

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the study which consists of (1) research background, (2) problem identification, (3) research questions, (4) research objectives, (5) the specification of the product, (6) significance of the research, (7) scope of research, and (8) definition of key term.

1.1 Research Background

Literacy is an important foundation skill for success in school and life. Having high level of literacy can increase academic outcomes, job-related success, motivation to learn, and self-esteem (Limbrick & Aikman, 2005). According to Patience (2017), literacy is the key of learning. Furthermore, Panneton (2015) states that in this 21st century of education, literacy means being capable not just in reading and writing, but also being capable intellectually, culturally, and electronically. Moreover, Joel (2012) adds that literacy refers to the use of reading, writing, listening, and speaking skill to learn more knowledge. It is difficult to acquire more knowledge without literacy skill. Since literacy skill is a foundation skill of human being, it is better to develop literacy skill from early age.

In reality, Indonesian students' literacy skill becomes one of the biggest problems that education in Indonesia faced. Indonesian students had been tested with Programme for International Students Assessment (PISA) from 2000 until 2018. This program assesses students' abilities in reading, mathematics, and science (Condliffe, Quint, Visher, Bangser, Drohojowska, Saco & Nelson

(2017)). Based on the test result in 2018, Indonesian students had average score about 371 in reading which is under OECD average score, 487 (OECD, 2019). The test result score in 2018 decreased from the past result score in 2015 which is 397. Another research had been conducted by Central Connecticut State University (CCSU) namely World's Most Literate Nations reported that Indonesian students' literacy skill placed at 60th from 61 countries (Arigusman, 2018). Based on the data above, it shows that Indonesian students' literacy skill is low.

There are several factors which influence students' low level of literacy in Indonesia. As mentioned by Ratri (2011), there are four influential factors of Indonesian students' literacy. Those factors are students' parental involvement, students' reading perception, reading activity outside school and the use of teaching learning media. In line with that statement, Abrori (2018) found that there are five factors that influence students' interest in reading such as rapid development of entertainment media, family involvement, interaction with others, library program failure, and social-politic problem. Since literacy skill has strong relation with reading, those factors can reflect the factors of students' literacy skill as well. Thus, it shows that the factors of Indonesian students' low literacy skill come from the inner and outer of the students itself.

Based on the factors that affect students' literacy skill in Indonesia, it is better to develop Indonesian students' literacy skill from early age. Literacy skill is best developed from early age of students (Chamberlin, 2018). The students who are categorized as early age students or young learners are elementary school students. The focus skill of English language learning in

elementary school is vocabulary mastery. Vocabulary is the basic component of language use in communication which relates with literacy skill development (Linse, 2005); (Kennedy, Dunphy, Dwyer...Shiel, 2012). Moreover, Neuman (2019) confirms that through enhancing vocabulary, students can build their literacy skill. Therefore, it shows that vocabulary is important to be mastered in order to develop elementary school students' literacy skill.

Considering the important role of vocabulary in developing literacy, it becomes the reason why vocabulary needs to be taught by using an effective teaching media. As supported by Yildirim (2011); Alharbi (2016); Aleeva and Safiullina (2016), vocabulary mastery can be developed through media called dictionary. Furthermore, Omar and Dahan (2011) acknowledge that dictionary can help students to find the meaning of word in order to understand a text, in which reflecting their language skill. There are two basic skills in language learning namely receptive skill (reading and listening) and productive skill (writing and speaking). Those skills could be developed through the use of dictionary (Sayed & Siddiek, 2013). Moreover, Bano (2007) affirms that dictionary gives some advantages such as enhancing vocabulary, knowing the word form, and knowing the word meaning. Hence, dictionary is an effective media in enhancing students' English vocabulary.

