MULTILINGUAL THEMATIC PICTURE DICTIONARY: ASSISTING YOUNG LEARNERS' LITERACY

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Abstract
This study aimed at developing a media, named a multilingual thematic picture dictionary to support the development of fourth grade elementary school students' literacy. This study applied Design and Development research with Analysis, Design, Development, and Evaluation model proposed by Richey and Klein (2007). The subjects of the research were the fourth grade elementary school students who studied in Singaraja city as rural area and Busungbiu village as urban area. The data in this study were obtained from observation, interview, questionnaire, document analysis, content validity judgment, and quality judgment. The data obtained were collected by using four instruments, namely; observation sheet, interview guide, questionnaire, and expert judgment sheet. The data were analyzed qualitatively and quantitatively. The results showed that the multilingual thematic picture dictionary contents were relevant to the criteria of a good multilingual thematic picture dictionary and was categorized as an excellent category.

Keywords: literacy, young learner, dictionary

INTRODUCTION

Literacy is one skill needed by an individual in order to be able to convey information whether written or oral information. Paneton (2015) states that literacy in the field of education means a skill beyond reading and writing which also covers skill about intellectual, cultural, and electronic literacy. Literacy is further defined as skill in understanding, interpreting, and conveying meaning of information in the form of written, spoken, and information consisted in a media (Wardana & Zamzam, 2014 in Kharizmi, 2015). Conclusively, literacy is defined as a skill in understanding, interpreting, creating, and conveying any forms of information with various contexts.

Literacy becomes important for language learner because by being literate they can understand, comprehend, create, and communicate information whether the information is in the form of spoken, written, or digital information. Besides, Program for International Students Assessment (PISA) reported that Indonesian literacy was

ranked on 64th among 70 countries. Literacy skill will bring the language learner to have guidance to have lifelong learning and further get wealth in their future community (Djonov, Torr & Stenglin, 2018). Being literate will make the language learner to be prepared to face any obstacles which involve integrated skills in literacy. Thus, literacy should be mastered by language learner and being literate is important for language learner.

Since literacy is important for language learners' lifelong experience, literacy will be better developed since young age and as early as possible. Moreover, English also should be taught earlier to make the students acquire English (Bakhsh, 2016). Young age is a good starting point for developing the literacy. Young learner can be provided by a book which consists of picture because they will be more remembering visual information rather than auditory information. (Ratminingsih & Budasi, 2018) agree that picture will enable the children to imagine and understand vocabularies easier. It is because of the young learner's characteristics namely like to imagine and understand something through their eyes, ears, and hands (Ratminingsih & Budasi, 2018). Through considering the young learner's characteristics, teacher who teaches English for young learners can choose the appropriate media to be used in teaching.

There are some difficulties which affect the students' literacy development. The factors that influence the students' literacy development come from inner and outer of the students. Factors that can shape the students' literacy development are such as literacy habits, less reading sources, environment, and lack of high concentration (Akbar, 2017). Beside those factors, school environment, mother's reading interest and ability, and family members also take role in the students' literacy development (Sawyer, Cycyk, Sandilos & Hammer, 2016). Relating to those factors, there should be a way to develop the students' literacy. One way that can be done by the teacher is by considering media used in the teaching and learning process.

English teacher who teaches English for young learners should consider appropriate media to teach English in order to make young learners learn English easier. Appropriate media helps young learners in developing as well as expanding their literacy skill. The use of media in teaching and learning process can encourage, motivates the students, and affect the learning process as well as the learning outcomes (Winarni, Hambali, & Purwandari, 2020). Safitri and Sa'dudin (2019) acknowledge that media can facilitate teaching and learning process, attract students' motivation, and improve their motivation in learning. Besides, teacher also needs to promote positive emotions during the teaching and learning process thus the students will be motivated to involve and participate in the learning process (Ratminingsih, Budasi, & Kurnia., 2020). Thus, it is important to use appropriate media since media offers advantages for the teacher, students, and the teaching and learning process.

