



# Need Analysis of Trilingual E-Dictionary for Early Childhood; Indonesian- English-Lampung

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**Abstract.** Based on the standard competence for early childhood of Pertiwi Kindergarten in Metro, the students are introduced language at school, namely; Indonesian, English and Lampung. This study aims to analyze how the needs of trilingual (Indonesian-English-Lampung) e-dictionary for early childhood of Pertiwi Kindergarten Metro. The researchers took Pertiwi Kindergarten because this school is one of the kindergarten schools that introduce Indonesian, English, and Lampung languages to children in classroom teaching and learning activities. In collecting the data, the researchers conducted observation and interview with several kindergarten teachers and the principal to obtain information related to language learning in early childhood. The results of the study indicate that there is no digital learning media that can be used to introduce language to early childhood students in Pertiwi Kindergarten in Metro City. A trilingual (Indonesian-English-Lampung) e-dictionary that is made attractively is considered as an appropriate medium of learning in introducing languages to early childhood so that the children are more enthusiastic and easy to catch the message they want to convey. In addition, a trilingual (Indonesian-English-Lampung) e-dictionary which is equipped with pictures and audio is very helpful for the teachers in teaching language to the early childhood students. Therefore, learning media in the form of e-dictionary is very needed to increase children's motivation in learning and children's knowledge of vocabulary which is often found in their surrounding environment.

**Keywords:** early childhood · e-dictionary · trilingual · language

## 1 Introduction

Head of The Language Development and Fostering Agency, Dadang Sunendar stated to prioritize Indonesian, to master foreign languages and to preserve local languages [1]. The Slogan that was promoted by Language Development and Fostering Agency encourages the whole nations to learn multi-language. Indonesian as a unifying language, English as an international language and Lampung as a local language has values that shape character of the speakers. Therefore, learning multi-language is essential in all aspects of life since every language has its own function and position.

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Multi-language learning can be started from an early age through formal, non-formal and informal education. Formally, children can learn languages at schools such as PAUD and Kindergarten (TK). Non-formally, children can learn languages through courses, play groups, or homeschooling. Informally, children can learn languages from the family environment, as well as from the social environment in the community.

In line with this concept, multi-language learning for early childhood is necessary as an effort in creating a better future for the future generations. Children at an early age have great potentials to learn language. At this time, the development of physical, mental and social run so fast, therefore; the success of the first years determines the children in the future. This is supported by research conducted by Hulukati that early childhood is the most important period in learning. At this time, children have strong and long-lasting memories[2].

So far, the studies which concentrated on analyzing how the needs in developing trilingual e-dictionary for early childhood have rarely been conducted. The previous researches tend to focus on learning English as foreign language for early childhood [3]–[7]. The other studies focus on the learning of local language. Local languages are very essential to be preserved so they do not become extinct [2, 8]–[11]. The studies which concerned about designing dictionary for children especially as a media in learning multi –language[12]–[14].

The purpose of this study is to complement the existing studies by analyzing the needs of trilingual e-dictionary for early childhood. This study emphasizes on the use of Indonesian- English-and Lampung as languages which are taught in Pertiwi Kindergarten Metro. Pertiwi Kindergarten Metro is one of favorite school for early childhood in Metro which introduces Indonesia, English and Lampung language to the students. In completing the data, the researchers conducted observation and interview with several kindergarten teachers and the principal to obtain information about language learning in early childhood.

This study is based on argument that analyzing the needs trilingual (Indonesian-English- Lampung) e-dictionary for children is necessary because of some points. First, learning media is very crucial in teaching and learning process. By having interesting media, the students will be more fun in learning languages. Second, every language has its own function. By mastering English, the children have better preparation in facial globalization era in the future. In addition, the previous research data showed that almost 86% of the population of Lampung comes from the other ethnic while the natives of Lampung who live in Lampung are only 14%. Therefore, Lampung as a local language has to be preserved in order it does not become extinct[15].

## 2 Method

This research is an initial research which was included in the pre-development in research and development (R&D) procedures by [16]. This research was carried out on April-May, 2022 at Pertiwi Kindergarten Metro, Lampung. The research populations were a principal and all teachers of Pertiwi Kindergarten Lampung who taught for early childhood students, totaling 17 teachers. Data collection techniques of this research were observation and interview. The instrument of data collection was using interview questions. Interview were used to obtain data about the teachers to determine the suitability

of the materials with the standard competence (SK), the teachers' difficulties, learning resources that have been used by the students, the need for teaching materials desired by students and the need for suitable media to be applied in the learning process at Pertiwi Kindergarten in Metro. The data from the research were analyzed descriptively qualitatively.

