

Chapter Two

Literature Review

This chapter discusses literatures related to the study and conceptual framework. In literature review, the researcher explains about some theories from experts that are related to this research. Then, the researcher would like to elaborate the theory related to the research which has been done by another researcher. Literature review is important for the researcher and readers to recognize the definition or the meaning of the title of this research in order to avoid misunderstanding between the researcher and the reader. This chapter makes it easier for the researcher to understand and analyze the problems deeply.

Definition of Habit

A habit is things that are performed regularly in a certain timespan. According to Verplanken (2003) habit is a thing that people do regularly as a practice and a custom. Habit is related to behavior in a daily life. A behavior that is done frequently will actually build habit. Habit is a behavior pattern acquired and fixed by frequent repetition. Habit is about an activity that is conducted intensively. A habit emerges because a people do an action repeatedly until they do not think consciously about it. This consistency leads them to always do a routine. From the standpoint of psychology, habit is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience (Andrews, 2015).

According to Ellis (1997) a habit is formed when students respond to stimuli in the environment continuously so that they are remembered (p.31). Thus, a habit is a stimulus response connection. Similarly, Hanxiong (2009) said that habit is a basic psychological unit between stimulation and reaction.

Habit of Using Dictionary

A dictionary is one of way of increasing vocabulary if a student uses it continuously. Continuous practice using the dictionary means the students use dictionary as a habit. Kurz, Gardner, Verplanken, and Abraham (2015) said that habit is a thing that someone performs often. Additionally, a habit is something that is done often and at a regular interval. According to Kutz et.al. (2015) habit is defined as a behavior pattern acquired and fixed by frequent repetition. In other words, habit is a routine that is done continuously which develops in the daily life.

The definition of habit in using dictionary is built by the concept of habit and dictionary itself. Habit is doing something continuously. According to Betty (2015) a dictionary is a collection of words both one and more specific languages, and alphabetically contains the usage of information, definitions, etymologies, phonetics, pronunciations, and translation. It can be concluded that students' habit in using dictionary means the students use the dictionary regularly as a practice and a custom.

Using dictionaries can be seen as a strategy of learning foreign language. Dictionary provides students with access to a vast amount of information about words and their usage. Using a dictionary, the students can check the spelling,

pronunciation and constraints of usage of familiar word or search meanings for unfamiliar words.

Definition of Vocabulary

There are several definitions for vocabulary given by experts. According to Hornby (2002) vocabulary is the total number of words in a language (p.6). It means that every person has collection of words and has a different total of words. Likewise, Nunan (1991) stated that vocabulary is the collection of words that an individual knows.

Hatch and Brown (1995) defined vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Moreover, Kamil and Hiebert (2005) define vocabulary as knowledge of words and words' meaning in both oral and printed language in productive and receptive forms. The person has to know vocabulary to communicate with other individual. Vocabulary can support the four skills: listening, speaking, reading, and writing.

From some definitions above, the researcher can conclude that vocabulary is the total number of words and words' meaning that can used by students. So students should acquire an adequate number of words and must know how to use them accurately and appropriately.

The role of Vocabulary in Language Learning

Vocabulary a language aspect that should be learned by language learners. Learning vocabulary is important because vocabulary cannot be separated from speaking, reading, writing, and listening skills. According to Richard and Renandya (2002) “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write” (p.255). Vocabulary plays an important role in the four language skills. In other words, if the student’s vocabulary is good, they can be good in practicing English as well.

Vocabulary is also an important factor in language teaching and learning activities, especially between teacher and students for communication and expressing their ideas. In line with this, Harchegani, Biria and Nadi (2013) said that without a sufficient vocabulary, the students cannot communicate and express their ideas effectively in either oral or written form. If the students have a good vocabulary, they will express their idea better. Therefore, in language learning, vocabulary will be a first priority, especially in learning English.

