

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

In (Othman et al., 2022) it explained that using the pictures in the classroom could bring "images of reality into the unnatural world of the language classroom". Teachers could utilized pictures to capture students' attention and interest in teaching and learning. Associating words with pictures that are linked to the term would assist children in remembering the words taught for a longer amount of time. One way to support the learning process and improve their vocabulary was to use a picture dictionary. Suniyasih et al. (2020) in (Kara & Kucuk, 2023) found that picture dictionaries are highly effective visual aids in English language acquisition at all levels, from nursery to tertiary. A picture dictionary used images to define the meaning of words. In (Menggo et al., 2024) explained that a picture dictionary was an effective tool for teaching and improving pupils' vocabulary, including pronunciation, spelling, and meaning. These three important components are critical for EFL learners' English language acquisition. Additionally, the picture dictionary improved language acquisition and other important features.

Expectations in learning were based on the Independent Curriculum described by Yani (2023) in Wahyu et al. (2024), namely that teachers were expected to provide the latest effective learning methods supported by technological developments to support it. Students independently used technological media to support their learning process. Meanwhile, the reality found at SMP Swasta Kristen Tomosa 1 School was that technology in the learning process was still rarely used because the school facilities were still incomplete. One support for the learning process was an English dictionary in class. Among the 28 students in the seventh grade, only 5–7 students brought a dictionary to support the learning process in class. However, conventional dictionaries were not enough to improve their vocabulary skills for several reasons, namely, students often forgot to bring them, and parents could not afford to buy them because they were expensive. Another reason was that students were a little bored using conventional dictionaries, which only

contained vocabulary without other things, such as including pictures that corresponded to each word in the dictionary. Based on the results of observations, it could also be understood that students still had difficulty understanding the meaning or translation of vocabulary, so they could not explain its meaning well. In addition, students rarely used new vocabulary and still had difficulty understanding the material.

Therefore, the researcher wanted to develop a product to overcome the problems described above. The product in question was the development of a technology-based English dictionary. This dictionary was developed using an application called Canva. In (Siringoringo & Munthe, 2024) explained that Canva was one of the many applications that teachers can use in creating learning media. Teachers could create learning media using various tools, including Canva. Canva created online design apps that include presentations, posters, brochures, graphics, banners, invitation cards, photo editing, and Facebook covers (Laillni Roma et al., 2023). In (Fitria, 2024) also explained that Canva was a web program that offers attractive designs organized by categories, features, and themes. The boredom that accompanies the learning process could be avoided by adopting learning materials with attractive designs. According to Mulyani (2021), Canva users could create designs without having to install the software.

Based on the above statement, it could be understood that Canva was a versatile online design tool that helped teachers create interesting learning media. It provided a variety of design forms, including presentations, posters, brochures, and graphics, which were arranged by categories, features, and themes. Canva's appealing design features assisted students in avoiding boredom during the studying process. An additional benefit was that users can develop designs directly through the web interface without having to install software, making it more accessible and convenient for instructional purposes.

Previous research (Biesaga, 2017) in (J. Pendidikan & Pengajaran, 2022) showed that young people were more likely to read if the reading material incorporated visual elements. Researchers Ratminingsih & Budasi (2018) and Sibanda (2019) have also recognized that providing students with a tangible

concept that aligns with their learning style enhanced their reading interest. In addition, according to Santosa & Andriyadi (2019), the dictionary created in the study was of very high quality. This dictionary had features that could improve students' vocabulary and English skills. An attractive and high-quality dictionary could help students expand their vocabulary list and improve their vocabulary knowledge.

From the previous studies above, it could be concluded that both researchers added images/visuals in the dictionary they made and stated that the dictionary was of high quality. However, in previous studies there was still no development that led to technology to facilitate users in deepening vocabulary. Therefore, in this study, researchers wanted to develop a dictionary that not only contained vocabulary and translations but also added images and how to read a word supported by the Canva application.

