

CHAPTER II

LITERATURE REVIEW

2.1 Types of Dictionary

2.1.1 Typologies of Dictionaries

The most common type of reference work, first used as a TITLE in the Latin-English Dictionary of Sir Thomas Elyot knyght and the monolingual English Dictionary: or, An Interpreter of Hard English Words by Henry Cockeram. (Hartman and James, 2002, p. 41)

Typologies may be defined as a system of classification and the description of items (Swanepoel, 2001). According to Swanepoel Dictionary features may defined as lexical information that was contained in any dictionary such as spelling, collocation, grammar, usage in a sentence, meaning in different words, etc. He said that the purpose of the typologies is providing prospective dictionary such as systematic overview of many kind categories, show us the most special feature, and explain completely the differences and correlations differences between some categories.

In this case the writer classified the typologies of dictionaries which depend on the usage and contents. The typologies dictionaries can be determined into some criteria such as:

1. Scholarly dictionaries of record

“A type of dictionary compiled by a team of academics as part of a (usually long-term) research project, e.g. linguists working on a historical dictionary or

dialect dictionary.” (Hartman and James, 2002) the example of the dictionary: *Oxford English Dictionary (OED)*,

2. Practical dictionaries for everyday use

Practical dictionaries are kinds of dictionaries used for everyday like *Concise Oxford dictionary*.

3. Pedagogical dictionaries

“A reference work specifically designed for the practical didactic needs of teachers and learners of a language”. (Hartman and James, 2002). They said that the distinction usually made between a dictionary for native speakers (school dictionary) and one for non-native learners (learner’s dictionary) is not really helpful.

4. Dictionaries of linguistic phenomena

The dictionary presented for linguistic phenomena such as the Slang word used by people. The example of slang dictionary like: *Campus slang*, by Connie Eble (1972), *the slang and jargon of drugs and drink*, by Richard A. Spears (1986) and many others.

5. Special-subject dictionaries

Kind of the dictionaries which aim into some special subjects or purposes. The example of the dictionaries is: *medical dictionaries*, *law dictionaries*, *sport and gamers dictionaries*.

6. Bilingual dictionaries

“A type of dictionary of the reference work in which the words of a language are explained by means of that same language, in contrast to Interlingual

dictionaries” (Hartman and James, 2002) for further explanation described in 2.4 examples of the dictionary: *Kamus Inggris-Indonesia*, *Kamus Al-Munawir Arabic-Indonesian* and *Indonesian-Arabic*, *English-Chinese (Mandarin) dictionary*.

7. Onomasiological dictionaries.

“A type of reference work which presents words or phrases as expressions of semantically linked concept, which may be meanings, ideas, notions, word families and similar relationships.” (Hartman and James, 2002). This dictionary helps the user to find the appropriate word for some particular meaning or concept users needed. The example of Onomasiological dictionary: *Roget's Thesaurus*.

According to Atkins and Rundle (2008) they classified the dictionaries from the language becomes three parts, first is monolingual dictionaries (the dictionary used only one language) e.g Oxford English Dictionary (OED), Merriam Webster Dictionary, and many others. The second is a bilingual dictionary (used two languages in a dictionary) e.g *Kamus Bahasa Inggris Indonesia*, *English-Mandarin*, *Arabic-English*, and etc. The last is multilingual dictionaries (using more than two languages in a dictionary); the example can be seen in *Arabic-Indonesia-English dictionary*, or it can be more than three languages which are used in one dictionary to define the headword.

The theories about the dictionaries used are limited by the writer. He only takes monolingual and bilingual dictionaries which were going to be explained further in point 2.3 and 2.4. In this case, then he would explore deeper about the

internal structure of both dictionaries in order to know the benefits and the weaknesses of using two kinds of dictionaries.

