

CHAPTER I

INTRODUCTION

1.1 Research Background

Children's reading ability is the main indicator used to measure students' early development at the elementary school level. Reading and writing are considered as literacy activities, which are important skills for processing data and knowledge for daily needs. Literacy skills are an important foundation for the development of lifelong basic skills (Rusdyaningtyas and Hanum 2019). The existence of reading literacy is very important, which is reflected in its position as a subject that is integrated in the school curriculum up to the university level. Reading literacy has significant relevance in various aspects, such as self-development, formation of personal image, professional advancement, the education system, and even development on a national scale. Communities who have good literacy skills have a key role in efforts to advance the nation and state. Literacy at the elementary school level has an important role in forming the basis of children's learning and development. This literacy refers to a person's ability to read, write, understand, analyze, and use information effectively. Literacy at the Elementary School (SD) level is the basic ability to read, write and count which is very important in everyday life (Kapur, 2019). Literacy is very important because it provides a basis for students to learn many things such as finding information, knowledge, and so on. Students' abilities in writing, reading, and arithmetic are important components in assessing their basic literacy skills in low grade elementary schools (Anwas and Hedian, 2022). In addition good literacy skills are also very important for developing critical thinking skills, communicating effectively, and solving problems. Therefore, mastery of literacy in elementary school is very important to prepare students for success in the future, both in academics and social life.

The era of globalization requires students to improve their learning achievements, which is in line with literacy which is the basis of this development, this was supported by Zaenudin, (2022) the growing globalization era requires students to improve learning achievement, literacy is one of the demands that underlies development This is supported by the literacy skills of students in the era of globalization which are very important and needed because literacy is tied to the need for reading skills which enable critical, analytical and reflective understanding. One

of the main abilities in literacy is reading, the low interest in reading in Indonesia is of concern to all Indonesian people. So the understanding of literacy must be instilled since childhood or at the elementary school level. Reading is the beginning of information gathering. According to Sukma et al. (2018), beginning reading or reading at an early level is a learning process for elementary school students. As education continues to develop, schools are an important element in increasing literacy for students, this is also driven by curriculum changes or developments every year that create quality students who are able to compete in everyday life.

It can be concluded that literacy is the main point of all processes of developing our abilities, this is also supported by an innovation that has been carried out by the government with the aim of cultivating literacy, this is called the School Literacy Movement, this is a program that must be carried out in schools. Literacy is interpreted as language skills which are the basis of development, the "School Literacy Movement" The School Literacy Movement (GLS) is carried out to encourage the quality of the country because the quality of the country is reflected through the quality of its successors or the ability of its human resources. This ability needs to be possessed by every individual as a condition for participating in the information society, and is part of human rights regarding lifelong learning. Indonesia's desire to become a developed country is also one of the strongest encouragement in this movement. School Literacy Movement is carried out in schools aims to develop student character education.

One of the media that encourages easy literacy in English is a multilingual thematic dictionary (Putri et al. 2022). A multilingual thematic dictionary is a dictionary that contains vocabulary, pictures and sentences related to certain topics or fields, such as clothing, food and drink, public places, etc. By using multilingual thematic dictionaries, one can broaden their understanding and knowledge about certain topics in a foreign language. In addition, multilingual thematic dictionaries can also help improve cross-cultural communication skills and expand career opportunities in an increasingly connected global world. Therefore, literacy in using multilingual thematic dictionaries is very important to optimize the benefits of these dictionaries. Digital literacy is an activity that depends on knowledge literacy, internet literacy, web literacy and digital literacy. Each stage has an important role to play, and it plays an important role in supporting overall digitalization (Nascimbeni et al. 2019). Based on research by Chan et al. (2017); Lea and Jones, (2011), digital literacy is an extension of the field of academic

literacy and to contribute to an e-learning pedagogy that moves us beyond technology towards an understanding of mediated textual practices, they also offer to clarify several levels of digital literacy.

According to Rodrigues, (2016), dictionaries are generally very appropriate to be used as an effective tool in learning foreign languages to stimulate cognitive development in early childhood. Through the use of thematic dictionaries, children can be introduced to foreign language vocabulary related to certain topics, thereby not only broadening their understanding of the language, but also stimulating their cognitive comprehension. By presenting vocabulary in a meaningful context, thematic dictionaries help link linguistic knowledge to children's real world, making it easier for them to remember and apply new words. Therefore, the use of thematic dictionaries in learning foreign languages for early childhood has great potential in supporting holistic (overall) development of language and cognition.

Students' literacy skills can be improved through the use of relevant and effective learning media, creating a more dynamic learning environment and supporting the development of their skills. There have been several previous studies related to the use of digital dictionaries. Ratminingsih et al. (2022), found that the use of digital multilingual dictionaries had a more positive impact on student literacy. This factor is strengthened by technological advances that encourage student engagement with digital devices. Further research conducted by Putri et al. (2022), also supports that the use of a multilingual thematic dictionary (English-Indonesian-Bali) helps overcome literacy problems, especially related to the decline in the quality of language use. Sound features, attractive design and colorful images enhance this success visually. The multilingual thematic image dictionary developed is considered to be superior media and meets the criteria for a good multilingual thematic image dictionary (Wulandari et al. 2021). Multilingual thematic picture dictionaries are categorized as superior media because they are able to provide images that help students understand the meaning of words clearly. These pictures help students visualize the meaning of words and strengthen their understanding of vocabulary. Thus, the use of multilingual thematic picture dictionaries can be an invaluable tool in improving students' literacy and supporting the development of their language skills (Adnyani et al. 2021). This dictionary is effective as a teaching medium that helps students develop literacy skills. Images are also included as a visualization of the included vocabulary. Another advantage

is that this dictionary provides three languages (English, Indonesian and Balinese), the pronunciation of each vocabulary word, as well as example sentences in these three languages. All these features help students understand the meaning of words clearly and thoroughly (Parmawati et al. 2022).

