

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 : 1584/UN48.7.1/DT/2019

8 Mei 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD N 3 Banjar Jawa
di Singaraja

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

Nama	: PUTU TITA JUNITA
NIM	: 1512021189
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.




a.n. Dekan,
Wakil Dekan I,
Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
NIP. 196203191987031001

Tembusan:

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

Appendix 2. Research Approval Letter

 PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI 3 BANJAR JAWA
Alamat : Jalan Ngurah Rai No. 47 Singaraja Telp. (0362) 21546

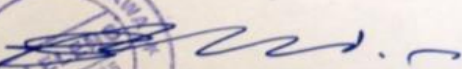
SURAT KETERANGAN
Nomor : 431.209 / 055 / Pendas / 2019


Yang bertanda tangan di bawah ini Kepala SD Negeri 3 Banjar Jawa, Kecamatan Buleleng, Kabupaten Buleleng, menerangkan bahwa :

Nama : Putu Tita Junita
NIM : 1512021189
Tempat Studi : Fakultas Bahasa dan Seni UNDIKSHA
Konsentrasi : Pendidikan Bahasa Inggris (S1)
Judul Penelitian : Developing English Literacy-Based Activities for The Second Semester of 4th Grade Elementary Students

Yang tersebut di atas memang benar telah melaksanakan penelitian di SD Negeri 3 Banjar Jawa (sebagai sekolah kontrol) dari tanggal 10 Juni s.d. 11 Juni 2019.

Demikianlah Surat Keterangan ini, dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Singaraja, 11 Juni 2019
Kepala SD Negeri 3 Banjar Jawa

IDA BAGUS SOMA PUTRA, M.Pd
NIP. 19620923 198606 1 002



Appendix 3. Result of Present Situation Analysis

Present Situation Analysis

Based on the result of the present situation analysis, there were several problems found. The first problem was learning activities which were conducted in the classroom were so monotonous and book oriented. When the teacher delivered the material, students only listen and answer grammar questions in the book which made their literacy skills not improve. This situation caused four skills in language learning were not integrated effectively due to the lack of activities that allowed students to express their opinions. The second problem was the use of English was not optimal in class when English lessons were taking place. Most teachers and students used Indonesian when the English learning process took place. English was only used to discuss questions or assignments provided in books which were then translated by the teacher. Thus, it gave the students minimum opportunity to use or speak English.

The next problem was the teacher only focused on teaching what had been written in the book and rarely relates it to real life situations. Learning activities that do not reflect real life situations make students difficult to understand, thus causing them to have low motivation in learning English. Furthermore, the researcher found that the students still had difficulty in pronouncing English words correctly. The students also had difficulty writing simple paragraphs. In fact, the learning objectives in the syllabus set by the Indonesian government expected that the students can read and write simple paragraph sentences in English, as well as listen and speak English. But in its current implementation, it can be said that it was quite difficult for students to meet the expected learning goals.

