DEVELOPING LIBRARY-BASED ENGLISH TEACHING LEARNING ACTIVITIES FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL STUDENTS AT SD AL MUJAHIDIN WONOSARI

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment

of the *Sarjana Pendidikan* Degree in English Education

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APPROVAL

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**DEVELOPING LIBRARY-BASED ENGLISH TEACHING LEARNING
ACTIVITIES FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL
STUDENTS AT SD AL MUJAHIDIN WONOSARI**

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Yogyakarta, 11 Februari 2013

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Yotie Gita Anindhita

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MOTTOS

Say, "my prayer, my offering, my life and
my death are for allah swt., the lord of
all the world".
(THE HOLY QURAN [6:162])

God knows the very right time for every
moment better than me or the others who
judge me.

DEDICATIONS

This thesis is dedicated to:

1. Allah SWT who has given me capability to write this thesis

2. my beloved father and mother who have given me their belief

3. my older sister and her family who always there to support me

4. my partner in life who is always there to make me stand strong and have a courage to face all the bad things

5. all my teachers and lecturers who have given me knowledge

6. My friends who have shown me the world.

Love you all

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the Elementary schools.

Yogyakarta,

Yotie Gita Anindhita

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DEVELOPING LIBRARY-BASED ENGLISH TEACHING LEARNING ACTIVITIES FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL STUDENTS AT SD AL MUJAHIDIN WONOSARI

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ABSTRACT

The objectives of this study are to find out the possible library-based activities and the characteristics in the English teaching and learning processes at class VA of SD Al Mujahidin Wonosari in academic year of 2011/2012.

This study is Research and Development (R and D). The procedure was as follow: conducting the needs analysis, writing the course grid, developing the activities, conducting the implementation, evaluating the designed activities, and revising the activities. The subjects of this research were the students of class VA of SD Al Mujahidin Wonosari. The questionnaires and interview guideline were used to collect the data. The questionnaires were divided into two parts. The first questionnaire was to obtain the data about students' needs to develop the activities and distributed in the early stage of the study. The second questionnaire was used to revise the activities and was distributed during the implementation of the activities. The quantitative data from the questionnaire were analyzed by using central tendency measure. Meanwhile, the qualitative data were analyzed through interpretational analysis technique.

The developed activities were formulated into a course grid, a teacher's guide, worksheets, and media. There are possible learning activities in the product (1) Story book-based activities (2) Video-based activities (3) Scrabble-based activities (4) Picture dictionary-based activities (5) Encyclopaedia-based activities. There are five aspects in the library-based activities that match with the students' characteristics: appearance, content activity, activity type, topic, and media. The results of the developed activities are called effective and feasible to be applied if the obtained score mean for appearance was more than 22.5; the content activity was more than 9; the activity type was more than 18; the topic was more than 13.5; the media was more than 13.5. In conclusion, the developed activities are appropriate and feasible to be used in the teaching-learning process at class VA of SD Al Mujahidin Wonosari in academic year of 2011/2012.

CHAPTER I

INTRODUCTION

A. Background of the Study

Generally, English teaching and learning processes in Indonesia are done in the class room. The variations of the learning setting are still rarely done by the schools. However, there are some schools that have done the variations occasionally. Those variations are done to give another interesting way in learning English that are possible to apply in English teaching and learning for children.

The variation of the teaching and learning setting is not only aimed to avoid the monotonous but also to support the activities of the students while they are learning. The choice of the location should be based on the activities that will be done in the teaching and learning processes. It is related with resources that the students need to do their activities. Activities here are mentioned as the things done in the process of learning such as games, project, story telling, filling worksheet, and many more.

In the learning processes, it has been realized that each student in each school and level needs a variation. The variation is not only in the learning activities but also in the place where students can find many resources beside their course book and the location of the teaching and learning processes so that they are not bored. Related to that, some schools have been using the variation in their learning processes but some others are still using daily

classroom and course book only for their teaching and learning processes. The variations of the teaching and learning location that are mostly used by some schools are school yard, corridor, school garden, and other available places in the school area.

Recently, English teaching and learning processes have been done by doing the variation of the location in such activities. Unfortunately, this thing is only done by some schools and some English courses. In fact, English teaching and learning process is important to be done in a fun way and in the right place especially for children. It has a relationship with the characteristics of children where they can not learn in a monotonous way that will make them bored and can not acquire the language easily.

Library is one of the locations that can be a good resource for the students in their English teaching and learning processes. It is a must to be existed in a school and have many resources for the students in acquiring many things. Related to the case, there are good schools that have good libraries where the collections and the arrangement are good. However, the libraries are not optimally used, especially in teaching and learning processes whereas the teachers can find many resources there as an effort to develop their teaching and learning processes that are based on the curriculum.

In relation to a good school that has a good method in teaching and learning process, there are lots of good Elementary schools in Gunungkidul that have criterion to be a good school. One of those good schools is SD Al Mujahidin Wonosari. SD Al Mujahidin Wonosari is a favourite school in

Gunungkidul. Here, the learning method is planned in a good one. But, in doing the activities in the teaching and learning processes, the school still uses daily classroom only and the library that has a good library designed with many resources is not used optimally yet.

Since SD Al Mujahidin is a school that has a good library and learning method , it will be good if the students are given a variation in the location and resources of their learning processes to make them reach their better achievement. Here, providing activities that are designed to be done in variations will give enthusiasm to the students that are related to the library as a good resource to support the teaching and learning processes. The research is intended to create some activities that are based on library in the English teaching and learning processes that will be done with variations of the location and resources.

B. Identification of the Problem

In English learning process, students especially children have to be placed in a pleasant condition. It is related to children characteristics that they are very easy to be bored when they are learning in school. In their learning processes, children need to be placed in fun activities so that they can have their motivation to learn. Here, children can exercise well when they are motivated as the result of their innate that they are happy to try new things and to experiment with ideas (Pinter,2009:5)

Nowadays, there are lots of qualified schools that have been using good media and activities in their English teaching and learning process. Not only good media and activities, they also have complete school facilities. Then, the problem here is that the schools are still using an old method whereas the activities and other learning supports are good. Here, the whole activities are done in the class room and without any variation in the learning resources that will make the students feel bored and have some difficulties in acquiring the language.

SD Al Mujahidin Wonosari is one of favorite schools in Gunung Kidul that has been using good media and activities in their teaching and learning process. Besides, the school is also has good school facilities. However, the problem is that the school still uses class room only in their English teaching and learning processes. The school does not use other places to find some more resources in doing their activities

Related to that, library is a good resource to fulfill the needs of learning variation. In the library students can find many books and some other information. The arrangement of the table and some pictures that exist in the library will give another atmosphere in learning English. Here, library can give some benefits as the learning resource. However, the teachers of SD Al Mujahidin Wonosari have not use the library yet in their English teaching and learning processes. They do not know how to create activities and to use the resources in the library.

Those are some things that become considerations in developing activities based on library based activities. As the researcher's knowledge, there has not been any research that conducted with the aim to provide more suitable activities in English teaching and learning process that is done by using library as the main resource. Therefore, this field research hopefully can be a contribution for the development of Elementary school in Indonesia in general, and for SD Al Mujahidin Wonosari in particular.

C. Limitation of the Problem

Concerning the limitation that the researcher has, the researcher is going to conduct a research focusing on the development of teaching and learning activities design using library based activities. It will deal with the whole components of the teaching and learning plans. The components are sequenced with the students' level of competence so that it will be as appropriate as possible for the students.

The designed activities that follow the materials is made to be applied by using many resources that exist in the library. It deals with kinds of activity that are appropriate to be done with many resources in the library. The setting of the place is the consideration of the need in the variation of learning place. In addition, it is related to the need of appropriate places that are depended with the activities. This research therefore will mainly discuss the development of effective activities design in learning English based on library based activities.

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D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problems as follows:

1. What are the possible library-based activities in English language learning at grade five of SD Al Mujahidin Wonosari?

2. What are the characteristics of library-based activities in English language learning at grade five of SD Al Mujahidin Wonosari?

E. Research Objectives

Corresponding to the formulation of the problem, the objectives of this research are as follows:

1. to identify the possible library-based activities in English language learning at grade five

2. to identify the characteristics of library-based activities in English language learning at grade five of SD Al Mujahidin Wonosari.

F. Research Significance

This study is expected to give some contributions as follows:

1. For SD Mujahidin Wonosari

   a. For the students of grade five at SD Al Mujahidin Wonosari, this study offers an opportunity for the students to do some other fun activities that will facilitate them to acquire language well.

b. For the English teacher of grade five at SD Al Mujahidin Wonosari, this study can be used as an alternative technique to do their English teaching and learning activities.

2. For English Department

The researcher hopes that the result of this research study can be a reference related to the activities development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the researcher presents the theories of library-based activities and conceptual framework of this research. The theories will cover the factors that influence the activities design in this study, those are children characteristics, teaching English to children, characteristics of activity, types of activity, activity development, characteristic of the library, children library, and library in the teaching and learning process. Those theories will be discussed bellow.

A. Literature Review

1. English Teaching and Learning for Children

a. Children Characteristics

Children characteristic is the features that form children's personalities. In relation to their personalities, children by the age of ten can understand abstract and symbols that begin with words (Scott and Ytreberg, 2004:4). Further, Brewster et al. (2002:27) say that in the learning processes, children learn things slowly. In contrary, they forget things quickly as the result of their innate that they are bored easily. Meanwhile, it is known that children can exercise well when they are motivated as the result of their innate that they are happy to try new things and to experiment with ideas (Pinter, 2009:5).

Children's innate are quite different with adults. A child's spontaneous and attentions of language forms and awareness are different from adults (Brown, 2001:87). In relation to the awareness of the language, most of eight to ten years old children will have some varieties of language awareness and readiness in their foreign language classrooms (Scott and Ytreberg, 2004:4). Here, it is known that teachers have to give different treatment when they are teaching children.

In their effort to acquire language, children need adults to mediate them with the world in making language accessible to them. Cameron (2001:6) states that "with helps from adults, children can do and understand many more things than they can on their own". The things that children can do and understand should be designed into physical activities. It is connected with the children's characteristic where "children have a lot of physical energy and often need to be physically active" (Brewster et al, 2002:27). From those explanations, it can be concluded that children need helps to acquire things and they need to have physical activities to exert their physical energy.

Vygotsky in Cameron (2001:6) states that "the child is an active learner in a world full of other people. Those people play important roles in helping children to learn, bringing objects and ideas to their attention, talking while playing, reading stories, and asking questions". Moreover, Brewster et al. (2002:28) discover that "children may start their school with good concentration and memorization skills, having been introduced to action songs, counting rhymes, bedtime stories, computer games, and so on". It can

be concluded that people have their important role in helping children to do many things by giving some interesting activities first when they are going to start their school.

b. Teaching English to Children

Teaching English to children is different from teaching it to adults. It should be suited with the characteristics of children. It is mentioned that "teachers need to create a balance in their classrooms between providing support and providing challenge to their students in the teaching and learning process" (Brewster et al., 2002:40). Besides, it is known that "teachers need to examine classroom activities from the child's point of view to asses if pupils are understand of what they do and able to make sense of new language" (Cameron, 2001:19). Here, it can be concluded that in teaching children, the teachers need to have the ability to create activities that are suitable with their students. Besides, the teachers have to give motivation for their students so that they can acquire the competence well.

In creating the lessons, teachers have to match it with the pupils' needs. In their learning processes, children need to have partners to discuss their activities so that their lesson can be easier to be mastered. Related to that, Brewster et al. (2002:43) states that "pupils will have lots of opportunities to talk or read and write together if they are set into pair or group work". In addition, Scott and Ytreberg (2004:15) state that "Pair work is a useful and

efficient way in language teaching to children. It makes the learners and the lessons are simple to be organized and easy to be explained".

In teaching the skills, teachers should include the barest minimum of grammar. In this case, the teachers can introduce some sort of simple grammar when the learners ask for an explanation (Scott and Ytreberg, 2004:6-7). Moreover, in the process of transferring the materials especially for more difficult concepts or patterns, the teachers have to do it with repetition that becomes an important thing in teaching children (Brown, 2001:88).

2. Activities

"Activity is intended as practice material, to supplement activities in the pupils' book, and to be used in conjunction with a teacher's book" (Cameron, 2001:22). Moreover, it is mentioned that activities "have language practice as their aim and include such things as becoming more familiar with new vocabulary, grammar and language functions or practicing skills such as listening for detail using charts" (Brewster et al., 2002:49). From the definitions above, it can be concluded that activity is used to be a practice material after the students have their lesson that covers skills in language learning.

a. Characteristics of Activities

The activities that are designed contain skills. Related to that, Brewster et al. (2002:49) state that "activity, like traditional exercises, focus

on the guided teaching and learning of specific items of language, skills, or knowledge". In addition, Cameron (2001:21) says that "activities are seen as the environment or ecosystem in which the growth of skills in the foreign language takes place".

In the whole, "activities are used as a means of prepare pupils for more independent work on tasks" (Brewster et al, 2002:49). The works or tasks will be counted as a success for those that cover the learning needs of pupils. It is quite different with the activities that only fulfill the demands of the text book unit or to the teachers' interest (Cameron, 2001:1). Related to the learning needs, "it is useful from time to time to give pupils a selection of different activities to be chosen from. This allows pupils to choose activities based to their own interests and needs, decide for themselves what to do, and plan their own works" (Brewster et al., 2002:56). From the theories above, it is clear that activities are used to facilitate the students to be more independent with their work that cover their learning needs where the students can select their own activities based on their interest and needs.

There are some characteristics of activity in English teaching and learning processes. The characteristics are based on the student's needs, language demand, and student's characteristics that cover many things in each factor. Those factors are connected each other that influence the success of the activities done in the English teaching and learning processes. Related to that, the characteristics of activity are drawn by Brewster et al. as the following:
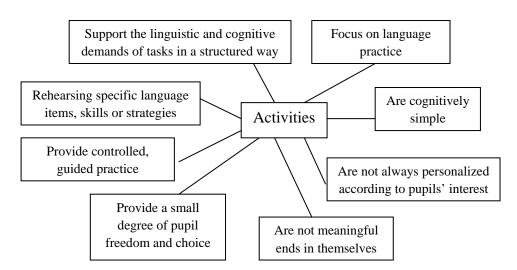
Figure 1. Characteristics of Activities. Proposed by Brewster and Ellis (2003:51).

b. Task Activity Type

There are activity types in the English teaching and learning processes for children. Those activities are designed to be as interesting as possible to make the students happy in joining the activities. Those activities are:

1) Listening task

Listening is the first skill that the students learn in their English teaching and learning processes. Lines (2005:30-33) states that listening activities are better to do with Total Physical Response (TPR) activities. Here, the students give response from the teacher's command and begin to speak by repeating their teacher's command. TPR activities can be done by using song, finger-plays, and storytelling. Moreover, Scott and Ytreberg (2004:21-28) suggest some activities that are used to improve student's

listening skill such as 'Listen and do' activities, listening for information, 'Listen and repeat' activities, and listening to stories

2) Speaking task

Lines (2005:52-56) states that Audio Lingual Method (ALM) is an appropriate method to do speaking activities. It is done by doing drill with choral response and dialogues where puppets can be useful to be the model of the different dialogues. In addition, Communicative Language Teaching (CLT) is also possible to do speaking activities. Here, the students have their authentic activity, for example have a role-playing of a flight attendant and an airline passenger. Moreover, Scott and Ytreberg (2004:34-39) proposes some activities that cover speaking task, those are (1) 'presenting new language orally' that can be presented by using mascot, through the pupils, drawings, silhouettes, and puppets; (2) 'controlled practice' that has a close relation with presentation that is important for the children to try out new language as soon as they have heard it; (3) 'guided practice' where the teachers can use pictures, objects, or miming to help the children understand the content; and (4) 'dialogues and role play work'

3) Reading task

According to Lines (2005:81) it is important to give a predictable story and pattern story that contains repetitive phrases and predictable language in learning reading skill. Besides, pattern book is important because it contains illustrations that help the students to understand some words, sentences, or pattern that are repeated in the text. In line with Lines, Scott

and Ytreberg (2004:54-63) states that the activities used to improve student's reading skill are reading a story from a book, reading a class story, reading texts based on the child's language, reading familiar nursery rhymes or songs. Moreover, there are some reading materials that can be used for the reading activities such as reading cards, home-made books, picture dictionaries, and books with tape.

4) Writing task

There are some activities that are possible for the students to learn writing skill. Lines (2005:112-114) proposes group writing where children can work collaboratively on a writing project, talking and writing box, writing conference that very useful to help children in doing revising, inventive spelling that is based on students' developing cognitive and literacy skills, and word walls. Besides, Scott and Ytreberg (2004:70-73) suggest some activities that cover writing task, those are straight copying, matching, organizing and copying, delayed copying, copying book, and dictation.

c. Activity Development

In the process of acquiring language, there are some activities that are packed into tasks. The activities that are using language in creating meaningful tasks promote language. In this case, task is an activity that is carried out using language (Richards and Rodgers, 2001:223-224). Moreover, activities are used for stimulation of input-output practice and focused on conversation (Richards and Rodgers, 2001:229).

The application of the tasks is done after pupils have studied the materials. Brewster and Ellis (2002:50) states that "task … emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place". Moreover, Cameron (2001:26) states that "learners can do the tasks, and weather they learn anything by doing it, depends not just on the demands or on the support, but on the dynamic relationship between demands and support". In addition, Cameron (2001:24) also states that "language demands are those related to using the foreign language and the use of mother tongue in connection with learning the foreign language".

From the explanation of some theories about activity development above, it can be concluded that activities are available in tasks. Activities have a close relation to language learning that are done after the students have their material study. In developing the activities, the balance between the demands and the support has to be done. The demands and support are suited with the learners to make it appropriate for them.

3. **Library**

a. **Characteristics of Library**

The word *library* derives from the word *liber* or *libri* (Latin) that means *book*. Library is always connected with books. Moreover, the definition of library can not be separated from the development of the library's collection (Basuki, 2009:1.2-1.7). In addition, Basuki (2009:1.19) said that

"library is a knowledge which is arranged orderly and connected with the purpose, object, function of the library, and the function, method, arrangement, technique, and theory that are used in the gift of library service".

Referring to those definitions of the library, Bennet (2003:4) states that

> …libraries as services places where information is held, organized, and managed on behalf of those who use it.
> ………………………………………………………………………..
> … library as a space where learning is the primary activity and where the focus is on facilitating the social exchange where information is transformed into the knowledge of some person or group of persons.

Based on the definitions above, it can be concluded that library is always connected with books and the development of library's collection. The collections of a library consist of information. The information are transformed into knowledge that related to the library service. The information from the library can be transformed to some person or group of persons.

By its characteristic as a learning resource, library collections should include a larger variety of materials that show a more world-wide view of the human experience. Further, Basuki (2009:1.5) states that the materials include in the library covers printed work or graphic work such as books, magazines, news papers, and reports; non printed work or recorded work such as audio records, VCD, and micro opaque; electronic work such as floppy disk, and magnetic tape; library materials that are associated with computer; and *e-books*. Moreover, International Federation of Library Association (2003:9) mention that "children's library should include a variety of

developmentally appropriate materials in all formats including printed materials (books, periodically comics, brochures), media (CDs, DVDs, cassettes), toys, learning games, computers, software, and connectivity".

From the statement above, it is known that library's collections that provide information need to have varieties of material. Libraries not only need to have books but also audio visual facility. Besides, children's libraries need to make available some toys and learning games as their collections. It is useful to create students' interest with library.

As a general rule, library should have enough seating for one class that is completed with one additional seating area. This thing will be useful if there is a session where teacher wants to work with a class (Baule, 2007:34). In this case, libraries are used in the teaching and learning process. In addition, Fitzsimmons (2007:5) proposes nine feature of an effective school library, they are:

1. accessible to the total school community, on site or remotely
2. cost effective because one book is used by many
3. provides flexible scheduling and timely access to the collection by all students
4. offers a broad range of materials-references, fiction, and nonfiction
5. addresses a broad range of reading levels
6. minimizes loss through cost-effective tracking systems
7. supports learning to read and reading to learn with informational and imaginative text and literature
8. adds new resources throughout the school year to keep collections dynamic
9. creates a sense of ownership that is shared by the entire school community.

From the criteria that are mentioned above, it can be concluded that libraries need to have enough space for the students to express needs in the

library. The needs of the students in the library include the books, accessible collection, and imaginative literature to support their learning. Besides, libraries have to provide things that improve the sense of ownership for the user.

b. Children Library

A good library must have a good design. It is important to make it accessible for the user. Here, Dene (2010:12) proposes that

> A classroom library should be kid-friendly. Books should always be neat, organized and easy for the students to find. If students are unable to find what they are looking for, they will not be motivated to enter your library. Put books into temporary piles. Some possible piles may be fantasy, mystery, folktales, science fiction and poetry.

From the statement above, it is known that the arrangement of the library collection is an important thing in influencing students' interest to enter the library. The book collections need to be organized based on the category so that the students' will not have any difficulties to find what they want to find.

Related to the pleasure of the children while entering the library, it should be designed as a place in which children have chemistry with their surroundings. Further, Black and Rankin (2009:8-9) suggest that libraries must have a large number of pictures displayed in the wall and shelves with bright, lively, and homely decoration. In addition, Baule (2007:62) states that the color of the wall is also important as a requirement. The color of bright crisp is suitable for Elementary schools libraries. The colors of red, bright yellow and

oranges are better to be avoided. It is known that colors with a more calming effect are often better in school library media center.

Further, Black and Rankin (2009:8-9) suggest that the furniture of the school libraries should be in a suitable size and appropriate to the needs. It will be better if the table can be folded away so that the room is available to be teaching space or performance space. It is useful to be a place where children could not just come to read books but to express themselves in a constructive play.

There are some considerations of an ideal library design proposed by Onal (2009:7-14) that are derived from the result of an effective combination of many related functions. These include:

1. many children consider libraries to be welcoming institutions. The most effective location for children's services is at the heart of the school and public libraries
2. the library has an intimate and welcoming atmosphere both inside and outside
3. comfortable, quiet, easily supervised, and adequately heated, cooled, and lighted single and group study areas for long – term use
4. computers and books distributed throughout the library, at the entrance, in the book stacks, near reading places, and at user service points
5. a tea – juice – milk service area for casual meetings and book discussions is open during library hours
6. a centralized reference desk staffed to monitor and service all topical areas
7. a quiet place in the library to read a book or study reference materials
8. clear space is vital to the proper functioning of a facility. But, in here, it is required to avoid designing anything that encourages young children to run, jump, or climb
9. the planning of furniture includes form, shape and color, in relation to use, as well as durability and flexibility. The ease of cleaning furniture, traffic flow, and ways of storing tables and chairs are also important

10. a place for children where they can listen to stories, look at puppet shows, play games, and conduct research on the Internet
11. comfortable area to do homework / group projects
12. libraries for children cover multipurpose rooms, community meeting rooms, conference rooms, and supporting services
13. study space in which noise is tolerated and welcomed; and computer workstations with Internet access
14. space to display art; and separate magazine, CD, video, and DVD collections.

