

## Chapter Two

### Literature Review

This chapter discusses theories relevant to the research. The subs of this research are the use of English dictionary that consists of the definition of dictionary, types of dictionary, purposes of using dictionary and benefits of using dictionary. It is followed by vocabulary that comprised of definition of vocabulary, types of vocabulary, vocabulary mastery and aspects of vocabulary mastery. Then the next is conceptual framework. The last is hypothesis.

#### The Use of English Dictionary

A single word may have several possible meanings. The appropriate one can often be determined based on the context. Thus, learners should use a dictionary to find the particular meaning of an unfamiliar word in the context. According to Hayati and Fattahzadh (2006) as cited in Huang and Eslami (2013) recommend that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information. By this statement, learners who find unfamiliar word should use a dictionary to know the meaning. Besides, a single word in English language have a lot of meaning in *Bahasa Indonesia*. Dictionary shows several possible meaning, then the learners can choose the appropriate one based on the context.

**Definition of Dictionary.** According to Walz (1990) as cited in Huang and Elsami (2013) dictionaries are the essential source for information about words in

a language. According to Merriam-Webster dictionary (2016), the definition of dictionary is

1) a reference source either print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactical and idiomatic uses; 2) a reference book listing alphabetically terms or names important to a particular subject or activity along with discussion of their meanings and applications; 3) a reference book listing alphabetically the words of one language and showing their meanings or translations in another language.

In addition, Harmer (2001) states that a dictionary does not only tell you the meaning of a word. It also tells you the grammar, pronunciation, and stress. It sometimes gives you an example of sentence. It can be concluded that dictionary is reference source both in print and electronic that give information about meaning or words translation in another language. Dictionary gives grammar, pronunciation, stress and example sentence of the word.

**Types of Dictionary.** According to Li and Zhou (2001) as cited in Lou and Li (2012) dictionary is classified into Language involved: monolingual, bilingual and multi-lingual dictionaries; and Medium: paper and electronic dictionaries. Furthermore, the electronic dictionaries can be further divided into three kinds namely pocket dictionaries, CD-ROM dictionaries, and online dictionaries.

### **Types of Dictionary based on Language Involved**

***Monolingual Dictionary.*** Tum (2012) states that monolingual dictionary is dictionary which is designed in using the same language between the words and the definitions so that it can be used as a reference for foreign language learners. Monolingual dictionary explains the meaning of a word in the target language. Meaning that monolingual English dictionary provide meaning of the word in English.

***Bilingual Dictionary.*** According to Tum (2012) bilingual dictionary include both native and target language, and translations are given in both languages since the goal is to help the user understand the meaning. The use of bilingual dictionary is when the learners find difficulties in understand the meaning of the word, because in bilingual dictionary provide a translation of the word. The example of bilingual dictionary is English-Indonesia dictionary, English-Spanish dictionary and much more.

***Multi-lingual dictionary.*** Multi-lingual dictionary used by foreign language learners stand for the presentation of more than one language including any foreign language they learned before (Kaalep and Mikk, 2008 cited in Tum, 2012). The multi-lingual dictionary is a dictionary that uses more than two languages. It is used by someone who wants to learn more than two languages. The example of a multi-lingual dictionary is Indonesia-English-Japan, Indonesia-English-Arabic and much more.

## **Types of Dictionary based on the Medium**

***Printed Dictionary.*** According Pasfield-Neofitou (2009) the arguments for paper dictionaries or printed dictionary are essentially the same as for books. Printed dictionary is list of word in a form of book. This printed dictionary can be bought cheaply and last a very long time. This means that do not need to purchase anything after buy it. They are easy to browse, it can be flipper the papers alphabetically and look the word up. It can be put it in bags so that it can be carried everywhere.

***Electronic Dictionary.*** According to Zheng and Wang (2016) an electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary. There are some unique features that cannot be found in the paper dictionary, for example, interactive learning functions such as vocabulary games, speech features, and reference book. Clearly, the electronic dictionary is faster in terms of searching, lighter in weight, smaller in size and simpler than the paper. Electronic dictionary available both in online and CD-ROM.

***Online Dictionary.*** According to Dictionary.com (2016), online dictionary is a dictionary that is available on the Internet or World Wide Web and accessed through a Web browser using a computer or a mobile device, primarily by typing a query term into a search box on the site. To use online dictionary we need a PC that connect with internet access. The example of the online dictionary is Oxford Dictionaries Online, Merriam-Webster Online Dictionary, Cambridge

Dictionaries Online, Oxford Learner's Dictionaries, Dictionary.com and much more.

