

DEVELOPING MATERIALS TO PROVIDE LANGUAGE LEARNING ENVIRONMENT TO SUPPORT GRADE 5 STUDENTS' LITERACY SKILLS IN ENGLISH

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ABSTRACT

This study aimed at describing the English literacy coverage of grade 5 students of Primary Schools in Bali, developing materials to support grade 5 students' English literacy skills, and investigating the quality and the effectiveness of the developed materials in supporting grade 5 students' English literacy skills. The subjects of this study were the grade 5 students of Public Primary Schools in Bali. The data were gathered through documentation, expert judgment, observation, syllabus analysis, conducting test and questionnaires. Based on the competency standard and the basic competence in the syllabus, the English Literacy coverage were about understanding and copying some simple texts and sentences. The materials that need to be developed were based on the topics in the syllabus used by the schools. The developed materials were classified into 4 topics: *Animals*, *Food and Drink*, *Classroom Objects*, and *Public Places*. The materials designed were emphasized on the practices of English literacy skills which consisted of Topical Vocabulary, Grammar Focus, Everyday Expression, Language Games and Time for Story. The quality measurement showed $Sr < 4.485 = 3.6 < 4.485$, means that the materials were categorized as good materials. The effectiveness of measurement showed that the materials of Rich Language Learning Environment are effective to support the grade 5 students' English Literacy Skills.

Keywords: TEYL, Literacy Skills, Rich Language Learning Environment

INTRODUCTION

It is widely believed that acquiring foreign language is better to be started from the very young age. Recent research findings indicate that access to two languages in early childhood can accelerate the development of both verbal and nonverbal abilities. There is also evidence of a positive association between bilingualism and both cognitive flexibility and divergent thinking (Cummins, 2001 in McKay 2006). In a more recent account, Bialystok (2001) finds that there are some cognitive processes, namely attention and inhibition,

that develop earlier and possibly more strongly in bilinguals, contributing to metalinguistic awareness and language learning. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment. The two findings show that at their young age, children learn

something cognitively in which they do not only learn based on the theory, but also learn more through their experiences around their environment.

Nowadays, the phenomenon shows that most teachers only use textbook as the source of teaching language to their students. It indirectly declares that the process of teaching and learning is just in the context of artificial (not the real context) and the orientation is just on the textbooks, so that students do not get more to read and understand the basic concept of every topic of English lesson in the real context (Artini, 2012). As cited in <http://www.teachervision.fen.com/curriculum-planning/>, there are some weaknesses in using textbooks as the only source of teaching and learning in the class: the textbook is old and outdated, the textbook questions tend to be low or fact-based, textbook does not take students' background knowledge into account, sometimes reading level in a textbook is too difficult, for students, the textbooks only allow them to see one perspective on a concept or issue, the information shared from textbook to students is sometimes not current and relevant. From this issue, the writer then believes that teaching English would be better if the teachers do not only stuck on the materials and questions provided on the textbook, but also provide other materials or activities which relate with the students' environment in their real life. In teaching English, especially primary students, teachers can spread their way of teaching without ignoring the function of the textbook itself, by creating innovative activities for students which still relate with the curriculum and the materials on textbook to have the students enjoy their learning.

As what has been stated above that teaching English from the very young age is now such a trend. In an article of TEYL written by Rojab Siti, a graduated student of UPI Bandung, it is stated that There is now a growing tendency among Indonesian people to introduce English to children starting from the early age, through either formal or informal

education. This can be seen from the mushrooming of bilingual and international schools where English is used as the language of instruction as well as the increasing number of English courses aimed especially for children. However based on the research done by Artini in 2012, English in Public Primary Schools in Indonesia is still low. It is because of the time allocation which is only 1 x 35 minutes/ week. The learning sources for English is also very limited. The limitation of time and also the limitation of learning sources are certainly not enough to give the basic theories of English for primary students. Based on this phenomenon, it is suggested for the English teachers to create a language learning environment for students to let them learn English not only in their formal English class, but also at their spare time.

