

CHAPTER I

INTRODUCTION

This chapter presents about the research's introduction including (1) background of the study, (2) problem identification, (3) research limitation, (4) statement of problems, (5) research objectives, (6) specification of the product (7) research significant, and (8) definitions of key term.

1.1 Background of the Study

The capacity to read and write is essential for developing a critical and creative attitude toward a variety of the life situations that can encourage refinement, solidarity and as a means of preserving a nation's culture. According to Sari and Pujiono (2017); Silvana and Darmawan (2018), a critical and creative approach toward various aspects of life necessitates developing personal talents centered on rational thinking. Necessary thinking use to seek the information. Students are required to be skillful in gaining and investigating the knowledge. The capacity to identify essential information, access and locate information, analyze data, and use information effectively and ethically are all examples of information-finding skills. As a result, the literacy factor is linked with how kids search and find information.

Literacy exercises can be done within and outside of the classroom. Literacy exercises primarily attempt to develop information abilities, such as gathering, processing, and sharing data (Sari & Pujiono, 2017). Literacy can be defined as the

capacity to read and write or literate media literacy, in other words. While media can be seen as an intermediary in items, people, and events, digital literacy can be thought of as the capacity to find, study, and use various media sources in multiple forms. In today's world, it's critical to incorporate media literacy into digital literacy.

Nowadays, media literacy is more closely linked to social media, further defined as digital literacy. Television, film, and print media are examples of media literacy (Silvana & Darmawan, 2018). The community needs to be educated on the laws and practices that should be followed when using social media in everyday life. As a result, one of some media literacies is a digital dictionary which enhances students' knowledge in vocabulary. Thus, the digital dictionary will be the focus of this study's media in support of literacy.

Dictionaries cannot be separated from the teaching and learning process. Tulgar (2017) informed that dictionaries are essential for language learners to support their function in understanding the language material. Rohmatillah (2016) claimed that using a dictionary while reading, speaking, or writing assists people in understanding the exact meaning of a term. Bruton (2007) noted that the usage of dictionaries and glossaries, and the understanding of vocabulary learning while using text messages, is a significant area of attention in reading research.

In contrast, Bensoussan (1983) defined dictionaries in EFL (English as a Foreign Language) tests as contentious. Test creators and administrators prefer not to introduce any extraneous materials into the exam setting for security reasons. Yet, teachers like to include dictionaries because they are essential elements of the reading process. Nesi (2014) researched the use of textbook dictionaries has decreased considerably due to the growth of free internet-based dictionaries (online

dictionaries). As a result, the described situations were the foundation for this study's focus on constructing a digital lexicon.

There is some previous related research underpinning this study. Amirian and Heshmatifar (2013) investigated the effect and long-term retention vocabulary of Iranian lower-intermediate EFL students on their research in the impact of using electronic dictionaries area. The students in the Electronic Dictionary (ED) group outperformed those in the Paper Dictionary (PD) group, according to the t-test results. As a result, it is hypothesized that an ED can help with vocabulary learning and retention. Niitemaa and Pietilä (2018) stated in their research about EFL learners' receptive vocabulary knowledge and success in searching information. Overall, word recognition skills and recognition of low-frequency vocabulary were positively connected through the use of online dictionaries. The research revealed that the students are capable of finding out the lexical items in online dictionaries.

Suniasih et al. (2020) conducted a study on the multilingual picture dictionary to support literacy. The study's goal was to create a multilingual thematic image dictionary as a media to help fifth-grade elementary school pupils in Bali learn English. This study used the Design and Development (D&D) model by Richey and Klein. The result showed that the picture dictionary is an excellent media for the fifth-grade students in the thematic subject. This research is related to the findings from Chen (2010), who stated in his study that electronic dictionaries have been making a tangible impact on dictionary use. As a result, it can be utilized to help fifth-grade elementary school pupils improve their literacy abilities. Furthermore, this research must be carried out to assist digital literacy activities.

Based on the preliminary observation, the researcher found that most of students in the 9 elementary schools in Buleleng said that mastering vocabulary is really important. The teachers already teach students about vocabulary through book, worksheet, and dictionary but the students argue those are not interesting. Mostly, they use bilingual dictionary especially English-Bahasa Indonesia. Meanwhile the students in rural schools find difficulties in using English-Bahasa Indonesia dictionary because they have a lack understanding of Bahasa Indonesia, beside of that their daily communication is using Balinese. Based on the needs of the students above, therefore it is good to develop a multilingual thematic digital dictionary with picture and audio. The teachers and students agree with that, because digital dictionary is accessible in this era.

Compared to the other research, this one is unique because it focuses on developing a multilingual thematic digital dictionary, which has never been done before. This is a Design and Development project that will mix a multilingual thematic dictionary with digital development because Ratminingsih and Budasi (2020) stated that using digital media is more effective than printed media. This study is umbrella research by Ratminingsih et al. (2021).

1.2 Problem Identification

Based on the research background above, the problem identification of the research can be stated as follows:

1.2.1 Low willingness in students' reading habits. It is supported by the PISA's data which found that Indonesian literacy was in a low category.

1.2.2 In addition to learners, teachers must develop appealing media to capture children's attention while supporting their reading skills. However, primary schools have not supplied attractive media to aid children's literacy skills.

Therefore, based on the concerns highlighted, one of the attractive media required is a digital dictionary in three languages.

