

DEVELOPING RICH LANGUAGE LEARNING ENVIRONMENT MATERIAL TO SUPPORT LITERACY SKILLS OF THE FOURTH GRADE STUDENTS OF PRIMARY SCHOOLS IN BALI PROVINCE

Ni L. G. Dian Pondika C.¹, Luh Putu Artini², Anak Agung Istri Ngurah Marhaeni³

^{1,2,3}Language Education Department, Post-Graduate Program
Ganesha University of Education
Singaraja, Indonesia

e-mail: {[pondika.cahyaningsih](mailto:pondika.cahyaningsih@pasca.undiksha.ac.id), [putu.artini](mailto:putu.artini@pasca.undiksha.ac.id), [agung.marhaeni](mailto:agung.marhaeni@pasca.undiksha.ac.id)}@pasca.undiksha.ac.id

Abstract

This study aimed at developing rich language learning materials to support literacy skills of grade 4 students in Bali province. Research and Development (R&D) design was employed in this study. There were 6 primary schools involved and the data were collected through document study, observation, questionnaire, and test. The findings show that the literacy coverage of English language learning for grade 4 students includes reading simple descriptive texts and writing simple and meaningful descriptive sentence. The rich language learning environment (RLLE) material were developed in various texts such as topical vocabulary, grammar focus, everyday expression, language game, and stories need to be developed. The quality of the developed RLLE material is good based on the result of the expert judgments and the result of questionnaires. The RLLE material was effective to support grade 4 students' literacy skills based on the result of statistical analysis on the literacy skills. The post-test result was significantly higher than the pre-test scores. Thus, the RLLE material is recommended to be used as supplementary material to support students' literacy skills of grade 4 in Balinese elementary schools.

Keywords : rich language learning environment, literacy skills, young learner

INTRODUCTION

The need for a language as a 'lingua franca' of the world has led to the growing popularity of English today. The impact of the popularity of this foreign language inspires many countries around the world to improve the quality of language learning at all school levels. In Indonesia, the impact is felt with the start of learning English from primary school level. The assumption is that by starting a foreign language learning at an early age, students will have the ability to speak English better at the age of adulthood later (Depdiknas, 2009). Wider impact is the increase in the quality of Indonesian human resources also leads that the increased competitiveness in the era of globalization. Based on this reason, the Ministry of Education through the *Direktorat Pembinaan TK dan SD* design a

pilot program for teaching English in the Primary School. This program refers to the theory of English language learning teaching and learning for young learners which is known as Teaching English for Young Learners (TEYL).

In learning English, there are four skills that must be learnt by the students start from elementary school, they are: listening, speaking, reading, and writing. Moreover, they are four aspects of learning a language that must be learnt: grammar, vocabulary, pronunciation, and spelling. From those skills and aspects of language learning, reading and writing takes crucial role in communication. Young learners are surrounded with not only pictures, but also words, in their school, along the street, on television, on the computer, at home, in their neighbourhood, and in other places. The

world can tell many stories if the young learners can decode, recognize and understand what is around them. Being literate is indispensable to survive at this era.

One of the TEYL focus is on improving literacy skills of the young learners. The Curriculum for Excellence defined literacy as a set of skills that permits a learner to connect in the society and in learning fully, through the different forms of language and range of texts which can be usefully valued by the society

(www.curriculumforexcellencescotland.gov.uk, 2012). This means that literacy lets the learner to experience and develop their skills in using language to be able to communicate effectively both face to face or in written communication. Thus, literacy skills become the root of English mastery in communication.

The most important role in supporting the success of language learning at the age of children is not only the availability of human resources (teachers) who have special qualifications for language learning children (Teaching English for Young Learners or hereafter abbreviated TEYL) but also the existence of environment that supports children language learning. Artini (2012) stated that there is a phenomenon that occurs during this time that the teacher is the only source of learning in school with the text books as the main learning tool. The process of learning and teaching usually takes place in the context of the artificial (not a real context) and oriented only to the textbook, so students do not have the opportunity to improve literacy skills (reading and writing) in English, especially for expressing the real objects and issues that can be found in their environment.