Most researches about English acquisition in primary schools are still focused on the use of innovative methods/strategies/techniques to improve students' achievement in any skills, on the steps included in experimental researches or classroom based researches. In other words, most researches only aim at recovering the qualities of teaching and learning process pedagogically. It is good to have a variety of innovative methods to improve students' achievement in any skills of English. However, based on the phenomenon which has been stated above, the limitation of time will not allow students to dig up more knowledge of English because the techniques recommended are only applied in the formal class. This article provides a study of developing materials to provide language learning environment to support primary students' literacy skills in English. The materials consisted of innovative activities which could be read and done by students out of their formal English class.

As cited in <http://www.learner.org/workshops/hsarts/program5/>, in a language learning environment, teachers recognize the central role of creativity and engage students in exploring ideas and issues, challenging traditional assumptions,

solving complex problems, and constructing knowledge rather than just memorizing it. Skillful arts teachers create an atmosphere of mutual trust where students feel free to take risks and explore their own thoughts and feelings. Constructive criticism is the norm, and students benefit from the responses of others. In a safe and creative learning environment, teachers instill personal confidence and respect for others, model and encourage constructive constructivism, value artistic expression and individual opinions, provide opportunities for self-direction and leadership. The language learning environment which adopts the theory of multiple literacy experiences is the condition of learning environment where many varieties of materials are showed on and performed to encourage students whether it is based on their wants or their needs. They learn by always taking a look on the wall of their class which will be full of literacy practice at the aim of improving their reading habit because through the materials of rich language learning environment, the students learn and construct their own knowledge for English by reading. This activity is expected to give impact for students' independence in learning (self directed learning) which also will give impacts for students' habit in reading, understanding, thinking critically and logically (Winch, dkk., 2006:65 in Artini 2012).

The acquisition of language should be framed in a rich language learning environment, so that children can acquire language in the real context (Yelland, 2006, in Artini, 2012). Beside that, the learning process should not be only in the classroom (Watanabe, 2009). On the time allocation, 1x35 minutes/week, it is certainly not enough to give the basic theories of English for primary students. This is the main reason why the language learning environment is really necessary to be the part of students' ways of learning. The language learning environment materials give much opportunities for students to spend their spare time to improve their reading habit

and their writing skills outside the contexts used in their usual classes, with fun and challenging things. The expectation of the implementation of the language learning environment is not only about students' motivation and spirits, but also the expectation of students' success on their English literacy skills, so that students can well-continued their learning to the higher stage.

The purpose of this study is(1) giving a description of English literacy coverage of grade 5 students of Primary Schools in Bali, (2) developing the materials of language learning environment to support grade 5 students' English Literacy Skills, and (3) investigating the quality and the effectiveness of developed materials of language learning environment to support grade 5 students' English literacy skills.

METHODS

The R&D model proposed by Sugiyono, 2009 was used in this study. The steps were as follows:

1. Identifying potency and problem

A research can be conducted if it is started from the existence of potencies and problems. Potencies are all things which have some benefits if they are used in a certain condition while problems are defined as something which is not expected or far away from the reality. The problems and potencies should be proven or shown factually. In this first step, the potency and problem should be identified to continue to the next step.

2. Collecting data

After potency and problem have been identified, the next step is collecting data. This step is about collecting several of information and references as the source to design a certain product which is emphasized to be able to solve the problem identified.

3. Designing Product

This step is about designing a product based on the data that have been collected. The design of the product should be pictured or drawn as a guideline to develop it. The design should be provided with the explanation of each

component, how it will be developed, its specification, and everything that should be inserted in the design. The design of the product is hypothetic where it means the effectiveness of the product has not been proven yet and will be found out after conducting some try-out tests.