One appropriate media that can be used by the language learner to develop and expand their literacy skill is dictionary. Dictionary is a common tool to be used by language learner to acquire knowledge of certain language. Dictionary helps the language learner to understand and assist their reading skill (Omar & Dahan, 2011). Moreover, through dictionary the language learners are helped to know information about the words pronunciation, meaning, intonation, and additional information about the use of words (Rohmatilah, 2016). It will be beneficial for language learners since it enables them to understand language components which further can be used to develop and expand the students' literacy skills. Using dictionary is one way to widen knowledge of word's meaning (Huang & Eslami, 2013). The word's meaning mastery

will make the students have a great account of vocabulary that can be used as an asset to understand and use certain language.

Multilingual thematic picture dictionary is a kind of dictionary which is appropriate for assisting the students' literacy. Multilingual dictionary is a dictionary in which the users are able to find words and its equivalent translation from one language to several languages (Islam & Purkayastha, 2015; and Setyawan, 2016). Thematic dictionary is a dictionary that consists of words from certain theme, completed with sentences for each vocabulary, and arranged thematically (Wirawan & Paryatna, 2016; Mawanti, 2014; Arsita & Karim, 2015; Saptiani, 2016). Meanwhile picture dictionary is a dictionary which consists of pictures as the completion of the meaning visualization (Picks, 2019). Multilingual thematic picture dictionary can be defined from the multilingual dictionary, thematic dictionary, and picture dictionary's definition. Multilingual thematic picture dictionary is a dictionary that provides words and related information about the words in more than two languages, contains words from certain theme, and contains pictures as the visualization of the words. Moreover, this kind of dictionary will affect the students' literacy since the dictionary consists of more than two languages and pictures to make the students acquire and master those languages easier. There are a number of criteria of multilingual thematic picture dictionary which were adapted and modified from the criteria of multilingual dictionary, thematic dictionary, and picture dictionary so the multilingual thematic picture dictionary can be categorized as good multilingual thematic picture dictionary. There are eleven criteria of the dictionary (Islam & Purkayastha, 2015; Setyawan, 2016, Saptiani, 2016, Asista & Karim, 2015; Picks, 2019; and Sharif, 2012) such as 1) provides more than two languages, 2) consists of words of the language source that are explained with their equivalents in more than two languages, 3) consists of simple words from certain theme, 4) completed with sentences for each word, 5) thematically arranged with pictures linked to words, 6) made by more pictures and fewer words, 7) light and easy to hold, 8) the entries should be arranged alphabetically based on theme, 9) the entries should be based on everyday experience and close environment, 10) use appropriate and authentic picture, and 11) the pictures should be positive, clear, and colorful.

Some previous studies related to dictionary had been conducted by some researchers; Omar & Dahan (2011), Sandi, Putrayasa, & Wisnu (2015) (Resmawan, Arhana & Sunarya (2015), Aryantika, Darmawiguna, & Putrama (2015), Saptiani (2016), Wirawan & Paryatna (2016), Fadly (2018). (Omar & Dahan, 2011) carried out a study that developed electronic dictionary for helping college students in a university in Malaysia in reading skill. Sandi, Putrayasa and Wisnu (2015) generated a dictionary which consisted of uptake Balinese words from Balinese dictionary, Balinese magazine, newspaper and also Balinese broadcasting. Similar study had been conducted by Resmawan et al., (2015) that created a translation application that enabled the users to find information in Balinese and Bahasa Indonesia and can be installed in the user's smartphone. Aryantika et al., (2015) produced a *kolok* visual android based dictionary that facilitated deaf people to learn language. Saptiani (2016) developed a multilingual thematic dictionary which consisted of Bahasa Indonesia, Arabian, and English for stimulating early childhood's cognitive. Wirawan & Paryatna (2016) made a digital dictionary that let the college students as the users to find information about *anggah-ungguhing Basa Bali* or Balinese language level. The last similar study had been done by Fadly (2018) that established a Bahasa Indonesia dictionary for basic level of foreign speaker in Universitas Muhammadiyah Jakarta. Those previous studies show that

developing a dictionary is helpful for learning language. Thus, this study invented a dictionary in different form, content, aim, and target user. Multilingual thematic picture dictionary which was developed in this study was in the form of printed vocabulary-based dictionary, enabled the users to find information in three languages namely English-Bahasa Indonesia-Balinese, arranged thematically, consisted of sentence for each vocabulary, consisted of pictures for each word, and aimed at assisting fourth grade elementary school students in learning English for their literacy.

