

THE NEEDS ANALYSIS OF MULTILINGUAL THEMATIC DIGITAL DICTIONARY FOR LITERACY DEVELOPMENT

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Abstrak

Mahasiswa harus mampu menguasai kemajuan teknologi yang dapat memudahkan dalam berinteraksi dan bersaing di dunia di era digital. Oleh karena itu, siswa harus memiliki fondasi yang kuat sesuai dengan kebutuhan dan pencapaian yang diinginkan terkait kemampuan berbahasa Inggris. Salah satu penunjang pembelajaran siswa adalah kamus digital dengan multibahasa. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan kamus digital multibahasa untuk siswa kelas lima sekolah dasar. Namun, artikel ini menjelaskan kebutuhan kamus digital multibahasa untuk siswa kelas lima sekolah dasar. Penelitian ini melibatkan 656 siswa dan 27 guru bahasa Inggris kelas lima dari Sembilan kecamatan di Kabupaten Buleleng. Penelitian kualitatif ini bertujuan untuk menganalisis hasil kebutuhan dalam pengambilan data. Penelitian ini menggunakan observasi, kuesioner, dan wawancara. Penelitian ini menunjukkan bahwa siswa sangat membutuhkan dan menginginkan kamus digital multibahasa untuk mendukung pembelajaran bahasa Inggris mereka.

Kata kunci: Kamus digital, pembelajaran bahasa, analisis kebutuhan

Abstract

Students must be capable of technological advances that make it easier to interact and compete in the digital age. Therefore, students must have a strong foundation following the desired needs and achievements concerning English language skills. One of the supporting students' learning is a digital dictionary with multilingual. Thus, this study aims to develop a multilingual digital dictionary for fifth-grade elementary school students. However, this article describes the need for multilingual Digital dictionaries for fifth-grade elementary school students. This study involved 656 students and 27 English Teachers in grade five from Nine sub-districts in Buleleng Regency. This qualitative research aimed to analyze the results of the need for, In data capture. The study used observations, questionnaires, and interviews. This study shows that students are in dire need and want a multi-lingual digital dictionary to support their English learning.

Keywords: Digital dictionary, language learning, need analysis

INTRODUCTION

English is found as a crucial language to be taught to students. Students must speak, write, listen, and read well in learning English. Further, students also need to liberate themselves to succeed in life. Suniyasih et al. (2020) and Ratminingsih et al. (2021) stated that literacy is urgent to learn earlier in this 21st century. Literacy is not only about reading and writing, but literacy also includes several other skills, including literacy in technology (Ratminingsih et al., 2021). Therefore, in this current situation, students must adopt digitalization. Promoting students' digital literacy becomes a concern for educational authorities and course designers (Dashtestani & Hojatpanah, 2020). One of the adaptations is by utilizing the media and technology. Media literacy is familiar to the community through television, film, and print media (Silvana & Darmawan, 2018). Digital technology also facilitates the learning environment and creates opportunities for learners to access the knowledge wider (Al-Takhyneh, 2018).

Regarding the pervasive impact of technology in education, teachers should change the conventional educational system to the new digital learning system. Digital learning shows that it highly increases the students' motivation and performance in learning (Lin et al., 2017). The learning process can be more effective and interesting if the teacher can provide students with suitable learning media based on students' age level (Akrim, 2018). Teachers' literacy instruction could be seen in Indonesia's Gerakan Literasi Sekolah (GLS), regulated in Permendikbud Nomor 23 Tahun 2015 to promote and highlight students' literacy (Khairuddiniyah, 2017). Before initiating the learning process, students must read non-subject books for 15 minutes. As a result, students must read non-subject literature and share what they have read with the rest of the class. Due to the Covid-19, nevertheless, Gerakan Literasi Sekolah (GLS) must be done online. The students were told to read a text that the instructors had shared via a single site. Although the learning process must be done in online learning, it is done to maintain control of the students' literacy improvement.