4. Validating design

Validating design is the process to evaluate the design of the product. The process happens in this step can be said as rational thought since it has not been proven yet about the effectiveness in the field and the evaluation conducted in this step is subjective evaluation. The process of validating design can be conducted through expert judgment where the expert will evaluate the design of the product.

5. Revising design

After validating by the expert judgment, the researcher revised the design where it is about revising the design if the expert found that there are some weaknesses in the design.

6. Administering product try-out

Before administering the product try-out, the design of the product that has been revised should be developed into a prototype then it can be continued to the product try-out process. In this process, the prototype will be tried out. There are two major processes in this step. The first process is administering a limited field test where it is about the implementation of the prototype and then the second process is conducting field test where the purpose of this test is to find the effectiveness of the prototype developed. It can be done through administering questionnaire or experiment. But the data of experiment will be valid and reliable than the questionnaire has. So, it is suggested to conduct experiment to find the effectiveness of the prototype.

7. Revising Product

After conducting limited field test and field test, then the product should be revised if it is found that there is a component or part that should be revised.

8. Administering product use try out

This step is about administering utilizing test. The revised product then can be administered to the real and wider situation.

9. Revising Product

The product should be revised if there is a weaknesses found during the implementation in the real situation. To purpose is to strengthen the product before it is produced into a large amount.

This study was classified as Research and Development, because the main point of this study was developing the designs of self-directed learning in the formal context of learning in the class. The subjects of the study were the grade 5 primary students of public primary schools in Bali. The sample of this study was chosen by the technique of purposive cluster sampling, by taking up some subjects with specific characteristics. This study was conducted in 3 regencies: Denpasar, Gianyar, and Bangli. They were SD N 7 Pedungan and SD Muhammadiyah 2 in Denpasar, SD N 5 Manokaya and SD N 5 Sukawati in Gianyar, and SD N 2 Cempaga and SD N 1 Sulahan in Bangli.

Generally, the methods of data collection used in this study were observation, expert judgment, administering questionnaire, conducting tests, and document study while the instruments used were observation sheet, checklist, questionnaires, scoring rubrics, and tests.

The data of the English literacy coverage were gathered through syllabus analysis and the observation toward the teaching and learning process. The result of the syllabus analysis was also described the materials which needed to be developed since the materials should relate to the topics provided in the syllabus. The materials were also based on the criteria of good materials proposed by Tomlinson, 1998, in Kusuma, 2011. The quality of the materials were seen through an observation of the products implementation, questionnaires for the teachers and interviewing students. The pre-test and post-test were held to know the effectiveness of the developed materials.

The data of English literacy coverage of grade 5 primary students in Bali were analyzed qualitatively and the quality of the materials was analyzed quantitatively. The quality of the products were based on the following category:

Table 1. The Category of Materials

Score	Criteria
$Sr \geq 4.485$	Excellent
$3.49 \leq Sr < 4.485$	Good
$2.5 \leq Sr < 3.49$	Average
$1.5 \leq Sr < 2.5$	Below Average
$Sr < 1.5$	Poor

Then, the result of the pre-test and post test were analyzed quantitatively through t-test analysis of the sample dependent t-test using SPSS 16.

Hypothesis:

$H_0 : \mu_1 = \mu_2$ $H_a : \mu_1 > \mu_2$
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Note:

μ_1 : Mean score of the pre-test
 μ_2 : Mean score of the post-test

FINDINGS AND DISCUSSION

THE ENGLISH LITERACY COVERAGE OF THE FIFTH GRADE STUDENTS OF PRIMARY SCHOOLS IN BALI

The English literacy coverage of the fifth grade students of primary levels was found through a syllabus analysis. The result of the syllabus analysis was as follows:

Table 2. The Competency Standard and the Basic Competence of English literacy skills of the fifth grade students

