CHAPTER II

LITERATURE REVIEW

2.1 English Monolingual Dictionaries

According to Jackson (2002:33), the first English monolingual dictionary was *A Table Alphabetical* in 1604 by Robert Cawdrey. *A Table Alphabetical* began a tradition of 'hard word' dictionaries. Therefore, this dictionary becomes a pioneer for another dictionary that arises after Cawdre's dictionary. A hard word can be considered as a loanword. A loanword is a word or phrase which result of borrowing, and which has not been fully assimilated into native vocabulary (Hartmann and James, 1998:89). Cawdrey's dictionary borrows word from Hebrew, Greek, Latin or French. Even though, Cawdrey's dictionary was the first English monolingual dictionary, but in the 1596 *The English Schoole Master* by Edmund Coote had appeared, which contained a grammar, the catechism, prayers and a vocabulary. This book was used for Cawdrey to do his work. The similarity between Cawdrey and Coote are the title pages which have similar words, but Cawdrey has twice as many words as Coote and he also used other sources as well.

After the appearance of Cawdrey's master plan about dictionary in 1604, Johnson began to be a lexicographer and he decided to create his own dictionary. That is Johnson's *Dictionary of the English Language* which came out in 1755. Johnson prepared his *Plan of Dictionary of the English Language* which was published in 1747. His plan shows substantial thought and reflections on his task

by the beginning of lexicography. The dictionary focuses on methodological issues in the light of the contemporary that draws attention of the state of the language. Then, he makes selection which words are included into the dictionary. He says that the dictionary is the chief aim which preserves the purity and ascertain of the meaning of our English idiom. He tries to make a distinction among loanwords that are still considered as foreign ones and those that have been incorporated into the language by printing former in italics. After selection, Johnson turns his attention in the *Plan* to orthography. Hartmann and James (1998:104) state that orthography is a set of norms that regulates spelling conventions in a particular language and the basis for codifying linguistic unit at the level of writing. Then, Johnson suggests to determine the accentuation of all polysyllables by proper authorities and to fix the pronunciation of monosyllables. It is conducted by placing them with words of correspondent sound. In way of etymology, Johnson proposes a distinction between simple and compound words, for simple words between primitive and derivative. According to OALD 8th edition (2010:1163) primitive is very simple and old-fashioned, especially when something is also not convenient and comfortable. Then, after etymology analogy arises, by which Johnson means the inflections of words. According to Hartmann and James (1998:52) etymology is the origin and history of the elements in the language vocabulary. OALD8th edition (2010:46) states that analogy is a comparison of one thing with another thing that has similar features. Finally, Johnson deals with the distribution of words into their proper classes (Jackson, 2002: 42-43).

Cyrstal (1997:108) says that a dictionary is a reference book that lists the words of one or more languages, usually in alphabetical order, along with information about their spelling, pronunciation, grammatical status, meaning, history, and use. Hartmann and James (1998:95) suggest that monolingual dictionary is a type of references work in which like the words of a language are explained by means of that same language. Rundell (2006) states that monolingual learners dictionary is a type of dictionary designed especially for non-native language learners, it is above all English phenomenon, especially, a British one. One of the famous monolingual English learner dictionaries is the Oxford Advanced Learner's Dictionary (OALD) which formed the template for most subsequent, major English dictionaries for advanced learners. On the other hand, the popular American English dictionary is Merriam-Webster's Collegiate Dictionary (MWCD). These two dictionaries are described in the following sections.

2.2 Oxford Advanced Learner's Dictionary

A. S. Hornby is an English language teacher in Japan; he realized the learners needed a dictionary that addressed their need. He wrote the first OALD almost 70 years ago by using explanation that students could understand. He also included pictures to help them with difficult words (Oxford University Press, 2013). Then, based on Rundell (2006), in the 1920 and 1930 there were Harold Palmer, Michael West and A S Hornby, who interested in syntax, phraseology, and collocation. Those motivated them in English language teaching. But, in the

1942, there was Hornby's Idiomatic and Syntactic English Dictionary which involved into Oxford Advanced Learner's Dictionary (OALD, now its eighth edition).

The design of proposed Idiomatic and Syntactic English Dictionary (ISED) published in Tokyo 1942, later reprinted by Oxford University Press for distribution worldwide as A Learner's Dictionary of Current English. ISED were pointing on grammar and phraseology that had featured in the research undertaken by Palmer and Hornby. By including the terms 'idiomatic' and 'syntactic' in the title of the first dictionary that to be compiled for advanced learners, Hornby has a commitment to the productive (or encoding) function. For the users dictionary need to be a decoding dictionary as well (Cowie, 2009:398).

