CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is considered as an international language. It is undeniable that the whole world uses English the most. It is expected that everybody can learn English in order to communicate with other people from different countries around the world. Nufus (2018) suggests English should be taught starting from primary school to universities. Apriliana (2018) adds, English should be learned since childhood. Ratminingsih et al., (2021) state that learning English is really important to introduce in the children' early age. They add that it due to children have language acquisition devices in their brain. Cameron's study found that children who learn English in their early age may benefit in developing their language skill (Anggraini, 2018). In line with that, Curtain (in Anggraini, 2018) explains children who get the chance to learn English in primary school have a better level of English proficiency. Cameron (as cited in Apriliana, 2018) mentions the advantages including language skill in listening, comprehension and language pronunciation. In Indonesia, English is recommended as the subject which is studied from grade 4 to grade 6 of primary school based on the regulation in educational field No. 22 of 2006.

Although learning English at an early age already exists, Indonesia English proficiency is still low. It can be seen from the data by EF EPI in 2018, shows that Indonesia is ranked 51 of 88 countries. Based on the data on

November 2020, Indonesia's rank of English Proficiency Index (EF EPI) is in the 74th place of 100 countries. Indonesia got 453 points and it belongs to the low proficiency category. Supporting the data before, Prijambodo (2017) found that Indonesia is categorized as unavailable to face the global due to less human quality. It is because Indonesia still has a multidimensional crisis. One way to recover this situation is developing students' literacy. Therefore, through this way, children are expected as the proficient learners in early age in order to get better English communicative skills in global context (Prijambodo, 2017)

According to Suniyasih et al (2020), literacy is the basic foundation of someone's skills. Through literacy, someone can reach success in their life such as increasing their academic, better career efficacy, self-esteem and learning motivation (Carroll & Baroody, 2019; Salim & Ahmad, 2018 in Suniyasih et al., 2020). Literacy is commonly defines as the ability to read and write. Suniyasih et al (2020) define literacy is an important skill, not only in reading and writing, but also included with some aspects. The best way to describe literacy as a skills in understanding and gaining about deep meaning in the form of written, spoken or any source of information or various context. By now on, literacy can be categorized as vital skill since through literacy, people are able to understand and comprehend the information.

However, Indonesia has to face serious problems in language education in recent years. Indonesia as the data from 2000 to 2018 by Programmed for International Students Assessment (PISA) which focuses on proficiency in reading, mathematics, science, and an innovative domain and the data under

Organization for Economic Co-Operation and Development (OECD) indicates Indonesia students literacy is still low (Suniyasih et al., 2020). Based on the data from OECD, Indonesia's rank at 48 out of 56 country, means that Indonesia literacy situation is so poor than other countries. Other International studies also categorized Indonesia students' literacy is in the low level (Kharizmi, cited in Sadli and Baiq, 2019).

Based on the problems above, it could arise because of several factors. Significantly, the factors arise from external and internal factors. Suniyasih et al (2020) mentions the external factors including entertainment media, family involvement, socio-political problems, socio cultural environment, and library program failure. On the side, the internal factors including students lack motivation, discipline, mixed level class and other engagements. Both internal and external factors need to be handled in order to increase students' literacy skill.

Literacy has a close relation with vocabulary. Considering about that, some experts believe mastering vocabulary is better at an early age. It will be better if mastering English vocabularies are developed since young stage (Wulandari et al., 2020). Several researcher found that young learner is easiest in acquiring new language. As Ghazemi & Hashemi (2011) state that young learners can easiest to produce different languages.

In the relation of literacy, students need to master vocabulary first (Suniyasih et al., 2020). The statement is supported by Thornbury (cited in Wardani, 2015) states that vocabulary appears in every language skill such as listening, speaking, reading, and writing. Nation in Wardani (2015) further

describes the close relation between vocabulary knowledge and language. In Nation's research found that vocabulary plays an important role for English skills. Suniyasih et al (2020) support that vocabulary is a central factor in language. Recent study indicates that teaching vocabulary may face some problems. Based on that, teachers need to choose an effective teaching media in order to make learners' vocabulary improvement (Suniyasih et al., 2020).

Many researchers hold what is the best media use for mastering vocabulary. The study conducted by Rohmatillah (2016) suggests dictionaries as the learning media for mastering vocabulary. A dictionary may provide grammar, usage, status, synonym and other language tools. In line with that, Suniyasih et al (2020) emphasize that dictionaries can help students by facilitating them with words, meaning, pronunciation and of course helping them to become vocabulary masters. Through using a dictionary, someone can understand the different concepts from one word. People can find out information about words in dictionaries and it is suggested to use a dictionary as a media to support children language learning.

