

Chapter Two

Literature Review

This chapter presented some theories related to the topic as the basis to examine the problem of the research, review of previous study, and conceptual frameworks. The theories consisted of learning English in Indonesia, definition of electronic dictionary, kinds of electronic dictionary, the role of electronic dictionary in learning English, factors that influence English Language Education Department students in using electronic dictionary, and situations when English Language Education Department students need to use that dictionary in learning English. Then, technology acceptance model theory discussed below as a guidance for adapting questionnaire of this research. Furthermore, review of previous study presented the summary of prior research related to this research. Last, conceptual frameworks section summarized what written on literature review and the discussion of research questions.

Learning English in Indonesia

Schools in Indonesia provide many subjects to be studied such as science, social studies, language learning, and etc. In general, each school in Indonesia provides language learning. There is more than one language learned in Indonesia school. Bahasa Indonesia as a national language, vernacular as a language where the school of the learners located, and foreign languages are the kinds of language learned in Indonesia. English is learned in Indonesia as a foreign language. There are more than one foreign language also learned schools such as Chinese, Japanese, and etc. However, in Indonesia, English is the compulsory foreign

language learned in junior high school until higher education level (Sutiyono, 2014).

Technology Acceptance Model

There are many theories which have been developed to see how users determine to use technology (Abu-Dalbouh, 2013). According to Abu-Dalbouh (2013), one of the theories that can be used by technology users to consider the use of technology is Technology Acceptance Model (TAM) developed by Davis (1989); Davis *et al.* (1989). Abu-Dalbouh (2013) stated that Technology Acceptance Model (TAM) theory is used to evaluate the factors that influenced users to use technology. Therefore, this research used Technology Acceptance Model (TAM) theory to evaluate the factors on the use of electronic dictionary in learning English among English Language Education Department students. Technology Acceptance Model (TAM) established the factors of technology acceptance by determining Perceived Ease of Use (PEOU) and Perceived of Usefulness (PU). Perceived Ease of Use (PEOU) is asserted as the degree of easiness to use particular system (Davis, 1989; Davis *et al.*, 1989; Davis, 1993 as cited in Abu-Dalbouh, 2013). Afterward, according to Abu-Dalbouh (2013), Perceived of Usefulness (PU) is defined as the beliefs degree of technology users that using particular system will increase performance of the task.

Electronic Dictionary

This part discusses the definition, types, and roles of electronic dictionary in learning English.

Definition of electronic dictionary. Electronic dictionary is known as the new version of dictionary. Then, it defines as a new technological tool for L2

learners to learn vocabulary learning (Barham, 2017). Furthermore, Zheng and Wang (2016) explained that electronic dictionary is a portable electronic device which presents digitally the dictionary. It means that learners can access electronic dictionary everywhere and whenever they bring their device. Electronic dictionary can be accessed easily by using electronic device such as handphone, laptop, and etc. On the other hand, this dictionary also allows users to find the meaning of words faster (Habibi, 2017).

Types of electronic dictionary that students use. There are two kinds of dictionary used in the education field including in learning English. The first one is paper dictionary (PD) and the second one is electronic dictionary (ED). However, this research will discuss electronic dictionary. In this part, the researcher will discuss the types of electronic dictionary.

Electronic dictionary is classified into the sub-categories. According to Rezaei and Davoudi (2016), hand-held dictionaries, CD-ROM dictionaries, and internet dictionaries are three kinds of electronic dictionary. Besides, Pastor and Alcina (2010) classified two typers of electronic dictionary and they are online and offline electronic dictionary (as cited in Habibi, 2017). *Oxford English Dictionary (OED)*, *Merriam-Webster dictionary*, and *Google Translate* are examples of online electronic dictionaries because they need internet connection to access it. Then, offline electronic dictionary use does not need any internet connection because it can be in the form of an application on the device such as *Kamusku*, *Google Translate Offline*, and *U-Dictionary*. In addition, the language learners should know the proper dictionary that should be used because of the various kind of electronic dictionary (Habibi, 2017).

The roles of electronic dictionary in learning English. Electronic dictionary has an important role in learning English. According to Rezaei and Davoudi (2016), electronic dictionary is valuable to use (as cited in Barham, 2017). It is also very helpful because the learners can find the needed words to be translated (Yanti, 2016). Moreover, Mohamad, Rashid, and Mohamad (2017) argued that electronic dictionary can urge the achievement of learners' vocabulary learning in language learning. Furthermore, in electronic dictionary there are facilities such as spell-checker, synonym and example of the sentence to use the relevant word which can help learners in learning English. Here, learners can learn new vocabulary, learn the pronunciation, identify the meaning and origin of targeted language, and etc. In addition, Murnani and Salehi (2015) asserted that electronic dictionary provides spelling, meaning, and word usage information. Therefore, it can help in learning a language such as to find the meaning of the word, checking how to spell the word, and etc.

The Factors that Influence Students to Use Electronic Dictionary in Learning English

Many previous studies showed factors that influence students to use electronic dictionary in learning English. There are three theories to support this part. All that theories come from Hamouda (2013), Dashtestani (2013), and Kobayashi (2007) which mention that ease of use, portability, cost, features of electronic dictionary, and rich of information are the factors that influence students to use electronic dictionary.

