

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Currently, one of skills needed by students is literacy skill. Literacy means the ability, knowledge of language, and competence in using the language. Literacy also refers to a form of knowledge, competence, and skills in a certain field or area (Mkandawire, 2018). In education, literacy does not only mean skill in reading and writing, but also in terms of intellectually, culturally, and electronically (Panneton, 2015). Conclusively, literacy means knowledge, competence, and skills where does not only refer to reading and writing. Thus, it is important to develop students' literacy as early as possible.

In recent years, Indonesian literacy is low. A report by Program for International Student Assessment (PISA) 2015 showed that Indonesia was placed on rank 64<sup>th</sup> among 70 countries. It is supported by UNESCO Institute of Statistics (2017), Indonesian literacy is categorized as E9 which means the Indonesian adults are illiterate. From those data, it shows the low level of Indonesian literacy. Most of Indonesian people have low level of literacy and it makes the literacy should be developed since they are young and elementary school can be the starting point to develop Indonesian literacy.

In developing students' literacy, there may be several obstacles which hold up the literacy development. There are several factors which control the students' literacy development. Those factors are the literacy habits are not a

priority in school, lack of reading sources, environment, and literacy requires high concentration (Akbar, 2017). Other factors which can affect students' literacy development are school environment, mothers' reading interest and ability, children's reading interest and ability, older siblings and other family members (Sawyer, Cychk, Sandilos & Hammer, 2016). In conclusion, the factors which can influence students' literacy can be from inside the students and outside the students. Inner factors which can influence the students' literacy are students' interest and their ability and the outer factors are from their surroundings. Thus, to build students' literacy can be started by using a media named dictionary.

Dictionary is a learning media to make the students learn English or foreign language easier. Dictionary is one of fundamental references which can be used to help students since it brings any words, phrases, terms or idioms, correct ways of writing, vocalization, and assistance of how to use it properly for ages (Aslan, 2016). Aleeva and Safiullina (2016) add that dictionary is important since it can form students' motivation and also influence language learning, thus it is necessary to have a specific tool for language learning or study. Dictionary becomes important because it offers different words' meaning information, the use of words, example and as well as explanatory notes for the user (Nurmukhamedov, 2012). Conclusively, dictionary can be defined as a tool for language learning since it offers words' meaning and the use of words as well as the example. Dictionary also can be used as a fundamental reference for language learning.

Dictionary is an indispensable tool which can be used for mastering vocabulary and mastering a foreign language. Huang and Eslami (2013) suggest that there are two ways which widely use to find unknown word meaning and one of those is dictionary use. Omar and Dahan (2011) acknowledge that students' understanding as well as their reading skill will be assisted by the existence of dictionary. When the dictionary plays role as medium to understand the material, reading will be interesting. As a consequence, the role of dictionary is important to build students vocabulary mastery. Through dictionary, language learners can acquire a certain amount of vocabularies and it can be used as a medium to make reading interesting.

Having a large amount of vocabulary can help students to develop and expand their literacy. Vocabulary is amount of words of a certain language. Vocabulary is basic of communication (Munawaroh, 2016; Dakhi & Fitria, 2019). It is also supported by Jamalipuor and Farahani (2015) who state that vocabulary is recognized as the main communication tool. By having a great amount of vocabulary we are able to use a certain language and make us able to communicate with others. Faraj (2015) acknowledges that a learner of a new language should understand the vocabulary and keep enhancing it in order to be able to use the language. In conclusion, since vocabulary is the basis of communication, someone should have great amount of vocabulary of a certain language to make them easier in doing communication with others.

Vocabulary can be acquired through language learning and it should be taught since young age. Bakhsh (2016) states that to make children acquire English they should be taught earlier since they are young. When someone is

still young, they learn languages better than adults because children have more time for learning. Ratminingsih and Budasi (2018) acknowledge that English should be given as early as possible because early introduction of English can enhance its acquisition. Gürsoy and Eken (2018) agree that the younger second or foreign language learning is introduced the better it will be. Consequently, language will be acquired better when it is introduced and learnt in young age. One way that can be used to acquire or learn English vocabulary is through dictionary.

