CHAPTER II
LITERATURE REVIEW

A. Definition of Dictionary

Dictionary is a tool for English learners or people who learn English. Nobody can deny that dictionary is an important and the most needed language learning tool. Hamouda (2013) says that dictionary is the prototypical work of lexical reference, classifies, and stores information on words, phrases, and other lexical items, including their form, meaning, use, origin, and history. Dictionary shows information on words that English learners need and the information written in a book which called dictionary. Kirkness (2004) also states that dictionary is one of the oldest and the most widespread books in literate societies and the number of its titles in enormous.

Based on Schofield (1997), he says that the teaching learning process of English not only can be done through different grammatical studies, but also a large range of dictionaries can be used. The three aspects of English is grammar, vocabulary, and pronunciation. Start from word then arrange word by word into the sentence with the right grammar. To find the meaning of the word or sentence, the English learners need a tool which is show the meaning, as we know it is dictionary. The good dictionary will show the right meaning and pronunciation of the word, but we need to know the characteristic of a good dictionary. It is mention in Bejoint (1981), he mentioned that a good dictionary is having paper quality, good binding, containing encyclopaedia
information, clear definitions, giving guidance to usage, being easily accessible, and having idioms, synonyms, antonyms, etc. When the English learners use a good dictionary, they can more explore what they need of the language because they use the dictionary not only once or twice but for a long time. Also we have to renew the dictionary with the new edition and revision.

Dictionaries are among the successful and significant books about the languages. The play vital role is not only in native language acquisition but also foreign language learners (Li, 1998). Alhaisoni (2008) also stated that dictionaries are useful not only to foreign learners, but also non-native teachers of the language in coping with their teaching and making needs. The teacher is facilitator who transfers the knowledge to the students, when the facilitator is not mastering in English, it makes the students wrong to understand English. Dictionary itself helps the teacher to raise student’s skills in foreign language.

In addition, while dictionaries are already one of the most readily available learning resources (Wright, 1998). Online and CD dictionaries provide user-friendly functions in searching and provide quick access to entry information. The students can get the information of English from computer or smartphone they have. In globalization era is easy to connect the internet and it makes the learners easy to access infomartion especially in English (Chun, 2004). In globalization era, the students, English or non-English students, are more modern in most aspect especially the use of dictionaries as a tool for learns foreign language.
B. The Importance of Dictionary

The importance of English as an International language has resulted in the rapid rise of dictionaries over the past decades. This boom reflects the tremendous need and demand for learners’ dictionaries in EFL and ESL learning settings. They provide learners with useful linguistic and cultural information, especially when teachers are unavailable and the learners are responsible for their own learning (Cubillo, 2002).

Dictionaries are a quick tool for foreign language learn and explore the vocabulary through the language, the use of dictionary commonly need to decrease skill on foreign language. The use of dictionary can more effect for the foreign language which use the dictionary in a good way. In EFL contexts, the supporting role of dictionaries has been emphasized by both teachers and researchers (Tseng, 2009). The training of dictionary skills is considered important and necessary because EFL learners may not able to make good use dictionaries without explicit instruction.

In fact is perceived to be an essential source of data concerning vocabulary related information, and is not simply a classroom tool but an object of life-long use (Fan, 2000). The use of dictionary is from children to adult, younger to older, from one generation to third generation. Li (1998) stated that dictionaries are among the most successful and predominant books related to languages because they play an important role not only in native language acquisition but also in foreign language learning.
The use of dictionary itself touches four skills such as speaking, writing, listening, and reading. For foreign language learning, that aspect is the unity of aspect to learn foreign language, especially English. Rudell (1999) suggests that dictionaries are used about equally in the process of reading or writing, and sometimes when just studying or learning.

C. The Use of Dictionary

The use of dictionary has been of relatively little interest second language researcher and educators, and the negative view of dictionaries among these second language specialist appear to explain partially. Language learners’ use of the dictionaries has been studied from various perspectives. For the second language learners bilingual dictionaries show the two of language, the English language and the mother language that use by the student, is why they can see the vocabulary in English or their language.

Bejoint (1989) conducted a survey based on that of Tomaszcyk with the aim of revealing how French EFL students use monolingual general English dictionaries. From that research, Bejoint found that many French EFL students have monolingual dictionary which were purchased on the recommendation of their instructors. In this case the instructors influence French EFL students to buy monolingual dictionary, the conclusion is the students can use monolingual or bilingual dictionary based on the suggestion who their teacher or instructors has given.
Batternburg (1989) has a similar research, he was focus on the relationship between users’ reference habits and their proficiency levels. The result similar with the previous study, many students owned bilingual dictionaries, but more advanced levels. Bilingual and monolingual learners’ dictionary are decreased and native speakers dictionary use are increased.

In addition, through the understanding of dictionary users. They should be acquired if those electronic dictionaries are to achieve true user-friendliness (Mackintosh, 1998). The result for every studies can be influence by many aspect, in different city has different style of learning foreign language, that why the result for every study can be different.

D. The Types of Dictionary

As we know there are several types of dictionary among foreign learners and the teacher. Many researchers have attempted to classify the variety of dictionary types and it have reached the same conclusion that the task is impossible (Hartman, 2001). There is no agreed taxonomy to classify all the dictionaries that use in the world. Even though there is no the classes of the dictionary, several broad distinction are found to be practically useful (Kirkness, 2004).

Bejoint (2001) lists distinctions of dictionaries such as general and specialized dictionaries, monolingual and bilingual dictionaries, encyclopedia
and language dictionaries, foreign and learners’ and native speakers’ dictionaries, and dictionaries for adult and dictionaries for children.

The other hand, Kirkness (2004) has similarity discussion of the dictionary’s dictionctions such as monolingual and multilingual dictionaries, passive and receptive dictionaries, generalized and specialized dictionaries, native speakers’ and non-native speakers’ dictionaries, and dictionaries for adults and dictionaries children.

Also the use of electronic dictionary is relatively recent phenomenon. They were mostly on its effectiveness to the user’s search purpose with similar methods employed to those in other dictionary use studies (Hamouda, 2013). Other researchers Wrinkler (2001) stated that the most of the findings lend support to convince that the various electronic features could provide to the users’, allowing them faster search results.

In fact, electronic dictionaries also provide the pronunciation of the vocabulary, so the students can learn how to pronounce in a good way. Not only that, the sample of the record available in two accent, the British or American style.