

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary Learning

Learning vocabulary is a very important part of learning in the language. Vocabulary is one of the most prominent aspects when studying English for learners who live in the country which English is a foreign language. Students have to be able to speak, read, write, and listen in English. If their vocabulary knowledge is low, they would not be able to perform well. Learning vocabulary helps student when they make a sentence, because if the students have many knowledge about vocabulary, they will understand about words to write, and also when they make a sentence will be easier if they understand the structure.

According to Gu (2003), "It was concluded before if study in incidental it is not enough in developing of vocabulary functioning a second or foreign language. As well as, intentional study and direct study of vocabulary is not think of contextual learning". According to Sanoi (1995), "Learning words by new context is the first step students do and they must continue with choice of metacognitive word, to encode together of new words context will be appearance or remember word together surrounding with the sentence. Some other opinions even try out to create a new sentence and put it back in the context also.

2.2 The Use of Dictionary

According to Nation (2008), "Dictionaries is a tool which is used to help learner to comprehend the words they found when reading and listening,

find new words learners should require for writing and speaking, and also helps learners memorize words”. There are two types of dictionary, are monolingual dictionaries and bilingual dictionaries. Monolingual dictionaries are dictionaries which used only one language, whereas bilingual dictionaries written in two language.

Dictionary tool is divided into two, such as electronic dictionary and printed dictionary. For electronic dictionary which used by students junior high school is Alfa Link and the other kind is online dictionary. According to Kuyama and Takeuchi (2004, as cited in Prichard, 2008), “Learners who used electronic dictionary tend to look up often than learners who use printed dictionary. However, even though using online and electronic dictionary is easier, because of its effortless, the use could alleviate the vocabulary storage (Prichard, 2008).

2.3 Electronic Dictionary

Electronic dictionaries are pocket-sized devices that can be easily carried by students for use in a class or to provide support everyday language and translation. Similar in appearance to a personal data assistant or large pocket calculator. An electronic dictionary has a keyboard with function case and small display screen on a hinged lid. Most models offer a choice of pronunciation of sounds allows students to hear word that they had looked, while newer models may offer entry character-recognition input. According to Laufer and Hill (2000), “An electronic dictionary can provide a good solution to find this problem”.

To provide and identify how students understand about the use of electronic dictionary used, therefore if the goal is to assist students in English learning. It is important to ask the students often use a dictionary to learn, so as to provide learners to understand word for word that they need. The ease and speed of using an electronic dictionary can encourage students to look for unfamiliar words. This is not only contributes to get up words. “Electronic dictionary as a new media which help students to find the word or the meaning they are looking for or what are they want, and also they cannot understand how to use or how to pronounce the word” (C.Leany : 2009). So, with electronic dictionary they can more easily and fast to find the word.

2.4 Classroom Strategy with Electronic Dictionary

Good language learners especially good at learning languages because they are clever in the development of learning strategies. Strategies identified to be four in –class strategy met by good language learners. Need to look at every strategy and consider how classroom use of an electronic dictionary. According to Caleb Prichard (2008), “There are four strategies classrooms with electronic dictionaries”, such as :

- Strategy 1 : Active approach to the task of a good language learner is actively engaged in the task of learning the language .
Bringing an English dictionary to class would appear to signal the active involvement in learning.
- Strategy 2 : Realization of language as a system . Awareness of the importance of vocabulary learning, and the use of

dictionaries, would appear to indicate a system -based approach to language.

- Strategy 3 : Realization of language as a means of communication and interaction . Here's how to use an electronic dictionary that provide context. A poor student can put an electronic dictionary in communication lines, used for example as a barrier to avoid becoming involved in classroom tasks. The use of a good student language ' of Electronic Dictionaries in class is a survey of teacher attitudes. Students can bring their electronic dictionaries around during their classroom activities, using it to examine and learn a new language items encountered.
- Strategy 4 : Affective Claims Management . This strategy involves students in awareness of the difficulties and complexities of the language learning process and engages them in monitoring their own learning abilities. The good language learner might want to limit the time spent searching for vocabulary when students realize that it is not likely to be sustained.

2.5 The Kinds of Electronic Dictionary Model

There are many dictionary models in the type of learning. Based on eBay Inc (1995-2013), there are set of models classified by type:

- Professional electronic dictionaries

Professional electronic dictionaries have a widest range of features. It can be used as substitutes for multi-volume book dictionaries. Generally, these models used for teacher and also student. They do not have just one dictionary, but a lot of models to help them. There are many dictionaries that they understand. The models are an electronic dictionary in laptop, computer, hand phone, etc. Digital dictionary system that can translate text, E-mail, fax machines, digital voice recorder, data bank and grammar books.