The Problems Faced by Students in Learning Vocabulary

Learning vocabulary is a very important part of learning English. The more words the students know, the more students will be able to understand what they hear and read, and they will be able to say what they want to when speaking or writing clearly. There are several factors that make vocabulary difficult. First, spelling and pronunciation. There are some similar words and sounds in English,

which may make the students confused. In contrast, in *Bahasa Indonesia* writing and pronouns are same. This makes it difficult for students to learn English vocabulary. According to Pan (2011) pronunciation and spelling are essential parts of vocabulary teaching and learning. The second is understanding the meaning of words. According to Harmer (2001, p.18) “the last problematic issue of vocabulary, it would be same, is the meaning”. It means that problem of meaning is the problem to understand words and forms or sentences.

Meanwhile, according to Thornbury (2002) the problems faced by students in learning vocabulary are pronunciation, spelling, grammar, meaning, range, connotation and idiom (p.27). In conclusion, the problem faced by students in learning vocabulary are pronunciation and spelling, understanding the meaning of words, using the words properly, grammar, meaning, range, connotation and idiom.

Moreover, a problem faced by English Language Education Department students of a certain university in Yogyakarta in learning vocabulary is the reading vocabulary, the listening vocabulary, the speaking vocabulary, and the writing vocabulary (Agusta, 2015).

Strategies to Master Vocabulary

Vocabulary mastery is always an essential part of English. According to Hornby (2010), mastery is great knowledge about an understanding of a particular thing (p.946). It means that in learning vocabulary, students should know the meaning of it and can use it in a sentence in any context. In other words, Students

must master vocabulary to understand the meaning of written or spoken messages for students communicate well with others.

There are several strategies to master vocabulary. According to Ellis (1985: 1030) as cited in Musnadin, Sahuddin, and Firman (2015), there are some strategies to develop the vocabulary of students in learning English quickly. First, preparing and memorizing a vocabulary list. Students should keep a vocabulary list to help memorize difficult words. Second, learning words in context. Third, practicing vocabulary. Students must try to practice by repeating words with or without a sentence. In addition, according to Hatch and Brown (1995) students' strategies for learning vocabulary are having sources for encountering new words, getting the forms of the new words, learn the meaning of the words, make a strong memory of the word and using the word.

According to Schmitt, using vocabulary learning strategies can improve vocabulary (as cited in Asgari and Mustapha, 2011). He categorized vocabulary learning strategies into five sub-categories: The first is **Determination Strategies**. This includes individual learning strategies to find the words which will be learned by students. Second is **social strategies**. Students learn new words through interaction with the teacher or classmates by asking the meaning or translation of any unknown words. Third is **Memory Strategies**. This strategy teaches how to connect the word with previous knowledge. The fourth strategy is **Cognitive Strategies**. Cognitive strategies is used as procedural facilitator to solve the problems in language learning. The last is **Metacognitive Strategies**. This strategy is used to process student's activities in monitoring, decision-

making, and evaluation of one's progress. Students should decide which word to study and which to skip.

Another expert said that 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 master vocabulary.

Definition of Dictionary

A dictionary is a book of that provides the user with several types of information about lexical or vocabulary, for example: cat, traffic light, take care, by the way, and it's my homework (Al-Darayseh, 2013). According to Bergenholtz (2012) a dictionary is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and a book of words in one language with their equivalents in another, also known as a lexicon. Therefore, a dictionary is a tool to know several information about words. According to Humble (2001) "Dictionaries were tools created to respond to some obvious needs of a particular audience, such as communicate with people who spoke a different language" (p.29). It means that dictionary can be used as tools to add to one's collection of words and provides many vocabularies needed in communication, so dictionaries are a very important language learning tool (Zarei & Gujjar, 2012).

Dictionaries are a tool needed for mastering vocabulary and learning a foreign language in general. It provides students with access to information about words and their usage. Using dictionaries can be seen as an explicit strategy for learning a foreign language vocabulary or as communication strategy (Ali, 2012).

Problems of Student in Using Dictionary

There are some problems faced by students when using the dictionary. According to Al-Darayseh (2013) problems faced by students at Al-Imam University English majors include the arrangement of English alphabets and understanding given instructions or examples. Hamouda (2013) reports there are ten difficulties the students encounter when using dictionary. First, they could not identify the right meaning of a word within an entry. Second, students cannot find the word sought. Third, students find it difficult to understand the definition. Fourth, the failure to understand the pronunciation information. Fifth, too few examples. Sixth, students cannot use the dictionary wherever students want. Seventh, it is difficult to find the specific information the students want. Eighth, the information students found in the dictionary is insufficient. Ninth, it takes too much time to consult the dictionary. The tenth is an unclear example.