2.2 Internal Structure of Dictionary

The dictionary can be shown in the features of the internal structure owned by the dictionaries. According to Atkins and Rundell (2008) the internal structure of the dictionaries covers:

- Navigation the entry (guide the readers, to find the word easily)
- The lemma headword
- Meaning in monolingual dictionary
- Meaning and translation in bilinguals
- Sense indicators
- Grammar
- Contexts
- Vocabulary Types
- Usage
- Other Lemma

The internal structure of the dictionary entry has the following components such as: headword section, pronunciation section, inflections section, variants section, etymology section, sense section, and lemma section which may be of a number of types: affix, phrase, phrasal verb, compound, adjectival special use, or derivative section. (Weiner, cited in Novriani, 2013). Further explanations could be described below.

a. **Headword**

The headword is “The form of a word or phrase which is chosen for the lemma, the position in the dictionary structure where the entry starts. (Hartman and James, 2002, p. 67) According to Hartman headwords are marked such as in the bold letter form on indented or protruding lines. Those forms marked it in order to make headword seen clearly and differently from other words.

b. **Pronunciation**

The pronunciation can be described as “The form, production and representation of speech.” (Hartman and James, 2002, p. 112) this case is studied in phonetics and phonology classes. Besides, this pronunciation is studied in the pronunciation class. In this matter, learners learn how to pronounce and spell the words correctly.

c. **Inflections**

“Inflection is the marking of grammatical function by means of morphology, e.g to show case or number.” (Hartman and James, 2002, p. 73) They also said that Inflection is one of the information categories presented by the compiler dictionary creator and it is consulted by the user of a reference work or dictionary.

d. **Variants**

According to Hartman and James (2002) Variant is a form of a word which may differ from other forms in spelling form, pronunciation or grammar form, for example: *colour/color*, *'controversy/con 'troversy*, *got/gotten*.

e. Etymology

It can be described that Etymology is the study of the word origin and history of elements in the vocabulary of a language. They also said that the finding origin of the word is quite difficult than describing or explaining the meaning of the word. The example of etymology is the English word Lexicography derives from Greek *lexis* 'word' < *legein* 'gather, speak' and *graphia* 'writing' (via Latin and French). (Hartman and James, 2002, p. 52)

f. Sense

Sense is "one of several meanings that can be established for a word or a phrase and covered by a definition in a reference work." (Hartmann & James, 2002, p. 125). They also said that the sense is a multiple meanings of words, because it becomes particularly core items in the basic vocabulary. So the compilers of dictionaries have tried to rationalize, discriminate, and display these senses for the benefit of users for centuries. (Novariani, 2013)

g. Lemma

Lemma can be described as "The position at which an entry can be located and found in the structure of a reference work." The relationships of the lemma in the headwork can be described into two-way; within the overall (e.g. Alphabetical). Macrostructure it constitutes the point of access where the compiler can place and the user can find the information listed. While in microstructure, it establishes the 'topic' on which the rest of the entry is a 'comment', e.g. the definition of the headword." (Hartmann & James, 2002, p. 83)

2.3 Monolingual Learner's Dictionary

According to Swanepoel (2001) Pedagogical dictionaries are monolingual dictionaries that cognize linguistic non-native speaker competence and the varieties of decoding and encoding activities they use. The dictionary is all the tools that can help learners to learn English, even in writing, speaking, reading and listening subjects. The dictionary helps all levels of learners to develop their English to get better. Pedagogical dictionary is a kind of dictionary that is categorized as monolingual dictionary such as; Merriam-Webster, Oxford Advance Learner, Longman Dictionary, Cambridge Dictionary, Macmillan English Dictionary for Advanced Learners..

Monolingual dictionary can be described as “A type of reference work in which the words of a language are explained by means of that same language, in contrast to Interlingual dictionaries. For most practical purposes and for most languages, the monolingual dictionary (also called ‘general’, ‘explanatory’ or ‘usage’ dictionary) is the prototypical work of reference for native speakers. For the same reason, it has also been the most popular and best studied dictionary genre”. Hartman and James, 2002, p. 95)

Monolingual Learner's Dictionary was the sub-type of monolingual dictionary. Monolingual Learner's Dictionary is intended for language learners. “Monolingual learner's dictionaries are constantly being improved because they are based upon regularly updated corpus data that provide an empirically-based description of the language.” (Rundell, 1998 cited in Hunt, 2007). According to Tickoo that cited in Lukáč (2011) the primary differences between monolingual

dictionaries for native speakers and monolingual dictionaries for language learners rely on the definitions of new vocabulary and the number of illustrative examples. (Hunt, 2007)

