

## **Chapter Two**

### **Literature Review**

This chapter describes several theories which are suitable with the topic to support this study. Some contents to be discussed in this chapter are the definitions of dictionary, the use of electronic dictionary, definitions of textbook, and the role of textbook in language learning. Related studies and conceptual framework also included at the end of this chapter.

#### **Dictionary**

In English learning, dictionary is known as an aid for language learner to define the meaning of words. It is defined as “a book that gives the words of a language in alphabetical order and explains their meaning, or translates them into another language” (Hornby, 1995, p. 321). Dictionary has an alphabetical order so that the user will easily find the needed words. Hence, dictionary is one of the most important aids for language learner. After a lot of years, it is found that there are many types of dictionary exist. Sterkenburg (2003) stated that types of dictionary are: (1) children dictionary, (2) illustrated dictionary, (3) translation dictionary, (4) biographical dictionary, (5) learning dictionary, (6) quotation dictionary, (7) retrograde dictionary, (8) dictionary of slang, curses, and dialects, (9) dictionary of proper names and synonyms, (10) rhyming dictionary, (11) technical dictionary, (12) electronic dictionary, (13) online dictionary, and (14) CD-ROM dictionary.

However, dictionary cannot be defined from each type because they have more or less the same typologies and identities. Sterkenburg (2003) supported that looking for a definition of 'dictionary' is like looking for a definition of the prototypical dictionary. Prototype can be defined as the first model or design of something from which other forms are copied or developed (Hornby, 1995). Based on the definition of prototype, it can be concluded that prototypical dictionary is a dictionary that is commonly used, spread and developed. Sterkenburg (2003) added broader definition of dictionary, which is the form of a static (printed dictionary) or dynamic product (electronic dictionary) with an interstructure that establishes links between the various components (electronic dictionary) and is usually still alphabetically structured (printed dictionary). Based on the definition by Sterkenburg, there is no different definition between printed dictionary and electronic dictionary in terms of the words definition and/or alphabetical order words. Both are known to be a tool to find meaning of words. Furthermore, Jiang (2012) stated that the most important advantage of an electronic dictionary is that it is very convenient to use. Electronic dictionary become more and more advanced; they can pronounce the words clearly, provide sample sentences to illustrate word usage and store difficult words for special memorization (Jiang, 2012). Jiang (2012) added that the designing of electronic dictionaries are more and more portable, and they are easy for students to carry.

In conclusion, dictionary is an aid to language teaching and learning that define meanings of words in alphabetical order. There are different varieties of

dictionary available. In general, dictionary is very helpful for a language learner to help them find meanings of words.

**Dictionary in language learning.** Dictionary is one of the tools that cannot be separated in language learning. It is an aid to comprehension and production (Summers, 2013). She also added that, in language learning, dictionary for language learning has been ignored because the teachers only focused on the grammar mastery. However, EFL students are often challenged with difficult words that they need to translate to clarify the meanings before they carry on the text that they are working. Unfortunately, the use of dictionary in class is discouraged by some of the English teacher in recent years. The reason is because it prevents their guessing skill in vocabulary acquisition (Summers, 2013). English teachers are afraid if the students are depending on the dictionary too much, it will disturb the classroom activity.

Nevertheless, Mccarthy (2013) argued that dictionary should be encouraged in classroom setting. Unknown words to students are blocking the students' comprehension in language learning so it would be best to turn to the help of dictionary (Summers, 2013). In addition, Radhika (2015) revealed that dictionary has quite a lot of advantages for EFL students, such as: (1) it extends educational opportunity to develop new ways of learning, (2) it inspires students in finding, evaluating, and sharing informations, (3) it helps students to structure and invigorate their learning, (4) it enables students to learn independently, (5) it provides proper motivation and inculcates interest toward self-learning, (6) it is time saving, and (7) it is innovative method in teaching English language.

In conclusion, even though a dictionary is discouraged to use in some classroom setting, its role cannot be underestimated. It is advantageous to use dictionary in learning a foreign language. A dictionary is exceptionally valuable for EFL students to overcome their difficulties in understanding unknown words.

### **Electronic Dictionary**

In this sub-chapter, the researcher intends to elaborate about electronic dictionary. There are three main discussions that are going to be explained. The contents to be discussed are about definition of electronic dictionary, advantages of electronic dictionary, and disadvantages of electronic dictionary.