From the consideration above, it can be concluded that the location of the library is better to be placed in the heart of school so that it can be a welcoming institution for the children. The atmosphere of the library both inside and outside has to create an intimate feeling. It is related with the design of library where it is made to be comfortable and quiet where books are distributed in many corners of the room. Library is designed not only to facilitate the children to read books but also to be a place where children can listen to stories, look at puppet shows and play games. However, it is prohibited to design library that encourage children to run, jump, or climb. Moreover, library has to cover all kinds of material and resources that are needed by the children such as magazine, CD, VCD, and DVD. Besides, it has to be multipurpose room so that it can be an interesting point for the children.

c. Library in the Teaching and Learning Process

School library is different with public library. School library is direct into academic life that supporting and advancing teaching and learning processes (Bennet, 2003:21-22). In the library, the skill that becomes the

most important task is reading (Malman, 2001:2). In addition, Fitzsimmons (2007:7) mentioned that library will enrich the teaching and learning process in some ways, those are:

1. they teach skills and strategies where students need to learn and achieve
2. they are partners in educating students, developing curricula, and integrating resources into teaching and learning
3. they teach the skills students need to become effective users of ideas and information
4. they seek, select, evaluate, and utilize electronic resources and tools and instruct teachers and students in how to use them.

The theories above give the knowledge that library is useful to teach skills and become a partner for the students that cover all aspects in advancing their learning.

In relation to library as a teaching and learning support, Fitzsimmons (2007:4) states that "library is an important instructional partner of consultants in supporting and expanding existing curriculum. It works with teachers to change what is possible in the classroom and support exciting learning opportunities with books, computer resources, and more". Connected with the case, Onal (2009:4) states that "library can be stated as a curriculum based information services, homework assistance, information literacy units, and reading development programs". From the theories it ca be concluded that library can be a good resource for the teaching learning processes that has many advantages to support the activities.

School library can be a second classroom where students have their collaboration with the teachers to have another meaningful lesson with

information that brings them both in the classroom and the real world (Fitzsimmons, 2007:2). In the learning process, students are preferred to learn in group study or types of seating. Here, library providing group study space much more than individually study (Bennet, 2003:17).

B. Conceptual Framework

The purposes of this research are to identify the possible library-based activities and the characteristics of library based activities in English language learning at grade five of SD Al Mujahidin Wonosari. The reasons to conduct the study are that (1) the school library of SD Al Mujahidin Wonosari is not used optimally whereas there are lots of resources exist in the library; and (2) the teachers of SD Al Mujahidin Wonosari do not know how to create activities and to use the resources in the library. To solve those problems, it is necessary to develop library based activities for students at grade V of SD Al Mujahidin Wonosari.

Based on the theories, activities by using library are appropriate to be done in the English language learning for children. It is referred to the children's characteristics where they like to try new things and to experiment with ideas and the advantages of library that supports many resources for children's learning processes. In doing the activities, children need the adults to mediate them with the real world that is caused by their innate where they can be bored easily when they are learning. However, they can concentrate well if they are interested with the activity.

Related to the activities that the children have in learning English, it should be based on children's point of view. They like to learn by using videos, pictures, tape, music, and some other media. Those activities are used to support their books that include real communication to make it essential for language learning that consist of some skills. Besides, it is used to prepare children for independent work on task and allow the students to express their ideas and needs in their English language learning.

Activities are designed into tasks that are required by the learners to arrive at an outcome from given information through some processes. It is done after the children have studied a particular set of language. The activities should be designed with varied location and resources. It is useful to avoid children's bored feeling.

Related to the variation of the location in doing the activities, library is a place where information and some learning resources exist to facilitate children in their English language learning. The information that exist in the library will support the material of the learning whereas the setting will avoid the boredom of the learners in acquiring the skills so that designing activities that are conducted in the library will be useful for English teaching and learning processes.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This research is classified as an Educational Research and Development (R&D) category. R&D is used to develop and evaluate a new product that is applied in an educational program. Sukmadinata (2006:165) mentioned that R&D shows a cycle that begins with needs and problem where they are solved by using certain product. Its primary goal is discovering new knowledge and incorporating it into a product that can be used in the schools.

The product of this research is developed to meet specific needs that are based on the detail specification tested and the revision until a specific level of effectiveness is achieved. The result product in this research is in a form of Elementary learning activities that is based on the library.

B. Setting of the Research

This research was conducted in SD Mujahidin Wonosari. It is a religion-based school located in Jl Mayang, Gadungsari, Wonosari, Gunungkidul. There were 456 students, 43 full time teachers, 7 part time teachers, and one headmaster. This research was conducted at class VA that consists of twenty eight students.

C. Research Instrument

Instruments are used to gather the data and to conduct the analysis. In this research, the researcher used questionnaires to get the data. There are two kinds of questionnaires used in this study. The first questionnaire was distributed to get information about the students' needs. The second questionnaire was distributed to get the information about the development and the implementation of the library based activities.

1. First Questionnaire (Needs Analysis)

The aim of this questionnaire is to get data about the students' characteristics and needs for developing activities. The organization of the questionnaire is as follows:

Table 1: The Organization of the first questionnaire (Needs Analysis)

No	Question Number	Purpose of the Question	Source
1.	1, 2, 3	To find out students' interest of English subject.	(Brewster et al., 2002:40)
2.	4, 5, 6, 7, 8, 9	To find out the setting of the English teaching and learning process that the students like.	(Pinter, 2006:5)
3.	10, 11, 12, 13, 14	To find out the way students perform their activities, whether it is in group work or individual work and the way it is organized.	(Brewster et al., 2002:43) (Scott and Ytreberg, 2004:15)
4.	15, 16	To find out the task activity type that the students like to be used in their English teaching and learning process.	(Brewster et al., 2002:22)
5.	17, 18	To find out the topic that the students like to be used in their English teaching and learning process.	(Scott and Ytreberg, 2004:84)
6.	19	To find out the media that the students like to be used in their English teaching and learning process.	(Scott and Ytreberg, 2004:108)

(continued)

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No	Question Number	Purpose of the Question	Source
7.	20	To find out the kinds of skill that the students like to be used in their English teaching and learning process	(Cameron, 2001:21)
8.	21, 22	To find out the teacher's role that the students need in their English teaching and learning process.	(Cameron, 2001:6)

2. Second Questionnaire

The aim of the second questionnaire is to get data from the students of SD Al Mujahidin Wonosari about library-based activities development for revising the developed activities. The organization is as follows:

Table 2: The Organization of the second questionnaire

No	Question Number	The Purpose of the Question	Source
1.	1-5	To find out whether the appearance of the library based activities book is suitable and effective	(Pinter, 2006:118)
2.	6-7	To find out whether the activities of the library based activities book is suitable and effective	(Richards and Rodgers, 2001:229)
3.	8-11	To find out whether the activity type of the library based activities book is suitable and effective	(Brewster et al., 2002:28)
4.	12-14	To find out whether the topic of the library based activities book is suitable and effective	(Scott and Ytreberg, 2004:84)
5.	15-17	To find out whether the media of the library based activities book is suitable and effective	(Scott and Ytreberg, 2004:108)

D. Research Procedure

1. Conducting the needs analysis

Conducting the needs analysis was the first step that the researcher did in this research. It is aimed to find out the students' needs and interests. The information is about students' English learning, the setting of the learning process, the way students learn (group work/individual work), the task activity type, the topic, the skills, the media, and teacher participation in the teaching and learning process. The data that have gathered were used as the basis of the next step of the research.

2. Writing the course grid

After conducting the needs analysis, then the researcher wrote the course grid. This step is used as the guideline in developing the library-based activities. The writing of the course grid is based on the result of the needs analysis and the review of the school-based curriculum. Here, the researcher tried to describe the standard of competence and the basic competence to be used as the basis in developing the activities.

3. Developing the activities

The course grid was used as the guideline to develop the library-based activities. Related to that, the researcher consulted with her supervisor to get feedback. In the development of the activities, the researcher developed the library-based activities that consist of nine units and several activities. Each unit consists of teacher's guideline and students' worksheets.

4. Conducting the implementation

The researcher validated the library-based activities to experts before it was implemented to the students. The library-based activities were implemented at grade VA of SD Al Mujahidin Wonosari that consists of twenty eight students. After the implementation, the researcher asked some feedback from the students and the English Teacher.

5. Evaluating the designed activities

In evaluating the developed activities, the second questionnaire was conducted. It was done by giving the second questionnaires to all students in class after trying out the activities. Besides, the researcher interviewed the teacher in order to get the feedback and opinion about the developed library-based activities. Here, the feedbacks were in scores and suggestions

6. Revising the activities

After the evaluation, the researcher revised the library-based activities. The activities were revised based on the feedback suggested by the students and the English teacher. The final product of this step is the final draft of the activities.

E. Data Collection

The data in this research was collected in two separated times. The first time of the collection data was used to find out the data of the learners' needs and characteristics. The type of the first questionnaire was multiple

choices where the students were asked to choose one or more options from several provided options. Besides, they were allowed to give other answers in some questions. The second time of the collection data was done during the implementation of the library-based activities design that was used to revise the developed activities. Here, the researcher used the Likert scale to collect the data. In this case, the respondents were asked to respond whether they Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) to the statements in the second questionnaire.

F. Data Analysis

In collecting the data, the researcher used questionnaires. There are two types of questionnaire used in this research. The first questionnaire is used in the analysis of students' needs and interests. It is analyzed by using interpretational analysis technique. The results of this questionnaire were used as a guideline in developing library-based activities that contains the description of students' characteristics and needs in learning English.

In the second questionnaire, the data is in the form of scores and suggestion. The researcher used a Likert Scale in collecting the data. According to Arifin (2009: 159-161), there is a score in each indication of the response to the statement. For Strongly Agree (SA), the score is 5. For Agree (A), the score is 4. For Undecided (U), the sore is 3. For Disagree (D), the score is 2. For Strongly Disagree (SD), the score is 1.

For the second questionnaire, the data obtained in this research were in form of score. The data were used to analyze each aspect of library-based activities design. The steps of data analysis are explained as follows:

a. Changing the categories into numbers by using Likert Scale as mentioned in Table 3:

Table 3: Category Convention Table

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

b. Defining the Mean

Mean was used to find out the average score. The researcher used the following formula:

$$Mx = \frac{\sum X}{N}$$

in which,

Mx = mean

$\sum X$ = total score per aspect

N = Number of respondents

(Sudijono, 2011: 82)

c. Defining the Ideal Mean and the Ideal Standard Deviation

Ideal Mean (Mi) and Ideal Standard Deviation (SDi) are used to know the quality of the library based activities designed. According to Arifin

(1991:101-103), the computation of Mi and SDi can be obtained by the following formulas:

Mi = $\frac{1}{2}$ (ideal highest score + ideal lowest score)

SDi = $\frac{1}{3}$ Mi

> Ideal highest score = number of statement x highest score
>
> Ideal lowest score = number of statement x lowest score

Mi = Ideal Mean

SDi = Ideal Standard Deviation

To know the category of each aspect of the library-based activities designed, the researcher used the quantitative to qualitative data conversion by five scales.

Table 4: Quantitative to Qualitative Data Conversion

No	Score Range	Category
1	$Mx > Mi + 1,5\ SDi$	Very Good
2	$Mi + 0,5\ SDi < \overline{Mx} \leq Mi + 1,5\ SDi$	Good
3	$Mi - 0,5\ SDi < \overline{Mx} \leq Mi + 0,5\ SDi$	Fair
4	$Mi - 1,5\ SDi < \overline{Mx} \leq Mi - 0,5\ SDi$	Poor
5	$Mx < Mi - 1,5\ SDi$	Very Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research findings**

1. **Needs Analysis**

In this research, needs analysis was the first step to design the library based activities. It was conducted by using the first questionnaire about the students' interest in learning English. The information from the first questionnaire was used to get the data of the students and the descriptions of their learning needs. Besides, the researcher conducted class observation and interview to the English teacher. The results of the needs analysis were explained as follows:

a. Children's Characteristic

There are 28 students of class VA. The range of students' age was from ten to twelve years old. The data of the respondents were presented in Table 5 below.

Table 5: Data of the respondents of the need analysis

Group of Respondents	Age			Sex	
	10	**11**	**12**	**Male**	**Female**
Students of class VA	7	18	3	11	17

The students in class VA were very active and confident. They loved to study and learn something new. During the English class, the students were studying and doing the class activities with a good passion. They had

their enthusiasm to pay attention to the teacher's explanation or instruction related to the material and activities. They wanted to be the first to answer teacher's questions about the material, to finish the task or to do something in front of the class related to the English learning activities. Furthermore, outside their class activities, the students had enthusiasm to learn English. They often read English or bilingual story books in the library. Besides, they often had a conversation with their friends in English. They were able to produce simple sentences and use the vocabulary that they have learned in their English class.

b. Children's Needs

Since the focus of this research was to develop library-based activities in English teaching and learning process, needs analysis was aimed to gather the information of the students' needs on the kinds of activities that were based on library. The analysis of the students' needs was based on the result of the data from the questionnaire administered to the students. In this step, the questionnaire was considered as the first questionnaire. There were some aspects of the first questionnaire, those aspects were students' opinion about English subject, setting of the learning process, students' learning model, task activity type, topic of the activities, media, kinds of skills, and teacher role. The data of the needs analysis were summarized in Table 6 below.

Table 6: The result of the needs analysis

No.	Statement	Options	Students' Answer
A. English Subject			
1.	The students like English subject	a. Yes	26
		b. No	2
2.	English subject is difficult to be learned	a. Yes	2
		b.No	26
3.	The English teaching and learning processes that the students' have these far are fun.	a. Yes	27
		b.No	1
B. Setting			
4.	The English teaching and learning processes that have done in the classroom make the students feel bored	a. Yes	3
		b.No	25
5.	The students agree if the English teaching and learning processes are done outside the classroom.	a. Yes	26
		b.No	2
6.	The students agree if the English teaching and learning processes are done in the library.	a. Yes	24
		b.No	4
7.	The students agree if the English teaching and learning processes are done in the school garden.	a. Yes	23
		b.No	5
8.	The students agree if the English teaching and learning processes are done in the corridor.	a. Yes	8
		b.No	20
9.	The students agree if the English teaching and learning processes are done in the school yard.	a. Yes	21
		b.No	7
C. Group work/Individual work			
10.	The way that the students like to do their exercise.	a.In group	23
		b.Individual	5
11.	Doing the exercise in group make it easier.	a. Yes	27
		b.No	1

12.	The way that the students like to create the groups work.	a. Teacher's selection	6
		b. Students' selection	22
		c. lottery	-
13.	The number of students in each group	a. two students	-
		b. three students	7
		c. four students	13
		d. five students	8
14.	The characteristic of the group	a. permanently	20
		b. temporary	8
D. Task Activity Type			
15.	Types of activity that the students like in their English teaching and learning processes.	a. listening a story	21
		b. reading a story	5
		c. song	13
		d. game	28
		e. drama	9
		f. dialog	19
		g. discussion	19
		h. interview	17
		i. crossword puzzle	20
		j. matching	17
		k. coloring	12
		l. jigsaw puzzle	12
16.	Types of activity that the students do not like in their English teaching and learning processes.	a. listening a story	5
		b. reading a story	6
		c. song	23
		d. game	-
		e. drama	19
		f. dialog	7
		g. discussion	6
		h. interview	7
		i. crossword puzzle	4
		j. matching	5
		k. coloring	21
		l. jigsaw puzzle	4
E. Topic			

17.	The topic that the students like in their English teaching and learning processes.	a. Animals	20
		b. Fruits	16
		c. Foods and drinks	14
		d. Places	12
		e. Transportations	19
		f. Things around	12
		g. Hobbies	14
		h. Sports	15
18.	The topic that the students do not like in their English teaching and learning processes.	a. Animals	5
		b. Fruits	10
		c. Foods and drinks	6
		d. Places	8
		e. Transportations	6
		f. Things around	18
		g. Hobbies	5
		h. Sports	8

F. Media			
19.	The media that the students like to be used in their English teaching and learning processes.	a. Picture	18
		b. Video	23
		c. Model	7
		d. Card	18
		e. Recording	6
		f. Power point	11

G. Skills			
20.	Kinds of skills that the students like in their English teaching and learning processes.	a. Listening	21
		b. Speaking	19
		c. Reading	18
		d. Writing	20

H. Teacher's Role			
21.	The students need teacher's help in their English teaching and learning processes.	a. Yes	28
		b. No	-
		c. Seldom	-
22.	Kinds of help that the students need in their English teaching and learning processes.	a. How to do the exercise	27
		b. The content of the exercise	11
		c. vocabularies	23

In the first aspect of the first questionnaire, there were three questions that consisted of two choices in each question to find out the students' opinion in learning English. It was concluded that majority of the students liked English subject where two students who did not like English thought that English subject was difficult to learn while the other 26 students thought that it was easy to learn. The last question in the first aspect shows that majority of the students thought that they had fun English teaching and learning processes these far.

Regarding to the second aspect of the first questionnaire, it was known that majority of the students did not feel bored when their English teaching and learning processes were done in the classroom, however they were agree if it was done outside the classroom. Furthermore, responding to question about the possible places for the English teaching and learning processes outside the classroom, majority of the students liked to do the activities outside the classroom. Based on the result, it was concluded that the possible places to be used in the English teaching and learning activities outside the classroom were library, school garden, and school yard.

The third aspect of the first questionnaire tried to find out whether the students liked to do the activities in group or individually. It was concluded that majority of the students liked to do the activities in group and choose their own friends for their group work. Moreover, the students wanted to have four members for their groups and used the group permanently.

Dealing with the fourth aspect of the first questionnaire, there were some results that became the most important things to be the consideration in

developing library-based activities. The result in the fourth aspect of the questionnaire showed that majority of the students chose listening to a story, playing game, doing dialog, having discussion, and playing crossword puzzle to be the activity type in their English teaching and learning processes.

The next aspect of the first questionnaire tried to find out the topic that the students liked to be used in the activities. The type of this aspect was similar to the fourth aspect of questionnaire. The result of the fifth aspect of questionnaire showed that majority of the students chose 'animals', 'fruits', 'transportation', and 'sports' to be the topics of the task activities in their English teaching and learning processes.

In the sixth aspect of the first questionnaire, the researcher tried to find out the things to be used in the process of the activities. Those things were media that would make the activities became more interesting and easier to be done. The result of this aspect of questionnaire showed that majority of the students chose pictures, video, and cards to be used as the media for their English learning activities.

The seventh aspect of the first questionnaire tried to find out the skills that the students liked to do. The type of the question in this aspect was similar to the sixth aspect. There were four choices where the students had to choose one or more choices. The result of this aspect showed that most of the students liked to do all kinds of skill.

The last aspect of the first questionnaire tried to find out the teacher role that the students need in the process of doing the activities. There were two questions in this aspect. The result of the first question showed that all

students agreed to have their teacher's help in finishing their English learning activities. The second question asked the students about kinds of help that they need in their English learning activities. The result showed that majority of the students need the teacher to explain the procedure of the activities and the new vocabularies in the activities.

2. Course Grid

As mentioned in the previous chapter, writing the course grid was the next step after doing the analysis. It was written as a guide to develop library-based activities. The course grid was written by considering the result of the needs analysis. The analysis of the students' needs was used as the guideline in developing the activities. Besides, there were standards of competence and basic competences used in developing the appropriate library-based activities. However, due to the appropriateness of the library, materials, and the students' needs, the researcher developed some activities that were designed into nine units. Each of the unit would be conducted in 35 minutes.

3. Development

The course grid was used as a guide in developing the activities. There were nine units developed in the product as explained bellow.

1) Unit I

In the first unit, the students learned how to ask and give services. The activity type in this unit was conversing with the librarian. Here, the students used some library facilities as the object to be asked in the

conversation. Furthermore, there were two types of activity in this unit, those types were completing the worksheet and practicing the conversation.

The first activity in the first unit was completing the worksheet. The worksheet helped the students in preparing their conversation with the librarian. Here, the students were completing the student's part of the conversation in the worksheet while the librarian part will be completed after they had the conversation by noticing the librarian responses. Moreover, in asking the service, the students were not allowed to ask for the same things with their friends. In this case, the students used some possible library collections and facilities to be asked. The use of the library collections and facilities would give a better recognition to things around the library for the students and enrich their vocabularies.

The next activity in the first unit was practicing to have a conversation with the librarian. There were two sessions in this activity, those were delegating the leader of the group to have the conversation with the librarian and making the leader of each group to act as a librarian for the group member. Regarding to the first session of the activity, the leader of the group would be the first student who had the conversation with the librarian for each group. While the leader had the conversation with the librarian, the leader and the member of the group noticed the librarian responses in giving services. Furthermore, in the second session of the activity, the leader of each group should act as the librarian for

their group member. Here, the group members were practicing the conversation in asking and giving services each other.

2) Unit 2

In the second unit, the students learned how to give information. The activity type of this unit was reporting a video. Here, the students were asked to give information about the content of the video. There were two types of activity in this unit. The first activity was watching the movie and the second activity was practicing of how to give information. Therefore, the library facilities that were used in the activities were VCD and video player.

The first activity in the second unit was watching a short movie. In this part, the students were asked to complete the first task of the second unit worksheet. Before watching the movie and completing the first task, the students were asked to read and comprehend the task. Furthermore, there were five discontinuous sentences to be completed in the first task to help the students gathering the information of the movie. Here, the students were allowed to watch the movie three times.

The second activity in the second unit was reporting or giving information about the movie to the classmates. In this part, the students were asked to complete the second task of the second unit worksheet. The second task was similar to the first task while it asked the students to complete the discontinuous sentences that were based on the first task information. The difference between the tasks was in the form of the

sentences. In the second task, the sentences were gathered in a paragraph that consists of the expressions in giving information. Furthermore, after completing the second task, the students were asked to tell the information in front of their friends by using the second task of the worksheets.

3) Unit 3

In the third unit, the students learned how to ask and give information. The activity type in this unit was conversing with a friend. The content of the conversation was about the information gathered from the encyclopedia. Therefore, in doing the activities in this unit, the students used encyclopedia collections that were available in the library. The encyclopedia gave opportunity to the students to learn new things appropriate to their characteristic. Furthermore, there were two types of activity in this unit, namely completing the worksheet and practicing the conversation of asking and giving services.

The first activity in this unit was completing the worksheet. Before completing the worksheet, the students were asked to find the encyclopedia in the library. They were asked to observe and notice some important information from the encyclopedia. After that, the students were asked to comprehend and finish the worksheet by completing the discontinuous sentences.

The second activity in the third unit was practicing the conversation by using the worksheet that was completed by the students

in the first activity. There were some expressions of asking and giving information in the worksheet that were combined with the information of the encyclopedia. In this case, the students were worked in pairs and practicing the conversation of asking giving information in turns with the other couples.

4) Unit 4

In the fourth unit, the students learned how to pronounce words, phrases, and simple sentences fluently. The activity type in this unit was reporting the English story book. There were two types of activity in this unit, those were completing the worksheet and reading aloud their works. Here, the students were pushed to be able to pronounce each word correctly. Furthermore, in the process of the activities, the students were allowed to use the English story books available in the library. The students could enjoy the books and enriched their vocabulary while the books were designed with pictures and full color appearance.