When young learners are learning a language, it is a must that their environment should be enriched by language so that it could support those learners' language learning. Basically, children have a natural interest in the environment around them (Archie, 2003). It is also stated that interested students are motivated students, and motivation is a key ingredient for academic

achievement. Learning a language from their environment can motivate children to get better achievement (Archie, 2003).

Learning through environment also brings many benefits besides the one that have been mentioned previously. Environment that is enriched by the target language also helps to build the learners' critical thinking, and relationship skills (Archie, 2003). Young learners may have discussion, sharing their ideas with their peers to do some hands-on activities. Besides that, he also stated that a language rich environment helps students to get more opportunities to be familiar with the language. They can see the words and sentences around their environment. It would ease them to learn the language.

In relevance with this, there is an education model named environment-based education where the students' learning are encouraged to be more meaningful and useful for their sustainability (Archie, 2003). Environment based education focuses on how to bring things in the children's environment to their learning so that their language learning achievement could be improved. It is supported by the Piaget's theory about cognitive development where the children's education should match with the social, meaningful, and real contexts which are normally faced by the young learners in their daily life. They will undergo the process of accommodation and assimilation in constructing their understanding when they relate what they learn with what they know. Thus, environment takes an important role for supporting young learner language learning.

Based on the pre-liminary observation of this study, the time allocation of English subject in the classroom for grade four of elementary schools in Bali was only 1x35 minutes per week. It was also found that activities in reading and writing were rarely appeared during the classroom activities. The teacher only had time to focus on one textbook for teaching the students in classroom. These conditions of course would not be enough for encouraging the

students with adequate reading and writing activities.

There is a need for an effort to provide a language learning environment that provides opportunities for students to use their free time at school to develop literacy skills in English outside the classroom context in a fun and challenging way. The expected impact is not only the motivation and spirit but also the foundation and the ability to read and write in English before the students continue their education at a higher level.

A Rich Language Learning environment is one condition of language learning where children are exposed deliberately and recurrently to high-quality verbal input among students and teachers. There are five key elements of this definition: (a) exposure: giving learners opportunity in experiencing the language, (b) deliberateness: freedom of space and time in doing activities related to language development, (c) recurrence: repeatedly and continuously activities in language learning, (d) high-quality input: effective learning materials, and (e) adult responsiveness: adults' (parents and teachers) support during the language learning process (Justice, 2003). The rich language learning environment is the ideal environment that allow students in experiencing English not only during the lesson in the classroom, but also outside the classroom. Thus, designing material that suitable for this language learning environment is needed.

However, in fact, designing media and materials which can be used in learning English outside the classroom to support students' literacy skill is not an easy effort for teachers of elementary school. For that reason, this study is focused on designing rich language learning environment material to support students' English literacy schools by giving it outside the schedule given for English subject in the classroom.

This study is intended, first, to find out the literacy coverage of English lesson for grade four students of elementary schools in Bali. Second, the purpose of this study is also to find out material that need to be develop to support English

literacy skills of the students. The third purpose of this study is to develop the material. Fourth, it is also investigated the quality of the developed material. The last, this study is purposed to find out whether there is a significant effect on the implementation of rich language learning environment toward students' literacy skills or not.

METHODS

Research and Development (R&D) design was used in this study. R&D refers to evaluation of materials in which the findings of the study are used to design a new product (Gall, Gall and Borg, 2003). Sugiyono (2011) defines R&D as a research method which is used to develop or produce a certain new product and try out the effectiveness of that product.

The population of this study was grade four student of elementary schools in Bali province. The samples were 6 schools which chosen by using purposive sampling technique. The choice of these schools was because they had the same perception in English language learning for primary school learners. They used the approaches, methods and strategies based on the paradigm of learning a foreign language (English) for children developed by the British Council. Thus, the intervening variables that could interfere with the results of data analysis can be controlled. The data were collected through document study (syllabus analysis), scoring rubric, observation, questionnaires, and tests. The data were analyzed in two ways: qualitatively and quantitatively. The data were analyzed qualitatively to describe the literacy coverage of English lesson for grade four students, the steps of developing the materials, the quality of the material and the students' attitude during the implementation of the material. The data was also analyzed quantitatively to describe the validity, practicality, and effectiveness of the material.