METHOD

This study used young learner, especially the fourth grade elementary school students as the subjects of the research. The subjects came from two different conditions. One subject came from a school in rural area which involved Bahasa Indonesia and Balinese in teaching English to the students. The subjects were the fourth grade students of SD Negeri 1 Busungbiu. Meanwhile the other subject came from a school in urban area with minor involvement of Bahasa Indonesia in the English teaching and learning process. The subjects were fourth grade students of SD Negeri 3 Banjar Jawa. The subjects of the research were chosen through purposeful sampling technique.

This study applied a Design and Development (D&D) research with ADDE model as proposed by Richey and Klein (2007). It mainly consisted of four main steps namely Analysis, Design, Development, and Evaluation. Analysis was the step in which the data needed in this study were analyzed. The data which were analyzed were obtained from teacher's interview, students' interview, questionnaire, and document analysis. After the data had been analyzed, the step was continued into the Design step. In this step, the product developed was designed under the control of steps in making dictionary proposed by Chaer (in Mawanti, 2014). There were five steps done to develop the product namely designing dictionary, developing corpus data, filling and serving data, processing data, and giving meaning. Designing dictionary was the initial step in the design process which aimed at deciding and focusing the purpose and the equipment needed along the process. Developing corpus data was the step which collected the words needed by listing from English subject syllabus and English textbook. Filling and serving data step sorted the collected words in the previous step in order to gain suitable words for fourth grade elementary school students. Processing data step continued to analyze the sorted words to decide whether the words still would be added into the dictionary or not. The last step was giving meaning. In this step, the words included in the dictionary were given meaning by adding pictures. The third process of the research model was development. This step focused on developing the dictionary in terms of the cover and the content of the dictionary. The final step of the research model was evaluation. In this step the product developed was evaluated through two data evaluation namely content validity judgment and quality judgment. The content validity judgment obtained the validity of the product while the quality judgment was done to decide the quality of the product.

This study also applied need analysis process to gain information of the target needs and learning needs that was used as the consideration to develop the product. Need analysis is a process aims at collecting evidence and information that mainly covered teaching approach, methodology, strategies as well as the material design, topics and also language feature (Nimasari, 2018). This study adapted and modified the Hutchinson and Waters' (1987) need analysis model. The need analysis covered the

information of target needs and learning needs. Target needs covered the subject needs by concerning their necessities, lacks, and wants. Necessities refer to the experience and knowledge that the target should get, lacks refer to the weakness during the achievement of the necessities, and wants refer to what the students need to learn. Meanwhile the learning needs cover the students' needs to perform optimally in the learning process. The learning needs cover three frameworks namely how, what, and who dimension. How dimension focuses on the students' ways of learning, what dimension refers to the learning aids used by the students, and who dimension covers the students' background and their need of dictionary in learning English. The need analysis data were collected through interview that covered the target needs and questionnaire which cover the learning needs of the students.

Four research instruments; observation sheet, interview guide, questionnaire, and expert judgment used to collect the data needed in this research. Observation sheet was the instrument used to conduct observation to obtain preliminary data about the condition of the subjects. The subjects' conditions were focused on the existence of dictionary in the school library and the existence of dictionary as well as the usage in the English teaching and learning process. The observation was done through library observation and classroom observation. The next instrument was interview guide which consisted of teacher's interview guide and students' interview guide. Interview guide was used to gain information about the target needs of the teacher and students through conducting interview to teacher and students. The data collected from interview covered the teachers' and students' necessities, lacks, and wants in the target needs. The third instrument used to collect data needed in this research was questionnaire. The questionnaire was distributed to the fourth grade elementary school students to cover their learning needs by concerning the how, what, and who dimension of the learning needs. The last instrument was expert judgment; content validity and quality judgment. It was done through evaluation process. Content validity judgment was used to gain the content validity value of the product whether the contents were related with the theme involved and suitable for fourth grade elementary school students. The result of the content validity judgment was analyzed through Gregory Formula. Meanwhile, the quality judgment sheet used to judge and decide the quality of the product whether the dictionary fulfilled the eleven criteria of a good multilingual thematic picture dictionary or not. The data collected from quality judgment was analyzed through Nurkancana and Sunartana (1992) quality range formula which is shown in the table below.