- Business and travel models

Business and travel models include all the features that used to doing the activity of work, business with the foreign partners for learning or interpreting also. All of this dictionary have many vocabulary, have speech capabilities and convenient of organization.

- Economy and affordable electronic dictionaries.

Economy and affordable electronic dictionaries are simple and easy to use than other dictionary models. Economy electronic dictionaries are just the dictionaries with all necessary features and no complexities.

- Models for Kids

Models for Kids, this dictionary is designed for children aged 5-12 years. Their main purpose is to teach the play.

- Most types of dictionary are available in electronic form. These include general-purpose monolingual and bilingual dictionaries, historical dictionaries such as the Oxford English Dictionary, monolingual learner's

dictionaries, and specialized dictionaries of every type, such as medical or legal dictionaries, thesauruses, travel dictionaries, dictionaries of idioms, and pronunciation guides.

Most of the early electronic dictionaries were, in effect print dictionaries made available in digital form the content was identical, but the electronic editions provided users with more powerful search functions, but soon the opportunities offered by digital media began to be exploited. Two obvious advantages are that limitations of space (and the need to optimize its use) become less pressing, so additional content can be provided and the possibility arises of including multimedia content, such as audio pronunciations and video clips.

2.6 The Implementation of Class with Dictionary

According to Anne Campbell and Carol Troutman (2013), Dictionary Classroom implementation used for to students guide. However there are students have difficult words in a dictionary. These lessons will allow students to learn how to use guide words in dictionary to locate words.

The first implementation is brainstorming activities. Brainstorming used in the beginning activities teaching class. The teacher will write word guide on the board/chart paper. The teacher will asks students following the questions for example, “What is the definition of this word?”, “How is a guide used?”, and “Who/what are examples of guides?”. After that, the students will respond orally from these questions. The teacher will write student’s answers on the board/chart paper, after that teacher will explain it how to locate words alphabetically.

Second implementation is Six Thinking Hats activities. Six thinking hats strategy use to help students look at problem from many different perspectives. Students put on thinking hat according with they feel. In each color hat represents a specific feel from new ideas.

Third implementation was games. Game's used to make students easy for learning and they do not bore in the class. Student's active in this game it can influence in their score.

Fourth implementation is guided and independent reading. This activity to study with a good reading, the teacher give guided first and then the students repeat it. This caused to avoid students with misreading.

Fifth implementation is spelling strategies. Spelling strategies is to help students deeply learn their spelling rules and pattern. The students can understand about how to pronounce word.

Sixth implementation is standardized test. Test with questions, instructions, scoring or reporting of scores. A standardized reading test it can measure how students successful in specific test.

Seventh implementation is story boarding. Story boarding is learning method with image displayed, for the purpose of visualizing a motion picture or showing animation.

Eighth implementation is using technology in the classroom. The teacher can use technology in the class to help students know with technological process. This is learning and improving creating performance as the process of students' capability.

Ninth implementation is writing conferences, it is strategy to communication with write. Students use it to finish their task or assignment, such as make a text or paragraph based on the instruction of teacher.

2.7 The Importance of using Electronic Dictionary for English Study

According to Paul Shoebottom (1969-2013), "Dictionary is important media for people to learn with a new language, good dictionary for the students can do the following here:

1. find the meaning of an English word what students see or students listen
2. find an English translation of the word that students want
3. checking the spelling of word
4. checking the plural of the verb or noun or past tense
5. finding information grammatical word
6. finding synonym or antonyms of the word
7. finding words collocations
8. checking part speech
9. knowing how to say or how to speak the word
10. finding out about the word list
11. find the examples use a word in the natural language

To be a user of dictionary, it is not enough to understand what use dictionary for. Most of students must be deciding which one the best dictionary with the purposes above. However, they need to find what the word that they are looking for quickly, they must be sure that they found,

what they use to looking for and it is most important for the students need to know when their dictionary they use.

