



THE EFFECTIVENESS OF DIGITAL MULTILINGUAL THEMATIC DICTIONARY TO ENHANCE LITERACY OF FIFTH GRADE ELEMENTARY STUDENTS AT SDN 3 BANJAR JAWA

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ABSTRACT

This research aims to determine whether or not the digital multilingual thematic dictionary was effective to enhance the literacy skills of fifth grade students. This research method is quantitative-descriptive using the Classroom Action Research (CAR) technique. The population consisted of class V students at SDN 3 Banjar Jawa. Students received treatments in every cycle. The instrument of this research is a student literacy test, which consisted of a pre-test, an observation sheet, and two post-tests. Data analysis was carried out using descriptive statistical analysis. This research is successful if the student's score above the minimum passing grade (KKM 70). The average score in the pre-test was 63.40, with 44% of students got the Minimum Mastery Criteria; in cycle 1, with an average score of 72.08, with a percentage of 72% of students got the Minimum Mastery Criteria; and in cycle 2, with an average score of 94.40, with a percentage of students who got the Minimum Mastery Criteria was 100%. This shows that the use of digital multilingual thematic dictionaries was effective to improve the literacy skill of fifth grade students.

Keywords: *Literacy, thematic, digital, multilingual dictionaries, elementary students*

INTRODUCTION

Literacy at the elementary school level has an important role in forming the basis of children's learning and development. This literacy refers to a person's ability to read, write, understand, analyze, and use information effectively. Literacy at the Elementary School (SD) level is the basic ability to read, write and count which is very important in everyday life (Kapur, 2019). Literacy is very important because it provides a basis for students to learn many things such as finding information, dan knowledge. Students' abilities in writing, reading, and arithmetic



are important components in assessing their basic literacy skills in low grade elementary schools (Anwas and Hedianana, 2022). In addition, good literacy skills are also very important for developing critical thinking skills, communicating effectively, and solving problems. Therefore, mastery of literacy in elementary school is very important to prepare students for success in the future, both in academics and social life.

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Literacy is interpreted as language skills which are the basis of development, the "School Literacy Movement" The School Literacy Movement (GLS) is carried out to encourage the quality of the country because the quality of the country is reflected through the quality of its successors or the ability of its human resources. Routine literacy activities are literacy activities that are regularly scheduled at school, some examples that are currently being carried out to increase literacy are reading books for 15 minutes before learning begins Uswatun and Silitonga, (2020) states that storytelling, and incidental literacy activities are literacy activities that are carried out unplanned or scheduled. One of the media that encourages easy literacy in English is a digital multilingual thematic dictionary. A digital multilingual thematic dictionary is a dictionary that contains vocabulary, pictures and sentences related to certain topics or fields, such as clothes, food and drink, public places etc (Helmie et al., 2023). Literacy in using multilingual thematic dictionaries is very important to optimize the benefits of these dictionaries.

Digital literacy is an activity that depends on knowledge literacy, internet literacy, web literacy and digital literacy. Each stage has an important role supporting overall digitalization (Nascimbeni et al. 2019). Based on research by Chan, (2017); Lea and Jones, (2011), this factor was strengthened by technological advances that encourage student engagement with digital devices. One strategy that can be used is to consult a dictionary (Ratminingsih et al. 2021). Further research conducted by Putri et al. (2022) also supports that the use of a multilingual thematic dictionary (English-Indonesian-Bali) helps overcome literacy problems, especially related to the decline in the quality of language use. Sound features, attractive design and colorful images enhance this success visually. Students' interest in reading can be increased through the use of colorful picture story books (Wulandari



et al. 2021).

