

CHAPTER I

INTRODUCTION

1.0 Overview

The first chapter of this thesis explains what the researcher will discuss in this research. This chapter presents the research background, research problems, problem identification, research questions, research objectives, the significance of the research, and the limitations of the research, which be explained as follows:

1.1 Research Background

The influence of English in people's lives brings specific goals in the world of education. Nowadays, English has become a universal language used by many countries with complex elements and dynamics following the development of globalization (Alatis, 2005: p.30). This makes English an essential subject of every learning in Indonesia and develops into aspects of social lifestyle (Lauder et al., 2006). Scott (2006) stated the importance of studying English to transfer science and technology to advance Indonesia's national development. Furthermore, educational institutions in Indonesia have made English a compulsory subject from elementary school (young learners) based on government regulations on English language learning policies, which can be included in the primary school Indonesian language learning curriculum regulated by the Republic of Indonesia arranged of the Ministry of Education and Culture (Depdikbud RI) No. 0487/1992, Chapter VIII (Kulsum, 2016).

The rapid development of the English language also affects the culture of the Indonesians, which impacts the habit of tracing information in English from

native-speaker references to gain additional knowledge of developments in all areas of academic life (Dardjowidjojo, 2000). The culture developed due to the influence of learning English in literacy activities, where getting information from native speakers requires more in-depth analysis. All of the processes are understanding the source's main point because learning English is not only reading to find something, but it has a complex system (Rideout, Foehr, & Roberts, 2010). Literacy activities in Indonesia have been pursued as much as possible to provide a significant increase in student literacy in elementary schools as regulated in the Minister of Education and Culture Regulation Number 23 of 2015 proclaimed the Gerakan Literasi Sekolah (GLS) (Kemendikbud, 2017). This movement is intended for students who can improve their learning abilities, such as the ability to think critically, analyze problems and be able to solve problems during the learning process as part of 21st-century learning (Daryanto dan Karim, 2017). The demand for the development of student learning abilities will continue to increase every year, which is supported by the influence of supporting tools or media in the learning process.

Developing students' literacy skills requires suitable media to be used by language learners. One of the appropriate media is a dictionary. Dictionary is an essential tool for language learners to master the knowledge of a particular language (in this context is English). The use of dictionaries helps students understand each word's meaning from the text they have read (Omar & Dahan, 2011). According to Rohmatilah (2016) dictionary not only provides an understanding of the meaning of words. The dictionary has a significant development phase and changes to have more information about word

pronunciation, meaning intonation, and additional information about word use that helps students have a better understanding of the language they want to learn. Using a dictionary is one of the easiest ways to learn the basic meaning of words that give students much vocabulary. Furthermore, it will benefit language learners as it allows them to understand other components of language, such as sentences and paragraphs, and develop a comprehensive understanding of a text to expand students' literacy skills (Huang & Eslami, 2013).

The dictionary becomes a suitable tool for helping student literacy. Content in dictionaries contains words that are translated into equivalents from one language to several languages, organized thematically and includes pictures as part of the visualization of the characteristics of young learners (Islam & Purkayastha, 2015; Setyawan, 2016). The type of dictionary that tries to support students' literacy skills is a multilingual thematic picture dictionary, a combination of multilingual dictionaries, thematic dictionaries, and picture dictionaries. That is formed to become a dictionary that provides translation information of words in more than two languages originating from specific themes according to the content and target level of the dictionary target and contains images as part of the visualization of the words to be translated (Mawanti, 2014; Arista & Karim, 2015). Supported with research carried out by Suniyasih, Ratminingsih, and Budasi in 2021 in developing a multilingual thematic dictionary for 5th-grade elementary school, with the results of research on multilingual thematic dictionaries being categorized as excellent supporting media to increase learning vocabulary. Thus, a digital multilingual thematic dictionary brings an update to the quality of student literacy because the dictionary consists of more than two or

even three languages with the addition of images to make it easier for students to obtain information from the translation of words that are considered easier used for young learners to increase literacy skills.

As mentioned above in previous studies, dictionaries are essential tool for foreign language learners. The dictionaries are designed to improve students' abilities based on understanding information in a text. Besides that, it also helps to help students understand the vocabulary in a particular language, regardless of how effective the use of dictionaries is in significantly improving abilities of young learners, which are still being studied further by researchers. In its development, the dictionary is still innovated by combining thematic dictionaries and picture dictionaries and having more than two languages which can be called multilingual dictionaries. Multilingual printed and digital dictionaries are part of a previous study that has been discussed in the design and development of digital multilingual thematic dictionaries under the umbrella of research. Furthermore, these findings are expected to show a significant impact after the application of this type of dictionary on literacy skills for four-grade students. This experimental study wants to clarify the information as a part of knowledge that will be useful for readers, especially teachers and other education practitioners, regarding the impact of the digital multilingual thematic dictionary on developing young learners' literacy skills in the current era of globalization.

1.2 Problem Identification

Concerning on the background that has been explained, it can be conclude that the identification of the problems to be discuss in this study are:

1.2.1 The influence of decreasing children's literacy in Indonesia is able to affect the cognitive development of young learners.

1.2.2 The extent to know the effectiveness of learning media in the use of multilingual thematic dictionaries can affect the literacy activities of grade 4 students.

Regarding on the problem identification above, it can be concluded that the use of multilingual thematic dictionaries will be able to influence the literacy interest of students in Indonesia in terms of how effective the learning media is used.

1.3 Research Limitation

This study only focuses on finding a significant effect after using a digital multilingual dictionary on the literacy skills of fourth-grade students where the results that will emerge are fully about the effectiveness of using a multilingual thematic dictionary as a support learning media.

1.4 Research Problem

From an explanation in the identification of the problem above, it is found that this experimental study must answer the research question about "whether there is a significant influence of the use of multilingual thematic dictionaries towards the literacy skills of fourth-grade students?".

1.5 Research Objective

This study is conducted to investigate the effectiveness the use of a multilingual thematic dictionary as a learning media support in helping to increase the literacy skill of fourth-grade elementary school students.

1.6 Research Significances

This researcher is expected to give contribution in theoretical and practical, which are explained below:

1.6.1 The theoretical significance of this research is to support TEYL theories in the EFL context regarding the use of digital multilingual thematic dictionaries in developing literacy skills.

1.6.2 The practical significance of this research are: 1) Teachers can get valuable source information by using multilingual thematic dictionaries as supporting learning media tools. It is hoped that the teacher will be able to achieve the learning objectives after using the dictionary. 2) It can help students to learn vocabulary quickly and practically using multilingual thematic dictionaries (expected that students can show their cognitive development in literacy activities after using a multilingual thematic dictionary). 3) The findings of this study will provide helpful information for future research in the field of developing multilingual thematic dictionaries as study material to improve the quality of research results.