Based on the preliminary study, most of the teachers in elementary schools do not have adequate instructional media for teaching. In teaching difficult words,

teachers and students sometimes used printed dictionaries. Due to this fact and based on the consideration of students in elementary schools, generation Z was born between 1995-2012 (Pichler et al., 2021). Thus, the supporting media that can be created is the dictionary in the digital dictionary. Dictionary can be defined as an effective tool to help students in the second language, focusing on phonetics, pronunciation, word roots, and grammar besides providing the meaning (Ali, 2012; Tulgar, 2017).

Some previous studies were conducted in the same case. Suniyasih et al. (2020) found that elementary students need a multilingual dictionary that helps them to improve their literacy skills. The dictionary was developed based on observation, interview, questionnaire, and document analysis. Ali (2012) found that using a dictionary is important among students. However, in his research, the monolingual dictionary was not adequately implemented well because the teacher did not train the students to use it. They were preferred to use the bilingual dictionary. Then, Kowalski (2020) researched a multilingual dictionary. The research presented the multilingual glossary, which is beneficial for Slavic linguistics.

Inadequate facilitation needs to be solved by developing a dictionary that suits students' needs. Therefore, this study is conducted, and before creating the dictionary, the needs analysis was held, following up the steps Rachmawati (2020) applied. In doing needs analysis, the instruments were developed in three dimensions of the target needs: necessities, lacks, and wants (Hutchinson & Waters, 1987). Based on the preliminary observation and questionnaire results, this article describes the need for multilingual digital dictionaries for elementary school students based on students' perceptions.

METHOD

This descriptive research aimed to analyze the results of needs focused on teachers and students; needs regarding the instructional media. It adapted Hutchinson and Waters (1987). This instrument mainly focused on targets needs, namely necessities, lacks, and wants. The research involved 656 fifth-grade

elementary students and 27 English teachers from nine sub-districts in Buleleng. The sub-districts are Banjar, Busungbiu, Gerokgak, Seririt, Sukasada, Sawan, Kubutambahan, Tejakula, and Buleleng. These respondents of this research were chosen by purposive sampling. It is because the teachers experienced teaching English and the students learned English since grade four. The researcher was collected the data through questionnaires, interviews, and observations and analyzed it qualitatively. In the questionnaire, there were 13 items related to the school's facilities and students' hope and needs. However, there were 12 items in the teachers' questionnaire, and it was administrated through a google form. For the interview guide, there were 15 items for the students' interview guide and 14 items for the teachers' interview guide. The observation used the observation checklist to see the school facilities that support the learning process. The data analysis used the percentage accumulated from the students and teachers' responses.

FINDINGS AND DISCUSSIONS

The Library and Classroom Observation

The need analysis is crucial in the first stages of the Design and Development product. The need analysis represents and draws the situation in the setting related to the aim of the research. Thus, based on the preliminary observation, it was found that several needs were measured—students who become the agent of change need to be literate and facilitated by high-quality education. High-quality education can be reached by providing the facilitation that supports it. The facilitation can be seen from the school building, intelligence educators, and educational books. One of them is the digital dictionary which is highly needed for students in this digital era. Moreover, the students learn in distance learning which requires an effective and efficient dictionary. The students can easily access and utilize the dictionary without diminishing the dictionary essential.

The research results are divided into three different results. Based on the observation, interview and questionnaire. It was found that some of the schools in Buleleng Regency did not have and provide the students yet with the bilingual or multilingual dictionary. The preliminary observation showed that from those nine

schools in Buleleng Regency. Eight schools had a library, and one did not have a library yet. The school that did not have a library yet was at Gerokgak sub-district. Besides, one school provided the students with the bilingual, multilingual dictionary, and multilingual thematic dictionary based in Sawan sub-district. Meanwhile, the other schools were not complete as Sawan sub-district.

Further, the researcher also observed a classroom to ensure dictionaries among the students in the learning process. The results revealed that most students still use printed dictionary to learn English. Thus, the students could not learn by using the school dictionary, which was kept in the classroom. The teachers also use the dictionary to teach the students in the learning process, but it is theirs. In conclusion, most schools did not have and provide dictionaries in the classroom to support students in learning English. However, the teachers brought their dictionary to teach the students even not kept in the school.

