

## **CHAPTER II**

### **LITERATURE REVIEW**

Once a research problem has been identified, a review of related literature is needed. By reviewing the related literature, the writer, can relate the previous research and the teory to the problem under investigation. This chapter is devoted to review some relevant theoris underlying this study. It consists of some items such as media in teaching and learning language, types of dictionaries , studies on dictionaries use, electronic dictionaries in teaching and learning language, and advantages and disadvantages electronic dictionaries.

#### **A. Common Practice of Formal English Classroom**

English as global language, specially in education. In the expanding circle, English has become the favorite foreign language to be taught in Asia Pacific countries in various ways, for example, lowering of the starting age for formal English language education such as in Brunei, China, Hong Kong, Indonesia, South Korea, Philippines, Taiwan, and Thailand and some in secondary level such as Cambodia, Laos, Japan, Myanmar and Vietnam (Kam, 2002; Nunan, 2003).<sup>1</sup>

In Indonesia many program in English education, especially in formal English classroom. As we know there are some international schools, start from elementary school until senior high school. Government Regulation No. 23/2006 about the standard of graduates' competency at elementary,

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<sup>1</sup> Yuyun Yulia, An Evaluation of English Language Teaching Programs in Indonesia Junior High School in the Yogyakarta Provice, Semarang University, p8

junior and senior high school level as well as improving intelligence, personality, morality and skills for independent life and be able to continue to further education. The policy on international classes or *Rintisan Sekolah Bertaraf Internasional* is clearly stated in Law No. 20/2003 regarding the national education system.<sup>2</sup>

In formal classroom implementation communication language teaching, here the students can active to communicate with teacher. Sometimes teacher have game for students so that the students not bored. But fact one of the most common problems is the poor level of students' classroom participation. This phenomenon is indicated by students' choiring participation, and students' resistance of participation by Suherdi.<sup>3</sup> That is show that students in not confidence and passive for learning English. Concerning the importance of students' classroom participation, two research conducted by Lim and Tsou have both shown students' classroom participation is related significantly to improvement in language proficiency.

In the other hand teacher start use technology in learning English. Modern era , make students so easy to study in classroom or in out of the class. Sometimes teacher and students not face to face or online classroom. Some school already to use technology in teaching learning process in classroom, especially for international school, students more active in classroom activity. Usually communication language teaching will good for

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<sup>2</sup> Ibid P9

<sup>3</sup> Ibid P13

them. However, there is schools implementation translation method in classroom. So teacher focus students translate to improve their vocabulary.

## **B. Media in Teaching And Learning Language**

Media is one aspect important in teaching and learning language. Success in process teaching and learning depend on the use media. The teacher to be able to apply suitable media for students. In modern era many media and new program launched for teaching and learning. Especially media technology such as Satellite TV, video (including a video camera), computers and multimedia (CD-ROM multimedia and interactive video). Language teachers and learners have used audio, video, and recently computers as a result of developments in technology and in language teaching methods. Wilson and Harvey unlike teachers, on the other hand, for students media technology seems to be an exciting and useful classroom resource, and they enjoy it and accept it readily in language learning.<sup>4</sup>

Modern technology make something new in the world education. Dictionaries is one of tool and media in teaching learning language. Dictionaries are important to language learning. According to Alfonso Rizo-Rodriguez (2004) says that the teaching and learning of English not only can be done through different grammatical studies, but also a large range of

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<sup>4</sup> Chun Hyun Lie, *The Use of Media Technology in Foreign Language Teaching and Learning at University Level: A Study of teachers' attitudes in Korea*, University of Newcastle England, p17



dictionaries can be used. Students need dictionaries in process learning EFL.<sup>5</sup>

There are many kind and amount of the different dictionaries available for users of the English language. All these dictionaries share the aspect that they provide information about English words and items, but they are also very different and need to be distinguished from each other. "Dictionaries are alphabetically arranged works that provide information, usually in concise form, about words or topics".<sup>6</sup> A dictionary is a reference book that focuses on defining words and phrases, including multiple meanings.<sup>7</sup> The most frequently used type is a language dictionary that includes the majority of frequently used words in a language. According to Nation put dictionaries into three classes: monolingual, bilingual, and bilingualised (although trilingual and multilingual dictionaries exist as well). Monolingual dictionaries are written in only one language (e.g. English-English learner's dictionary) while bilingual dictionaries are written in two languages (e.g. English-Indo and Indo-English dictionaries).<sup>8</sup> These books are made for different types of users: scholars, office workers, schools, and second language learners.

