

CHAPTER I

INTRODUCTION

This chapter provides information of some points, including the background of the study, identification of problem, delimitation of problem, formulation of the problem, objective of the study, significance of study, specifications of the product, and definition of key terms.

A. Background of the Study

English is one of the languages in the world and regarded as the international language. People utilize English for business, study, and also arts. As a result, anyone who wants to communicate worldwide, whether for commercial or academic purposes, must learn it. English is taught in almost all of the schools in Indonesia, although every level of education in Indonesia has a different status and objective. In fact, the Ministry of Education states that English is taught in elementary schools as local contents, which means that students only learn it if it is pertinent to their own needs and the needs of their community. In contrast, English is taught as a required subject in junior and senior high schools. Students are expected to be proficient in reading, writing, speaking, and listening in English. In order to have a strong command of the language and take part in numerous academic activities, university students learn English as a complementary language.

English is now regarded as a global language and is a soft skill that many industries, including education, need to pay more attention to. Graduates from higher education institutions hope that they will not only be able to contribute

based on their field studies, but also be marketable globally. However, these goals are not in accordance with the availability of learning media. The available English learning tools are sometimes not appropriate for vocational students, and their curriculum is still too comprehensive. As a result, a lot of vocational high school students had trouble understanding certain terminology and vocabulary used in their field. In contrast, they should be conversant with the English terms and vocabulary associated with their major as prospects in the future. The words in a language, including single items and phrases or chunks of many words that convey a particular meaning, the way individual words do, are referred as vocabulary by Lessard-Clouston (2013). According to the Longman Dictionary, vocabulary is a crucial part of language proficiency and forms a significant part of how effective students talk, listen, read, and write (Richards & Renandya, 2002). In general, vocabulary is more significant than grammar. David Wilkins (in Thornbury 2002) stated that very little can be communicated without grammar, and nothing can be communicated without vocabulary. It emphasizes how crucial vocabulary is, even when people are skilled with grammar, if they lack the words to clearly explain their ideas, the grammar is useless.

Along with other language components, vocabulary is one of the aspects of language that is very important. Without vocabulary, people will be unable to communicate. People who have a broad vocabulary are better at using language than those who have a limited vocabulary. A large vocabulary significantly influences nearly every aspect of language. Learning new words will help the students understand what the others are saying. Additionally, expanding their language will enhance their social confidence and competency.

Language teaching is influenced by ideas about the nature of language in general, which are theories about the particular language being taught as well as theories about language acquisition. The objective of English teaching in schools is to broaden and improve students' abilities in speaking, listening, reading, and writing. The proficiency of vocabulary in the four competencies is crucial for the students to learn English. If the teacher chooses the right media, English will be taught more successfully and with more ease of understanding. Dictionary use is necessary to expand students' vocabulary.

A dictionary is a collection of words written in alphabetical order beginning with the letters A through Z. A dictionary can be incredibly helpful when reading or writing a work. Its main objective is to give words meanings, often also providing information about pronunciation, origin, and usage. The importance of dictionaries is not widely understood by students nowadays. It bores them to use a dictionary because a dictionary mainly contains text only. We need a pictorial dictionary to address this issue because it will stimulate students' interest in using the dictionary. How to use pictorial vocabulary dictionary is by reading the vocabulary first and then looking at the picture to easily discover the vocabulary.

Based on the observations that the researcher conducted on October 11th to October 12th, 2022 at SMK Negeri 2 Kediri, the researcher discovered a number of problems that contributed to students' very low vocabulary levels. At the time of observation, the researcher interviewed an English teacher of tenth-grade students named Mrs. SK who teach English for Office Management and Business Service program. She stated that the constraints while teaching English are lack of learning media as well as the school facilities to support the teaching process. She continued

by stating that students lack motivation to learn English, which prevents them from concentrating on their learning. The researcher next asked a question regarding the difficulties in learning English to a few tenth-grade students who were majoring in Office Management and Business Service, students claimed that their lack of vocabulary made it difficult for them to complete the assignment when it was assigned to them, and they claimed that they sometimes didn't understand when the teacher explained in English. Aside from the teacher's guidebook, students were also observed at that time not using the dictionary at all when learning English.

Furthermore, the researcher found that for English subjects in SMK Negeri 2 Kediri, the teacher only taught students about general theory of the English language. Students also do not learn about the specific English related to their major, especially Office Management and Business Service. This condition is deemed inappropriate, considering that most students who studied at vocational high schools, especially SMK Negeri 2 Kediri, hope to be able to immediately get an occupation after graduation. Moreover, for Office Management and Business Service program, proficiency in English is very needed to be mastered because students who were the part of Office Management and Business Service program are expected to become an office worker in the future. While nowadays, an office worker often has to have a qualification which required them to be able to communicate in English either passively or actively.

The problem mentioned above must be resolved because if there is still a vocabulary deficit, it will be challenging for students to advance to the next level. Based on this phenomenon, the researcher would like to conduct research on developing a media which is an integrated pictorial vocabulary dictionary to facilitate

Office Management and Business Service students in learning vocabulary related to their major more easily so that researcher can achieve better outcomes. This integrated pictorial vocabulary dictionary also makes it simpler for teachers to deliver the material. Integrated means that the pictorial vocabulary dictionary will be linked to a website that will help students understand and master the pronunciation of the words contained in the pictorial vocabulary dictionary. Additionally, the researcher expects that the media which is an integrated pictorial vocabulary dictionary can be utilized as a learning media at SMK Negeri 2 Kediri because it contains English words and pictures, which makes it more interesting for students to learn vocabulary especially for Office Management and Business Service program.