Learning English vocabulary should be started in young age. Young learners are interested to read a book which consists of pictures. Moreover, young learners also will remember what they see easier. It is as such children may be more likely to remember visual information provided by media than the auditory information (Samudra, Flynn & Wong, 2019). Young learners tend to read an interesting book and remember the content easier through pictures. It is supported by Ratminingsih and Budasi (2018) who state that children can imagine and easily understand vocabularies of a language through pictures. Conclusively, it can be inferred that a characteristic of young learners is interested in reading a book which consists of pictures that can make them remember the content easier.

Based on preliminary observation, it was found that the schools lack of teaching media to make the students acquire and learn foreign language easier, especially English. The students learnt English only from teacher's explanation and textbook. During the learning process, the teacher also faced difficulties in teaching because the students were lack of English vocabulary

and did not understand what the teacher was talking about. Thus, the students are not really interested in learning English and it affects their literacy skill.

### **1.2 Problem Identification**

There were three problems identified based on what have mentioned in the background. Those problems are as follows.

1. Literacy becomes one important skill which is needed to be mastered by students since elementary school and as early as possible.
2. Indonesian literacy level is low reported by PISA (Program for International Student Assessment) in 2015. Indonesian literacy was placed on rank 64<sup>th</sup> among 70 countries.
3. Lack appropriate media for teaching, vocabulary mastery, and children interest in reading become factors which influence the students' literacy development.

### **1.3 Research Questions**

There were three research questions developed in this study. Those three research questions were as follows.

1. What are the needs of the fourth grade elementary school students in developing their language literacy?
2. How to develop multilingual thematic picture dictionary for fourth grade elementary school students' literacy?
3. What is the quality of multilingual thematic picture dictionary for fourth grade elementary school students' literacy.



## **1.4 Research Objectives**

### **1.4.1 General objective**

This study aimed at designing and developing a multilingual picture dictionary which apply three languages namely English, Bahasa Indonesia, and Balinese. The content of this multilingual thematic picture dictionary was developed based on ten themes which were gained from fourth grade elementary school students' English subject syllabus and English textbook. Furthermore, this dictionary was developed for fourth grade elementary school students' literacy.

### **1.4.2 Specific objective**

- a. To find out the needs of the fourth grade elementary school students in developing their language literacy.
- b. To design and develop multilingual thematic picture dictionary for fourth grade elementary school students' literacy.
- c. To evaluate the quality of multilingual thematic picture dictionary for fourth grade elementary school students' literacy.

## **1.5 Specification of the Product**

The developed product had three specifications. Those specifications were:

1. The product which was developed was a multilingual thematic picture dictionary for fourth grade elementary school students' literacy.
2. The dictionary provided three languages namely English – Bahasa Indonesia – Balinese which can help the students learn English easier.

The dictionary consisted list of words in those three languages and was completed with sentence for each language. Moreover, the dictionary also was completed with a single real picture as the additional information which visualized each of word and sentence to make the students know the exact form of the words.

3. The product was designed and developed by ten themes. Those themes were adapted from fourth grade elementary school English syllabus and English textbook.

## **1.6 Research Significance**

### **1.6.1 Theoretical Significance**

The result of the study was expected to give other researcher and young learner English teacher a theoretical about the use of dictionary in teaching English for young learners especially fourth grade elementary school students. The study also was expected to give information that combining more than two languages, giving example sentences, and providing pictures can make the English learner learn English easier.

### **1.6.2 Practical Significance**

This study was important to be conducted because it had contribution and beneficial as follows.

1. For fourth grade elementary school students

Through this dictionary students do not only know English language, but also they will be able to use the languages. They will be able to use the languages because the dictionary consists of their mother tongue or

Balinese and their first language which is Bahasa Indonesia. The existence of those languages will make them understand the use of certain word easier. When the students know and understand the languages, they will be able to read, write and use the language and their literacy competence.