Table 1. The Categories in Rating the Quality of Product

Score	Criteria
$X \geq Mi + 1.5Sdi$	Excellent
$Mi + 0.5Sdi \leq X < Mi + 1.5Sdi$	Good
$Mi - 0.5Sdi \leq X < Mi + 0.5Sdi$	Average
$Mi - 1.5Sdi \leq X < Mi - 0.5Sdi$	Below Average
$X < Mi - 1.5Sdi$	Poor

Description:

X   = Mean
Mi   = Mean Ideal
Sdi = *Standar deviasi ideal* (Standard deviation)

The table shows that there were five categories of the quality of the product with the score. From the table, the product had excellent quality when the calculated mean score of the judgment were above or equal with 49.5, had good quality when the calculated mean score of the judgment were ranged from 38.5-49.4, had average quality when the calculated mean score of the judgment were ranged from 27.5-38.4, had below average quality when the calculated mean score of the judgment showed range from 16.5-27.4, and had poor quality when the calculated mean score of the judgment resulted in less than 16.5.

FINDINGS AND DISCUSSION

The observation gained data from two kinds of observation, library observation and classroom observation. From the library observation it was found that both schools' library showed similar condition. Both schools' library only had bilingual dictionary, picture dictionary, and there was no multilingual thematic picture dictionary. Classroom observation in both schools also showed similar condition. The classroom observation found that the teacher and some students had their own dictionary but unfortunately the teachers rarely used the dictionary. The students who had dictionary brought their dictionary independently because the students need the dictionary to learn English as foreign language. The condition resulted in the classroom observation related with the benefit of dictionary in learning foreign language vocabulary because dictionary provides vast amount of information for the language learner (Ali, 2012).

The interview was also done through two kinds of interview namely teachers' interview and students' interview. From the teachers' interview it showed that English was important to be taught for fourth grade elementary school students. Both teachers agreed that in learning English the students need dictionary thus the existence of dictionary was important for the students. It was also supported by the result of the students' interview that showed students needed dictionary to support them mastering English vocabulary thus it can be used in the future to communicate with English. Besides helping the students in learning English, the dictionary also helped the teachers in teaching English. The data showed was in relation with theory proposed by Nurmukhamedov (2012) who argues that dictionary plays important role since dictionary offers different words' meaning, the use of words, example, and additional information that may be needed by the users. Moreover, the language users need dictionary to master the vocabulary and enhancing the vocabulary to be able to use the language (Faraj, 2015).

Questionnaire was distributed to 107 students at SD Negeri 3 Banjar Jawa and SD Negeri 1 Busungbiu to cover their learning needs especially focused on their ways of learning English, learning aids they used in learning English, and their need of dictionary in learning English. The results were showed in the chart below.

Table 2. Result of Questionnaire

Dimension	Categories	Result
Ways of Learning	Learning English through games	98%
	Learning English through song	83%
	Learning English through picture	87%
	Learning English through video	89%
	Learning English through listening to teacher's explanation	80%
Learning Aids	Textbook	82%
	Worksheet	65%
	Dictionary	88%
	Outline	80%
	Exercise	79%
Needs Dictionary	Students who need dictionary	91%

The table described the results of the questionnaire which had been distributed. From the questionnaire, students' ways of learning were investigated through the questionnaire were learning through games, song, pictures, video, and listen to teacher's explanation. The questionnaire showed that there were 98% students learned English through games, 83% students who learned English through song, 87% students who learned English through pictures, 89% students who learned English through video, 80% students who learned English through listening to teacher's explanation. From those result, most students learned English through games. It was supported by the result of the questionnaire that showed 98% students learn English through games. It was in relation with the young learners' characteristic proposed by Ratminingsih & Budasi (2018) who state that young learner loves to play.

In terms of learning aids, the questionnaire were asked about kinds of learning aids used by the students in learning English such as used textbook, worksheet, dictionary, outline, and exercise. The result showed that 82% students used textbook, 65% students used worksheet, 88% used dictionary, 80% used outline, and 79% students used exercise in learning English. From the data, it showed that most students used dictionary in learning English. It showed that the existence of dictionary was important for the students in learning English. It was also supported by the result of the questionnaire that asked about the need of dictionary for the students in learning English. The data showed that 91% students said that they needed dictionary in learning English. From the questionnaire it showed that dictionary was important for the students and can be used as an appropriate learning strategy. Ali (2012) agrees that dictionary is an appropriate learning strategy because it provides vast amount of information about words and their usage thus the language learners can learn foreign language vocabulary through the dictionary.