Preliminary study conducted by Wulandari et al (2021) found that children are better to learn new things with visual aid. A support study by Ratminingsih & Budasi (2018) found that through picture could make children imagine and understand the vocabularies easier than without picture. This statement is related with one of the characteristics of young learner. One of that characteristics is that young learner is learn through their eyes, ears and hands (Ratminingsih & Budasi, 2018). Wulandari et al (2021) acknowledge that multilingual thematic picture dictionary is suitable to

implement in order to access students' literacy skills. They add, multilingual thematic picture dictionary is arranged in many theme and completed with visualization in the form of printed, makes young learners are easier to learn it. Many studies have found that printed dictionaries have helped both students and teachers in discovering the word meaning.

However, Suniyasih et al (2020) state, that bringing printed dictionaries was useless and ineffective. Previous studies develop an attractive printed dictionary consist of English, Indonesian, and Balinese but it still has their deficiency. Another study in dictionary which is use three different language, including Bima-Indonesian-English also still in printed form. The study got the problem that some students find it hard to pronounce words with the correct pronunciation. It is an undeniable fact that printed dictionaries only provide words with phone how to pronounce and not provided with the real voice. Barham's (2017) saw digital dictionaries help a great help to students in learning new vocabulary, beside it is an interesting tool to use. Other related studies found that the effect of technology in education especially for young learners has been widely recorded and give any positive possibilities (Couse & Chen, 2010). In line with those statements, the use of digital technology among young learners has widely been used to enhance the quality in learning language, including the use of internet, mobile phone, online and offline games, texting and also drawing tools (Mudra, 2020).

Based on the preliminary observation, it was found that sample schools are lack of the learning media which integrated with technology. This phenomenon must be considered since technology is a main tool in 21st

century. The preliminary observation also found about the lack of teaching media in order to make students acquire the language easier. Since they were consider as young learner who have lack of vocabularies. Due to the lack of vocabulary, the students sometimes face difficulties in learning English because they did not understand the material and what was teacher talking about, and it influences their ability in literacy.

By seeing this phenomenon, it is needed further research in developing the form of digital dictionary. Current research is considered as an umbrella research by Ratminingsih et al 2021 which take a topic on developing multilingual thematic digital dictionary (English-Indonesian-Balinese) complete with picture and voice features by maximize the use of Microsoft PowerPoint application. Since, nowadays students and schools mostly do online learning. Digital dictionary is one of the media in language learning, it is important to analyze the impact of digital dictionary use for students' literacy especially in accessing fourth grade elementary school students' literacy.

1.2 Problem Identification

Based on the research background, there were three problems identified, as follows:

1.2.1 Literacy is an important skill for students and needs to be mastered as soon as possible, especially on their early age as an elementary school students in order to become a proficient learners.

1.2.2 The phenomenon of Indonesia students is considered as low literacy level based on the data from PISA and OECD.

1.2.3 The importance of vocabulary mastery is related with the teaching media and it makes teacher need to find a fun, attractive, and simple teaching media which combines with digital media in order to support the improvement of students' literacy skill in this 21st century.

1.3 Research Question

This study includes with three questions, as follows:

1.3.1 What are the needs of fourth grade elementary students in developing their literacy skills?

1.3.2 How to develop multilingual thematic digital dictionary as the interactive media to improve fourth grade elementary school students' literacy skill?

1.3.3 How is the quality of using multilingual thematic digital dictionary in learning vocabularies for fourth grade elementary school students' literacy skill?

1.4 Research Objective

1.4.1 General Objective

This current study is aimed in designing and developing multilingual thematic digital dictionary for fourth grade elementary school students. The dictionary is completed with three different language, including English-Indonesian-Balinese, completed with visual or picture and voice also in order to make students easy to understand the vocabulary and become a proficient learners.

1.4.2 Specific Objectives

a. To explore the needs of fourth grade elementary school students for accessing their literacy' skills.

b. To develop multilingual thematic digital dictionary as an attractive media to increase fourth grade elementary school students' literacy skills.

c. To evaluate the quality of multilingual thematic digital dictionary in learning vocabularies for students' literacy skills.

1.5 Specification of the Product

Below are the specifications on this digital developing dictionary, as follows:

1.5.1 The product is developed based on the design and content of multilingual thematic printed dictionary for fourth grade elementary school students which contains ten themes.