*CD-ROM Dictionary.* According to Merriam Webster Online Dictionary, CD-ROM dictionary is a small plastic disk on which large amounts of information (such as books, pictures, or computer programs) are stored in a form that cannot be changed. It means that CD-ROM dictionary is a digitalization of printed dictionary.

**The Purpose of Using Dictionary.** Dictionary is reference source both in print and electronic that give information about meaning and translation a word in another language. According to Tum (2012) dictionary facilitates the learners: 1) dictionary give clear definition and small word list, 2) present spelling and pronunciation, 3) give the main inflectional forms of terms, 4) introduce meaning of terms with example and illustrations, 5) give cultural connotation, and even idiomatic colloquialism that users are likely to see representations of contemporary culture through target language. By using a dictionary, the learners can know about the definition, how to pronounce and how to use the word.

**Benefits of Using Dictionary.** Using dictionary can help everyone especially for students who are learning a language. When foreign language learners encounter an unknown word, one of the possible strategies is searching in dictionary (Amirian and Heshmatifar, 2013). There are many advantages of using dictionary.

First, using dictionary can help students in vocabulary mastery. According to Ali (2012), the dictionary is an important pedagogical tool that plays an important role in various processes of language learning including reading comprehension and vocabulary acquisition. It can be said that having a dictionary is a must for the students, as it can help them mastering vocabulary.

Second, help the learner in autonomous development. A learner who makes good use of a dictionary will be able to continue learning outside the classroom and this will give him considerable autonomy about the decisions he makes about his own learning (Gairns & Redman, 2005). Gu (2003) states that access to a dictionary helps learners become more autonomous because they can find appropriate interpretations of unfamiliar words in sentences without depending on teachers' explanations.

The last is using dictionary can give learners good habit in learning. According to Leaney (2007), there is the tremendous amount of information in a good learner's dictionary – sometimes an overwhelming amount. Helping students tap into that information efficiently is one of the best ways to help them become independent, lifelong language learners.

## **Vocabulary**

**Definition of Vocabulary.** Vocabulary is very important in language learning. According to Singleton (2007) in the field of language teaching and learning, many experts believed that vocabulary is the most important aspect of foreign language learning. Besides that, vocabulary is a core component of

language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Golavar et al, 2012). Learners who mastering well in vocabulary can easy to speak, listen, read and write.

Learning vocabulary is important part of learning English or other foreign languages since learners learn vocabulary first before they master another complex structure. According to McCarthy (2010) vocabulary is all about words. In this case, vocabulary is a basic essential component in the using of English. Hiebert and Kamil (2005) states that vocabulary is the knowledge of meaning. Learning vocabulary aims to find and understand the meaning of certain words in the target language. It refers to the known words to communicate effectively. According to Linse (2006) cited in Bintz (2011), vocabulary is the collection of words that an individual knows. It can be concluded that vocabulary is the knowledge of the total numbers of word, a list or set of words in a particular language that a person knows or uses. It must be learned by foreign language learner aimed to find out the meaning for certain purposes. The lacking of vocabulary causes difficulties in learning the process for the learners.

**Types of Vocabulary.** Lehr and Osborn (2001) explain two kinds of vocabulary as follow. First, words come in two forms, oral and print. Oral vocabulary is a set of words for which we know the meanings when we speak or read orally. It refers to two language skills, speaking and reading. Meanwhile, print vocabulary consists of those words for which the meaning is known when we write or read silently. It refers to words that we used in reading and writing.

These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than the oral vocabulary. If it is correlated with translation activity, the learner involves print vocabulary in reading activity first then find out the meaning.

On the other hand, Hiebert and Kamil (2005) also declare that knowledge of words also comes in at least two forms, productive that the vocabulary we use when we write or speak and receptive that which we can understand or recognize. These will explain clearly as follows:

***Productive or active vocabulary.*** Productive or active vocabulary is the set of words that an individual use when writing or speaking. According to Jackson and Amvela (2000, p.28), “Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.” In addition, productive vocabulary carry the idea that we produce language forms by speaking and writing to convey message to others (Nation, 2000).

It means that active vocabulary is formed of words that come in our mind immediately when we have to use them in a sentence, as we speak and write. These are well- known words, familiar, and frequently used. Active vocabulary appears when producing the words to sentences in speaking or writing. It can be activated by other words because it has many incoming and outgoing links with other words.



In this case, productive or active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression the meaning to others.

***Receptive or passive vocabulary.*** Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. It means receptive vocabulary is word that a person understands when they hear or read from other. They don't use own speech. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it (Nation, 2000).

On the other hand, receptive vocabulary can be used in the passive form. It consists of items which can only be activated by external stimuli. By passive knowledge, we mean that students are able to recognize the word but they are not able to produce it (Sarosdy, Bencze, Poor, & Vadney, 2006).