Based on the background explained above, this research was carried out to evaluate students' vocabulary skills by developing a media namely integrated pictorial vocabulary dictionary. This research was presented to students in the Office Management and Business Service major intended at SMK Negeri 2 Kediri under the title "Developing Integrated Pictorial Vocabulary Dictionary for Tenth Grade Students of Office Management and Business Service Program of SMKN 2 Kediri"

B. Identification of Problem

Based on the background of the problem, several problems can be identified as follows:

1. Insufficient learning media especially dictionary in SMK Negeri 2 Kediri.
2. Students lose concentration during learning.
3. Students' lack of enthusiasm for learning English
4. The students did not understand while teacher explained the material using English.

5. Student vocabulary is limited.

C. Delimitation of Problem

Based on the identification of problem above, the researcher addressed the problem and focused on developing integrated pictorial vocabulary dictionary media to enhance the English vocabulary of tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri.

D. Research Questions

This study wants to develop an integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri, Kediri. Based on the background of the study above, the researcher found a problem of the study that are:

1. What is the appropriate integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri?
2. How to develop an appropriate integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri?
3. How is the feasibility of integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri as seen from aspects of the content, language, and appearance of the dictionary?

E. Research Objectives

Based on the statement of the research problem above, the formulated objectives of the study are:

1. To develop appropriate integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri.
2. To know the process of developing an appropriate integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri.
3. To know the feasibility of integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri.

F. Significance of Study

The finding of this study is expected to have theoretical, practical, and professional benefits. Theoretically, this study is going to develop knowledge among both teacher and students as well. The teacher can utilize the integrated pictorial vocabulary dictionary for improving students' vocabulary related to their program at school and help them to perfectly apply the vocabulary while teaching English. It is also intended to help student studying English and recognizing the vocabulary related to their field. In addition, the finding of this study may be able to enlighten future research of the same topic or others.

Practically, this study assumes that English teachers would utilize the findings as one of their resources for helping students overcome their language learning challenges and as a factor in selecting the best teaching and learning tools to improve students' literacy and English language skills.

Significant professional benefits will be related to the advantages of teachers who anticipate being able to develop and improve teaching and learning resources to

increase learners' English proficiency. Hopefully, this study will make teachers more aware of the importance of English for students' futures.

G. Specifications of the Product

The study discusses the development of integrated pictorial vocabulary dictionary intended for the tenth-grade students of Office Management and Business Service program at SMK Negeri 2 Kediri. This product aims to enhance students' vocabulary related to their major.

1. Physical Appearance of the Product

The size of the printed pictorial vocabulary dictionary is A5. It is convenient to carry around because it is neither large nor small. The cover of the integrated pictorial vocabulary dictionary contains the title of the book, namely "English for Office". The font used in this pictorial vocabulary dictionary is adorable yet formal font namely Poppins with appropriate font size which is 10 and 8 points since it is utilised to attract the interest and used as learning material. By combining words, texts, colourful images, and visualization. Colour of the dictionary is crucial because colours bring designs to life by attracts attention, builds atmosphere, and even affects students' emotions and perceptions. The researcher used a dark blue colour with code #19344F as background cover and yellow with code #F8BD5C as the main colour.

2. Content of the Product

The output product is a pictorial vocabulary dictionary which integrated to a website by scanning to provided QR code. The website contains the audio pronunciation of each word. Moreover, the website is easy to access through students' devices such as computer or smartphone. The pictorial vocabulary

dictionary provides three sections. The first section contains the words related to occupation or profession in the office. Then, second and third sections includes words related to office activities and equipment. The meaning, definition, and the phonetic symbol of each word is provided.

Hence, the students will more interest in using this product to improve their vocabulary in the class or outside the class.

H. Assumptions and Delimitation of the Research

This development research is based on the following assumptions:

1. An integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program can be used in groups or individually.
2. An integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program can be easily carried and used for learning by students.

Preparation of an integrated pictorial vocabulary dictionary for tenth-grade students of Office Management and Business Service program have delimitations, as follows:

1. The main target audience for the integrated pictorial vocabulary dictionary is for students and teachers majoring in Office Management and Business Service, but it is probably can be used by public.
2. The subjects of this study are students of tenth-grade Office Management and Business Service program at SMK Negeri 2 Kediri.

I. Definition of Key Terms

1. Vocabulary

A vocabulary is a collection of words that are common in a person's language. A vocabulary is a useful and essential tool for communication and knowledge acquisition that typically develops with age. One of the hardest parts of learning a second language is developing a wide vocabulary.

2. Pictorial Dictionary

A pictorial dictionary is a visual learning tool with several advantages for people learning a language. The pictorial dictionary is made up of often used words that have been portrayed visually and contain their pronunciations. It contains the image to the word and its definition. The information from the book known as the pictorial dictionary is displayed along with details on the vocabulary.

3. Vocational High School

A vocational high school is a type of educational institution, which refer to secondary education and is created to give technical skills or vocational education needed to perform the requirements of a particular and specific career.

4. Office Management and Business Service Program

Office Management and Business Service is a program in vocational high school that is closely related to correspondence and communication. It learns all kinds of office activities, from bookkeeping, archiving, and public relations.