

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Media In Teaching and Learning Language

Media is a significant aspect to contribute in teaching and learning language. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional Technology/media for learning-teaching process provide with the tools to involve learners powerfully in the learning process. It is an imperative tool to enhance the communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces impact of save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, prove a point, and aid memory.¹

¹ Ahsan, Akhtar Naz and Rifaqat, Ali Akbar. (2013). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*, 18(1-2), 36.

There are many types of instructional media. The classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

1. **Print Media** i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster etc.
2. **Graphic Media** i.e. Overhead transparency Charts, graphs Models, dioramas, Maps, globes
3. **Photographic Media** i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc.
4. **Audio Media** i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.
5. **Television/Video** i.e. Broadcast television, Cable television, (Videotape Video cassettes, Video discs, Tele text, Videotext etc.
6. **Computers** i.e. Minicomputer, Microcomputer etc.
7. **Simulations and Games** i.e. Boards, Written, Human, interaction, Machine etc.

According to Sunday the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal.

Except for the teacher, these media will determine more than anything else the quality of our educational effort.²

Media is an aspect that made an impressive way giving diversity to classroom teaching and making learning more effective. There are some advantages using media in learning-teaching process.

1. It helps students in greater acquisition of knowledge and makes their learning experiences become more meaningful and satisfying.
2. It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.
3. It enhances their comprehension skills and communication.
4. It helps them increasing their imaginal, thinking process and the reasoning power of the students.
5. It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it.³

B. Types of Dictionaries

Dictionaries can be classified by many criteria. Boonmoh 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.

² Sunday, TAIWO. (2009). Teachers' Perception of The Role of Media in Classroom Teaching in Secondary Schools. *The Turkish Online Journal of Educational Technology*, 8(1), 76.

³ Ibid, 39.

English- Thai and Thai-English dictionaries). Bilingualised dictionaries contain monolingual L2 definitions immediately followed by an L1 translation or a L1 gloss.⁴

Nesi classifies dictionaries into two modes of presentation: paper based dictionaries and computer-based dictionaries (also known as electronic dictionaries). There are three types of electronic dictionaries: hand-held electronic dictionaries (dedicated hand-held device, apps on mobile devices, CD-ROM or DVD-ROM and online products).⁵

Paper dictionary (print or hard copy dictionaries) are defined as printed book dictionaries. An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionaries. Available in a number of forms The term electronic dictionary (ED) is supposed to utilize for referring any reference material saved in electronic arrangement that provides information on spelling, meaning, or words usage. Therefore a spell-checker in a word-processing program, a tool which scans and interprets written words, a word list for on-line teaching materials, or an electronic form of a related hard-copy dictionary are all EDs of a type.⁶

Online dictionaries are easier to use, searchable dictionaries accessible via the internet. The user can copy and paste the text that they read. The students can used many kinds of dictionaries according their needed. They

⁴ Atipat, Boonmoh. (2010). Teachers' Use and Knowledge of Electronic Dictionaries. *ABAC Journal*, 30(3), 57.

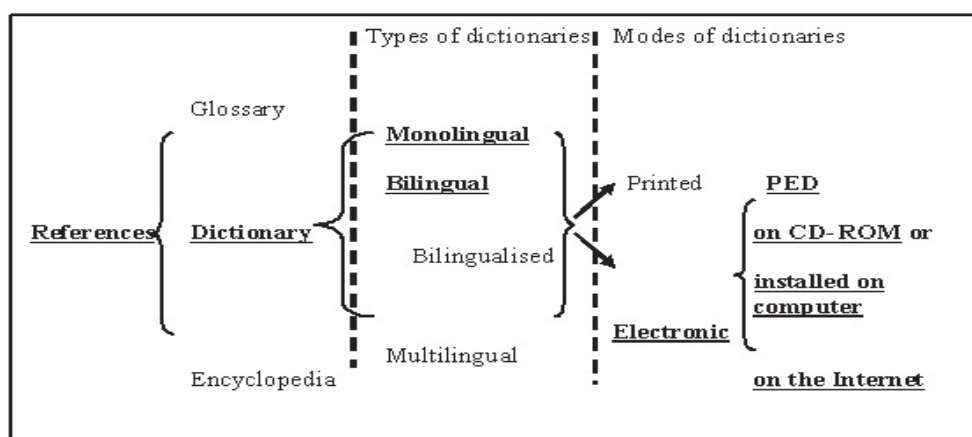
⁵ Hilary Nesi, Warwick, UK. (2000). Electronic Dictionaries in Second Language Vocabulary Comprehension and Acquisition: the State of the Art. *Electronic Dictionaries In Second Language Comprehension*, 842.

