THE DEVELOPMENT OF A MULTILINGUAL THEMATIC DIGITAL DICTIONARY FOR ELEMENTARY SCHOOL STUDENTS

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Abstrak
Dalam persaingan global, salah satu aset terpenting yang harus dimiliki adalah pengetahuan literasi, yang dibutuhkan untuk dapat tumbuh menjadi sumber daya manusia yang mampu bersaing secara global. Namun sayangnya, anak-anak di Indonesia masih memiliki tingkat kesadaran dan perkembangan literasi yang relatif rendah. Oleh karena itu, tujuan penelitian ini adalah mengembangkan kamus digital tematik multibahasa untuk membantu siswa dalam mengembangkan keterampilan literasi mereka. Metode yang digunakan adalah DnD (Design and Development). Subjek penelitian adalah siswa sekolah dasar dari sembilan sekolah di Kabupaten Buleleng, Bali. Hasil penelitian menunjukkan bahwa siswa membutuhkan kamus sebagai media pembelajaran, dikembangkan kamus digital, ada 5 langkah dan menggunakan PowerPoint. Hasil akhir berupa kamus digital yang terdiri dari sepuluh tema, dilengkapi dengan gambar, daftar kata dan contoh kalimat dalam tiga bahasa (Inggris-Bahasa Indonesia-Bali), serta audio. Oleh karena itu, kamus digital tematik multibahasa ini dikategorikan sebagai media yang sangat baik bagi siswa.

Abstract
In global competition, one of the most important assets that must be possessed is knowledge of literacy, which is needed to be able to grow into human resources that can compete globally. But unfortunately, children in Indonesia still have a relatively low level of awareness and literacy development. Therefore, the objective is to a multilingual thematic digital dictionary to assist students in developing their literacy skills. The method used is DnD (Design and Development). The subjects are elementary school students from nine schools in Buleleng Regency, Bali. The results showed that analysis of students' needs for learning media, a digital dictionary was developed, there were 5 steps and using PowerPoint. The final result was a digital dictionary consisting of ten themes, equipped with pictures, a list of words, and examples of sentences in three languages (English-Bahasa Indonesia-Balinese), also audio. Therefore, this multilingual thematic digital dictionary is categorized as an excellent medium for students.

INTRODUCTION

English language becomes crucial to be mastered by all people. The importance of learning and mastering English cannot be denied and ignored, especially in today's world as a tool for universal communication (Nishanthi, 2018). According to Inharjanto & Lisnani (2021), English plays a major role in collaboration, technological advancement, and international communication. It has a strong network effect. Therefore, the provision of learning English, especially in Indonesia, is important to compete globally. In the development of this modern era, knowledge of English is prioritized as an asset to develop and compete to become a good quality of human resources (Nishanthi, 2018). In order to be a good quality of human resource, it can be reached by increasing literacy skills (O'Brien et al, 2020). In short, literacy can be defined as the ability of people to read and also write. Literacy plays a crucial part especially for language learners because being illiterate means that people seem able to create, understand, comprehend, and communicate whether the information provided is in the form of written, spoken, or even the digital one (Wulandari et al., 2021).

Unfortunately, according to the English Proficiency (EF) Index 2020 which ranks English skill, Indonesia is classified as having low proficiency (Inharjanto & Lisnani, 2021). Moreover, the literacy culture in the community of Indonesia, especially children or known as young learners, is also considered as having low literacy skills (Sumaryanti, 2018). On the other hand Lia (2015) stated that Indonesia was in rank 64th among 70 countries based on the Program for International Student Assessment (PISA) 2015, which actually means Indonesian children having low literacy skills. Moreover, in Indonesian context there is a place

namely *The School Literacy Movement (GLS)* where teacher learning can be seen in the GLS. *The School Literacy Movement (GLS)* has been regulated in Permendikbud Number 23 of 2015 to develop student literacy (Khairuddiniyah, 2017). In this case, students have been instructed to start reading non-lesson books 15 minutes before the learning process begins. Thus, when learning has started students will be asked to convey what they have read and share stories with their classmates. Currently, *the School Literacy Movement (GLS) is* still being carried out in line with online classes due to the Covid-19 pandemic. The trick is that students will read topics that have been shared by the teacher through certain links. This is so that students can continue to develop their literacy, even though the learning process is not carried out face-to-face.