2.7.1 Finding Words Quickly in Electronic Dictionary

This is an ability student skill need to practice. For example, the teacher ask student to write down 3 words and see how long the students find them. Of course, students need to understand the English alphabet perfectly. In the first write, using guide words per page dictionary and then keep practicing until they can find the word they want. The students should practice finding words with their own language in a bilingual dictionary. If there is a student use electronic dictionaries , take time at home to learn how to do and then practice finding words quickly .Finding the right meaning of an English word in Electronic Dictionary

2.7.2 Finding the Right Meaning of an English Word in Electronic Dictionary

It is very often when students are looking for a new English word that they feel, the student was fined that he has more than one meaning. If they have confused when they have to find which one is correct, here is the students do the findings :

- For the first is to check all the meanings and find the word in the context of what they found. Very often many words with different meanings are the same and this should be enough to give students a good idea of what the word means.

- For the second if students really want to make sure, think about what that word in their own language and bilingual dictionaries to look at as well. If any one of the English translation is the original word they looked up, the students can be confident that they have found in the proper sense.

2.7.3 Finding the Right Spelling Word

In finding the proper spelling of the word, after the students discover the exact meaning of English words, they still have another difficult problem when they want to check their spelling, but they cannot find the words they are looking for :

- If the student believes the first few letters, just looking at the pages until they find the right spelling. It is helpful to examine the true meaning.
- If they still cannot find the words, think of what it was in the language of the students and they can look it up in their bilingual dictionaries.

2.7.4 Finding the Right English Translation of a Word in Electronic Dictionary

In this site, when students look up the word in their own language in a bilingual dictionary, they will probably find that there is more than one English translation. If students are not sure which one should they use, they can try a translation back. That is, they can search for English translations one by one in a monolingual

dictionary. If a word has a corresponding definition of the word in their language, they can be safe to use.

When students find a new word when reading, students have guessed the meaning they still seem important, and then they can look it up.

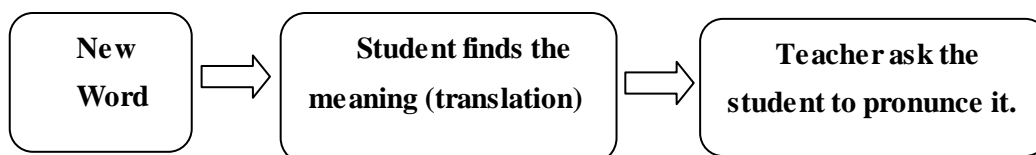
To avoid disturbing reading too long, students have to find meaning in their own language using a bilingual dictionary. When students hear new words in their class or when the teacher writes on the blackboard, the students waited and listened. What teachers say after that can help students to understand the word. If students are looking for in their dictionary, they will not listen to what comes next and this will make understanding learning more and more difficult as well. Then, if the students' think of this word is very important, students can copy from the board or write how they think it is spelled, and also after that the students can ask teachers or other students what it means.

2.8 Previous Study

Previous study is understood about study before to get the specific data. According to Tang (1997), the only writer surveyed who looked at how students used pocket English dictionary in the classroom observation rather than questionnaires or interviews, reading and listening comprehensions were the tasks where they were most likely to be consulted. They felt that knowing a word's part of speech, in particular, was an essential part of decoding it or decided on its appropriacy. However, only

twenty percent of the students in the sample understood all the abbreviations that dictionaries used to define parts of speech. Eighty five percent of Tang's sample used their PEDs to check pronunciation. She found that not only audible pronunciation functions were used, but that many students consulted the phonetic transcriptions given, and sometimes copied them into their vocabulary notebooks.

However, the students were rarely able to read these transcriptions back accurately. Tang identifies back translation as a strategy used by many students in the study group. For students in Tang's study group English-Chinese look-ups to help in decoding a text were significantly more successful than Chinese-English look-ups intended to find an appropriate word during a writing activity.



Based on Bogaards (1998), he has found that learners were significantly more likely to identify the correct definition in the dictionary of them to accurately guess the meaning of words that are not known from context. Based on Laufer and Kimmel (1997), conducted experiments using paper based bilingual, monolingual and bilingualised dictionaries which found that the bestscores in a variety of tasks were always obtained by students using bilingualised dictionaries.

According to Koyama (2010), he said that “Attempted to teach L2 learners reference skills and effective strategies for Electronic dictionary

found in Koyama and Takeuchi (2009), and to assess how well they could retain them. The total number of 14 undergraduate students participated in the study, which was conducted in their English reading class for eight weeks. Before reading articles in class, a vocabulary check sheet as a task for outside of class was distributed to the participants. To perform the assigned task, they were forced to look up words and phrases unfamiliar to them in each article and jot down the most appropriate L2 equivalents of them beforehand. They were also taught some E-dictionary reference skills and strategies while reading the textbook in class by an instructor. They were given pre- and post-tests consisting of a reading text and comprehension quizzes, and 16-item questionnaire to assess which E-dictionary reference skills and strategies actually used. As the results, the participants looked up fewer words and used fewer dictionary strategies or reference skills than they did in the pre-test. However, their comprehension of the text significantly improved in the post-test.