⁶ Zeinab, Toghiani Murnani and Hadi Saleh. (2015). Effect of Electronic Dictionary as an ICT Tool on English Collocation Learning of EFL Learners. *Asian Journal of Education and e-Learning*, Vol. 03, 368

have to know the usage and advantage used dictionaries well. EFL students prefer using bilingual dictionaries to search the meaning of words or phrases. John Paul Loucky had studied the potential benefits for enhancing students' vocabulary acquisition by using bilingual dictionaries in a consistent and appropriate manner. When used systematically and appropriately, EDs do indeed have a strongly positive impact on both vocabulary learning and reading development.⁷

There are some differences exist between `traditional paper dictionary and the electronic ones. The electronic dictionaries are faster in search speed, lighter in weight, smaller in size and more mobile than the paper. The vocabulary item in electronic dictionaries exceeds in the paper ones.

Types of Dictionary



⁷John, Paul Loucky. (2010). Comparing Electronic Dictionary Functions and Use. *CALICO Journal*, 28(1), 159.

C. Electronic Dictionaries in Teaching and Learning Language

Dictionary is being very useful language learning tools. It is designed to help people easier in learning language process. Language learners should be exposed to extensive reading, listening, writing, and translation. The dictionary is a simple tool which helps language learners to know the meaning of words. It gives meaning to words or phrases that they do not understand by the user. The learners will immediately look for the meaning of all unknown words in a sentence used dictionaries. They will know the meaning of new word.

Today's university students have grown up in a world in which they assume they are always connected to the Internet, via Web-based social networking applications, landscape of an increasingly mobile, wireless and networked society. These new technology technologies are bringing with them new forms of electronic literacies. The term electronic dictionary (or ED) is a tool that gives information about the spelling, meaning, or use of words. Electronic dictionaries are a good media in learning language. It is very useful for learners, especially for beginner in learning language. An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary.

Electronic dictionaries are a significant tool to learning English. Many students use electronic dictionaries when studied English. It is because the electronic dictionaries are easier to use than pocket dictionaries. The electronic

dictionary is faster in search speed, lighter in weight, smaller in size and more mobile than the paper one.⁸

Electronic dictionaries is a simple tool 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. They are used to help language learner to check the meanings of words or phrases that they do not understand, as well as the usages. It makes electronic dictionaries begin to enter EFL and more popular among universities students.

In modern era, almost all of students use modern technologies in daily. Such as smart phones or tablet help them to easier learning English. Thus, they prefer choose electronic dictionaries to help them in learning language. It is a simple and portable tool in everywhere that they needed. It is faster to check the meanings of words or phrases than paper dictionary. Automatically, the learners can understand the meaning of words in text quickly.

D. Previous Studies on The Use of Electronic Dictionary

There are some previous studies in this research. The researchers study about electronic dictionaries to know students perspectives on the use of electronic dictionaries. One of them is EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English by Reza Dashtestani. The result of the study is suggested that both EFL teachers and students held moderately positive attitudes toward the use of electronic dictionaries for learning EFL. They also indicate that there are several

⁸ Ibid, 146

obstacles and challenges, including lack of training on the use of electronic dictionaries, students' use of unsuitable versions of electronic dictionaries, lack of facilities to use electronic dictionaries in EFL classrooms, and distraction from learning caused by using electronic dictionaries in the classroom.⁹ This previous study focuses on students and teachers' perspective, the present study focuses on students' perspective. The previous study was conducted in University of Teheran, Islamic Republic of Iran, and the present study is conducted at STAIN Kediri.

The second previous study is investigating the Use of Electronic Dictionaries in EFL Classroom by Huibin Zheng and Xiaoli Wang.¹⁰ The result indicates that dictionaries have more information and are easier to access and to understand than ever before. And, with the advent of electronic formats, space is no longer the problem it was. Electronic dictionaries have become more and more attractive, accepted and popular to EFL learners at different levels, using electronic dictionaries in EFL classroom has gradually become an alternative to many. As for teachers, helping students tap into electronic dictionaries effectively is one of the best ways to help them become independent, lifelong language learners. The previous study was conducted at Chinese university, Islamic Republic of Iran, and the present study is conducted at STAIN Kediri.