**Definition of electronic dictionary.** Electronic dictionary is one of the newest inventions of dictionary that enables the user to search words faster. Electronic dictionaries have become more and more attractive, accepted and popular among English as Foreign Language learners at different levels, using electronic dictionaries in English as Foreign Language classroom has gradually become an alternative to many (Zheng & Wang, 2016). Even in English Language Education Department in one of private universities in Yogyakarta, students are no longer seen to carry a thick printed dictionary around anymore. By this statement, an electronic dictionary may be a great tool to aid language learners.

There are various kinds of electronic dictionary. Learners should know which electronic dictionary that is appropriate to use to aid their language learning process. From Pastor and Alcina (2010), the researcher found that there are two classifications of electronic dictionaries, which are online and offline electronic dictionary. The example of both online and offline dictionary as stated by Pastor

and Alcina (2010) are Oxford English Dictionary (OED), Merriam-Webster Dictionaries and Thesaurus. The users will get more advantages from using an electronic dictionary that is suitable and appropriate for them to use as learning aid. However, the electronic dictionary mentioned in this research is an application-based electronic dictionary with both online and offline forms. The researcher is not referring to device-based electronic dictionary.

In conclusion, electronic dictionary is a kind of mobile-based dictionary to look up meaning and its added feature. However, there are some challenges that must be faced by the electronic dictionary users. A language learner should know some criteria to choose the appropriate electronic dictionary to be used. The reason is because if they choose the correct and appropriate electronic dictionary as their needs, the language learners can use it correctly and wisely.

**Advantages of electronic dictionary.** There are some advantages of an electronic dictionary. First, as observed by the researcher, an electronic dictionary is a portable device that is very easy for students to carry. Its convenience is the main reason why a lot of students prefer electronic dictionary to printed one. As stated by Jiang (2012), the most important advantage of an electronic dictionary is that it is very convenient to use. Students do not need to waste time turning page to find the page looking for the words. Students only need to type the words needed, and the meaning will appear in a short time. Also, electronic dictionaries are also becoming more advanced. They can pronounce the words clearly, provide sample sentences to illustrate word usage, and store difficult words for special memorization (Jiang, 2012). Supported by Ouhbi (2012), electronic dictionary are

the most advantageous because it eases students to look up the words, and economize the times, so it is possible for students to improve his/her educational level in languages. In addition, it is also easily modified; adding more words or expression needed. Students might learn autonomously especially in understanding textbook by using ED.

In conclusion, based on the previous research, electronic dictionaries have a lot of benefit beside to look up the words that need to be translated. Nowadays, an ED is becoming more advanced; the user can input more words or expression needed. It is also very convenient for students, especially students who need to bring dictionary all the time. It is easier for the students to carry an electronic dictionary since it is a portable device.

**Disadvantages of electronic dictionary.** Despite the advantages provided by an electronic dictionary, there are also some disadvantages from an electronic dictionary. First, students may rely too much on the electronic dictionary (Jiang, 2012). Students do not feel obligated to learn new words and expressions because they feel that their electronic dictionary can provide it all. Then, Jiang (2012) also added that it can be misleading since not all the explanations are accurate and the convenience of electronic dictionary may cause students to be lazy to improve themselves in language learning. Based on Wu (2016), an electronic dictionary may cause bad effects from physiological point of view and students' learning habit. It is possible for the user's eyesight to be damaged because the user will always look at the screen, and it will weaken the learner's vocabulary memory

because they just look up the meaning of word and they often do not try to remember.

However, there are some problems occur in using electronic dictionary. It may be seen as an obstacle to communication, a waste of classroom time, and a source of conflict between foreign-language learners and the teachers (Ronald & Ozawa, 2008). Dashtestani (2013) added the use of electronic dictionaries might create a number of challenges, including distraction from learning and participating in class activities, over-simplified explanations and description of words, low-quality sound, lack of access to appropriate electronic dictionaries and insufficient examples provided for English as foreign language learners.

In conclusion, an electronic dictionary can cause bad effect for its users. It can make students to feel lazy to improve themselves since the students will rely too much on electronic dictionary. They will not try to remember and understand the new words then. In addition, a health problem may occur. It is possible for the users to have bad eyesight after the excessive use of electronic dictionary.

### **Textbook**

In this sub-chapter, the researcher would like to explain about the textbook. Intended to limit the discussion, the researcher will only elaborate two main discussions about textbook. The contents to be discussed are definition of textbook and the role of textbook in language learning.