In addition, another problem found is that the existing media is less effective and should be upgraded in line with the growth of the modern era of the 21st century equipped with technology. Based on the preliminary observation, it is found that most of the students in nine schools which are located in nine sub-districts in Buleleng, Bali, students only absorb knowledge from books, worksheets, dictionary (bilingual) sometimes, and teacher's explanation. In addition, most students in rural areas have a lack of media in learning English, although some have dictionaries but they do not understand how to operate them. Referring to this problem, it makes students have low understanding and are less enthusiastic and motivated in learning, so that their literacy skills are reduced.

There are several factors that come from both inside and outside the students which are the cause of low literacy skills. Abrori (2018) stated that the main factor was the low quality of education, then the incompleteness of school infrastructure in supporting the learning process, plus the low interest in reading students due to their lack of interest in reading materials. Other factors also come from the environment of

students at home (parents) and at school, lack of reading sources, and students' weakness in concentrating when reading (Adnyani et al., 2021).

Moreover, because of the several factors that are become the source of low literacy skills, it is advisable that the development and improvement of literacy skills should be inculcated from an early age where they are considered as young learners. Young learners are children aged 1-14 years (Winola, 2021;Ratminingsih & Budasi, 2020). Children who are exposed to and learning English from an early age are stated to have a quick understanding of the target language, and the results achieved will be better (Adnyani et al., 2021;Ratminingsih et al., 2021). However, young learners have characters where they are different, they are not able to understand abstract things, but they are active learners, like to learn things through their senses (Lelawati et al., 2018;Mahayanti & Suantari, 2017). Referring to these characteristics, the existence of effective media to enhance their literacy skills is very much needed.

In the teaching and learning process, media is a main instrument that makes it easier for students to receive information, attract their attention, interactive, a tool for delivering material, effective, and useful (Lelawati et al., 2018; Rahadianto, 2019;Resti & Rachmijati, 2020; Kamelia, 2019). A good media as presented by Reftyawati (2017) should be suitable for the topic, children's characteristic, and practical to use. Connecting with young learners is certainly not easy, given that their characteristics are different (Aini, 2019). Therefore, it is essential for creating an effective teaching media which is in the form of instructional media.

Instructional media can be defined as any kind of tool used by the teacher to explain and deliver material, and stimulate children's attention, thought, feeling, and encourage students to learn (Resti & Rachmijati, 2020). The purpose of using instructional media is to be able to explain abstract concepts and improve the quality of learning. Instructional media itself is divided into three, namely audio, visual, and

audio-visual (Winola, 2021). From those three types, audio-visual media has been chosen because it can be heard and seen (Baidawi, 2016). The type of audio-visual media developed in this research is a dictionary where the dictionary itself is a tool that helps students master the target language in general by enriching vocabulary, pronunciation, and understanding the meaning of each word (Taj Abbasi et al., 2019). The rest, the vocabulary contained in the dictionary is the main component to improve children's literacy, this is because vocabulary is the basic, smallest, and most important component for learning a language (Suniyasih et al., 2020). That way, the dictionary is an effective medium in vocabulary learning which also impacts student literacy.

The dictionary developed is a multilingual thematic digital dictionary for elementary school students. Multilingual thematic digital dictionary means a digitally designed dictionary with three languages in it (English-Indonesian-Balinese) which is then arranged thematically especially according to the elementary school syllabus, equipped with pictures, audio on pronunciation, and example sentences in three languages. For more information, this study investigate the step to develop a multilingual thematic digital dictionary by the use of PowerPoint in order to help students, especially elementary school students to improve their literacy skills. As stated by Nazari & Tabatabaei (2017) the learning process by involving PowerPoint is said to make the learning process run more fantastically and comfortably. Moreover, it is hoped that this media can be an effective teaching medium for teachers to teach the students about the English language from the smallest aspect, namely vocabulary.

METHODS

From this current study, the method applied is Design and Development (DnD) by Richey and Klein (2007). In this study, data regarding students' needs for developing their literacy was collected using the need analysis model from Hutchinson and Waters (1987) which had been adopted and modified. The need analysis model of Hutchinson

and Waters (1987) in this study only focuses on target needs which are divided into three parts such as: needs, lacks, and wants. Then, this dictionary is the result of the development and continuation process of the previous umbrella research conducted by (Budasi et al., 2020). In short, there were five steps in order to develop the dictionary of PowerPoint namely the first is designing the layout for the product, next process is to design the layout, inserting images in each layouts that already contains elements, next is inserting list of words and sentences, next is inserting audio, and the last step is to provide the hyperlink which in included in PowerPoint.

