

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Digital Learning Media

In the digital era, technology is developing very rapidly. Besides that, Santosa (2022) state that in the language teaching context, technology also develops very rapidly to suit to needs of the instructional process. Knowledge and technology related to every activity where technology is a necessity, so that humans can feel comfortable starting from simple tools to complex tools (Ramli, 2020 in Zamzani, 2022). The rapid spread of technology forces everyone to accept it. Technology has influenced many fields, including language teaching. According to Santosa (2022), in the field of English as a foreign language, technology has developed rapidly and taken an important role. An understanding of how to use technology is essential in getting information quickly and precisely. According to Munir (2017) in the world of education, technology is nothing new. Where, education is the main source of technological progress. In education the thing that needs to be improved is the quality of learning. Students must be able to learn independently and creatively. Improving

the quality of learning process can be carried out through the utilize of media and technology, or through a system known as Digital Learning.

Digital learning is defined as a system that can provide facilities for teachers to teach in a wider and more varied manner by utilizing information and communication technology, such as computer media with internet access and also smart phones with various useful applications (Munir, 2017). Digital learning is learning that actively utilizes technology, thus digital learning is often said to be a learning media, this is because learning media is a tool used to support the process of delivering information to students (Zamzani, 2022). In addition, according to Marpanaji et al. (2018), learning media is a tool that can transfer knowledge and assist students in achieving learning goals. So, digital learning media is a tool that provide facilities for teacher to teach by utilizing technology to achieve learning goals and to improve the quality of learning.

2.1.2 Digital Multilingual Thematic Dictionary

According to Biesaga (2017), a thematic dictionary consisting of simple words adapted to a particular theme and usually followed by graphics or illustrations. Multilingual dictionary provides words and their meanings in more than two languages (Bask & Mumcu, 2018; Yurtbagi, 2017). Digital Multilingual Thematic Dictionary is known as

digitally designed dictionary containing three languages, namely English, Indonesian, and Balinese. This dictionary follows the elementary school syllabus and organized thematically. Pictures, audio pronunciations, and example sentences in three languages are all included in this dictionary (Parmawati et al., 2022).

According to Ratminingsih et al. (2021b), dictionaries are very useful for students by helping them understand words, meanings, and pronunciation, as well as helping them master vocabulary. Parmawati et al. (2022) stated that a dictionary can help someone decipher the various meanings of one word. People can use dictionaries to learn more about words and recommend using dictionaries as a teaching tool to help students learn languages. In conclusion, the use of the digital multilingual thematic dictionary which is equipped with pictures, audio pronunciations and example sentences consisting of three languages that make it easier for students to learn.

2.1.3 Literacy

Kern (in Suhardiana & Lestari, 2020), states that literacy is the process of creating and interpreting meaning from a text by applying social, historical, and cultural practices. An implicit awareness of the relationship between textual rules and their usage in context is necessary for literacy. Ideally, it is the capacity to evaluate the relationship

critically. Within a community, literacy can vary and is not static. Knowledge of written and spoken language, genres, dan culture is requires in literacy. Based on this, literacy can be interpreted as the activity of creating meaning through text and requires written and spoken language skills.

Besides that, literacy in the field of education is an ability beyond reading and writing (Paneton, 2015 in Wulandari et al., 2021). More in-depth literacy is defined as skills in understanding, interpreting and conveying the meaning of information in spoken, written form, as well as the information contained in a media (Wardana & Zamzam, 2014 in Kharizmi, 2015). Having high literacy skills can increase learning motivation, academic success, and future career (Carroll et al., 2019; Salim et al., 2018 in Suniyasih et al., 2020).

Literacy skills which include reading and writing are essential and fundamental skills for everyone to have and should be taught starting from an early age (Harsanti, 2020). Literacy development is simpler when children are still at an early age (Ghasemi and Hashemi, 2011). Apart from that, early childhood is still considered the "golden period" when learning relatively simple new things (Cahyati et al., 2019). In addition, because reading ability affects a person's intellectual and emotional abilities, good literacy skills can also improve human resources quality (Faridah, 2021; Ratminingsih et al., 2021). Future abilities and qualities will increase as their literacy skills are developed

earlier. Base on that, literacy which include reading and writing is a very important ability to be taught to children from an early age, with literacy skills, children will be able to understand, interpret and conveying the meaning of information in spoken or written form.

2.1.4 Teaching English for Young Learners

There are significant differences when teaching English to young learners compared to adult or teenage students. Teachers must be familiar with the characteristics of students before they can teach them English. Children between 3 to 12 years old are considered young students (Ratminingsih & Budasi, 2018). The age range of young learners, according to Bakhsh (2016), is between 5 to 12 years old. In other words, it can be interpreted that young learners are children between the ages of 3 to 12. Due to their ease in adjusting to new situations and experiences, young learners at this age are categorized as being in the "golden age" phase (Mutiah et al., 2020). According to Scott and Ytreberg (1990), young learners have the following three characteristics: (1) Young learners perceive through taste, touch, and smell, they are better able to learn concrete concepts than abstract concepts; (2) They also have short attention spans, so using interesting learning materials is important to help them concentrate; and (3) They really enjoy playing and do not like stressful or serious learning

situations. Young learners also get bored quickly, they really like receiving rewards, and they do not like being given difficult assignments because their motivation is still low (Ratminingsih & Budasi, 2018). Young learners are often very creative and imaginative (Kuchah, 2013). They really enjoy participating in interactive activities such as drawing, telling stories, singing songs, and other activities.