The first activity of the fourth unit was completing the worksheet. The students were asked to complete the worksheet by using the English story books. They were asked to observe and notice some important information from the books. Moreover, there were three tasks in the first activity that the students should do. The first task was finding some information of the English story books. There were some pictures and statements in the task. Those pictures and statements were provided to help the students found the information. The second task was finding

some words. Here, the students were asked to find some words that they never found before. The last task was finding some sentences. Here, the students were asked to read aloud some sentences that they like.

The second activity in the fourth unit was reading aloud the students' finding from the worksheet. The students were asked to read aloud their finding fluently in front of the class. Before doing the activity, the students were taught to pronounce the new words that they have found in the English story books.

5) Unit 5

In the fifth unit, the students learned how to identify information in simple pictures and texts. The activity type in the fifth task was finding information. In the process of doing the activities, the teacher used VCD and video player as the facilities of the library. There were simple pictures and texts that were presented in form of flash video to make the students interested with the activity. Furthermore, there were two types of activity in this unit those were watching the video and filling the worksheet.

In the first activity, the students were asked to watch a video with pictures and texts. Here, the students were asked to identify the information from those pictures and texts. Before watching the video, the students were given worksheets for the next activity. Furthermore, in this first activity, the students were allowed to watch the video for three times.

In the second activity, the students were asked to gather information from the video and fill the worksheet. It reflected the students' ability in understanding something from the pictures and texts. There were two tasks in the second activity, namely matching and answering question. In matching activity, there were pictures and words to be matched by using the information given in the video. Then, in answering question activity, the students were given six questions with pictures to help the students answered the questions.

6) Unit 6

In the sixth unit, the students learned how to identify information in sentences. The activity type in this unit was finding information. The students were asked to find information from sentences. In this case, the students used bilingual story book collections to do the activity. Bilingual story books helped the students to understand the content of the story easily while there were two languages in the books, those were English and Indonesian. Furthermore, there were two types of activity in this unit, those were reading a bilingual story book and filling the worksheet.

In the first activity, the students were asked to find bilingual story books in the library. They were asked to read the books and noticing some information from the books. Before doing the first activity in this sixth unit, the students were taught about some important points to be found while reading a book so that they would be able to find important information of a story.

In the second activity, the students were asked to fill the worksheets. There were two tasks in the worksheet that related to some important information about the story of the book. The first task was completing discontinuous sentences that consisted of six sentences. Then, the second task was consisted of two questions that gave the opportunity to the students in expressing their opinions about the story of the books.

7) Unit 7

In the seventh unit, the students learned how to write English sentences accurately. The activity type in this unit was words finding. Here, the students were finding some words from the dictionaries that they could learn some new words. It was appropriate with the students' characteristic that they were happy to find something new. Therefore, the library facility that the students used in the seventh activity was picture dictionary. Moreover, there were three tasks in this unit that were ordered from the easy task into the more difficult task.

The first task in the seventh unit was finding some words from the dictionary in noun form. There were five boxes in the task that consisted of three words for each box that the students should find from the dictionary. The words were categorized by using the same first letter for each word. Here, the students were free to choose the first group letter of the words to be gathered.

The second task of the seventh unit was identifying pictures. In this unit, the students should be able to recognize the name of some

noun in the pictures. There were four kinds of thing to be mentioned in the boxes beside the pictures. Those four kinds of thing were the students' favorite topic based on the questionnaire. Furthermore, in this second task, the students were asked to write the name of the words accurately.

The third task in this unit was writing simple sentences. There were ten sentences that students should write in the worksheets. In writing sentences, the students were asked to choose some words that they have found in the previous tasks and write some sentences with the words based on the example. This was used to make the repetitions for the students that were important in their learning process.

8) Unit 8

In the eighth unit, the students learned how to write English sentences accurately. The activity type in this unit was word finding. In this unit, the aim of the activity was the same with unit seven. The difference was in the library facility that was used in the activity. In this unit, the students used scrabble to do the activity. It was useful to make variation for the students in writing sentences so that they were happy to write something. Furthermore, there were two genre tasks that the students should do in this unit. The tasks were in form of picture and sentence cards.

In the first task, the students were given cards that contained sentences and pictures. Here, the students have to write sentences based

on the cards. They were imitating the sentences from the cards into the scrabble. Besides, the students were asked to comprehend the sentences that they have written.

The second task of the eighth unit served cards with pictures and questions. The second card was more difficult than the first. There were two things that the students need to be aware, those were the question and the picture. The students were asked to answer the questions in the card that based on the picture included in the card. After finding the answer, the students were asked to write it by using the scrabble accurately.

9) Unit 9

In the ninth unit, the students learned how to copy and write simple English sentences. The activity type of this unit was listing. The library facility that was used in the activities of this unit was English story books or Bilingual story books. Moreover, there were two types of activity, those were reading a story book and making lists.

The first activity of the last unit was reading a story book. The students have their freedom to choose the book that they want to be used. In this case, there were some benefits of using those facilities, such as to teach the students to be confident with their choice and to know what they really want so that they would enjoy with the activity. In this first activity, the students were introduced with subtitles that were available in a story book.

After reading the book, the students were asked to find the first sentence of each subtitle in the books. Here, the students had to know the subtitle that the teacher has taught before. At last, the students were asked to copy and write the first sentence of each subtitle accurately.

4. Implementation

In the implementation, the researcher collected the information from the students. The researcher implemented the product to the students at grade VA of SD Al Mujahidin Wonosari. It was done after the researcher validated the product to the experts to get the feedbacks. Those feedbacks were used to revise the product before the implementation.

The implementation was conducted on June 19, 2012 until June 21, 2012. It was done after the students had their final examination that the researcher had much free time to do the implementation. Here, the students were given the second questionnaire to revise the developed activities. Besides, the researcher also gave the second questionnaire to the English teacher of SD Al Mujahidin Wonosari.

The first day of the implementation was conducted on June 19, 2012. There were 28 students who attended the class. There were three units implemented in a day. The activities of the first day implementation can be seen in the following table.

Table 7: The activity in Unit 1

Preparation Activity	Core Activity	Follow-up Activity
- Introducing the	- Completing the	- Asking the students to

expressions of asking and giving services. - Asking the students to go to the library.	worksheet that contains the expression of asking and giving services to the librarian. - Asking some students to practice the expression of asking for services to the librarian based on the worksheet.	practice the expression of asking and giving services in group.

Table 7 shows that in the preparation activity, there is an introduction of the expressions in asking and giving services to the students. Here, the teacher uses puppet or other media to teach the material. In core activity, there were only some students who asked to practice the expressions of asking for services to the librarian. Those students were the delegations of each group. While asking for services to the librarian, the delegations were asked to study the way to give services from the librarian response in their short conversation. Moreover, after asking for services to the librarian, the delegations were asked to act as the librarian for their groups. The members of each group were asked to practice the expression of asking for services to the delegation and study the way to give services from the delegation response.

Table 8: The activity in Unit 2

Preparation Activity	**Core Activity**	**Follow-up Activity**
- Preparing the VCD and Video Player. - Introducing the way to give information.	- Asking the students to watch the movie. - Completing the worksheet that contains the	- Asking the students to give information about the movie. - Asking the students to give their opinion

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- Introducing the expressions of like and dislike. - Asking the students to go to the library.	information of the movie.	about the movie.

Table 8 shows that there are two materials to be taught in the preparation activity, those are giving information and expressing like and dislike. In introducing the way to give information, the teacher used sentence cards or a poster that contained the steps in giving information. Then, in introducing the expression of like and dislike, the teacher used sentence cards. Furthermore, in core activity, the students were asked to watch the movie and complete the worksheets. There were two tasks in the worksheet. The first task was completing sentences based on the information of the movie. The second task was completing a paragraph that contained the steps in giving information by using the information of the first task. In the last activity, the students were asked to report the information of the movie based on the second task in front of their friends.

Table 9: The activity in Unit 3

Preparation Activity	Core Activity	Follow-up Activity
- Introducing the way to ask and give information. - Asking the students to go to the library.	- Asking the students to take an encyclopedia for each group. - Completing the worksheet.	- Asking the students to practice the expression of asking and giving information based on the worksheet.

Table 9 shows that in preparation activity, the teacher introduces the way in asking and giving information to the students. Here, the teacher uses

puppet and sentence cards. Furthermore, after the introduction, the students were asked to learn with encyclopedia. They were asked to find some information of the encyclopedia and write the information into the worksheet. Moreover, the students were asked to practice the expressions in asking and giving information based on the worksheet. In this case, the students had the conversation with their partners in front of their classmates.

The second day of the implementation was conducted on June 20, 2012. There were 28 students who attended the class. There were three units implemented in that day, those were unit 4, unit 5, and unit 6. The activities of the second day implementation can be seen in the following table.

Table 10: The activity in Unit 4

Preparation Activity	Core Activity	Follow-up Activity
- Introducing the way to pronounce some words. - Asking the students to go to the library.	- Asking the students to take English story books. - Asking the students to study and read the books. - Completing the worksheets.	- Pronouncing words, phrases, and simple sentences correctly based on the worksheet.

Table 10 shows that in the preparation activity, the students are introduced the way to pronounce words. Here, the teacher uses pictures and cards to make it interesting for the students. Furthermore, in the core activity, the students were asked to take English story books. The students had to study the books and find some information from the story of the books. In this activity, the students were given worksheets to be completed. At last, in the follow-up

activity the students were asked to pronounce words, phrases, and simple
sentences correctly based on the worksheets.

Table 11: The activity in Unit 5

Preparation Activity	Core Activity	Follow-up Activity
- Preparing the VCD and Video Player. - Introducing the way to identify information in simple pictures and texts. - Asking the students to go to the library.	- Watching a video. - Completing the worksheets.	- Reporting the information of the pictures and texts to the classmates. - Imitating the action of the object in the pictures.

Table 11 shows that in preparation activity, the students are introduced
the way to identify information in simple pictures and texts. In the core activity,
the students were asked to watch the flash video and complete the worksheets
that contained the information of the pictures and texts. The activities in this unit
were done by using VCD and video player. In this case, the teacher used a video
that contained pictures and texts. The purpose of the flash video was to help the
students learning the way to identify information. Moreover, the students were
asked to tell the information to their classmates and imitate the attitude of the
object in the pictures.

Table 12: The activity in Unit 6

Preparation Activity	Core Activity	Follow-up Activity
- Introducing the terms in a book. - Introducing the way to identify information in	- Asking the students to take bilingual story books. - Completing the worksheets.	- Reporting the information of the sentences in the book to the classmates.

sentences. - Asking the students to go to the library.		

Table 12 shows that in preparation activity, the students are introduced with the terms of a book and the way to identify information in sentences. Here the teacher uses bilingual story book. The purpose of using bilingual story book is to help the students understanding the story easier. In the process of the activity, the students were asked to complete the worksheets that contained the terms explained in the preparation activity. At last, the students were asked to tell their finding to their classmates.

The third day, the last day of the implementation was conducted on June 21, 2012 and attended by 28 students. The units to be implemented were unit 7, unit 8, and unit 9. The activities of the third day implementation can be seen in the following table.

Table 13: The activity in Unit 7

Preparation Activity	**Core Activity**	**Follow-up Activity**
- Introducing the use of a/an in a simple sentence. - Asking the students to go to the library.	- Asking the students to take picture dictionaries. - Finding words	- Writing simple sentences accurately by using a/an.

Table 13 shows that in the preparation activity, the students are introduced the way to use a/an in a simple sentence. Here, the students were prepared to be able to write simple sentences accurately. Furthermore, in the core activity, the students had their opportunity to use picture dictionaries. The

students were happy to use the dictionaries that they could find some new words. Moreover, in the next activity, the students were asked to use the words that they have found to write simple sentences in their last task.

Table 14: The activity in Unit 8

Preparation Activity	Core Activity	Follow-up Activity
- Introducing the way to make and answer a question. - Asking the students to go to the library.	- Asking the students to take scrabbles. - Imitating simple sentences by using scrabble.	- Answering questions from the picture and sentence cards by using scrabble.

Table 14 shows that in the preparation activity, the students are introduced the way to make and answer a question. In the core activity of this unit, the students were doing the activities by using scrabble. Here the students studied to write simple sentences by imitating the sentences from the picture and sentence cards. Therefore, in the follow-up activity, the students were asked to answer questions from picture and sentence cards by using scrabble.

Table 15: The activity in Unit 9

Preparation Activity	Core Activity	Follow-up Activity
- Introducing subtitle in a story book. - Asking the students to go to the library.	- Finding English or Bilingual story books in the library. - Studying the book.	- Writing the first sentence of each subtitle in the book.

Table 15 shows that in the preparation activity, the students are introduced with subtitle in a story book. In core activity, the students were asked to find English or Bilingual story books. Here, the students were asked to study the books. At last, in the follow-up activity, the students were asked to write the

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first sentence of each subtitle in the books accurately by copying. It was aimed to make the students familiar with subtitle.

5. Evaluation

Evaluation was used to evaluate and validate the product in order to make the product ready to be used by the students. The validation was done by the experts. Furthermore, there was an evaluation done after the implementation. Here, the researcher did the evaluation by gathering the data from the students and the English teacher by giving the second questionnaire. The result of the questionnaire gave feedback to the researcher that was used as the evaluation of the product.

1) Experts Evaluation

There were some feedbacks from the experts that presented in the following table.

Table 16: The feedback from the experts

Aspect	Comments/Suggestions	Action Taken
Unit Arrangement	The units should not be categorized into skills.	The units have been rearranged and separated into different topics.
Unit Title	The titles of the units were not interesting.	The titles of the units have been changed by using interesting words.
Worksheet Instruction	The instructions of the student worksheet were too long.	The instructions have been changed into short and clear instructions.
Teacher Guideline	The teacher guideline was not clear enough and need more detail in order to make it easier for the	The teacher guideline has been changed into Indonesian language and added some

	teachers that do not have education in English Education Study Program.	details.
	The teacher guideline should be separated from the student worksheet.	The teacher guideline has been separated from the student worksheet.
Worksheet	The worksheet should be designed into the bigger size.	The worksheet has been designed into the bigger size.

2) Try Out

There were 28 students of class VA of SD Al Mujahidin Wonosari asked to participate in the try out. Here, the researcher distributed the second questionnaire to the students and the English teacher. The second questionnaire was used to get the data to evaluate and revise the product in order to find the kinds and the characteristics of the library based activities for the students at grade V of SD Al Mujahidin Wonosari.

a) Data from the Students

The total score and the mean of the students' agreement toward each aspect in the second questionnaire were presented in Table 17 below.

Table 17: The total score and the mean of the students' response to the second questionnaire.

No	Aspect	Total Score	Mean
1.	Appearance	667	23.82
2.	Content Activity	239	8.54
3.	Activity Type	537	19.18
4.	Topic	398	14.21
5.	Media	404	14.43

Table 16 shows the result of the total score and the mean for each aspect. After getting the total score and the mean of the data, the researcher calculated the ideal mean and ideal standard deviation that were presented in Table 18 below.

Table 18: The ideal mean and the ideal standard deviation.

	Aspects				
	Appearance	Content Activity	Activity Type	Topic	Media
Number of Statements	5	2	4	3	3
Ideal highest score	25	10	20	15	15
Ideal lowest score	5	2	4	3	3
Mi	15	6	12	9	9
Sdi	5	2	4	3	3

From the data of ideal mean and ideal standard deviation, the researcher classified the mean to know the category of each aspect in the library based activities design. The classification results were presented in Table 19.

Table 19: Quantitative to qualitative data conversion.

Category	Score Range	Aspects				
		Appearance	Content Activity	Activity Type	Topic	Media
Very Good	$Mx > Mi + 1,5$ SDi	$Mx > 22.5$	$Mx > 9$	$Mx > 18$	$Mx > 13.5$	$Mx > 13.5$
Good	Mi + 0,5 SDi $< \overline{Mx} \leq$ Mi + 1,5 SDi	$17.5 < Mx \leq 22.5$	$7 < Mx \leq 9$	$14 < Mx \leq 18$	$10.5 < Mx \leq 13.5$	$10.5 < Mx \leq 13.5$
Fair	Mi - 0,5 SDi $< \overline{Mx} \leq$ Mi + 0,5 SDi	$12.5 < Mx \leq 17.5$	$5 < Mx \leq 7$	$10 < Mx \leq 14$	$7.5 < Mx \leq 10.5$	$7.5 < Mx \leq 10.5$

Poor	Mi - 1,5 SDi < $\overline{Mx}$ ≤ Mi - 0,5 SDi	7.5< Mx ≤ 12.5	3 < Mx ≤ 5	6 < Mx≤ 10	4.5 < Mx ≤ 7.5	4.5 < Mx ≤ 7.5
Very Poor	Mx< Mi - 1,5 SDi	Mx < 7.5	Mx < 3	Mx< 6	Mx < 4.5	Mx < 4.5

From the data conversion table the researcher could categorize the library based activities design into five categories. Based on the students' score in the second questionnaire, the categories of each aspect in library based activities design are presented in Table 20.

Table 20: The category of each aspect in library based activities design.

No	Aspects	Mean	Category
1.	Appearance	23.82	Very Good
2.	Content Activity	8.54	Good
3.	Activity Type	19.18	Very Good
4.	Topic	14.21	Very Good
5.	Media	14.43	Very Good

Based on Table 19, it can be concluded that the **Appearance** aspect was categorized into Very Good, because the mean was more than *22.5*. Then, the **Content Activity** aspect was categorized into Good, because the mean was more than *7* and less than *9.* Meanwhile, the **Activity Type** aspect was categorized into Very Good, because the mean was more than *18.* The **Topic** aspect was categorized into Very Good, because the mean was more than *13.5*. The last was the **Media** aspect that was categorized into Very Good, because the mean was more than *13.5*.

b) Data from the English Teacher

In evaluating the product, the researcher also distributed the second questionnaire to the English teacher of SD Al Mujahidin Wonosari. Here, the English teacher was asked to give feedbacks covering teacher's evaluation about the quality of the library based activities design. The feedbacks from the English teacher are presented in the following table for each aspect.

Table 21: The feedback from the English teacher

Aspect	Comments/Suggestions
Appearance	The appearance of the worksheet and teacher's guide were interesting. The pictures and instructions were clear and easy to be understood.
Content Activity	The materials were designed in a good proportion but it needed to be added more detail material for the teacher's guide.
Activity Type	The kinds of activity were good and had varied designs. Moreover, the kinds of activity gave a good motivation for the students.
Topic	The topics had varied designs that were interesting to motivate the students to do the activities.
Media	The media to be used were varied and interesting that the students like to do the activities.

6. **Revision**

The revisions were done after the researcher got the feedback from the experts. Some of the revisions are explained below.

1) Unit Arrangement

The unit arrangement was separated based on different topics.

Before Revised

Contents

Course Grid

Unit 1 (Speaking)	**1**
Librarian	2
Video Watching	4
Encyclopedia	6
Unit 2 (Reading)	**9**
Exploring English Story Book	10
Play with Text and Picture	13
Bilingual Story Book	16
Unit 3 (Writing)	**18**
Dictionary	19
Scrabble	23
Story Book	28

After Revised

Contents

Course Grid

Unit 1	Borrowing a book	1
Unit 2	Movie time!	4
Unit 3	An Amazing Encyclopedia	7

2) Unit Title

The title of each unit was changed by using simplified and more attractive words.

Table 22: The changing of the Unit titles

Before Revised	**After Revised**
Exploring English Story Books	Favorite Story Books
Play with Text and Picture	A Jumping Kangaroo
Bilingual Story Books	Parts of a Story
Dictionary	Great Words
Scrabble	Random Letters

3) Worksheets

The worksheets were designed into the bigger size and clear short instruction. Here is the example of the worksheet changing.

Before Revised

Exploring English Story Books

Reading Worksheet

Activity 1 (Reading)

Go to the library. Find an English story book. Read the book. Make note for the following information below. *(Pergilah ke perpustakaan. Temukan buku cerita Bahasa Inggris. Bacalah buku tersebut. Buat catatan untuk informasi dibawah ini.)*

Title	⇒
Author	⇒
Number of pages	⇒
Publisher	⇒
Main character	⇒

Activity 2

After completing the note, find some words and sentences that you like. *(setelah menyelesaikan catatan, temukan beberapa kata dan kalimat yang kamu sukai.)*
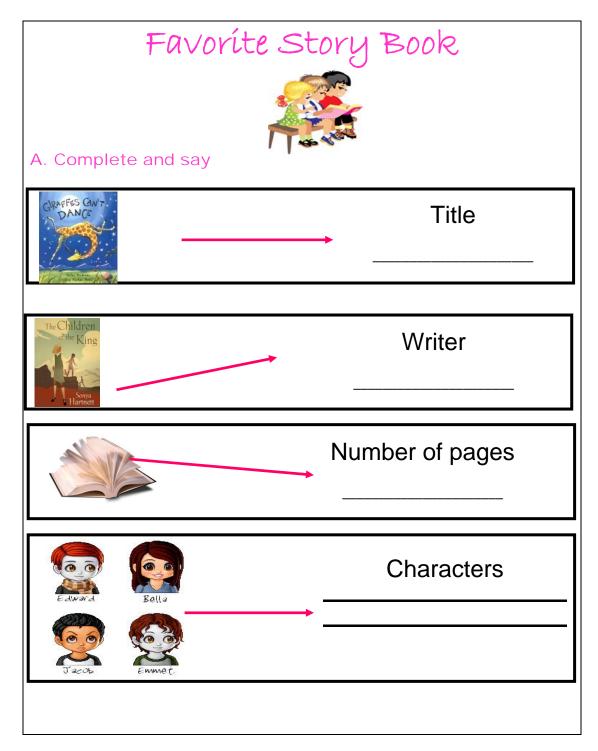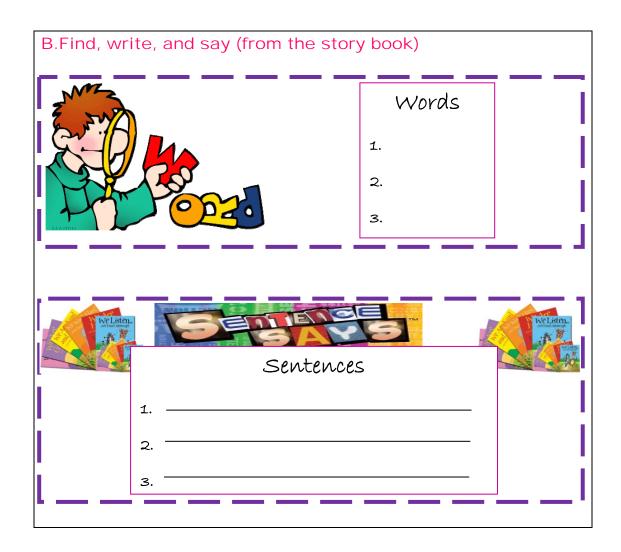
Words	Sentences
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4.	4.

After Revised

Favorite Story Book

A. Complete and say

Title

_____

Writer

_____

Number of pages

_____

Characters

_____

_____

B.Find, write, and say (from the story book)

Words

1.