Ease of use. Ease of use mentioned as one of the most desirable consideration of students in using electronic dictionary (Hamouda, 2013).

According to Davis (1989); Davis *et al.* (1989); Davis (1993), ease of use defines as the convenience on the use of technology (as cited in Abu-Dalbouh, 2013).

Things that concerned by students are the easiness in accessing the dictionary when they learn English. Word searching quickness (time speed) and the easiness for changing the language in the bilingual electronic dictionary are examples of ease of use.

Portability. Hamouda (2013) proposed that portability is one of the factors considered by students to use electronic dictionary. For example, an electronic dictionary can be brought in whenever students learn English. It shows the flexibility of electronic dictionary to carry around.

Cost. Price of the dictionary is also the students' concern. Students prefer to use electronic dictionary because electronic dictionary tends spending less money than the paper one (Hamouda, 2013).

Features of electronic dictionary. The availability of facilities provided on electronic dictionary can be categorized to perceived of usefulness that written on Technology Acceptance Model (TAM). Then, the availability of electronic dictionary features like audio, visual, spelling-checker, and voiced pronunciation are beneficial for students. That features also help students in learning English.

Situations when English Language Education Department Students Need to Use Electronic Dictionary in Learning English

This part discussed the moments when English Language Education Department students use electronic dictionary in learning English To support the study, there are some supporting theories. Electronic dictionary provides many information to be accessed by students. According to Hamouda (2013),

information that EFL students look up are meaning of word, word usage information, spelling, synonym, antonym, pronunciation, grammar, and etc. That study is in line with Ortega and Gonzalez (2016) which mention that grammar and vocabulary as the looked-up information on the electronic dictionary use. In addition, finding out the meaning of word is ranked first because it is the most frequently looked-up by students.

Review of Related Studies

This part presents some review of previous studies related to this research. There are two studies discussed below. The first study came from Dashtestani (2013). Then, the second study was written by Hamouda (2013).

The title of the first reviewed study here is EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English. It was written by Dashtestani (2013). The purpose of this study was to find out the perspectives of EFL students and EFL teachers in using electronic dictionaries for learning English. This research was quantitative research and took place was at 11 language teaching institutions located in Alborz and Tehran, Iran. Then, 126 EFL students and 75 EFL teachers voluntarily participated. They were selected by cluster sampling. Furthermore, it used questionnaire and interview to collect the data. For the results, this research showed the positive attitudes of EFL students and EFL teachers. Then, it also generated the difficulties of electronic dictionary use such as the lack of training and facilities, unsuitable versions of electronic dictionaries, and classroom distraction.

Then, the second reviewed study came from Hamouda (2013). The title is A study of dictionary use by Saudi EFL students at Qassim University. This study

was a quantitative research. There were 124 first-year students of Arabic Language and Social Studies college as the participant. This study found out that electronic dictionary was the most-used dictionary when the students install the dictionary on their cellphones. However, there was inconsistency on the use of this dictionary. Also, printed dictionary was still used among the students. Furthermore, students preferred to look up the words on bilingual dictionary.

Last, the related studies had similarities and differences with this research. The first similarity is the focus on the use of electronic dictionary in learning English. Then, the related studies and this research used quantitative approach. Afterwards, the respondents of this research and related studies were students with the same education level. Even though the respondents come from the same education level, they may have different characteristics. Moreover, the respondents of Hamouda (2013) came from Arabic Language and Social Studies department and this research chose English Language Education Department students as the respondents. In addition, this research took place in Indonesia while the related studies took place in Iran and Saudi Arabia. Therefore, this research can explore the new results of electronic dictionary use in learning English among English Language Education Department students in higher education level with different location.

Conceptual Framework

English is learned in Indonesia. It is learned here as a foreign language because English is not the first language of Indonesian. Ortega and Gonzalez (2016) stated that dictionary is one of strategies in learning English. Besides, there are more than one type of dictionary. This research discussed the issue about one

of dictionary types, electronic dictionary. There is current issue that happens in Indonesia about the use of this dictionary. One of phenomena that happens in this country is electronic dictionary is used by students who come from any majors including English Language Education Department students. Also, many students in English Language Education Department at one of private universities in Yogyakarta used electronic dictionary in learning English. In addition, this research focused on discovering two points. The first focus is the factors that influence English Language Education Department student to use electronic dictionary. Then, the second focus is the situations when English Language Education Department students need to use electronic dictionary in learning English.

To support this research, Technology Acceptance Model (TAM) is used as the supporting theory. It establishes the factors of technology acceptance by determining Perceived Ease of Use (PEOU) and Perceived of Usefulness (PU). Perceived Ease of Use (PEOU) is asserted as the degree of easiness to use particular system (Davis, 1989; Davis *et al.*, 1989; Davis, 1993 as cited in Abu-Dalbouh, 2013). Afterward, according to Abu-Dalbouh (2013), Perceived of Usefulness (PU) is defined as the beliefs degree of technology users that using a particular system will increase the performance of the task.

Figure 1. Conceptual Framework of Electronic Dictionary in learning English