The example bellow shows us the internal structure of the monolingual dictionary that is represented by Oxford Learner's Pocket Dictionary (2008):

oil *ɔɪl* *n* **1** [U] any of several thick slippery liquids that burn easily, used for fuel, food, etc **2** (oils) [pl] coloured paint containing oil used by artists ● **oil** *v* [T] put oil on or into sth: *He -ed the bike and pumped up the tyres.* ■ **'oilfield** *n* [C] area where oil is found in the ground or under the sea ■ **oil paint** (also **oil colour**) *n* [C,U] type of paint that contains oil ■ **'oil painting** *n* [C] picture painted in oil paint ■ **'oil rig** (esp US **'oil platform**) *n* [C] large structure with equipment for getting oil from under the ground ■ **'oilskin** *n* [C,U] (coat, etc made of) cloth treated with oil to make it waterproof ■ **'oil slick** *n* [C] area of oil floating on the sea ■ **'oil well** *n* [C] hole made in the ground to obtain oil ► **oily** *adj* (-ier, -iest) **1** of or like oil; covered with oil **2** (disapprov) trying to be too polite: *an -y smile*

oil	: Headword
<u>/ɔɪl/</u>	: pronunciation or phonetic symbols
the key picture and bold written	: navigating the entry
<i>n</i>	: noun
number 1 and 2	: other lemmas
[U]	: uncountable

[C]	: countable
any of several thick slippery liquid	: definition of headword or meaning in
that burn easily	monolingual dictionaries
oilfield	: collocation
~	: represented headword in a sentence

In this case the writer believes that every kind of dictionary has advantages and disadvantages for learners. In this sub theory explained about the advantages of using monolingual dictionary. The advantages and disadvantages may help the learners or users get the suitable dictionary used for their own needs. "Because monolingual dictionaries may be seen as solving some of the problems presented by bilingual dictionaries, so most teachers prefer to use monolingual dictionary. (Koren, cited in Flynn, 2007, p. 2)

From Flynn explanation the writer got much information about the benefits of using a monolingual dictionary such as;

- The teacher believes that a monolingual dictionary may help the learners to get more understanding when using monolingual dictionary.
- The teacher believes that monolingual dictionary might fix some uncommon or unclear explanation in a bilingual dictionary.
- Monolingual dictionary might have an accurate explanation about the words that learners needed to know.

After explained the advantages of using Monolingual Dictionary, now it is going to describe the disadvantages of the dictionary. it can be seen as follows:

- Students get more difficult when using a monolingual dictionary than that of a bilingual dictionary in their learning process. (Flyn, 2007)
- It is difficult to find the necessary expressions in monolingual dictionary. (Hartman, cited in Asma, 2009)
- Monolingual dictionary is appropriate to be used only for the Advanced and upper levels of English learners. (Lukáč, 2011)
- Monolingual dictionary can only be used for defining words and it cannot be used for translating the words.

2.4 Bilingual Dictionaries

Another dictionary which is chosen by the writer is bilingual dictionary. The function of the dictionary is to coordinate the lexical units of one language to the lexical units of another language which have equivalents in their lexical meaning. (Zgusta, 1971, p. 294). Bilingual dictionaries are typically practical tools for interlingual communication and learning, rather than scholarly studies. According to Yong (2007) “a bilingual dictionary helps to obtain a more active use of the source language and a better understanding of source language texts by providing target language equivalents. Bilingual dictionaries are usually based on the standard national languages like English and Chinese (Mandarin), as in The English-Chinese Dictionary“. Yong also said that English-Chinese Dictionary (bilingual dictionary) 65% is more helpful for learning English than that of English-English dictionary (monolingual dictionary).

In this study the writer explains that bilingual dictionary is “A type of dictionary of the reference work in which the words of a language are explained by means of that same language, in contrast to Interlingual dictionaries.” For most practical purposes and for most languages, the monolingual dictionary (also called ‘general’, ‘explanatory’ or ‘usage’ dictionary) is the prototypical work of reference for native speakers. For the same reason, it has also been the most popular and best studied dictionary genre. Finding suitable lexical equivalents is a notoriously difficult task, especially in pairs of languages with different cultures”. (Hartman and James, 2002, p: 14)

Bilingual dictionary is a specialized dictionary used to translate words or phrases from source language to target language. Learners use this kind of language in order to get the direct meaning of any word into target language they wanted. As it can be known that English – Indonesian or Indonesian – English dictionary, such as created by *John Echol – Hasan Sadly*. They only translate the meaning as well as the real meaning from the source into the target language. They just give a few examples in short sentences, so bilingual dictionary looks simpler. According to Grimes (2000) bilingual dictionary focuses on providing translation equivalents (here called ‘glosses’) with reference to another language.