As stated in previous research, the use of dictionaries makes a positive contribution to reading comprehension and vocabulary expansion in English. Multilingual thematic dictionary become important tools that support students in broadening their knowledge of languages, increasing understanding of material, and developing their literacy skills (Desy et al. 2023). Multilingual digital dictionaries produce a significant impact on improving sentence formation abilities in English. With a multilingual thematic dictionary, students can easily understand words, remember and practice their pronunciation (Ratminingsih et al. 2022). Therefore, through this research, it is hoped that significant results was obtained after implementing learning using a digital multi-language thematic dictionary in increasing student literacy, where the literacy referred to in this research is students' ability to read, arrange words and write sentences.

METHOD

This study was quantitative descriptive in which the method was Classroom Action Research (CAR). Classroom action research-based learning is defined as a teaching and learning process by emphasizing that the research process has two interrelated parts, namely the research process and research results (Meesuk et al., 2020). Classroom action research is a learning activity in the form of a process that occurs interactions between the teacher and students in the class together where the teacher becomes a director in the activity. Researcher action aims to bring developments in practice by analyzing existing practices and identifying elements for change (Syah, 2016). The Classroom Action Research (CAR) method involves several stages in collecting research data, namely Planning, Acting, Observing, and Reflecting. These four stages are referred to as a series of steps (a spiral of steps) by Kurt Lewin cited by (Ningrum, 2009).

The subjects in this study were fifth grade students at SD Negeri 3 Banjar Jawa in the 1st academic year 2023/2024 which consisted of one class with a total of 25 students. The sampling technique at this school is purposive, this technique is used based on several teacher interview and direct observation results.

The data collection instruments used were pre-test, observation and post-test. In this research, the researcher carried out a treatment, in doing this, the researcher carried out a multilingual thematic dictionary treatment in class to obtain accurate data. Initial data was taken by conducting a pre-test and observing student needs. Class room action research was carried out to determine the effectiveness of multilingual thematic dictionaries on literacy in the learning process or treatment carried out. Action is an activity carried out intentionally to achieve a certain goal. The purpose of the action is to solve the problem practically (Ningrum, 2009).

The data analysis process was carried out by analyzing the results of pre-test, observation and post-test. Before participating in the training, the first step taken is to collect pre-test score data or initial data from respondents (Banuwa and Susantiet, 2021). KKM is used as a reference for assessing whether a student has



achieved the expected competencies in certain subjects. The KKM value is socialized to students and parents, the KKM value ranges from 0-100 Kementerian Pendidikan, (2020). So, the KKM or minimum score for English in grade 5 at SDN 3 Banjar Jawa is 70. Researchers analyzed data using SPSS version 26 through three types of analysis processes, including: 1) descriptive statistical analysis to determine the effect before and after treatment, and 2) percentage of students. There are some part of statistical analysis formulas of this study, namely mean score, and percentage score. Mean is calculated by adding up all the values in the data and then dividing by the number of data or total values. As for the formula by Anas Sudjono, (2010) in Pab and Estate, (2018) , the formula uses as follows:

$$\bar{X} = \frac{\text{Total score}}{\text{Number of students}} \times 100$$

Note:

\bar{X} = Mean

The results of the mean are used in the pre-test and post-test to compare the specified minimum scores so that researchers can see the student's progress and whether students get scores more than the specified Minimum Mastery Criterion. The formula of percentage will be used as follows (Muflihah, 2021):

$$P = \frac{f}{N} \times 100\%$$

Note:

P = The class percentage
 F = Total percentage score
 N = Number of students

Then, to see changes in student scores from the pre-test and post-test scores in each cycle, the researcher used the percentage formula by Meitzer (2008), as follows:

$$P = \frac{y1 - y}{y} \times 100\%$$

Notes:

P : Percentage of students' improvement
 Y : Pre-test result
 y1 : Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

Notes:

P : Percentage of students' improvement
 y : Pre-test result
 y2 : Post-test-N



This research is successful if the student's score gets higher from cycle to cycle and passes the KKM 70 (Kementerian Pendidikan, 2020) or the percentage of students shows a result of 70%, so the researcher assesses that the English literacy achievement of grade 5 students using multilingual thematic dictation has increased.