Another research by Koca, Pojani, and Cicko (2014) also shows that the problem faced by Saudi University students in using a dictionary is that students cannot identify the right meaning of a word. Another problem when using dictionary is students could not use it whenever they wanted and it takes much time to look up words in a dictionary. Students also found difficulties in finding

the information they were looking for or in finding the right word being sought, and the examples and pronunciation information were sometimes unclear.

The researcher concluded that many problems faced by student while using dictionary are mention above. It is worth noting that selecting a dictionary and using it without guidance may actually have a negative impact on language learning (Baxter, 1980). It means that the students should be motivated to read and refer the problems in dictionary for guidance on how effectively use the dictionary so that there is no negative impact on language learning.

Criteria of a Good Dictionary

Most of students have faced a question of which dictionary to buy. There are many criteria that should be considered when selecting a dictionary because nowadays many dictionaries sold in most book stores have different types. Not all dictionaries are created equal as they have dictionaries with different forms, number of entry words, size of print, types of information and cost. For some people or student, the basic criterion for choosing the dictionary is a price, but it is not the most important thing when selecting a good dictionary. here, some experts will reveal the criteria of good dictionary.

A good dictionary must have certain characteristics mentioned according to Crystal (as cited in Ali, 2012) such as having quality paper, good binding, containing encyclopedic information, clear definitions, giving guidance of usage, being easily accessible, and having idioms, synonyms, antonyms. Meanwhile, according to Marckwardt (1973) a good dictionary also contains information

about grammar, usage status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English. Then, Nation (2008) as cited by Hamouda (2013) said a good dictionary should contain plenty of words, clear understandable definitions, many example sentences, information about grammar and collocations of the word, the pronunciation of the word, the spelling of inflected and derived forms, information about constraints on the use of the word, frequency information, information about related words and word parts.

The researcher concluded that the criteria to consider when they want to buy a good dictionary include having quality paper, good binding, contain encyclopedic information, clear definitions, giving guidance of usage, pronunciation, being easily accessible, and having idioms, synonyms, antonyms, grammar, application of derivative affixes, and distinctions between spoken and written English.

Dictionary in Language Learning

Dictionary is an essential tool in learning a foreign language. Use of dictionary plays an important role as a tool to find new word in learning foreign language. In other words, a dictionary plays a very vital role for second language readers to check spelling, to learn new words, to find or check the meaning of a word, and to search for a right word to use (Pe, 2012).

Dictionaries are usually consulted to find meanings, definitions, grammatical descriptions and pronunciations of words (Rao, 2012). Using

dictionary can improve students' learning ability. Using dictionary has many benefits. According to Pan (2011), using a dictionary can help students improve vocabulary and increase the number of words that they understand because dictionaries help with spelling, grammar and punctuation rules, as well as pronunciation. In addition, dictionaries often consist of essays on the history of the English, lists of famous people and places, along with a variety of symbols and abbreviations. Some dictionaries include pictures, color photographs, national flags and maps. The use of dictionary plays an important role as a tool to learn new words in the language that we are learning (Bano, 2007).

Dictionary can also contribute to interest and attitudes toward words that teachers and the students explore. Pan (2011) stated that a dictionary can give information about pronunciation, spelling, word formation, and metaphorical and idiomatic use and profile of a word. Moreover, dictionary gives detailed pronunciation, grammar and usage with explanations written in controlled, simplified vocabulary (Asgary and Mustapha, 2011). In another research, Bejoint (1981) cited in Hamouda (2013) said many French EFL students use dictionaries on a daily basis. The students use dictionaries more often for written activities than for oral activities. Like Koca, Pojani, and Cicko, 2014; Hamouda, 2013 said that students on average use dictionary for writing assignments. Moreover, according to Hamouda (2013); Koca, Pojani and Cicko (2014) the of information checked with dictionary include the meaning of word, spelling, pronunciation, usage, example, synonym, antonym, grammar, and part of speech. Hamouda

(2013) added the students use their dictionary mainly while working on translation.

