

CHAPTER II

LITERATURE REVIEW

This chapter elaborates the reviews of related literature used in this particular study. This aims at providing some information concerned with the key terms of the study and presenting supported previous studies. It covers overviews of media, dictionary, vocabulary, English for Specific Purposes (ESP), Vocational High School, and as well as the relevant study.

A. Media

Teachers require material that can help students master language when teaching. The learning process goes more smoothly when media is used.

1. Definition of Media

The Latin word "medius," which meaning intermediate or introduction, is where the word "media" originates. Ibrahim (2001) defined media as anything that may be used to provide stimuli that happen in teaching and learning interactions in order to accomplish specific educational goals. Learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and educational or learning objectives can be achieved effectively (Nurrita, 2018). Anything that may transfer messages, arouse emotions in students, ensure their safety, and engage their thought and feeling processes is considered media. More specifically, Arsyad (2011) defines media in the learning process as graphic, photographic, or electronic devices for capturing, processing, and rearranging visual or verbal information. In a

summary, media is a tool used to communicate or transmit learning messages.

2. The Importance of Media

The media has a crucial role in education. The media serves as both a teaching tool and an essential component of learning. Ani (2019) emphasizes that the usage of media in education is crucial since it may help learning to be successful. The media is more than just a medium that needs to be entirely managed by human sources. The responsibility of conveying the theme can also be under the control of the teachers. The best learning outcomes may be achieved when a teacher uses the appropriate media. With the aid of media, students can study and master the subject matter. The learning materials' objectives and content can be used to guide students' learning (Muhammad Ediyani, 2020).

The importance of employing media as a crucial component of learning is significantly influenced by teachers' capacity to choose and create suitable media. It's because qualified teachers can produce learning tools and media that will help students comprehend content faster. The different kinds and characteristics of media must be understood by teachers, who must also learn how to use the media that will be employed in the teaching-learning process. Actually, teaching media is only a tool that makes it easier for students and teachers to learn new things or to explore current knowledge.

3. Function of Media

In the learning process at school, using teaching media has become so ingrained that no one even attempts to separate it. The results of employing media for learning have been studied and shown to be more effective. The media have a significant role in classroom learning, which has an impact on the effectiveness

and quality of learning, according to Mc Kenzie (2005) in his book "Multiple Intelligences and Instructional Technology,". The numerous functions of media in education are discussed in this section.

The following is how teaching media are used in the teaching and learning process, according to Sudjana (2001):

- a. The use of media in the teaching and learning process has a purpose all on its own as a tool for conveying successful teaching and learning situations.
- b. The use of instructional media is a crucial component of any learning situation. It means that one component that teachers should create is teaching media.
- c. The use of instructional media is more crucial to quicken the teaching and learning process and assist students in understanding material from teacher.

4. Kinds of Media

As we all know, teaching media includes any tools or aids that a teacher or student may utilize to accomplish specific learning objectives. According to Mahajan (2012), there are seven categories of media, including:

- a. **Graphic Media:** Include all printed forms of media such as books, images, photos, maps, charts, posters, graphs, and diagrams are a few examples.
- b. **Display Media:** Used to present information to small groups, such as a chalkboard, bulletin board, flannel board, or peg board.

- c. Three-Dimensional Media, or 3D Media: For instance, puppets, specimens, and models.
- d. Projected Media: This category of media requires a projector to display the content. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records are a few examples.
- e. Audio Media: Basically, consists of audible content. Such as radio, records, gramophones, and audio cassettes.
- f. Video Media: This type of media combines audio and visual elements. Examples include TV, videocassettes, CDs, and computers.
- g. Activity Media: Media that can elicit an action. Field trips, dramatization, demonstration, and role-playing are a few examples.

B. Dictionary

1. Definition of Dictionary

A dictionary is a useful tool for anyone who learning English. Nobody can argue the necessity and importance of dictionaries as a tool for language learning. A dictionary is a book or reference that contains a considerable number of words that are typically organized according to a specific systematics in alphabetical order, thematically, or in other ways depending on the dictionary's intended use (R Taufiqurrochman, 2018). While, Hamouda (2013) defines a dictionary as the prototypical item of lexical reference since it organizes and stores information on words, phrases, and other lexical objects, including information on their form, meaning, use, and history. Dictionary provides information on vocabulary words that English language learners need as an additional material. In addition,

according to Kirkness (2004), dictionaries are among the oldest and most widely used books in literate countries, and there are a tremendous number of them.