As previously stated in previous research, the use of dictionaries makes a positive contribution to reading comprehension and vocabulary expansion in English. Multilingual digital dictionaries produce a significant impact on improving sentence formation abilities in English. In addition, the research results show significant differences between the use of print dictionaries and multilingual digital dictionaries in understanding reading texts and enriching vocabulary which is important as a foundation for literacy. The development of multilingual thematic digital dictionaries also has an impact on the literacy skills of elementary school students. To improve literacy skills in elementary schools, students need efforts to improve the quality of textbooks that include literacy (Anwas and Hadiana, 2022). Use of dictionaries in learning can play an important role in supporting students (Suniyasih et al. 2020). The use of a multilingual thematic dictionary (English-Indonesian-Bali) helps deal with literacy problems, especially those related to the decline in the quality of language use (Putri et al. 2022) . This research is a continuation of previous research by Ratminingsih, (2022), which aims to examine the effectiveness or explore the effectiveness of multilingual thematic digital dictionaries in creating increased literacy skills in English language learning. Therefore, through this research, it is hoped that enhance results was obtained after implementing learning using a digital multilingual thematic dictionary in increasing student literacy, where the literacy referred to in this research is students' ability to read, arrange words and write sentences.

1.2 Problem Identification

Based on the research background above, observation were carried out using questions related to learning, the identification of the problem is that the literacy skills of students at SDN 3 Banjar Jawa were still require attention and needed to improve. This was supported by the results of observations and through initial data collection using a pre-test in the form of questions related to fifth grade learning. This was the learning in the class only focused on vocabulary, learning English should prioritize the development of speaking, listening, reading and writing skills, this teaching limits students' ability to use English for meaningful communication and

limits their motivation to learn the language more broadly. The lack of use or recognition of translator aids or commonly referred to as dictionaries at SD Negeri 3 Banjar Jawa is one of the factors for students' lack of motivation. The use of dictionaries in learning English is one of the first steps in increasing students' literacy in English. Implementation of digital multilingual thematic dictionaries in class can be a valuable solution to improve English learning. The multilingual thematic dictionary organizes vocabulary thematically, making it easier for students to access and understand words and phrases in context.

Providing digital multilingual thematic dictionaries with translations and explanations in various languages is an important step in supporting the development of students' literacy skills. With the help of a digital multilingual thematic dictionary, students can increase literacy in the learning process. In this dictionary there are three languages such as Indonesian, Balinese and English, the dictionary also has audio which provides training to students on the correct pronunciation. In addition, the teacher must innovate learning media so that learning looks interesting.. One solution that is currently attracting attention is the use of digital multilingual thematic dictionaries in carrying out assignments. This is due to the advantages of digital multilingual thematic dictionaries as very practical tools, offering a variety of facilities, and creating a pleasant learning environment. This dictionary is designed with the main aim of improving students' English skills, focused on improving English components such as correct grammar and excellent pronunciation. By focused on specific topics, digital multilingual thematic dictionaries are able to provide effective assistance in the understanding and application of related vocabulary and phrases.

1.3 Research Scope

This study investigates the effectiveness of the digital multilingual thematic dictionary to enhance the literacy of 5th grade students at SD Negeri 3 Banjar Jawa.

1.4 Research Question

Based on the explanation and problems above, the research questions is “can the digital multilingual thematic dictionaries enhance literacy of 5th grade students at SD Negeri 3 Banjar Jawa?”.

1.5 Research Objective

In general, this study aims to analyze the digital multilingual thematic dictionary which aims to enhance student literacy achievement at SD Negeri 3 Banjar Jawa.

1.6 Research Significances

1.6.1. Theoretical significance

This research is expected to add to existing theories about the effectiveness of using digital multilingual thematic dictionaries in literacy and how elementary schools can use multilingual thematic dictionaries. The final discussion of this study is expected to be one of the references on the subject of using digital multilingual thematic dictionaries.

1.6.2. Practical significance

A. For the observed schools

This study is expected to help the observed schools to improve English literacy in schools.

B. For teachers

It is hoped that this study can be used by English teachers, especially in elementary schools, to describe situations and perspectives in teaching students using a digital multilingual thematic dictionary.

C. For students

By utilizing digital multilingual thematic dictionaries, this research is expected to help students improve their literacy achievement.

D. For readers

The findings of this study are anticipated to inform readers about the effectiveness of digital multilingual thematic dictionaries in increasing student literacy. This can also be a guide or example for readers on how to use digital multilingual thematic media to increase students' English literacy.

E. For other researchers

It is hoped that other researchers can use this study as a reference in relation to the subject matter of the effectiveness of digital multilingual thematic dictionaries in increasing literacy at the elementary school level. It can also be used to carry out more in-depth research on a related subject.