

DEVELOPING ENGLISH LITERACY-BASED ACTIVITIES FOR ELEMENTARY STUDENTS

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Abstract

Problems related to elementary students' English literacy in Indonesia remain the biggest challenge to be solved. Lack of learning sources in English language, lack of English lesson period given to the students, monotonous learning activities as well as teacher's incompetence in teaching English to the students affect students' English literacy. Considering the mentioned problems, this current research aimed at developing English literacy-based activities for the first semester of 5th grade elementary students. The study applied Design and Development (D&D) model. There were two kinds of data; qualitative data and quantitative data. Qualitative data were gathered through observation and document study. Meanwhile, quantitative data were gathered through experts judgement and literacy test. The result of this research was a product in the form of students' worksheet developed through four phases such as analysis, design, development, and evaluation. The students' worksheet consisted of six topics such as self identity, daily activities, school environment, family, and house. Each topic consisted of various English literacy-based activities such as singing song, playing game, doing survey, doing interview, role play, drawing house plan and classroom plan, making schedule. The developed product was examined to find its effectiveness by trying it out to the 5th grade elementary students. It was proven that the product is effective in enhancing students' English literacy skill, proven from the result of paired t-test Sig. (2.tailed) ($0.00 < 0.05$).

Keywords: English literacy, real-life literacy activities, elementary students

INTRODUCTION

Literacy is an important foundation for success in school and life. Without literacy someone will not be aware of the information and the changes of global world. Thus, literacy is often considered as the ability to read and write (Stein, 1966 as cited in Horning, 2007). On the other hand, PISA (2000) further explains literacy as an individual's capacity to understand, use, and reflect on written text, as a means of developing potential knowledge. Meanwhile in educational context, literacy tends to be defined as skills such as reading, writing, listening, and speaking that enable students to access knowledge and information.

Although literacy is considered as an important foundation for everyone's life, problems related to literacy are still happening. In Indonesia, efforts have been put into action toward the problems itself. From PISA's last report in 2012, Indonesia is still categorized as

country that has low literacy skills among 65 countries (PISA as cited in Kharizmi, 2015). Responding to this condition, Indonesian government introduced program called School Literacy Movement (*Gerakan Literasi Sekolah*). This program focuses on embedding literacy to the students as a means of decreasing number of illiterate people. The implementation of this program in most schools is by reading any books 15 minutes before the class is begun. However, the program only focuses on embedding literacy in Indonesian language. It does not try to embed foreign language literacy: the English language.

English nowadays is considered as global language that gives many benefits to the person who learns it. If English is taught since early age at school, it helps the students to have better career, develop their life skills, and expand their network in the future (Mahu, 2012). Introducing as well as embedding English

literacy since early age to young learners are considered better rather than adult learners. This is because young learners have the ability to rapidly progress and comprehend everything in just a short time (Ghasemi and Hashemi, 2011; Scott and Ytreberg, 2010). Thus, it would be easily for them to be literate in other language.

However, Artini (2017) explains that Indonesian government only considered English as local content. Meaning that the consideration of giving English lesson depends on the community's needs where the school is located. Thus, English is not taught effectively to the students. This condition further makes most of schools in Indonesia, especially Bali have not really emphasized and embed English literacy to the students. A preliminary observation conducted in one of primary schools, located in Denpasar also confirmed that English language has not been taught maximally to the students. The school only focused on embedding the Indonesian language literacy without the intention of embedding English language literacy. Therefore, students' English literacy is still low. Students have low interest toward English lesson due to learning activities which are so monotonous in the classroom. The learning activities are mostly done by answering tasks provided in the book and lecturing from the teacher. Students are not introduced with fun activities that could enhance their literacy skills maximally.

Meanwhile, Gagne, Collier, Anderson, and Purcell-Gates, et al (2012) explains that one of the alternatives to enhance literacy is by introducing activities that closely relate to students' real life situation. Thus, students can connect what they learn with its purpose in real-life context. Therefore, by considering to the lack of optimal provision of English lesson, the need of developing English literacy-based activities which are relevant to real life situation is considered urgent and necessary for 5th grade elementary students.

In line with the research background presented above, statement of problems toward this research can be stated as follows:

1. How to develop English literacy-based activities for the first semester of 5th grade elementary students?
2. What English literacy-based activities are developed for the first semester of 5th grade students?
3. How effective is the English literacy-based activities for the first semester of 5th grade elementary students?