Appendix 4. Pre-Test

PRE TEST

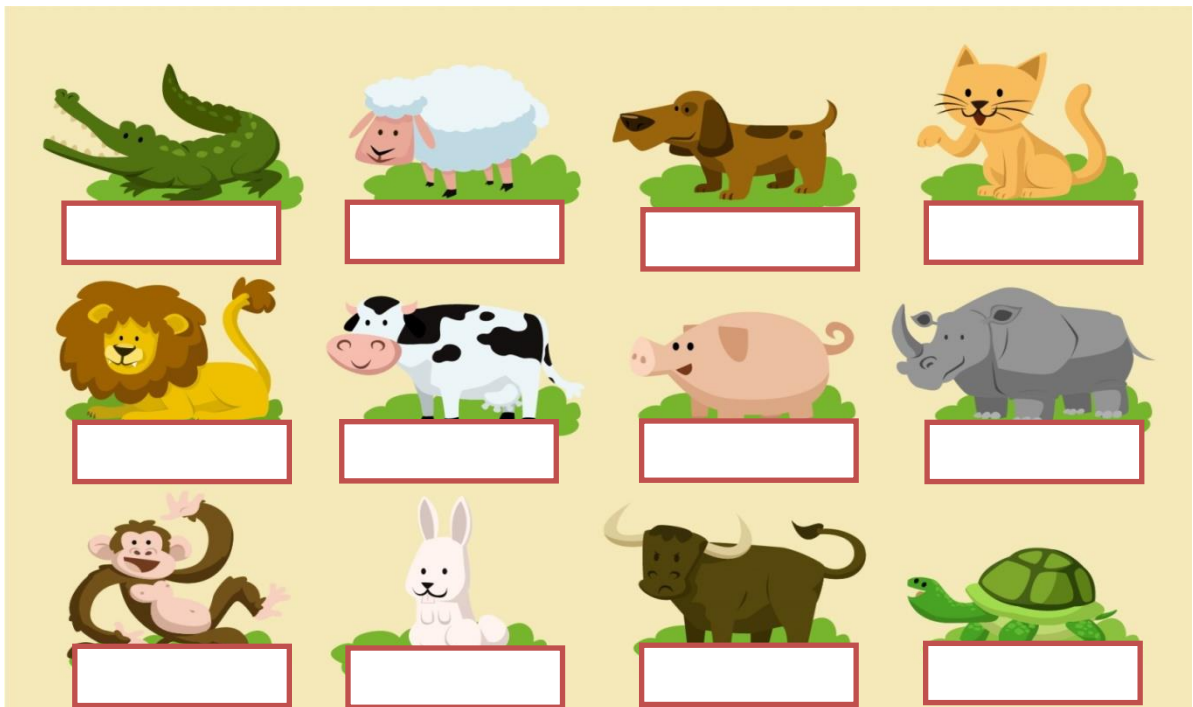
Name :

Date:

Class :

Student's number :

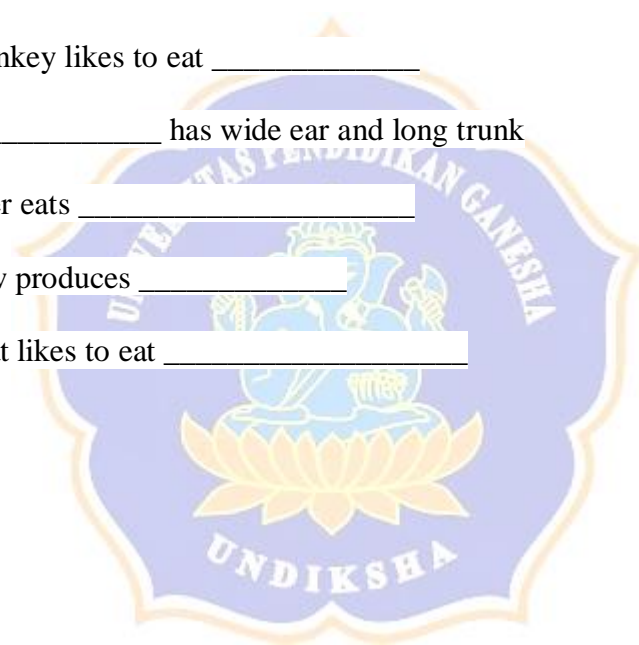
A. Write the names of the animals in the column!



B. Fill in the blank by choosing the correct answer in the box!

giraffe	grain	carrot	banana	elephant
meat	milk	grass	zebra	pig

1. a _____ has long neck
2. a bird eats _____
3. a rabbit likes to eat _____
4. a monkey likes to eat _____
5. an _____ has wide ear and long trunk
6. a tiger eats _____
7. a cow produces _____
8. a goat likes to eat _____