<sup>5</sup>Ali Zarei, 2012, *The Contribution of electronic dictionaries to Iranian EFL Learners Vocabulary Learning*, International J.Soc.Sci.&Education, Vol 2 Issue 4 p2.

<sup>6</sup> Mirja Schnoor, *Different types of dictionary*, Term Paper, 2003, 24 Pages English Language and Literature Studies - Linguistics, <http://www.grin.com/en/e-book/14815/different-types-of-dictionaries>, april 2016

<sup>7</sup>Merry Elisabeth, What is dictionary ? <http://www.wisegeek.org/what-is-a-dictionary.htm#didyouknowout>, on february 2016

<sup>8</sup>Dr. Atipat Boonmoh ,2010, Teachers' use and knowledge of electronic dictionaries , *ABAC Journal Vol.30 No. 3,p58*



### **C. The Natural of Electronic Dictionary**

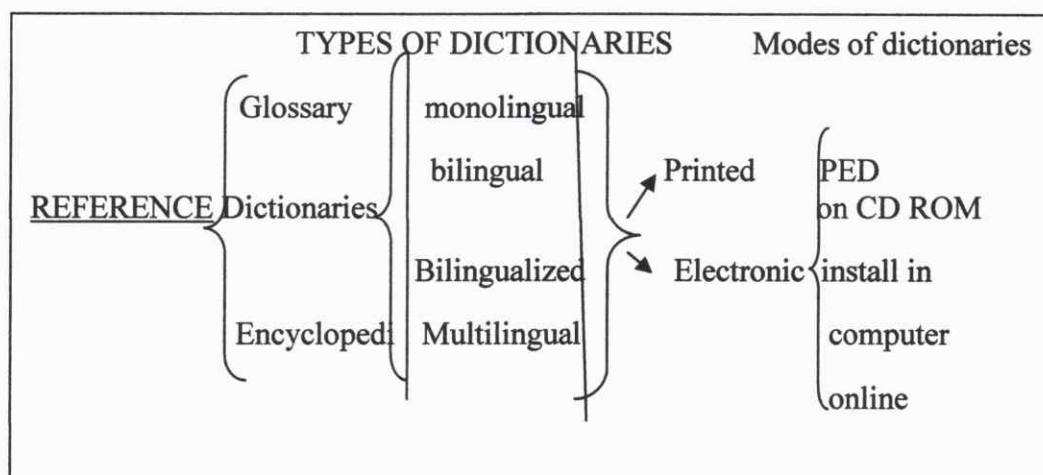
#### **1. Types of Dictionaries**

There are some kind of dictionaries student uses. Modern technologies make dictionaries development. Not only book dictionaries it means paper dictionaries but also started to appear dictionaries more simple. Such as Electronic dictionaries, online dictionaries and ect. Nesi (1998) classifies dictionaries into two modes of presentation: paper based dictionaries and computer-based dictionaries (also known as electronic dictionaries). Paper dictionaries (also print or hard copy dictionaries), are defined as printed book dictionaries. Electronic dictionaries (pocket, automatic, bilingual, or computerised bilingual(ised) dictionaries) are small hand-held computers, similar in size to a calculator, which contain integrated reference materials. Online dictionaries are usually free to use, searchable dictionaries accessible via the internet, such as Jim Breen's dictionary (<http://www.csse.monash.edu.au/~jwb/wwwjdic.html>). Users can cut and paste from texts they are reading and to texts they are composing--be that a typed assignment, an e-mail, a website, or even a chat conversation.<sup>9</sup> Students can use all of dictionary according to their necessary. They have to know how to use dictionaries well and can take advantages modern technology in learning foreign language

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<sup>9</sup>Pasfield-Neofitou, Sarah, Paper, electronic or online? Different dictionaries for different activities. Australian Federation of Modern Language Teachers Associations, 43(2).

## 2.1 Figure of Types of Dictionaries



## 2. Studies on the Use of General Dictionary

Dictionaries are designed to help people get easy in their language learning process. Learners need dictionaries when they learn something, especially in learning language. Tomaszczyk surveyed 449 learners and speakers of 16 foreign languages concerning their use of reference materials such as monolingual dictionaries, bilingual dictionaries, and technical dictionaries. Learners use dictionaries more frequently for reading, writing and translation and speakers also used for listening and speaking. Many of them used variety of dictionaries and the choice among the dictionaries depended on the information that they looked for.

