

Designing Pictorial Dictionary Entitled “Cibaya” Cinta Budaya Jepara For Improving Young Learners’ Vocabulary Skill

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Abstract

Introducing English to young learners is very important because English is an International Language and many young learners teachers especially in Jepara do not have English good competence background for teaching English to young learners. So, the reaseachers are designing pictorial dictionary entitled Cibaya for helping young learners teachers for teaaching their students in teaching and learning process. The pictorial dictionary are fulfilled by beautiful pictures and also definiton from each vocabularies. The aim for designing dictionary is not only introducing and improving English vocabulary for young learners but also for introducing Jepara culture and tradition through Cibaya dictionary. The vocabulary content in the dictionary is about traditional food, carving, Tourist destination and culture. The researchers hope that children in Jepara loves their own tradition and culture. The research method used development research with adopted from the design of Borg and Gall. The result of the expert validation of Cibaya pictorial dictionary showed an average value 85%. This value indicates that this pictorial dictionary has good criteria and it is feasible to be an alternative media for introducing English vocabulary for young learners through Jepara’s culture and tradition from Cibaya pictorial dictionary.

Keywords: Designing Pictorial Dictionary, CIBAYA Jepara, Young Learners, Vocabulary skill

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Introduction

Language is not about able or no but it is about practice or not. Almost play group or kindergarten in Jepara do not have English teachers’ backgroud but they give some English materials in teaching and learning process at school with wrong way (Haryanto, Purwanto & Giyoto, 2020). They found some mistakes in writing the words and pronounce the words. It happened because young learners teachers in some play group or kindergarten do not have good competence in English and they do not practice and upgrading their knowledge (Mauch & Tarman, 2016). So, media is one of important thing for young learner teachers for upgrading their knowledge by reading books, reading dictionary, googling some infromation through the internet, downloading some application for enrich their English knowledge, it can be vocabulary, pronunciation, reading skill or writing skill. Then, Cibaya pictorial dictionary is one of solution for learning English vocabulary which is fun and interesting in teaching and learning process (Fauzan, Lubis & Kurniawan, 2020).

CIBAYA Pictorial dictionary is an innovative media for introducing and improving for young learners’ vocabulary skill. Because the dictionary is not only consist of some million words which is not interesting for young learners to study, but in every word is supported by interesting pictures and the definiton also. Meanwhile, from the dictionary we can take some advantageous that is very useful for young learners because there are some information about Jepara traditional food such as horog- horog, latoh and etc, Jepara tourism destination such as karimun jawa Island, kartini beach and etc, Jepara culture such as sedekah bumi, Jepara carving such as wood carving and many more, so young learners will love and appreciate with Jepara’s culture and tradition through CIBAYA pictorial dictionary.

The use of CIBAYA pictorial dictionary is very simple and easy, young learners teachers or parents just showing the pictures and asking some questions related some vocabularies based on the pictures and after that explaining the definiton of pictures itself to young learners. For example,

young learners teachers shows torch war picture, then she/ he asks some vocabularies related to torch war, such as what is torch?, do you know war?, what is about fire? How can you find fire in your house?. They are as samples of questions. Asking some variative question is digging young learners' competence in high order thinking. After showing pictures to young learners and asking some questions, then it is time to introduce Jepara culture and tradition by reading the definition in the dictionary. The reasons why should we focus to introduce young learners with the tradition and the culture of Jepara because building young learners characteristics is very essential things for loving their own tradition and culture and be proud of become part of Jepara.

Media

Media are the communication outlets or tools used to store and deliver information or the data. According to Bakri (2011: 3) media is plural form of medium, which derives from latin words *medius* that has meaning middle. In bahasa, medium means between or interval. The meaning of media aimed at showing that deliver information (message) between message sender and receiver. There are so many kind of media for teaching young learners, it can be electronic media such as handphone, projector, laptop, tablet, television, radio etc, digital media such as internet, some application in webstore and playstore, mass media such as newspaper, magazine, etc, printed media such as books, comics and pictorial dictionary.

In Industry revolution 4.0, education should take the role in developing human and resources not only from the teachers but also from the students too. The use of media in teaching and learning process give big impact in developing the teachers and the students also. Especially for young learners teachers may not only use very old printed book and whiteboard because there are so many choices of media in teaching and learning process. By using internet for example, the teacher will find many information to enrich their competence for teaching their students. In introducing English to young learners, there are many choices interesting media such as pictorial books, colourful paper which is containing vocabulary with the pictures and pictorial dictionary will be good choices to teach English to young learners. Many problems found by young learners teacher around Jepara and especially Paud Pelangi Guyangan for introducing English as a

second language to their students, because the limitation of media in teaching and learning process and also English competencies. Young learners teachers also explain about their minimum knowledge in Jepara's culture and tradition. The headmaster of Paud pelangi Guyangan explained that she wants to introduce Jepara's heritage to the students start from very basic level. So, designing CIBAYA pictorial dictionary by the researchers is very best solution for introducing some English vocabulary through CIBAYA pictorial dictionary. So, the teacher and the students are familiar with Jepara's culture and their English competence in vocabulary are improved.