According to Scholfield (1982), a wide variety of dictionaries can be employed in the teaching and learning of English. English has three main components, including grammar, vocabulary, and pronunciation. Starting with the first word, add each subsequent word into the sentence in the correct grammar order (Topal, 2022). According to Bejoint (2000) a good dictionary has high-quality paper, a tight binding, encyclopaedia material, clear definitions, offers usage guidance, readily available, and includes idioms, synonyms, antonyms, etc. Because they use the dictionary frequently rather than just once or twice, English language learners who utilize a decent dictionary are better able to explore what they need from the language. A new edition and revision of the dictionary must also be added.

2. Types of Dictionaries

There are different types of dictionaries, including monolingual dictionaries, bilingual dictionaries, and multilingual dictionaries.

a. Monolingual Dictionaries

Something or someone who only speaks one language is said to be monolingual. A monolingual dictionary is one that solely contains that language. Merriam-Webster, KBBI, Oxford English, and other dictionaries are a few examples.

b. Bilingual Dictionaries

A bilingual item or person speaks and understands two languages. A bilingual dictionary is one that has words for two different languages.

There are two types of bilingual dictionaries:

1) Unidirectional Dictionary

The definition of a unidirectional dictionary is a bilingual dictionary with only one direction. A dictionary that has both English and Bahasa, for instance. It can be translated directly from English to Bahasa or simply from Bahasa to English. Additionally, irregular and regular verbs are not included in this dictionary.

2) Bidirectional Dictionary

A bilingual dictionary that involves two or the opposite direction is called a bidirectional dictionary. Kamus 5 Milyar dictionary, as an illustration. There are two languages used in this dictionary: English and Bahasa. It is understandable in both Bahasa and English. There are both regular and irregular verbs in this dictionary.

c. Multilingual Dictionaries

Something or someone who speaks multiple languages is said to be multilingual. Usually, there are more than two languages. A multilingual dictionary is one that includes several different languages. Al Munawwir dictionary, for instance. Arabic, Bahasa, and English are among the three languages included in Al Munawwir dictionary.

3. Pictorial Dictionary

A pictorial dictionary is a tool that uses visuals and has several benefits for people learning English. The pictorial dictionary is composed of frequently used words that have been visually represented and have their pronunciations included. The information contained in the book known as the pictorial dictionary is shown together with information on words that English language learners need to know. Speaking, writing, listening, and reading are four skills that are impacted by using a pictorial dictionary. That component is the overall approach to learning a foreign language, notably English. According to Takahashi (2012), dictionaries are occasionally used for studying or learning purposes and are used roughly equally while reading and writing.

4. Lexicography

The process of creating, revising, and compiling a dictionary is known as lexicography. It embraces the act of creating dictionaries, the process or profession of doing so, as well as the guidelines and procedures involved. This indicates that lexicography is focused about both the compilation of dictionaries and the description of the various kinds of relations found in lexicon (Liu, 2020). Different academics have provided various definitions of lexicography, including Pearsall (1998) and Bergenholtz & Gouws (2012). Lexicography, according to Pearsall (1998), is the process of creating dictionaries. According to Bergenholtz and Gouws (2012), lexicography is "the discipline dealing with theories regarding recently finished and also older current dictionaries as well as with future dictionaries as planned and produced by lexicographers." As can be inferred from the definitions provided above, lexicography is the creation of dictionaries.

Additionally, lexicography is separated into two related fields, namely theoretical lexicography and practical lexicography. Theoretical lexicography is the academic discipline that analyses and describes the semantic, syntagmatic, and paradigmatic relationships within the lexicon of a language. While practical lexicography is the art or trade of compiling, writing, and editing dictionaries.

5. The Steps in Developing Pictorial Dictionary

The creation of the dictionary using the following steps:

a. Dictionary Design

The dictionary compiler was required to select the case for this level as follows:

1) Purpose of compiling the dictionary

The main purpose of any dictionaries that might have been created was to clarify unusual terms or words that people had trouble in understanding.