The validity and practicality of the material that were analyzed quantitatively employed criteria as follow:

Table 1. Criteria of Validity and Practicality

No	Value	Criteria
1	$Sr \geq 4.485$	Excellent
2	$3.49 \leq Sr < 4.485$	Good
3	$2.5 \leq Sr < 3.49$	Average
4	$1.5 \leq Sr < 2.5$	Below Average
5	$Sr < 1.5$	Poor

Sr is the mean score. The score that is used is using Likert scale score where where score 5 is *Excellent*, 4 is *Good*, 3 is *Average*, 2 is *Below Average*, and 1 is *Poor*.

The data were also analyzed quantitatively by using one design pre-test and post-test analysis to discover the effectiveness of the rich language learning environment material. Therefore, the mean score of the pre-test of the students would be compared with the mean score of the post-test by using *t* test. The measurement would be conducted by using *SPSS 16.0*. The purpose of this measurement was to find out whether there was significant difference between students' literacy skills before the implementation of rich language learning materials and after the implementation of rich language learning materials or not. Therefore, the hypothesis could be formulated as follow:

Hypothesis:

$H_o : \mu_1 = \mu_2$ $H_a : \mu_1 > \mu_2$
--

Note:

- μ_1 : Mean score of the students after implementing rich language learning environment material
- μ_2 : Mean score of the students before implementing rich language learning environment material

FINDINGS AND DISCUSSION

The findings of this study is displayed and discussed as follow:

ENGLISH LITERACY COVERAGE OF THE FOURTH GRADE OF PRIMARY SCHOOL IN BALI PROVINCE

The coverage of literacy of English subject for grade four students of elementary schools is found from the document analysis on the syllabus. As mentioned by Jay&Jay (1998) that literacy skills include abilities of using language in reading and writing activities, the literacy coverage can be seen on the competency standard and basic competence of reading and writing skills as showed in table 2.

Table 2. The Competency Standard and Basic Competence of Reading and Writing for Grade Four Students of Elementary School

Skills	Competency Standard	Basic Competence
Reading	Understanding English writing and descriptive texts with pictures in simple context.	Understanding simple sentences in form of written and descriptive text with pictures appropriately.
Writing	Spelling and copying sentences in simple contexts.	1) Copying simple sentences appropriately in the meaningful context. 2) Writing simple sentence appropriately in the meaningful context.

The table 2 above shows the competency standard and basic competence of reading that should be achieved by the fourth grade elementary school students is to understand descriptive text in simple context. The text

usually completed with pictures or illustration that can assist the students to catch the picture of the text. Meanwhile, for the writing skill, the basic competence that should be achieved by the students are to be able to copy simple sentences

properly in the meaningful context. Copying words and sentences is purposed to allow the students to know the correct spelling and structure of words and/or sentences. Beside that, students are expected to be able to write simple sentence properly in meaningful context. For example, students can describe someone's appearance in written form.

The observation on the teaching and learning process was also conducted to discover the how was the portion of literacy activities executed in English subject in those schools under the study. It was observed from the classroom observation. From the observation, it can be seen the excerpt of the English teaching and learning activity in Grade IV of Primary Schools in Bali as follow:

Table 3. The Excerpt of the English Teaching and Learning Activity in Grade Four of Elementary Schools in Bali Province

Topic	Segment	Activity
Parts of Body	Pre-activity (10 minutes)	-greeting and singing songs
	Whilst- Activity (20 minutes)	-teacher introduced parts of human body by touching the part of body and say the word, students repeat it. -teacher asked students one by one to touch and mention name of their parts of body. -teacher gave questions- answer quiz and said like: "Apa bahasa Inggrisnya mata?" ("what is the English of eye?") then the students who were able to answer it put their hands up and answered it.
	Post-Activity (5 minutes)	-teachers gave students homework to do exercise in their worksheet (LKS) -teachers ended the class by singing "Good Bye" song

From the excerpt above, it can be seen that the time allocated in those schools is enough only for listening and speaking activities. There is no enough time for adequate reading and writing activities. It happens continuously since there are many topics that should be taught meanwhile the limited time forced the teacher to just give the material that exist in the textbooks.