Jepara Tradition, culture, traditional food and tourist destination

Jepara is a small town in the province of central java, Indonesia. Jepara is the north coast of java, north-east of semarang, not far from mount muria. It is also the main town of the district of Jepara, which has population of about 1 million. Jepara is known for the javanese teak wood carving art as well as the birthplace of kartini, a pioneer in the area of women's rights for Indonesian. Jepara has many culture, tradition, traditional food and tourist destination. For example are Jepara festival culture, Torch War, Jembul Tulakan, Sedekah Bumi, barongan dencong, wayang golek lngkung, kridhajati dance, impes dance, tenun troso dance, emprak dance, tayub dance, samroh, gambus, angguk, dagelan, kentrung, ludruk, ketoprak, keroncong and prasah. And then for the tourist destinations in Jepara are like karimun java island, bandengan beach, kartini beach, kali bening, tempur and many more. And talking about food, Jepara has many traditional food such pindang serani, horog- horog, latoh and etc.

Wood carving art Jepara is very familiar for Indonesian people and abroad. The uniqueness of wood carving Jepara is amazed by many people. But Jepara is not only famous from wood carving but also from many sides as described above. Jepara potential in developing the economy quality is higher than some town around Jepara because this town has many good potential from many aspect.

Tourism in Jepara is an important component of the economy of Jepara and a significant source of tax revenue. 8472 tourism in Jepara attract foreign visitors in 2010. Jepara is a town which known for their culinary, education, tourism, and rich cultural heritage. Most of districts has uniqueness tradition and tourist destination, for

example in karimun java district we can find many tourism destination such as barakuda beach, nirwana beach, ujung gelam beach, baju topeng beach, yamin beach, annora beach, kemloko beach, batu karang pengantin beach, shark conservation, turtle conservation, tracking mangrove forest, nyamplungan hill and etc. In Jepara district we can find kartini museum, carving museum, panjang island, kartini beach, bandengan beach and etc. In mlonggo district we can find pailus beach, blebak beach, suweru beach, ujung piring beach, empu rancak beach, jepara ocean park and etc. In bangsri district we can find ombak mati beach, sejuta akar lake, nggembong waterfall, watu mbrayot and etc. And we can find many tourism destination in another districts to be explored. According to Siwo harsono (2017) said that jepara folklore is potential to develop to be folklore tourism such as the legend of bandengan, perang obor (torch war) and another folklore in Jepara.

Although Jepara has many traditional food, traditional festival, culture and tourism destination, but there is no compilation book about Jepara tradition and culture, so the researchers designed Cinta Budaya jepara "CIBAYA" dictionary for conserving Jepara cultural heritage. So, Jepara young generation start from young learners, teenagers and adult will love and appreciate with their own tradition and culture and be proud to use their own local product and applying in their daily life.

Pictorial dictionary

Pictorial dictionary is a dictionary where the definition of a word displayed in the form of a drawing or photograph. Picture dictionaries or pictorial dictionaries are useful in a variety of teaching environments, such as teaching a young child about their native language, or instructing older students in a foreign language, such as in the culturally authentic pictorial lexicon. Picture dictionaries are often organized by topic instead of being an alphabetic list of words, and almost always include only a small corpus of words. A similar but distinct concept is the visual dictionary, which is composed of a series of large, labelled images, allowing the users to find the name of a specific component of a large object. (wikipedia).

Designing Cinta budaya Jepara "CIBAYA" pictorial dictionary is very best solution for teaching vocabulary to young learners, because the dictionary content is not only words about also supported by beautiful pictures which

has function to make young learners more understanding in learning vocabularies and the pictures definition. So, the teacher will explain the pictures definition to young learners.

Cinta Budaya Jepara "CIBAYA" pictorial dictionary is different with another pictorial dictionary because this dictionary focus in introducing Jepara culture and tradition. The aim for designing this dictionary is for conserving Jepara tradition and culture, so young learners are familiar with their own tradition and culture. The reasons why the researchers designed this dictionary because in fact, many young learners in Jepara do not know well about their own tradition and culture. It is based on the statement of the headmaster of Paud pelangi Guyangan that her students do not understand about many traditions and cultures in Jepara.