GOOD LUCK

Appendix 5. Post-Test

POST TEST

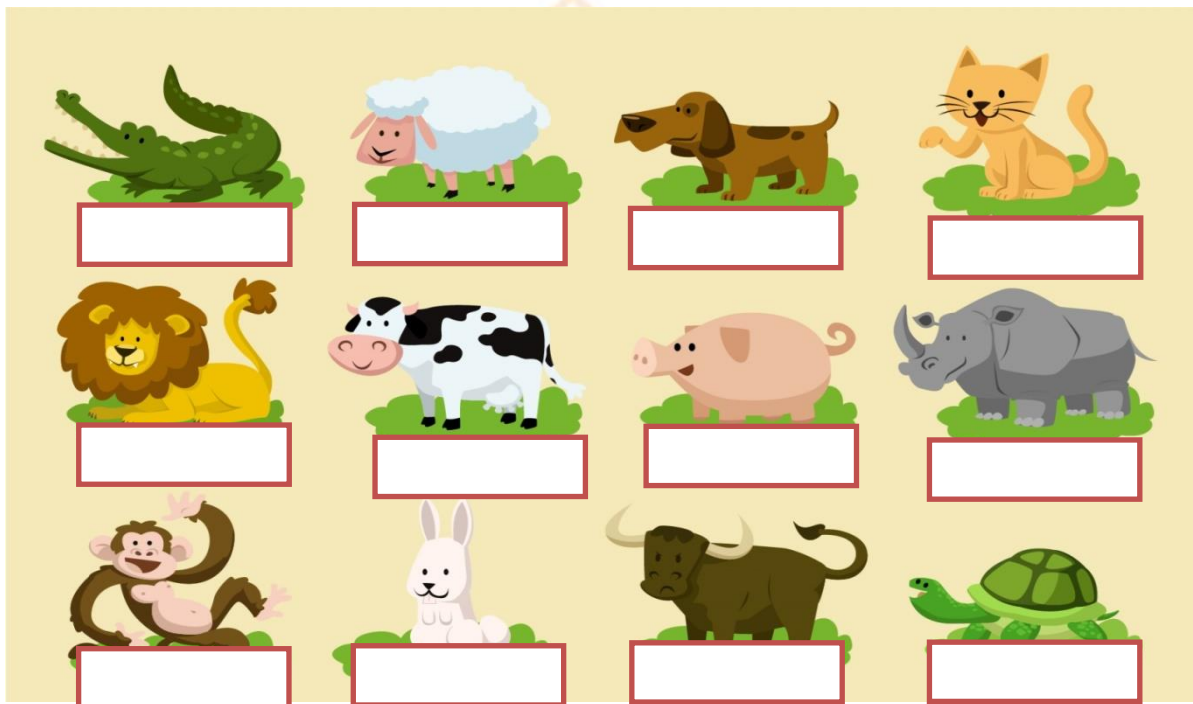
Name :

Date:

Class :

Student's number :

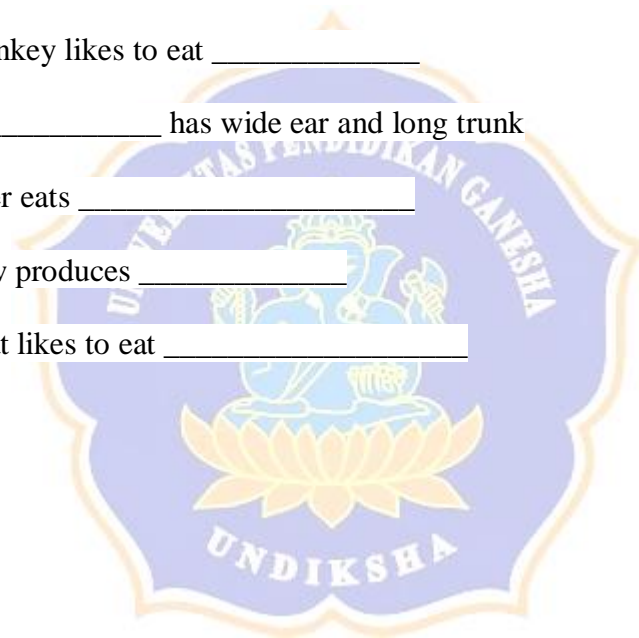
A. Write the names of the animals in the column



B. Fill in the blank by choosing the correct answer in the box!

giraffe	grain	carrot	banana	elephant
meat	milk	grass	pig	zebra

1. a _____ has long neck
2. a bird eats _____
3. a rabbit likes to eat _____
4. a monkey likes to eat _____
5. an _____ has wide ear and long trunk
6. a tiger eats _____
7. a cow produces _____
8. a goat likes to eat _____