Skills	Competency Standard	Basic Competence	Activities
Reading	Understanding some simple sentences and texts in the context of social environment.	<ol style="list-style-type: none"> Understanding simple descriptive texts relate to students' social environment. Reading aloud some short functional texts with the right and acceptable pronunciation 	<ol style="list-style-type: none"> Answering questions based on the texts. Reading a short story.

		and intonation.
Writing	Writing some simple sentences in the context of students' social environment.	<ol style="list-style-type: none"> 1. Writing some simple descriptive sentence which relate to students' social environment. 2. Copying simple words and sentences which relate to students' social environment
		<ol style="list-style-type: none"> 1. Arranging descriptive sentences to the correct order. 2. Copying some simple words and descriptive sentences with the right spelling and punctuation.

Table 2 showed the competency standard and the basic competence of English literacy that should be achieved by the fifth grade students of primary levels. Generally, reading and writing practices that should be emphasized were in terms of understanding some simple texts and writing some simple sentences of description. The result of the syllabus analysis also showed the topics that should be used as the basics in developing the materials of Rich Language Learning Environment. The topics developed into materials of Rich Language Learning Environment were *Animals, Food&Drink, Classroom Objects* and *Public Places*. Those topics were developed based on the indicators in the syllabus and were developed into 5 main aspects of developing literacy skills: Topical Vocabulary, Grammar Focus, Everyday Expression, Language Games, and Time for Story. The Syllabus Analysis was as the basic source to develop the materials. The result of syllabus analysis showed that the syllabus used by the English teachers in Bali was

the syllabus provided in BSNP. The result of the syllabus analysis was used to develop materials. The topics of grade 5 were: *Animals, Food&Drink, Classroom Objects, and Public Places*. Every unit provided materials which supported Vocabulary Building, Grammatical Stricture, Everyday Expression, Learn through games, and Learn Through Stories.

DEVELOPING THE MATERIALS OF RICH LANGUAGE LEARNING ENVIRONMENT

The materials consisted of reading and writing materials which let students learn by themselves at their spare time.

As stated previously that the topics of grade 5 were: *Animals, Food and Drink, Classroom Objects, and Public Places*. Every unit provided materials of *Topical Vocabulary, Grammar Focus, Everyday Expressions, Language Games, and Time for Stories*. The map of the materials was as follows:

Table 3. The Map of the Developed Materials of Rich language Learning Environment

	Animals	Food&Drink	Classroom Objects	Public Places
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Topical Vocabulary	"Letter Box"	"Circle Me!"	"Match Me!"	"Revise My Name"
Grammar Focus	"Word Box"	"Choose Your Food!"	"Find Me!"	"Where is it Located?"
Everyday Expression	"Do You Have Any Pets?"	"What is Your Favorite Food?"	"What Do You Have in Your Bag?"	"Do You Know Where?"
Language Game	"What Am I?"	"Guess Me!"	"Blue's Clues"	"The Only One Clue"
Time for Story	"My Trip to Bali zoo"	"What's Wrong With My Stomach?"	"Let's Make Friends"	"Be Cheerful, Be Helpful"

1. Unit 1: Animals

This unit introduced kinds of animals through the materials of "Letter Box" as the material of Topical Vocabulary, "Word Box" as the material of Grammar Focus, "Do You Have Any Pets?" as the material of Everyday Expressions, "What Am I?" as the material of "Language Game" and "My Trip to Bali Zoo" as the story of this unit.

In "Letter Box" the students were provided some pictures of animals, and they have to pick letters from the box to write the right spelling of the pictures provided. In "Word Box", the students practiced their skills of writing. Through this material, they produced sentences related to animals. In this material, there were some pictures of animals and a word box. The students had to pick words in the box to write a correct order of sentence based on the picture. In "Do You Have Any Pets?" the students practice the students practice their Everyday Expression through some simple conversation. Here, the students practice their writing skills. The students were given examples of conversation and in their worksheet, they would create their own sentences. In "What Am I?", the students guessed the animals based on the clues. They have to write the name of the animal with the right spelling based on the clue provided. In the title of the story "My Trip to Bali Zoo" students practiced

their reading skills. Attractive pictures were provided in the story that made students interested in reading the story. The story used simple texts which let students easy to understand the story. After reading the story, students had to answer some questions which were provided in their worksheets.