From these statement of problems, it could be explained that the objectives of this research are: to describe the process of developing of English literacy-based activities for the first semester of 5th grade elementary students, to develop English literacy-based activities for the first semester of 5th grade elementary students, to examine the effectiveness of English literacy-based activities developed for the first semester of 5th grade elementary students.

This research is further expected to give theoretical and practical significance. The theoretical significance of this research is to be able to develop teacher's ability and innovation in embedding English literacy through activities. Meanwhile, the practical significance of this research are: for teacher, this study is expected to able to develop teacher's ability and innovation in improving students' English literacy through fun activities. For students, this study is expected to be able to increase students' motivation in learning English through fun activities as well as improve their literacy skills. For other researcher, this study is expected to provide alternative sources when conducting related studies.

LITERATURE REVIEW

Notion of Literacy

PISA (2000) defines literacy as the ability to understand, use, and reflect on written text with the aim of gaining information and knowledge. UNESCO (in Keefe & Copeland (2011) categorize literacy as human rights which has no limitation of opportunities for the people who want to learn it and be literate through literacy itself. Mackey (2004) argues that literacy can never be defined as a set of fixed skills because it changes as the societies change. Hence, it can be said that a person is

categorize as a literate person when she or he is able to communicate effectively with others and to understand written information.

Real World Literacy

Literacy as skills for future life can be seen from different perspectives. From the education perspective, Purcell-Gates, et al (2010) states that literacy can be linked with reading and writing activities that are done by students in the classroom. These activities are related to real life situation and for real life situation. For example writing menu to order food or writing letter for best friends. Purcell-Gates, et al (2010) further differentiate the concept of real world literacy with school-only literacy. School-only literacy refers to enhancement of literacy in school context only. It tends to emphasize literacy only in terms of reading and writing in the classroom, by focusing on the use of book without the intention of giving real practice to the students of using the skills in the context of real life situation. Meanwhile real-world literacy refers to the enhancement of literacy that is relevant with real-life purposes.

Real-Life Literacy Activities

Musthafa (2010) provides activities with real life purpose that can be implemented by the teacher to teach young learners. For example, engaging the students in a situation where they could talk about favorite activities during the rainy season. In this way, students' learning process makes a better sense and can serve a real purpose: talking about things they think important in their lives. Other example, engaging students by doing physical activities such as playing with objects (creating posters, drawing simple objects, making craft) or making physical movements rather than sitting all the time. By this way, the classroom activities will be more varied and engaging. Another example, learning about colors or shape of objects. Instead of preparing learning media to support the learning process, teacher can point the clothes wearing by the students ask what are the colors of their clothes. Thus, teaching and learning process can serve a real purpose and increase students' motivation in learning since they find it fun.

Characteristics of Young Learners in Learning

Harmer (2006) explains the characteristics of young learners in learning such as, they respond to meaning even if they do not understand individual words, they often learn indirectly rather than directly, their understanding comes not just from explanation, but also from what they see and hear and crucially have a chance to touch and interact with, they generally display an enthusiasm for learning and curiosity about the world around them, they are keen on talking about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom, and they have short attention span, unless activities are extremely engaging, they can easily get bored, losing interact after 15 minutes or so.

Young Learners' Stages of Literacy Development

Padmadewi and Artini (2018) states the stages of literacy development can be divided into four levels namely initial level, beginner level, intermediate level, and advanced level. Padmadewi and Artini (2018) further explain elementary school students generally have stepped on beginner level. In beginner level, the primary school students will begin to understand that words consist of different sounds, be able to understand the relationship of letters and sounds as well as read them with correct pronunciation, understand pictures in book as well as short readings in the picture book, understand syllables that often appear or sight vocabulary, be able to develop ideas in a logical order, and also write topic about own self in various ways such as stories, notes.

Previous Findings

Dewi, Padmadewi, and Artini (2017) conducted a study about literacy program that could be implemented in the classroom in order to integrate reading and writing skills. The study found out that there are several strategies that is believed to be effective in teaching literacy for young learners such as cooperative literacy program, interactive storytelling, reading response journal, and novel study. It was proven from the findings in which, the reading body strategy gave motivation effect toward

the students, the cooperative literacy program successfully trained the students' creativity, and the story telling strategy could effectively support the students' language development as well as keep the students to engage in the classroom.