Data is analyzed quantitatively to determine product validity and quality. The Gregory formula used in this research refers to the results of expert assessments. Obtaining quantitative data from the instrument results is as follows:

Tabulation Result		Expert 1	
Expert 2	Irrelevant score	A	B
	Irrelevant score	C	D

Based on the results obtained using Gregory's formula, there are several quality criteria, including:

Content Validity criteria	
0.8 - 1.00	Very high quality
0.6 - 0.79	High quality
0.40 - 0.59	Medium quality
0.20 - 0.39	Low quality
0.00 - 0.19	Very low quality

FINDING AND DISCUSSION

The Classroom Action Research was carried out to conduct the effectiveness of digital multilingual thematic dictionary. From the data analysis on score of the pre-test, it was found that students needed action in learning to prove changes in the actions taken. The Discovery Learning model using the Communicative Language Teaching (CLT) method. With this method researchers can improve the literacy skills of class 5B students at SDN 3 Banjar Jawa. The descriptive data below will provide further insight through the average value (mean), middle value (median), mode (modus), standard deviation (std. deviation), range, variance as well as minimum and maximum scores. First, Tabel 3 will show the results of the descriptive statistical analysis of the pre-test score.

Table 3. Descriptive Statistical Analysis Result



Statistics		
Score Pre-Test		
N	Valid	25
	Missing	7
Mean		63,4000
Median		65,0000
Mode		85,00
Std. Deviation		20,90255
Variance		436,917
Range		70,00
Minimum		25,00
Maximum		95,00

Descriptive Statistical Analysis Result of Pre-test

The percentage that researcher use to find the percentage of students is the total percentage score divided by the number of students and multiplied by one hundred, the results display, The percentage that researcher use to find the percentage of students is the total percentage score divided by the number of students and multiplied by one hundred. The results show that only 44% of students got a score from the specified percentage, including 8% of students who had a score of 70, a score of 75 was obtained by 4%, 4% of students got a score of 80, 20% got a score of 85, 4% got a score of 90 and 4% got a score of 95. Meanwhile, the percentage below 70% is 56%, including 8% getting a score of 25, 8% getting a score of 35, 8% getting a 40, 4% getting a 50, 4% getting a 55, 12% getting a 60. and a score of 65 was obtained by 12% of students. This conclude that students need further action to achieve even better grades.

Based on the problems students had with their literacy skills as seen from the pre-test results, the researcher planned an action by designing a lesson that used a multilingual thematic dictionary as a medium to improve students' literacy. Tabel 4 will show the results of the descriptive statistical analysis of the post-test score.

Table 4. Descriptive Statistical Analysis Result

Statistics		
Nilai Post-Test Cycle 1		
N	Valid	24
	Missing	8
Mean		72,0833
Median		77,5000
Mode		85,00
Std. Deviation		21,46365
Variance		460,688
Range		75,00
Minimum		25,00
Maximum		100,00

Descriptive Statistical Analysis Result of Post-test in the first cycle



Based on the results of the post-test that was carried out, students succeeded in achieving an average of 72.08 with a percentage of 72%. This increase shows the effectiveness of using multilingual thematic dictionaries for learning actions. Preliminary data from the pre-test shows that the average student score before the action only reached 63.40 with a percentage of 44%. Therefore, there is a visible improvement after the action is taken. From the results obtained, an average score increase of 8.68 was recorded and a percentage increase of 28% between the pre-test and post-test. However, researchers realize that to confirm and deepen understanding regarding these results, further action or a second cycle is needed. Based on several things above, it can be concluded that researchers need to continue to the next cycle, namely cycle 2. Judging from the learning or first cycle, it can be seen that students still have a low level of skill in composing words and writing correct sentence translations.

Based on the problems students have with their literacy skills as seen from the results of actions and post-tests in cycle 1, it was found that students' literacy skills have improved, but there are still several things that need to be improved. So the researcher plans to take action by designing learning that uses a multilingual thematic dictionary as a medium to increase student literacy. In this second cycle, the researcher added activities to the meeting with the aim of increasing student literacy. The topic discussed at the second meeting was clothes. Tabel 5 will show the results of the descriptive statistical analysis of the post-test score.