2. Unit 2. Food and Drink

This unit introduced kinds of Food and Drink through the materials of "Circle Me" as the material of Topical Vocabulary, "Choose Your Food!" as the material of Grammar Focus, "What is your Favorite Food?" as the material of Everyday Expressions, "Guess Me!" as the material of "Language Game" and "What's Wrong with my Stomach?" as the story of this unit.

In "Circle Me!" the students were provided some pictures of food and drink, and they had to recognize the name of the food or drink and circle the picture which related to the name of the food or drink. In "Choose Your Food!", the students practiced their skills of writing. In this material, they specifically practiced the grammatical structure of preference, for example: *I prefer milk to coffee*. Through this material, they produced sentences of preference with some pictures provided. In "What is Your Favorite Food?" the students practice the students practice their Everyday Expression through some simple conversation. Here, the students

practice their writing skills. The students were given examples of conversation and in their worksheet, they would create their own sentences. In "Guess Me?", the students just needed to guess the name of the food or drink and group them related to their categories whether they were kind of food or drink. They have to write the name of the food or drink with the right spelling based on the clue provided. In the title of the story "What's Wrong with my Stomach?" students practiced their reading skills. Attractive pictures were also provided to make students interested in reading the story. The story used simple texts which let students easy to understand the story. After reading the story, students had to answer some questions which were provided in their worksheets.

3. Unit 3-Classroom Objects

This unit introduced all things in the classroom through the materials of "Match Me!" as the material of Topical Vocabulary, "Find Me!" as the material of Grammar Focus, "What do You Have in Your Bag?" as the material of Everyday Expressions, "Blue's Clues!" as the material of "Language Game" and "Let's make friends!" as the story of this unit.

In "Match Me!" the students were provided some pictures of classroom objects, and they had to recognize the name of the things by drawing lines. In "Find Me!", the students practiced their skills of writing. In this material, they specifically practiced the grammatical structure of preposition, for example: *The book is on the table*. Through this material, they produced sentences using preposition by recognizing the pictures provided. In "What do You Have in Your Bag?" the students practice the students their Everyday Expression through some simple conversation. Here, the students practice their writing skills. The students were given examples of conversation and in their worksheet, they would create their own sentences of preposition. In "Blue's Clues", the students just needed to guess the name of the things them related to the clues given by Blue. They had to write the name of the things with the right spelling

based on. In the title of the story "Let's Make Friends!" students practiced their reading skills. Attractive pictures were also provided in the story that made students interested in reading the story. The story used simple texts which let students easy to understand the story. After reading the story, students had to answer some questions which were provided in their worksheets.

4. Unit 4-Public Places

This unit introduced kinds of public places through the materials of "Revise My Name!" as the material of Topical Vocabulary, "Where is it Located?" as the material of Grammar Focus, "Do You Know Where?" as the material of Everyday Expression, "The Only One Clue!" as the material of "Language Game" and "Be Cheerful, Be Helpful!" as the story of this unit.

In "Revise My Name!" the students were provided some pictures of public places with the wrong names, and they had to revise them with the correct names and the right spellings. In "Where is Located?", the students practiced their skills of writing. In this material, they specifically practiced the grammatical structure of preposition of place; *across, in front of, behind, beside, next to, etc.* for example: *The Police office is next to the hospital*. Through this material, they produced sentences by recognizing the right name of the pictures provided. In "Do You Know Where?" the students practice their everyday expression through some simple conversation. Here, the students practice their writing skills. The students were given examples of conversation and in their worksheet, they would create their own sentences of preposition of place. In "The Only One Clue", the students had to know the professions which are usually available in the public places. They just needed to guess the name of the place based the clue of profession. They had to write the name of the places with the right spelling. In the title of the story "Be Cheerful, Be Helpful!" students practiced their reading skills. Attractive pictures were also provided in the story that made

students interesting in reading the story. The story used simple texts which let students easy to understand the story. After reading the story, students had to answer some questions which were provided in their worksheets.