## 2. For English Teacher

Since this dictionary was developed by using multilingual namely English, Bahasa Indonesia, and Balinese, this dictionary will be beneficial for English teacher for fourth grade elementary school students. This dictionary can help the teacher in teaching English especially in building the students' literacy. Teacher will be helped by this dictionary to deliver some English words and make the students understand the words by giving them the word's meaning in Balinese and Bahasa Indonesia. After knowing and understand the words, then students will be able to use the language. Besides, teacher also can develop the students' literacy competence.

## 3. For Other Researchers

For other researchers, this research can be used as their empirical study to conduct the similar research.

### 1.7 Scope of the Research

This research designed and developed a multilingual picture dictionary for fourth grade elementary school students. The dictionary developed was an English – Bahasa Indonesia – Bahasa Bali thematic picture dictionary and it



was designed based on theme in English teaching and learning process for fourth grade of elementary school.

## **1.8 Definition of Key Term**

### **1.8.1 Conceptual Definition**

#### **1.8.1.1. Literacy**

Literacy is defined as skill beyond reading and writing. It is a skill in understanding, comprehending, processing, and communicating various information' meaning. Toman and Jolls (2003) acknowledge that literacy is a skill in interpreting and ability to communicate meaning of certain or some information. It is also supported by UNESCO (2018) that state that literacy means ability to identify, understand, interpret, create, and communicate information in any form and various context.

#### **1.8.1.2. Young Learner**

Young learner is defined as someone who likes to imagine, love to play, imitate what they hear, get bored quickly, and less motivated in learning difficult task (Ratminingsih & Budasi, 2018).

#### **1.8.1.3. Media**

Teacher who teaches English for young learners should consider and use appropriate learning media. Media are tools which are necessary in learning English since it can help the teacher and students to simplify the teaching and learning process (Baidawi, 2016). Media which is used in teaching can encourage, motivate the students to learn, affect the learning process and the successful of the learning outcomes (Winarni, Hambali, & Purwandari, 2020).

#### **1.8.1.4. Multilingual Picture Dictionary**

Dictionary commonly used by teacher in teaching certain language as the media to help students in learning the language. Dictionary is a combination which brings any words, phrases, terms or idioms, correct ways of writing, vocalization, and assistance how to use it (Aslan, 2016). Multilingual dictionary means a dictionary in which there are three languages used to complete the dictionary. Picture dictionary is a dictionary that consists of more pictures and less words. The words consisted in the dictionary are based on theme so it is called as thematic dictionary. Conclusively, multilingual thematic picture dictionary is a dictionary that consists of words, pictures, and uses three languages.

#### **1.8.1.5. Need Analysis**

Need analysis is a process which aims at collecting data about the targets' needs or it is a process to gain data about what are needed by the target in a study. Need analysis is said as a process of collecting evidence and information which can cover teaching approach, methodology, and strategies which include material design, topics, and language features (Nimasari, 2018). It is also supported by Menggo, Suastra, Budiarsa, and Padmadewi (2019) who state that needs analysis is conducted to discover the learners' needs.

### **1.8.2 Operational Definition**

#### **1.8.2.1. Literacy**

This current study targeted fourth grade elementary school students' literacy.

#### **1.8.2.2. Young Learner**

Young learner in this current study was elementary school students in Buleleng, Bali.

#### **1.8.2.3. Media**

The media which was developed in this study was a teaching and learning media. The media was a visual media in the form of printed visual media.

#### **1.8.2.4. Multilingual Thematic Picture Dictionary**

Multilingual thematic picture dictionary in this study was a vocabulary-based dictionary with three languages namely English, Bahasa Indonesia, and Balinese. The list of words consisted in the dictionary were taken from the fourth grade elementary school English subject syllabus and English textbook. The dictionary consists of pictures which are the visualization of the words.

#### **1.8.2.5. Need Analysis**

This study applied adapted and modified need analysis model proposed by Hutchinson and Waters (1987). The need analysis focused on the necessities, lacks, and wants of the target needs and how, what, and who framework of the learning needs.