GOOD LUCK

Appendix 6. Students' Pre-Test and Post-Test Score

N	Students' Score	
	Pre-Test	Post-Test
1.	80.00	95.00
2.	75.00	100.00
3.	75.00	80.00
4.	70.00	90.00
5.	75.00	85.00
6.	60.00	85.00
7.	80.00	95.00
8.	85.00	80.00
9.	80.00	90.00
10.	65.00	85.00
11.	55.00	85.00
12.	85.00	90.00
13.	60.00	100.00
14.	70.00	90.00
15.	65.00	95.00
16.	90.00	100.00
17.	80.00	75.00
18.	55.00	90.00
19.	70.00	80.00
20.	80.00	90.00
21.	60.00	90.00
22.	55.00	80.00
23.	80.00	95.00
24.	90.00	75.00
25.	65.00	75.00
26.	85.00	75.00
27.	75.00	85.00
28.	75.00	85.00
29.	70.00	90.00

Appendix 7. T-test Result

Table 4.9
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	29	100.0%	0	0.0%	29	100.0%
Posttest	29	100.0%	0	0.0%	29	100.0%

Table of Case Processing Summary



Descriptives

		Statistic	Std. Error
Pretest	Mean	72.7586	1.93150
	95% Confidence Interval for Mean	Lower Bound	68.8021
		Upper Bound	76.7151
	5% Trimmed Mean	72.7874	
	Median	75.0000	
	Variance	108.190	
	Std. Deviation	10.40143	
	Minimum	55.00	
	Maximum	90.00	
	Range	35.00	
	Interquartile Range	15.00	
	Skewness	-.219	.434

	Kurtosis		-.894	.845
Posttest	Mean		87.2414	1.41652
	95% Confidence Interval for Mean	Lower Bound	84.3398	
		Upper Bound	90.1430	
	5% Trimmed Mean		87.2126	
	Median		90.0000	
	Variance		58.190	
	Std. Deviation		7.62821	
	Minimum		75.00	
	Maximum		100.00	
	Range		25.00	
	Interquartile Range		12.50	
	Skewness		-.057	.434
	Kurtosis		-.796	.845



Table of Descriptive

Table 4.11

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.137	29	.174	.947	29	.149
Posttest	.158	29	.061	.934	29	.070

a. Lilliefors Significance Correction

Table Tests of Normality

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-14.48276	13.11657	2.43569	-19.47203	-9.49348	-5.946	28	.000

Table Result of Paired Sample Test



Appendix 8. English Syllabus for the 2nd Semester of 4th Grade

SILABUS

Kelas : IV

Semester : 2

Standar Kompetensi

Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: kelas, pakaian, binatang dengan melibatkan konsep: greeting, objects: color, number, alphabet, action, dan time.

No.	Topik	Kompetensi Dasar	Indikator	Materi
1	Kegiatan di dalam Kelas (1)	<p>1.1 Mendengarkan Mendengarkan instruksi yang berkaitan dengan kegiatan di dalam kelas</p> <p>1.2 Berbicara Bercakap-cakap dalam kegiatan belajar di dalam kelas</p> <p>1.3 Membaca Memahami isi teks/dialog tentang kegiatan di dalam kelas</p> <p>1.4 Menulis Menulis kata-kata yang berkaitan dengan kegiatan di dalam kelas</p>	<p>1.1 Mendengarkan Melaksanakan instruksi untuk melakukan kegiatan belajar di kelas</p> <p>1.2 Berbicara</p> <p>a. Merespon perintah secara verbal dengan ungkapannya yang singkat</p> <p>b. Meminta bantuan, menggunakan kata kerja yang tepat</p> <p>c. Merespon</p>	<p>A. Ungkapan</p> <ol style="list-style-type: none"> 1. Come in 2. Sit down 3. Take your book 4. Take your pencil 5. Clean the blackboard, Please. 6. Close your book, Please. 7. All right 8. Sorry, I can't <p>B. Text/dialog tentang kegiatan belajar di kelas</p> <p>C. Kosa kata: come, sit, take, clean, draw, write,</p>