Ratminingsih et al. (2021a), stated that the method of teaching and learning English to young learners is one that is focused on those who are still considered to be youngsters. To prevent young learners from losing interest in learning activities, it is important to implement appropriate and interesting learning tactics and materials (Mutiah et al., 2020). Because young learners can learn and adapt more quickly, teaching English to young learners is seen as the best way to practice their language proficiency (Resti & Rachmijati, 2020). Children's communication skills should be encouraged as early as possible. In addition, learning a language can increase student motivation and enthusiasm. Students' comfort level is very important when teachers teach English lessons (Mutiah et al., 2020). They should be able to learn English from their teachers in an interesting and fun way. In order for the material presented to be well received by young students, the teacher must teach them according to the cognitive development phase of the young learners themselves.

2.1.5 Using Digital Dictionary to Learn English

Ratminingsih et al. (2021b), state that the use of digital dictionaries can be utilized effectively in classroom activities and allows students to study anywhere, both inside and outside the classroom. According to Dash (2017), a digital dictionary is a linguistic reference device that is controlled or operated automatically by a computer and designed to facilitate language learning. Digital dictionaries are flexible because they can be accessed anytime and anywhere just by downloading an application or visiting the web on our smartphone or computer (Desnaranti et al., 2022). Besides that, according to Koca et al. (2014) the dictionary is an additional information for language learners, where the dictionary gives them knowledge about vocabulary, starting from meaning, pronunciation, parts of speech, structure, even such information as etymology and registers.

According to Rohmatillah (2016), to improve spelling, pronunciation, grammar and meaning, language students can test their own knowledge by using a dictionary. The dictionary is a tool that will direct students into independent learning. So, dictionaries are useful tools for independent language learning because they allow users to verify their own errors in spelling, pronunciation, grammar and meaning of words.

2.1.6 Thematic Learning

According to Handini et al. (2022), thematic learning is a learning model designed based on certain themes obtained from combining a concept into several material with the aim of providing experience for students. The use of thematic learning is intended to provide opportunities for students to be more active and involved in the learning process, develop knowledge in various ways that are convenient for them, and fulfill their curiosity.

Thematic learning activities are student-centered, this is in line with the 2013 Curriculum. That expectation of 2013 Curriculum is to make students more active and independent in acquiring knowledge. The 2013 curriculum has an integrative theme, and classroom activities in elementary schools are conducted using an integrated thematic approach from first grade to sixth grade. While integrative education has materials that influence students' growth in cognitive, affective, and psychomotor domains, thematic education uses themes in its teaching methods (Handini et al., 2022). Teaching thematic content has a significant benefit for students' learning. According to Rahmadhani et al. (2020) thematic education can make students more engaged and help them absorb information from their surroundings and overcome obstacles. In addition, using this teaching strategy can increase students' willingness to collaborate with others and increase their sense of desire to learn (Nurlaela et al., 2018). Thus, thematic learning is a type of

instruction that can be effectively applied to the learning of young students, especially for elementary school students. Thematic learning does not merely encourage students to know (learning to know), but it trains them to do and be directly involved (learning to do), to become and develop into better individuals (learning to be), and be able to live together as a community (learning to live together).

2.2 Empirical Review

There are several related studies identified as an empirical review of this study, Zheng & Wang (2016), conducted research to know the reasons why electronic dictionaries were popular in EFL class and the issues about the integration of electronic dictionaries. The population used in this research is EFL classes at a Chinese University. The data was collected through observation and reflection of using electronic dictionaries. The finding of this study showed that electronic dictionaries have more advantages over printed dictionaries. Electronic dictionaries are very fast and efficient to be used by limited class time. This is same with the results of Ratminingsih et al. (2021b), that conducted research to describing the need analysis of the printed and digital dictionary as a learning media for developing multilingual literacy for elementary school students. The data in this research were obtained through questionnaires, interviews, and observations. The subject of this study were 27 teachers and 656 students who were selected from 9 elementary schools in 9

sub-districts in Buleleng Regency. The questionnaires and interviews showed that the development of multilingual literacy through vocabulary mastery with the help of multilingual, digital and printed dictionary is necessary. Both teachers and students agreed that multilingual, printed, and digital dictionary were very helpful for students in practicing literary skills, especially in term of vocabulary understanding. The digital multilingual thematic dictionary (English, Indonesian, and Balinese) was considered more flexible than the printed one because it is more practical, can take anywhere, and is not easily torn.