Arianie (2017) did a qualitative study related to the use of authentic materials and interactive activities in EFL classroom. The study found out authentic materials and interactive learning activities that could be implemented in EFL classroom. Authentic materials can be divided into three types namely authentic listening materials (radio news, cartoon, songs etc), authentic visual materials (street signs, magazines, newspapers pictures, post cards, etc), authentic printed materials (sports reports, newspapers, restaurant menus, train tickets, etc). Interactive learning activities such as jigsaw reading, work bank, jigsaw vocabulary, questioning techniques, small groups (pair-share, buzz groups, three-step interview), reading and writing exercises (close reading, classroom assessment techniques), whole class (the lecture check, role-playing and debates). Through the use of those authentic materials and interactive activities, it was found out that students were motivated and interested in learning English in EFL classroom.

Azri and Rashidi (2014) conducted a library research about the effect of using authentic materials in teaching. The study found out that by using authentic materials in language teaching are successful in arousing students' interest, motivation, then it exposes the students to the real language they will face in the world. Authentic materials help to motivate learners learn the language by making the students felt they were learning the real language, and it helped them to reflects possitively on the learning process.

Research about using reading journal as a way to improve students' comprehension toward textbook reading material was conducted by Winiharti, Herawati, and Rahayu (2014). It was found out that by using reading journal, students could understand the reading material well. It was proven from the findings where 22 out of 30 students are able to write

their quite well. Students' responses toward reading journal activity where they said that through the task of reading journal they are able to understand the whole idea of the assigned reading text.

RESEARCH METHOD

Since the aim of the study is developing English literacy-based activities in the form of students' worksheet, thus the product was developed through Design and Development (D&D) model proposed by Richey & Klein (2007). The model consists of four phases; analysis, design, development, and evaluation.

Analysis deals with analyzing relevant document, in this case a syllabus for the first semester of 5th grade elementary students was analyzed, present situation analysis was conducted by doing observation, and analyze relevant theories. Design deals with designing initial draft that consists of English literacy-based activities based on the characteristics of the product. Development deals with developing initial draft into final draft based on experts judgement by using check list toward content validity. After being judged in terms of the validity, the final draft was developed into final product. Evaluation deals with evaluating the product's quality by using rubric which was given to the literacy experts.

In addition, as a means of examining the effectiveness of the product. Literacy test was administered to the 32 students of 5th grade elementary students. The test was conducted twice. The students' scores before and after the product was tried was further analyzed by t-test for paired sample.

FINDINGS AND DISCUSSION

FINDINGS

There are three points discussed in findings related to this research. The first is the process of developing English literacy-based activities. The second is kinds of English literacy-based activities developed for the first semester of 5th grade elementary students. The third is the effectiveness of English literacy-based activities.

The Process of Developing English Literacy-Based Activities

The process of developing the English literacy-based activities were done through four phases; analysis, design, development, and evaluation. In analysis, the researcher analyzed an English syllabus for the first semester of 5th grade elementary students. It was found out that there are six topics to be taught to the first semester of 5th grade elementary students. The topics are self identity, daily activities, school environment, family, and house. After analyzing the the syllabus, present situation analysis was further conducted through observation in order to determine problems faced related to English literacy. It was found out that first, the learning process was not begun by reading any kinds of English reading material. While in fact, the school has already provided the students with adequate English reading materials. This further affects students' ability in learning English especially their literacy. In which, they are not stimulated to start loving reading English materials in their school years. Second, the learning activities which were conducted in the classroom are so monotonous. The teacher mostly did lecturing teaching style, while the students were only listened to their teacher, and answering tasks existed in student' book. Thus, the four skills in learning language could not integrated maximally due to lack of variance of learning activities.

Third, the learning activities were not dominated by maximum use of English language. Both teacher and students spoke by using Indonesian language. English was not use as medium instruction. It was only spoken to discuss tasks existed in the book. The students did not get much chance to experience the use of English language in real life context. This further makes the learning activities could not reflect on the real life situation, and at the same time could not motivate the students to learn English. Students do not know the purpose of learning English language for their future since they are not able to connect the learning materials with its implementation in real life.