			<p>untuk menyatakan kesediaan membantu</p> <p>d. Merespon untuk menyatakan tidak bisa membantu</p> <p>1.3 Membaca</p> <p>a. Menemukan informasi rinci pada dialog/teks</p> <p>b. Menemukan makna kata/frasa pada teks/dialog</p> <p>1.4 Menulis</p> <p>a. Mengutip perintah</p> <p>b. Mengutip permintaan</p> <p>c. Menulis perintah</p> <p>d. Menulis permintaan</p>	<p>pencil, window</p> <p>D. Tata Bahasa</p> <p>1. Kalimat Perintah</p> <p>2. Kalimat Permintaan</p>
2.	Kegiatan di dalam Kelas (2)	<p>2.1 Mendengarkan Mendengarkan instruksi yang berkaitan dengan kegiatan di dalam kelas</p> <p>2.2 Berbicara Bercakap-cakap dalam</p>	<p>2.1 Mendengarkan Melaksanakan instruksi untuk melakukan kegiatan mempelajari</p>	<p>A. Ungkapan Guru</p> <p>1. This is a picture of a school</p> <p>2. Point to the door</p> <p>3. Point to the window</p>

		<p>kegiatan belajar di dalam kelas</p> <p>2.3 Membaca</p> <p>Memahami isi teks dialog tentang kegiatan di dalam kelas</p> <p>2.4 Menulis</p> <p>Menulis kata-kata yang berkaitan dengan kegiatan di dalam kelas</p>	<p>gedung sekolah</p> <p>2.2 Berbicara</p> <p>a. Merespon permintaan</p> <p>b. Minta izin melakukan sesuatu</p> <p>c. Merespon (memberikan izin sesuai dengan permintaan & tidak memberi izin untuk melakukan sesuatu)</p> <p>2.3 Membaca</p> <p>a. Menemukan informasi rinci pada dialog/teks</p> <p>b. Menemukan makna kata/frasa pada teks/dialog</p> <p>2.4 Menulis</p> <p>a. Mengutip permintaan izin</p> <p>b. Menulis permintan izin</p>	<p>4. Take your pen, please</p> <p>5. Take your book, please</p> <p>6. Show me the blue one</p> <p>B. Ungkapan siswa</p> <p>1. May I use pen?</p> <p>2. May I borrow your pencil?</p> <p>C. Kosa kata: come, sit, take, draw, point, borrow, black, red, pink, blue.</p> <p>D. Tata Bahasa</p> <p>Kalimat tanya dengan kata may</p>
3.	Pakaian	<p>3.1 Mendengarkan instruksi</p> <p>3.2 Berbicara</p>	<p>3.1 Mendengarkan</p> <p>Merespon instruksi sederhana</p>	<p>A. Ungkapan Guru</p> <p>1. Point to the... (shirt)</p>