1.5.2 The product is the continued process of printed multilingual thematic dictionary for fourth grade elementary school students, in order to improve students' literacy skill integrated with digital form by maximizing Hyperlink PowerPoint application and features.

1.5.3 The dictionary contains three different languages, namely English-Indonesian-Balinese and complete with picture and voice in order to make students learn language easier by the use of audio-visual media. Moreover, it can be accessed both online and offline situation.

1.6 Research Significance

This research is expected to give advantages for assisting both theoretical and practical students' literacy skills through multilingual digital thematic dictionary in fourth grade elementary school students.

1.6.1 Theoretical Significance

This research is expected to give impact in developing fourth grade elementary school students' literacy skill through simple and attractive media called dictionary. In specification on the form of digital thematic dictionary which can provide some vocabularies in three different languages, such as Balinese, Indonesian and English in order to make them became a proficient learners. Besides, provide enough information of accessing students' vocabularies mastery through the use of dictionary.

1.6.2 Practical Significance

In order to reach the objective, bellows are practical significance which are expected give beneficial for

a. For students

This research is expected in increasing fourth grade elementary students' literacy skill through multilingual digital thematic dictionary. It is expected to make students easier to find meaning of a word in short time, moreover give students the way to pronounce the word provide with picture also help in reach the learning objective.

b. For teacher

This research is expected to help teachers as the stakeholder in the educational field to gain simple, fun, and attractive sources in teaching and

learning vocabulary for language learning in assisting fourth grade elementary school students' literacy skill.

c. For other researchers

This research is expected as the source information about the effect of multilingual digital dictionary for any related study later which has similar topic being observed.

1.7 Scope of the Research

This research is restricted to develop multilingual thematic digital dictionary. The dictionary focus on three languages, such as English, Indonesian, and Balinese. It adopted based on multilingual thematic printed dictionary for fourth grade elementary school students which arranged based on syllabus. It is also completed with pictures or visual aids to make them easier to use. Another benefit is the use of voice features which is expected to develop speaking skills. Current study taking samples in nine sub-district in Buleleng, Bali, including students and offered nine English teacher of fourth grade in Buleleng by using purposed method.

1.8 Definitions of Key Terms

1.8.1 Conceptual Definition

a. Literacy

According to Suniyasih et al (2020) literacy is an important foundation skill that not only seen with the ability of reading and writing, but also involves other aspects. The aspects including understanding, knowledge, interpret, fluency and capability of someone success in life (Suniyasih et al., 2020).

Thus, literacy skill may lead someone to get a deeper understanding about the context and meaning in both written and oral form which complete with the ability on identify, understand, interpret, create, communicate, and compute in order to gain their knowledge and personal potential for life.

b. Young Learner

Nunan (2011: 2) defines the term of young learners as children around 3 years of age to 15. Young learner is categorized as quick learner which can acquire the language easier than an adult (Ghazemi & Hashemi (2011); Ratminingsih et al (2021)).

c. Digital Learning Media

Digital learning media is learning by utilizing digital media, electronic system, or computers and it is needed to be adopted in educational field (Apriani (2016); Setiawan et al (2015)). The uses of digital media in education is expected to give many benefits in developing students' ability, such as stimulate learning motivation, build relationship with the target language, and it really affected for students because it can provide different experiences (Andeska (2019); Setiawan et al (2015).

d. Multilingual Picture Dictionary

Dictionary is a book which consists of word in alphabetic way and provides information about spelling, word classes, and meaning (Ordbog, 2005). Multilingual picture dictionary is one of types of dictionary which provides more than two different languages and technically complete with

visual appearance (Islam & Perkayastha (2016); Suniyasih et al (2020); Wulandari et al (2021)).

1.8.2 Operational Definition

a. Literacy

This research is targeted in accessing students' literacy skills in language. The target of literacy of English combines with Balinese and Indonesian.

b. Young Learner

This current study is targeted for young learner in fourth grade elementary school students. Taking samples on nine sub-districts in Buleleng-Bali.

c. Digital Learning Media

The media which develops in this study is digital dictionary. The contents were taken from the multilingual thematic printed picture dictionary for fourth grade students and developed in the year of 2020.

d. Multilingual Picture Dictionary

The product was developed based on the design and content of multilingual thematic printed dictionary for fourth grade elementary school students which contain of ten themes.

e. Need Analysis

This study adapted and modified theory form Hutchison and Waters (1987) for the need analysis model. It is focus on finding about necessities, lacks, and wants of the target needs.