

CHAPTER I

INTRODUCTION

1.1 Background of the research

Learning English is inseparable from vocabulary because vocabulary plays a basic role in communication, vocabulary expresses human thought (Dakhi et.al., 2019) as well as vocabulary is also related to four skills such as reading, writing, listening, and speaking. For quite a while, vocabulary learning is sometimes neglected in English language acquisition and is frequently seen as something that can be studied independently. Vocabulary is given limited focus in many textbooks and practice materials. Although the curriculum objectives address teaching topics such as vocabulary, grammar, reading, and speaking, the function of vocabulary is still insufficient (Patahuddin et al., 2017).

Lack of vocabulary learning can affect students' learning process. This is because students' reduced vocabulary knowledge will prevent them from understanding the textbooks used, this insufficiency must be addressed early in students' school success because lacking the necessary support will occur in students being unable to learn the needed knowledge at this level, which may affect their English proficiency later step in school (Astika, 2018).

It is essential that vocabulary learning requires instructional media designed to make vocabulary learning more effective and enjoyable because it can help ease the process of knowledge in the learning process (Qurrota'aini & Sukirno, 2013). The use of media cannot be separated from the learning process and must be integrated

with the strategies applied. The media is essential in helping students during the learning process.

Nowadays, there are many types of media created to be a reference in teaching and learning, such as types of media classified by Arsyad (2013) such as Print Technology (Print Media), Audio-Visual Media, Computer Based Technology, and Combined Technologies. According to Dalimunthe (2022), Pocketbook is one of the examples of print media in learning English. Through the pocketbook, students can acquire their vocabulary through the lessons they receive. According to Agustina (2019), the pocketbook can also be used as an alternative learning media source for students because, of its small and practical form and easy to carry around without limitation time and place. Thus, students can memorize vocabulary anywhere, and also students can carry it anywhere and anytime. This pocketbook is also equipped with pictures and photos to make it more interesting to read.

During the observation of Eighth-grade students and interviewing an English Teacher in SMPN 10 Tanjungpinang. There were three problems namely students had low vocabulary knowledge which made the learning process less effective, students only used one textbook, which made it difficult for them to understand and did the exercises and students did not have another source that could help them learn English vocabulary.

Based on the background of the problem, it is necessary to design learning media that provides English vocabulary learning to expand students' knowledge so that it can have an impact on their achievement. According to Dalimunthe (2022),

The pocketbook is a good enough effort to improve students' vocabulary learning independently and efficiently, to accelerate the English learning process. In addition, this pocketbook is also developed to help students easier in learning English.

1.2 Identification of the Problem

There were three problems namely students had low vocabulary knowledge which made the learning process less effective, students only used one textbook, which made it difficult for them to understand and did the exercises and students did not have another source that could help them learn English vocabulary.

1.3 Limitations of the Problem

There are limitations to the problems, as follows:

1. Pocketbook focused on learning English vocabulary in parts of speech.
2. Pocket book contained general vocabulary based on second-semester material in grade 8.

1.4 Research Question

From the background of the research, the researcher developed a problem statement by asking the question, “How was the valid and practical pocket book of English Vocabulary for Eighth-grade students of SMPN 10 Tanjungpinang created?”

1.5 The Objective of the Research

This research aimed to create the valid and practical pocket book of English Vocabulary according to students' needs.

1.6 Significances of the Research

1.6.1 Theoretically

This research likely lead to the creating of pocket books. This research informs researchers, teachers, and students on how to create educational resources in the form of pocketbooks which suit the needs of students.

1.6.2 Practically

1. For the students

The result of this research is expected to improve the students' mastery of vocabulary and learning English vocabulary better.

2. For the teacher

The result of this research can be useful for teachers to get alternative media in teaching learning process to improve students' achievement.

3. For the researcher

The other researcher is expected to get some knowledge and it can be one of the references in teaching media for students. This research also would be useful to other researchers who want to have further studies on pocketbook.

1.7 The Specifications of the Product

In this research, there are specifications of the product, namely:

1. The content of the pocket book is according to students' needs.
2. Pocketbook contained a general vocabulary of word classes in each chapter.

3. Each chapter came from the material of the second semester of grade 8 which is only focused on learning vocabulary.
4. The visual of the pocketbook was designed to match learning media by displaying images to stimulate student interest in learning English.
5. The pocketbook provides a place for students to write down new vocabulary to enrich their vocabulary.
6. The pocket book is equipped with vocabulary pronunciation in each chapter and can be accessed via QR-code.

1.8 Definition of Key Terms

1.8.1 Vocabulary

Vocabulary is a collection of words that students must be mastered by students to communicate in English. In this research, the vocabulary designed is the English vocabulary required by Eighth-grade students.

1.8.2 Learning Media

Learning media is any form of material, resource, or tool used to facilitate and support the learning process, it can help students to better understand the concepts and materials taught.

1.8.3 Pocketbook

Pocket book is a small book that is easy to carry and fits into a pocket or bag. In the context of this research, pocket books are designed to facilitate eighth-grade students in learning English vocabulary.