily activities. 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students play "Words Search Game" related to daily activities 2. Vocabulary <ul style="list-style-type: none"> - The students learn time and kinds of daily activities by doing survey, answering questions, and listing daily activities. 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students listen to short monologue ready by teacher and answer

			<p>questions.</p> <ul style="list-style-type: none"> - Second activity, students listen to someone's daily activities read by teacher and give tick to what they heard. <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students interview to their classmates' daily activities. - Second activity, the students read one of their interview results related their classmates' daily activities. <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text and answer questions related to daily activities. - Second activity, the students complete short conversation related to daily activities, then read it. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, students arrange someone's daily activities. - Second activity, the students write daily schedule.
3.	School Environment	<ol style="list-style-type: none"> 1. To identify a things and activities in the classroom. 2. To respon command orally. 3. To do dialogue by 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students play scrabble game related to school environment. 2. Vocabulary

		<p>using language function related to school environment.</p> <p>4. To find information existed in descriptive text about school.</p> <p>5. To read aloud with acceptable speech.</p> <p>6. To write simple sentences about school environment</p>	<ul style="list-style-type: none"> - The students learn about rooms at school and things in the classroom by answering questionsm filling the blank dialogue, guessing riddles, and matching pictures. <p>3. Listening Activities</p> <ul style="list-style-type: none"> - Students learn about commands in the classroom by playing “Simon says” game and “Guess the command” game. <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students practice dialogue related to school environment with friend. - Second activity, the students fill the blank dialogue and do a role play. <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text and answer questions related to school environment. - Second activity, the students read text and decide true or false statement related to school environment. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students make classroom plan. - Second activity,
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			the students write short description about their classroom plan.
4.	Family	<ol style="list-style-type: none"> 1. To identify words related to family members. 2. To draw family chart in accordance with the command. 3. To perform dialogue about family relationship by using expressions such as: asking and stating the names of the family members, asking and stating family relationship, asking and stating numbers of family members. 4. To find complete information existed in the text related to family. 5. To read aloud with acceptable speech. 6. To quote sentences about family. 7. To write simple sentences about one's relationship in the family in accordance with the family tree. 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students sing a song entitled "My Family Song" and they are asked to mention family members in the song lyrics. 2. Vocabulary <ul style="list-style-type: none"> - The students learn about family members through answering questions, doing interview, then read one of the interview results. 3. Listening Activities <ul style="list-style-type: none"> - First activity, the students will listen to someone's family members read by teacher and finish the family tree. - Second activity, the student listen again to short description of family members read by the teacher and answer questions related to family members' decription itself. 4. Speaking Activities <ul style="list-style-type: none"> - First activity, the students practice conversation related to family members with friend. - Second activity,

			<p>the students fill blank dialogue with their own family members and do role play with friend.</p> <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text related to family members and answer multiple choice question. - Second activity, the students complete the blank text by choosing correct answers provided in the box, then answer the questions. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students make their own family tree. - Second activity, the students write short description about their family tree.
5.	House	<ol style="list-style-type: none"> 1. To identify the meaning of words related to things, activities, and rooms at house. 2. To respond command related to house. 3. To perform dialogue about activities at house by using expressions such as: giving command, asking and stating daily activities, 	<ol style="list-style-type: none"> 1. Warm Up Activity <ul style="list-style-type: none"> - The students play hot seat game related to things in the house. 2. Vocabulary <ul style="list-style-type: none"> - First activity, the students learn about things and rooms in the house by answering questions and doing interview. - Second activity, the students learn about prepositions

		<p>asking and stating rooms of the daily activities.</p> <p>4. To read text about house: find information from the text, and to read aloud with acceptable speech.</p> <p>5. To write simple sentences about house.</p>	<p>by matching pictures and answering questions.</p> <p>3. Listening Activities</p> <ul style="list-style-type: none"> - First activity, the students complete a house plan by listening to teacher. - Second activity, the students complete the blank dialogue by listening to teacher. <p>4. Speaking Activities</p> <ul style="list-style-type: none"> - First activity, the students do a role play related to house. - Second activity, the students interview their classmates' dream house, then read one of their interview results. <p>5. Reading Activities</p> <ul style="list-style-type: none"> - First activity, the students read text and answer true and false question related to the text. - Second activity, the students fill the blank dialogue by choosing correct answers in the box. <p>6. Writing Activities</p> <ul style="list-style-type: none"> - First activity, the students draw simple house plan from one of their classmates' dream house description. Second activity, the students write
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			short description about the house plan.
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Appendix 13. Result of Content Validity by Expert Judge 1