Table 5. Descriptive Statistical Analysis Result

Statistics		
Score of Post Test 2		
N	Valid	25
	Missing	7
Mean		94,4000
Median		100,0000
Mode		100,00
Std. Deviation		8,57807
Variance		73,583
Range		30,00
Minimum		70,00
Maximum		100,00

Descriptive Statistical Analysis Result of Post-test in the second cycle

The percentage that researchers use to find the percentage of students is the total percentage of scores divided by the number of students multiplied by one hundred. The results of the research show that only 100% of students got a score



from the specified percentage, including 16% of students got a score of 70, 19% got a score of 80, 20% of students got a score of 85, 21% got a score of 90, and 24% got a score of 100. So you can it was concluded that students needed further action to achieve even better grades. Based on the results of student scores, the average student score increased more than the pre-test score, post-test score 1 and post-test 2. The mean of pre-test score was 63.40, the mean of post-test cycle one score was 72,08. and the average score of post-test 2 is 94.40. This shows that the average student score increased by 56%. So it can be concluded that the multilingual thematic dictionary has succeeded in increasing literacy in class 5B where all students have a score above 70 according to the KKM.

This research aims to prove the extent to which the application of digital thematic dictionaries can have a significant impact and improvement on the literacy skills of fifth grade students. By detailing these objectives, this research will open the door to identifying possible real impacts, and deepen understanding of what a thematic dictionary. Multilingual digital can be considered an effective tool in supporting literacy development in fifth grade. To determine the impact of the actions taken on the skills of class 5 students, statistical analysis was carried out using pre-test and post-test. The pre-test was carried out to determine the students' abilities, then continued by looking at the results of the post-test scores after treatment. The treatment or action carried out uses the CAR method, Classroom Action Research is a process in which researchers systematically and carefully evaluate and examine their own actions by applying research techniques (Pionir, 2013). This method involves observing, analyzing, and reflecting on the steps taken by educators to improve their learning practices. This approach was chosen to investigate and address specific problems that arise in the classroom context. The results of this action research will focus more on the class that is the object of the research, and generalization of the findings can only be applied to the context of the class that has been researched. This is because action research subjects are not taken randomly from several parallel classes (Mulyatiningsih, 2019).

The increase in changes in student grades shows that dictionary students appear to have a significant impact and can be said to be successful if the student's classical grades meet the specified standards, namely 75% (Handoko 2011; Mulyatiningsih , 2019). Based on this, learning media can help students improve their literacy skills. Multilingual thematic dictionaries are also the most instant medium for learning English. A dictionary is an important tool that helps students understand and master vocabulary, grammar, and the meaning of words in English. The use of a dictionary in learning English is a crucial aspect (Rohmatillah, 2016). Multilingual thematic dictionaries have several facilities that can motivate students to study harder easily. The facilities contained in the dictionary include: 1) pictures that match the object, 2) it has three languages (Bali-Indonesia-English), 3) Audio, 4) themes for each level.

Santosa (2019), use of picture books or picture dictionaries was able to improve students' vocabulary mastery with some additions such as pictures or illustrations. According to Wulandari and Handayani, (2020), that dictionaries have



a positive and effective influence as learning media in teaching speaking, especially in increasing students' vocabulary. Through the use of dictionary, students' vocabulary skills can improve significantly. The dictionary provides word definitions, examples of use in sentences, synonyms, and other related information that helps students understand and use words more precisely and with variety. In addition, students' ability to express their ideas and thoughts will be helped by this increased vocabulary. By regularly and actively accessing the dictionary, students can expand their vocabulary, improve their understanding of the language, and improve their speaking skills in different contexts.