The quality of the materials were analyzed quantitatively based on the result the expert judgment toward the materials. The result was measured using the Likert Scales where 5 for *excellent*, 4 for *good*, 3 for *average*, 2 for *below average*, and 1 for *poor*. The result could be seen in the following table:

THE QUALITY OF THE DEVELOPED MATERIALS OF RICH LANGUAGE LEARNING ENVIRONMENT

Table 5. The Result of Expert Judgment toward the Developed Materials of Rich Language Learning environment

Judges	Average	Qualification	Category
Judge 1	3.8846	$3.49 \leq 3.8846 < 4.485$	Good
Judge 2	3.9615	$3.49 \leq 3.9615 < 4.485$	Good
Judge 3	3.5769	$3.49 \leq 3.5769 < 4.485$	Good
Judge 4	3.8846	$3.49 \leq 3.8846 < 4.485$	Good
Judge 5	3.5769	$3.49 \leq 3.5769 < 4.485$	Good
Judge 6	3.4615	$3.49 \leq 3.4615 < 4.485$	Good
Judge 7	3.6923	$3.49 \leq 3.6923 < 4.485$	Good
Judge 8	2.7692	$2.5 \leq 2.7962 < 3.49$	Average
Total Average	3.601	$3.49 \leq 3.601 < 3.49$	Good

Table 5 showed that the average was 3.601 which meant that the materials were categorized as *Good* materials where $3.49 \leq 3.601 < 4.485$. It means that most judges agreed that the materials are good to be applied to support students' English literacy skills.

THE EFFECTIVENESS OF THE MATERIALS OF RICH LANGUAGE LEARNING ENVIRONMENT

The effectiveness of the materials being developed was seen from the result of the pre-test and post-test where it was analyzed using t-test of sample dependent. The result was as follows:

Table 6. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 VAR00002	76.7611	180	12.63380	.94167
VAR00003	86.2056	180	12.56211	.93632

Table 7. 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 VAR00002 - VAR00003	9.44444	3.71502	.27690	-9.99086	-8.89803	-34.108	179	.000

As seen in the tables 6 and 7, the result of the mean score between pre-test and post test were different where the mean of the post-test was higher than the mean score of the post test. The result of the paired sample test also showed that the value of $\alpha:0.05$ was higher than the value of Sig. (2 tailed) where $0.000 < 0,05$. It means that there was significant different between the scores of pre-test and post-test. It was supported by the mean score of both pre-test and post-test where mean of the pre-test < post-test It can be concluded that the materials of language learning environment provided were effective to support grade 5 students' English Literacy Skills.

Literacy can and has been defined very widely. For the purpose of this study, literacy was seen as a unitary process with two complementary aspects, reading and writing. Medwell (2009), in her research on literacy skills, stated that reading and writing in this way, simply as opposite faces of the same coin, emphasises a basic principle within the National Curriculum for English, that is, to develop children's skills within an integrated programme and to inter-relate the requirements of the Range, Key Skills, and Standard English and Language Study sections of the Programmes of Study. It means that literacy skills were as the main skills in English curriculum. The researcher provided Rich Language Learning Environment materials to support students' English literacy skills; so that the

result of this research would be recognized by the national English curriculum since the reading and writing were as the main skills.