Checklist by Expert Judge 1

Pernyataan	Relevan	Tidak Relevan	Komentar
Aspek Kelayakan Grafis			
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)	✓		
2. Penampilan sampul buku menggambarkan isi materi ajar	✓		
3. Huruf yang digunakan menarik dan mudah dibaca	✓		
4. Penempatan huruf konsisten berdasarkan pola	✓		
5. Buku tidak terlalu banyak menggunakan kombinasi huruf	✓		
6. Penempatan unsur tata letak konsisten berdasarkan pola	✓		
7. Spasi antar teks dalam buku sudah sesuai	✓		
8. Buku memiliki kegiatan belajar, sub-judul kegiatan belajar, dan halaman	✓		
9. Buku menampilkan ilustrasi beserta keterangan gambar	✓		
10. Penempatan judul, sub-judul, dan keterangan gambar tidak mengganggu pemahaman	✓		
Aspek Kelayakan Isi			
1. Materi yang disajikan mencakup materi yang terkandung dalam silabus sekolah dasar kelas 5 semester 1	✓		
2. Materi yang disajikan mendukung pencapaian silabus	✓		

sekolah dasar kelas 5 semester 1			
3. Gambar yang ditampilkan terdapat dalam kehidupan sehari-hari serta dilengkapi penjelasan	✓		Tambahan dokumentasi nyata yang merefleksikan situasi nyata
4. Aktivitas yang disajikan sesuai dengan kondisi yang terjadi dalam kehidupan sehari-hari	✓		
5. Aktivitas yang disajikan mendukung kreatifitas peserta didik	✓		Masih terdapat aktivitas yang menonjol pada tiap unit.
Aspek Kelayakan Penyajian			
1. Aktivitas yang disajikan dapat meningkatkan kemampuan literasi siswa	✓		
2. Buku memuat informasi tentang peran buku dalam proses pembelajaran	✓		
3. Penyajian materi bersifat interaktif dan partisipatif (mengandung bagian yang mengajak peserta didik untuk berpartisipasi)	✓		
4. Penyampaian sub kegiatan mencerminkan keterkaitan isi	✓		
5. Materi yang disajikan mencerminkan kesatuan tema	✓		
Aspek Kelayakan Kebahasaan			
1. Kalimat yang digunakan sederhana sehingga mudah dipahami peserta didik	✓		Gunakan bahasa yang sederhana dalam membuat instruksi
2. Bahasa yang digunakan sesuai dengan materi/ ilustrasi	✓		
3. Bahasa yang digunakan dapat	✓		Buat instruksi

mendorong rasa ingin tahu peserta didik.			yang komunikatif untuk menarik minat siswa.
4. Bahasa yang digunakan untuk menjelaskan sesuai dengan perkembangan usia anak	✓		
5. Cakupan materi kebahasaan sesuai dengan usia anak	✓		
Aspek Penilaian Kontekstual			
1. Adanya keterkaitan materi yang diajarkan dengan situasi dunia nyata siswa	✓		
2. Pembelajaran mendorong siswa memahami hubungan materi dengan penerapannya di kehidupan sehari-hari	✓		
3. Materi merangsang siswa menemukan pengetahuan sendiri	✓		
4. Terdapat pertanyaan yang mendorong kemampuan berpikir siswa	✓		
5. Terdapat kegiatan kelompok yang memotivasi siswa saling berinteraksi secara efektif	✓		

Singaraja, 27 April 2019

Penguji

(Prof. Dr. Ni Nyoman Padmadewi, M.A.)

Appendix 14. Result of Content Validity by Expert Judge 2

Checklist by Expert Judge 2

Pernyataan	Relevan	Tidak Relevan	Komentar
Aspek Kelayakan Grafis			
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)	✓		
2. Penampilan sampul buku menggambarkan isi materi ajar	✓		
3. Huruf yang digunakan menarik dan mudah dibaca	✓		
4. Penempatan huruf konsisten berdasarkan pola	✓		
5. Buku tidak terlalu banyak menggunakan kombinasi huruf	✓		
6. Penempatan unsur tata letak konsisten berdasarkan pola	✓		
7. Spasi antar teks dalam buku sudah sesuai	✓		
8. Buku memiliki kegiatan belajar, sub-judul kegiatan belajar, dan halaman	✓		
9. Buku menampilkan ilustrasi beserta keterangan gambar	✓		
10. Penempatan judul, sub-judul, dan keterangan gambar tidak mengganggu pemahaman	✓		
Aspek Kelayakan Isi			
1. Materi yang disajikan mencakup materi yang terkandung dalam silabus sekolah dasar kelas 5 semester 1	✓		
2. Materi yang disajikan mendukung pencapaian silabus	✓		