Apart from that Yanti (2017), conducted research to investigate the use of electronic dictionary in improving students' vocabulary master. She conducted her research using a Quasi-Experimental with nonequivalent control group design. Second-grade students of SMAN 1 Garawangi in two classes which totaled 65 students were used as a subject in the research. The finding showed that the use of electronic dictionary can help students in improving their vocabulary mastery. Santoso & Andriyadi (2019), also conducted research to determine the impact of utilizing the My Dictionary Application on students' vocabulary mastery. This research using a Quasi-Experiment design. Two classes of ninth grade students at MTs Darunadwah Cipongkor Kabupaten Bandung Barat which totaled 80 students were used as subjects in this study. Pre-test and post-test were used to collect the data. The results demonstrated that teaching vocabulary through the use of the My Dictionary application greatly increased students' vocabulary. In addition, Ambarwati & Mandasari

(2020), conducted research to discuss how students at Universitas Teknokrat Indonesia use the online Cambridge dictionary to improve their vocabulary and pronunciation. Descriptive analysis was used to assess the data in this study. Data were gathered via interviews and questionnaires. 25 students majoring in academic writing in the English Education Program were chosen as their subjects. The study's findings demonstrated how students' pronunciation and vocabulary are influenced by the online Cambridge dictionary in terms of both vocabulary enrichment and pronunciation mastery.

Additionally, Akramah, Alifva, Yani et al. (2020), conducted research to find out how University of Serambi Mekkah, Banda Aceh students use manual and electronic dictionaries in their daily studies and activities. A descriptive qualitative approach was employed to gather the data. The population consisted of thirty University of Serambi Mekkah English major students. The findings indicated that 63% of students frequently used a manual dictionary and 96% of students utilized an electronic dictionary. Furthermore, the majority of students in the University of Serambi Mekkah's English department mentioned that using dictionaries could help in expanding vocabulary and facilitate studying. Besides that, Lamido, Umar & Abdullahi (2021), also conducted research to explore student experiences in applying digital-dictionaries. The data in this study was analyzed qualitatively. There were 25 teachers and students in focus group discussion as the participant. The study's findings demonstrated that the digital dictionary's ease of use, flexibility, simplicity, and mobility made it a useful tool for vocabulary instruction and learning. Additionally, the instructor

and students emphasized that they mostly used the digital dictionary for writing, pronunciation, spelling, and most importantly for understanding new vocabulary definitions. In addition, Sarmila et al. (2023), conducted research to examine the effectiveness of electronic dictionary in learning vocabulary at Indonesian junior high school context. They conducted their research using a pre-experimental design. 45 students of eighth year students of junior high school were used as a population in this research, while 15 students were chosen by probability sampling as the sample. The finding of this study showed that the use of electronic dictionary is effective in learning vocabulary.

Furthermore, Suniyasih et al. (2020), conducted research to examine the development of a multilingual thematic picture dictionary in supporting the literacy of fifth grade elementary school students. Qualitative method was used in this study. This method is used to analyze the results of observations, interviews, questionnaires and document analysis. Besides that, this research also uses the Design and Development (D&D) model by (Richey & Klein, 2014). 128 fifth grade students at SDN 1 Busung Bui and SDN 3 Banjar Jawa were used as subjects. Multilingual thematic picture dictionaries are classified as "excellent" media, according to the study's findings. Thus, it can be utilized as media to help students in the fifth grade as they improve their literacy skills. This is supported with the findings of Parmawati et al. (2022), that conducted research to examine the development of multilingual thematic digital dictionaries in helping students improve their literacy skills. They used descriptive research that aims to describe the quality of the product being

developed, that is Multilingual Thematic Digital Dictionary. In addition, the data obtained was analyzed quantitatively which aims to determine the validity and quality of the product. Elementary school students were used as subjects in this study. The findings of this study indicate that multilingual thematic digital dictionaries are categorized as interesting media to help students' literacy skills. This study also succeeded in obtaining the percentage value of a multilingual digital dictionary media product which was classified as a very appropriate medium with a validity value of 0.91 points with very good quality.

Based on those ten previous studies above, the use of digital dictionary provides a positive impact in term of increasing students vocabulary and literacy mastery. Besides that, it seems the role of digital dictionary or electronic dictionary investigated is mostly connected to the scope of vocabulary and literacy skills. Most studies illustrate that the use of digital dictionaries in teaching English is more influential in improving students' vocabulary and literacy skills compared to printed dictionaries. This current research has differences from the above empirical research, that are the design of this research is Classroom Action Research, and the dictionary use in this research is Digital Multilingual Thematic Dictionary that consist of three languages (English – Indonesian – Balinese). Digital multilingual thematic dictionaries will be used in this study to improve students' literacy skills. Where, this research will focus on implementing the use of digital multilingual thematic dictionaries in sixth grade students at SD N 3 Banjar Jawa to improve

students' English literacy skills. This is why there is a tendency that this research topic is important to do and needs further enrichment.

2.3 Research Hypothesis

The hypothesis of this classroom action research is in the form of action hypothesis. Action hypothesis only simply guesses or predicts whether or not there will be changes as a result of an action (Yaumi & Damopolii, 2014).

Below is the action hypothesis:

- a. The Digital Multilingual Thematic Dictionary can improve the language literacy skills of sixth grade students at SDN 3 Banjar Jawa.