MATERIAL THAT NEED TO BE DEVELOPED FOR A RICH LANGUAGE LEARNING ENVIRONMENT (RLLE)

Noticing the problem of limited time in having literacy skills and less creativity of teachers in conducting literacy activities, the material that need to be developed is the material should allow the students to have sufficient chance to read and write. As mentioned by Watanabe (2009) that he learning processes should not only take place in class only, therefore the material also can be used not only during the English lesson at the classroom, but also outside of it. Moreover, Winch (2006)

stated that the means of literacy program is to teach learners to interpret the meaning of text and make them read various types of text, therefore the material that need to be developed should consists of various of texts to encourage students' literacy skills. According to Artini (2012), in creating rich learning environment, there are some texts that can be given to students, they are: Topical Vocabulary (TV), Grammar Focus (GF), Language Game (LG), Everyday Expression (EE), and Time for Stories (TFS). Those texts are developed based on the standard competency and basic competency that exist for the grade fourth students in those schools. The table 4 below shows the materials that need to be developed in order to support students' literacy skills of the fourth grade students of elementary schools in Bali province.

Table 4. Kinds of Texts that Need to be Developed for a RLLE to Support the Fourth Grade Students of Elementary Schools in Bali Province

No	Skills	Competency Standard	Basic Competency	Aspects	Texts
1.	Reading	Understanding English writing and descriptive texts with pictures in simple context.	Understanding simple sentences in form of written and descriptive text with pictures appropriately.	1.reading aloud	Time for Stories, Everyday Expression
				2.print recognition	Language Game, Topical Vocabulary
				3.vocabulary mastery	Topical Vocabulary
				4.reading comprehension	Time for Stories
2.	Writing	Spelling and copying sentences in simple contexts.	1)Copying simple sentences appropriately in the meaningful context. 2)Writing simple sentence appropriately in the meaningful context.	1.grammar mastery	Grammar Focus
				2. vocabulary building	Topical Vocabulary
				3. mechanics	Everyday Expression, Grammar Focus
				4.spelling	Language Game, Topical Vocabulary

The criterias of a good material proposed by Tomlinson (1998) become the standard to develop the rich language environment material. Beside that, the used of displayed board is crucial in the implementation of this material since the

material that is developed is in form of the material that will be sticked on the displayed board and students' worksheet, where the students write the words/sentences. The activities of the developed material can be seen in the table 5.

Table 5. The Name of Activities of Rich Language Learning Environment Material

No.	Topics	Language Focus	Name of Activities				
			TV	GF	EE	LG	TFS
1.	My Body	- parts of human body - adjectives -describing someone	In My Treasure Box	Pairs of Shoes	What's On the Bubbles?	Code Breaker	A New English Teacher
2.	Family	-members of family -describing family members	Family Members, A Family Picture	True False, Ratih's Family, and Scramble Sentences	The Scramble Sentence	Mystery Words	Drawing Someone's Picture
3.	Daily Activities	-daily activities -simple present tense -telling time	Spider Web, My Activity (Fill in the Blank)	True False, Copy and Revise, What time is it?	Speech Bubble	Secret Message	She Studies Everyday

4.	Hobbies	-hobbies -expressing like and dislike	Spider Web, and Hobbies	Jumbled Words, Likes or Like?	Fill in the Bubble	Find the Words	Our Hobbies
----	---------	--	----------------------------------	--	-----------------------	-------------------	----------------

The Topical Vocabulary (TV) consists of various activities. First, it is "In My Treasure Box". This product consisted of exercise where students would pick letters in a treasure box and arrange it to complete some words. Since the prototype was designed into two types: (1) product that would be stuck on the displayed board and (2) students' worksheet, the stuck product would be different with the worksheet where there was no letter in the treasure box. Cross (1991:136) stated that whenever there is too much texts or there is no possibility writing the exercises on the board for each student, worksheet is needed to cover it up. Then, Cross (1991:136) also argued that worksheet's advantage is that it can be used time to time and whenever students wanted to write down on it, it was allowed. In this activity, the stuck product would show the letters in the treasure box, then the students would see it and arrange and write down those letters to complete the words in the sentences on their worksheet. The second exercise is "Family Members". It used the principle of information gap where students should see the picture showed on the displayed board and the letters below the picture. For example: there is a picture of a mother, then below the picture, there are letters: M_T_ER. There are still some letters missing. Then the students should find out the missing letter and write down the complete one in their worksheet below the picture. The third is "A Family Picture". In this activity, there is a picture of a family and then the students should identify their relationship by copying and completing the sentences on their worksheet. Copying sentences, according to Maria (2012), is an excellent way to expand vocabulary. It allows teacher to bring new words and expressions. The fourth activity is "Spider Web". This activity is based on the concept of vocabulary network proposed by Ghoting (2011) where there is a key word in the box at the centre of the spider web,