### **3 Finding and Discussions**

The first step that the researchers took before developing a trilingual e-dictionary (Indonesian-English-Lampung) for early childhood students was conducting a need analysis. A needs analysis was carried out by conducting observation and interview.

The observation was carried out on the learning process at Pertiwi Kindergarten in Metro. Meanwhile, the interview was delivered with the school principal and several teachers to determine the characteristics of early childhood children, learning styles, and the need for suitable media to be applied in the learning process at Pertiwi Kindergarten in Metro.

The researchers made a list of questions in the form of interview for the school principal and teachers. The following is a summary of the interview results conducted with the school principal and teachers of Pertiwi Kindergarten in Metro:

#### **3.1 The Materials Taught in Accordance with Standard Competence**

Based on the interview results with the school principal and teachers, the materials taught was in accordance with standard competence (SK). The students are taught some languages at school, namely: Indonesia, English and Lampung. In this case, the materials taught were only introduction to simple vocabularies, often found around students, for example, numbers, fruits, vegetables, colors, transportations, animals, and others. However, the language used for communication has not yet been taught.

#### **3.2 Teachers Introduces English and Lampung to Students**

In daily activities at school, the students use Indonesian. For English learning, each teacher learnt on their own and prepared the material before teaching in class because there were no specific teachers who have graduated with a bachelor of English. Almost 70% of the teachers are graduated from PG PAUD. While in learning Lampung language, two teachers are native to Lampung. The Lampung language at school is also introduced by playing traditional Lampung songs.

#### **3.3 The Teachers have a Textbook/Pocketbook in Teaching English and Lampung**

The teachers have a textbook/ pocketbook in teaching English and Lampung. However, the pocketbook that the teachers have in teaching language is in the type of information. The pocketbook only contains the meaning and there is no picture and audio whereas both picture and audio are very beneficial for the teachers to introduce vocabularies in English and Lampung. The picture can interact the students' attention and improve the students' motivation in memorizing the vocabularies. Audio makes the teaching and learning activities more interesting.

### **3.4 The Teachers do not have Special Teaching Materials/Media in Teaching English and Lampung**

Nowdays, the teachers do not have special teaching media in teaching English and Lampung. The teachers need special learning media to introduce language to the students, especially in Pertiwi Kindergarten in Metro. This learning media can increase students' motivation and knowledge in learning vocabulary in the surrounding environment that the students often encounter. The suitable media is image-based so that the students are more enthusiastic and interested in learning the language, specifically if it is added with audio, making it easier for students to memorize and faster to apply it in everyday life.

### **3.5 The Teachers have Difficulties in Teaching English and Lampung**

Many teachers have difficulty in teaching foreign and local language, especially in pronouncing the dialects both English and Lampung. Several teachers have a textbook/handbook in teaching English and Lampung. the handbook is in the form of dictionary; nevertheless, there is no picture or audio. The dictionary is not interactive just informative only in written form.

### **3.6 The Teachers Need Special Teaching Media To Teach English and Lampung**

The required media must be adapted to early childhood students' characteristics and learning styles. An attractive digital-based trilingual visual dictionary (Indonesian-English-Lampung) is deemed necessary and appropriate for learning media in introducing languages to early childhood students so that they are more enthusiastic and interested and easily catch the message which the teachers want to convey.

### **3.7 The Teachers Agree if a Trilingual E-Dictionary for Children is Developed**

The teachers agree if a trilingual e-dictionary for children is developed, an e- trilingual dictionary (Indonesian-English-Lampung), which is equipped with pictures and audio, is beneficial for teachers at school. The teachers feel helped and more confident in speaking English, which is written and pronounced differently. In addition, the Lampung language also has two dialects, and not all teachers are native Lampung. Only two teachers are from Lampung. One teaches in kindergarten while another teaches in playground.

## **4 Conclusion**

The current study examines a need analysis regarding a trilingual (Indonesian- English-Lampung) e-dictionary for early childhood. First, there is no digital learning media that can be used to introduce language to early childhood students in Pertiwi Kindergarten in Metro City. Second,an e-dictionary that is made attractively is considered as an appropriate teaching media in introducing languages for early childhood students so that the children are more enthusiastic and easier in catching the messages which the teachers want to convey. Third, a trilingual (Indonesian-English-Lampung) e-dictionary which is

equipped with pictures and sound is very beneficial and helpful for the teachers in teaching multi languages to the early childhood students. Fourth, learning media in the form of e-dictionary is really needed to strengthen the students' motivation in learning and the students' knowledge of basic vocabularies that are often found in their surrounding environment.

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