However, based on preliminary observation which had been conducted at two elementary schools in Bali, there is a phenomenon which a lot of urban students do not know Balinese and a lot of rural students do not know Bahasa Indonesia. When rural students tried to find out a meaning of a word in the bilingual dictionary, they still did not understand. This happened because

mostly the dictionary in Bali is bilingual (English-Bahasa Indonesia and Bahasa Indonesia-English). Moreover, students' perception about bringing the common printed dictionary was useless because it was ineffective. It affected the rural students to not bring dictionary in teaching and learning process. Moreover, students are not allowed to bring digital dictionary due to their school rule. Thus, it is important to develop an attractive and promotive printed dictionary for elementary school students.

In order to support elementary schools students' literacy skill in English language learning context, this research aimed to develop a multilingual thematic picture dictionary for fifth grade elementary school students. This dictionary provides list of words in three languages, namely; English, Bahasa Indonesia, and Balinese. The words are based on the theme in syllabus of fifth grade elementary school students. Each word will be complemented with sentence as an example. Furthermore, this dictionary will provides picture in order to visualize the words. This multilingual thematic picture dictionary will be in printed form due to the prohibition in bringing smartphone (e-dictionary).

1.2 Problem Identification

Based on aforementioned problems stated on the background, there are three problems identified; (1) Literacy is an important foundation skill for increasing academic outcomes, job-related success, motivation to learn, and self-esteem; (2) Indonesian students' literacy skill is low based on OECD PISA test and CCSU; (3) the lack of appropriate teaching media in developing

elementary school students' literacy skill, and; (4) the ineffective use of dictionary in English teaching learning process.

1.3 Research Questions

Based on the background of the study, the research question will be formulated as follows.

- 1.3.1** What are the needs of fifth grade elementary school students in developing their literacy skill?
- 1.3.2** How to develop multilingual thematic picture dictionary for the fifth grade elementary school students' literacy skill?
- 1.3.3** What is the quality of multilingual thematic picture dictionary for the fifth grade elementary school students' literacy skill?

1.4 Research Objectives

1.4.1 General objective

To design and develop an appropriate dictionary for elementary school students in Bali which can be reached by all of students with their various family backgrounds, it can be used in the classroom without against the school rule whether for urban students or rural students.

1.4.2 Specific objective

- a. To identify students' needs in developing their language literacy, specifically in learning English.

- b. To design and develop multilingual thematic picture dictionary for the fifth grade elementary school students' literacy. The dictionary provides three languages namely English, Bahasa Indonesia, and Balinese. This dictionary will be arranged based on specific theme in English subject for the fifth grade elementary school students.
- c. To identify the quality of multilingual thematic picture dictionary for fifth grade elementary school students' literacy skill.

1.5 The Specification of the Product

The specification of the product are described as follows.

- a. The product of this study is a multilingual thematic picture dictionary for fifth grade elementary school students.
- b. The multilingual thematic picture dictionary is made based on the fifth grade elementary school students' needs in developing their literacy skills in learning English.
- c. The multilingual thematic picture dictionary is designed and developed in ten themes from English subject syllabus for fifth grade elementary school.
- d. The multilingual thematic picture dictionary provides list of words in three languages namely English, Bahasa Indonesia, and Balinese. Each word is visualized with an authentic picture and sentence as an example in three languages.

1.6 Significance of the Research

1.6.1 Practical Significance

This research is important to be conducted because it gives certain beneficial effect for some parties as explain as follows.

1. For Elementary School Students

For elementary school students, the product of this study will be directly used as one of media in learning English. The students who use Bahasa Indonesia or Balinese as their mother tongue can use this multilingual thematic picture dictionary. This dictionary hopefully can develop students' vocabulary which will affect the students' literacy skill.

2. For English Teacher

For English teacher, the product of this study will help teacher to explain any kind of words that are confusing for the students. It gives the concrete explanation of the word by using an authentic picture. It will be easier for teacher to explain the material of each theme in the syllabus.

3. For Other Researcher

For other researchers, this study hopefully can be seen as an empirical study in conducting a similar study.

1.6.2 Theoretical Significance

The result of the study is expected to give information and enrich knowledge about literacy, teaching English for young learners, and developing multilingual thematic picture dictionary.