2.

3.

Sentences

1. _____

2. _____

3. _____

4) Teacher's Guideline

The teacher's guideline was changed into Indonesian language in more detailed information and separated from the students' worksheet. Here is the example of the teacher's guideline changing.

Before Revised

Procedure_____

1. Prepare the VCD and Video player
2. Ask the students to go to the library.
3. Hand in the video watching guideline for each student and explain what the students have to do with the guideline.

4. Play a short movie and let the students watch it for at least three times.

5. Make sure that the students have finished filling in the guideline.

6. Ask the students to report their finding.

Variation 1_____

Ask the students to imitate the voice of the characters while mentioning the name of the characters.

Variation 2_____

Play music and move a pen or other thing from one student to another student. While the music stops, the student who holds the thing has to report their information

After Revised

A. Procedure_____

1. Perhatikan cara untuk memberikan informasi di bawah ini.

2. Ajarkan kepada siswa cara untuk memberikan informasi dengan menggunakan sentence card atau poster besar yang berisi langkah-langkah untuk memberikan informasi (lihat appendix).

- **Greet your friends** *(Sapa teman-temanmu)*
  - Hi !   - Hello!
  - Good morning!   - Good afternoon!
- **Explain your purpose** *(Jelaskan tujuanmu)*

  I want to tell you about _____

- **Giving information (Memberikan informasi)**
  The title of the movie is _____
  The movie is about _____
  There are _____ characters in the movie.
- **Close your session** *(Tutup sesi mu)*

3. Ajarkan kepada siswa cara untuk mengungkapkan suka/tidak suka dengan menggunakan sentence card (lihat appendix).

I like the movie.   I don't like the movie.

| - Because the story is awesome.
 - Because it is challenging. | - Because the story is boring.
 - Because I hate the characters. |

B. Watching Movie

1. Siapkan VCD dan Video Player.
2. Mintalah siswa untuk pergi ke perpustakaan.
3. Bagikan worksheet untuk tiap siswa dan jelaskan apa yang harus mereka lakukan.
4. Mainkan sebuah film pendek dan biarkan siswa untuk menontonya paling tidak dua kali.
5. Pastikan bahwa siswa telah menyelesaikan worksheet mereka.
6. Mintalah siswa untuk menceritakan apa yang mereka lihat dengan cara memberikan informasi berdasarkan worksheet yang telah mereka kerjakan.

C. Variation 1

Mintalah siswa untuk meniru suara dari masing-masing tokoh ketika menyebutkan nama-nama tokoh tersebut.

B. Discussion

In this section, the researcher presents the discussion about the possible library-based activities and the characteristics of library based activities in English language learning at grade five of SD Al Mujahidin Wonosari in academic year of 2011/2012. The discussion is presented below.

1. The possible library based activities

There were some various types of activity of the library-based activities design. Each activity was designed based on students' needs, interest and characteristics. Moreover, library was a place where the students could find good resources and facilities to study and learn something new. There were some facilities in the library of SD Al Mujahidin Wonosari that could be used for English learning activities. Those facilities were useful to be the consideration in developing the library-based activities. From the students' needs, interest, characteristics, and the facilities of the library, there were some possible activities developed.

1. Story Book-Based Activity

There were three activities designed by using story books, those were reporting English story book, finding information and listing. Those three activities were useful to increase the students' ability in reading comprehension and enrich their vocabularies. As long as the students were loving books, it was possible for the researcher to develop lot of activities by using books. Moreover, there were two kinds of book to be used in this kind of activity, those are English story book and bilingual story book. The use of the books in the activities was based on students' knowledge in English. In this case, the bilingual story books were used for more complicated activities such as identifying information.

In addition, there was one activity that was designed by using story book as a compliment. In this case, the book was a tool to be used in the transaction between the librarian and the students. Here, the activity was conversing to study the way to ask and give services in borrowing a book. This activity was design related to the basic rule of the library that the students need to know when they want to borrow something from the library.

2. Video-Based Activity

There were two activities designed by using video-based activity. Those two activities were reporting information and identifying information. In the activities, the students had to identify some information from the content of the video. The video-based activity was useful to increase the students' vocabulary, pronunciation, and their listening skill. Here, the students learn something new by watching and

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observing. Since the students at grade VA of SD Al Mujahidin Wonosari had a good passion to watch and observe something, the researcher developed some activities by using video.

3. Scrabble-Based Activity

There were two activities designed by using scrabble, those were copying and answering question. Here, scrabble-based activity was expected to enrich students' vocabulary and give an interesting challenge for the students to do the activities.

4. Picture Dictionary-Based Activity

There were three activities designed by using picture dictionary, those were finding words, mentioning words, and writing sentences. Picture dictionary was a good resource for the students in learning vocabulary. In this case, the activity that used picture dictionary would make the students interested and could enrich their knowledge in English. Besides, picture dictionary could make the students curious to find something new.

5. Encyclopedia-Based Activity

There were two activities designed by using encyclopedia, those were conversing and completing sentences. Encyclopedia served many kinds of knowledge. Students could learn many things from the encyclopedia and enrich their vocabulary. Based on the students' characteristics at grade VA of SD Al Mujahidin Wonosari, encyclopedia would give a passion for the students to do the activities.

2. The characteristics of library-based activities

There are some characteristics of library-based activities design that were developed based on the students' needs analysis. Those characteristics are mentioned below.

1. Done with a good library

    Library-based activities are done with a good library. The design of the library should be appropriate with the children characteristics by using good color and decoration. The collections and the facilities of the library should be complete so that the students can have varied activities.

2. Done in some other places

    The library-based activity is not necessarily done in the library. The main point in the library-based activities is that students use the facilities, the collection, and resources of the library. Therefore, the activities must have various places to do the activities so that the students are not bored to join the activities. Here, library is a place to find some resources and good facilities to be used in learning English.

3. Providing some group work activities

    Discussion is one of the activities that the students need to do in the library-based activities. Related to that, the students are given group work activities. By using the group works, the students can learn to be cooperative and share their knowledge with each others. Besides, the students can improve their speaking and listening skills.

4. Providing various kinds of activity

The various kinds of activity should be provided in a library-based activities. Those different kinds of activity are based on the students' need and interest that the researcher used in developing the library-based activities to make the students have their enthusiasm to do the activities.

5. Providing various topics

The library-based activity should be designed in some different topics. The selection of the topics was based on the students' interest that became the consideration for the researcher in developing the library-based activities.

6. Using various media

Media is something important to be used in learning something. In the library-based activities, there are some different media that are used to make the students interested with the activities. Here, the researcher used the facilities of the library to develop the activities optimally.

7. Requiring the teacher's role

In doing the activities, the students need the teacher as a facilitator. Besides, the teacher is expected to explain the advantages of using the library facilities so that the students know the importance of the library.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The objectives of this research are to find out the possible library-based activities and the characteristics of the library-based activities in the English teaching and learning processes at class VA of SD Al Mujahidin Wonosari in academic year of 2011/2012. The product of the library-based activities is formulated into course grid, teachers guide, worksheets, and media. Based on the research findings of the research study, the product of the library-based activities design are explained bellow.

1. The Possible Library-Based Activities

   This study found that the possible library-based activities are as follow:

   a. Story Book-Based Activities

      1.) Reporting English story book

      2.) Finding information

      3.) Listing

      4.) Conversing with librarian

   b. Video-Based Activities

      1.) Reporting

      2.) Identifying information

   c. Scrabble-Based Activities

      1.) Copying

      2.) Answering question

d. Picture Dictionary-Based Activities

    1.) Finding words

    2.) Mentioning words

    3.) Writing sentences

e. Encyclopedia-Based Activities

    1.) Conversing with friends

    2.) Completing sentences

2. The Characteristics of Library-Based Activities

This study found that the characteristics of the library based activities are as follow:

a. Done with a good library

b. Done in some other places

c. Providing some group work activities

d. Providing variou kinds of activity

e. Providing various topics

f. Using various media

g. Requiring the teacher's role

B. Implications

Based on the result of the study, there are two implications that can be drawn bellow:

1. After undergoing the try out, the possible library-based activities are regarded to be appropriate and feasible to be implemented in the English teaching and

learning processes for the fifth grade of Elementary school students in SD Al Mujahidin Wonosari. The implication to this fact is that the library-based activities can also be used to the fifth grade students in other schools that have good libraries and similar characteristics with the students at SD Al Mujahidin Wonosari.

2. The research findings show that there are some results of the library-based activities characteristics for the fifth grade of Elementary school students in SD Al Mujahidin Wonosari. Those results are needed to develop the library-based activities. The implication to this fact is that the teachers should use those characteristics when they want to develop good library-based activities.

C. Suggestions

Related to the conclusion and implication above, there are some suggestions that presented below.

1. Suggestion to the Headmaster of Elementary Schools

   The headmasters are expected to provide good libraries that have the collection of the English and bilingual story books. Besides, the headmasters are expected to provide the collection of the English short movie that can be played in the library.

2. Suggestion to the Librarians

   The librarian is expected to organize the collections of the library as well as possible. For the story book collections, the librarian is expected to put the English story book collections in a different shelf with the bilingual story book collections.

3. Suggestion to the Decision Maker at DISDIKPORA Gunungkidul

The decision makers are expected to pay attention to the importance of the library for the elementary school students. There must be something different with the library for the high school students related to the decoration, the facilities, and the collection.

4. Suggestion to the Elementary School English Teachers

The Elementary English teachers are expected to develop their own library-based activities based on the students' characteristics, students' needs and the facilities of the libraries.

5. Suggestion to the Other Researchers

The other researchers are expected to use the activities developed as an input for them to develop more interesting and effective library-based activities.

6. Suggestion to the Students of English Education

The students of English education study program are expected to be more creative in developing the activities of the English teaching and learning processes in Elementary school. Moreover, they are expected to look for the opportunities around the school environment to be used as resources in developing some interesting activities.

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APPENDICES

Appendix 1

The Respondents' Data of the
Needs Analysis

The Respondents' Data of the Needs Analysis

No	Students' Name	Age	Sex
1	Ahnan	12	M
2	Akmalia Nurmillaty S.D.	10	F
3	Aldi	11	M
4	Aldian Fahri Alam	11	M
5	Anistia D.R.	10	F
6	Annisa Hasna A	10	F
7	Annisa Salsabila	11	F
8	Dhita	11	F
9	Farhan Maulana	10	M
10	Hanifah Rahmawati	11	F
11	Herawan W.M.	12	M
12	Iliya Rozan	11	M
13	Kevin Maheswara	11	M
14	Khairunnisa Z.A.	11	F
15	Kurnia Salsaniba D.	10	F
16	Lisa	11	F
17	Luthfiana N.R.	11	F
18	Luqman Abdul H.	12	M
19	Mirza Ywaza	11	M
20	Muazanah Z.A.	11	F
21	M.Rizaldi Luthfi .P	11	M
22	Nadia Lutfitasari A.	10	F
23	Naufal Hanif A.	11	F
24	Palma Artha R.	11	F
25	Rahma Dyah S.	11	F
26	Sheila Nadhif K.	11	F
27	Safira Desinur M.	11	F
28	Tatak Rekhan A.	10	M

Appendix 2

Questionnaires

Kuesioner Analisa Kebutuhan Belajar Siswa

(Need Analysis)

Data responden:

Nama   :

Jenis kelamin   :

Umur   :

Kelas   :

Jawablah pertanyaan-pertanyaan di bawah ini dengan mengisi kotak-kotak di depan jawaban yang kalian pilih dengan tanda silang (X).

Contoh:

1. Berapa kali kalian belajar Bahasa Inggris di sekolah dalam seminggu?

   ☐ 1 kali   ☐ 2 kali   ☐ 3 kali

A. Bahasa Inggris

1. Apakah kalian menyukai pelajaran Bahasa Inggris?

   ☐ Ya   ☐ Tidak

2. Menurut kalian, apakah pelajaran Bahasa Inggris sulit untuk dipelajari?

   ☐ Ya   ☐ Tidak

3. Menurut kalian, apakah pembelajaran Bahasa Inggris di sekolah yang selama ini kalian ikuti menyenangkan?

   ☐ Ya   ☐ Tidak

B. Setting

4. Menurut kalian, apakah pembelajaran Bahasa Inggris yang dilaksanakan di ruang kelas selama ini membuat kalian merasa bosan?

   ☐ Ya   ☐ Tidak

5. Apakah kalian setuju jika pembelajaran Bahasa Inggris dilaksanakan di luar kelas?

   ☐ Ya   ☐ Tidak

6. Apakah kalian setuju jika pembelajaran Bahasa Inggris dilaksanakan di perpustakaan?

   ☐ Ya   ☐ Tidak

7. Apakah kalian setuju jika pembelajaran Bahasa Inggris dilaksanakan di taman sekolah?

   ☐ Ya   ☐ Tidak

8. Apakah kalian setuju jika pembelajaran Bahasa Inggris dilaksanakan di koridor kelas?

   ☐ Ya   ☐ Tidak

9. Apakah kalian setuju jika pembelajaran Bahasa Inggris dilaksanakan di halaman sekolah?

   ☐ Ya   ☐ Tidak

C. Group work/Individual work

10. Dengan cara manakah yang lebih kalian sukai saat melaksanakan latihan/tugas dalam pembelajaran Bahasa Inggris?

☐ secara berkelompok ☐ secara sendiri-sendiri

11. Apakah menurut kalian mengerjakan latihan/tugas secara berkelompok dapat mempermudah kalian dalam memahami pelajaran?

☐ Ya ☐ Tidak

12. Cara manakah yang lebih kalian sukai dalam pembentukan kelompok saat pembelajaran di kelas?

☐ dipilihkan oleh guru ☐ memilih teman kelompok sendiri ☐ diundi

13. Menurut kalian, dalam satu kelompok sebaiknya terdiri dari berapa siswa?

☐ 2 orang ☐ 3 orang ☐ 4 orang ☐ 5 orang

14. Menurut kalian, kelompok yang telah terbentuk sebaiknya ……

☐ tetap untuk pertemuan selanjutnya ☐ bersifat sementara, bisa dirubah

D. Task activity type

15. Diantara kegiatan dibawah ini, manakah yang kalian sukai untuk digunakan dalam pembelajaran Bahasa Inggris? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Mendengarkan cerita (story)

☐ Membaca cerita (story)

☐ Lagu dengan gerakan dan tema-tema tertentu (song)

☐ Permainan yang terdapat kompetisi antar kelompok (game)

☐ Bermain peran (drama)

☐ Tanya jawab dengan teman (dialog)

☐ Bersama-sama membahas suatu hal (diskusi)

☐ Menanyakan pertanyaan tentang sesuatu (wawancara)

☐ Mengisi teka-teki silang (crossword puzzle)

☐ Menyelesaikan rangkaian bagian-bagian dari sebuah gambar atau kalimat (jigsaw puzzle)

☐ Menjodohkan

☐ Mewarnai

☐ _____

16. Diantara kegiatan dibawah ini, manakah yang **TIDAK** kalian sukai untuk digunakan dalam pembelajaran Bahasa Inggris? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Mendengarkan cerita (story)

☐ Membaca cerita (story)

☐ Lagu dengan gerakan dan tema-tema tertentu (song)

☐ Permainan yang terdapat kompetisi antar kelompok (game)

☐ Bermain peran (drama)

☐ Tanya jawab dengan teman (dialog)

☐ Bersama-sama membahas suatu hal (diskusi)

☐ Menanyakan pertanyaan tentang sesuatu (wawancara)

☐ Mengisi teka-teki silang (crossword puzzle)

☐ Menyelesaikan rangkaian bagian-bagian dari sebuah gambar atau kalimat (jigsaw puzzle)

☐ Menjodohkan

☐ Mewarnai

☐

_____

E. Topik

17. Diantara topik dibawah ini, manakah yang kalian sukai untuk digunakan dalam pembelajaran Bahasa Inggris? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Nama-nama hewan dan cirinya

☐ Nama-nama buah-buahan dan cirinya

☐ Nama-nama makanan/minuman dan cirinya

☐ Nama-nama tempat dan cirinya

☐ Nama-nama alat transportasi dan cirinya

☐ Nama-nama benda yang ada di lingkungan sekitar dan cirinya

☐ Nama-nama hobi dan cirinya

☐ Nama-nama jenis olahraga dan cirinya

☐

_____

18. Diantara topik dibawah ini, manakah yang **TIDAK** kalian sukai untuk digunakan dalam pembelajaran Bahasa Inggris? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Nama-nama hewan dan cirinya

☐ Nama-nama buah-buahan dan cirinya

☐ Nama-nama makanan/minuman dan cirinya

☐ Nama-nama tempat dan cirinya

☐ Nama-nama alat transportasi dan cirinya

☐ Nama-nama benda yang ada di lingkungan sekitar dan cirinya

☐ Nama-nama hobi dan cirinya

☐ Nama-nama jenis olahraga dan cirinya

☐

_____

F. Penggunaan media

19. Diantara media dibawah ini, manakah yang kalian sukai untuk digunakan dalam pembelajaran Bahasa Inggris? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Gambar
☐ Video
☐ Model
☐ Kartu
☐ Rekaman
☐ Power point
☐

_____

G. Jenis skill

20. Jenis kegiatan seperti apakah yang lebih kalian sukai diantara jenis-jenis kegiatan di bawah ini?

☐ Kegiatan mendengarkan
☐ Kegiatan berbicara
☐ Kegiatan membaca
☐ Kegiatan menulis

H. Peran guru

21. Apakah kalian membutuhkan bantuan dari guru dalam mengerjakan latihan/tugas?

☐ Ya   ☐ Tidak   ☐ kadang-kadang

22. Bantuan seperti apakah yang kalian butuhkan dari guru? (boleh memilih lebih dari satu dan menuliskan jawaban sendiri)

☐ Penjelasan mengenai cara pengerjaan
☐ Penjelasan mengenai isi latihan/tugas
☐ Arti dari kata-kata sulit
☐ _____

Lembar Evaluasi untuk Siswa

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas V SD Al Mujahidin Wonosari.

A. **Data Responden**

   Nama   :

   Usia   :

   Jenis Kelamin   : P / L

B. **Petunjuk Pengisian:**

   Isilah table berikut dengan memberi tanda centang pada kolom yang tersedia.

   Keterangan:

   S   : Setuju

   R   : Ragu-ragu

   TS   : Tidak Setuju

No.	Pernyataan	Skor		
		S	R	TS
1.	Tampilan lembar kerja dan petunjuk aktifitas menarik.			
2.	Tampilan jelas dan tidak terlalu rumit.			
3.	Tulisan dalam lembar kerja dan petunjuk aktivitas ditulis dengan ukuran dan jenis huruf yang menarik dan jelas.			
4.	Gambar yang digunakan dalam lembar kerja dan petunjuk aktifitas jelas, menarik, dan mudah dipahami.			
5.	Instruksi (perintah) dalam lembar kerja dan petunjuk aktivitas cukup jelas			
6.	Aktivitas dikembangkan dari aktivitas yang mudah ke aktivitas yang lebih sulit.			

7.	Aktivitas yang ada banyak melibatkan siswa.			
8.	Jenis aktivitas mencakup aspek-aspek ketrampilan (mendengarkan, berbicara, membaca, menulis).			
9.	Jenis aktivitas yang ada bervariasi.			
10.	Jenis aktivitas yang ada menarik.			
11.	Jenis aktivitas yang ada dapat memotivasi siswa untuk belajar Bahasa Inggris.			
12.	Topic dalam aktivitas bervarisai.			
13.	Topic dalam aktivitas menarik.			
14.	Topic dapat memotivasi siswa untuk melakukan aktivitas.			
15.	Media yang digunakan bervariasi			
16.	Media yang digunakan menarik			
17.	Media yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.			

LEMBAR EVALUASI

(EXPERT)

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas V SD Al Mujahidin Wonosari.

C. Data Responden

Nama   :

Jenis Kelamin   : P / L

Pendidikan   : a. D3 b. S1   c. S2   d. S3

Pengalaman kerja : a. 0-2 tahun   b. 2-4 tahun   c. > 4 tahun

Pekerjaan   :

Instansi   :

D. Petunjuk Pengisian:

Isilah table berikut dengan memberi tanda centang pada kolom yang tersedia.

Keterangan:

SS   : Sangat setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS : Sangat tidak setuju

No.	Pernyataan	Skor				
		SS	S	R	TS	STS
1.	Aktivitas sesuai dengan standar kompetensi.					
2.	Aktivitas sesuai dengan kompetensi dasar.					
3.	Aktivitas yang dikembangkan bervariasi.					
4.	Aktivitas yang dikembangkan menarik.					

No.						
5.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.					
6.	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa.					
7.	Aktivitas yang dikembangkan melibatkan partisipasi siswa.					
8.	Aktivitasyang dikembangkan mengaplikasikan pengetahuan Bahasa Inggris.					
9.	Instruksi yang digunakan dalam lembar kerja dan petunjuk aktivitas mudah dipahami sehingga siswa mengerti apa yang harus dilakukan.					
10.	Aktivitas dikembangkan dari aktivitas yang mudah ke aktivitas yang lebih sulit.					
11.	Aktivitas dalam buku mencakup kegiatan individu, berpasangan, berkelompok dan seluruh kelas.					
12.	Jenis aktivitas mencakup aspek-aspek ketrampilan (mendengarkan, berbicara, membaca, menulis).					
13.	Jenis aktivitas yang dikembangkan dapat memotivasi siswa untuk belajar Bahasa Inggris.					
14.	Topic yang digunakan bervarisai.					
15.	Topic yang digunakan menarik.					
16.	Topic yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.					
17.	Media yang digunakan bervariasi					

18.	Media yang digunakan menarik					
19.	Media yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.					

E. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimanakah pendapat Bapak/Ibu terhadap materi yang telah disusun?

   ....

   ....

   ....

   ....

   ....

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

   ....

   ....

   ....

   ....

   ....

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

   ....

   ....

   ....

   ....

   ....

Yogyakarta,   Juni 2012

_____

Appendix 3

Interview Guideline

Teachers' Interview Guideline

1. Apakah bapak pernah mengadakan pembelajaran di luar kelas? Jika iya, kegiatan apa yang dilakukan?
2. Apakah menurut Bapak kegiatan pembelajaran yang dilakukan diluar kelas itu perlu? Mengapa?
3. Apakah Bapak pernah mengadakan pembelajaran di perpustakaan? Jika iya, kegiatan apa yang dilakukan?
4. Apakah menurut Bapak perlu dilakukan pembelajaran di perpustakaan? Mengapa?
5. Kegiatan apa yang siswa sukai saat proses belajar dan mengajar Bahasa Inggris?
6. Apakah menurut Bapak siswa akan merasa senang saat melakukan proses Belajar mengajar di perpustakaan?

Principle's Interview Guideline

1. Seberapa pentingkah menurut bapak mata pelajaran Bahasa Inggris untuk siswa Sekolah Dasar?
2. Apakah menurut bapak pembelajaran Bahasa Inggris perlu untuk diberikan variasi dalam seting pelaksanaannya? Mengapa?
3. Seberapa pentingkah menurut bapak untuk Sekolah Dasar memiliki perpustakaan yang baik sesuai standar perpustakaan untuk anak-anak yang ada?
4. Seberapa pentingkah menurut bapak fungsi perpustakaan untuk menunjang kegiatan belajar mengajar Bahasa Inggris di Sekolah Dasar?
5. Bagaimana menurut bapak jika pembelajaran Bahasa Inggris dilaksanakan di perpustakaan?