then students have to fill in the other box with words that related to the word in the centre box.

The second text that is developed in this material is Grammar Focus. The first activity of this kind of text is named "Pairs of Shoes". The stuck product of this activity consisted of uncompleted sentences with pictures of shoes after the sentences. The sentence was like : "Dayu is a girl. (...) hair is long. Below the blank of each sentence, there was a picture of shoe. Then, students should write down the appropriate possessive pronoun to complete the sentence in their worksheet. They should choose which possessive pronoun that was appropriate to complete it by looking at kind of shoe that was the pair of the shoe that existed below the blank. Therefore, the students should look at the displayed board to see the clues (pair of the shoe and the possessive pronoun words on it) to complete the sentence in their worksheet. This exercise employed the principle of gapped information for sentence or passage in which according to Cross (1991) it offers exposure and writing practice for students. The second activity is called "Ratih's Family". The concept of copy and revise combined by modified cloze passage proposed by Cross (1991) is used in this activities. Students read uncomplete passage that was displayed on board, the missing words are "to be" (is, am, are). In their worksheet, students should write down the whole passage. The third activity is named "Scramble Sentences". This activity is about arranging words into correct structure of sentence. According to Ghoting (2011), arranging words into sentences is not only exposure students' understanding about the meaning of the words, but also it practices the students to learn the structure of sentence. The fourth activity is named "Copy and Revise". Cross (1991) stated that by copying sentence and writing down the correct sentence is one of effective way in

learning the structure of sentence. This activity showed students wrong sentences on board, then students should copy the sentence but they should revise it first so that the correct structured sentences are written in their worksheet. The fifth activity is "What Time is it?". This activity allows students in learning how to tell time. For example: "It's eleven o'clock", "It's a quarter past ten", etc. The sixth activity is "Jumbled words". It is like scramble sentences that have been explanation previously. The seventh activity is called "Likes or Like?". This activity is based on the multiple-choice cloze where according to Cross (1991) it is an activity in completing sentence or passage with choice words to fill in the gap. There are two choices that offered: 'like' and 'likes'. Here, students learn to understand the use of verb in simple present tense. They should write down the correct sentence in their worksheet.

The third text, Everyday Expression consisted of some activities too. There are "What's on the Bubble?" and "Speech Bubble". These activities used principle of gapped sentence proposed by Cross (1991:272) combined with copying information. In the sticker product, there was displayed picture of two or three children who are having conversation that showed in the bubble. There, some dialogue were missing. Meanwhile, in the students' worksheet, the bubbles of dialogue were blank. Therefore, students should fill in the bubbles to complete the dialogue. The next activity is named "The Scramble Sentence". This activity also used principle of scramble sentence proposed by Cross (1991:272) combined with copying the information. In the sticker product, there was displayed picture of two or three children who are having conversation that showed in the bubble. There, some dialogue were in a jumbled order. Meanwhile, in the students' worksheet, the bubbles of dialogue were blank. Therefore, students should rearrange the sentences and fill in the bubbles to complete the dialogue. The third activities is called "Fill in the Bubble". This activity is like the other activities in everyday expression text. However, this

activity consisted of combined activities of the previous activities. In this activity, students saw jumbled sentence in the bubble of the dialogue as well as missing words in it. Therefore, students should rearrange the words and complete the dialogue first and copy it in their worksheet.

The fourth kind of text is Language Game where consisted four activities. The first is the "Secret Message". In this activity, students see the clues on the prototype the letters into words in their worksheet according to the clues given and the picture showed. The third and fourth activities are "Mystery Words" and "Find the Words". The concept of these activities is the same, the students see couples of letter in a picture then the students should write down the name of picture with the letters that spread around the picture of the word.

