CHAPTER I

INTRODUCTION

Chapter I consists of research background, problem identifications, research questions, research objectives, the specification of the product, research significances, scope of research, and definition of key terms in which each of which is explained below.

1.1 Research Background

English becomes more important in recent years. It is because English is used as International language for doing communication especially in international context. One of the International contexts which is developing is MEA. ASEAN Economic Community (MEA) is a collaboration among Southeast Asia countries which provides exchange program to be able to work in ten ASEAN countries. To involve in the program, it requires higher quality of human resources which are able to compete globally. Not only the understanding of English as a tool for communication, but also having extensive knowledge to be able to think critically in facing global competition.

One of the ways to develop the quality of human resources is developing literacy. Developing literacy is the way to mobilize people to be literate. Being literate refers to people which are fluent in what they are focus on. Simply, it is defined as well educated learner (UNESCO, 2006). In line with that statement, Rintaningrum (2009) states that being literate does not only lead people to actively participate in international activities (i.e. international conference, research

exchange, join research, etc.), but it also leads to be successful in school and life. Therefore, children are required to develop their literacy skill to be able to be a proficient learner which indicates that they are literate.

Indonesia is known having low literacy. It is by the result of Program for International Student Assessment (PISA) 2015 that shows Indonesia is ranked 64th out of the 70 countries (OECD, 2006). This is also an indication that literacy skills of Indonesian children are lower than children in other countries. Moreover, Indonesia is also categorized as the E-9 countries along with 8 other countries which indicates that illiterate adults and out-of-school children can be found in Indonesia (UNESCO, 2017). As a result, Indonesia is considered unable to compete globally (Arisandi, Padmadewi & Artini, 2018). Hence, knowing the cause of low literacy in children can be a starting point to assist children literacy skill.

Low literacy skill is caused by several factors. Ngussa (2015) states that there are three basic factors cause low literacy, such as factors from parents, school, and children. First, parents are considered as children first teacher. How great children performance in developing their literacy will be influenced on how their parents give moral and social support to them. Second, strategies applied by teacher in class may affect children literacy development whether it is teacher-centered or students-centered. Lesson plan readiness, sources, and the media used by teacher also contribute in determining how children literacy skill will be developed. Third, children have lack of motivation in learning process. Besides that, Akbar (2017) explains that there are four factors affect children low literacy skill. First, literacy is not considered as an important habit to be developed in school. Second, schools do not provide enough reading sources for assisting children reading skill. Third,

classroom environment which affects how children develop their literacy skills. Fourth, children are difficult to develop their literacy especially in reading context since it requires high concentration. From those factors, it can be inferred that children low literacy skills is caused by the internal and external factors surround them.

Literacy skills will be easily built when children are in early age. It is because children in 5 up to 10 years old are believed to be the best age to learn a new language (Ghasemi and Hashemi, 2011). Children who learn foreign language at an earlier age are alleged to have better chance to be a proficient learner (Gawi, 2012; Al-Zu'be, 2013) since their brain is programmed flexibly to obtain new language naturally. Ratminingsih and Budasi (2018) adds that English is better to be introduced in early age because the faster it is taught the better the results will be. Thus, teaching English for young learner grows rapidly. However, it should be known that young learners are easily to lose their interest after a short period of time facing uninterested activities (Hashemi & Azizinezhadd, 2011). Therefore, teacher needs to find media that is able to attract children attention to focus on learning process.

One of media that can assist the development of children literacy skills is dictionary. The dictionary contains list of words with its meaning that cannot be found in other books (Al-Jarf, 2017). By using the dictionary, the students can find the meaning of word without the need to wiat for the teacher to explain the word. Kondal (2018) states that the activity of finding the meaning of word in the dictionary can increase the students' English understanding. Step by step, the students would be able to develop their literacy skills since they have extensive

vocabulary. It is supported by the statement of Pulido and Hambrick (2008) that state the words provided in the dictionary is an important component of literacy. Moreover, it is known that sixth grade students which is involved in the concrete operational stage in cognitive development theory by Jean Piaget cannot learn abstract thing (Ikawati, 2017). They need a visualization to learn the material. by Baidawi (2016) supports that dictionary is a kind of visual media which is printed media that can help the students to clarfy abstract concept. Thus, a dictionary can be a beneficial media for students to assist them during the learning process as well as developing their literacy skills.