Teaching English to Young learners

According to Sukarno in his journal entitled Teaching English to Young Learners and factors to consider in designing materials (Vol. 5, No.1 April 2008), he stated that in teaching and learning process, the English teacher must know the kinds of language learning resources for young learners as follows

1. Learning resources are not additional materials for pleasure but main materials which ordered and learned as interesting activities which children usually do in their daily lives.
2. Learning resources for children must be appropriate for children attitude, will, word, and so forth. Therefore, ideal English teacher to young learners are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
3. There must be a clear distinction between technique and resource, songs, stories, poems, games and resources.

For making the class communicative in teaching English to young learners, young learner teachers should comprehend the communicative principles are proposed by John and Morrow (1983:60-64) as follows:

1. Know what you are doing
2. The whole is more than the sum of the parts.
3. The processes as important as the forms.
4. To learn it, do it.

Based on the explanation above we can conclude that teaching English to young learners

should well prepared from many aspects such as understand the young learners psychology, having some knowledge about interesting media, games and strategy for teaching English to young learners.

Vocabulary skill

Having millions vocabularies in the brain is very important to mastering English. Students who has insufficient vocabulary will not use English well in many aspects. It shows that vocabulary has very big role in mastering English well. Yang (1997) pointed out that many college students still encountered difficulties in reading their English textbooks. The main reason for those college students who cannot read comprehensively is their limited vocabulary. In order to facilitate the learning process for learners, a deep understanding of vocabulary teaching is rudimentary. In addition, some issues pertinent to improvement in learners' vocabulary size are also mentioned. Issues such as what to teach, and how to teach, is also submitted and discussed.

There are two types of vocabulary, they are active and passive vocabulary. According to Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce. Hatch and Brown (1995), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand when they are used in context, but they cannot produce. The types of vocabulary that

learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that learners understand and are able to pronounce correctly and use constructively in speaking and writing.

Vocabulary skill should be mastered young learner teachers because it is one of foundation in teaching English. They cannot teach their students well if they do not have good English vocabulary foundation.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

In teaching vocabulary, especially for young learners, we have to choose and use some different strategy in teaching and learning process, for example teaching vocabulary using objects, teaching vocabulary by drilling, spelling and active involvement, teaching vocabulary using drawing and pictures, teaching vocabulary using mime, expressions and gesture, teaching vocabulary by using pictorial dictionary and etc.

Methods

This study adopted the design of Borg and Gall and adjusted to the initial findings of the results of initial observations in the field. The development stage is as follows:

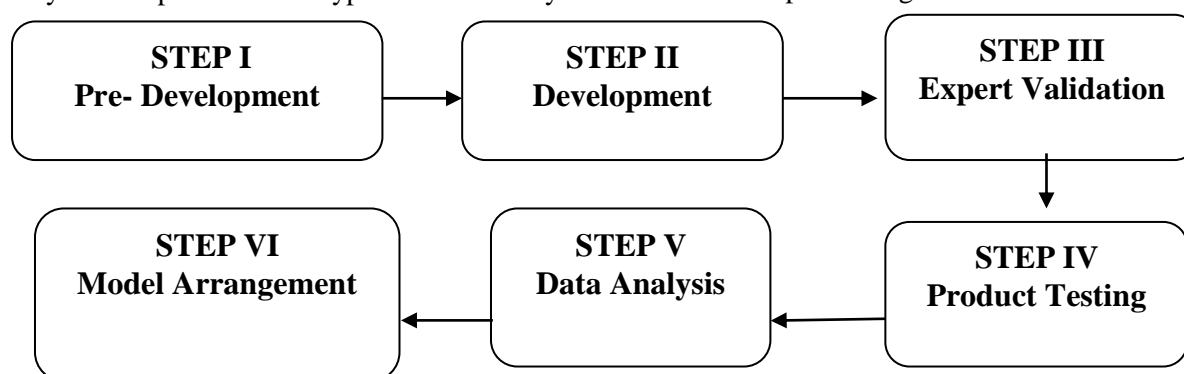


Figure 1. Stages of research development

In the pre-development stage is doing need analysis carried out regarding the need for English language teaching materials in PAUD pelangi Guyangan. This analysis is carried out using

interview and observation methods during teaching and learning process.

The next stage, namely the development stage is carried out in three stages, namely drafting the initial draft pictorial dictionary based on Jepara tradition and culture, conducting FGDs with teachers to follow up on inputs, assembling draft pictorial dictionary found in the field and the FGD process.

The validation and appraisal stage of the reviewer is carried out by relevant experts and practitioners. Stages Product testing is carried out by applying pictorial dictionary in the learning process at paud pelangi guyangan.

The respondents of this study were Young learners students start from 4-5 ages with less than 100 students by using purposive sampling, namely PAUD PELANGI Guyangan.