OALD8 (2010: vii) stated that when Hornby began the works that finally lead to 8th edition of OALD, language teaching was in a transitional phase. The old bias towards teaching the written language, with heavy use of translation, was being replaced in many quarters by a focus on teaching speech without recourse to the mother tongue – a movement in which Hornby was heavily involved. However, the emphasis was still largely on presenting and practicing forms rather than on training learners to deploy them in natural communication.

After 70 years, the communicative language teaching movement and its development has encouraged them to analyze and teach 'language in use'. They have become skilled at bridging the gap between the classroom and the world outside, and at producing learners who are able to use the languages that they have studied for 'real life' purposes. As they concentrate on teaching to do things with

language, they may lose their focus on actual language that is needed to do these things. Hornby wrote three level courses, the Oxford Progressive English Course. His *Guide to Patterns and Usage in English*, which have information about structure into which individual nouns, verbs and adjectives enter, explored the interface between lexis and grammar before electronic corpora made this an easy task. A. S. Hornby built A.S. Hornby Educational Trust in 1961 and he gave his income to it. Until now, all the copy of OALD sold still goes to A. S. Hornby Educational Trust. Hundreds of teachers now have the chance to take part in regional ELT workshop around the world because Trust has good relation with British Council.

2.3 Merriam-Webster's Collegiate Dictionary

MWCD11 (2003:32a) conveyed that Dr. Johnson published his great dictionary in the 250 years ago, and 175 years since Noah Webster's American Dictionary of the English Language appeared. The dictionaries as long as they are edited with a proper regard for the right of dictionary user to have accurate information about what English word actually mean and how they are actually used, those dictionaries will continue to serve a useful purpose and to be needed. The best dictionaries have always done to be a helpful bridge between the language and how we use the language. According to MWCD11 (2003:25a) several thousand letters and e-mail are received each year in the office where Merriam-Webster's Collegiate Dictionary, Eleventh Edition was edited. Some merely ask for information about the English language that has been sought but

not found in the dictionary. A few others are in hot pursuit of a special interest. Still others, the writers having come to think of the dictionary as an all-purpose references book, ask question about many other subjects beside words.

Language is the object study of the academic discipline that is known as linguistics. The major systems that make up the broad comprehensive system of language itself are four in number: lexicon, grammar, semantics, and phonology. The one that dictionary editors and users are most directly concerned with is the vocabulary or lexicon. The grammatical system of language governs the way in which words are put together to form the larger units. The semantic system of a language has to do with meaning and thus with relation between the conventionalized symbol that constitute language and the external reality about which we need to communicate through language. The phonological system of language is what allows speaker of that language to transform a grammatical unit embodying a meaning into a flow of uttered sound that can be heard and interpreted by another speaker of the language.

Merriam-Webster's Collegiate Dictionary Eleventh Edition is able to offer a good deal of historical information about words. What we earlier called the pre-history of English is encountered by etymologies that appear in square brackets ahead of the definitional material at many entries. An etymology totally tells us about English word before it becomes the word we enter in the dictionary. An etymologist must know a good deal about history of English and also relationships of sound and meaning and their changes over times that underlie the reconstruction of the Indo- European family, but even that considerable learning is

not enough to do all that must be done to provide etymologies of English words in a dictionary such as Merriam-Webster's Collegiate Dictionary (MWCD11, 2003:28a).

2.4 Lemma Selection

Lemma is the position at which an entry can be located and found in the structure of a reference work. Lemma is also known as headword. (Hartmann and James, 1998:83). According to Atkins and Rundell (2008:180) there are various items that can be included in the headwords. They are simple words, complex words, abbreviation and contraction, multiword expression and proper name.

Hartmann and James (1998:127) stated that simple word is a word which is created from a base with or without derivational affixes, such as book and happy. Then, McCarthy (2002:146) say that words class is one of the classes to which words are allocated on the basis of their grammatical behavior, such as noun, verb, adjective, adverb, preposition, pronoun, determine, article and conjunction. Variant is a form of a word which is different from another form in spelling, pronunciation or grammar (Hartmann and James, 1998:153). Variant from such as *Aluminium* in BE, and *Aluminum* in the AE form of word. Then, variant spelling such as *harbour* in BE and *harbor* in AE.

Based on Hartmann and James (1998:25) complex word is a word that formed by addition one or more derivatives, such as facelessness. Biber, Johansson, Leach, Conrad, and Finegan (1999:57) say that derivation is used to form new lexemes, either by adding derivational prefixes or suffixes. In general,

derivation changes either the meaning or the word class. Suffix is an affix that addition after the base, then prefix is an affix that goes before the base (Katamba, 1994:39). Complex word is not only formed by derivational affixes but also by inflectional (Biber et al, 1999:57). According to Aronoff and Fudeman (2005:151) inflections is a word which changes the form of word by adding affixes without changing the meaning or word classes. The example of an inflection which is shown as headword such as irregular plurals of noun such as children, irregular comparatives and superlative of adjective such as better and best, verb inflections such as speaks, speaking, spoken.