Students' Questionnaire Results

The second instrument was the questionnaire distributed to the students and English teachers. The teacher and the students were given different questionnaires that measure the dictionary's needs in the English learning process. The first questionnaire was distributed to the students. There were thirteen questions developed in the questionnaire.

Table 1. Students' Questionnaire Results

No	Statements	Yes	No
1	Students think English is important to be learned in elementary school.	97%	3%
2	Students think that mastering English vocabulary is important.	91%	9%
3	English vocabulary is important to be taught by teachers.	96%	4%
4	English vocabulary with the meaning of Bahasa Indonesia and Balinese is important to teachers.	98%	2%
5	Students use the dictionary in learning English in the classroom.	85%	15%
6	Students use students' worksheets in learning English.	62%	38%
7	Students use the dictionary in learning English.	88%	12%
8	Students use the printed material given by the teacher in learning English.	81%	19%
9	Students use exercise in learning English.	88%	12%
10	Students need a dictionary in learning English.	96%	4%

11	Students are interesting to picture dictionaries.	90%	10%
12	Students are interesting in a multilingual dictionary.	94%	6%
13	Students are interested in a dictionary in the digital form that can be accessed by phone or computer.	86%	14%

Most of the questions got positive responses which, the students chose the 'yes' option. The students agreed that English is an important subject to be taught at school. The students also perceived that mastering the vocabulary in English is a must that the teacher is responsible for teaching them. Thus, the supporting facilities are the other component of the learning process. The facilitation needed a book, dictionary, exercise book, and worksheet.

The tenth question was about the importance of using a dictionary in learning English. The students showed that the dictionary is essential in the learning process. There was 96% of students agreed. The students also indicated that they prefer to have a dictionary with pictures and colorful. Besides, the students tend to have a multilingual dictionary. The students also perceived that the teachers needed to teach the students in three different languages: Balinese, Indonesian, and English. The question got 94% positive responses. The last question was about the digital dictionary operated through phone and computer. The students highly perceived that they liked to use the digital dictionary.

Teachers' Questionnaire Results

The second questionnaire was distributed to the English teachers. The detail of the results can be seen in the following table.

Table 2. Teachers' Questionnaire Results

No	Statements	Yes	No
1	Is English taught to the students in grades 5 in the school you are teaching?	89%	11%
2	Do you think English is crucial to be taught in your school?	100%	0%
3	Is there an English teacher in your school?	67%	33%
4	Do you have adequate material in teaching English for grades 5 in elementary school?	78%	22%

5	Are the facilities and media provided in your school qualified to teach English for grades 4,5,6?	56%	44%
6	Is it important to teach vocabulary in English for grades 5?	100%	0%
7	Do you use a printed dictionary while teaching in the class?	78%	22%
8	Do you ask your teacher to bring a printed dictionary to learn English?	87%	13%
9	Do you think the use of a dictionary is important to teach English vocabulary?	100%	0%
10	If a digital dictionary is provided, will you use it in the learning process?	100%	0%
11	If a multilingual dictionary (English-Indonesian-Balinese) is provided, will you use it in the learning process?	89%	11%
12	If it is provided with a dictionary in digital version, will you use it in the learning process?	100%	0%

The results on the table showed that the teachers gave positive responses towards the question, related to the teachers' need in teaching English. The teacher perceived that English is crucial for grades 4,5,6 in elementary school. However, the teacher stated that the facilities and media are not qualified yet to support the English learning process. Therefore, the use of a multilingual digital dictionary is needed.

The Interview Results

The last result was the interview results. The interview was done with a sample from elementary students and English teachers in Buleleng Regency. The results of the interview are as follow:

S1: "We live in the tourism area. Therefore, we need to be able to speak English."

T1: Yes, it is important because the students only learn the basics."