The learners and the speakers used dictionary for information on meaning word devising, spelling and status, usage and currency of words, receptive and productive grammar. English foreign language learners used bilingual dictionaries in daily, they seldom used monolingual dictionaries. Baxter suggested that bilingual dictionaries discoursed the



students to use communication strategies such as paraphrasing in oral activities because bilingual dictionaries employ a single lexical items as meaning, unlike learners monolingual dictionaries that use syntactic construction as a definition.

Fan suggest that there are sixth general patterns learners use dictionaries.<sup>10</sup> First most second language learners, including advanced learners, depend on dictionaries use. Second although they most frequently use dictionaries for word, meaning, second language learners use dictionaries for other information such as pronunciation, spelling and syntax. Third although they are primarily use dictionaries for writing tasks and oral tasks. Fourth bilingual dictionaries are used more widely than monolingual dictionaries, even though learners consider them to be inferior to monolingual dictionaries. Five high proficiency learners use monolingual dictionaries more extensively than lower proficiency learners. Learners continue to use bilingual dictionaries. Sixth some learners may not be skilled enough in dictionaries use to make the maximum of dictionaries.

#### **D. Dictionaries Use for Comprehension**

This comprehension purpose refresh to the use of dictionary for listening or translating. Learners might look up words while they are doing these activities. In other hand, the learners used it to confirm the meaning

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<sup>10</sup> Chiho Khobayashi, 2006 , *The use of Pocket Electronic dictionaries as compared with printed dictionaries by Japanese learners of English*, p46

for their guessing. A study of Ramos (2005) started that not – expert translators usually used bilingual dictionary.<sup>11</sup> Another supported study was to the report learners use dictionaries while engaging in listening activities.

### **E. Dictionaries Use for Production**

Learners usually use a dictionary for speaking and writing. Speaking and writing are the activities which learners use dictionary for with regards to production. There are many options use dictionaries for production, such as to look up unknown words needed to speak or write, to confirm speak or write, to confirm the pronunciation or spelling. Midlane mentioned that learners are likely to use a dictionary whilst they are writing more than speaking. According to Jacob “Dictionaries can be useful either when learners do not know how to correct an item which they believe is wrong or when they are not sure if an item is correct and they want to check it.”<sup>12</sup>

For speaking dictionaries can help learner on pronunciation. Action suggested that phonetic transcription is very useful in correcting learners pronunciation. Many learners are be able to hear their pronunciation errors better when they can compare with what they have said with the text.

Besides in comprehension and productive students use electronic dictionaries as an tool english collocation learning. Collocations and phrases are of great importance for EFL learners to gain a native – like fluency in academic context. According to Lewis, characteristic of advanced learners

<sup>11</sup> Nicharak Asswachaipaisan ,2014 , *A Survey study of the Online dictionaries Use : A Case study of Thai undergraduate students in the international college for subtain ability studies* , p9

<sup>12</sup> Ibid p10



which assist them to produce accurate, fluent and correct English sentences, while lacking such a knowledge my result in creation of in correct, long and inappropriate phrases and utterance. Electronic dictionaries are an independent variable and the learning English collocation by EFL learners in the intermediate classes is the dependent variable in this study.

Bower and Mc Milland stated that no usage or very low rates usage were reported for ED memory and search history records, as well as of other function such as collocation dictionaries, voice functions, meaning for pronunciation symbols and recording one's own voice to try to match give pronunciation.

#### **F. Electronic Dictionaries in Teaching and Learning Language**

Modern technology language learning have extensively affected by new electronic electronic tools and application such as CD Roms and electronic dictionaries. Aust and Kelly say that electronic dictionaries (ED) including thosesaved on CD-ROM or in the web, have increasingly been used in all language learning situations.<sup>13</sup> Electronic dictionaries is one of good media used in learning language. Especially to beginner will easier learning language used electronic dictionaries.

An electronic dictionary is an electronic reference resource that contains a library of words and their meaning, spelling, and etymologies.