Types of Dictionary

Dictionaries can be classified by many criteria. According Hartmann and James (1998) dictionaries can be classified into four types or genres. They are based on size, content, form, and languages.

Types of dictionaries based on size. They include pocket dictionary, abridged dictionary, and concise dictionary.

Pocket dictionaries are small sized dictionaries that are portable, for example Oxford Learner's Pocket Dictionary. It does not contain all the words and definitions that an unabridged dictionary contains, but it is much easier to carry around.

Abridged dictionaries are a shortened dictionary version. For example, the Shorter Oxford English Dictionary, fifth edition (thumb indexed, 2 volume).

Concise dictionaries are a reduced version of a larger reference work. Example of concise dictionary is Concise Oxford English Dictionary

Types of dictionaries Based on the content. They are divided into general dictionary and specialized dictionary.

General dictionary. A general dictionary is a type of reference work intended to provide a comprehensive description of the whole language, with

special attention to vocabulary. For example, the English-Indonesia 1 billion dictionary. Singh cited in Mihindou (2004) observes that general dictionaries contain words from languages that are generally used to represent various fields of life and present a complete picture of common languages. They are meant for a general user of the language. The general dictionary will contain more or less the entire lexical stock of the language, which is humanly impossible.

Specialized dictionary. A specialized dictionary is a range of reference works devoted to certain person. Specialized dictionary either cover a specific part of the vocabulary or are prepared for some definite purpose (Mihindou, 2004). Specialized dictionaries concentrate either on more restricted information such as idioms or names, or on the language of a particular subject field such as Tabler's cyclopedic medical dictionary for medical term.

Types of dictionaries based on form. They include manuscript dictionary, print dictionary and electronic dictionary (online and offline dictionary).

Manuscript dictionary. A manuscript dictionary is a dictionary copied in handwriting.

Printed dictionary. A Printed dictionary is paper dictionary. Printed dictionaries have various versions from tiny pocket-sized that is affordable and easy to carry, to large wide-ranging volumes. Paper dictionaries have more detail information about words such as frequency of use grammatical structure usage note and picture (Hamouda, 2013). It is a dictionary in paper form, for example the Oxford Dictionary and English-Indonesia Dictionary.

Electronic dictionary. An electronic dictionary is a dictionary which data exists in digital form, for example the Alfalink electronic pocket dictionary, apps on smartphone, and the computer. Electronic dictionaries have voice recognition or a scanning device that reads printed text and shows the translation on a small LCD screen or pronounces the translation by voice using the accurate pronunciation. According to Pastor and Alcina (2010), the researcher found that there are two classifications of electronic dictionaries: online and offline electronic dictionary.

Online dictionary. Online dictionaries are more accessible than the CD-ROM format, and most online dictionaries are free. In addition, online dictionaries can be consulted on any computer with Internet access, and the dictionary does not have to be installed in the computer in order to use it (Pastor and Alcina, 2010). Koca, Pojani and Cicko (2014) said that half of the respondent of their research preferred online dictionary because it is fast and easy to use.

Offline dictionary. Offline dictionaries generally provide more search techniques than online dictionaries, and are more stable and durable. Hamouda (2013) said that offline dictionary is portable, easy, and quick to use.

Types of dictionaries based on language. They include monolingual dictionary, bilingual dictionary and bilingualized dictionary.

Monolingual dictionaries. According to Tum (2012) a monolingual dictionary is a dictionary which is designed for using one language or focus on a single language. It means that it uses the same language between the words and the definitions so that it can be used as a reference for foreign language learners. Some examples are the Oxford English dictionary or English-English dictionary. Bejoint believe that second language students used monolingual dictionaries (as cited in Yaman, 2015).