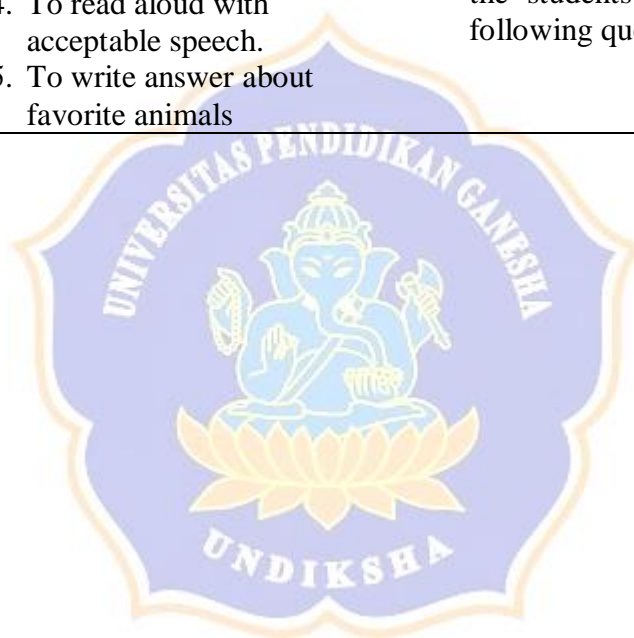
		<p>Bertanya jawab tentang pakaian</p> <p>3.3 Membaca</p> <p>a. Memahami isi teks tentang pakaian</p> <p>b. Membaca nyaring</p> <p>3.4 Menulis</p> <p>Menulis kata-kata tentang pakaian</p>	<p>3.2 Berbicara</p> <p>a. Merespon pertanyaan tentang jenis dan warna pakaian secara verbal</p> <p>b. Bertanya tentang jenis dan warna pakaian</p> <p>3.3 Membaca</p> <p>a. Menemukan informasi pada teks tentang pakaian</p> <p>b. Membaca nyaring</p> <p>3.4 Menulis</p> <p>a. Menyalin kata-kata tentang pakaian</p> <p>b. Menulis kata-kata sesuai dengan gambar</p>	<p>2. Take the... (shirt)</p> <p>3. Match the pictures with the words</p> <p>B. Ungkapan Siswa dan Guru</p> <p>1. What is this?</p> <p>2. What color is the skirt?</p> <p>3. The hat is...(blue, pink,etc)</p> <p>C. Teks pendek tentang pakaian</p> <p>D. Kosa kata: shirt, skirt, blouse, belt, shoes, socks, blue, green, pink, black.</p> <p>E. Tata Bahasa</p> <p>1. Kalimat nominal Contoh: This is blue shirt</p> <p>2. Kalimat Tanya Contoh: What color is this hat?</p>
4.	Binatang	<p>4.1 Mendengarkan instruksi dan pertanyaan</p> <p>4.2 Berbicara</p> <p>Terlibat dalam percakapan tentang nama, jumlah, dan warna binatang.</p> <p>4.3 Membaca</p>	<p>4.1 Mendengarkan</p> <p>a. Merespon instruksi sederhana tentang binatang</p> <p>b. Merespon pertanyaan</p>	<p>A. Ungkapan Guru</p> <p>1. Point to the picture of an animal</p> <p>2. Match the pictures with the word</p> <p>3. What picture is number one?</p> <p>B. Ungkapan guru</p>

		<p>a. Menemukan informasi pada teks tentang binatang</p> <p>b. Membaca nyaring teks tentang binatang</p> <p>4.4 Menulis kata-kata tentang binatang</p>	<p>dengan jawaban singkat</p> <p>4.2 Berbicara</p> <p>a. Menanyakan nama, jumlah, dan warna binatang</p> <p>b. Merespon pertanyaan dengan menyebutkan nama binatang</p> <p>c. Menyebutkan jumlah binatang</p> <p>4.3 Membaca</p> <p>a. Menemukan informasi pada teks binatang</p> <p>b. Membaca nyaring</p> <p>4.4 Menulis</p> <p>a. Mengutip kalimat pernyataan dan pertanyaan</p> <p>b. Menulis kata-kata tentang binatang</p>	<p>dan siswa</p> <p>1. What animal is it?</p> <p>2. What color is the cat?</p> <p>3. How many dogs do you have?</p> <p>C. Teks pendek tentang binatang</p> <p>D. Kosa kata: cat, rabbit, dog, pig, cow, sheep, turtle</p> <p>E. Tata Bahasa</p> <p>1. Kalimat Nominal dengan penunjuk This & That</p> <p>2. Kalimat verbal simple present tense</p>
--	--	--	--	---

Appendix 9. Initial Draft of English Literacy-based Activities

No	Topic	Goals/Indicators	Activities
1.	Activities in the Classroom	<ol style="list-style-type: none"> To identify words related to activities in the classroom (classroom language) through an audio To find information in short dialog about activities in the classroom (classroom language). To read aloud with acceptable speech. To write simple dialog about activities in the classroom (classroom language). 	<ol style="list-style-type: none"> There will be an audio played about classroom language. The students have to listen to the audio carefully. Point out the classroom language expressions contained in the audio The students are doing role play and asked to come in front of the class to have a conversation with the teacher about classroom language. If the teacher say "Please open the window" then the student must do the correct action. Students make dialogue with the expressions they have written down and present it in front of the classroom.
2.	Activities in the Classroom (2)	<ol style="list-style-type: none"> To identify activities in the classroom (classroom objects) through the video being played To ask the names of classroom objects To state the names of classroom objects To find information about classroom objects To read aloud with acceptable speech. To write simple dialog related to classroom objects using 'this' and 'that'. 	<ol style="list-style-type: none"> Students are given a picture of classroom objects, then they should answer the question based on the audio. Students are asked to make a pair and try to remember the dialogue based on the textbook in front of the class The students are asked to read the text and circle the answer based on the text The students are asked to work in pair to make a dialogue based on the example that already given When they are done, the students are asked to come in front of the class
3.	Clothes	<ol style="list-style-type: none"> To find clothes through video played. To do dialogue by using language function such as: to respond the question about clothes verbally, and to ask someone about clothes To find detail information in a text about clothes. To read aloud with 	<ol style="list-style-type: none"> Students are introduced to clothes by the teacher with pictures Students are asked to answered the questions based on the video played https://www.youtube.com/watch?v=EqKk5htGcng The students should choose one clothes which they really like and are asked to describe their favorite clothes in front of the classroom. The students are asked to make a