The last parts of rich language learning material is Time for Stories. There are some titles of stories, they are : "A New English Teacher" for topic 1, "Drawing Someone's Picture" for topic 2, "She Studies Everyday for topic 3, and "Our Hobbies" for topic number 4. These story used language function in every conversation showed in it. This is a short story that consist of 3-4 sentence every page and completed by illustration so that students would be easier in understanding the story. The students' worksheet consisted of True-False sentences where the students should write down T for sentence that is true and F for sentence that is false according to the story (Cross, 1991). Some stories also showed W-H questions that should be answered in the students' worksheet.

THE QUALITY OF THE RLLE MATERIAL

The quality of a material can be identified by the result of validity and practicality (Nieven in Mahayanti, 2011). The result of the validity comes from the expert judgment which used scoring rubric. The components of the RLLE material that were validated included: linguistic, non-linguistic, and content components. Meanwhile the practicality of the RLLE material comes from the observation on

students' attitude toward the implementation of the RLE material and the opinion of students, teachers, and headmasters toward the implementation of the RLE material. The table 6 below

summarized the results of validity and practicality to find out the quality of the developed RLE material.

Table 6. Summary of Results of Validity and Practicality of the RLE Material

Validity	Expert Judgment	Linguistic	4.361	Good
		Non-Linguistic	4.125	Good
		Content	4.563	Excellent
Practicality	Observation Sheet	Students' Attitude	3.722	Good
		Teacher's opinion	4.305	Good
	Questionnaire	Headmaster opinion	4.109	Good
		Students' opinion	4.177	Good

The linguistic components consists of three aspects that were validated, they were the use of words, sentences, and texts in the material. From the frequency of scores for the validation of the RLE material from the expert judges in term of linguistic component it can be seen that the score that becomes the modus is score 4 which means *Good* as much as 47%. Beside that, the Sr value of the expert judgment on the linguistic component of the RLE material is 4.361. According to the criteria of the expert judgment in table 1, it belongs to *Good* criteria. It means that the experts valued the RLE material as a good material in term of linguistic component.

The non-linguistic component of the material, that was validated, covered the punctuation, font and size of letters, space, the typing consistency, composition of pictures and texts, type and size of paper, and pictures and colors. From the frequency of scores for the validation of the RLE material in terms of non-linguistic component, it can be seen that 47% of the experts gave score 4 for the non-linguistic component of the RLE material. It was the modus of the score. Moreover, the Sr value of the expert judgment on the linguistic component of the RLE material is 4.125. It belongs to *Good* criteria. Therefore, it can be said that the non-linguistic component of the RLE material can be said as a good one based on the expert judgment.

The last component is content. The content that was about the uniformity of the material to the syllabus. Moreover, it was also about the potency of the RLE material in encouraging students literacy skills through giving appropriate materials for reading and writing. From the frequency of scores for the validation of the content of RLE material shows that the modus of the score was 5= *Excellent* (56%). The Sr value of the content component of the RLE material was 4.563 which can be categorized as *Excellent*. Thus, the RLE material in term of content of can be said as an excellent one based on the expert judgment.

The mean score of the expert judgment about the whole parts of the RLE material was 4.308. Therefore, it belongs to the "Good" criteria in general. It means that the experts mostly agreed that the prototype contained interesting pictures, meaningful activities, possible contents in supporting students' literacy skills, and so on as a good supplementary material.

After being judged, then the product is tried out to know the practicality and effectiveness of it. From the observation sheet of students' attitude toward the implementation of the product in each school, it can be seen that the all of the grade four students in those schools under the study shows a good attitude since the Sr value is 3.722. Beside that, the result of students' questionnaire toward the

implementation of the product shows that the value of Sr is 4.177. It means that the students of the fourth grade in those elementary schools under the study are pleased to the implementation of the material and the material could help them to learn how to write and read English words and sentences well. The value of Sr of teachers' questionnaires toward the implementation of product is 4.305. It means that the English teachers in those schools have same perceptions to the implementation of the prototype. They think that the prototype is a good material

for supporting students' literacy skills since it contained rich words and sentences that appropriate to the topics that were provided. Beside that, the prototype was also interesting and challenging for the students to do. Therefore, the product has high potential in supporting students' English literacy. Meanwhile, the result of headmasters' questionnaire shows that the Sr value is 4.109 which means that the headmasters in those schools think that the prototype is a good material for supporting students' literacy skills.