Thus, it is a common sight that the students show low interest and ability when learning English. Lack variance of learning activities and teacher's teaching style seem to be the cause of it. Most of students show low literacy skill in English language. The researcher found it was difficult for the students to read short English paragraph quickly. Moreover, some of them still difficult in pronouncing words which have longer spelling. Besides, when they were asked to write simple sentence, some of them still faced difficulties in terms of alphabets order. They often made mistake when writing certain words which have quite easy spelling.

Table 1. Result of Normality Test

	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

Relevant theories were further analyzed to be used as the basis for developing the English literacy-based activities. There were five theories namely literacy theory, real world literacy theory, real-life literacy activities, and young learners theory. After the process of

analysis was done, the characteristics of the product were further decided. From the characteristics of the product were decided, initial draft was designed in the design phase and it consisted of English literacy-based activities which were designed based on the six topics. This initial draft was further judged in terms of its validity. Several revisions are needed in terms of activities, instructions, and

design. By considering the revision, final draft is developed in the development phase. The final draft consists of final English literacy-based activities such as singing songs, playing game, doing small survey, doing interview, reading and answering questions, making something related to the topic in the syllabus. The final draft was further developed into final product. This final product was evaluated in evaluation phase by asking experts judgement in terms of quality. The results of experts judgement were calculated by using formula proposed by Koyan (2012). It was found out that the sum of scores

from three experts show 141.67. In which the product is categorized as excellent product.

Kinds of English Literacy-Based Activities

Ten topics were developed: self identity, daily activities, school environment, family, and house. Each topic is divided into six section; warm up activity, vocabulary, listening activities, speaking activities, reading activities, and writing activities. In each topic, the activities consist of singing song, playing game, doing small survey, doing interview, reading and answer questions, making something based on the topic.

Table 2. Result of Paired Sample Statistics

		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

Topic for Unit 1 is about self identity. In this unit, the students will sing a song entitled "What is your name?", play crosswords game about numbers in group, answer questions and do survey about months in a year, listen to conversation and complete blank parts, listen to teacher voice and give tick to what they heard, interview friends about self identity, tell about friends' identity, read conversation and fill the blank parts, read text and answer questions related to self identity, write self identity card, write letter for pen pals.

In Unit 2, the topic is about daily activities. In this unit, the students will play words search game related to daily activities, answer questions and do survey related to time, answer questions and write about daily activities, listen to short monologue and answer questions, listen to a person daily activities and give tick to what they heard, do brief interview related to daily activities, read text and answer questions related to daily activities, complete short conversation related to daily activities, writing daily schedule.

School environment is the topic for Unit 3. The students will play scrabble words game related to school environment, answer

questions and fill the blank parts of dialogue related to rooms at school, guess riddles and match pictures about things in the classroom, play "Saymon Say" game related to commands in the classroom, play "What Am I doing?" game, practice dialogue related to school environment, fill blank the blank dialogue and do role play, read text and answer questions related to school environment, read text and decide true or false, draw classroom plan and write simple paragraph about the classroom plan.

Topic for Unit 4 is about family, In this unit, the students will sing a song entitled "My Family Song", answer questions and do interview related to family member, finish someone's family tree, listen to short monologue and answer questions related to family members, practice conversation related to family members with friend, fill the blank dialogue with students own family members and practice dialogue with friend, read text related to family members and answer questions by choosing A,B,C, or D, complete blank text by choosing correct answers in the box, draw a family tree and write short description about the family tree.

In Unit 5, the topic is about house. In this unit, the students will play hot seat game

related to house, answer questions and do interview related to rooms in the house, decide things existed in each room and answer questions related to things itself, match pictures and answer questions related to prepositions, complete a house plan and blank dialogue, do a role play, interview about friends' dream house, read text and decide true and false statement related to house, fill the blank dialogue by choosing correct answers in the box, draw a house plan and write short description about house plan.