	acceptable speech. 5. To write simple dialogue about clothes	simple dialogue about clothes with their pair
4. Animals	<ol style="list-style-type: none"> 1. To identify the names of animals through video 2. To do dialogue by using language function such as: to respond the question about animals verbally, and to ask someone about animals 3. To find detailed information in a dialogue which consist of animals 4. To read aloud with acceptable speech. 5. To write answer about favorite animals 	<ol style="list-style-type: none"> 1. Teacher use animals' pictures to attract students attention. Then doing role play by touching the picture and the students should know names. 2. The students are asked to listen to the video and answer the questions based on the video played. https://www.youtube.com/watch?v=ZxkL LRgUTRM&t=4s 3. The students are given a dialogue which is consist of animals. Then the students need to answer the following questions.



Appendix 10. Final Draft of English Literacy-based Activities

No	Topic	Goals/Indicators	Activities
1.	Activities in the Classroom	<ol style="list-style-type: none"> 1. To identify words related to activities in the classroom (classroom language) through an audio 2. To find information in short dialog about activities in the classroom (classroom language). 3. To read aloud with acceptable speech. 4. To write simple dialog about activities in the classroom (classroom language). 	<ol style="list-style-type: none"> 1. Warm up activity The students are asked to play “Simon Says” game. The students need to follow the rules. If Simon begins the sentence by saying “Simon says....” Then everyone should do the action, but if he doesn’t begin with “Simon says...” then the players are not allowed to do the action. 2. Listening There will be an audio played about classroom language. The students have to listen to the audio carefully. Then, they are asked to fill in the blank based on what they have heard from the video. The audio is attached in the CD. 3. Speaking The students are asked to do role play in front of the class. If the teacher say “Please open the door” then the student must do the action correctly. 4. Reading The students are given the dialogue and they have to fill the blank. Then they are asked to answer the questions based on the dialogue. 5. Writing The students are asked to work in a pair and create simple dialogue about classroom language and

			present it in front of the classroom.
2.	Activities in the Classroom (2)	<ol style="list-style-type: none"> 1. To identify activities in the classroom (classroom objects) through the video being played 2. To ask the names of classroom objects 3. To state the names of classroom objects 4. To find information about classroom objects 5. To read aloud with acceptable speech. 6. To write simple dialog related to classroom objects using 'this' and 'that'. 	<ol style="list-style-type: none"> 1. Warm up activity The students are asked to sing along the song entitled Up and Down. The students are asked to move their body and follow the song 2. Listening There will be an audio played about classroom objects. The students have to listen to the audio carefully. Then, they are asked to fill in the blank with the correct answer. The audio is attached in the CD. 3. Speaking The students are asked to work in a pair and try to remember the dialogue given by the teacher in front of the classroom 4. Reading The students are given a text. They are asked circle the answer based on the text given. 5. Writing They are asked to write a simple dialogue about the classroom objects based on the example which already given by the teacher
3.	Clothes	<ol style="list-style-type: none"> 1. To find clothes through video played. 2. To do dialogue by using language function such as: to respond the question about clothes verbally, and to ask someone about clothes 3. To find detail information in a text 	<ol style="list-style-type: none"> 1. Warm up activity The students are asked to sing a song together entitled If You're Happy and You Know It (Clap Your Hands) 2. Listening There will be a video played about clothes. The students have to listen to the audio