Unfortunately, the preliminary observation found that the teacher only used students' worksheet in class. The elementary schools did not provide any attractive media to assist children literacy skill. Children only received knowledge from teacher's explanation and students' worksheet. As a result, children had limited vocabularies. It led to the lack of understanding in learning process and literacy skill development. Thus, one of ways to assist the development of children literacy is providing a media which is a dictionary that can help them to have extensive vocabularies.

1.2 Problem Identifications

Based on the background, problems identified are:

1.2.1 Children need to develop their literacy skill in order to be a proficient learner as it is defined as being literate.

1.2.2 Indonesia has low literacy skill as indicated by the result of Program for International Student Assessment (PISA) 2015 in which Indonesia is

ranked 64th out of 70 countries. It is influenced by internal and external factors around children.

1.2.3 Teacher needs to find attractive media to grab children attention in assisting children literacy skill. However, the preliminary observation found that elementary schools did not provide attractive media to assist children literacy skill.

From the problems identified, it is inferred that attractive media is needed to develop children literacy skill. One of attractive media needed is dictionary which are designed in the form of thematic pictures and three languages.

1.3 Research Questions

The research questions of the current study were formulated as follows.

a. What are the needs of sixth grade elementary school students in developing their literacy skill?

b. How to develop multilingual thematic picture dictionary: English– Bahasa Indonesia – Balinese for assisting sixth grade elementary school students' literacy?

c. What is the quality of multilingual thematic picture dictionary: English– Bahasa Indonesia – Balinese for assisting sixth grade elementary school students' literacy?

1.4 Research Objectives

1.4.1 General Objective

Generally, this study has general objective to design and develop an appropriate dictionary which is designed in the form of thematic pictures

and three different languages which can be reached by all elementary school students especially for sixth grade elementary school students.

1.4.2 Specific Objective

a. To identify students' needs in developing students' literacy at sixth grade elementary school students.

b. To design and develop multilingual thematic picture dictionary for sixth elementary school students' literacy. The developed dictionary uses three different languages, such as English– Bahasa Indonesia – Balinese which is occupied with thematic picture.

c. To evaluate the quality of multilingual thematic picture dictionary for sixth grade elementary school students.

1.5 The Specification of the Product

There are three specifications of the developed product, they are:

a. The product is a multilingual thematic picture dictionary developed for assisting sixth grade elementary school students' literacy. The dictionary provides list of words which assist students to enhance their literacy skill.

b. The product can be used by students to learn English easily since it is presented in three languages (English – Bahasa Indonesia – Balinese). Each word is also designed with authentic picture and sentence example in order to help students understanding the English word.

c. The product is designed in ten themes. Those themes are taken from the sixth grade elementary school English subject syllabus.

1.6 Research Significances

The study expected to give positive and beneficial contribution for all readers about a multilingual thematic picture dictionary: English– Bahasa Indonesia – Balinese in relation to early childhood education, especially on assisting students' literacy theoretically and practically.

1.6.1 Theoretical Significance

This study is expected to give significance contribution to the use of dictionary as an attractive media which is designed in the form of thematic pictures and three languages: English– Bahasa Indonesia – Balinese and also its impact on students' literacy.

1.6.2 Practical Significance

a. For the students

This study is expected to support students' literacy development by providing the meaning of words in three languages for elementary school students in the form of multilingual dictionary which will be also equipped with visualizations (picture) that would likely make them easier to understand the word intended.

b. For teachers

This research is expected to be a significant source of information for teachers, since this research will produce a multilingual picture dictionary for elementary school students that would help to provide understanding for students about the meaning of words in three different languages.

c. For other researchers

This research is expected to be used as a reference for other fellow researchers who wish to conduct a research with similar topic as observed in this research.

1.7 Scope of Research

This study will develop a multilingual thematic picture dictionary: English– Bahasa Indonesia – Balinese for assisting sixth grade elementary school students. The use of multilingual thematic picture dictionary will assist students' literacy toward language. The multilingual thematic picture dictionary will be designed based on theme involved only in sixth grade elementary students

1.8 Definition of Key Terms

1.8.1 Conceptual Definition

1.8.1.1 Literacy

Literacy is not only defined as the ability to read and write, but it also defined as the ability to identify, understand, interpret, create, and communicate using printed or written materials associated with varying contexts (UNESCO, 2004). According to Fox (2013), students who can develop their literacy skills will be able to move forward into successful people due to the extensive knowledge they have. Moreover, by being literate, students will be able to develop their empathy in the society, have prosperity in the community, and create a meaningful life since they can decide the purpose and value of activities they do (Kennedy,…, Shiel, 2012; Djonov, Torr, and Strenglin, 2018; Gross and Robertson, 2017).