The results of this research are in line with previous research Uswahsadieta et al. (2020), The dictionary was chosen as an effective medium to improve students' understanding and mastery of vocabulary. With a dictionary, students can expand their vocabulary through easily accessible and structured references. Safitri and Kabiba, (2020), conducted shows that learning using visual media attracts students' interest and attention, especially at the elementary education level at the elementary education level, students tend to need concrete evidence in learning. Using visual media, students can see concrete forms of the learning material being studied, so they can more easily understand and remember the information taught by the teacher. Santosa (2019), found that the use of picture books or picture dictionaries was able to improve students' vocabulary mastery with some additions such as pictures or illustrations. Suniyasih et al. (2020), most effective methods in learning that they used, what media they used when studying, and which media they considered were most needed in the learning process. Adnyani et al. (2021), that multilingual thematic picture dictionaries are a very effective and important medium for developing literacy skills in class students.

Multilingual thematic picture dictionaries are categorized as an excellent medium because they are able to provide pictures that help students understand the meaning of words clearly. which states that digital dictionaries have a better impact on student literacy (Ratminingsih, 2022). The dictionary acts as a tool that can develop and expand students' literacy (Wulandari et al. 2021). In Yuliandari et al. (2023), study, digital multilingual thematic dictionaries were considered quite effective in facilitating language learning and had the potential to have a significant impact on classroom students' literacy skills. Ratminingsih et al. (2022), digital dictionaries has a more positive impact on student literacy. This factor is strengthened by technological advances that encourage student engagement with digital devices. The use of a multilingual thematic dictionary (English-Indonesian-Bali) helps deal with literacy problems, especially those related to the decline in the quality of language use. Sound features, attractive design, and colorful images enhance this success visually (Putri et al. 2022).

The novelty of this research is to test the effectiveness of using a Digital Multilingual Thematic Dictionary in improving the literacy skills of fifth grade students or not. Based on the development of a person's understanding, knowledge and skills, literacy habits must be instilled from an early age (Lestari et al. 2021). Pratiwi, (2022; Setiawan, 2022) state that the application of literacy is very



important for the development of education in Indonesia. Good literacy enables people to sort and understand information wisely and make wise decisions amidst the rapid flow of information. Routine and incidental activities designed according to literacy stages will provide ample opportunities for students to develop their reading, writing and comprehension skills. Vijipriya et al. (2017), multilingual dictionaries are very important for students, dictionaries are specifically designed to help users in language-related tasks, such as looking for word definitions, translating, finding synonyms, and providing examples of how words work. used in sentences. Desy et al. (2023), digital dictionary as a tool that can help them understand language learning material and develop their literacy skill.

Since the success criteria for this research have been achieved and the research results are in accordance with related theories, it can be concluded that the use of multilingual thematic digital dictionaries has a significant effectiveness on the literacy skills of class V students. The effectiveness of multilingual thematic dictionaries is considered quite effective in facilitating student literacy. The use of this digital dictionary is effective in helping students read vocabulary well, organize vocabulary into correct sentences, and give appropriate meaning to vocabulary related to the themes taught during the learning action process. Through this research, it is hoped that it can make a meaningful contribution in designing more effective learning strategies and supporting increasing student literacy by utilizing multilingual thematic digital dictionaries

CONCLUSION

In conclusion, based on the research findings, the use of digital multilingual thematic dictionaries was effective in increasing the fifth grade students literacy skills.

RECOMMENDATION

Based on the conclusions obtained, it is recommended to elementary school teachers and education practitioners to utilize literacy media, one of which is the digital multilingual thematic dictionary, to achieve the English language learning objectives. The application of a digital multilingual thematic dictionary was effective in improving the fifth grade students' literacy skills. However, further research needs may explore the use of this dictionary with a wider population, in order to obtain more accurate data, the researchers recommend a longer period of time conduct the next research. Apart from that, based on the results of observations that have been made, the researchers suggest that this dictionary can be used offline so that it does not require a signal and this dictionary can also be accessed by a wide range of people.



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