Creating environments for learning is more than simple room arrangement. Learning environments include both indoor and outdoor spaces and resources. Responsive environments encompass the values of cooperative play, large muscle activities, high drama, messy play, the sounds of childhood, working through conflict and the importance of family engagement (Curtis, in *Creating Rich Learning Environment*, 2001). In addition, the environment supports the routines, materials and interactions that occur within the space "offering children rich childhood experiences where children can build their passions and attention over time, and use open-ended materials" (Curtis, 2001). When educators recognize the combined power of both indoor and outdoor play spaces, they realize that one area can be an extension of the other. According to Curtis (2001), stimulating and dynamic environments fulfill the functions of (1) facilitate and guide play, exploration and discovery as important processes in enhancing children's holistic development, (2) promote the holistic nature of children's learning in an environment that stimulates exploration, curiosity and interactions with others, (3) encourage children's independence, responsibility and participation in the learning environment, with the family and in the community. It

means that in creating the materials for young learners, the materials should lead students to learn concretely based on the contexts of their social environment. The materials that were developed in this research were based on the syllabus used by the English teachers of the fifth grade students. According to Winch, dkk (2006) The materials of English Literacy Skills should be focused more on reading and writing. The materials which were provided by the researcher consisted of reading and writing materials which let students learn by themselves at their spare time.

Rich Language Learning Environment materials provided the students with various meaningful activities. The activities required students to do something independently. By letting them learn independently and construct their own knowledge, they would experience meaningful learning not only in the classroom, but also outside the classroom. Besides that, by giving students so many activities in the rich learning environment, the English teachers may give them opportunities to choose one of the activities provided based on students' interests. Various activities in the materials of Rich Language Learning Environment also help students to train their comprehension ability.

A product cannot be judged as having excellent quality when it is seen only from the contents involved. But it must be seen from other points such as *validity (content and construct)*, *practicality*, and *effectiveness* of the product. Content validity is about theory/literature review gathered in preliminary observation while construct validity is about the steps that had been conducted during the development of the product. In this study, the product can be said had fulfilled the content and construct validity. Besides that, the material of the products had been based on the criteria of good EFL/ESL materials proposed by Tomlinson (1998). In other words, it can be said that the researcher used some theories as the basis of the products development. The quality of the products in this study were shown by the result of

expert judgement and also the teachers' questionnaire toward the materials. The result of the expert judgement showed that the materials were categorized as *good* materials since the calculation of the scales showed $3.6 \leq 4.485$, means that the materials have good quality to support students' English literacy skills. It is believed that the materials of Rich Language Learning Environment will have important roles to support students' English literacy skills.

The result of the pre-test and post-test showed that the materials of Rich Language Learning Environment gave significant effect to students' English Literacy skills. It is shown by the result of the measurement using SPSS 16 which was Paired Samples test which showed that H_0 was rejected and H_a was accepted. It was also supported by the mean score of the post-test which was higher than the mean score of the pre-test. The effectiveness of the product also proves that the Rich Language Learning Environment materials aid students' comprehension since the materials developed are close with students' prior knowledge. According to Pang et al, 2003, in Kusuma, 2011, having more prior knowledge generally aids comprehension. A reader's interest in a subject matter will also influence the level of prior knowledge. Therefore, the materials of Rich Language Learning Environment had caught the students' interest and could help them practice their literacy skills (reading and writing).

CONCLUSION

The acquisition of language should be framed in rich language learning environment, so that children can acquire language in the real context. Beside that, the learning process should not be only in the classroom. On the time allocation, 1x35 minutes/week, it is certainly not enough to give the basic theories of English for primary students. This is the main reason why the rich learning environment is really necessary to be a "media" for students to learn English concretely. The rich learning environment gives students opportunities to spend their

spare time to improve their English literacy outside the contexts used in their usual classes, with fun and challenging things. The expectation of the implementation of rich learning environment is not only about students' motivation and spirits, but also the expectation of students' success on their English literacy, so that students can well-continued their learning to the higher stage. Through Rich Language Learning Environment materials, students learn naturally without any pressures. Teachers need to widen students' space to learn by always creating richer language learning environment materials.

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