Based on Hartmann and James (1998:1) Abbreviation is the shorten form of word that can represent the full form of words such as *burger* from *hamburger*. Then, a contraction is two or more words joined together with deleting some letter such as *shouldn't* from *should not* (Atkins and Rundell, 2008:180).

Atkins and Rundell (2008:167) say that multiword expression is important for learner dictionary, both in the bilingual and monolingual due to the learners may not know them as the significant unit of meaning, cannot usually compose them, and will often have problem to understanding them. It has two types which commonly used in the headword of English Dictionary are compound and phrasal verb. First, compound is two or more words which are joined together then created a new word (Hartmann and James 1998:25). Then, Atkins and Rundell (2008:171) state that phrasal verb is two-word which consists of verb and adverb, verb and preposition.

Based on Atkins and Rundell (2008:186) proper name has several parts such as place names, personal names and other names. First, place names are divided into basic name, capital and non-capital cities, major geographic features, metonyms, famous places and building, extra-terrestrial objects, imaginary, biblical or mythological places and nick name of place. Basic name is for ocean, continent, countries and soon. Then, a capital and non-capital cities such as: London, New York. Next, Major geographic features such as seas, lakes, rivers, mountains, regions, islands and soon. And then, metonym is name of places that use to denote people who work in that place, such as *Whitehall*. Next are famous places and Building, such as *Mecca.* Then, extra-terrestrial object it for planets, stars, satellites and so on. Next is an imaginary, biblical, or mythological place such as Armageddon. The last is nick name of place such as *the Big Apple* for New York.

Second, personal names are divided into generic names, people names, nationalities and names of ethnic groups. A generic name is including both first name and surname. Then, people's names is including who figure on ground of renown such as *Beethoven, King Lear* and the name that used in the connotation such as *he's the real little <u>Hitler</u>*. And then, a nationality is names formatives of cities, counties, regions such as French. Then, names of ethnic groups it is for members of ethnic groups (*African-American*, *Arab*), Native American peoples (*Apache*), and soon.

Third, other names in the dictionary has a word which is included in the headword and it is divided into festivals, such as Christmas; organizations such as

political parties, institutions and soon; language such as national and major regional language, major language group/families; trademarks it is for products and services such as Blackberry; beliefs and religions, and their adherents such as Muslim, Judaism; Miscellaneous, it would be include on the basis frequency and local high profile also would cover such different item as *Academy Awards*.

The lemma selection of the various items mentioned above depends on the policy set by the lexicographers together with the publisher. Figure 2.1 in the following shows the lemma selection used in the Oxford dictionaries (Oxford University Press, 2013).

Figure 2.1 Lemma Selections in Oxford Dictionaries
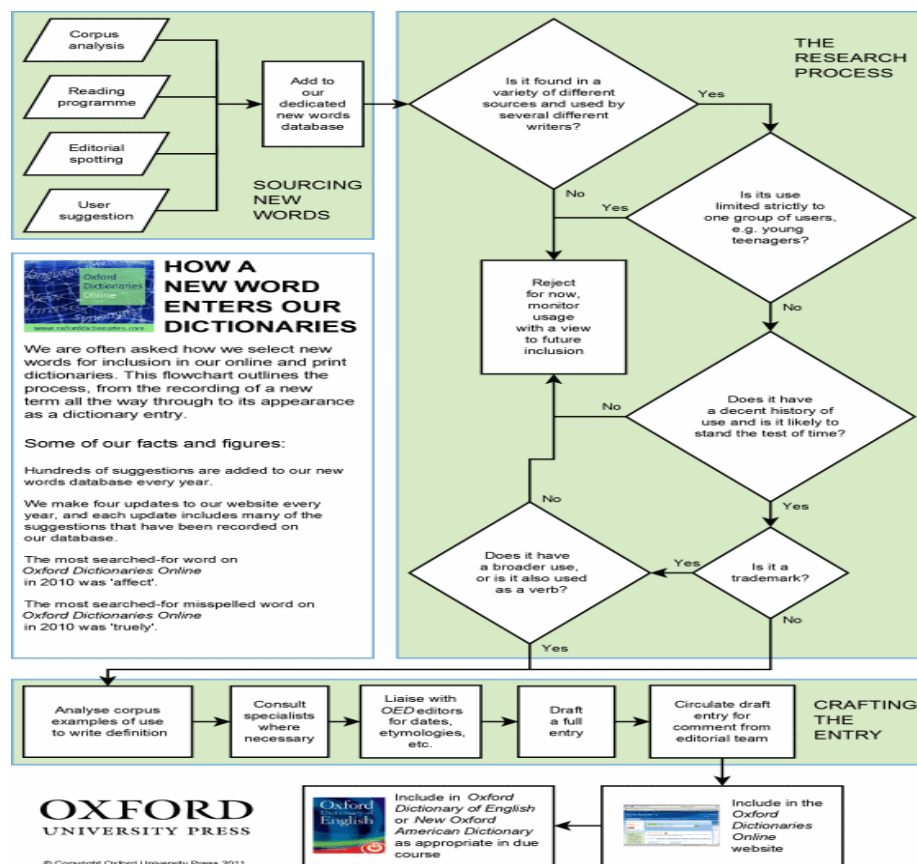
According to the figure 2.1, there are three steps of entering new words to Oxford dictionaries. First is sourcing the new words. In this step some items are needed to add to dedicated new words database including corpus analysis, reading programme, editorial spotting, and user suggestion.