After the analysis step, the research was continued into design step in which the dictionary was designed. The dictionary was designed under the control of steps in developing dictionary proposed by Chaer (in Mawanti, 2014). The steps were designing dictionary, developing corpus data, filling and serving data, processing data, and giving meaning. The design step in this study resulted a draft of the dictionary which consisted of three languages namely English, Bahasa Indonesia, and Balinese, ten themes, vocabularies with its equal translation in three languages, sentences and authentic

pictures as the additional information and visualization of the words. The draft of the dictionary then developed into the final product by following development step.

In the development phase, the draft of the dictionary was developed and formatted to be the dictionary content by using Microsoft Office Word 2007 version. To make the dictionary more interesting, the word in each language was filled with different color. The dictionary consisted of four vocabularies for each page to make it good looking and clear for the user. The paper size of the dictionary used was A5 or 14.8 cm x 21 cm. Besides the content of the dictionary, the cover of the dictionary was also developed in this stage. The cover was developed by using Adobe Photoshop CS6 version. The cover consisted of pictures which represented the themes consisted in the dictionary. Besides, the pictures consisted in the cover also represented the language provided in the dictionary. The development phase produced a final draft of the product with 96 pages. To accomplish the final product of the dictionary, the dictionary then was judged in the evaluation phase.

Evaluation was the last phase in this study that evaluated the final draft of the product. The evaluation was done through content validity judgment and quality judgment. The content of the dictionary was judged by two experts who were English-Bahasa Indonesia expert and Bahasa Indonesia-Bahasa Bali expert. The content validity judgment results were analyzed by using Gregory Formula and it showed that both experts stated that the dictionary content was relevant with the criteria of good multilingual thematic picture dictionary. Meanwhile the quality of the dictionary was judged by three experts and two English teachers as the users. The quality judgment results from the experts and the users showed that the developed multilingual thematic picture dictionary was categorized as an excellent media that can assist the students to develop and expand their literacy skills. It was supported by the calculated results of quality judgments that resulted in more than 49.5 from the experts and the users. Based on the evaluation process, there were some revisions done to the cover, picture, word, and sentence in the final draft of the dictionary. The cover got revised because the pictures did not completely represent the themes and languages involved in the dictionary. Pictures in the content of the dictionary were revised because of one main reason that the picture did not represent and equal with the sentence provided. The words were revised because of typographical errors occurred and mistranslation. The most revised part of the dictionary was the sentences because the sentences were not appropriate with the picture, grammatical error, and not equivalent level of sentence. The revision was not relevant with the theories related to the criteria of a good multilingual thematic picture dictionary which are the pictures are linked to words and the language source and target are explained equivalently (Islam & Purkayastha, 2015; Setyawan, 2016, Saptiani, 2016, Asista & Karim, 2015; Picks, 2019; and Sharif, 2012). Thus, the revisions were needed.

CONCLUSION AND SUGGESTION

There were three results concluded in this study that covered three research questions such as 1) A supportive media such as dictionary that can develop and expand the students' literacy was needed by the students. This study accomplished the students' need by developing a multilingual thematic picture dictionary which consisted of three languages (English-Bahasa Indonesia-Balinese) with suitable themes for fourth grade elementary school students. The dictionary also provided sentences and pictures that can help the user to acquire the language easier, 2) the dictionary was developed under the

control of ADDE model proposed by Richey and Klein (2007) which consisted of four main phases namely analysis, design, development, and evaluation. Besides, the dictionary followed the development steps proposed by Chaer (in Mawanti, 2014) that consisted of five steps, and 3) the developed multilingual thematic picture dictionary was categorized as excellent media that was appropriate with criteria of good multilingual thematic picture dictionary. The category was obtained from the quality judgment results from the experts and the users. Based on the conclusion and the results of the developed product, it is suggested to other researchers who want to conduct similar study to develop the product further in terms of the form of the dictionary and Balinese language level consisted in the dictionary since the limitation of this product only used *Basa Andap* level in Balinese language.

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