Result and Discussion

Tabel 1. Sample list of culture and tradition in Cibaya Dictionary

NO	Sample list of culture and tradition in Cibaya Dictionary
1	Jepara Traditional Food
2	Traditional Carving Of Jepara
3	Tourist Destination
4	Art and Culture

In the development of teaching materials, this begin with FGD with the team related to the material needs presented in English-based teaching materials for culture and tradition in Jepara. The content of the teaching materials is a picture that

Based on the findings of the observation at Paud Pelangi Guyangan, the school did not have specific English dictionary based on culture and tradition in Jepara. Therefore, the reasearch team provides an alternative to carry out research activities to implement English- based on on Cibaya Pictorial dictionary. the aim of designing and applying cibaya dictionary at paud pelangi is for improving young learners' vocabulary skill and introducing clture and tration in Jepara. The result of this study Cibaya pictorial dictionary based on culture and tradition of Jepara. This pictorial dictionary consists of picture, definiton and also vocabulary with two languages, they are Indonesian- English. The pictorial dictionary material consists of the following culture and tradition as follows:

is equipped with definition and english-Indonesian vocabulary. The following is a screenshoot of the material for teaching English vocabulary for young learners.

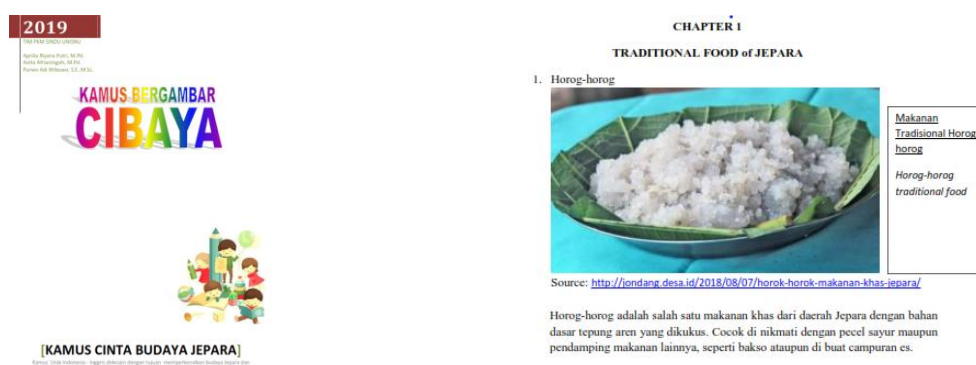


Figure 1. Screenshoot from Cibaya Dictionary base on culture and tradition of jepara

The result of the expert validation on Cibaya pictorial dictionary showed an average value 85%. This value

indicates that this cibaya pictorial dictionary has good criteria and feasible to be implemented in the process of learning English for young learners.

The results of an expert assessment in the field of English teaching materials show that

English teaching materials based on cibaya pictorial dictionary is good criteria but still need revision related to the concept of wragling, assessment technique and presentation consistency. This teaching materials is in accordance with the needs of young leaners in

kindergarten in learning English more interesting and fun.

The next stage is the implementation of cibaya pictorial dictionary in kindergarten, the trial phase is at paud pelangi guyangan which is practicing how to teach vocabulary by using cibaya pictorial dictionary. The class chosen is paud A and paud B with two meetings. The teaching techniques used are quite varied. At the first meeting in paud A, the teaching technique is using picture from culture and tradition in Jepara. At the second meeting at paud B, the teaching technique is by using game for the topic traditional food.

In the implementation of teaching vocabulary by using cibaya pictorial dictionary is very fun and joyful, so the teacher has determined some students who will get rewards according to the category. The categories in this activity include the most active students and the bravest students.

The next stage is assessment by user. This data comes from an assessment by young learners teachers. The result test by user of instructional material by young learners teachers at paud pelangi guyangan with calculation from the assessment instruments seen from the assessment criteria from 1 to 5, the number of teachers who responded to the pictorial dictionary, namely 5 teachers to retrieve data representative.

From the analysis result shown that the average value is 80.5. on average, so the assessment criteria for cibaya pictorial dictionary is categorized into good criteria and has advantages in the field of learning innovation in the development of teaching materials.

The result of the development of cibaya pictorial dictionary based on culture and tradition of Jepara has an average value of 85%. This value shows that this pictorial dictionary has good criteria and feasible to be implemented in the process of learning English vocabulary for young learners.

Conclusion

The result of this study indicates that the development of cibaya pictorial dictionary based on culture and tradition of Jepara adopting the development design by Borg and Gall has good criteria and very suitable for teaching vocabulary for young learners. The result of the analysis of the user response shows good criteria with an average

value of 85%. Therefore, this cibaya pictorial dictionary makes young learners teachers and young learners as the students has good improvement in learning English vocabulary through cibaya pictorial dictionary.

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