1.7 Scope of Research

The study was only limited for fifth grade elementary school students in Bali. The focus of this study was only to develop a multilingual thematic picture dictionary as media to support literacy in English language class for fifth grade elementary school students in Bali.

1.8 Definition of Key Term

1.8.1 Conceptual Definition

a. Literacy

Literacy means a skill to interpret information and being able to convey meaning (Thoman and Jolls, 2003). According to Renwick (2018), in educational context, literacy becomes the foundation skill for students to promote their problem solving skill in all disciplines. Moreover, Rintaningrum (2009) adds that literacy can give students an ability to understand, analyze, and synthesize written or oral information which is used to achieve their goals and use it effectively in learning as well as in their social life. Thus, it can be concluded that literacy is a skill which can give students an ability to interpret information and being able to convey meaning through understanding, analyzing, and synthesizing.

b. Media

Media is anything used to deliver information from sender to receiver. Arsyad (in Haryati, 2015) stated that media is a communication tool to support teaching and learning process achieving its objectives. In education, the thing used in delivering information from teacher to students is called as instructional media. Sukmahimdayanti (2015) defined instructional media as anything that can be used to stimulate students to learn and understand about the material. As purposed by Baidawi (2016), there are several types of instructional media which are visual media (printed media), audio media, and audio-visual media. Thus, instructional media is a media (i.e. visual media, audio media, or audio-visual media) used by teacher to stimulate students to learn.

c. Dictionary

Dictionary is a list of words which is arranged systematically based on alphabetic, including its pronunciation, definition, example sentence, spelling, synonym, antonym, and part of speech (Islam and Purkayastha (2015); Omar and Dahan (2011)). Besides, Bergenholtz (2015) claims that dictionary is not always an alphabetic list of words, they might be arranged in certain way which is presented specific topic in thematic order. Hence, it can be concluded that dictionary is a systematic list of words which is arranged based on alphabetic or specific topic.

d. Young Learner

Young learners are children who are 3 to 12 years old with their characteristics; (1) young learner is easy to get bored; (2) young learner loves appreciation; (3) young learner has low motivation in learning with difficult task; and (4) young learner focus on concrete concept rather than the abstract one (Ratminingsih and Budasi, 2018). According to McLeod (2018) and David (2014), Piaget's four stage of cognitive development defines young learners who are seven until eleven years old categorized into concrete operational stage. They start to think with logic or rationale thinking (operational thought), they are able to explain and conceptualize their physical experiences.

e. Needs Analysis

In developing a product, it is necessary to collect information about the research subjects' needs. According to Hutchinson and Waters (1987), needs analysis can be divided into two parts, namely; target situation and learning needs. Target needs are used to analyze necessities, lacks, and wants of target situation. Learning needs are the information that recorded in terms of language items, skills, strategies, subject knowledge, or teaching media. The framework in analyzing learning needs are using why, how, what, who, where, and when. Thus, this current study adapted and modified Hutchinson and Waters' (1987) needs analysis model.

1.8.2 Operational Definition

a. Literacy

In this study, the literacy focused on language literacy specifically English while preserving local language, students' mother tongue (Bahasa Indonesia and Balinese).

b. Media

This current study focused on developing a printed media under visual media called multilingual thematic picture dictionary for fifth grade elementary schools students to support them in developing their literacy.

c. Dictionary

The dictionary in this study referred to a multilingual thematic picture dictionary for fifth grade elementary school students. Multilingual means providing more than two languages namely, English, Bahasa Indonesia, and Balinese. Thematic means the dictionary is developed based on themes in fifth grade elementary school's English subject syllabus. Picture dictionary means the dictionary providing pictures to visualize the words.

d. Young Learner

The young learners in this study referred to fifth grade elementary school students in rural and urban area in Bali.

e. Needs Analysis

This study uses three frameworks of target needs in collecting information about the target situation (necessities, lack, and wants) of the subject. Moreover, this study only uses three (how, what and who) out of six frameworks of learning needs in collecting information about the method used by the fifth grade elementary school students, the media used by the fifth grade elementary school students, and what are the needs of the fifth grade elementary school students in learning English.