sekolah dasar kelas 5 semester 1			
3. Gambar yang ditampilkan terdapat dalam kehidupan sehari-hari serta dilengkapi penjelasan	✓		
4. Aktivitas yang disajikan sesuai dengan kondisi yang terjadi dalam kehidupan sehari-hari	✓		
5. Aktivitas yang disajikan mendukung kreatifitas peserta didik	✓		Beberapa aktivitas belum memberikan kesempatan untuk siswa berkreaitivitas
Aspek Kelayakan Penyajian			
1. Aktivitas yang disajikan dapat meningkatkan kemampuan literasi siswa	✓		
2. Buku memuat informasi tentang peran buku dalam proses pembelajaran	✓		
3. Penyajian materi bersifat interaktif dan partisipatif (mengandung bagian yang mengajak peserta didik untuk berpartisipasi)	✓		
4. Penyampaian sub kegiatan mencerminkan keterkaitan isi	✓		
5. Materi yang disajikan mencerminkan kesatuan tema	✓		
Aspek Kelayakan Kebahasaan			
1. Kalimat yang digunakan sederhana sehingga mudah dipahami peserta didik	✓		
2. Bahasa yang digunakan sesuai dengan materi/ ilustrasi	✓		
3. Bahasa yang digunakan dapat	✓		

mendorong rasa ingin tahu peserta didik.			
4. Bahasa yang digunakan untuk menjelaskan sesuai dengan perkembangan usia anak	✓		Bahasa yang digunakan harus sederhana dan mudah dipahami
5. Cakupan materi kebahasaan sesuai dengan usia anak	✓		
Aspek Penilaian Kontekstual			
1. Adanya keterkaitan materi yang diajarkan dengan situasi dunia nyata siswa	✓		
2. Pembelajaran mendorong siswa memahami hubungan materi dengan penerapannya di kehidupan sehari-hari	✓		
3. Materi merangsang siswa menemukan pengetahuan sendiri	✓		
4. Terdapat pertanyaan yang mendorong kemampuan berpikir siswa	✓		
5. Terdapat kegiatan kelompok yang memotivasi siswa saling berinteraksi secara efektif	✓		Tambahkan aktivitas yang memberikan ruang siswa belajar dalam kelompok.

Singaraja, 27 April 2019

Penguji

(Prof. Dr. Luh Putu Artini, M.A., Ph.D.)

Appendix 15. Result of Product Quality by Expert 1

Rubric by Expert 1

Pernyataan	Nilai				
	1	2	3	4	5
Aspek Kelayakan Grafis					
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)					✓
2. Penampilan sampul buku menggambarkan isi materi ajar				✓	
3. Jenis tulisan yang digunakan menarik dan mudah dibaca					✓
4. Unsur tata letak dan tulisan konsisten berdasarkan pola				✓	
5. Spasi antar teks dalam buku sudah sesuai					✓
6. Buku memiliki kegiatan belajar, sub-judul kegiatan belajar, dan halaman				✓	
7. Buku menampilkan ilustrasi beserta keterangan gambar					✓
8. Penempatan judul, sub-judul, dan keterangan gambar tidak mengganggu pemahaman				✓	
9. Spasi antar huruf serta susunan teks normal					✓
10. Ilustrasi isi kreatif dan dinamis					✓
Aspek Kelayakan Isi					
1. Materi yang disajikan mencakup materi yang terkandung dalam silabus sekolah dasar kelas 5 semester 1				✓	
2. Materi yang disajikan mendukung pencapaian silabus sekolah dasar kelas 5 semester 1					✓
3. Gambar yang ditampilkan terdapat dalam kehidupan sehari-hari serta dilengkapi penjelasan				✓	