Basically, the first and second research above is much the same. Electronic dictionaries are essential tool for learners. It has positive effect for learners in language learning. In order for learners to enhance English learning

⁹ Reza, Dashtestani, EFL Teachers' and Students' Perspectives on The Use of Electronic Dictionaries for Learning English, 51.

¹⁰ Huibin, Zheng and Xiaoli, W, The Use of Electronic Dictionaries in EFL Classroom, 146.

efficiency and effectiveness, electronic dictionaries have been made available to language learners and used as mobile facilitator for language learning. As we know, many students in our university using electronic dictionaries on their mobile phone. It is beneficial for students to carry in their pocket. Electronic dictionaries can allows the students to rapidly find necessary information about new words. but, there are some problems using electronic dictionaries, especially when the students in language class.

The third previous study is studying the impact of using electronic dictionaries on collocation learning and retention of Iranian EFL learners by Zeinab Tohyani Murnani and Hadi Saleh. The result indicated that electronic dictionary is an effective learning tool in learning English process.¹¹ Electronic dictionaries could be a powerful tool for improving students' collocation learning. This study might claim correctly that dictionary is the influence tool which can help learners in all stages of English learning, specifically if this dictionary installs on cell phones to be as a mobile tool with learners. Therefore, it is essential to all EFL learners to learn how to use dictionary technically and correctly. This previous study focuses on students' perspective among 340 learners, the present study focuses on students' perspective among 100 learners. The previous study was conducted in University of Iran, and the present study is conducted at STAIN Kediri. The research design of the previous study was experimental research, and the present study is survey research.

¹¹ Zeinab, Toghiani Murnani and Hadi Saleh, Effect of Electronic Dictionary as an ICT Tool on English Collocation Learning of EFL Learners, 368

E. The Problems Faced by the Students on Using Electronic Dictionaries

Electronic dictionaries are a useful tool to help the learners in learning language. Many advantages that the learners get when used electronic dictionaries. But, the unique features, the use of electronic dictionary causes some problems. There are some problems faced by the students in using of electronic dictionaries:

1. Some of them use electronic dictionaries to check the meaning in text or paragraph. EFL learners try to separate words from the context and they do not realize that using the context would help them understand the meanings.
2. Electronic dictionaries can cause distraction. It is easier for them to find the meaning quickly. Moreover, it can makes distraction. It often takes place when students use electronic dictionaries in the classrooms.
3. Students might ignore and pay little attention to the lesson. It happens when students are trying to look up the meaning of new words. They tend to go straight ahead and look up every unknown word they come across because it is easy and fast for them to get the meanings and other relevant information from electronic dictionaries. However, according to John research, those words are not related to the focus of the lesson in most of the cases. As a result, students might ignore what the teacher is saying and pay little attention to the lesson.¹²

¹² Ibid, 146.

4. Electronic dictionary use is often so quick and convenient that there is a danger that users will be less inclined to query entry information or adjust its meaning according to the context in which the word appears.
5. The most easily extracted information may require least thought, and be soonest forgotten. Hilary found that some teachers were worried that easy dictionary access would prevent the development of their students' reading skills.
6. Unthinking acceptance of dictionary information is particularly dangerous when the ED is based on an inaccurate, outdated or limited source.¹³
7. 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.
8. The using of electronic dictionary by one student could affect the rest of students. It is 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. As a result, it might be a great disturbance for both teachers and students during the learning process.
9. The correctness of pronunciation and explanation in electronic dictionaries because some of them are not accurate due to various reasons. This could

¹³ Hilary Nesi, Warwick, UK. (2000). Electronic Dictionaries in Second Language Vocabulary Comprehension and Acquisition: the State of the Art. *Electronic Dictionaries In Second Language Comprehension*, 24(2), 844.

also cause students to be confused when they judge over the teacher's correct pronunciation or provided meaning.

10. Electronic dictionaries can cause students' antisocial behaviors because instead of communicating with their classmates, students interact with machines in the classroom. Furthermore, when students play games and pass their electronic dictionaries around, it leads to great distraction to the whole class.

Some researchers give suggestion to handle the problems. Teachers should give training or instructions on how to correctly use electronic dictionaries.¹⁴

¹⁴ Huibin, Z and Xiaoli Wang. The Use of Electronic Dictionaries in EFL Classroom, 149.