Second is the research process. After the inserting of corpus analysis, reading programme, editorial spotting, and user suggestion to dedicated new words database then it is decided whether the new words is found in a variety of different sources and used by several different writers or not. If it is yes then move to another question, whether its use is limited strictly to one group of users such as: young teenagers, or not. But, if it is no then it will be rejected for now, monitor usage with a view to future inclusion. Then, it is needed to answer such question: Is its use limited strictly to one group of users such as: young teenagers? If the answer is yes, then it will be rejected for now, monitor usage with a view to future inclusion. On the other hand, if the answer is no then it has a decent history of use and it is likely to stand the test of time. Next, if it has a decent history of use and it is likely to stand the test of time, it is a trademark. But, if it does not have a decent history of use and does not likely to stand the test of time, it will be rejected for now, monitor usage with a view to future inclusion. After that, if it is a trademark, then it has a broader use, or it is also used as a verb. Yet, if it is not a trademark, the corpus examples of use will be analyzed to write definition. Finally, if it has a broader use, or it is also used as a verb, the corpus example of use will be analyzed to write definition. Yet, if it does not have a broader use, or not used as a verb, it will be rejected for now, monitor usage with a view to future inclusion.

Third is crafting the entry. First, analyze corpus examples of use to write definition then consult specialist where necessary. After consult specialist where necessary, then liaise with OED editors for dates, etymologies, etc. Then, after OED editors for dates, etymologies, etc is draft a full entry. The last is circulate draft entry for comment from editorial team.

2.5 Related Studies

There are two studies which are closely related to this study. The first is a thesis which is written by Prameshwari (2006) and a journal article written by Wan-a-rom (2008).

Prameshwari (2006) compares A-B entries in the Oxford Learner's Pocket Dictionary 1983 and Oxford Learner's Pocket Dictionary 2003. She identifies the old words and the new words in those dictionaries. She uses development of dictionary, words and their characteristics, lexical change and word-formation as her theories to identify the old words and new words in the Oxford Learner's Pocket Dictionary 1983 and Oxford Learner's Pocket Dictionary 2003. She found 102 old words that consist of 52 nouns, 16 verbs, 20 adjectives, and 14 adverbs. Then, 151 new words that consist of 70 nouns, 31 verbs, 41 adjectives, and 9 adverbs.

The similarity between Prameshwari's thesis and the writer's thesis is we compare the headwords in the dictionaries. The difference is Prameshwari chooses A-B entries, she also used Oxford Learner's Pocket dictionary 1983 and 2003 as her objects. On the other hand, the writer chooses S entry, also used Oxford

Advanced Learner's Dictionary 8th edition and Merriam-Webster's Collegiate Dictionary 11th edition as the object.

Wan a-rom (2008) wrote an article about comparing the vocabulary of different graded-reading schemes. He compared two major series wordlist for graded-reader between Oxford Bookworms' (OBW) by Oxford University Press and Cambridge English Readers (CER) by Cambridge University Press. He uses range program which is window-based program develop by Paul Nation and Alex Heatley (2002) of Victoria University of Wellington to compare OBW and CER. There are three steps that he used to compared OBW and CER, such as: investigation and modification of the words in the original lists, construction of the base word lists and comparison of the wordlists. He found that OBW list has 2,257 word families, and CER has 3,055. So, CER list contains about more 800 word families than OBW list.

The similarity between Wan a-rom's articles and the writer's thesis is similar in the comparing vocabulary. The difference is Wan a-rom used OBW and CER as his object, but the writer used Oxford Advanced Learners Dictionary 8th edition and Merriam-Webster's Collegiate Dictionary 11th edition.