The students and teachers revealed that English is important to be learned as they need and enrich their vocabularies. It also helps the students to be easier to communicate and arrange the sentence. Related to the

importance, there were so many ways to learn. The students have the source from the book and teacher. The teacher also provided the students with the handbook and worksheet. They understand the pronunciation from listening, repeating, memorizing, and practising. The student stated that:

S2: “By repeating what the teacher speaks, memorizing, and making dialogue.”

Besides, not all students understand the material since the teacher gives the worksheet only, and the exam is only offered in the final exam. Thus, the dictionary is significant to have. The result also revealed that the students mostly owned the bilingual dictionary from the interview. Therefore, the multilingual dictionary that provides the students with different languages and pictures is needed and supports their learning. The teacher also helps the students’ statement, stating the multilingual digital dictionary is required. The student and teacher stated that:

S3: “It is perfect and helpful because I cannot speak Indonesian well.”

T3: “Visual or pictures makes the students more understand the vocabularies. They might be doing not know the thing, but they will know if there is a visual. It's probably clear.”

Those are the results of the needs analysis in developing the multilingual digital dictionary for elementary school students.

Discussions

Based on the results, the content should be customized with the student's needs in developing the dictionary. Besides, a successful need analysis shows the teachers' good performance, which relates to the achievement and outcomes (Kazimi & Saeed, 2012). The needs analysis is the purpose in the learning and teaching process to make the learning more attractive. Need analysis also becomes the preliminary information before deciding and developing things (Rachmawati, 2020). The needs analysis was focused on three dimensions of the target needs: necessities lacks and wants (Hutchinson & Waters, 1987).

In this research, the observation, questionnaire, and interview revealed that the students' and teachers' necessities are the vocabularies that helps them communicate and learn English easily. Besides, in the schools and classrooms, observation. It was found that most of the schools have a library. Also, the teachers use the bilingual dictionary in teaching English. Moreover, the students need to read more and utilize the dictionary to support learning.

Further, the students are more interested in the picture and attractive design. A good digital learning media uses pictures and words to deliver the lesson and material (Sudarwati & Rukminingsih, 2018). Students also need to liberate themselves. Literacy is the students capacity to develop information by gathering, processing, and sharing the data (Sari & Setyawan, 2017)

However, not all students can be fluent in English or Indonesian. Thus, there was a gap between the learning in different languages. Therefore, the students indicated a dictionary that is understandable in other languages. English is crucial to be taught since earlier. Because English has become the international language, students need to face internationalization and compete with other people worldwide. As the students revealed, by using the dictionary, students can enrich their vocabulary, which helps them learn. Learning vocabulary is an essential part of language learning that produces the outcomes and the comprehension of language (Amirian & Heshmatifar, 2013). Further, the dictionary can be defined as a reference book that includes pronunciation, function, definition, and spelling (Rohmatillah, 2016). Therefore, the teacher as the facilitator in learning should facilitate students by providing a dictionary that fit in a digital era.

The need analysis results conclude that the students need a multilingual dictionary in a digital dictionary. A multilingual dictionary is a dictionary that contains two languages and more (Buendía-Castro, 2020). The multilingual digital dictionary also concerns the content which students need. The previous studies found that the students need a multilingual dictionary to support them in learning English (Suniyasih et al., 2020). However, the

dictionary will be beneficial if the teacher trains the students to use it. Ali (2012) found that students need to be prepared to use the monolingual dictionary.

On the other hand, students need the dictionary to enrich their vocabularies in different languages. Further, this need analysis has the same results, in which the multilingual dictionary is customized and beneficial based on the people's needs (Kowalski, 2020). His research found that the multilingual dictionary is suitable for Slavic linguistics.

CONCLUSION

In conclusion, the need analysis is important to be conducted as the preliminary information for deciding the next steps in research. In this digital era, students must be capable of utilizing technology. The result of needs analysis has proved that the students prefer using a digital multilingual dictionaries to help them improve their literacy skills. The development of the study implies that students need a multilingual dictionary in the form of a digital dictionary to help them understand the material in language learning and develop their literacy skills.

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