It means that receptive or passive vocabulary means the words that the students recognize and understand them when they occur in a context. Besides, it also can occur when the students need someone to say something that helps them recall the words meaning. The students usually find receptive or passive vocabulary in listening or reading materials. They can find the meaning of the word when they read the text.

Related the definitions, the researcher notes that the types of vocabulary can be divided into two knowledge are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary

while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that we produce in speaking or writing are called productive or active vocabulary. The words that we catch from listening and reading are receptive or passive vocabulary.

**Vocabulary Mastery.** Collins Cobuild Dictionary (2006) stated mastery is learning or understanding something completely and having no difficulty in using it. Mastery is also defined as the complete control of knowledge (Cambridge Advance Dictionary). From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learned.

Vocabulary mastery is always an essential part of English. Knowing and understanding words mean knowing their "form" (how they sound, how they spelled, grammatical change that could be made to them), their "meaning" (their conceptual content, and how they relate to other words in particular types of language use (Cameron, 2001). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. Richard and Renandya (2002) suggest that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). So that, it can be said as a complete skill to understand the stock of words and their meaning of a particular language.

**Aspects of Vocabulary Mastery.** According to Nation (2001), there are three aspects of vocabulary such as form, meaning, and usage. Further, for detailed explanation, as follows:

**Form.** In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learners must know how to spell of word (written form). As Nation (2001) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced.

Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make the new word, while root is the head of a word. Then, the prefix is an affix at the beginning of root or word to make a new word. For instance, words "uncommunicative" where the prefix of un means negative or opposite meaning, *communicate* as the root word, and it means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence *uncommunicative*.

**Meaning.** Nation (2001) says that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers

to, and the association that comes to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

The meaning of a word can be understood in terms of its relationship with other words in the language. According to Harmer (2002), the sense relation is divided into four as follows:

*Polysemy* is the word that the same collection of sounds and letter but it can have the different meaning. Example: birth wing (sayap) - west wing (tanda).

*Synonym*, it means exactly or nearly the same as each other. While, McCarthy et al (2010) defines synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, costly-expensive.

*Antonym*, a word is often defined by its relationship to other words. It also words with opposite meanings (Thornbury, 2002). Example: cheap-expensive, full-empty, old-young.

*Hyponymy*, that relationship between a word which is a member of a category and the name of the category. Fromkin, Rodman & Hyams (2003, p.184) argued, "Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: red, white, black and so on, is a hyponym of color.

*Usage.* The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002) says that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

### **The Use of English Dictionary and Vocabulary Mastery**

Vocabulary plays a greater role in communication than the other components of language. There are different tools and strategies for the acquisition of vocabulary. One of these useful tools is dictionaries. According to Ali (2012), using dictionaries can be seen as an explicit strategy for learning a foreign language vocabulary or as communication strategy. In the study by Luppescu and Day (1993) as cited in Marmol and Lafuente (2013) students have to read a story which included 17 unknown words and had the help of bilingual dictionary. After reading, they took a vocabulary test where they got high scores. McAlphine and Myles (2003) also cited that the role of dictionary in basic language learning: to assist learners in broadening their vocabulary knowledge and understanding of common grammatical errors. In another study that done by Knight (1994) learners who had access to a dictionary scored higher on postreading comprehension and vocabulary tests. This suggests that the dictionary

use have a positive effect on vocabulary acquisition. So, the learners who want to be successful in vocabulary mastery, they have to use dictionary to help them master a lot of vocabulary.

### **Review of Related Studies**

In this study, the researcher took three previous studies which are relevant for this research. First, the research was done by Yildirim (2009) entitled "The Effectiveness of Using English Dictionary to Improve Students' Vocabulary Mastery. A Case of Year Eleven Students of Semesta Senior High School 2009/2010. Based on the hypotheses test result, consideration of the importance of vocabulary mastery and the use of English dictionary variables affect positively and significantly for the improvement of vocabulary mastery. Second, the research by Zarei and Gujjar (2012) entitled "The Contribution of Electronic and Paper Dictionaries to Iranian EFL Learner's Vocabulary Learning". The result, there is a significant difference between electronic dictionary and paper dictionary in affecting vocabulary learning. The use of an electronic dictionary is better contributions to vocabulary learning in EFL students. The last, research was done by Xu (2010) entitled "Study on the Effect of Dictionary Use on Second Language Incidental Vocabulary Acquisition— An Empirical Study of College English Vocabulary Learning Strategy". The result of this research is the consultation of the dictionary has a positive impact on vocabulary learning and reading development.