PowerPoint was used in making this dictionary because according to Corbeil (Lari, 2014) when students learn using PowerPoint media, their attention will be focused on highlighting, colors, visual effects, and different fonts so that the learning process runs better. Obviously, Nazari & Tabatabaei (2017) also stated the learning process by involving PowerPoint is said to make the learning process run more fantastically and comfortably. Budasi et al., (2020) add that PowerPoint is a useful media which can attract students' attention and interest to study. In addition, the subjects of this study were students in nine elementary schools located in nine sub-districts, Buleleng Regency. Data were collected using observation with the instrument in the form of an observation sheet, a survey with a questionnaire in the form of several questions made on the google form (online) and printed (offline) pages, as well as interview guide. Correspondingly, observation is a tool used to collect data regarding the existence of dictionaries in school libraries and classrooms. Then, the data collected using interviews, namely about the target situation that leads to the needs, lacks, and wants of students during the teaching and learning process. And last but not least is the questionnaire which aims to collect both students and teachers opinions during the English learning process.

FINDINGS AND DISCUSSION

Findings

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The findings of observations carried out in nine elementary schools in nine sub-districts, Buleleng Regency, showed that most schools did not provide dictionaries in the library. Even in the classroom the dictionaries rarely can be found, there are only a few who seem to carry dictionaries in the teaching and learning process (bilingual dictionary mostly). Students bring the dictionary in the learning process because the dictionary is said to be their media helper to be able to find difficult words, but other students have problems so they choose not to bring a dictionary. Furthermore, the results of interviews conducted with elementary school students (only one representative at each level) stated that English is a very important subject to be mastered especially for their future. However, it's a shame that during the learning process, students do not have enough media or English learning resources other than the teacher's explanations, worksheets, and textbooks, especially students who are located in the rural area. As for students with self-awareness, they are also bring dictionary voluntarily realizing that it is important for their learning of words.

Another result found in the interview data collection process is that students still understand the English material, especially the vocabulary taught by the teacher. Students said that the process of learning vocabulary in English is taught through singing strategies, memorizing vocabulary, learning vocabulary through playing, while noting vocabulary on the board and copying it into a notebook, looking up the meaning of words in a dictionary, and others. From the results of the interviews, students also stated that the strategies taught were sufficient for them to understand, although on several occasions, students stated that they were bored and did not understand the material. However, they still need effective media for the vocabulary learning process aimed at developing the literacy skills of students, namely by developing a digital-based thematic multilingual dictionary

Furthermore, it was found that the dictionary is an appropriate instructional media to assist students in developing literacy skills. Therefore, this current study

aimed to develop a digital thematic multilingual dictionary for elementary school level. This digital thematic multilingual dictionary has been further developed based on the results of the previous dictionary development, namely the printed thematic multilingual dictionary. Here are the steps for developing a PowerPoint-based digital based on adapted and modified theory from (Rozali & Salam, 2015).
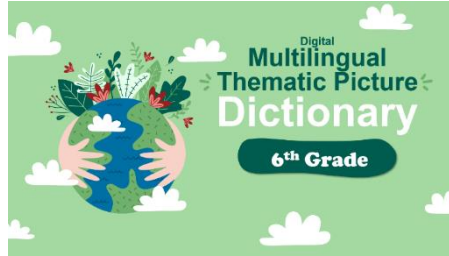
1. Creating the layout of the dictionary
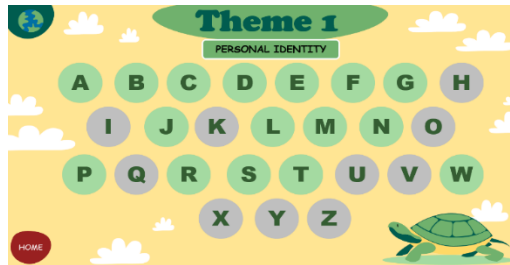
Making cover for the dictionary
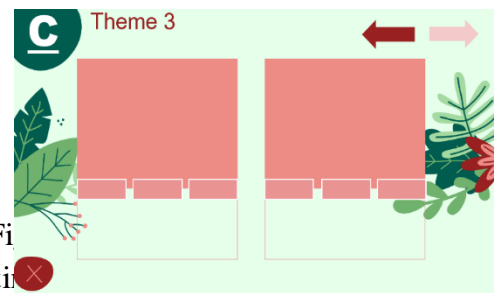
English Education Department, Universitas Islam
Lamongan