**Definition of textbook.** There are some definitions of textbook. A textbook is a printed book used by students as a standard work for a particular branch of study that contains facts and ideas around a certain study (Goslin, 2008). Students in Indonesia, not only language learners, must be familiar with a form of textbook. Each course will have different textbook to aid them with a different explanation based on the competency needed. Textbooks play an important role in teaching learning process especially in developing countries (Mahmood, 2011). In addition, textbook is a useful resource for both teachers as a course designer and learners as people who are acquiring the English language, and it plays an important role in teaching and learning (Gak, 2011).

Textbook are widely known to be the aid of either teaching or learning process. Across the years, the presentation of textbook are widely changed, but the main goal is still the same which is to help build the platform of knowledge for students (Goslin, 2008). Textbook is going along with education reformation; it provides a good deal of information needed in a teaching and learning process. Based on Reynolds (2015), textbooks are collections of study and reading material related to a specific discipline or course. In Indonesia, the use of textbook is really popular among teachers and students. A textbook is made as interactive as possible so that the learning goal can be achieved. Textbook offers students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998, p.7), so textbook is considered as the heart of educational activities; it does not only influence what and how students learn, but also what and how teachers teach (Mahmood, 2011). Based on



Robertson (2016), a good textbook will have some features, namely: (1) discussion question, (2) index, (3) references, and (4) illustration and examples.

In conclusion, a textbook is a great aid in a teaching and learning process. Teachers find them useful since it helps them to deliver their teaching materials and students find it useful since it helps them to learn individually. The function of a textbook is as a source of teaching and learning. It is also divided into a different branch of study.

**The role of textbook in language learning.** The role of textbook is widely known in classroom activities. Scholarly views on the role of the textbook and recommendations on how to use it in everyday classroom practice very often reflect little more than personal opinion and/or common sense (Kurtz, 2009). Even though the usage of textbook has been known since a long time ago, a lot of researchers still doubt its role in classroom practices. The role of the textbook cannot be underestimated; it will inevitably determine the major part of the classroom teaching and students' out of class teaching (Rivers, 1981). This statement suggests that textbook hopefully can be useful for students even though the students are learning outside the classroom.

In line with Rivers, Richards (2001) stated that textbooks are a key component in most language programs that serve as the basis for much of the language input that learners receive, and the language practice that occurs in the classroom. Richards explains that the roles of textbooks are to give input learners in language practice. Learners are found to be more successful in using dictionaries for reading tasks compared to production requires more than

conceptual information, including the understanding of idioms, grammar, collocations, synonyms, and lexical phrases (Summers, 1988).

According to Gak (2011), there are some advantages of the textbook. First, textbook provides syllabus of the course so teachers may know what to teach and in what order. Second, it provides security for students because they have a road map of the course. Third, it provides a set of visuals, activities, readings, and many more. It saves the teacher time in finding or developing such materials. Fourth, it provides teachers with a basis for assessing students' learning. Fifth, it may include supporting materials. The last is it provides consistency within a program across a given level.

In conclusion, a textbook has an important role in language learning. Since classroom language learning is limited with time, a textbook helps the learners to do the autonomous language learning. It is useful to input language knowledge.

### **Review of Related Study**

There have been a few studies related to the use of electronic dictionary. The first is journal by Zheng and Wang (2016). This journal revealed that there are a lot of pros and cons of using this type of dictionary in Chinese EFL classroom. Teachers are concerned about their students, whether they are actually using their cellphone to use the dictionary or messaging friends. However, more teachers believe that electronic dictionary is saving their time when they want to look up some words. From this research, the researcher would like to adapt the ideas from Zheng and Wang about the use of English dictionary in English foreign language classroom.

Second, there is a research conducted by Dashtestani (2013) entitled EFL Teachers' and Students' Perspective on the Use of Electronic Dictionary for Learning English. The participants of this study were 126 EFL students and 73 EFL teachers who are selected to respond to questionnaire, and 81 students and 66 teachers were interviewed afterwards. The result revealed that every participants held positive attitudes towards the use of electronic dictionary. However, using electronic dictionary caused distraction from learning. Moreover, lack of training and facilities of electronic dictionary are the obstacle that commonly faced by the participants. From this study, the researcher would like to adapt the point of view of Dashtestani and the result of his study as the strong supportive study of this research.