In a bilingual dictionary, the situation is different from a monolingual dictionary. The user is looking for equivalents rather than analysis. Some time learners get difficulty to translate the word especially the word that has relation with culture. Bilingual dictionary comes with the features to translate the word from the source language to the target language. Bilingual dictionary help learners to translate

both L1 (first language) and L2 (second language). where the two languages, L1 and L2, always have fully intertranslatable words. By this he means that for every term in L1 there is at least one term of equivalent meaning in L2. (Pawley, Cited in Coward and Grimes 2000)

In order to get the clearer enough about the features of a bilingual dictionary, the writer gave the example about the internal structure of bilingual dictionary taken from *Kamus Inggris-Indonesia* by John M. Echols and Hassan Shadily. The example can be seen below:

determine /di'tərmən/ *kkt.* 1 menentukan. *This exam will d. my grade* Ujian ini akan menentukan angkaku. 2 menetapkan. *Please d. who is going with us* Tolong tetapkan siapa-siapa yg akan ikut dgn kami. 3 memutuskan. *The Supreme Court will d. whether the law is constitutional or not* Mahkamah Agung akan memutuskan apakah undang-undang itu sesuai dgn UUD atau tdk. —*kki.* memutuskan. *I determined to leave for home immediately* Saya memutuskan utk segera pulang. —**determined** *ks.* tekun. *to be d. to bertekad akan/utk. a d. student* mahasiswa yg tekun. *a d. chin* dagu yg tegak/tegap/gagah.

Determine	: Headword
<u>/di'tə:mɪn/</u>	: Pronunciation (phonetic symbols)
<i>Kkt</i>	: Sense within grammatical categories (Transitive verb)
Number 1,2 and 3	: explain other lemmas (<i>menentukan, menetapkan, memutuskan</i>)

the bold form of the “ determine ”	: navigating the entry
<i>d</i>	:The initial of replacing headword
<i>menentukan</i>	: the equivalence target language or translation in bilinguals
determined	: the adjective of the headword
<i>this exam will determine my grade</i>	: the example of using the word in English
<i>ujian ini akan menentukan angkaku</i>	: translation of the example in Bahasa

As the same as Monolingual Dictionary, Bilingual Dictionary also has the advantages of using Bilingual Dictionary. In this case the writer explains about the advantages of using bilingual dictionary. There will be some advantages that it can be seen below:

- It brings more people into the cultural patterns represented in second or foreign language.
- It increases either the first or the second language users when they use bilingual dictionary.
- It can be more effective to some users, especially those who have specific knowledge background related to the words found in the bilingual dictionary. For example, the word ‘interest’ may be defined *perhatian, minat*, in general, but for economist the word interest may mean *bunga atau suku bunga bank*.
- Learners are easier to find the necessary expressions in the bilingual dictionary.

(Hartman, cited in Asma, 2009)

In this case the writer explain the disadvantages of using Bilingual Dictionary. the disadvantages of using bilingual can be describe as follow:

- The disadvantage of using bilingual dictionaries is that the semantic information which can be extracted from them is less complete. (Old, 2005)
- Bilingual dictionary may not fix some problems of words like the monolingual dictionary.
- Bilingual dictionary has limited tools (Martin, 1998)
- Bilingual dictionary is only appropriate to be used by lower English learner's level. (Lukáč, 2011)

2.5 Writing Narrative

Writing is the important skill in learning language. People may say success in learning a language when they can write well. It can also happen in learning English. The diction of word and lexical error may be considered important in writing learning process. Santos (1988) found that lexical error rated as the most important problems in EFL (English First Language) writing learners. It may be found the same problem or more varieties of problems in Foreign Language Learners (Senior High School Student). Why it should be narrative text used writer because this text thought in second year students in senior high school. Narrative text also the first topic taught for explaining kind of text.

Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances – as though any material were fit to receive man's stories. It can be carried by articulated language, spoken or written,

fixed or moving images, gestures, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's Saint Ursula), stained glass windows, cinema, comics, news item, conversation. (Bartez, cited in Hazel, 2007)

Hazel (2007) summarized that narrative may be described as follows:

- Narrative is the primary means of comprehension and expression for our experience of events changing over time.
- Narrative time is subjective, not objective; elastic, not metronomic.
- Event selection and event sequencing are two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative.
- A narrative is re-presentation of reality from a particular perspective: reality reconfigured to express meaning.
- In practice this structure is subject to reconfiguration as meaning is socially situated.
- Narrative is implicated in the efficient organization and encoding of memory.
- Narrative is implicated in planning and problem-solving abilities.
- Following the two points above, it can locate narrative at the heart of the learning process.

English learners may seem easy to speak or get high marks in Listening, but it does not guarantee them to get a good mark in Writing. It can be commonly known from the English experts, the learners get more difficulties in Writing than in other

courses. Writing is the combination of all skills into one in a result of text producing. Learners in should be capable of using all their language skills in order to get a better writing result.

The reasons why the writer choose narrative text are: first Narrative text is the first text explained by teacher in MBI Amanatul Ummah on second year students. Second reason is narrative text is the esier one than other kinds of text. Third narrative text told experiences and every students in that school can not cheat each other and every student has different experience. The last reason narrative text uses past tense and it has been taught by teacher in the school.

2.6 Related Studies

In this field of study there are some researches that are quietly helpful to conduct this study. The first research is “Electronic Dictionaries, Printed Dictionaries and No Dictionaries: the Effects on Vocabulary Knowledge and Reading Comprehension” that was conducted by Flynn (2007). This research focused on reading comprehension; this research compares comprehension, and the receptive and productive vocabulary knowledge gained from reading an expository text with electronic dictionaries, printed bilingual dictionaries and no dictionaries. In this research it can be determined as TESOL/TEFL field of study while the writer’s focuses on analyzing of using a dictionary represented by students’ writing test.

The second research is conducted by Laily (2008) with the title “Dictionary Features and Effectiveness of Dictionary Monolingual and Bilingual Dictionaries for Writing 1 of The English Department Students of AirInggga University”. The research

used macro and microstructure theory as their main theory; she also analyzed English Department students' writing as her research objects and she also analyzed the features of the dictionary. The main difference with the writer's study is the research objects; the writer's objects are senior high school level while hers are the university students. The writer discusses the internal structure of the dictionary to analyze the features of the dictionary while she used macro and microstructure as their main theory.

Another research which is helpful in conducting this study is conducted by Matej Lukáč (2011). Matej Lukáč's research had the title "Using Dictionaries in ELT". In this case Matej Lukáč used both kinds of dictionary MD and BD; the theories that were Matej Lukáč used also help the writer to conduct this research. Matej Lukáč research focused on ELT (English Language Teaching) while the writer's research focused on Lexicography which is related to the students writing narrative text.

"The Comparison between Bilingual Pocket Electronic and Printed Dictionaries in text reception: A Case Study at The Students of SMAN 2 Sidoarjo" which was done by Azola (2012). This research analyzes bilingual dictionary which is represented by Electronic and Printed Dictionary while the writer analyzed a monolingual dictionary and bilingual dictionaries in a form of printed. In Azola's research, she used internal structure theory to analyze the dictionary; besides she used paired t-test to analyze the students' score to know the significant increasing score by using both kinds of dictionary. The differences between Azola's research and the writer's research are in the use of theory and the objects.

The last research was conducted by Ebrahim Golavar (2012) with the title “Monolingual vs. Bilingual Dictionaries for Learning Technical Terms”. He investigated the effect of using monolingual and bilingual technical dictionaries in the marine students’ learning of special terms. He focused on Second Language Acquisition (SLA) especially in acquiring vocabularies by using both kinds of dictionaries. While the writer of the present study uses Monolingual Dictionary and Bilingual Dictionary toward produucing narrative texts students in MBI Amanatul Ummah.