Figure 3

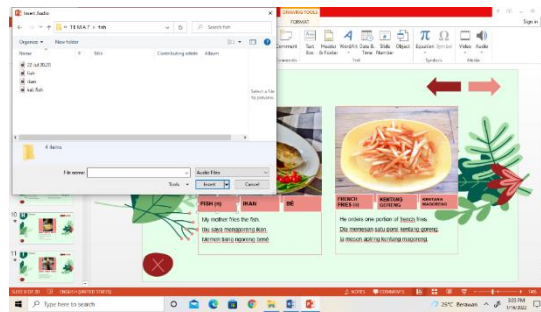Creating layouts for all themes (10 themes).

Figure 4

Inserting elements in each   layout

2. Next   process   is   inserting

images in each layout that already contains elements.

Figure 5

Inserting picture on each layout

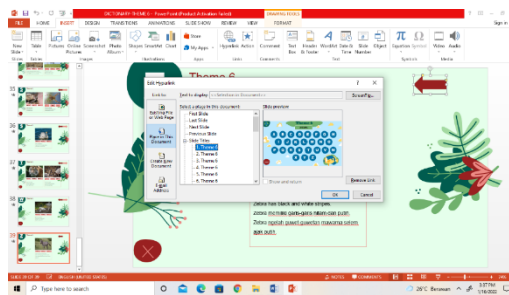3. Next process is inserting words and sentences into the elements provided

Figure 6

Inserting words and sentences into the elements provided

4. Next is insert the audio of the list of the words.

Figure 7

Inserting the audio

5. Hyperlinking each element in the content layout to the page you want to go.

Discussion

The discussion focused on describing the result of need analysis in elementary school students. First, it was regarding to the result of observation. Where almost all of the schools did not provide dictionary in the class meanwhile in the library they provide it but still not enough for teaching and learning process. Hence, in the learning process at the classroom both teacher and student admit that they sometimes using dictionary. Even the students independently bring their own dictionary without teacher's command. Additionally, it means that they recognize the importance of dictionary in the learning English. As stated that dictionary itself is a tool that helps students master the target language in general by enriching vocabulary, pronunciation, and

understanding the meaning of each word (Taj Abbasi et al., 2019). The rest, the vocabulary contained in the dictionary is the main component to improve children's literacy, this is because vocabulary is the basic, smallest, and most important component for learning a language (Suniyasih et al., 2020).

It was found that dictionary accepted as a great media which is crucial for the students in order to develop their literacy skills. This is related with the statement from Koca et al., (2014); Rohmatillah, (2016) that dictionary can be stated as one of the most common and easy to use media where the dictionary itself is the main repository of information for language learners. The dictionary provides extensive knowledge of vocabulary, grammar, meaning, pronunciation, collocation, part of speech, which is very detailed.

Move to the result of interview regarding to the use and existence of vocabulary. It is found that not all of students had a dictionary. Most of them who did not bring the dictionary or even who bring it still rely on teachers' explanation, using worksheets (LKS), using book provided by school, and so forth. Even from teachers' interview it is seen that they use dictionary infrequently, yet the students still manage to understand the vocabulary learning through what teacher write on the board, games, singing, total physical response, students' worksheets, English textbook, and so forth. Moreover, the findings from previous study (Adnyani et al., 2021;Suniyasih et al., 2020; Wulandari et al., 2021) pointed that the dictionary development was needed in order to enhance students' literacy skill and in language learning.

As the result of questionnaire, it is found that 93% students need dictionary, they also mention that they like picture dictionary, multilingual dictionary, and digital dictionary which can be operated online or offline. It means that students in elementary school needed a dictionary which make them acquire vocabulary and learn English as well by giving picture as visualization.

CONCLUSION

Based on the result and discussion above, there are five steps to developing a digital thematic multilingual dictionary using PowerPoint. This dictionary designed using PowerPoint can be categorized as an effective teaching medium and help the students to develop their literacy skills. This dictionary is very easy to access both offline and online, besides that this dictionary contains 10 themes based on the elementary school class syllabus, as well as images as a visualization of each of the listed vocabulary. Moreover, this is also excellent because it has 3 languages (English-Bahasa Indonesia-Balinese) and the pronunciation of each vocabulary, sample sentences are also available in three languages. This can help students to clearly understand the meaning of the words.

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