

# The Development of Trilingual Picture Dictionary for Elementary Students

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## Abstract

Currently, schools are encouraged to incorporate local content into learning activities. However, in some remote areas, the availability of supporting teaching materials remains limited, creating a challenge to effective implementation. Therefore, this study aims to develop a trilingual picture dictionary designed for elementary students to enhance their vocabulary acquisition and language skills in three languages: English, Bahasa Indonesia, and Pama. The dictionary serves as an educational tool to support multilingual education by providing visual aids and culturally relevant content that is accessible to young learners. A research and development (R&D) approach was employed, incorporating the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model to systematically create and refine the dictionary. The stages of analysis, design, and development have been conducted, including the selection of eight themes, which were subsequently developed into a trilingual picture dictionary. However, the remaining steps of the model will be done in following research in the future.

**Keywords:** *Trilingual Picture Dictionary, Local Content*

## Introduction

In today's globalized and technologically advanced world, young learners tend to decline their local language. (Cheruiyot & Chepngetich, 2023) state that the rise of digital media and technology has contributed to the decline of local languages. Young learners often engage with content in global languages, which can diminish their interest and proficiency in their local language. (Joo et al., 2021) argue that in some contexts, especially in multicultural societies, young learners are increasingly exposed to global languages like English. This exposure often leads to a preference for these languages over their local languages, resulting in a gradual decline in local language. Therefore, to combat the decline of local languages, educational strategies that incorporate local languages into the curriculum are essential. For instance, developing culturally responsive teaching materials that reflect local contexts can enhance engagement and promote language maintenance among young learners. As revealed by (Faizin et al., 2022) that integrating local content into English Language Teaching (ELT) materials in Indonesia, advocating for a shift in perspective that views English as a global language. It highlights the necessity for ELT resources to mirror local culture and values to boost student engagement and comprehension.

Dictionaries are vital teaching materials that support vocabulary development, cultural understanding, and independent learning in language education. Dictionaries are helpful for students as they provide valuable information that aids in the comprehension and production of new words. (Baskin, 2018). In addition, according to (Mushangwe & Musona, 2018), dictionaries are supplementary materials for students as they provide valuable information and language instruction that aids in the comprehension and production of new words. They can be integrated into various activities, such as vocabulary exercises and writing tasks, to support students' learning. Visual aids play a significant role in language learning by enhancing comprehension, engagement, and retention of information. Visual aids assist students understand complex material and concepts, making it easier for them to learn new vocabulary and grammar patterns. They can be useful tools for explaining meanings and situations, which is essential in language acquisition. (Pateşan et al., 2018; Yasin & Mohamad, 2024). Furthermore, the use of visual can attract students' attention and encourage them to actively participate in the learning process. Engaging visuals, such as images, videos, and info graphics, can make courses more dynamic and fun, encouraging students to stay focused and involved. (Khalili et al., 2021; Khan et al., 2020; Pateşan et al., 2018). Moreover, (Ahmet, 2022; Yasin & Mohamad, 2024) stated that students are more likely to retain material that is given visually because visual stimuli might trigger stronger cognitive associations. This is especially useful in vocabulary acquisition, as visuals can help students retain word meanings.

A **picture dictionary** is a valuable tool that helps learners build vocabulary by connecting words with images (Oxford, 2011). It presents words next to pictures, making it easier for students to understand and remember them (Clark & Paivio, 1991). This is especially helpful for young learners, as the visuals make learning more fun and engaging, particularly when they are not yet fluent in the language (Willis, 2008). Picture dictionaries are also useful in multilingual settings, as they help students make connections between words in different languages (Baker, 2001). This helps reinforce learning by linking words visually and contextually (Schmitt, 2000).

Considering the importance of local language preservation, this research aims to design trilingual picture dictionary of English-Pamona-Bahasa Indonesia. Trilingual picture dictionary that incorporate local language is critical for fostering vocabulary development, cultural identity, and multilingual competence. It increases student involvement, improves contextual learning, and provides vital tools for teachers. It does not only promote language learning but also contribute to the preservation of cultural legacy in an increasingly globalized society.

## **Methodology**

This research utilized the Research and Development (R&D) approach to develop a trilingual visual dictionary designed for elementary student. Research and Development (R&D) in education is a systematic procedure designed to generate innovative educational products, practices, or programs via the development, testing, and refinement of prototypes. This model entails problem identification, solution or innovation development, and efficacy validation through thorough examination (Gall et al., 2003). The development method followed the ADDIE model, a systematic instructional design framework comprising five phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The three stages have been implemented. This study involved elementary teachers and students which are originally from Pamona tribe to ensure the appropriateness of the upcoming product.

Educators and subject matter experts will be in the validation of the dictionary's content, organization, and pedagogical suitability during the entire process. The students will be engaged in the implementation phase to offer input on the usability and functionality of the picture dictionary. The stages are presented on the chart 1 below:



Chart 1. ADDIE Stages

## Discussion

The development of a trilingual picture dictionary for elementary school students in English, Bahasa Indonesia, and Pamona aims to improve vocabulary acquisition in an interesting and accessible manner. The eight themes—My House, I Like Banana, He is My Uncle, What are You Doing?, There are Two Cats, This is My Nose, Let's Go to Poso Lake, and This Book is Thick—were selected for their relevance to daily situations and their capacity to stimulate attention among young learners. These themes contain an extensive array of fundamental vocabulary crucial for children during their initial stages of language acquisition. Each subject presents vocabulary that is recognizable to youngsters, so establishing an intuitive link between their experiences and the new words they are learning. The development of this dictionary followed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, a standard methodology in educational research and development (Borg & Gall, 1989). This section describes the findings from these stages and examines their significance in the dictionary's comprehensive development.