2) Work approach

Following that, the dictionary compiler will begin gathering the necessary resources, including its component forces, money, computers, and other equipment.

b. Corpus Data Development

Only words that students have actually used will be added to the dictionary. Thus, in order to gather the citation words that will be included to the dictionary later, the dictionary compilation team is required to read some works. Each word will be written on its own card, which will then be placed in alphabetical order. There will be a record of every word that

has been used in the work being read. Although this process is difficult, computers help to make it simpler in modern times.

c. Allowance and Data Submission

This process is highly crucial. The words will be listed in alphabetical order starting with the first one. If not, it will be incredibly challenging to identify a word's definition, making the dictionary useless. This activity can be completed manually by writing the quote words on the card, one word per card, to make it simple to arrange the words. The cards will then be kept in the catalogue after that.

d. Data Processing

This information has to be examined after the words have been collected and alphabetized. The dictionary compiler will categorize these words as follows in this ranking:

- 1) Unnecessary words
- 2) New words
- 3) Neologism words
- 4) Words that change the meaning

e. Giving Meaning

Giving a word meaning entails defining its meaning. Semantics and pragmatics can be used for this. To determine a word's definition, the dictionary compiler can use reference materials including an existing dictionary, glossary, and others. Authors of dictionaries are required to follow a number of phases of procedures. The steps in this activity are preparation, data gathering, data processing (alphabetical re-examination,

data selection, data classification, definitive giving, and defining the results of the definition), typing the master card, typing the script, correcting the text, trying to print, trying to print correction, and reproducing print dictionary (Widayati, 2012).

The researcher came to the conclusion that the key steps that needed to be completed in order to create a dictionary were data collecting, data processing, data selection, word filling and presentation, dictionary design, trial printing, and dictionary replication. In addition, researchers must consider how words are spelled in dictionaries, word-class symbols, and dictionary forms, all of which must be usable by dictionary users.

C. Vocabulary

1. Definition of Vocabulary

Vocabulary is the words used in a particular language. Whether learning a first language, a second language, or a foreign language, vocabulary is essential to language acquisition (Masitoh, 2022). Vocabulary is a crucial component of learning English that students should master in order to communicate effectively. According to Hatch & Brown (1995), vocabulary is a list or collection of words for a specific language or a list or set of words that particular language speakers may employ. According to Vossoughi (2009), vocabulary is a tool we use to think, convey our thoughts and feelings, and learn about the wider world. Vocabulary, according to Pikulski & Templeton (2004), is the total number of words that students use and comprehend.

Based on the definitions stated above, it can be concluded that vocabulary is a collection of words that are used to communicate while learning a language and come in both written and oral form.

2. Types of Vocabulary

According to Hiebert & Kamil (2005), vocabulary can be classified into oral and written form. Oral language refers to vocabulary used when speaking or reading aloud. Contrarily, language will appear in written when someone reads aloud or writes something. Furthermore, vocabulary can be divided into two categories: productive vocabulary and receptive vocabulary (Hiebert & Kamil, 2005). These categories are described below:

a. Productive Vocabulary

The majority of the time, when someone speaks or writes, productive vocabulary is utilized to express their thoughts. When someone speaks or writes, they frequently use words that are pleasant for them. These words belong to the category of a productive vocabulary. Hiebert and Kamil (2005) define a productive vocabulary as a collection of words that people can utilize when speaking or writing. They are well-known, popular, and commonly used words. According to Haycraft in Hacth and Brown (1995), a productive vocabulary consists of words that students can pronounce correctly, understand, and apply in speaking and writing. In order to express themselves, learners should develop productive vocabulary (En-nda & Koumachi, 2022).

b. Receptive Vocabulary

Receptive vocabulary is the collection of words that an individual can interpret through reading or listening. These are words that are frequently less commonly used and less familiar to students (Hiebert & Kamil, 2005). Words that the student can recognize and comprehend when they are spoken in context, but they can't produce it correctly are referred as receptive vocabulary (Hatch & Brown, 1995). Qaderi (2020) also defined receptive vocabulary, also known as passive vocabulary, as the term used to describe vocabulary that students understand at least in part but do not fully understand.

Words in a learner's vocabulary are typically first acquired receptively, and only after deliberate learning do they become accessible for their productive usage (Reynolds, Cui, Kao, & Thomas, 2022).

D. English for Specific Purpose (ESP)

1. Definition of English for Specific Purpose (ESP)

One of the fields of study in English Language Teaching (ELT) is English for Specific Purpose (ESP). English for Specific Purpose (ESP) is regarded as the most important factor in the advancement of language teaching. Waters & Hutchinson (1987) identified three key factors for the development of ESP, namely the increase of linguistic studies; the development of technology and commerce, which demand specific needs in learning English; and educational psychology, which affects motivation in learning. These three factors proved that English for Specific Purpose (ESP) had an important role in language teaching and it developed in response to both educational needs and the demands of a rapidly changing world.

