

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of English, (2) concept of reading, (3) concept of dictionary, (4) The used of dictionary, (5) Problems in Dictionary, (6) Types Of Dictionary, (7) The Kinds Of Dictionary, (8) Previous Related Studies

2.1 Concept of English

English, one of international languages in the world, is used as a tool to communicate with each other. Sharifian (2009) defines that English as an International Language refers to a paradigm for thinking, research and practice. As international language, English is taught in every country all over the world, including Indonesia (as cited in Saputra & Marzulina, 2016, p. 1).

2.2 Concept of Reading

In studying the four English language skills, reading is important skill to be learnt, it enables learners to comprehend all new information in English printed and written text. According to Pang (2003), learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on (as cited Putra & Marzulina, 2016, p. 186 - 187). Therefore, reading is one of the language skills that should be mastered when learning a language .

Reading is very difficult to learn. According to Khand (2004), comprehending a reading text is not an easy activity. It is because reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. It means it is about understanding written texts that refers to the process of perceiving how written symbols correspond to one's spoken language. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. It is a complex activity that involves both perception and thought of making sense of words, sentences and connected text. It is not just transferring the printed symbols from page to brain but readers have to understand the content of what the readers read. Hence, reading comprehension plays a great role in understanding a written statement accurately and efficiently.

2.3 Concept of Dictionary

Dictionary is derived from the word "diction" which means style. It is a simple tool which helps us to pronounce, respell and check grammar. It gives meanings to words which cannot be understood or words that have more than one meaning. Besides meaning, it also provides information on the reader syllables, intonation and pronunciation of words. Dictionaries are used for words or phrases you don't know and you want to know the meaning (Al-bulushy, 2014, p. 1). Moreover, it gives the information on how the words in a sentence are used for the learners.

Dictionaries provides a lot of benefit for the learning in the process of learning. Zheng and Wang (2016), states dictionaries are considered to be very

useful language learning tools. Dictionaries are simple tools which help language learners to check pronunciation and spelling and of unknown words. More importantly, they give meanings to words which have not been understood by the user. Also, in learner's dictionaries that most EFL students use, they give the information on how word is used in sentence. They are used to help language learner to check the meaning of words or phrases that they do not understand, as well as the usages. In brief, dictionary is one of the important thing that need by the learner to study english and help the learner to know what are the meaning of the words.

2.4 The Use of Dictionary

The use of dictionaries is a two-way game, and the players are: the dictionary itself, and the dictionary user. The game proceeds smoothly only if both perform well. In recent decade much effort has gone into improving dictionaries, but not nearly as much into discovering how to give users better skills in interfacing with a dictionary (Lew, 2013, p. 79). Hence, dictionary have the skill that is used to make the contains of informations effective.

According to Nesi (2001), there are several skill in higher education in order to use the dictionary effectively;

2.4.1. Stage one: Before Study

1. Knowing what types of dictionary exist, and choosing which dictionary/ies to consult and/or buy
2. Knowing what kinds of information are found in dictionaries and other types of reference works

2.4.2. Stage Two: Before Dictionary Consultation

3. Deciding whether dictionary consultation is necessary
4. Deciding what to look up
5. Deciding on the appropriate form of the look-up item
6. Deciding which dictionary is most likely to satisfy the purpose of the consultation
7. Contextual guessing of the meaning of the look-up item
8. Identifying the word class of the look-up item

2.4.3. Stage Three: Locating Entry Information

9. Understanding the structure of the dictionary
10. Understanding alphabetization and letter distribution
11. Understanding grapho-phonemic correspondence (and the lack of it)
12. Understanding the use of wildcards in electronic dictionary searches
13. Choosing amongst homonyms
14. Finding derived forms
15. Finding multi-word units
16. Understanding the cross-referencing system in print dictionaries, and hyperlinking in electronic dictionaries

2.4.4. Stage Four: Interpreting Entry Information

17. Distinguishing the component parts of the entry
18. Distinguishing relevant from irrelevant information
19. Finding information about the spelling of words
20. Understanding typographical conventions and the use of symbols, numbered superscripts, punctuation
21. Interpreting IPA and pronunciation information

22. Interpreting etymological information
23. Interpreting morphological and syntactic information
24. Interpreting the definition or translation
25. Interpreting information about collocations
26. Interpreting information about idiomatic and figurative use
27. Deriving information from examples
28. Interpreting restrictive labels
29. Referring to additional dictionary information (in front matter, appendices, hypertext links).
30. Verifying and applying look-up information

2.4.5. Stage Five: Recording Entry Information

31. Sifting entry information
32. Deciding how to record entry information
33. Compiling a vocabulary notebook or file of index cards
34. Using the notebook section of an electronic dictionary

2.4.6. Stage Six: Understanding Lexicographical Issues

35. Knowing what people use dictionaries for
36. Knowing lexicographical terminology
37. Understanding principles and processes of dictionary compilation
38. Recognizing different defining and translating styles
39. Comparing entries.

2.5 Problems in Dictionary

There are some problems in printed and online dictionary. According Zheng and Whang (2016) Online dictionaries can cause distraction when

students use electronic dictionaries in the classrooms. It happens when students are trying to look up the meaning of new words. As a result, students might ignore what the teacher is saying and pay little attention to the lesson. Electronic dictionaries can also be very disturbing when students use them in the classroom.

The voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who are busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciations and explanations of irrelevant words while their teacher is teaching, which could discourage them from focusing on the lesson. Stirling (2005) also indicated that several teachers complain about electronic dictionaries as inaccurate, noisy, cheating and distracting (as cited in Razei & Davoudi, 2016, p. 142). As a result, it might be a great disturbance for both teachers and students during learning process

Electronic dictionary are more useful to use rather than printed one. According to Jian, Sandness, Law and Huang (2009), pocket online dictionary are perceived more effecient to use than paper based dictionary. It is based on claims that students taking longer and requiring more effort to consult paper dictionary, while online dictionary allow students to quickly find the desired dictionary entries, motivation to use online dictionary also increasing than paper based dictionary because of ease of use, speed, small size, and lightweight, and ability to hear pronunciation. Moreover, the heaviness of the paper dictionary is the main reason for studens not bringing it to the class (Albulushy, 2014, p. 5).

Furthermore, there are several factors of printed dictionary that makes the learner does not use printed dictionary anymore.

2.6 Types Of Dictionary

There are several types of dictionary. Based on Nation (2001) the dictionaries are put into two classes: monolingual and bilingual (as cited in Boonmoh, 2010, p. 58)

2.6.1 Monolingual Dictionaries

Monolingual dictionaries are the kind of dictionary that made in form of one language. According to Boonmoh (2010), monolingual dictionaries are written in only one language (e.g. English-English learner's dictionary) and provides detailed and precise information about the words in the second language. From the English Monolingual Dictionary (EMD), students can learn many aspects of the English language, such as the meaning of words and phrases spelling and pronunciation, word stress, words' part of speech, grammatical information about the word, the use of target word in context, its synonyms and antonyms, the register of the word etc. Stein (1989) notes that EFL monolingual dictionaries "include explanations of meanings, specification of a word's grammatical behavior and the illustration of meaning and the syntactical use of a word with real language examples" (as cited in Koca, Pojani, Cicko, 2014, p. 75). However, monolingual dictionary can also help learners to work independently and think in English.

2.6.2 Bilingual Dictionaries

Bilingual dictionaries are the kind of dictionary that produced in form of two languages. Based on Boonmoh (2010), bilingual dictionaries are written in

two languages (e.g. English-Indo and Indo-English dictionaries) that involves providing equivalents to the lexical units of one language by the lexical units of another language i.e. coordinate with lexical units of one language those lexical units of another language which are equivalent in their lexical meaning (Zgusta, 1971, p. 274). Yorio (1971) and Bensoussan (1984) note that BD-s seem to give students security of concrete answers. They offer valid support for comprehension and production; they are time-saving, straightforward and easy to use by students and users. (as cited in Koca, Pojani, and Cicko, 2014, p. 75). It can be seen that, bilingual dictionaries are the kind of dictionary that produced in two languages and have several benefits for the learner.

2.7 The Kinds of Dictionary

There are two kinds of dictionaries. Nesi (1998) classifies dictionaries into two modes of presentation: printed dictionaries and electronic dictionaries (Boonmoh, 2010, p. 59)

2.7.1 Printed Dictionary

The traditional print dictionary has been developed greatly over the past decades, and it has become ever more sufficient in giving learners the information they need. Paper-based dictionaries are the dictionaries that are produced in form of paper. This statement is indicated in a journal article by Al-darasyeh (2013), printed dictionaries are the dictionaries that are produced on paper or another material using a machine. Al-bulushy states that printed dictionaries vary from tiny pocket-sized versions that could be affordable and easy to carry, to large wide-ranging multi-volume works (Al-bulushy, 2014, p. 6). In addition, printed dictionaries are the dictionaries that are made in form of book or printed.

2.7.2 Online Dictionaries

Technology is important in Online dictionary. Olimat (2010) has seen that the technology entered the world of lexicography making the electronic dictionary more popular as a source of lexical knowledge. Midlane (2005) defines the Online dictionary as a pocket-sized devices which can easily be carried by students for use in the classroom or for translation. He stated that most models can offer an audible pronunciation option allowing students to hear the word they look up.

Online have several function. Boonmoh (2010) stated that the developed electronic dictionary is not merely a reference but also can be classified as a language learning tool. He added that it is not wise for the teacher to teach only by the paper dictionary. Olimat (2010) said that the students who use the online dictionary save more time and efforts. The electronic dictionary affects the teaching and learning process. Moreover, it is a fast effective tool which gradually replaced the bulky heavy paper dictionary as a result of rapid development of technology. This dictionary improved our ability and made us have better, more efficient memorization.

2.8 Previous Related Studies

There are many previous studies related to this study. First study that similar with this research is conducted by Tabell (2017) about “I trust the printed ones more, finish upper school students, use printed and Electronic dictionaries” the purpose of this study was to examine how finnish upper secondary school students use print and electronic dictionaries, and how often and in what situations they consult dictionaries in general. Another

important factor was the students' own opinion about these two dictionary types, for example their ease of use and their usefulness in finding the word they are looking for. The results show that some respondents used dictionaries with mobile devices, which they carry with them in situations where a traditional print dictionary would cause too much inconvenience. As most of the respondents reported having used a dictionary in some other place than school or home, and also for tasks other than school work, one could assume that the increased portability of dictionaries in their electronic form has also made it possible for people to consult a dictionary in new contexts.

The other research is conducted by Dwaik (2015) about "English Digital Dictionaries as Valuable Blended Learning Tools for Palestinian College Student". The purpose of this study is to explore the influence of using different types of dictionaries, as well as on their purposes and domains of using them, college students' actual use of electronic and online dictionaries is compared to their use of traditional print dictionaries, and students' patterns of dictionary use. The results show that involving students in classroom activities that require the use of digital technology would actually open their eyes to the actual potential and benefits of such electronic resources and would encourage them to resort to these resources more frequently. Another important consideration is the students' attitude towards technology and how this attitude may be modified or changed, although this generation is technology savvy, they may still need special guidance

The differences and similarities between those previous related studies and this research is that, this research focuses on how the students use dictionary

and and what kind of problems that faced by the students, Meanwhile, those previous only focus on the types and the student's opinion when using the dictionaries.