According to Koyama (2010), two points should be noticed about the findings. First is reference skills and dictionary strategy instruction should be conducted more explicitly, it is because dictionary consultation skills which require a complicated cognitive process are considered to be difficult to retain. This can be explained by the findings in Nyikos and Fan (2007). In their study, metacognitive instruction has a significant positive effect on L2 learning. Also, Fraser (1999) reported that metacognitive instruction resulted in greater vocabulary gains. In her study, L2 learners with different proficiency levels were given metacognitive VLS

(vocabulary learning strategies) instruction including an explicit presentation of the strategies and guided practice. Nyikos and Fan (2007) say that mentioned that when the subjects in the study inferred and then consulted, they had a higher retention rate than when they inferred or consulted alone. Instructions concerning dictionary strategies, therefore, should contain several metacognitive tasks. Second, a training period should be longer in order to ensure that reference skills and dictionary strategies are retained.

Several studies have been conducted to evaluate students' perceptions on and attitudes toward the use of electronic dictionaries in educational contexts. In general, the findings of the majority of studies showed that students adopt positive attitudes toward the use of electronic dictionaries and find them beneficial and facilitative for their learning (Boonmoh, 2003; Chatzidimou, 2007; Golonka et al., 2012; Nesi, 2002). Surprisingly, there is a paucity of research into the attitudes of teachers toward the use of electronic dictionaries for learning EFL (Boonmoh, 2010; Stirling, 2003).

In Iran, Zarei and Gujjar (2012) examined the efficiency of the use of paper and electronic dictionaries for learning vocabulary in an experimental study. The experimental group used electronic dictionaries while the control group used paper dictionaries. The results of the experiment revealed that the experimental group improved significantly regarding their vocabulary learning compared to the control group.

According to Likewise, Jian, Sandnes, Law, Huang, and Huang (2009), “Investigated the role of electronic dictionaries in English learning of undergraduates of engineering and humanities”. They reported that the speed of reference was a very important merit of using electronic dictionaries while multimedia properties were not considered as a significant benefit. Similarly in Japan, Bower and Mc Millan (2007) said, “Explored Japanese EFL learners’ attitudes toward the use of portable electronic dictionaries. They found that most EFL students had electronic dictionaries and used them frequently. However, the majority of participants were not aware of different services that electronic dictionaries offer for language learning. Analyzing Japanese EFL students’ electronic dictionary look-up behaviors, Koyama and Takeuchi (2007) maintain that the use of electronic dictionaries might improve look-up behaviors and patterns in EFL students.

This frequent look-up behavior would not result in improvement in students’ reading comprehension. In addition, Boonmoh (2010) said, “Conducted a survey study on EFL teachers’ use and knowledge of electronic dictionaries in Thailand. He discovered that the teachers did not use electronic dictionaries and had very limited information about the content and use of CALL-EJ, 14(2), 51-6553 electronic dictionaries. They were not aware of different technological affordances of electronic dictionaries as well.

In a recent study, Wang (2012) examined Chinese students’ use of e-dictionaries to read Chinese electronic texts. While the use of e-

dictionaries had a number of benefits for intermediate students' reading comprehension improvement, it was less effective for the improvement of advanced students' reading comprehension proficiency. The issue of the benefits of online and electronic dictionaries was the focus of another study conducted by Loucky (2005). Three groups of Japanese college students of engineering were the participants of the survey. He reported that the students preferred electronic dictionaries over paper dictionaries and had positive attitudes toward the use of electronic dictionaries for learning to read English texts.

The comparison of EFL teachers' and students' attitudes toward the use of electronic dictionaries for learning EFL would present valuable findings based on which EFL teaching and learning can be improved and redesigned. Dashtestani (2012) argues that we need context-based and localized studies on the use of technology in EFL courses. Specifically, no comparative research has been directed toward the issue of the efficiency of electronic dictionaries in Iran and other countries. Therefore, the current study would provide insights into the limitations and merits of electronic dictionaries from the perspectives of EFL teachers and students.