The Result of Product's Effectiveness

As a means of examining the effectiveness of English literacy-based activities that are developed, a literacy test was conducted at one of elementary school located in Denpasar. The test was administered to 32 students of 5th grade elementary school. Test was conducted

twice to measure students' literacy skills before and after the product is tried. In the case processing summary it was found out that there are no missing values. The valid N is (100.0%). The total of valid students was 32 students. Furthermore, from the descriptive statistics, it was found out that the mean score of pre-test is 60.31 with 6.342 standard deviation and the mean score of post-test is 79.38 with 7.487 standard deviation. This means that the mean score in post-test is higher than the mean score in pre-test. Thus, to find out whether the product is effective in enhancing the 5th grade elementary students English literacy skill, the students' scores were analyzed by using paired sample t-test. However, before the data were tested by using t-test, the data should be normally distributed. Furthermore, the results are presented in the form of tables.

Table 3. Result of Paired Sample Correlations

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

Table 1 presents the result of normality test. The Sig. value in pre-test is .085 and Sig. value in post-test is .200. This indicates that both of pre-test and post-test data are normally distributed (>0.05).

Table 2. presents the mean score before and after the product is tried. The mean score before the product was tried shows 60.32 while after the product was tried shows 79.38. Thus, it can be seen that $60.32 < 79.38$, which means there is difference between the mean score before and after the product was tried. Furthermore, to prove that the difference of those scores are significant or not, paired sample t-test was used.

The result of paired sample correlation can be seen in Table 3. In which, the result of paired sample correlations is .123 with Sig. value is .502. Since the Sig. value is $.502 > .05$.

Thus, it can be said there is no correlation between pre-test variable with post-test variable.

Table 4. shows the result of sample test. It shows the Sig. (2. Tailed) is $.000 < .05$. It can be concluded that there is difference between the mean score of pre-test and post-test. This shows that the product is effective in enhancing the 5th grade elementary students.

DISCUSSION

The demand of 21st century where the students are required to master English language becomes the basis that underlined the development of English literacy-based activities. This is supported by Musthafa (2010) who states that the technological progress and global competition demanded all countries specifically Indonesia to be competent in all

fields. One of the requirements to achieve it is by having English language skills both spoken and written. Mahu (2012) further supports that by having great skills in English language will

help students to develop better future career since they are able to compete globally and build wide friends' network.

Table 4. Result of Sample Test

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

Other basis that support the development of English literacy-based activities is the Indonesian literacy program called school literacy movement, which was introduced in 2016. English literacy-based activities which are developed emphasize on developing English literacy skills through fun activities which are in accordance to real purpose and real-life situation. This purpose is in line with the purpose of School Literacy Movement program which was introduced by the Indonesian government. In which, the program aims to develop literacy through three stages; habituation by fifteen minutes reading, development by responding to books, and learning by improving literacy skills in all lessons by using enrichment books and reading strategies (Kemdikbud, 2016).

As a means of connecting between what is learnt and its situation in real life, the way of embedding literacy to the students should adjust with things that are in accordance to their ability. Strickland (2004) supports by stating that literacy is an ongoing process. As an ongoing process, it should be embedded to the students based on students' literacy development. Therefore, the English literacy-based activities were developed based on the 5th grade elementary students' literacy development. In relation to the elementary

students' stages of literacy development, Padmadewi & Artini (2018) further states that the elementary school students' literacy level is on the beginner level. In this level, the students begin to understand that words consists of different sounds, be able to understand the relationship of letters and sounds as well as read them with correct pronunciation, understand pictures in book as well as short readings in picture book, understand syllables that often appear or sight vocabulary, be able to develop ideas in a logical order, and also write topic about own self in various as stories, notes. Thus, the developed English literacy-based activities had considered the stages of literacy development.

In relation to the stages of literacy development, Padmadewi and Artini (2018) support that the stages of elementary students' literacy development is on beginner level. In this level, the students begin to understand that words consists of different sounds, be able to understand the relationship of letters and sounds as well as read them with correct pronunciation, understand pictures in book as well as short readings in picture book, understand syllables that often appear or sight vocabulary, be able to develop ideas in a logical order, and also write topic about own self in various as stories, notes. Thus, the literacy-based activities which were developed had considered the above stages of literacy development by providing real pictures, funny animated images, interesting games, and

reading materials that could attract students' attention as well as develop their literacy skills.