4. Aktivitas yang disajikan sesuai dengan kondisi yang terjadi dalam kehidupan sehari-hari					✓
5. Aktivitas yang disajikan mendukung kreatifitas peserta didik				✓	
Aspek Kelayakan Penyajian					
1. Aktivitas yang disajikan dapat meningkatkan kemampuan literasi siswa				✓	
2. Buku memuat informasi tentang peran buku dalam proses pembelajaran				✓	
3. Penyajian materi bersifat interaktif dan partisipatif (mengandung bagian yang mengajak peserta didik untuk berpartisipasi)					✓
4. Penyampaian sub kegiatan mencerminkan keterkaitan isi				✓	
5. Materi yang disajikan mencerminkan kesatuan tema					✓
Aspek Kelayakan Kebahasaan					
1. Kalimat yang digunakan sederhana sehingga mudah dipahami peserta didik				✓	
2. Bahasa yang digunakan sesuai dengan materi/ ilustrasi				✓	
3. Bahasa yang digunakan dapat mendorong rasa ingin tahu peserta didik.					✓
4. Bahasa yang digunakan untuk menjelaskan sesuai dengan perkembangan usia anak				✓	
5. Cakupan materi kebahasaan sesuai dengan usia anak					✓
Aspek Penilaian Kontekstual					
1. Adanya keterkaitan materi yang diajarkan dengan situasi dunia nyata					✓

siswa					
2. Pembelajaran mendorong siswa memahami hubungan materi dengan penerapannya di kehidupan sehari-hari				✓	
3. Materi merangsang siswa menemukan pengetahuan sendiri					✓
4. Terdapat pertanyaan yang mendorong kemampuan berpikir siswa					✓
5. Terdapat kegiatan kelompok yang memotivasi siswa saling berinteraksi secara efektif					✓

Singaraja, 10 Mei 2019

Penguji



(Prof. Dr. Ni Nyoman Padma Dewi., M.A.)

Appendix 16. Result of Product Quality by Expert 2

Rubric by Expert 2

Pernyataan	Nilai				
	1	2	3	4	5
Aspek Kelayakan Grafis					
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)					✓
2. Penampilan sampul buku menggambarkan isi materi ajar					✓
3. Jenis tulisan yang digunakan menarik dan mudah dibaca					✓
4. Unsur tata letak dan tulisan konsisten berdasarkan pola					✓
5. Spasi antar teks dalam buku sudah sesuai					✓
6. Buku memiliki kegiatan belajar, sub-judul kegiatan belajar, dan halaman					✓
7. Buku menampilkan ilustrasi beserta keterangan gambar				✓	
8. Penempatan judul, sub-judul, dan keterangan gambar tidak mengganggu pemahaman					✓
9. Spasi antar huruf serta susunan teks normal					✓
10. Ilustrasi isi kreatif dan dinamis				✓	
Aspek Kelayakan Isi					
1. Materi yang disajikan mencakup materi yang terkandung dalam silabus sekolah dasar kelas 5 semester 1					✓
2. Materi yang disajikan mendukung pencapaian silabus sekolah dasar kelas 5 semester 1					✓
3. Gambar yang ditampilkan terdapat dalam kehidupan sehari-hari serta dilengkapi penjelasan				✓	

4. Aktivitas yang disajikan sesuai dengan kondisi yang terjadi dalam kehidupan sehari-hari					✓
5. Aktivitas yang disajikan mendukung kreatifitas peserta didik					✓
Aspek Kelayakan Penyajian					
1. Aktivitas yang disajikan dapat meningkatkan kemampuan literasi siswa					✓
2. Buku memuat informasi tentang peran buku dalam proses pembelajaran				✓	
3. Penyajian materi bersifat interaktif dan partisipatif (mengandung bagian yang mengajak peserta didik untuk berpartisipasi)					✓
4. Penyampaian sub kegiatan mencerminkan keterkaitan isi					✓
5. Materi yang disajikan mencerminkan kesatuan tema					✓
Aspek Kelayakan Kebahasaan					
1. Kalimat yang digunakan sederhana sehingga mudah dipahami peserta didik				✓	
2. Bahasa yang digunakan sesuai dengan materi/ ilustrasi					✓
3. Bahasa yang digunakan dapat mendorong rasa ingin tahu peserta didik.					✓
4. Bahasa yang digunakan untuk menjelaskan sesuai dengan perkembangan usia anak				✓	
5. Cakupan materi kebahasaan sesuai dengan usia anak					✓
Aspek Penilaian Kontekstual					
1. Adanya keterkaitan materi yang diajarkan dengan situasi dunia nyata				✓	✓

siswa					
2. Pembelajaran mendorong siswa memahami hubungan materi dengan penerapannya di kehidupan sehari-hari					✓
3. Materi merangsang siswa menemukan pengetahuan sendiri					✓
4. Terdapat pertanyaan yang mendorong kemampuan berpikir siswa					✓
5. Terdapat kegiatan kelompok yang memotivasi siswa saling berinteraksi secara efektif					✓

Singaraja, 18 Mei 2019

Penguji



(Prof. Dr. Luh Putu Artini, M.A., Ph.D.)