Appendix 4

Course Grid

The Course Grid of Library-Based Activities

Class/Semester　　　: V / I

Academic year　　　:2011/2012

Skill　　　　　　　: Speaking

Standard of Competence: 2. Expressing Very Simple Instruction and Information in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
1	2.2Conversing along by using the expression of asking and giving services.	To give example of how to ask and give services.	Asking for services 1. Would you show me how to use the English learning kit? 2. Can I borrow this bilingual story book?	- Asking for services to the librarian. - Giving services to the visitors of the library.	- Library collections	- The students are asked to go to the library. - The students are asked to make conversations with the librarian that contain the expression of asking and giving services in turn.	- Guideline
2	2.3Conversing along by using the expression of asking and giving information.	To give example of how to ask and give information.	Giving information about a story from a video based on the guideline. 1. The title of the story is… 2. There are … characters in the story. 3. The story is about …	- Giving information about a story from a video in front of the class.	- VCD - Video player	- The students are asked to watch to the video. - The students are asked to fill in the guideline to find the information of the story in the video. - The students are asked to retell the story in front of the class.	- Guideline
3			Asking and giving information about an encyclopedia based	- Asking information about an	Encyclopedia collections	- The students are asked to find an encyclopedia in the library in a group.	- Guideline

			encyclopedia by giving some questions.			- The students are asked to give some questions about the encyclopedia to the other group.	
			1. What is the title of the encyclopedia?				
			2. Who is the author of the encyclopedia?			- The other group answers the question by giving information about the encyclopedia.	
			3. How many pages are there in the encyclopedia?	- Giving information about an encyclopedia by answering some questions.			

Skill   : Reading

Standard of Competence: 3. Understanding English Text and Simple Picture of Descriptive Text in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
4	3.1 Reading aloud fluently with good pronunciation, stressing, and intonation which contains: word, phrase, and very simple sentence.	To pronounce word, phrase, and very simple sentences fluently	Pronouncing word, phrase, and very simple sentences that contain the information of an English story book. 1. The title of the story is… 2. The author of the story is… 3. There are … pages in the story book.	Finding the information of an English story book in the library.	English story book collections	- The students are asked to find a story book in the library. - The students are asked to fill in the table that contains the information about the book. - The students are asked to read a loud their work in front of the class.	- Worksheet
5	3.2 Understanding sentences, short written messages,	To identify the information	Answer the questions based on the pictures and texts.	Identifying the information of the picture and	- VCD - Video player	- The students are asked to pay attention to the picture and read the information of	- Worksheet

and very simple picture descriptive text.	in sentences and very simple picture in a text	1. What can a kangaroo do? 2. Can a kangaroo swim?	the text.		the picture. - The students are asked to find the information of the picture and sentence card.	
6			Reading and writing report of a bilingual story. 1. The title is… 2. The characters are… 3. The story is about… 4. The moral value of the story is…	Finding the information of a bilingual story.	Bilingual story book collections.	- The students are asked to find a bilingual story book and pick one story. - The students are asked to read the story and find the important information of the story.	- Worksheet

Skill   : Writing

Standard of Competence: 4. Writing and Copying Very Simple Sentences in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument

7	4.1 Spelling very simple sentences accurately.	To write English sentences accurately.	Writing words and simple sentences based on the category.
			1. School
			  a. Bag: I have a blue bag.
			  b. Eraser: I have an eraser.
			2. Fruit
			  a. Apple: There is an apple.
			  b. Banana: There is
				- Finding words from the dictionary based on particular category and using the words to write some sentences.	Picture dictionary collections	- The students are asked to make groups
						- The students are asked to identify some words in the picture dictionary.
						- The students are asked to write simple sentences by using the words found.
							- Worksheet

			a banana.				
8			Writing very simple sentences. - Read the sentence card carefully and find the letters to arrange that sentence	Arranging sentences by using English learning kit.	English learning kit (scrabble).	- The students are given English learning kit in group. - The students are given cards that contain sentences to be arranged by using letters in the learning kit.	

9	4.2 Copying and writing very simple sentences.	To copy and write very simple English sentences.	Copying very simple sentences
			1. Title:
			   a. Subtitles:
			   b. First sentence:
				Make a list of subtitles and the first sentence of each subtitle.	English books and bilingual books.	- The students are asked to find some books in the library.
						- The students are asked to make a list of subtitles and the first sentence of each subtitle
						- The students are asked to write the sub titles and the first sentence of each subtitle in a book.
							- Worksheet

Appendix 5

The First Draft of the Developed Activities

The Course Grid of Library-Based Activities

Class/Semester   : V / I

Academic year   :2011/2012

Skill   : Speaking

Standard of Competence: 2. Expressing Very Simple Instruction and Information in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
1	2.2Conversing along by using the expression of asking and giving services.	To give example of how to ask and give services.	Asking for services 1. Would you show me how to use the English learning kit? 2. Can I borrow this bilingual story book?	- Asking for services to the librarian. - Giving services to the visitors of the library.	- Library collections	- The students are asked to go to the library. - The students are asked to make conversations with the librarian that contain the expression of asking and giving services in turn.	- Guideline
2	2.3Conversing along by using the expression of asking and giving information.	To give example of how to ask and give information.	Giving information about a story from a video based on the guideline. 1. The title of the story is… 2. There are … characters in the story. 3. The story is about …	- Giving information about a story from a video in front of the class.	- VCD - Video player	- The students are asked to watch to the video. - The students are asked to fill in the guideline to find the information of the story in the video. - The students are asked to retell the story in front of the class.	- Guideline
3			Asking and giving information about an encyclopedia based	- Asking information about an	Encyclopedia collections	- The students are asked to find an encyclopedia in the library in a group.	- Guideline

			encyclopedia by giving some questions. - Giving information about an encyclopedia by answering some questions.			- The students are asked to give some questions about the encyclopedia to the other group. - The other group answers the question by giving information about the encyclopedia.	
			on the guideline. 1. What is the title of the encyclopedia? 2. Who is the author of the encyclopedia? 3. How many pages are there in the encyclopedia?				

Skill   : Reading

Standard of Competence: 3. Understanding English Text and Simple Picture of Descriptive Text in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
4	3.1 Reading aloud fluently with good pronunciation, stressing, and intonation which contains: word, phrase, and very simple sentence.	To pronounce word, phrase, and very simple sentences fluently	Pronouncing word, phrase, and very simple sentences that contain the information of an English story book. 1. The title of the story is… 2. The author of the story is… 3. There are … pages in the story book.	Finding the information of an English story book in the library.	English story book collections	- The students are asked to find a story book in the library. - The students are asked to fill in the table that contains the information about the book. - The students are asked to read a loud their work in front of the class.	- Worksheet
5	3.2Understanding sentences, short written messages,	To identify the information	Answer the questions based on the pictures and texts.	Identifying the information of the picture and	- VCD - Video player	- The students are asked to pay attention to the picture and read the information of	- Worksheet

	and very simple picture descriptive text.	in sentences and very simple picture in a text	1. What can a kangaroo do? 2. Can a kangaroo swim?	the text.		- the picture. - The students are asked to find the information of the picture and sentence card.	
6			Reading and writing report of a bilingual story. 1. The title is… 2. The characters are… 3. The story is about… 4. The moral value of the story is…	Finding the information of a bilingual story.	Bilingual story book collections.	- The students are asked to find a bilingual story book and pick one story. - The students are asked to read the story and find the important information of the story.	- Worksheet

Skill   : Writing

Standard of Competence: 4. Writing and Copying Very Simple Sentences in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument

7	4.1 Spelling very simple sentences accurately.	To write English sentences accurately.	Writing words and simple sentences based on the category.
			1. School
			  a. Bag: I have a blue bag.
			  b. Eraser: I have an eraser.
			2. Fruit
			  a. Apple: There is an apple.
			  b. Banana: There is
				- Finding words from the dictionary based on particular category and using the words to write some sentences.	Picture dictionary collections	- The students are asked to make groups
						- The students are asked to identify some words in the picture dictionary.
						- The students are asked to write simple sentences by using the words found.
							- Worksheet

			a banana.				
8			Writing very simple sentences. - Read the sentence card carefully and find the letters to arrange that sentence	Arranging sentences by using English learning kit.	English learning kit (scrabble).	- The students are given English learning kit in group. - The students are given cards that contain sentences to be arranged by using letters in the learning kit.	

9	4.2 Copying and writing very simple sentences.	To copy and write very simple English sentences.	Copying very simple sentences
			1. Title:
			  a. Subtitles:
			  b. First sentence:
				Make a list of subtitles and the first sentence of each subtitle.	English books and bilingual books.	- The students are asked to find some books in the library.
						- The students are asked to make a list of subtitles and the first sentence of each subtitle
						- The students are asked to write the sub titles and the first sentence of each subtitle in a book.
							- Worksheet

Having Fun with Library

For the Fifth Grade of Elementary School Students

Yorie Gita Anindhita
YOGYAKARTA STATE UNIVERSITY

Unit 1
Speaking Skill

Contents

Librarian

Skill_____

Speaking

_____**Activity Type**

Conversing with librarian

Aim_____

To ask and give services

_____**Library Facilities**

Library Collections

Procedure_____

1. Ask the students to go to the library.
2. Ask the students to make groups and send their delegations to practice the expression of asking for services.
3. Ask each delegation to ask for services to the librarian.
4. Ask each delegation to act like a librarian for the member of each group.
5. Make a condition where the delegation acts to be the librarian and practice the expression of giving services while the other members practice the expression of asking services.

Variation 1_____

The students are not allowed to ask for the same service to the librarian.

Variation 2_____

You can ask the students to report what they get from the librarian service.
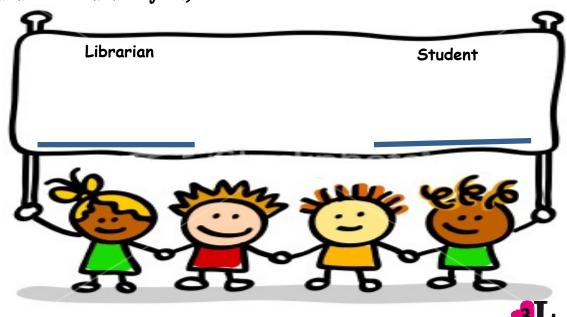
Task 1 (Asking for Services)
Go to the library. Meet the librarian. Ask for services to the librarian. Ask for different service with your friends. *(Pergilah ke perpustakaan. Temuilah pustakawan. Mintalah pelayanan pada pustakawan. Mintalah pelayanan yang berbeda dengan teman-temanmu.)*

> ● **Greet the librarian** *(Sapalah pustakawan)*
> - Hi !   - Hello!
> - Good morning!   - Good afternoon!
>
> ● **Introduce your self** *(Perkenalkan dirimu)*
> I am _____
>
> ● **Ask for services** (*Mintalah pelayanan*)
> - Could you help me?
> - Could you show me where _____ is ?
>
> ● **Say thanks to the librarian (Ucapkan terima kasih pada pustakawan)**
> - Thanks.
> - Thank you.

Task 2 (Asking and Giving Services)
Work in groups. In turn, act as if you are a librarian and a student. Practice of how to ask and give services. *(Bekerjalah dalam kelompok. Secara bergantian, berlakulah seakan menjadi pustakawan dan siswa. Berlatihlah cara meminta dan member jasa.)*

Librarian   **Student**

Video Watching

Skill
Speaking

Activity Type
Reporting Video

Aim
To give information

Library Facilities
VDC and Video Player

Procedure

1. Prepare the VCD and Video player
2. Ask the students to go to the library.
3. Hand in the video watching guideline for each student and explain what the students have to do with the guideline.
4. Play a short movie and let the students watch it for at least three times.
5. Make sure that the students have finished filling in the guideline.
6. Ask the students to report their finding.

Variation 1

Ask the students to imitate the voice of the characters while mentioning the name of the characters.

Variation 2

Play music and move a pen or other thing from one student to another student. While the music stops, the student who holds the thing has to report their information.

Reporting Video
Speaking Guideline
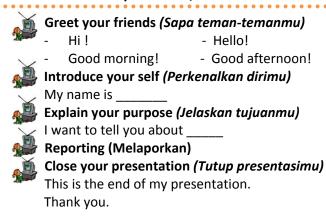
Activity 1 (Video Watching)
Watch the video. Find the information of the video. Make note for the following information below. *(Tontonlah video. Temukan informasi dari video. Buat catatan untuk informasi dibawah ini.)*

1 The title of the story is _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2 The story is about _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

3 There are _ _ _ _ _ _ _ _ _ _ _ _ characters in the story.

4 The names of the characters are _ _ _ _ _ _ _ _ _ _ _ _ _ _

5 Do you like the story? Why? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Activity 2
Report what you watch in the video in front of the class. (Laporkan apa yang kamu lihat di video di depan kelas).
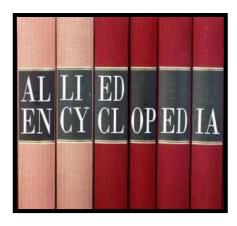
Greet your friends *(Sapa teman-temanmu)*
- Hi !   - Hello!
- Good morning!   - Good afternoon!

Introduce your self *(Perkenalkan dirimu)*
My name is _____

Explain your purpose *(Jelaskan tujuanmu)*
I want to tell you about _____

Reporting (Melaporkan)

Close your presentation *(Tutup presentasimu)*
This is the end of my presentation.
Thank you.

Teacher

Student

5L

Encyclopedia

Skill_____

Speaking

_____**Activity Type**

Reporting Encyclopedia

Aim_____

To ask and give information

_____**Library Facilities**

Encyclopedia collections

Procedure_____

1. Ask the students to go to the library.
2. Ask the students to make groups of four or five (depends on the number of the encyclopedia).
3. Ask the delegation of each group to find an encyclopedia.
4. Hand in the encyclopedia report guideline to the students and explain what the students have to do with the guideline.
5. Ask the students to find information based on the guideline.
6. Ask the students to report their finding based on the guideline.
7. Ask the students to exchange their information by using asking and giving information expression.

Variation 1_____

You can ask the students to mention the things that contained in the encyclopedia.

Reporting Encyclopedia
Speaking Guideline

Activity 1 (Reading)

Go to the library. Find an encyclopedia. Read the encyclopedia. Make note for the following information below. *(Pergilah ke perpustakaan. Temukan ensiklopedia. Bacalah ensiklopedia tersebut. Buat catatan untuk informasi dibawah ini.)*

| 1 | What is the title of the encyclopedia? | The title of the encyclopedia is_____ |

| 2 | Who is the author of the encyclopedia? | The author of the encyclopedia is _____ |

| 3 | What is the encyclopedia talking about? | The encyclopedia is talking about _____ |

| 4 | How many pages are there? | There are _____ pages. |

| 5 | How many subtitles are there? | There are _____subtitles. |

| 6 | Do you like it? Why? | Yes, because_____./ No, because _____. |

Activity 2 (Speaking)
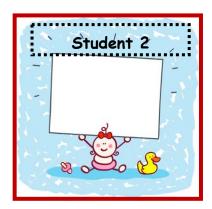
A. Report your finding information in front of the class. *(Laporkan informasi yang kamu temukan di depan kelas).*

> **Greet your friends *(Sapa teman-temanmu)***
> - Hi !   - Hello!
> - Good morning!   - Good afternoon!
>
> **Introduce your self *(Perkenalkan dirimu)***
> My name is _____
>
> **Explain your purpose *(Jelaskan tujuanmu)***
> I want to tell you about _____
>
> **Reporting *(Melaporkan)***
>
> **Close your presentation *(Tutup presentasimu)***
> This is the end of my presentation.
> Thank you.

B. Work in pairs. Ask for some information to your partner. Then, tell yours. Do it in turns. *(Bekerjalah secara berpasangan. Tanyakan beberapa informasi pada pasanganmu. Lalu, katakan informasi milikmu. Lakukan secara bergantian.)*

Student 1

Student 2

Unit 2

Reading Skill

Exploring English Story Book

Skill

Reading

Activity Type

Reporting English Story Book

Aim

To pronounce word, phrase, and simple sentences fluently.

Library Facilities

English story book collections

Procedure

1. Ask the students to go to the library.
2. Ask the students to find English story books.
3. Ask the students to study the books and find some important things from the books.
4. Spread the guideline to the students and explain what the students have to do with the guideline.
5. Ask the students to read a loud their finding based on the guideline.

Variation 1

Play music and move a pen or other thing from one student to another student. While the music stops, the student who holds the thing is the next turn to report their information.

Exploring English Story Book

Reading Worksheet

Activity 1 (Reading)

Go to the library. Find an English story book. Read the book. Make note for the following information below. *(Pergilah ke perpustakaan. Temukan buku cerita Bahasa Inggris. Bacalah buku tersebut. Buat catatan untuk informasi dibawah ini.)*

Title	⟹
Author	⟹
Number of pages	⟹
Publisher	⟹
Main character	⟹

Activity 2

After completing the note, find some words and sentences that you like. *(setelah menyelesaikan catatan, temukan beberapa kata dan kalimat yang kamu sukai.)*
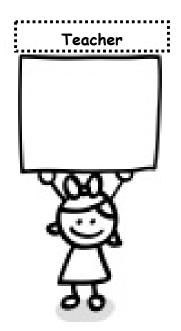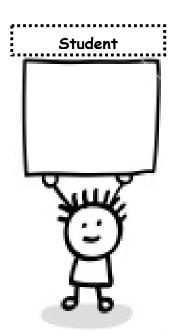
Words	Sentences
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Activity 3

Report your finding. Read it a loud in front of your friends. *(Laporkan temuanmu. Bacalah dengan keras didepan teman-temanmu.)*

Teacher

Student

Play with Text And Picture

Skill
Reading

Activity Type
Finding information
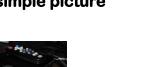
Aim
To identify information in simple picture and text.

Library Facilities
VCD and Video Player

Procedure

1. Prepare the VCD and Video player
2. Ask the students to go to the library.
3. Give worksheet for each student and explain what the students have to do with the worksheet.
4. Play the video that contain pictures and text, and then let the students watch it for at least three times.
5. Make sure that the students have finished their worksheets.
6. Ask the students to report their finding by using their worksheets.

Variation 1

You can ask the students act out the instruction based on the picture.

Example: run, jump, walk.

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Play with Text and Picture
Reading Worksheet

Activity 1 (Video Watching)
Watch the video. Match the words with the following pictures bellow. *(Tontonlah video. Cocokkan kata-kata dengan gambar dibawah ini.)*

Walk

Run

Jump

Fly

Swim

Activity 2
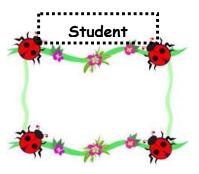
After completing Activity 1, answer the questions below. *(Setelah menyelesaikan aktifitas 1, jawablah pertanyaan-pertanyaan dibawah ini.)*

1. What can a kangaroo do?

   _____

2. Can a kangaroo swim?

   _____

3. What can a bird do?

   _____

4. Can a fish swim?

   _____

5. Can a child fly?

   _____

Teacher

Student

Bilingual Story Book

Skill
Reading

Activity Type
Finding information

Aim
To identify information in sentences

Library Facilities
Bilingual story book collections

Procedure

1. Ask the students to go to the library.
2. Ask the students to find bilingual story books.
3. Give worksheets for the students and explain what the students have to do with the worksheets.
4. Ask the students to study the books and find the important information of the books.
5. Ask the students to report their finding based on the worksheet.

Variation 1

You can ask the students to read their finding in front of the class and give their opinions about the stories.

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Bilingual Story Book
Reading Worksheet

Activity 1 (Reading)

Go to the library. Find a bilingual story book. Read the book. Make note for the following information below. *(Pergilah ke perpustakaan. Temukan buku cerita bilingual. Bacalah buku tersebut. Buat catatan untuk informasi dibawah ini.)*

1. The title of the book is………………………………………………………………………

2. The characters of the story are…………………………………………………………….

3. The location of the story is ……………………………………………………………

4. The story is about ……………………………………………………………………

5. The problem of the story is ……………………………………………………………….

6. The moral value of the story is …………………………………………………………

Activity 2
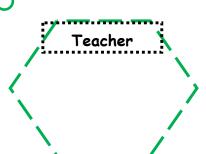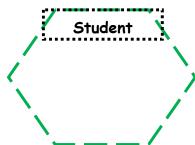
After completing the note, answer the questions below. *(Setelah menyelesaikan note, jawablah pertanyaan-pertanyaan dibawah ini.)*

Do you like the story?

Why?

Teacher

Student
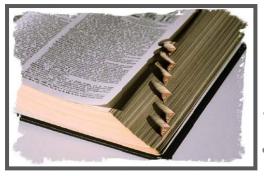
Unit 3
Writing Skill

Dictionary

Skill_____

Writing

_____**Activity Type**

Words Finding

Aim_____

To spell English sentences accurately

_____**Library Facilities**

Dictionary collections

Procedure_____

1. Ask the students to go to the library.
2. Ask the students to work in groups and take one dictionary for each group.
3. Give a worksheet for each student and explain what they have to do with the worksheets.
4. Ask the students to find words (noun) in some different letter.
5. Ask the students to write simple sentences by using the words based on the example in the worksheet.

Variation 1_____

You can ask the students to find words based on some categories (animal, fruit, vegetable).

Picture Dictionary
Writing Worksheet

Activity 1

Go to the library. Take a picture dictionary. Find some words and write them in the appropriate box. *(Pergilah ke perpustakaan. Ambil kamus bergambar. Temukan beberapa kata dan tuliskan di kotak yang sesuai.)*

Example :

D	M	V
1. Doll	1. Monkey	1. Violin
2. Drum	2. Monster	2.
3.	3.	3.

Now, find your own words! *(Sekarang, temukan kata-katamu sendiri!)*

1.	1.	1.
2.	2.	2.
3.	3.	3.