The English literacy-based activities were developed through four stages: analysis, design, development, and evaluation (Richey and Klein, 2007). Things which were analyzed in analyze phase were English syllabus for the first semester of 5th grade elementary students, present situation analysis, and relevant theories. It was found out that the developed English literacy-based activities are in accordance to the 5th grade elementary students characteristics. It is supported by Scott and Ytreberg (2010), young learners are very active, enthusiastic, and very imaginative. They love learning from their surroundings. Yet, at the same time they also have short attention span, and easy to get bored. Thus, they need such activities to support their characteristics. The literacy-based activities are considered appropriate since in the design phase, the developed English literacy-based activities had been consulted and judged by literacy experts in terms of its validity by using checklist. All points in the checklist were ticked which means that the activities are relevant and appropriate for the 5th grade elementary students. However some revisions are still needed. In this case, the researcher wants to create good learning activities in order to make students enjoy learning English language so that their literacy could be enhanced.

In the development phase, the English literacy-based activities were developed by considering theory of characteristics young learners in learning such as understand direct human instruction, love to play, enthusiastic and positive about learning, ask questions all the time, and able to work with others (Scott and Ytreberg, 2010). Thus, English literacy-based activities were finally resulted such as playing game that involves physical movement, singing songs, and doing role play to build students' enthusiasm. Other activities such as drawing house and classroom plan to develop their imagination, writing letter for pen pals and daily schedule to develop their creativity, doing small survey and interview to develop their speaking skill, as well as working in pairs or group to develop their ability to cooperate

with friends. Those activities are in line with theory proposed by Purcell-Gates, et al (2010) real-life activities is beneficial in supporting the enhancement of students' literacy. Thus, students could realize that the tasks given in the worksheet has an implication for the 5th grade elementary students in real life.

Furthermore, the developed English literacy-based activities were also examined in terms of its quality and effectiveness. In examining the product in terms of its quality, judgement process was done by using rubric for product's quality given to two literacy experts and one elementary school teacher in evaluation phase. Result of product's quality that is 141.67 shows that the product is in excellent quality. This is supported by formula used to calculate the product's quality proposed by Koyan (2012) states that a product is categorized in excellent quality if the range of sum score is between 140-150. Meanwhile, in examining the effectiveness of the product, literacy test was administered to the 32 students of 5th grade elementary school. Literacy test was administered twice. First was the pre-test to know the 5th grade elementary students' initial English literacy skill and second was the post-test to know the students' English literacy skills after the product was tried. The result of pre-test and post-test were further analyzed through paired sample t-test. It showed that the product is effective in enhancing 32 students of 5th grade elementary school, proven from the result of paired sample t-test Sig. (2.tailed) (.000 <.05). This is in line with research conducted by Arianie (2017) who found out that authentic materials (radio, news, cartoon, songs, newspaper pictures, etc) and interactive learning activities (jigsaw reading, work bank, jigsaw vocabulary, questioning techniques, small groups) are succesful to make the students motivated and interested in learning English in EFL classroom.

Research by Azri and Rashidi (2014) also supported that the use of authentic materials in language teaching are successful in arousing students' interest, motivation, then it exposes the students to the real language they will face in the world. Authentic materials help to motivate learners learn the language by making

the students feel they are learning the real language, and it helps them to reflect positively on the learning process. Thus, from those previous supporting findings, the developed English literacy-based activities for the first semester of 5th grade elementary students are in excellent quality and it is effective in enhancing the students' English literacy skills. The activities provide the students with the experience of using English language effectively during the lesson. It is also successfully triggered the students to actively participate and explore themselves in all activities. By this way they feel enthusiastic, motivated, and interested in learning English.

CONCLUSION AND SUGGESTION

In conclusion, the English literacy-based activities were developed through four phases: analysis, design, development, and evaluation. There were five topics developed into English literacy-based activities for the first semester of 5th grade elementary students. Each topic consists of English literacy-based activities that integrate four skills of language learning namely listening, speaking, reading, and writing. It also provided with warm up activity and vocabulary activities. The developed English literacy-based activities in the form of students' worksheet was categorized as excellent product proven from the result of experts judgement rubric. In addition, the English literacy-based activities were also effective in enhancing the 5th grade elementary students' literacy skills.

Suggestions are given to the teacher, other researchers, and institution. For the teacher, it is expected that teacher can implement more fun, innovative, and real life activities during the learning process as a means of enhancing the students' English literacy skills. For other researchers, it is suggested to continue this research by conducting product's field test and involving more subjects of 5th grade elementary students in other elementary schools. For institution, it is suggested for the institution to use the product as an additional learning source for prospective teachers.

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