However, in (Dziemianko, 2024) it argued that other research had found no significant effect of using visuals in the dictionary on learning outcomes. Similarly, Boers et al. (2017) discovered that text plus pictures does not help noun learning and retention any more than verbal explanations alone. According to research, combining visuals and words simultaneously could result in lower comprehension and recall than presenting them separately.

Therefore, this study aimed to evaluate the effectiveness, practice, and feasibility of using picture dictionaries in the context of classroom learning. Through direct observation and interviews with teachers, this study will assessed practical aspects such as the ease of use and accessibility of the dictionary in classroom situations. In addition, the study will also identify whether the features in the dictionary actually helped students to expand their vocabulary and improve their English skills. The results of this study were expected to provide clear recommendations regarding the implementation of picture dictionaries as an effective and feasible learning media to be used in the classroom.

1.2. Focus of the Research

As stated in the background of the problem above, the researcher focused on developing an English picture dictionary based on the Canva application for seventh grade at SMP Swasta Kristen Tomosa 1.

1.3. Formulation of the Problem

The formulation of the problem of this research were:

- How were the effectiveness, practicality, and feasibility of the Canva application-based English picture dictionary developed in increasing students' interest in reading and vocabulary acquisition at SMP Swasta Kristen Tomosa 1?
- How to develop an English picture dictionary based on the Canva application to increased students' interest in reading and vocabulary acquisition at SMP Swasta Kristen Tomosa 1?

1.4. Objective of the Research

- To know how effective, practical, and feasible the Canva-based English picture dictionary was in increasing students' interest in reading and vocabulary acquisition at SMP Swasta Kristen Tomosa 1.
- To know how to develop an English picture dictionary based on the Canva application to increase students' interest in reading and vocabulary acquisition at SMP Swasta Kristen Tomosa 1.

1.5. Product Specifications

The product specifications included the following key aspects to ensure that the final product met the needs and abilities of the target users, specifically seventh-grade students:

a. Product Description

- English picture dictionary-based Canva for seventh-grade students at SMP Swasta Kristen Tomosa 1.
- Each entry contained: English word, Indonesian translation, pronunciation guide, and illustrative image.
- Was organized by thematic categories relevant to seventh-grade curriculum.

- Was designed to enhance vocabulary learning through visual association.
- Was accessible as a PDF file for offline use.
- Was also available via shareable Canva link for online access.

b. Features and Functions

- Vocabulary List: Carefully selected vocabulary was tailored to the English curriculum of seventh grade.
- Translation: Each word was translated into Indonesian for better understanding.
- Pronunciation Guide: Phonetic spelling was provided to help students pronounce the words correctly.
- Illustrative Images: Each word was accompanied by a clear and relevant image to reinforce meaning through visual association.
- Category Organization: Words were grouped into thematic categories such as animals, food, school objects, etc.
- User-Friendly Layout: Simple and attractive design layout that was easy for students to navigate.
- Interactive Presentation: Optimized for digital use on Canva with the ability to be printed as a physical booklet if needed.
- Editable Format: Teachers could update or modify the content directly on Canva as needed.

c. Technical Specifications

- Platform: Was created using Canva, a web-based graphic design tool.
- File Format: Was available in PDF for printing and editable Canva link for customization.
- Design Dimensions: Standard A5 size (14.8 cm × 21.0 cm) for easy printing and digital viewing.
- Image Quality: High-resolution (300 DPI) images to ensure clarity in both digital and printed formats.

- Font Used: Readable fonts such as Marykate, with size adjusted for clarity and accessibility.
- Color Scheme: Soft and attractive colors suitable for seventh graders such as light blue and white.

d. Performance Criteria

- The application had to be interactive, engaging, and easy to use by seventh grade students.
- Was esponsive and lightweight, it does not require high specifications to run.
- Content accuracy, in accordance with the Seventh-Grade Merdeka Curriculum Book.

e. User Needs

- Helped students enrich their English vocabulary in a more interesting and interactive way.
- Made it easier for teachers to teach vocabulary through digital media.

Supported independent learning for students.

Here are the old and new cover designs.

Old Version	New Version
	