1.	1.
2.	2.
3.	3.
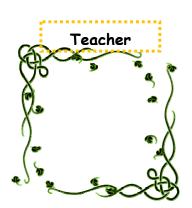
Activity 2

Write sentences by using your finding. Look at the example bellow. *(Tulislah kalimat dengan menggunakan temuanmu. Lihat contoh dibawah ini.)*

Example:

1. | Apple | : | I have **an a**pple. |

2. | Doll | : | I have **a d**oll. |

Now, write your own sentences! *(Sekarang, tulislah kalimatmu sendiri!)*

1. [ ] : [ ]

2. [ ] : [ ]

3. [ ] : [ ]

4. [ ] : [ ]

5. [ ] : [ ]

Teacher

Teacher

Worksheet (Variation 1)

Go to the library. Take a picture dictionary. Find three words in some different categories bellow. *(Pergilah ke perpustakaan. Ambil kamus bergambar. Temukan tiga kata dalam beberapa kategori dibawah ini.)*

 Animal

_____

_____

_____

 Fruit

_____

_____

_____

 Sport

_____

_____

_____

 Things Around

_____

_____

_____

 Transportation

_____

_____

_____

Scrabble

Skill
Writing

Activity Type
Arranging Sentences

Aim
To spell English sentences accurately

Library Facilities
Scrabble Collections

Procedure

1. Ask the students to work in groups.
2. Ask the students to take a scrabble for each group in the library.
3. Give a sentence card for each group that contains sentences that should be arranged by using the scrabble.
4. Ask the groups to report their works in front of their friends.
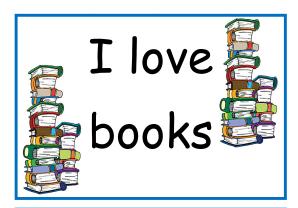
Variation 1

You can give the students picture cards and ask to spell the name of the picture by using scrabble.
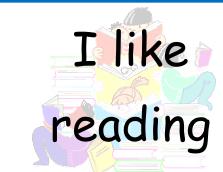
Activity 1 (Sentence Card for Scrabble)

I love library	I love books
I like studying English	I like reading
It is a good movie	She is a good librarian
The story is awesome	We have a good library

I read an encyclopedia
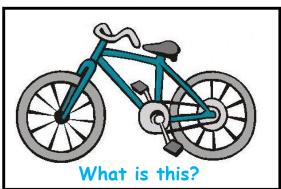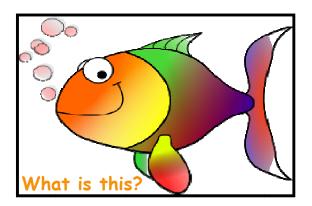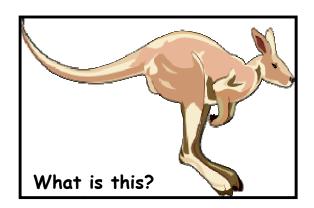
I like playing scrabble
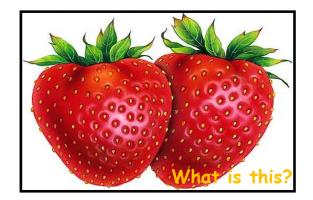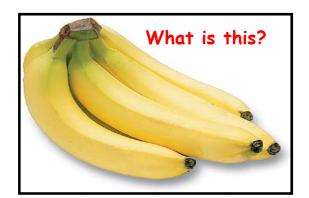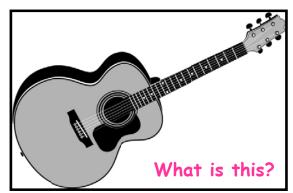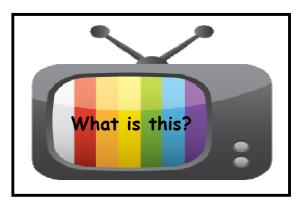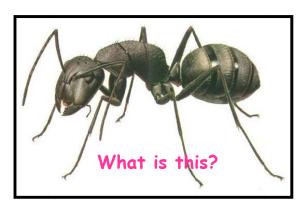
Activity 2 (Picture Card for Scrabble)

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?
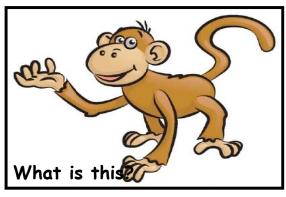
Story Book

Skill_____

Writing

_____**Activity Type**

Listing

Aim_____

To copy and write simple English
sentences

_____**Library Facilities**

Story book collections

Procedure_____

1. Ask the students to go to the library.

2. Ask the students to find story books in the library.

3. Ask the students to make lists of the titles of the books and the sub titles.

4. Ask the students to write the first sentence of each subtitle in a book.
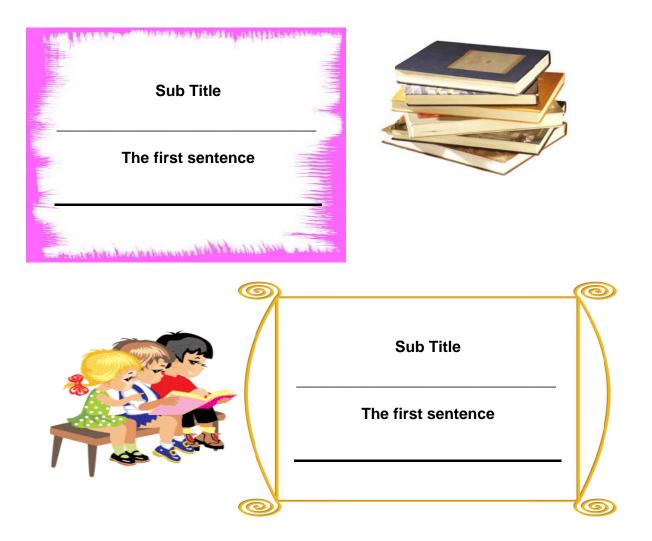
5. Ask the students to report their work.

Variation 1_____

You can give sentence cards to the students that contain the category of the books that should be
found by the students.

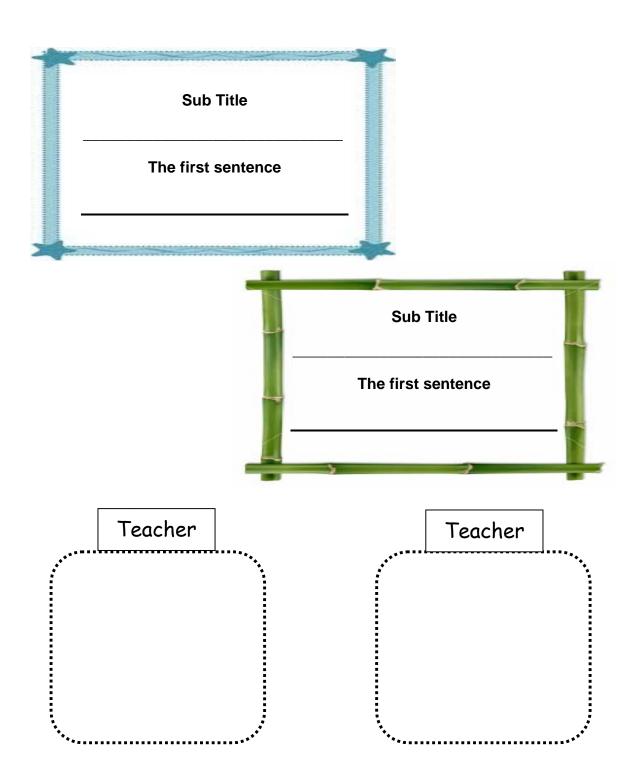# Story Book

Writing Worksheet

Activity 1

Go to the library. Find some story books. Make note for the following information below. *(Pergilah ke perpustakaan. Temukan beberapa buku cerita. Buat catatan untun informasi dibawah ini.)*

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____

Teacher

Teacher

Appendix 6

Final Draft of the Developed Activities

The Course Grid of Library-Based Activities

Class/Semester   : V / I

Academic year   :2011/2012

Skill   : Speaking

Standard of Competence: 2. Expressing Very Simple Instruction and Information in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
1	2.2Conversing along by using the expression of asking and giving services.	To give example of how to ask and give services.	Asking for services 1. Would you show me how to use the English learning kit? 2. Can I borrow this bilingual story book?	- Asking for services to the librarian. - Giving services to the visitors of the library.	- Library collections	- The students are asked to go to the library. - The students are asked to make conversations with the librarian that contain the expression of asking and giving services in turn.	- Guideline
2	2.3Conversing along by using the expression of asking and giving information.	To give example of how to ask and give information.	Giving information about a story from a video based on the guideline. 1. The title of the story is… 2. There are … characters in the story. 3. The story is about …	- Giving information about a story from a video in front of the class.	- VCD - Video player	- The students are asked to watch to the video. - The students are asked to fill in the guideline to find the information of the story in the video. - The students are asked to retell the story in front of the class.	- Guideline
3			Asking and giving information about an encyclopedia based	- Asking information about an	Encyclopedia collections	- The students are asked to find an encyclopedia in the library in a group.	- Guideline

| | | | encyclopedia by giving some questions. | | | - The students are asked to give some questions about the encyclopedia to the other group. | |
| | | 1. What is the title of the encyclopedia? 2. Who is the author of the encyclopedia? 3. How many pages are there in the encyclopedia? | - Giving information about an encyclopedia by answering some questions. | | | - The other group answers the question by giving information about the encyclopedia. | |

Skill   : Reading

Standard of Competence: 3. Understanding English Text and Simple Picture of Descriptive Text in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument
4	3.1 Reading aloud fluently with good pronunciation, stressing, and intonation which contains: word, phrase, and very simple sentence.	To pronounce word, phrase, and very simple sentences fluently	Pronouncing word, phrase, and very simple sentences that contain the information of an English story book. 1. The title of the story is… 2. The author of the story is… 3. There are … pages in the story book.	Finding the information of an English story book in the library.	English story book collections	- The students are asked to find a story book in the library. - The students are asked to fill in the table that contains the information about the book. - The students are asked to read a loud their work in front of the class.	- Worksheet
5	3.2Understanding sentences, short written messages,	To identify the information	Answer the questions based on the pictures and texts.	Identifying the information of the picture and	- VCD - Video player	- The students are asked to pay attention to the picture and read the information of	- Worksheet

	and very simple picture descriptive text.	in sentences and very simple picture in a text	1. What can a kangaroo do? 2. Can a kangaroo swim?	the text.		the picture. - The students are asked to find the information of the picture and sentence card.	
6			Reading and writing report of a bilingual story. 1. The title is… 2. The characters are… 3. The story is about… 4. The moral value of the story is…	Finding the information of a bilingual story.	Bilingual story book collections.	- The students are asked to find a bilingual story book and pick one story. - The students are asked to read the story and find the important information of the story.	- Worksheet

Skill   : Writing

Standard of Competence: 4. Writing and Copying Very Simple Sentences in Library Context.

Unit	Basic Competence	Indicator	Materials	Activities	Library Facilities	Description Design	Instrument

7	4.1 Spelling very simple sentences accurately.	To write English sentences accurately.	Writing words and simple sentences based on the category.
			1. School
			  a. Bag: I have a blue bag.
			  b. Eraser: I have an eraser.
			2. Fruit
			  a. Apple: There is an apple.
			  b. Banana: There is
				- Finding words from the dictionary based on particular category and using the words to write some sentences.	Picture dictionary collections	- The students are asked to make groups
						- The students are asked to identify some words in the picture dictionary.
						- The students are asked to write simple sentences by using the words found.
							- Worksheet

			a banana.				
8			Writing very simple sentences. - Read the sentence card carefully and find the letters to arrange that sentence	Arranging sentences by using English learning kit.	English learning kit (scrabble).	- The students are given English learning kit in group. - The students are given cards that contain sentences to be arranged by using letters in the learning kit.	

9	4.2 Copying and writing very simple sentences.	To copy and write very simple English sentences.	Copying very simple sentences
			1. Title:
			   a. Subtitles:
			   b. First sentence:
				Make a list of subtitles and the first sentence of each subtitle.	English books and bilingual books.	- The students are asked to find some books in the library.
						- The students are asked to make a list of subtitles and the first sentence of each subtitle
						- The students are asked to write the sub titles and the first sentence of each subtitle in a book.
							- Worksheet

Having Fun with Library

For the Fifth Grade of Elementary School

Yotie Gita Anindhita

YOGYAKARTA STATE UNIVERSITY

Contents

Unit 1
Borrowing a book

A. Look at the expression!_____
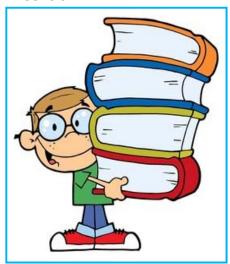

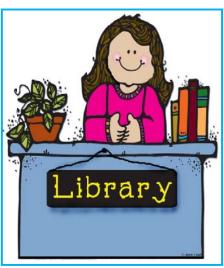Good morning, Sir! Can you tell me how to borrow the book?

Of course.

B. Procedure

1. Perhatikan ungkapan-ungkapan dalam meminta dan memberi jasa di bawah ini.
2. Ajarkan ungkapan-ungkapan cara meminta dan memberi jasa tersebut kepada siswa dengan menggunakan puppet atau media lainnya.
3. Ajarkan kepada siswa penggunaan ungkapan-ungkapan tersebut dalam kehidupan sehari-hari.
4. Ajarkan kepada siswa penggunaan ungkapan-ungkapan tersebut dalam lingkup sekolah.

Look!

- Can you show me the location of the encyclopedia?
- Could you help me to play a movie using the video player?

Look!

- Sure.
- Of course.
- Ok, anything else?

C. Go to the library!

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Buatlah agar siswa bekerja dalam kelompok dan mengirimkan wakil dari tiap kelompok untuk berlatih cara untuk meminta dan member jasa
3. Mintalah tiap wakil dari kelompok untuk meminta jasa kepada pustakawan.

4. Setelah praktik meminta jasa kepada pustakawan, mintalah wakil dari tiap kelompok untuk seolah-olah menjadi pustakawan untuk kelompoknya.
5. Buatlah kondosi dimana siswa dalam tiap kelompok mempraktikkan cara meminta dan memberi jasa.

D. Variation 1_____

Mintalah wakil dari tiap kelompok untuk tidak meminta jasa yang sama kepada pustakawan.

Contoh : Meminjam buku, meminta bantuan untuk ditunjukkan letak dari sebuah barang, meminta bantuan untuk diajarkan cara memainkan scrabble, meminta bantuan untuk memutarkan film, dan sebagainya.

E. Variation 2_____

Mintalah siswa untuk menceritakan kepada teman-temanya jasa apa yang telah diminta kepada pustakawan.

Contoh: The librarian shows me how to borrow a book.

Unit 2
Movie Time!

Activity Type_____
Reporting Video

_____Aim
To give information

Library Facilities_____
VCD and Video Player

A. Giving Information_____

The story is awesome!

1. Perhatikan cara untuk memberikan informasi di bawah ini.
2. Ajarkan kepada siswa cara untuk memberikan informasi dengan menggunakan sentence card atau poster besar yang berisi langkah-langkah untuk memberikan informasi (lihat appendix).

> ♦ **Greet your friends** *(Sapa teman-temanmu)*
> - Hi !   - Hello!
> - Good morning!   - Good afternoon!
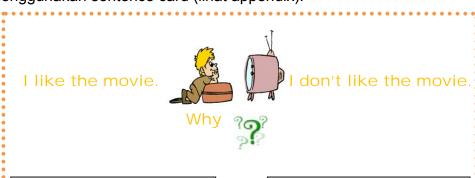>
> ♦ **Explain your purpose** *(Jelaskan tujuanmu)*
> I want to tell you about _____
>
> ♦ **Giving information (Memberikan informasi)**
> The title of the movie is _____
> The movie is about _____
> There are _____ characters in the movie.
>
> ♦ **Close your session** *(Tutup sesi mu)*
> This is the end of the story.
> Thank you.

3. Ajarkan kepada siswa cara untuk mengungkapkan suka/tidak suka dengan menggunakan sentence card (lihat appendix).

I like the movie.   I don't like the movie.

Why

- Because the story is awesome.
- Because it is challenging.

- Because the story is boring.
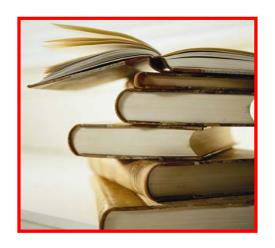- Because I hate the characters.

C. Watching Movie

1. Siapkan VCD dan Video Player.
2. Mintalah siswa untuk pergi ke perpustakaan.
3. Bagikan worksheet untuk tiap siswa dan jelaskan apa yang harus mereka lakukan.
4. Mainkan sebuah film pendek dan biarkan siswa untuk menontonya paling tidak dua kali.
5. Pastikan bahwa siswa telah menyelesaikan worksheet mereka.
6. Mintalah siswa untuk menceritakan apa yang mereka lihat dengan cara memberikan informasi berdasarkan worksheet yang telah mereka kerjakan.

D. Variation 1

Mintalah siswa untuk meniru suara dari masing-masing tokoh ketika menyebutkan nama-nama tokoh tersebut.

E. Variation 2

Mainkan music sembari mengedarkan pensil atau benda lainnya pada siswa secara berantai. Ketika music dihentikan, siswa yang memegang benda tersebut akan mendapatkan giliran berikutnya untuk menceritakan apa yang mereka lihat.

UNIT 3

An Amazing Encyclopedia

Activity Type_____

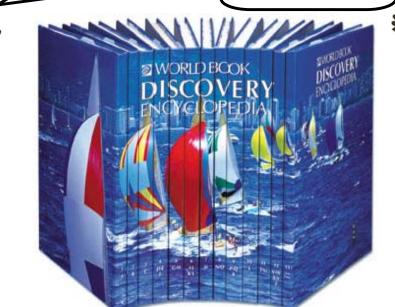Conversing with a friend

_____Aim

Asking and giving information

Library Facilities_____

Encyclopedia collection

A. **Look at the conversation**_____

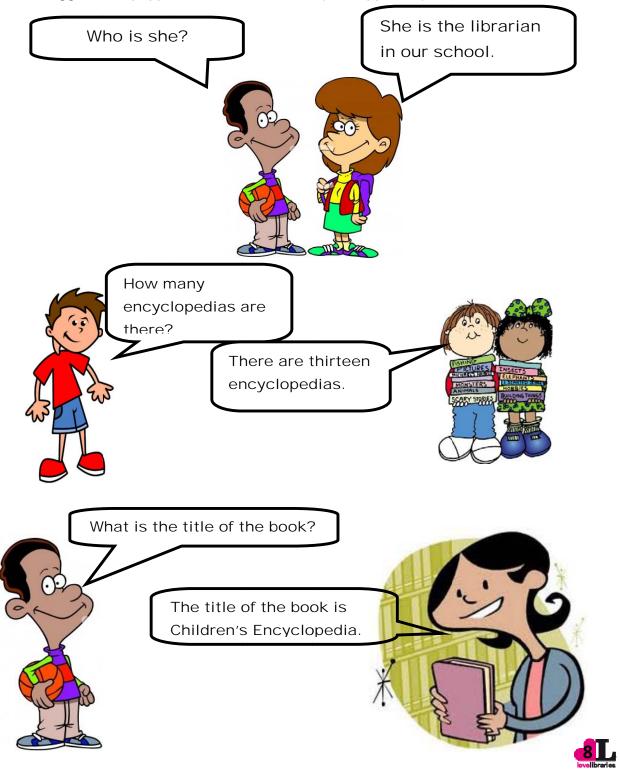**What kind of book is that?**

That is an encyclopedia.

B. Procedure_____

1. Perhatikan cara untuk meminta dan member informasi di bawah ini.
2. Ajarkan kepada siswa cara untuk meminta dan memberi informasi dengan menggunakan puppet atau sentence card (lihat appendix).

Who is she?

She is the librarian in our school.

How many encyclopedias are there?

There are thirteen encyclopedias.

What is the title of the book?

The title of the book is Children's Encyclopedia.

Play with encyclopedia_____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Buatlah agar siswa bekerja dalam kelompok. Sesuaikan jumlah kelompok dengan jumlah ensiklopedia yang tersedia di perpustakaan.
3. Mintalah wakil dari tiap-tiap kelompok untuk mengambil ensiklopedia.
4. Bagikan worksheet untuk tiap siswa dan jelaskan apa yang harus mereka kerjakan.
5. Mintalah siswa untuk saling tukar informasi dengan menggunakan ungkapan meminta dan member informasi.

C. Variation_____

Mintalah siswa untuk menyebutkan hal-hal yang terdapat dalam ensiklopedia.

Unit 4
Favorite Story Book

Activity Type_____

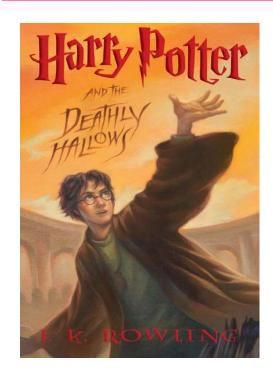 Reporting English Story Books

_____**Aim**

To pronounce words, phrases, and simple sentences fluently.

Library Facilities_____

English story book collections

Look at the words_____

A book

/bʊk/

Title

/'taɪ.tl/

Writer

/'raɪ.tə r /

Procedure_____

1. Perhatikan cara pengucapan kata-kata di bawah ini.
2. Ajarkan kepada siswa cara pengucapanya secara lisan dengan menggunakan poster besar yang berisi gambar dan kata (lihat appendix).

Title	: /ˈtaɪ.tl/
Writer	: /ˈraɪ.tə r /
Page	: /peɪdʒ/
Character	: /ˈkær.ɪk.tə /
Word	: /wɜːd/

Sentence	: /ˈsen.tən t s/
Subtitle	: /ˈsʌbˈtaɪ.tl/
Book	: /bʊk/
Story	: /ˈstɔː.ri/
Favorite	: /ˈfeɪ.v ə r.ɪt/

Reading time_____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Mintalah siswa untuk mengambil buku cerita berbahasa Inggris.
3. Mintalah siswa untuk mempelajari buku cerita tersebut dan menemukan hal-hal penting dalam buku.
4. Bagikan worksheet kepada tiap siswa dan jelaskan apa yang mereka kerjakan.
5. Mintalah siswa untuk membaca informasi yang mereka dapatkan dengan keras.

Variation_____

Mainkan music sembari mengedarkan pensil atau benda lainnya pada siswa secara berantai. Ketika music dihentikan, siswa yang memegang benda tersebut akan mendapatkan giliran berikutnya untuk membaca informasi yang mereka dapatkan dengan keras.

Unit 5
A Jumping Kangaroo

Activity Type_____

Finding information

_____**Aim**

To identify information in simple pictures and texts

Library Facilities_____

VCD and Video Player

Identify the pictures_____

I am a kangaroo. I can jump.

Procedure_____

1. Perhatikan gambar dan kalimat sederhana dibawah ini.
2. Ajarkan pada siswa cara untuk meng identifikasi gambar dengan kalimat sederhana di bawah ini.
3. Gunakan media gambar dan sentence card untuk mengajarkannya pada siswa (lihat appendix).

A : What can a kangaroo do?

B : A kangaroo can jump.

A : Can a kangaroo climb a tree?

B : No, a kangaroo can't climb a tree.

Enjoy the video _____

1. Siapkan VCD dan Video Player.
2. Ajaklah siswa untuk pergi ke perpustakaan.
3. Bagikan worksheet pada tiap siswa and jelaskan apa yang yang harus siswa kerjakan.
4. Putar video yang berisi gambar dan teks. Biarkan siswa untuk melihatnya minimal dua kali.
5. Pastikan siswa telah menyelesaikan pekerjaanya.
6. Mintalah siswa untuk meneceritakan apa yang mereka temukan dari video dengan menggunakan worksheet mereka.

Variation_____

Mintalah siswa untuk mempraktekkan hal yang mereka temukan dalam video.

Contoh : run, jump, walk.