EFFECTIVENESS OF THE RLLE MATERIAL

Then, the effectiveness of the material is showed by the pre-test and post-test results of literacy skills conducted for the grade four students in elementary schools under the study. After being analyzed by t-test using SPSS 16.0, it is found that the Sig. (2-tailed) = 0.000

where it is lower than the $\alpha=0.005$. It means that there is significant difference between the literacy skills of the fourth grade students in those schools before the material is tried-out and after the material is implemented.

The mean score of the pre-test and post-test score in each schools can be seen in the chart below.

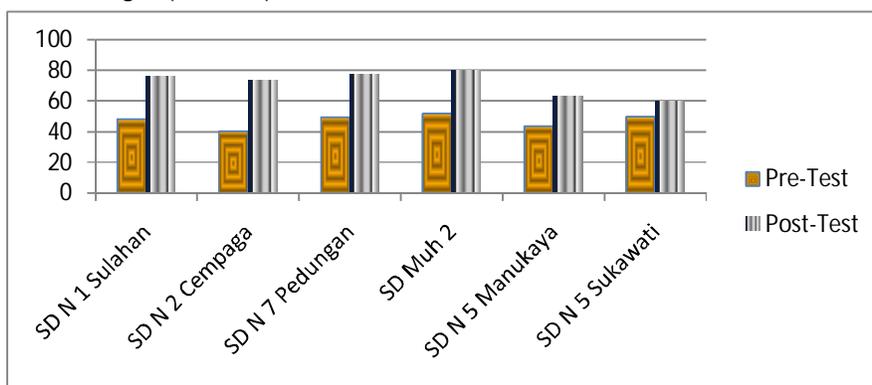


Chart 1. The Pre-Test and Post-test Mean Score of Literacy Skills of Grade Four Students of Elementary Schools in Bali Province

Based on the chart 1 above, it can be seen that the the mean scores of post test results are higher than pre-test. It means that the implementation of the prototype is effective to support English literacy skills of grade four students of elementary schools in Bali province.

From those results of the validity, practicality, and effectiveness regarding to the implementation of the RLLE material, it can be seen that RLLE material is a good

material to be employed as supplementary material for encouraging students' literacy skills. Moreover, it can also be said that the RLLE material can fulfill the considerations of language learning characteristics for young learners as stated by Scoot and Ytreberg (1990). The language learning characteristics of young learners that have been fulfilled include:

1. Words are not enough

In determining what material that need to be developed, it cannot rely on word only, so the RLLE material was developed to stimulate their sense. There must be plenty of objects and pictures to work with, and to make full use of the schools and surroundings. RLLE material have been offered not only words, but also atmosphere, situations, pictures, objects and activities that can encourage students' literacy skills.

2. Learning the language by playing

Children like playing. They will feel happy if they are involved in a game. Playing with the language in this way is a very natural stage in the first stage of foreign language learning. Therefore, the RLLE material that need to be developed consists of various game activities which were covered in Language Game.

3. Language as language

Most eight to ten years old already have awareness that language has separate functions in different places and times. The spoken word is often accompanied by other clues like meaningful facial expression, movement, etc. When students start to read, the language becomes something permanent and there are fewer other clues to meaning. Through the RLLE material, they can read it again and again, they can stop, and they can think about the language and work it out. The same is true of writing. So reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and take time and patience to learn.

4. Variety in the classroom

The RLLE material that consisted of many kinds of texts offers many activities that can be done by the students. Students guess words, read stories, fill in the gaps, read conversations, and many more activities. Moreover, the RLLE material is not only given during the English class. Thus, students get more chance in doing those activities. These help them to have high motivation and maintain theirs in learning the target language.