In conclusion, the use of English dictionary affect positively and significantly for the improvement of vocabulary mastery. The students think that having English dictionary is very important to help them learning English. It helps them to find difficult words, pronounce words well and can mastering vocabulary. When students get a lot of vocabularies, it makes them easier to understand text well, to listen, to write, and to speak fluently in English.

### **Conceptual Framework**

Based on the literature review, a dictionary is reference source in print and electronic that give information about meaning or translation words in another language. Dictionary is classified into two. Based on language involved: monolingual, bilingual and multi-lingual; and medium: paper and electronic dictionaries. Furthermore, the electronic dictionaries can be further divided into three kinds: pocket dictionaries, CD-ROM dictionaries, and online dictionaries. Learners who use dictionary had many purposes, like to know the meaning and translation of words, to check the spelling and pronunciation, to know the grammar of the words and much more. Besides dictionary can help learners mastering vocabulary, dictionary help learners develop autonomy and give learners good learning habit.

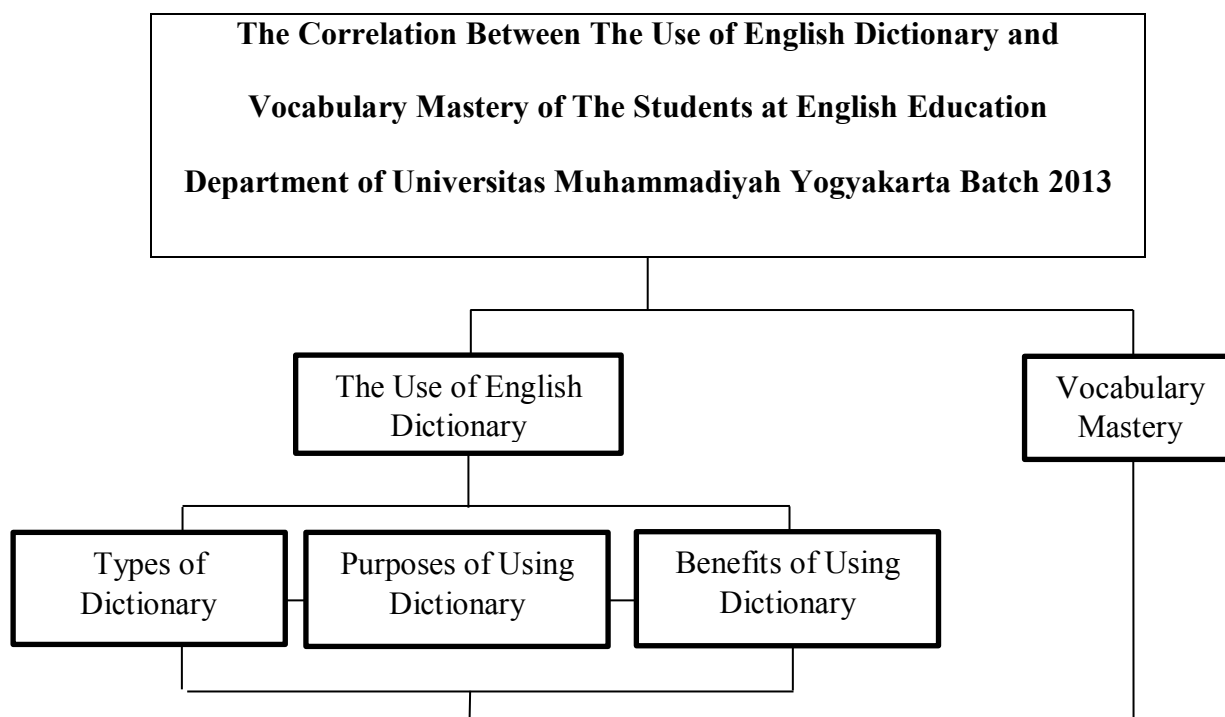
Vocabulary mastery is important in language learning. Someone who has good mastery in vocabulary can communicate well. Besides, someone who weak in vocabulary mastery will get difficulty when communication both oral and written a language. It means that someone who mastering vocabulary they have

no difficulty in learning a language and they can clearly understand when communication with another.

From the discussion above, the researcher proposed that the students can use a dictionary to know the meaning of an unfamiliar word and learn how to pronounce the word. It can improve learner's vocabulary. Between the use of dictionary and vocabulary as correlation and good effect for learners.

Figure 2.1

Conceptual framework of the research





## **Hypothesis**

The hypotheses of the study are stated as follows:

1. Alternative Hypothesis

Ha: There is a significant correlation between the use of English dictionary and vocabulary mastery of the students at EED of UMY batch 2013.

2. Null Hypothesis

Ho: There is no significant correlation between the use of English dictionary and vocabulary mastery of the students at EED of UMY batch 2013.