Unit 6
Parts of a Story
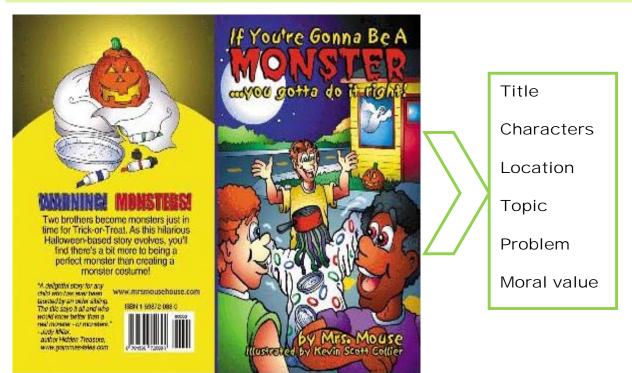
Activity Type_____

Finding information

_____**Aim**

To identify information in sentences

Library Facilities_____

Bilingual story book collections

Look and identify _____

If You're Gonna Be A
MONSTER
...you gotta do it right!

WARNING! MONSTERS!
Two brothers become monsters just in
time for Trick-or-Treat. As this hilarious
Halloween-based story evolves, you'll
find there's a bit more to being a
perfect monster than creating a
monster costume!

"A delightful story for any
child who has ever been
taunted by an older sibling.
The title says it all and who
would know better than a
real monster - or monsters."
- Judy Miller,
author Hidden Treasure,
www.grammalovesu.com

www.mrsmousehouse.com
ISBN 1 59372 088 0

by Mrs. Mouse
Illustrated by Kevin Scott Collier

Title

Characters

Location

Topic

Problem

Moral value

Procedure_____

1. Perhatikan makna dari tiap istilah di bawah ini.
2. Ajarkan pada siswa dengan menggunakan bahasa-bahasa yang lebih sederhana agar siswa dapat dengan mudah memahami.
3. Gunakan media gambar dan sentence card (lihat appendix).

Title : The name of the book

Characters : People in the story

Location : A place where the story happen

Topic : Something talking about in the story

Problem : Things to be solved in the story

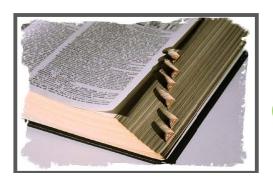**Moral value** : The message inside the story

Story information _____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Mintalah siswa untuk mengambil bilingual story book.
3. Bagikan worksheet untuk tiap siswa dan jelaskan apa yang harus mereka kerjakan.
4. Mintalah siswa untuk membaca buku tersebut dan menemukan beberapa informasi.
5. Mintalah siswa untuk melaporkan informasi yang mereka temukan kepada guru dengan menggunakan worksheet yang telah mereka kerjakan.

Variation_____

Mintalah siswa untuk menceritakan informasi yang mereka temukan di depan kelas dan mintalah mereka untuk memberikan pendapat tentang cerita dari buku yang mereka baca.

Unit 7
Great Words

Words Finding

_____Aim

To write English sentences accurately

Library Facilities_____

Dictionary collection
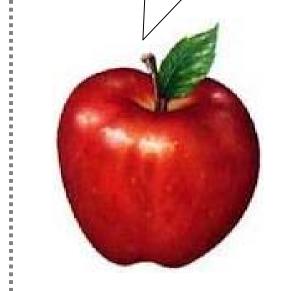
Words and sentences_____

An apple

I have an apple.

A bird

I have a bird.

16L
lovelibraries

Procedure_____

1. Perhatikan cara penggunaan 'a/an' di bawah ini.
2. Ajarkan pada siswa cara penggunaanya dalam kalimat sederhana.
3. Gunakan media gambar untuk mengajarkanya pada siswa.

<table>
<tr><td>

✚ **An ice cream**

   I have an ice cream.

✚ **An apple**
   I have an apple.

NOTE: 'an' digunakan untuk kata yang bunyi awalnya merupakan bunyi vocal (a,i,u,e,o).

</td><td>

✚ **A doll**

   I have a doll cream.

✚ **A bicycle**
   I have a bicycle.

NOTE: 'a' digunakan untuk kata yang bunyi awalnya merupakan bunyi konsonan.

</td></tr>
</table>

Finding words_____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Buatlah agar siswa bekerja dalam kelompok dan mintalah wakil dari tiap-tiap kelompok untuk mengambil satu kamus.
3. Bagikan worksheet pada tiap siswa dan jelaskan apa yang harus mereka kerjakan.
4. Mintalah siswa untuk mulai menggunakan kamus dan pastikan mereka telah selesai mengerjakan worksheet mereka.

Variation_____

Mintalah siswa untuk menemukan kata-kata berdasarkan kategorinya.

Contoh : fruit, animal, vegetable.

Unit 8
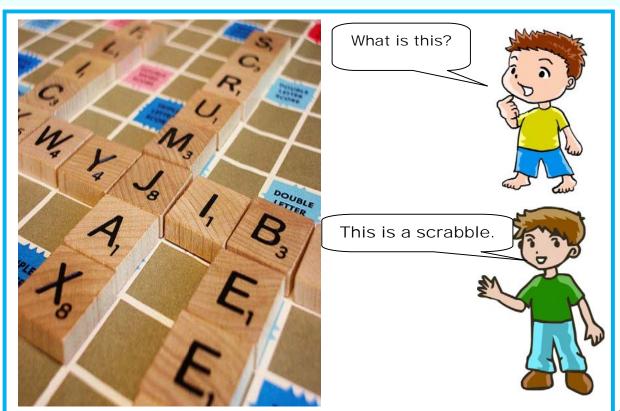# Random Letters

Activity Type_____

Words Finding

_____Aim

To write English sentences accurately

Library Facilities_____

Scrabble collection

Simple Question _____

What is this?

This is a scrabble.

Procedure_____

1. Perhatikan cara membuat pertanyaan berikut ini.
2. Ajarkan pada siswa cara membuat pertanyaan dan jawabanya.
3. Gunakan media gambar dan sentence card untuk mengajarkannya pada siswa.

<table>
<tr>
<td>

A : What is this?

B : This is a guitar.

NOTE : untuk singular gunakan 'is+this'.

</td>
<td>

A : What are these?

B : These are some coins.

NOTE : untuk plural gunakan 'are+these'.

</td>
</tr>
</table>

Forming words and sentences_____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Mintalah siswa untuk bekerja dalam kelompok.
3. Mintalah wakil dari tiap kelompok untuk mengambil scrabble.
4. Bagikan sentence card untuk tiap kelompok yang berisi kalimat yang harus mereka rangkai dengan menggunakan scrabble.
5. Mintalah tiap kelompok untuk melaporkan pekerjaan mereka di depan kelas.

Variation_____

Tunjukkan picture card pada siswa dan mintalah salah satu siswa untuk menuliskan nama benda dalam picture card dengan menggunakan scrabble secara langsung.
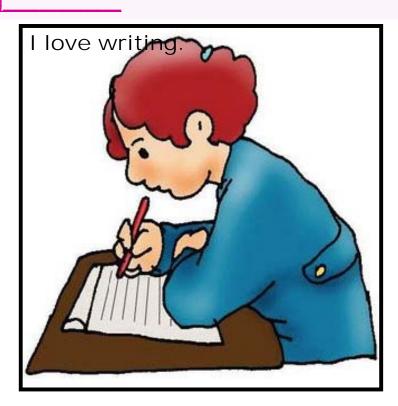
Unit 9
Finding Subtitles

Activity Type_____

Listing

_____Aim

To copy and write simple English sentences

Library Facilities_____

Story book collections

Copying_____

I love writing.

Procedure_____

1. Kenalkan pada siswa dengan 'subtitle' yang ada dalam buku.
2. Berikan penjelasan-penjelasan mengenai perbedaan antara 'title' dengan 'subtitle'.

Copying and writing_____

1. Ajaklah siswa untuk pergi ke perpustakaan.
2. Mintalah siswa untuk menemukan beberapa buku di perpustakaan secara bebas.
3. Mintalah siswa untuk membuat daftar judul dan anak judul dari buku tersebut.
4. Mintalah siswa untuk menulis kalimat pertama dari masing-masing anak judul.
5. Mintalah siswa untuk melaporkan pekerjaan mereka kepada guru dengan menggunakan worksheet yang telah mereka kerjakan.

Variation 1_____

Berikan siswa sentence card yang berisi tulisan kategori buku yang harus mereka temukan.
Contoh : English story book, Indonesian story book, bilingual story book, science book.

Variation 2_____

Mintalah pada siswa untuk menceritakan pada teman-temanya di depan kelas tentang buku yg mereka temukan dengan menyebutkan 'title' dan 'subtitle' nya.

Having Fun with Library
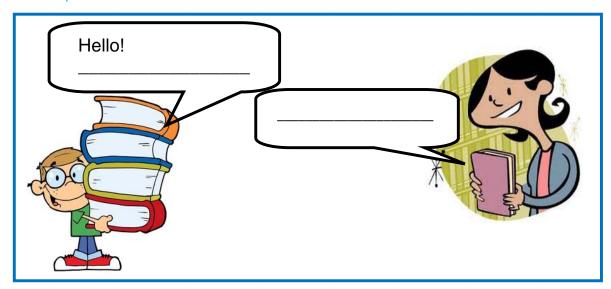
For the Fifth Grade of Elementary School Students

Yotie Gita Anindhita
Yogyakarta State University

Borrowing a Book

A. Complete and Practice.

Hello!
_____

_____

_____

You are welcome.

Thank you, Sir.

Movie Time!

A. Complete the sentences

1. The title of the movie is _____

2. The story is about _____

3. There are _____characters in the movie.

4. The name of the characters are
   _____

5. Do you like the story? Why?
   _____

B. Complete and practice

Hello! _____

I want to tell you about_____.

The title of the movie is_____.

_____.
_____in the movie. The name _____

_____.

I _____ because _____

_____

An Amazing Encyclopedia
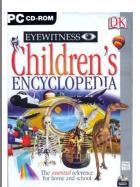
A. Complete and practice

A : What is the title of the encyclopedia?

B : The title of the encyclopedia is _____

_____

A : Who is the writer of the encyclopedia?

B : The writer of the encyclopedia is _____

_____

A : What is the encyclopedia talking about?

B : The encyclopedia is talking about _____

_____

A: How many pages are there?

B : There are _____ pages.

A : How many subtitles are there?

B : There are _____ subtitles.

A : Do you like the story? Why?

B : Yes, because _____

  No, because _____
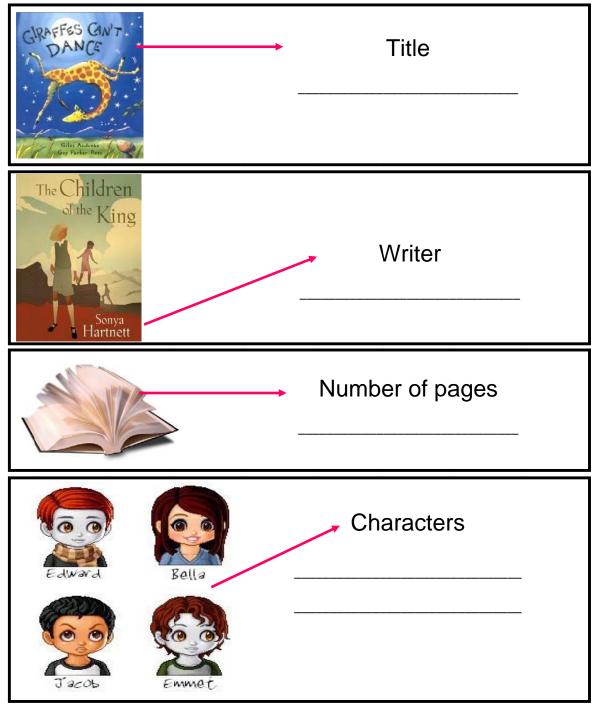
Favorite Story Book
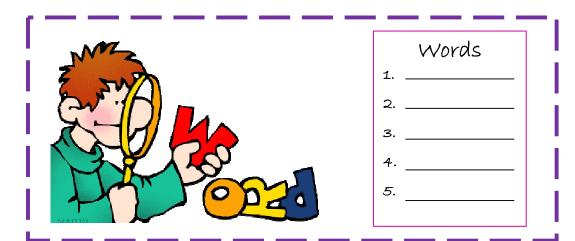
A. Complete and say

Title

_____

Writer

_____

Number of pages

_____

Characters

_____

_____

B. Find, write, and say (from the story book)

Words

1. _____
2. _____
3. _____
4. _____
5. _____

Sentences

1. _____
2. _____
3. _____
4. _____
5. _____

A Jumping Kangaroo

A. Find and draw lines

Walk

Run

Jump

Fly

Swim

B. Answer the questions

1. What can a kangaroo do?

   _____

2. Can a kangaroo swim?

   _____

3. What can a bird do?

   _____

4. Can a bird walk?

   _____

5. What can a fish do?

   _____

6. Can a fish fly?

   _____

Parts of a Story

A. Read and complete

The title of the book is _____

The characters of the story are_____

The location of the story is_____

The story is about_____

The problem of the story is _____

The moral value of the story is_____

B. Answer and give reason

Do you like the story?

Why?

Great Words

A. Find and write

Example :

D	M	V
1. Doll	1. Monkey	1. Violin
2. Drum	2. Monster	2.
3.	3.	3.

Now, open the dictionary, find, and write.

1.	1.	1.
2.	2.	2.
3.	3.	3.

1.	1.
2.	2.
3.	3.
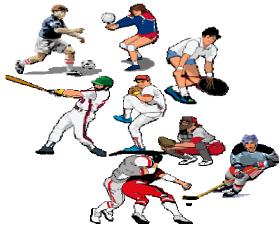
B. Look, mention and write

Animals

_____

_____

_____

_____

_____

Fruits

_____

_____

_____

_____

_____

Transportation

_____

_____

_____

_____

_____

Sport

_____

_____

_____

_____

_____

C. Choose words and write
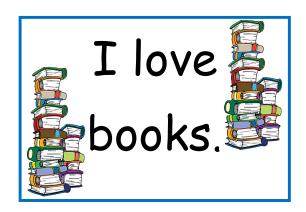
Example:

1. | An apple | : | I have **an a**pple. |

2. | A doll | : | I have **a d**oll. |

Now, write your own sentences!

1. | | : | |

2. | | : | |

3. | | : | |

4. | | : | |

5. | | : | |

6. | | : | |

7. | | : | |

8. | | : | |

9. | | : | |

10. | | : | |

Random Letters

I love library.

I love books.

I like studying English.

I like reading.

It is a good movie.

She is a good librarian.

The story is awesome.

We have a good library.

I read an encyclopedia
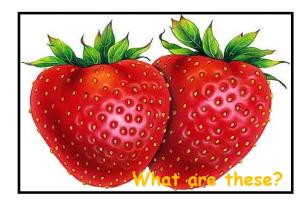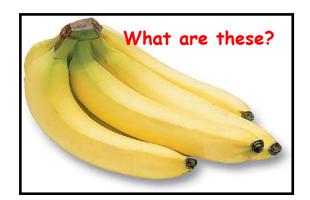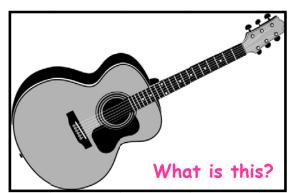
I like playing scrabble

B. Answer and write

What are these?

What are these?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?
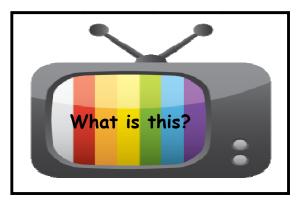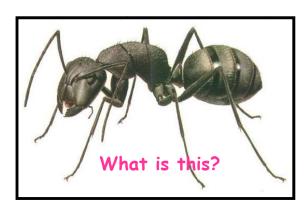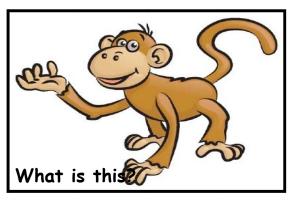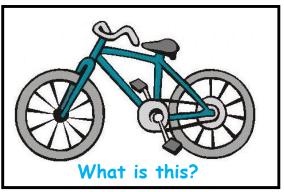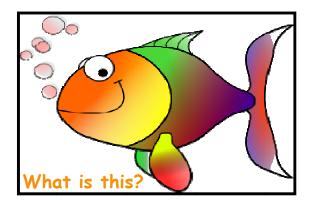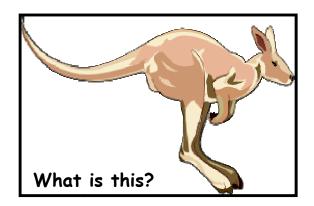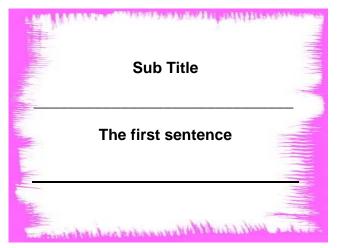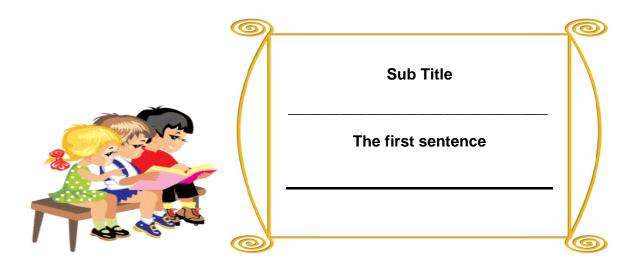
Finding Subtitles

A. Find and write

Title : _____

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____

Sub Title

_____

The first sentence

_____
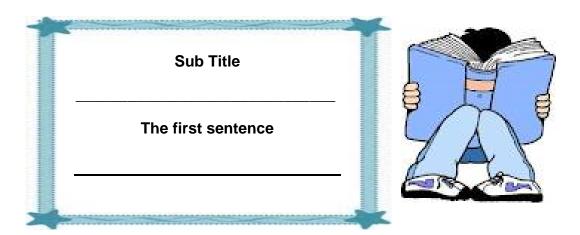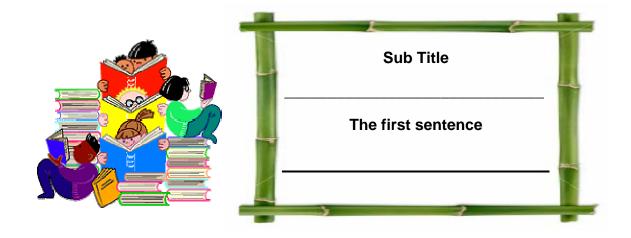
Worksheets

Movie Time! (You can cut these sentence cards)

A. To start a report

> # I want to tell you about a movie.

B. To end the report

> # This is the end of the story.

C. To express like and dislike

<u>I like</u> the story.

<u>I don't like</u> the story.

D. To give reason

Yes, because the story is awesome.

Yes, because it is challenging.

No, because the story is boring.

No, because I hate the characters.

An Amazing Encyclopedia (You can cut these sentence cards)

A. Asking services

Who is she?

What kind of book is that?

How many encyclopedias are there?

B. Giving services

She is the librarian in our school.

That is an encyclopedia.

There are thirteen encyclopedias.

A Jumping Kangaroo

Make it into a bigger size. (Poster size)

You can cut these sentence cards!

What can a kangaroo do?

A kangaroo can jump.

Can a kangaroo climb a tree?

No, a kangaroo can't climb a tree.

Greet your friends *(Sapa teman-temanmu)*
- Good morning   - Hi!
- Good afternoon   - Hello!

Explain your purpose *(Jelaskan tujuanmu)*
I want to tell you about _____

Giving information (Memberikan informasi)
The title of the movie is _____
The movie is about _____
There are _____ characters in the movie.

Close your session *(Tutup sesi mu)*
This is the end of the story.
Thank you.

Favorite Story Book (Make it into a bigger size)
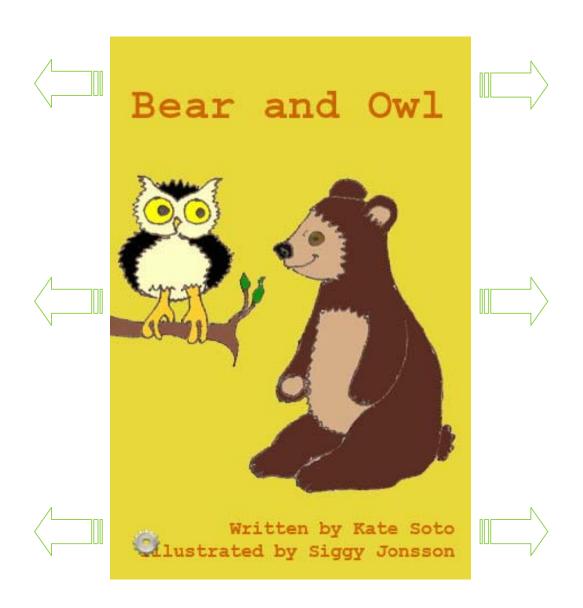
Title	**Sentence**
Writer	**Subtitle**
Page	**Book**
Character	**Story**
Word	**Favorite**
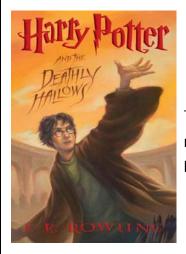
Parts of a Story (Make it into a bigger size)

Cut and stick beside the arrows (Make it into a bigger size)