English for Specific Purpose (ESP) should be focused on the needs of the learner rather than being seen as a product of learning when it comes to the implementation of teaching and learning. Its goal is to help students utilize the language in the intended context (Waters & Hutchinson, 1987). Similarly, Richards & Rodgers (2001) noted that rather than starting with an investigation of language itself, English for Specific Purpose (ESP) should instead begin with an understanding of students' needs. Therefore, the focus should be on why students learn the language and what they need the language for rather than how they do it.

It is crucial to keep in mind that people, particularly students, may have diverse reasons for wanting to learn English. Their requirements and interests in studying English are probably different. Therefore, it is essential to use the right strategy and instructional materials to satisfy their demands. English for Specific Purpose (ESP) is probably the best strategy to meet the needs. However, it is not an easy thing to fulfil such needs. So, in order to construct an ESP course, it is necessary to first determine the target situation and then accurately analyse the linguistic features of the situations (Waters & Hutchinson, 1987).

2. Types of English for Specific Purposes (ESP)

Carter (1983) identifies three types of ESP:

a. English as a restricted language.

The language used by air traffic controllers or by waiters are examples of English as a restricted language.

b. English for Academic and Occupational Purposes.

English for Academic and Occupational Purposes is the second type ESP recognized by Carter (1983). Dudley and Evans separate English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) into two primary categories, in contrast to Carter who combines them under the same sort of ESP. This is similar to Hutchinson and Waters (1987) in the "Tree of ELT," who claim that EAP courses frequently include study skills component, while EOP is more related with vocational purposes, also known as English for Vocational Goals (EVP) or Vocational English as a Second Language (VESL).

c. English with specific topics

English with specific topics was identified by Carter (1983) as the third type of ESP. For example, scientists who need English for postgraduate reading studies, attending conferences, or working in foreign institutions are included in the scope of this type of ESP.

Yet, ESP emphasizes three key characteristics: (a) authentic materials; (b) purpose-related orientation; and (c) self-direction. The idea of "authentic materials" is clear, but the other two require a brief explanation. The simulation of communicative activities, which prepares students for target circumstances in real life, is a key component of purpose-related orientation. On the other hand, self-direction refers to that aspect of ESP that transforms language "learners" into language "users"; this is where the promotion of self-regulated learning in students as well as the teaching of learning methods become important (Salmani-Nodoushan, 2020).

E. Vocational High School

1. Definition of Vocational High School

Vocational high school is a kind of education that places an emphasis on enhancing students' capacity to perform particular types of work. Secondary vocational education places a high priority on preparing students for the workforce and helping them adopt professional attitudes. Vocational high schools offer educational curricula that are specific to the types of jobs available (Government Regulation Number 29 of 1990).

As we all know, the goal of vocational high school is to prepare students for the workforce upon graduation, as expressed in the school's motto, "*siap kerja, cerdas, dan kompetitif*" (Mendiknas, 2009). It implies that students will be intelligent, competitive, and eager to work. According to Evans in Muliati (2007), a person is better prepared to work in one work group or one occupational area than in other occupational fields with the help of a vocational education. It is anticipated that students who graduate from vocational high schools would enhance their skills and generate jobs (Nurani, 2022). As long as the subject of study is studied in depth and the depth is meant to serve as a preparation for entering the workforce, it is understood that every field of study is vocational education.

2. Office Management and Business Service Program

Program of Office Management and Business Service (*Manajemen Perkantoran dan Layanan Bisnis*) or formerly Office Administration (*Administrasi Perkantoran*) is one of the majors in Vocational High Schools that provides knowledge, skills, and attitudes in completing company or office jobs. Office Management and Business Service is one of the management sciences that

has special specifications in the office sector, meaning that in office science, all needs related to office activities are studied in detail.

Students of Office Management and Business Service Program have a work role, namely carrying out clerical and administrative functions in the form of recording, archiving, documentation, updating, handling, managing and so on in accordance with administrative functions. The Office Management and Business Service is also responsible for planning office activities, providing office equipment, managing changes between departments, and assisting senior management in hiring and firing employees.