		<p>about clothes.</p> <ol style="list-style-type: none"> 4. To read aloud with acceptable speech. 5. To write simple dialogue about clothes 	<p>carefully. Then, they are asked to fill in the blank with the correct answer. The video is attached in the CD.</p> <ol style="list-style-type: none"> 3. Speaking The students are asked to choose their favorite clothes. Then, they have to describe their favorite clothes in front of the classroom 4. Reading The students are given a short text and they are asked to answer the questions based on text. 5. Writing The students are asked to make a simple dialogue with their partner
4.	Animals	<ol style="list-style-type: none"> 1. To identify the names of animals through video 2. To do dialogue by using language function such as: to respond the question about animals verbally, and to ask someone about animals 3. To find detailed information in a dialogue which consist of animals 4. To read aloud with acceptable speech. 5. To write answer about favorite animals 	<ol style="list-style-type: none"> 1. Warm up activity The students are asked to sing along the song entitled Who Am I. The students must sing the lyrics using “<i>Satu-Satu Aku Sayang Ibu</i>” tone 2. Listening There will be a video played about animals. The students have to listen to the audio carefully. Then, they are asked to fill in the blank with the correct answer. The video is attached in the CD. 3. Speaking The students are imagine having their own zoo. They must draw a simple plan of their own zoo. The can choose any animals for their zoo. Then they are asked to present it in front of the classroom

			<p>4. Reading The students are given short dialogue about animals. They are asked to read aloud the dialogue with their partner</p> <p>5. Writing The students need to write down their favorite animals and the reason in the box</p>
--	--	--	--



Appendix 11. Result of Checklist for Content Validity

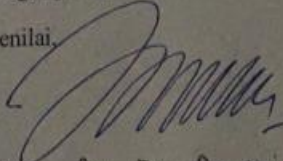
Pernyataan	Relevan	Tidak Relevan	Komentar
Aspek Kelayakan Grafis			
1. Ukuran buku sesuai dengan standar ISO A4 (210 mm X 297 mm)	✓		
2. Penampilan sampul buku menggambarkan isi materi ajar	✓		
3. Huruf yang digunakan menarik dan mudah dibaca	✓		
4. Unsur tata letak dan tulisan konsisten berdasarkan 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 2		✓	
2. Materi yang disajikan mendukung pencapaian silabus sekolah dasar kelas 5 semester 2		✓	

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, 2019

Penilai,



(Dewa Ayu Eka Agustini), S.Pd., M.S.

Appendix 12. Result of Rubric for Product Quality

Produk Aktivitas Literasi
Oleh Ahli Pendidikan Literasi Anak

Sasaran : Siswa Sekolah Dasar

Judul Penelitian : *Developing English Literacy-Based Activities for the Second Semester of 4th Grade Elementary Students*

Peneliti : Putu Tita Junita

Evaluator : Prof. Dr. Ni Nyoman Padma Dewi, MA.

Pekerjaan/ Jabatan : Guru Besar Universitas Pendidikan Ganesha

Deskripsi:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk dalam bentuk lembar kerja siswa yang berjudul '*Literacy Activities for Elementary Students*'. Lembar kerja siswa ini akan digunakan sebagai sarana pembelajaran Bahasa Inggris untuk siswa sekolah dasar kelas 4 semester 2. Sehubungan dengan hal tersebut, Bapak/ Ibu sebagai ahli media dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk:

1. Lembar evaluasi ini diisi oleh Ahli Pendidikan Literasi Anak
2. Pada rentangan tanggapan terdapat 5 (lima) tingkatan
3. Berilah tanda *check list* (✓) pada kolom butir penilaian dnegan keterangan sebagai berikut:
 - 5 : Sangat Setuju
 - 4 : Setuju
 - 3 : Cukup Setuju
 - 2 : Kurang Setuju
 - 1 : Tidak Setuju

Terima kasih atas kesediaan Bapak/ Ibu dalam mengisi lembar evaluasi ini.

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 4 semester 2					✓
2. Materi yang disajikan mendukung pencapaian silabus sekolah dasar kelas 4 semester 2				✓	

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, 24 Juni 2019

Penguji

(Prof. Dr. Ni Nyoman Padma Dewi, MA.)

Appendix 13. Research Documentation