Title >> The name of the book	**Character >>People in the story**
Location >> A place where the story happen	**Topic >> Something talking about in the story**
Problem >> Things to be solved in the story	**Moral value>> The message inside the story**
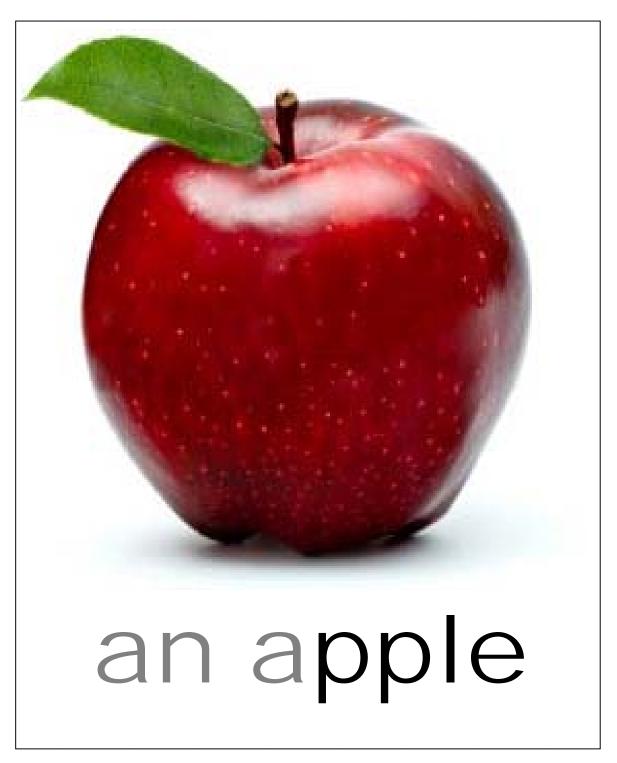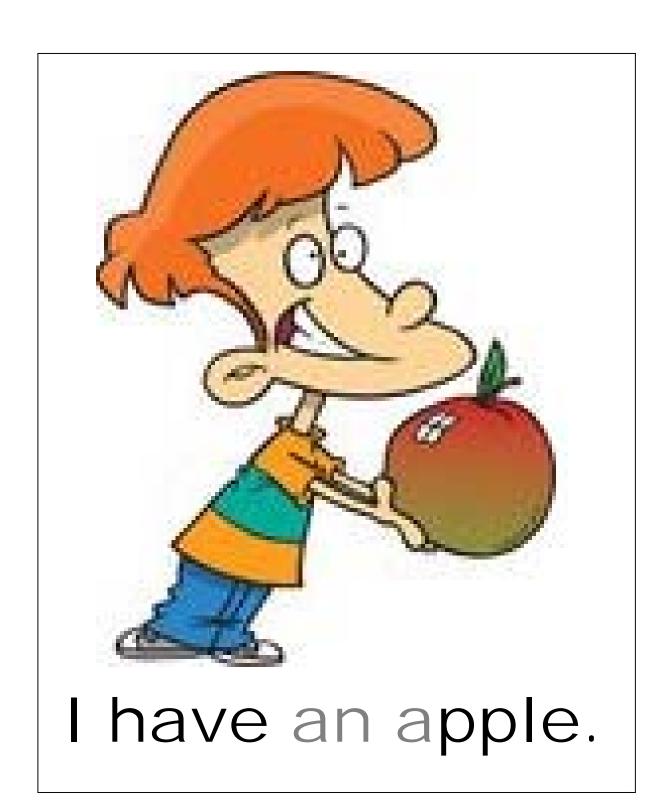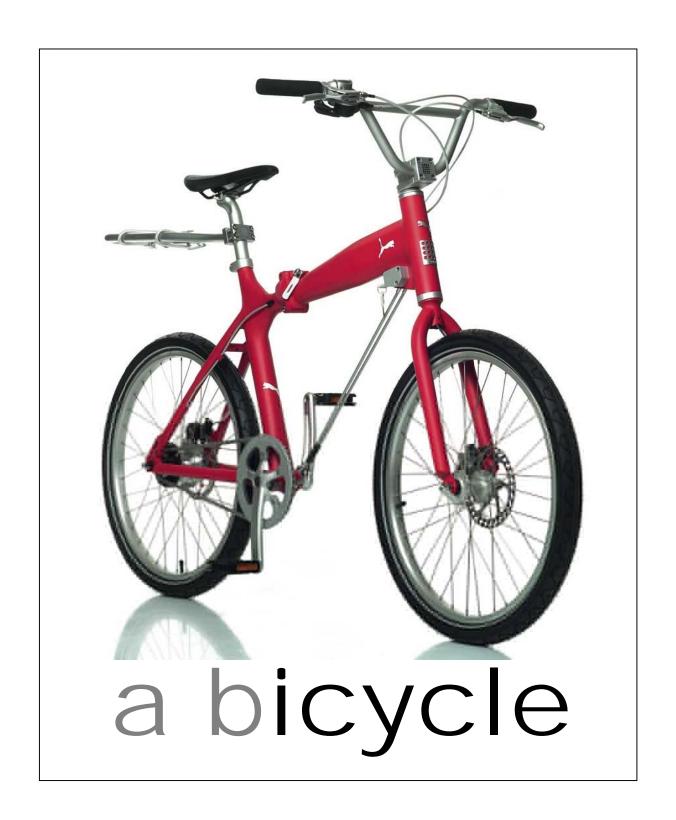
Great Words (make it into a bigger size)

an a**pple**

I have **an** a**pple.**

a bicycle

I have a bicycle.

A : What is this?
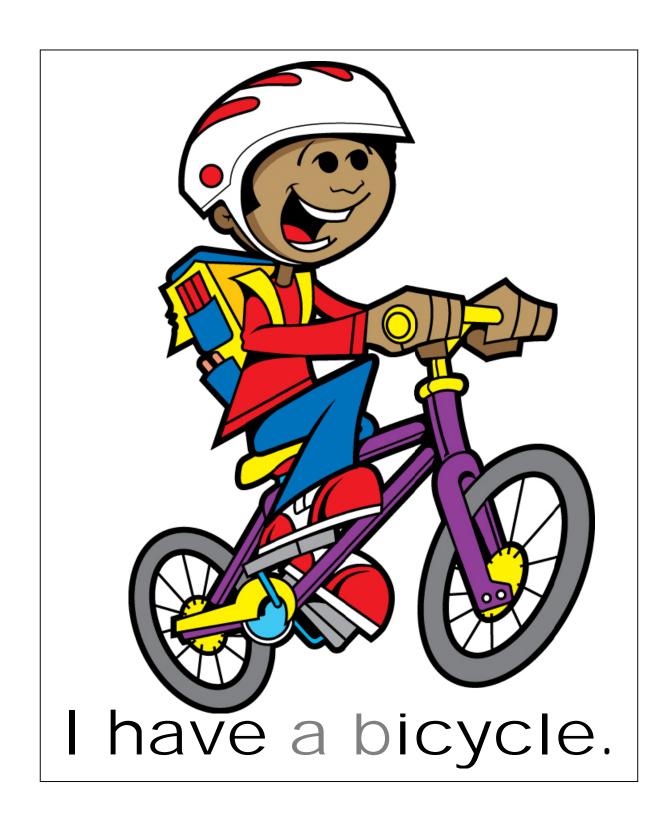
B : This is a key.

A : What are these?

B : These are some candies.

Appendices

Appendix 7

The Result of the Questionnaires

The Result of the First Questionnaire

(Need Analysis)

No.	Statement	Options	Students' Answer
A. English Subject			
1.	The students like English subject	a. Yes	26
		b. No	2
2.	English subject is difficult to be learned	a. Yes	2
		b. No	26
3.	The English teaching and learning processes that the students' have these far are fun.	a. Yes	27
		b. No	1
B. Setting			
4.	The English teaching and learning processes that have done in the classroom make the students feel bored	a. Yes	3
		b. No	25
5.	The students agree if the English teaching and learning processes are done outside the classroom.	a. Yes	26
		b. No	2
6.	The students agree if the English teaching and learning processes are done in the library.	a. Yes	24
		b. No	4
7.	The students agree if the English teaching and learning processes are done in the school garden.	a. Yes	23
		b. No	5
8.	The students agree if the English teaching and learning processes are done in the corridor.	a. Yes	8
		b. No	20
9.	The students agree if the English teaching and learning processes are done in the school yard.	a. Yes	21
		b. No	7
C. Group work/Individual work			
10.	The way that the students like to do their exercise.	a. In group	23
		b. Individual	5

11.	Doing the exercise in group make it easier.	a. Yes	27
		b. No	1
12.	The way that the students like to create the groups work.	a. Teacher's selection	6
		b. Students' selection	22
		c. lottery	-
13.	The number of students in each group	a. two students	-
		b. three students	7
		c. four students	13
		d. five students	8
14.	The characteristic of the group	a. permanently	20
		b. temporary	8
D. Task Activity Type			
15.	Types of activity that the students like in their English teaching and learning processes.	a. listening a story	21
		b. reading a story	5
		c. song	13
		d. game	28
		e. drama	9
		f. dialog	19
		g. discussion	19
		h. interview	17
		i. crossword puzzle	20
		j. matching	17
		k. coloring	12
		l. jigsaw puzzle	12
16.	Types of activity that the students do not like in their English teaching and learning processes.	a. listening a story	5
		b. reading a story	6
		c. song	23
		d. game	-
		e. drama	19
		f. dialog	7
		g. discussion	6
		h. interview	7
		i. crossword puzzle	4
		j. matching	5
		k. coloring	21

		l. jigsaw puzzle	4
E. Topic			
17.	The topic that the students like in their English teaching and learning processes.	a. Animals	20
		b. Fruits	16
		c. Foods and drinks	14
		d. Places	12
		e. Transportations	19
		f. Things around	12
		g. Hobbies	14
		h. Sports	15
18.	The topic that the students do not like in their English teaching and learning processes.	a. Animals	5
		b. Fruits	10
		c. Foods and drinks	6
		d. Places	8
		e. Transportations	6
		f. Things around	18
		g. Hobbies	5
		h. Sports	8
F. Media			
19.	The media that the students like to be used in their English teaching and learning processes.	a. Picture	18
		b. Video	23
		c. Model	7
		d. Card	18
		e. Recording	6
		f. Power point	11
G. Skills			
20.	Kinds of skills that the students like in their English teaching and learning processes.	a. Listening	21
		b. Speaking	19
		c. Reading	18
		d. Writing	20
H. Teacher's Role			
21.	The students need teacher's help in their English teaching and learning processes.	a. Yes	28
		b. No	-
		c. Seldom	-
22.	Kinds of help that the students need in their English teaching and	a. How to do the exercise	27
		b. The content	11

	learning processes.	of the exercise	
		c. vocabularies	23

**Tabulated of Computation Data Library-Based Activities
for Students at Grade V of SD Al Mujahidin Wonosari**

Respondent	Appearance					Content		Activity Type				Topic			Media		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	5	4	4	4	5	4	4	4	5	5	5	5	5	5	5	5	5
2	5	5	4	4	4	5	5	5	5	5	4	5	5	4	5	4	4
3	5	5	4	5	4	3	4	5	5	5	5	5	4	4	5	4	4
4	5	4	5	5	5	4	4	5	5	5	5	5	5	5	4	5	5
5	5	5	4	4	5	3	4	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
7	5	5	5	4	4	4	4	5	5	5	5	4	4	4	5	5	4
8	5	5	5	5	5	4	4	5	5	5	4	5	4	5	4	5	5
9	5	5	5	4	5	4	5	5	5	4	4	5	4	5	4	5	5
10	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
11	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5
12	5	5	5	5	4	3	4	4	5	5	4	5	4	5	5	5	5
13	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	4	4	4	4	5	5	4	5	4	5	5	5	5

15	5	5	5	5	5	4	5	5	5	5	4	5	4	5	4	5	5
16	5	5	5	4	4	3	4	4	4	4	5	5	4	4	4	4	5
17	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
18	5	5	4	5	4	4	4	5	5	5	5	5	4	4	5	5	5
19	5	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	4
20	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
21	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5
22	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
23	5	5	5	4	5	4	5	5	5	4	4	5	4	5	4	5	5
24	5	5	5	4	3	4	5	5	5	5	5	5	5	5	5	5	5
25	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5
26	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
27	5	5	5	4	4	5	4	4	4	4	5	5	4	4	4	4	5
28	5	5	5	4	4	4	5	4	4	4	4	4	4	4	5	5	4
∑	140	138	134	130	125	112	127	134	137	134	132	138	127	133	133	136	135
∑	667					239		537				398			404		
X̄	23.82					8.54		19.18				14.21			14.43		

Appendix 8

Letter of Validation

PERMOHONAN KESEDIAAN MENJADI EXPERT JUDGEMENT

Kepada Yth. B. Yuniar Diyanti , S.Pd

Assalamualaikum Warahmatullah Wabarakatu

Dengan Hormat,

Saya Yotie Gita Anindhita, mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta bermaksud melakukan penelitian tugas akhir Skripsi untuk jenjang S1 dengan judul *Developing Library-Based English Teaching Learning Activities for the Fifth Grade of Elementary School Students at SD Al Mujahidin Wonosari.*

Berkenaan dengan hal tersebut, saya memohon kesediaan Ibu untuk mengevaluasi *Teachers' Guide* (Pedoman Mengajar Guru) yang menjadi product dari penelitian skripsi saya sebelum di aplikasikan dalam proses kegiatan belajar-mengajar di kelas.

Demikian permohonan saya, terimakasih atas kesediaan dan kerjasamanya.

Wassalamualaikum Warahmatullah Wabarakatu

Yogyakarta, 25 April 2012

Yotie Gita Anindhita

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas V SD Al Mujahidin Wonosari.

A. Data Responden

Nama   :

Jenis Kelamin   : P / L

Pendidikan   : a. D3 b. S1 c. S2 d. S3

Penagalan kerja   : a. 0-2 tahun b. 2-4 tahun c. > 4 tahun

Pekerjaan   :

Instansi   :

B. Petunjuk Pengisian:

Isilah table berikut dengan memberi tanda centang pada kolom yang tersedia.

Keterangan:

SS : Sangat setuju

S   : Setuju

R   : Ragu-ragu

TS : Tidak Setuju

STS : Sangat tidak setuju

No.	Pernyataan	Skor				
		SS	S	R	TS	STS
1.	Aktivitas sesuai dengan standar kompetensi.			✓		
2.	Aktivitas sesuai dengan kompetensi dasar.			✓		
3.	Aktivitas yang dikembangkan bervariasi.			✓		
4.	Aktivitas yang dikembangkan menarik.				✓	
5.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.					✓
6.	Kegiatan yang ada dalam materi relevan untuk					

		SS	S	R	TS	STS
	meningkatkan kemampuan Bahasa Inggris siswa.			✓		
7.	Aktivitas yang dikembangkan melibatkan partisipasi siswa.		✓			
8.	Aktivitasyang dikembangkan mengaplikasikan pengetahuan Bahasa Inggris.		✓			
9.	Instruksi yang digunakan dalam lembar kerja dan petunjuk aktivitas mudah dipahami sehingga siswa mengerti apa yang harus dilakukan.				✓	
10.	Aktivitas dikembangkan dari aktivitas yang mudah ke aktivitas yang lebih sulit.				✓	
11.	Aktivitas dalam buku mencakup kegiatan individu, berpasangan, berkelompok dan seluruh kelas.				✓	
12.	Jenis aktivitas mencakup aspek-aspek ketrampilan (mendengarkan, berbicara, membaca, menulis).		✓			
13.	Jenis aktivitas yang dikembangkan dapat memotivasi siswa untuk belajar Bahasa Inggris.		✓			
14.	Topic yang digunakan bervarisai.			✓		
15.	Topic yang digunakan menarik.			✓		
16.	Topic yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.			✓		
17.	Media yang digunakan bervariasi			✓		
18.	Media yang digunakan menarik			✓		
19.	Media yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.		✓			

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimanakah pendapat Bapak/Ibu terhadap materi yang telah disusun?

   - Memerlukan revisi pada banyak bagian

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

   - Tidak jelas ini Tcr's book atau SS' book.
   - Instruksi u/ siswa seharusnya tidak berpanjang-panjang
   - Skills dipisah-pisahkan
   -

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

   - Buatkan teacher's manualnya
   - Pisahkan instruksi untuk guru dan untuk siswa
   - Worksheets sebaiknya dibuat lebih besar, menarik, dan dibuat sebagai lampiran
   - Teacher's instruction manual harusnya lebih detil.

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

(a). Sudah baik dan tidak perlu revisi

(b). Sudah baik tapi masih perlu revisi

(c). Belum baik dan masih perlu banyak revisi

Yogyakarta, April 2012

B. Yuniar Diyanti

PERMOHONAN KESEDIAAN MENJADI EXPERT JUDGEMENT

Kepada Yth. Ani Setyaningsih, S.Pd

Assalamualaikum Warahmatullah Wabarakatu

Dengan Hormat,

Saya Yotie Gita Anindhita, mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta bermaksud melakukan penelitian tugas akhir Skripsi untuk jenjang S1 dengan judul *Developing Library-Based English Teaching Learning Activities for the Fifth Grade of Elementary School Students at SD Al Mujahidin Wonosari.*

Berkenaan dengan hal tersebut, saya memohon kesediaan Ibu untuk mengevaluasi *Teachers' Guide* (Pedoman Mengajar Guru) yang menjadi product dari penelitian skripsi saya sebelum di aplikasikan dalam proses kegiatan belajar-mengajar di kelas.

Demikian permohonan saya, terimakasih atas kesediaan dan kerjasamanya.

Wassalamualaikum Warahmatullah Wabarakatu

Yogyakarta, 30 April 2012

Yotie Gita Anindhita

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas V SD Al Mujahidin Wonosari.

A. Data Responden

Nama : Ani Setyaningsih

Jenis Kelamin : P / L

Pendidikan : a. D3 b. S1 c. S2 d. S3

Pengalaman kerja : a. 0-2 tahun b. 2-4 tahun c. > 4 tahun

Pekerjaan : Tenaga Pengajar

Instansi : PBI , FBS, UNY

B. Petunjuk Pengisian:

Isilah table berikut dengan memberi tanda centang pada kolom yang tersedia.

Keterangan:

SS : Sangat setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat tidak setuju

No.	Pernyataan	Skor				
		SS	S	R	TS	STS
1.	Aktivitas sesuai dengan standar kompetensi.			√		
2.	Aktivitas sesuai dengan kompetensi dasar.			√		
3.	Aktivitas yang dikembangkan bervariasi.			√		
4.	Aktivitas yang dikembangkan menarik.		√			
5.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.			√		
6.	Kegiatan yang ada dalam materi relevan untuk					

No.						
	meningkatkan kemampuan Bahasa Inggris siswa.		√	√		
7.	Aktivitas yang dikembangkan melibatkan partisipasi siswa.		√	√		
8.	Aktivitasyang dikembangkan mengaplikasikan pengetahuan Bahasa Inggris.		√	√		
9.	Instruksi yang digunakan dalam lembar kerja dan petunjuk aktivitas mudah dipahami sehingga siswa mengerti apa yang harus dilakukan.			√		
10.	Aktivitas dikembangkan dari aktivitas yang mudah ke aktivitas yang lebih sulit.		√			
11.	Aktivitas dalam buku mencakup kegiatan individu, berpasangan, berkelompok dan seluruh kelas.		√			
12.	Jenis aktivitas mencakup aspek-aspek ketrampilan (mendengarkan, berbicara, membaca, menulis).		√			
13.	Jenis aktivitas yang dikembangkan dapat memotivasi siswa untuk belajar Bahasa Inggris.			√		
14.	Topic yang digunakan bervarisai.			√		
15.	Topic yang digunakan menarik.					
16.	Topic yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.		√			
17.	Media yang digunakan bervariasi			√		
18.	Media yang digunakan menarik			√		
19.	Media yang digunakan dapat memotivasi siswa untuk melakukan aktivitas.		√			

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimanakah pendapat Bapak/Ibu terhadap materi yang telah disusun?

   Materi menarik untuk diterapkan di kelas namun tidak untuk kegiatan belajar mengajar formal. Materi ini lebih tepat untuk kegiatan ekstra kurikuler Bahasa Inggris.

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

   - Topik-topik dalam materi perlu kesepadanan
   - Instruksi untuk siswa kurang jelas dan a little complicated
   - Penyajian dijadikan materi yang dijadikan satu
   - Materi worksheet dan manual guru perlu dsendirikan

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

   - Topik-topik dalam materi perlu dipadankan.
   - Instruksi untuk siswa perlu diperjelas dengan mempermudahnya (instruksi pendek)
   - Materi siswa dan manual guru lebih baik dipisahkan

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

(a). Sudah baik dan tidak perlu revisi

(b). Sudah baik tapi masih perlu revisi

(c). Belum baik dan masih perlu banyak revisi

Yogyakarta,   April 2012

Ani Satyaningsih

Appendix 9

Letter of Permission

PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigjen Katamso No. 1 Tlp (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN
Nomor : 332/KPTS/V/2012

Membaca	:	Surat dari Setda Provinsi DIY, Nomor : 070/4324/V/5/2012 tanggal 4 Mei 2012, hal : Izin Penelitian
Mengingat	:	1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
		2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
		3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
Diijinkan kepada	:	
Nama	:	YOTIE GITA ANINDIHITA NIM. 06202244096
Fakultas/Instansi	:	Universitas Negeri Yogyakarta
Alamat Instansi	:	Karangmalang, Depok, Yogyakarta
Alamat Rumah	:	Kayuwalang, Wiladeg, Karang Mojo.
Keperluan	:	Ijin Penelitian dengan judul "DEVELOPING LIBRARY BASED ENGLISH TEACHING LEARNING ACTIVITIES FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL STUDENTS AT SD AL MUJAHIDIN WONOSARI"
Lokasi Penelitian	:	SD Al Mujahidin Wonosari
Dosen Pembimbing	:	Dra. Nury Supriyanti, M.A. dan Lusy Nurhayati, M.Appl Ling.
Waktunya	:	Tanggal 23 Mei 2012 s.d. 23 Agustus 2012
Dengan ketentuan	:	

1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di   : Wonosari
Pada Tanggal   : 16 Mei 2012
An. BUPATI GUNUNGKIDUL
KEPALA

Drs. AGUS PRIHASTORO
NIP. 19570821 198603 1 005

Tembusan disampaikan kepada Yth.
1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Pemuda dan Olah Raga Kab. Gunungkidul;

بسم الله الرحمن الرحيم

SURAT KETERANGAN
Nomor : 329/SD.AM/e.d/VI/2012

Yang bertanda tangan di bawah ini :

Nama	:	Drs. ANDAR JUMAILAN, M.M.
NIP	:	19660520 198604 1 003
Jabatan	:	Kepala SD Muhammadiyah Al Mujahidin Wonosari

Menerangkan bahwa :

Nama	:	YOTIE GITA ANINDHITA
NIM	:	06202244096
Jurusan	:	Pendidikan Bahasa Inggris
Universitas	:	UNY

Telah melakukan penelitian skripsi di SD Muhammadiyah Al Mujahidin Wonosari yang beralamat di Jalan Mayang Gadungsari Wonosari Gunungkidul pada tanggal 19 – 21 Juni tahun 2012, dengan judul :

" Developing Library Based English Teaching Learning Activities For The Fifth Grade Of Elementary School Students At SD Muhammadiyah Al Mujahidin Wonosari"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wonosari, 21 Juni 2012

Kepala Sekolah

Drs. Andar Jumailan, M.M.
NIP 19660520 198604 1 003

SURAT KETERANGAN / IJIN
070/4324/V/5/2012

Membaca Surat	:	Dekan Fak. Bahasa dan Seni UNY	Nomor	:	645a/UN.34.12/PP/V/2012
Tanggal	:	02 Mei 2012	Perihal	:	Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	:	YOTIE GITA ANINDIHITA	NIP/NIM	:	06202244096
Alamat	:	Karangmalang Yogyakarta			
Judul	:	DEVELOPING LIBRARY BASED ENGLISH TEACHING ACTIVITIES FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL STUDENTS AT SD AL MUJAHIDIN WONOSARI			
Lokasi	:	- Kota/Kab. GUNUNG KIDUL			
Waktu	:	04 Mei 2012 s/d 04 Agustus 2012			

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 04 Mei 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Ir. Joko Wuryantoro, M.Si
NIP. 19580108 198603 1 011

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul Cq. KPPTSP
3. Ka Dinas Pendidikan & Pemuda OR Prov. DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan

FRM/FBS/33-01
10 Jan 2011

Nomor   : 645a/UN.34.12/PP/V/2012
Lampiran   : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

2 Mei 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Library Based English Teaching Activities for the Fifth Grade of Elementary School Students at SD Al Mujahidin Wonosari

Mahasiswa dimaksud adalah :

Nama	: YOTIE GITA ANINDIHITA
NIM	: 06202244096
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Mei – Juni 2012
Lokasi Penelitian	: SD Al Mujahidin Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Appendix 10

Documentation