1.3 Research Limitation

This study investigated the needs of fifth-grade elementary school kids in strengthening their reading skills, as well as the method of constructing a multilingual thematic image dictionary, based on the study's problem identification: English– Bahasa Indonesia–Balinese for assisting the fifth-grade elementary school students' literacy, and determining the quality of multilingual thematic digital dictionary: English– Bahasa Indonesia–Balinese for helping the fifth-grade primary school students' literacy. Furthermore, due to the pandemic Covid-19, this study will take place in an online teaching and learning environment.

1.4 Statement of Problems

1.4.1 What are the needs in developing students' literacy skills for fifth-grade elementary school students?

1.4.2 How to develop a multilingual thematic digital dictionary: English– Bahasa Indonesia – Balinese to assist fifth-grade elementary school students' literacy?

1.4.3 What is the quality of a multilingual thematic digital dictionary: English– Bahasa Indonesia – Balinese for assisting fifth-grade elementary school students' literacy skills?

1.5 Research Objectives

1.5.1 General objective:

This research aims to design and develop multilingual thematic digital dictionary: English – Bahasa Indonesia – Balinese for fifth grade elementary school students completed with audio and picture.

1.5.2 Specifics objective:

- a. To investigate the needs of fifth-grade elementary school students in developing their literacy skills.
- b. To describe a multilingual thematic digital dictionary development: English – Bahasa Indonesia – Balinese to assist fifth-grade elementary school students' literacy.
- c. To determine the quality of a multilingual thematic digital dictionary: English – Bahasa Indonesia – Balinese to assist fifth-grade elementary school students' literacy.

1.6 The Specification of the Product

There is the specification of the product:

- a. The product of this research is a multilingual thematic digital dictionary for fifth grade elementary school.
- b. The Multilingual thematic digital dictionary is made based on the need of fifth grade elementary school students in improving their literacy skills.
- c. The multilingual thematic digital dictionary is designed and developed from the previous research (Multilingual Thematic Picture Dictionary).
- d. The multilingual thematic digital dictionary provides an audio in each word-

1.7 Research Significance

The relevance of this study is to make a constructive and helpful addition to early childhood education, particularly in terms of supporting students with literacy, both theoretically and practically, for all readers concerning a multilingual thematic digital dictionary: English– Bahasa Indonesia – Balinese.

1.7.1 Theoretical Significance

This research intends to make a significant contribution to the usage of digital dictionaries as appealing media in the form of thematic and three-language versions: English– Bahasa Indonesia – Balinese and its impact on students' literacy.

1.7.2 Practical Significance

a. For the students

This study is projected to provide the students with the meaning of words in three languages in the multilingual digital dictionary, which helps them learn.

b. For teachers

This study is likely to be a valuable source of information for instructors. It will result in creating a multilingual digital dictionary for primary school children, which will aid pupils in comprehending the meaning of words in three distinct languages.

c. For future research.

The findings of this study will provide helpful information for future research in this area.

1.8 Definitions of Key Terms

1.8.1 Conceptual Definition

a. Literacy

The abilities to read and write can be defined as a literacy. According to Sari & Pujiono, (2017); Fuchs et al., (2019) stated that literacy is an effort in develop information abilities, within and outside the classroom such as gathering, processing, and transmitting information about the interpretation of objects, people, and events through the use of media. Literacy is really important because it is students' foundation skill to prepare their skill of problem solving (Renwick, 2018). Thus, it can be concluded that literacy is foundation skill in develop the abilities of gathering, processing, and transmitting information.

b. Young Learner

Young learner can be defined into two main groups as Scott and Ytreberg (in Agustian, 2013) based on their age and have different characteristics. Children ages eight to ten belong to mature, they start to think logic and rationally. Then, ages five to seven enjoy playing and understand physical words better than spoken, they prefer to learn by playing games and many movements.

c. Digital Learning Media

According to Akrim (2018) and Lin et al., (2017), digital learning media is a web-based media that provides online learning asset for online learning programs and industry training. There are several examples of digital media that is usually used in teaching and learning process (Suryani, 2016), (1) Electronic book, (2) E-Learning, (3) multimedia learning.

d. Multilingual Thematic Digital Dictionary

Dictionary is a reference book that usually provides pronunciations, functions, definitions, and spellings of words and can be used as a learning media (Bergenholtz, 2015; Rohmatillah, 2016; Swanepoel, 2001). Buendía-Castro (2019) and Mausam et al. (2009) state a multilingual dictionary contains more than two languages. Thematic dictionaries are reference books that contain a list of terms organized in thematic order, each with its phrase. Suniyasih et al. (2020) and Suryani (2016) stated that a digital dictionary is an electronic dictionary in a multimedia learning platform, which adds pictures to visualize the meaning of words and mainly provides nouns. Thus, it can be concluded that multilingual thematic digital dictionary is an electronic dictionary consisting of more than two languages designed thematically.

1.8.2 Operational Definition

a. Literacy

This research focused on language literacy, especially English which still conserved the local language, namely; Bahasa Indonesia and Balinese.

b. Young Learner

The Young learner in this research refers to the fifth grade elementary school students in Buleleng.

c. Digital Learning Media

This research focused on developing multilingual thematic digital dictionary for fifth grade elementary school students which developed previous printed dictionary by Suniyasih et al, (2020).

d. Multilingual Picture Dictionary

The multilingual picture dictionary in this research consists of three languages, there are English-Bahasa Indonesia-Balinese provided with picture in each vocabulary.

e. Need Analysis

This study used three target needs, there are necessities, lacks, and wants to collect the information. Other than that, this study uses three learning needs (how, what, and who) to collect the information about the method used by fifth grade elementary school students, the media used by them and what the needs of students on fifth grade elementary schools.