F. Material Development

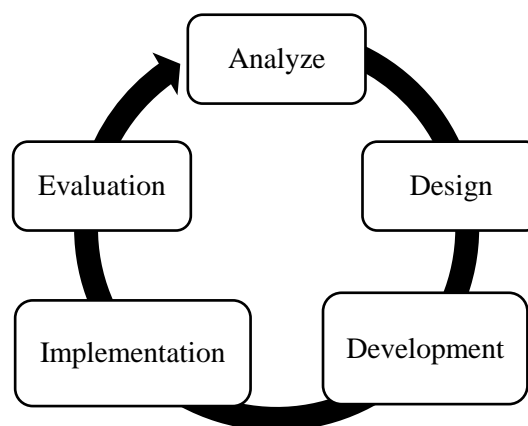
The process of creating and utilizing materials for language acquisition is referred to as material development. EAP claims that the materials are created with the needs of the students and are relevant to their major. The planning stage of material development is when the instructor or lecturer divides the course's objectives and goals into tasks and units. Authentic text and task are typically used when designing materials (Basturkmen, 2010). Authentic task is one of ESP's characteristics. The task and text that describe the desired need are considered authentic. In the case of the management department, for instance, the text utilized is text linked to the management department, such as text about entrepreneurship, finance, marketing, and other topics.

It is essential to use instructional design as the first step in the creation of materials. A methodical approach called "instructional design" is used to help create things quickly and effectively (Aldoobie, 2015). According to Spatioti, Kazanidis, & Pange (2022) the fundamental components of instructional design models are

presented with the ADDIE model. These include (a) clearly defined steps, (b) clearly defined objectives based on the trainees' needs, (c) evaluation related to the desired learning outcomes (measurable, reliable, and valid), (d) common stages (analysis, implementation, and evaluation), with significant variations in how they are implemented, (e) a collaborative effort of educational designers, keeping the fundamental data empirically, and (f) development of real-life behaviours as a guarantee for connecting the dots.

The ADDIE model helps learners develop valuable skills and an effective learning process (McGriff, 2000). To create EAP material, the ADDIE model has five processes. This product development model (ADDIE: 1990 by Raiser & Mollenda) stands for five words. They are Analysis (needs, requirements, tasks, and participant capabilities as of now). Design (learning objectives delivery method, activities, and exercises). Development (build a prototype, generate course materials, review, pilot session). Implementation (training implementation, tools in place and observation), and Evaluation (awareness, knowledge, behaviour, and result).

Figure 2. 1 Model Execution Flow



1. Analysis

Knowing what students want from the learning process throughout this stage can help determine the precise goal that will be attained. Detailed and crucial information that we require will be recorded for future educational analysis. Creating learning objectives involves figuring out what the students will be able to do after the course and what skills they will have acquired. Some are performed out during the analysis stage. The instructional issue should be clarified first. The second step is the establishment of the learning objectives and goals. The learner's existing knowledge and skills are identified, followed by the learning environment.

a. Need Analysis

The first step in the EAP process is need analysis since the course should begin with a needs analysis of the learners. The purpose of this stage is to identify the needs of the learners that are relevant to the target context and to investigate acceptable English communication based on the target situation, which may be at work or in school. According to Chambers (1980), need analysis should be inclusive of the communicative requirements that emerge from an examination of the communication in the target situation, according to Basturkmen (2010).

Before creating a course for the learners, a need analysis should be conducted, according to Richards (1986). Find out the students' competency level first. Next, identify those who require English instruction immediately. A need analysis can be used to

determine how students perceive the issues and challenges associated with learning English. The next step is to determine how well the needs are satisfied by the programs and textbooks that are currently on the market. Waters & Hutchinson (1987) also defined needs as the capacity to absorb and generate the language component of the goal scenario. They separated needs into two groups, namely learning needs and target needs.

b. Target Needs

The target needs, according to Waters & Hutchinson (1987), are the skills and information the learner will need in order to behave effectively in the target circumstance. There are four points in target needs that can aid in obtaining data information, those are:

1) Necessities, refers to what knowledge students ought to have.

Therefore, it can be applied successfully to the intended situation. For instance, students should be familiar with each and every sentence of the office in order to serve as secretary or officer.

2) Lacks, is the difference between what students already know and what they do not. It can be described as a limitation of skills or knowledge that prevents students from achieving their full potential in a certain situation.

3) Wants, is what the learner genuinely wants to learn or what they feel and need. For instance, when it comes to academic-

level material, students want English that is relevant to their major so that it can support their understanding.

- 4) Goals, is what the student's motivation for studying English is. As an example, management school students learn English so that they can speak with clients from the west if there is a new project or other situation.

c. Learning Needs

The student must fulfil the learner needs in order to progress. Information about learning needs may be provided in terms of language components, abilities, strategies, subject knowledge, and other factors. Here, the students are taking on a key role in the educational process, so they receive more than just instruction from their teacher. On the other hand, the developer can use the knowledge they have to create a fascinating course. The input, processes, setting, learner's role, and teacher's role are the five categories into which the analysis of learning needs is separated.