Sometimes electronic dictionaries serve a similar function to regular

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<sup>13</sup>Zeinab Toghayani Murnani, Hadi Salehi, 2015, *Effect of Electronic dictionarye as an ICT Tool On English Collocation Learning of EFL Learners*, Asian Journal of Education and e- learning Vol 03 p366

dictionaries. They are searchable and they allow one to find specific bits of information about words. In other cases, they work in the background of other programs, such as word processors, and exist only to ensure proper spelling.<sup>14</sup> There are three types of electronic dictionaries: hand-held electronic dictionaries (also known as pocket electronic dictionaries or PEDs), dictionaries on CDROM, and dictionaries on the Internet. Here electronic dictionary is simple dictionaries to use in learning language.

As we know Electronic dictionaries is very useful students use in learning language. Modern technology make students easy to search meaning, check pronouciation, grammar and etc use electronic dictionaries. Chen-Josephson (2006) says: "When I ask students about their dictionaries, I find that nearly all of them have paper dictionaries often bought for them by parents or other relatives but few of them use them. When they want or need to know something about a word, they usually look it up on line" .<sup>15</sup> Students need electronic dictionaries in learning language. Media simple to use in learning language.

Sometimes students also have problem in use electronic dictionaries in learning language. Such as definition of word difficult to understand especially students who use monolingual dictionaries. Acording to Litmann as the dictionaries get more difficult, you should also get more information to help you more fully understand the word you are looking up. The ideal

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<sup>14</sup>Ibid

<sup>15</sup>Abbas Ali Zarei and Aijaz Ahmed Gujjar, 2012The Contribution of Electronic and Paper Dictionaries to IranianEFL Learner's Vocabulary Learning,International J. Soc. Sci. & Education Vol. 2 Issue 4, ISSN: 2223-4934 E

dictionary would communicate all the information you need to know to fully understand the usage and use of the very few words and symbols that you have to look up.<sup>16</sup> Students difficult to understand the meaning in english and also they confuse the vocabulary used.

#### **G. Advantages and Disadvantages Electronic Dictionaries**

Electronic dictionaries very popular. Especially in world language education. Students always need dictionary, when they meet new word, phrases or the other problem. There are some advantages and disadvantages using electronic dictionaries in learning language. According to Birgit Winkler advantages electronic dictionaries in learning language. First ED can provide the user with almost instant access to a database much larger than a single book.<sup>17</sup> This is make user or student eassier and faster to search meaning. Simple to use everywhere.

Second The Longman electronic dictionaries and COBUILD on CD-ROM combine several hard-copy volumes and they therefore give you access to many different kinds of information, such as grammar, usage, pronunciation or common errors. Second advantages of ED show that ED simple tool used in learning language. Complete facility, not only searching meaning word but also check grammar and pronunciation.

The other advantages of ED are COBUILD also contains the *Word Bank*, a collection of five million words from written and spoken texts.

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<sup>16</sup> Ibid p2

<sup>17</sup> Birgit Winkler, 1998, *Electronic Dictionaries for Learners of English*, Research students conference,



Moreover, electronic dictionaries allow you to explore the text in ways that would be impossible with the printed book as they offer pictures, games, audio and video materials. According to Eastment (1996), it is the extra components that are unavailable in hard copy and the "multimedia" elements that make CD-ROMs especially interesting and attractive to users.<sup>18</sup>

Nessi have some advantages ED in learning language such as electronic dictionaries are superior to their written forms:<sup>19</sup>

1. They can cross-reference within and between sources published separately in book form.
2. They can provide direct links to other computer applications.
3. They can enable "fuzzy" and complex searches.
4. They can interact with users to develop vocabulary and dictionary skills.

Nesi belief's it sounds to be merits in ED versus printed dictionaries. A range of search tasks (thus quicker look -up), relates with audio visual aid archives (e.g sound and pictures) realy no space restriction ( thus extra instances and data bases )relates with other software , and movability (in the subject of hand – held dictionaries). (Guillat & Kening) suggest that in

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<sup>18</sup>ibid

<sup>19</sup>ibid

terms of vocabulary learning, it is yet a practical question if rapid searching is certainly benefit to the learning process.<sup>20</sup>

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<sup>20</sup> Zainab Toghayani Murnani, Hadi Salehi, 2015, Effect of Electronic dictionaries as an ICT Tool on English Collocation Learning of EFL Learners, Asian Journal Of Education and E – Learning ,Vol 03 p368