1.8.1.2 Young Learners

Young learners are children aged 3 to 12 years old (Ratmningsih and Budasi, 2018; Bakhsh, 2016). They are believed to have a better opportunity to learn English since their brain is flexible in accepting new language in those range of ages (Gawi, 2012; Al-Zu'be, 2013). Moreover, there are several characteristic of young learners proposed by Ratminingsih and Budasi (2018); Scott and Ytreberg (1990); Juhana (2014) which focused on young learners cannot learn abstract concept. This is also in accordance with one of the stages namely the *concrete operational stage* in cognitive development theory *by Jean Piaget. This stage explains that young* learners are difficult to learn abstract concept. Thus, young learners need visualization in understanding material which means they need an appropiate media in learning English.

1.8.1.3 Media

Media are the combination of software (learning material) and hardware (learning tools) (Akrim, 2018). Media also refer to the tools that can be used to distribute information from the source to the receiver (Naz & Akbar, 2012). The benefits of media proposed by Baidawi (2016); Naz & Akbar (2012) namely hold attention, build interesting and acctractive class, material become clearer and meaningful, stimulate students' motivation, and avoid boredom. One of media that can be used during learning process is intrustional media. Tanggoro (2015) states that instructional media can build direct possible interaction between students and environment. Baidawi (2016) states that there are three types of instructional media, such as visual media, audio media, and audio-visual media. In visual media,

there is a type of media which is called as printed media in which one of the example is dictionary.

1.8.1.4 Multilingual Thematic Picture Dictionary

Dictionary is a linguistic encyclopedia that contains a list of words in alphabetical order, meaning of the word, pronunciation, spelling, synonyms, and sometimes picture as the illustration (Al-Jarf, 2017; *Sarigül, 1999). The multilingual dictionary means that the dictionary has more than two languages in which the words are explained into more than two languages equivalently (*Islam and Purkayastha, 2015; Setyawan, 2016). The thematic dictionary refers to a reference book that contains a list of words that arranged thematically and equipped with a single sentence as an example (Asista and Karim, 2015; Saptani, 2016). The picture dictionary refers to a dictionary that uses pictures to visualize the meaning of words (Picks, 2019). The picture should be authentic, positive, clear, colorful, and so on. Thus, multilingual thematic picture dictionary is a dictionary which contains a list of words in more than two languages and picture to visualize the word meaning which is arranged thematically.

1.8.1.5 Need Analysis

Need analysis refers to the acticities of collecting data about students' need that would be used to develop curriculum, teaching activities, or (Li, 2014). Thiruvengadam (2012) adds that need analysis has important role in language learning whether for specific or general purpose to bring more relevant program based on students' need. Moreover, Hutchinson and Waters (1987) need analysis model is divided into two parts namely target situation and learning needs. Target situation refers to what students need to do in target situation which including

necessities, lacks, and wants. Meanwhile, learning needs refer to the knowledge that the students need to learn in order to perform the required degree of competences in target situation. The frameworks used to analyze the learning needs are why, how, what, who, where, and when.

1.8.2 Operational Definition

1.8.2.1 Literacy

This current study used term literacy which referred to the sixth grade elementary school students' literacy.

1.8.2.2 Young Learners

In this research, young learners referred to sixth grade elementary school students in Buleleng, Bali.

1.8.2.3 Media

The current study developed a media (dictionary) which was a type of visual media, especially printed media.

1.8.2.4 Multilingual Thematic Picture Dictionary

The developed dictionary was a vocabulary-based dictionary meant that the dictionary only focused on the vocabulary in three different languages (English – Bahasa Indonesia – Balinese). The list of words was developed based on ten themes listed in the sixth grade elementary school English syllabus. Each word was equipped with example of sentences in three languages and authentic pictures. The dictionary as the product of the current study was developed based on the studnets' need and judged based on eleven criteria of a good multilingual thematic picture dictionary.

1.8.2.5 Need Analysis

Need analysis model used to collect the data about students' need in developing their literacy skilss in this current study was adapted and modifsied Hutchinson and Waters (1987) need analysis model. The target situation consisted of necessities, lacks, and wants. Meanwhile, the learning needs consisted of how (methodology), what (media), and who (students' learning style).