5. Routines

Children benefit from knowing the rules and being familiar with the situation. Using familiar situations and activities can help the students feel at ease in doing the activities in the classroom. The RLLE material that is given everyday makes the children become familiar with English. It also makes the students feel at ease in learning the language.

6. Cooperation not competition

Young learners are known as social learners. The RLLE material can maximize the potential of children of being social learners. In teh RLLE material, it is provided activities which can help them to work in group or in pair. Grouping the learners could involves their cooperativeness, togetherness, responsible, respect and encourage them to use the target language in communicative ways.

7. Grammar

Young learners still have difficulties in abstract thing. It means it is hard for them to understand grammar. To help the learners aware of the language learnt – the structure – the RLLE material to provide activities which help them in absorbing the target language through play and other fun and meaningful activities. The activities should enable the students to use the queen language – correct and appropriate language - and recognize the structure of the language.

8. Assessment

In assessing the students' literacy skills in using the language, the RLLE material require the students to have students' worksheets where they can write the exercises. The worksheets can also be used as records in order to take note on their reading and writing skills progress.

Those are the considerations in giving material for young learners that have been fulfilled by the RLLE material. Since those considerations can be said as guideline in giving material of language learning for young learners, and the RLLE material has been succesfully fulfilled them, therefore the RLLE material is suggested to be employed as a good supplementary material for encouraging the young

learners' language learning, especially regarding to literacy skills.

CONCLUSION

Based on the findings and discussion above, it can be concluded that rich language learning environment is a good material that offers various and meaningful learning experiences to the students. Beside that, rich language learning environment provides time flexibility so that limited time allocation for English subject is not a obstacle anymore for the students to get chances in learning English at school.

In relation to the results of validity and practicality of the material, it can be concluded that the rich language learning material's quality is good to be implemented in order to support students' literacy skills. Moreover, the students shows good attitude during the implementation since the material is designed in various exercises and activities which make the learning experiences more challenging for the students and absolutely enhances students' interest in learning English.

Furthermore, from the result of literacy tests, it can be concluded that the material is effective to support students' literacy skills. Therefore, it is suggested that rich language learning environment should be implemented in primary schools particularly in Bali province, and generally in Indonesia to support students' literacy skills.

REFERENCES

- Archie, M. (2003). *Advancing Education through Environmental Literacy*. Alexandria, VA: Association for Supervision and Curriculum Development. *Benefits on Environmental Education*. www.neefusa.org. Downloaded on October, 7, 2012.
- Artini, L.P. (2012). *Developing Rich Language Learning Environment to Optimize Young Learners' Literacy Skills in English*. Unpublished research report. Singaraja: Undiksha.
- Cross, David. (1991). *A Practical Handbook of Language Teaching*. New Britain: Cassell
- Depdiknas (2009). *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta: Direktorat Jendral Pembinaan Taman Kanak-Kanak dan Sekolah Dasar
- Gall & Gall & Borg. (2003). *Educational Research: An Introduction 7th edition*. USA: Allyn and Bacon.
- Ghoting, Saroj. (2011). *Supporting Early Literacy through Language-Rich Library Environment*. www.slideshare.net. downloaded on April 2013.
- Jay, M.E. dan H.L.Jay. (1998). *250+ Activities and Ideas for Developing Literacy Skills*. New York: Neal-Schuman Publishers, Inc.
- Justice, Laura M. (2004). *Creating Language-Rich Preschool Classroom Environment*. *Teaching Exceptional Children*, Vol.37, No.2, pp 36-44.
- Maria, Shantha. 2012. *Creating A Language Rich Environment*. Vol.III, No.3, August-October, 2012. www.salwaneducation.org. Downloaded on April, 2013.
- Scott, W.A. dan L.H.Ytreberg. (2004). *Teaching English to Children*. Harlow: Pearson Education Limited.
- Tomlinson, Brian. (1998). *Materials Development in Language Teaching*. U.K : Cambridge University Press.
- Watanabe, Y. (2009). 'Second Language Literacy through Student-Centered Learning'. *The Internet TESL Journal*. Vol.v, No.2. February 2009.
- Winch, G., R.R. Johnston, P. March, L. Ljungdahl, and M. Holliday. (2006) *Literacy, Reading and Writing and Children Literature*. Oxford: Oxford University Press.