The trilingual picture dictionary developed through this research incorporates eight central themes: My House, I Like Banana, He is My Uncle, What are You Doing?, There are Two Cats, This is My Nose, Let's Go to Poso Lake, and This Book is Thick. These themes were selected based on their relevance to elementary students' daily lives, focusing on familiar contexts and common vocabulary in English, Bahasa Indonesia, and Pamona. The development process followed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which ensures systematic planning and pedagogical alignment (Branch, 2009). However, this article primarily presented the initial three stages: analysis, design, and development. Each theme was designed to help students connect the vocabulary with their own experiences while promoting engagement and comprehension through visual support.

During the analysis stage, a needs assessment was conducted to determine the appropriate vocabulary for the elementary students residing in Pamona. This stage was carried out by analyzing the students' problem on vocabulary acquisition and the potential solution that might cope it. Therefore, some familiar themes were raised. Students acquire vocabulary more effectively when it relates to their immediate surroundings and cultural experiences (Nation & Newton, 2009). This idea was

essential in choosing topics such as My House and Let's Go to Poso Lake, which directly represent the learners living conditions and local surroundings. The local context included in these subjects not only increases engagement but also assists students in connecting language acquisition to their cultural identity.

The design phase was important in producing visually attractive and culturally relevant images for each theme. Research strongly supports the significance of visuals in language learning, especially with vocabulary development. (Mayer, 2009) emphasizes that well-designed visual representations can substantially enhance the comprehension as well as recall of new vocabulary. This study aimed to ensure that the images corresponded to the cultural and language surroundings of the students. The subject "He is My Uncle" displayed recognizable family structures, whilst "This is My Nose" was crafted using appearances prevalent in the local community, enhancing cultural significance and visual recognition. (Gay, 2010)

The inclusion of Let's Go to Poso Lake, which symbolizes the local geographic feature, Poso Lake, was a crucial part of the design, as it embedded cultural heritage into the language acquisition process. This subject not only introduces vocabulary but also strengthens students' connection to their local environment, a concept further reinforced by (Bezemer & Kress, 2016) on the importance of cultural context in educational resources. Cultural embedding is essential in multilingual education because it allows learners to situate new languages within familiar environments, enhancing the significance and recall of the learning experience.

In the development stage, the vocabulary and imagery were included into the trilingual format. Every word and phrase was displayed in English, Bahasa Indonesia, and Pamona. This multilingual strategy was selected in accordance with (Cummins, 2019) idea of language interdependence, which believes that proficiency in one language can enhance the acquisition of another. Utilizing Pamona in conjunction with English and Bahasa Indonesia not only facilitates the acquisition of new languages but also enhances students' fluency in their own language. This method also aids in the preservation of the Pamona language, an essential component of sustaining linguistic diversity, as highlighted by (Hornberger & McCarty, 2012).

The design of the dictionary follows the cognitive load theory (Sweller, 2011), a theory that emphasizes the need to structure educational resources to avoid overwhelming learners with too much information at once. The authors designed the dictionary to continuously present words, starting with fundamental themes like "My House" and "This is My Nose" and progressing to more intricate subjects like "What are You Doing"? By structuring the themes in this way, students can leverage their prior knowledge, enhancing the learning process's efficiency and accessibility. This process aids language learners in acquiring both specific vocabulary and basic sentence patterns, exemplified by the transition from "I like banana" to "There are two cats."

Furthermore, the dictionary emphasizes the use of language in context, a strategy that aligns with the principles of communicative language teaching (CLT) (Savignon, 2002). This dictionary uses themes within phrases to illustrate daily interactions, helping students understand the functional use of words in significant contexts. For example, "He is my uncle", and "What are you doing? "Introduce new vocabulary while providing instances of basic sentence structures, and introduce grammatical patterns in conjunction with vocabulary learning.

The trilingual dictionary promotes inclusive education by acknowledging the linguistic diversity present in the classroom. Studies indicate that integrating

students' native languages into instructional resources enhances learning outcomes since students can establish links between their home language and the target language (García & Wei, 2013). In this instance, Pamona and Bahasa Indonesia function as a bridge for students to acquire new vocabulary in English, which is especially crucial for beginner language learners who may find foreign language structures challenging.

The "Let's Go to Poso Lake" theme incorporates local cultural and environmental elements, a crucial element in language instruction. The incorporation of local contexts in language materials has demonstrated an enhancement in motivation and cultural awareness (Kramsch, 2013). The dictionary utilizes recognizable local landmarks and everyday objects to instruct language, while also fostering pride in local culture and tradition, thereby increasing learners' overall engagement with the educational content.

## Conclusion

Developing a trilingual picture dictionary for elementary students to improve their vocabulary acquisition in English, Bahasa Indonesia, and Pamona is a significant step towards advancing multilingual education in rural areas. This study has effectively completed the preliminary phases of the ADDIE model—analysis, design, and development—yielding a culturally relevant instructional resource that offers visual assistance specifically designed for young learners. The selection and integration of eight themes into the dictionary have laid the groundwork for future research to complete the implementation and assessment stages. The favorable results of this study highlight the significance of incorporating local content into instructional tools, especially in areas with constrained resources. Additional study and refining are required to enhance the application of this trilingual image dictionary in actual classroom environments, guaranteeing its successful contribution to students' linguistic abilities and educational experiences in the three languages.

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