Bilingual dictionaries. A bilingual dictionary is written in two languages and are designed for individuals who are native speakers of a particular language learning another language as second language. For example, the English-to-Indonesian and Indonesian-to-English dictionaries. According to Taylor as cited by Fan (2000), half of the students in their research used bilingual dictionaries. Bilingual dictionaries include both the native and target language, and translations are given in both languages since the goal is to help the user understand the meaning (Tum 2012).

Bilingualized dictionary. According to Kaalep and Mikk, 2008 cited in Tum (2012) bilingualized dictionary is a type of dictionary based on a monolingual dictionary with entries that have been translated in full or in part into another language, for example the Indonesia-English-Arabic Dictionary. This dictionary is most often used by someone who wants to learn more than two languages.

Review of Related Studies

The researcher included three research projects that are similar of this research. In this research, the researcher would like to present the summary of the related studies to point up the idea of the research.

The first research was conducted by Tum (2012) titled "*Impact of Dictionary Type and Use to Enhance Turkish Vocabulary in Teaching Turkish as a Foreign Language*". The purpose of the research was to determine to what extent dictionaries satisfy needs of foreign learners, what type of dictionary is more beneficial, the role of dictionary type in the retention of meaning, whether or not the type of dictionary used will influence learners' Turkish learning attitudes and improve their learning outcomes, and to evaluate the effects of implementing dictionary skills instruction. The participants are 42 (25 Females and 17 Males) Erasmus students majoring at different faculties at Çukurova University. The results indicated that learning new Turkish words are complicated, but it can be overcome by using appropriate dictionaries, namely bilingual, picture, multimedia, pocket, multilingual and electronic dictionaries.

The second research is titled "*Study on the Effect of Dictionary Use on Second Language Incidental Vocabulary Acquisition- An Empirical Study of College English Vocabulary Learning Strategy*" by Xu (2010). The research questions were: 1) "Will the use of dictionary has positive effect on the IVA in reading the material without glosses?" and 2) "Will the paper dictionary and the electronic dictionary have different effect on the immediate word gains and

retentions of learners?” The subjects were 60 freshmen who had been learning English as a second language in Qingdao University of Science and Technology. The result of this research stated that the consultation of the dictionary had a positive impact on vocabulary learning and reading development.

The third research was done by Koca, Pojani, & Cicko (2014) titled “*Dictionary use by EFL University students a case-study at Korca University*”. The research tried to discover the students’ habit and attitude to dictionary use, difficulties in using dictionary, and the language information looked up on the dictionary. The research used descriptive quantitative method. The subjects were 40 second year and third year English language students. The result of the research showed that students always use dictionary. This research showed that the information searched while using a dictionary is finding the meaning of unknown word, examples, pronunciation and synonyms. In addition, it reported the most often difficulty that students face when they use dictionary is finding the right meaning.

Based on the studies above, there are similarities between the review related studies and the study that has been conducted by the researcher. First, research design. The study also used the descriptive quantitative method. Second, respondents. The respondents were English foreign language students. Third, instrument. Both the previous study and the researcher’s study used questionnaire to collect the data.

The differences between the related studies with the researcher study are in the context. The researcher focused on two aspects, namely students habit on the use dictionary and types of dictionary, while the studies above focused on many aspects and effects of dictionary like what type of dictionary is more beneficial, the role of dictionary type in the retention of meaning, whether or not the type of dictionary used will influence learners' learning attitudes and improve their learning outcomes, the frequency of dictionary use, students' knowledge about language learning resource available in type of dictionaries, students skill and difficulties in using dictionary, the language information looked up on the dictionary, students favorite dictionary and reason for students references. Then the other differences is the place to get the data.

Conceptual Framework

Based on the theories about vocabulary, it shows that vocabulary plays an essential role in acquiring a language and is also an important tool to activate four language skills in English (Mai, 2011). However, students have problems learning vocabulary. The problems in vocabulary include understanding the meaning of words, spelling, and usage. The method to solve this problem is using dictionary.

Considering the need to improve the vocabulary of the students, the researcher found that English Language Education Department students use their dictionaries to improve their vocabulary. Therefore, the researcher distributed the questionnaire in English Language Education Department, at one of the private

universities in Yogyakarta. The respondents were students of English Language Education Department batch 2015.