2. Design

The learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection are all covered in the design process. This stage should be methodical and precise to present a concise view of the objective.

3. Development

The content assets that were outlined in the design phase are created and put together during the development phase by instructional designers and developers and being validated by experts chosen.

4. Implementation

The training should include a variety of topics, including the course curriculum, learning outcomes of delivery, and testing processes. This is done throughout the implementation phase.

5. Evaluation

Native and summative parts comprise the evaluation step. Each level of the ADDIE process includes the formative evaluation. The summative evaluation, on the other hand, consists of exams created for domain-specific reference items related to criterion. The users who have been identified have the opportunity to submit feedback.

G. Previous Study

Review of the previous study is made in order to avoid plagiarism. In writing this thesis, the researcher found several research related to this research. The first related research is a thesis from Nurbintang (2021), entitled “Developing Pictorial Vocabulary Dictionary for Tenth Grade Students of Technical of Light Vehicle Major SMKN 7 Palopo”. This study focuses on a picture dictionary for technical of light vehicles. The goal of this study was to create a pictorial vocabulary dictionary for SMKN 7 Palopo's Technical of Light Vehicle major students in the tenth grade. Researchers use the ADDIE model to create products. The pictorial dictionary's entries are constructed up of phonetic symbols, words for Technical of Light Vehicle, and illustrations of those words. This product is thought to be beneficial for SMKN

7 Palopo's Technical of Light Vehicle students in the tenth grade. This is obvious from the evaluation provided by three experts, namely linguist experts, material experts, and layout experts. Nurbintang's research similarities with the research conducted by researcher are the same as developing pictorial vocabulary dictionary for tenth grade students of a program or major in a vocational high school. The difference lies in the content and the subject under research. The researcher developed integrated pictorial vocabulary dictionary for Office Management and Business Service program which linked to a website while Nurbintang developed pictorial vocabulary dictionary for Technical of Light Vehicle.

The second related research is by Suparti (2018) entitled "Developing English for Vocational Purposes (EVP) Speaking Materials (A Developmental Study at the Tenth Grade of Office Administration Program in SMK PGRI 31-Legok Tangerang)". The purposes of this research were to identify the Office Administration students' necessity in English for Vocational Purpose (EVP) speaking materials, to design the appropriate English for Vocational Purpose (EVP) speaking syllabus for the tenth-grade students of office administration program, and to develop English for Vocational Purpose (EVP) speaking materials. Data were gathered by observation, questionnaires, and interviews. According to the results of the requirements analysis, the majority of the tenth-grade Office Administration Program students (84%) require ESP speaking materials to support their future careers, which may involve tasks like handling the phone, giving a presentation, and hosting guests. The similarity of Suparti's research with the research conducted by the researcher is to develop English learning materials by using the ADDIE model. Both researches also have the same subject, both addressed to Office Management and Business

Service program of vocational high school in the same grade. The difference lies in the product, Suparti develops speaking material, while this research aims to develop integrated pictorial vocabulary dictionary.

Temardi, Regina, & Sada (2022) research entitled “Developing a Visual Dictionary for Nursing Students” also related to this research. The purpose of this study was to create a visual dictionary that would serve as a discipline-specific terminology resource for Nursing students. Data was gathered via questionnaires and interviews using the ADDIE methodology. The results of this study should support students' needs with regard to their major and future careers. The similarity between Temardi, Regina, and Clarry’s research and the research conduct by researcher is in the product. Both aim to develop picture dictionary, but this research is integrated which means the dictionary will be directly linked to a website by scanning to barcodes. The difference lies on the subject. Temardi, Regina, and Sada’s research subject is Nursing students of a polytechnic, meanwhile researcher conduct this research for Office Management and Business Service students of vocational high school.

After studying and combining the idea and theory from the earlier studies written above, the researcher has a theoretical justification for creating this integrated pictorial dictionary. Based on the literature review, integrated pictorial vocabulary dictionaries designed for Office Management and Business Service programs have not been developed. However, research on the construction of pictorial vocabulary dictionaries has been conducted. As a result, this project aims to create an integrated pictorial vocabulary dictionary specifically for students in the tenth grade of the

Office Management and Business Service program at a vocational high school especially SMK Negeri 2 Kediri.