Third is a dissertation by Cobayashi (2006) with the title The Use of Pocket Electronic Dictionaries as Compared With Printed Dictionaries by Japanese Learners of English. It was a quantitative research with 279 participants that were given questionnaire, vocabulary test, and reading comprehension section of the TOEFL assessing reading proficiency. Among 279 participants, 22 students were selected to be interviewed about the questionnaire. The findings showed that 72% of 279 students owned an electronic dictionary and use it exclusively. Electronic dictionary increases the frequency of dictionary consultation by low-proficiency students. It is also accumulate in vocabulary learning in a long term. From this study, the researcher would like to adapt the ideas of using pocket electronic dictionary by Cobayashi in English foreign language classroom setting.

From all three studies above about the use of electronic dictionary in language learning classroom setting, it can be concluded that electronic dictionary can give a huge advantage for language learner. Hence, the researcher would like to know the perception of English Education Department students on the use of the electronic dictionary in understanding English textbook. These studies above are hopefully able to help the researcher as a guideline in conducting this research.

### **Conceptual Framework**

It has been mentioned before that foreign language learning is a required subject in educational system in Indonesia. As learning companion and aid, an English textbook is needed to help students and teachers to reach the learning goals. It is commonly known that a textbook usually contain difficult terminologies and a dictionary is needed to help students to define words or phrases. Yet, a dictionary that is commonly known is a thick and printed one. It will burden the students to carry a printed dictionary to classes, especially students of English Education Department in one of private universities in Yogyakarta, who might encounter difficult phrase or terms in every class. Fortunately, through technology advancement, an electronic dictionary may ease the burden for students to carry the printed dictionary since electronic dictionary are really easy to carry. Thus, electronic dictionary can be used as the substitute of printed dictionary. The conceptual framework of this research will be explained in the figure below.

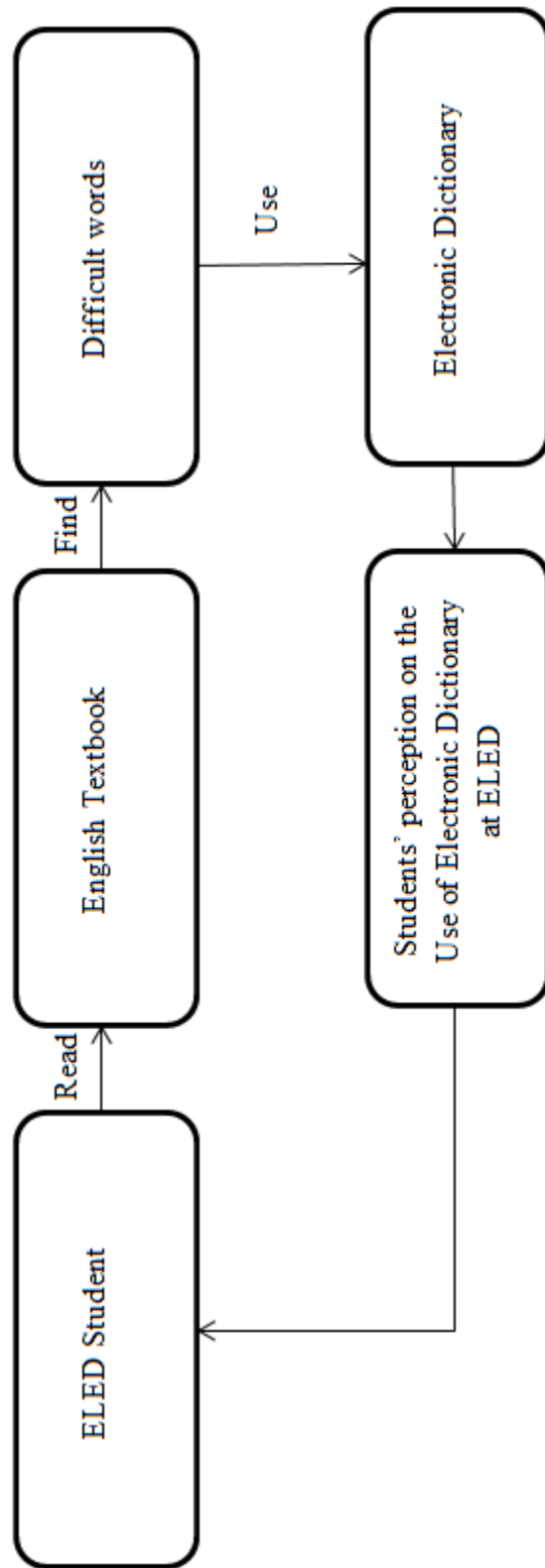


Figure 1.1. Conceptual Framework