Appendix 17. Result of Product Quality by Expert 3

Rubric by Expert 3

Pernyataan	Nilai				
	1	2	3	4	5
Aspek Kelayakan Grafis					
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)					✓
2. Penampilan sampul buku menggambarkan isi materi ajar					✓
3. Jenis tulisan yang digunakan menarik dan mudah dibaca					✓
4. Unsur tata letak dan tulisan konsisten berdasarkan pola					✓
5. Spasi antar teks dalam buku sudah sesuai					✓
6. Buku memiliki kegiatan belajar, sub-judul kegiatan belajar, dan halaman					✓
7. Buku menampilkan ilustrasi beserta keterangan gambar				✓	
8. Penempatan judul, sub-judul, dan keterangan gambar tidak mengganggu pemahaman				✓	
9. Spasi antar huruf serta susunan teks normal					✓
10. Ilustrasi isi kreatif dan dinamis					✓
Aspek Kelayakan Isi					
1. Materi yang disajikan mencakup materi yang terkandung dalam silabus sekolah dasar kelas 5 semester 1					✓
2. Materi yang disajikan mendukung pencapaian silabus sekolah dasar kelas 5 semester 1					✓
3. Gambar yang ditampilkan terdapat dalam kehidupan sehari-hari serta				✓	

dilengkapi penjelasan					
4. Aktivitas yang disajikan sesuai dengan kondisi yang terjadi dalam kehidupan sehari-hari					✓
5. Aktivitas yang disajikan mendukung kreatifitas peserta didik					✓
Aspek Kelayakan Penyajian					
1. Aktivitas yang disajikan dapat meningkatkan kemampuan literasi siswa					✓
2. Buku memuat informasi tentang peran buku dalam proses pembelajaran				✓	
3. Penyajian materi bersifat interaktif dan partisipatif (mengandung bagian yang mengajak peserta didik untuk berpartisipasi)					✓
4. Penyampaian sub kegiatan mencerminkan keterkaitan isi					✓
5. Materi yang disajikan mencerminkan kesatuan tema					✓
Aspek Kelayakan Kebahasaan					
1. Kalimat yang digunakan sederhana sehingga mudah dipahami peserta didik					✓
2. Bahasa yang digunakan sesuai dengan materi/ ilustrasi					✓
3. Bahasa yang digunakan dapat mendorong rasa ingin tahu peserta didik.				✓	
4. Bahasa yang digunakan untuk menjelaskan sesuai dengan perkembangan usia anak					✓
5. Cakupan materi kebahasaan sesuai					✓

dengan usia anak					
Aspek Penilaian Kontekstual					
1. Adanya keterkaitan materi yang diajarkan dengan situasi dunia nyata siswa					✓
2. Pembelajaran mendorong siswa memahami hubungan materi dengan penerapannya di kehidupan sehari-hari					✓
3. Materi merangsang siswa menemukan pengetahuan sendiri					✓
4. Terdapat pertanyaan yang mendorong kemampuan berpikir siswa					✓
5. Terdapat kegiatan kelompok yang memotivasi siswa saling berinteraksi secara efektif					✓

Denpasar, 18 Mei2019

Penguji



(Ni Kadek Mita Dewi, S.Pd.)

Appendix 18. Research Documentation





RIWAYAT HIDUP



Putu Ratna Arditami lahir di Denpasar pada tanggal 04 April 1997 dari pasangan suami istri Bapak I Nyoman Suhardi dan Ibu Ni Nyoman Sri Utami. Penulis berkebangsaan Indonesia, beragama Hindu, dan beralamat di Banjar Akta, Desa Ketewel, Kecamatan Sukawati, Kabupaten Gianyar, Provinsi Bali.

Pendidikan dasar ditempuh di SD 5 Saraswati Denpasar dan lulus pada tahun 2009. Kemudian melanjutkan pendidikan ke SMP Negeri 8 Denpasar dan lulus pada tahun 2012. Pendidikan pada jenjang selanjutnya ditempuh di SMA Negeri 8 Denpasar (Jurusan IPA) dan lulus pada tahun 2015. Pendidikan pada jenjang Strata 1 ditempuh di program studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha dan memperoleh gelar Sarjana Pendidikan pada awal semester tahun 2019 dengan mempertahankan Skripsi yang berjudul *“Developing English Literacy-based Activities for the First Semester of 5th Grade Elementary Students”*.

UNDIKSHA