

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Bilingual dictionaries are popular among foreign language learners. Several researchers (Koren, Hsien-jen, Nation cited in Kwary, 2011, p. 87) have mentioned the preference of second language learners for consulting bilingual dictionaries in most types of user situations. A Bilingual dictionary is a dictionary that presents the lexicon and phraseology of one language (called the source language) and translates these components into a second language (the target language) (Corre'ard, 2006, p. 787). It can help foreign language learners to understand the meaning of a language. The most common type, general bilingual dictionaries, is aimed at a broad user group that ranges from language students to translators, business people, travelers, and others (Corre'ard, 2006, p. 787).

Nowadays, foreign language learners have a wider selection of bilingual dictionaries. This is also the case in Indonesia where we find a wide selection of bilingual dictionaries in bookstores. Bilingual dictionaries have different size, forms, and content. In term of the forms, foreign language learners can choose between bilingual Printed Dictionaries (PDs) and Pocket Electronic Dictionaries (PEDs). These two types of dictionaries have the same functions, but their forms and formats are different. Printed Dictionaries (PDs) are quite common among language learners because they are affordable and often recommended by teachers. Printed dictionaries range from small pocket-sized editions to large,

comprehensive multi-volume works (Wei Li, 2007, p. 10). The smallest pocket bilingual dictionaries give little more than undifferentiated one-word equivalents or short lists of possible one-word translations; the largest give a great deal of information for both source and target languages about phraseology and the contextual appropriateness of possible translations (Corre'ard, 2006, p. 787).

With the development of science and technology, Pocket Electronic Dictionaries (PEDs) have become more widely available and foreign language learners prefer using PEDs. The term electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information on spelling and contain fewer number of words, no definitions are provides and meanings are explained in terms of synonyms with no examples (Nesi cited in de Schryver, 2003, p. 145). Pocket Electronic Dictionaries (PEDs) are particularly popular with foreign language learners in or from the eastern Asian countries (Tang, Nesi, Stirling, Midlane cited in Chen, 2010, p. 276). In Japan, PEDs have been used extensively by EFL students (Bower & McMillan, Chen, Kobayashi cited in Chen, 2010, p. 276). In China, this type of dictionaries has also become the most popular reference tools (Lang & Li, Wang cited in Chen, 2010, p. 276). However, in Indonesia, the use of Pocket Electronic Dictionaries (PEDs) is still limited not only because of the price.

With regard to perceptions of Pocket Electronic Dictionaries (PEDs) as compared with Printed Dictionaries (PDs), most studies (Taylor & Chan, Tang, de Schryver, Perry, Bower & McMillan, Koyabashi, Wang, Deng, cited in Chen, 2010, p. 279) show that both types of dictionaries are perceived as having

respective advantages and disadvantages. However, bilingual PDs or PEDs have served the same purpose, to translate words or phrases in the source language to target language.

Dictionaries have a lot of functions. One of them is a text reception function. Receptive use of the dictionary occurs mainly when someone is reading (Scholfield, 1999, p. 13). For non-native speakers of English, translating from English into the native language is receptive too, as are some classroom tasks such as choosing the correct synonym for an underlined word in a sentence from four alternatives given (Scholfield, 1999, p. 13).

There are two studies which are quite closely related to her study, they are Dzieminko (2010) and Chen (2010). Dzieminko (2010) analyzes the usefulness of a monolingual English learners' dictionary in electronic and paper form in receptive and productive tasks and Chen (2010) analyzes the comparison patterns of use and perceptions of PEDs and PDs. However, those studies only focus on the use of Printed Dictionaries (PDs) and Pocket Electronic Dictionaries (PEDs) without discussing the comparison in the text reception. In addition, Dzieminko and Chen's countries are places where PEDs are quite popular, whereas in Indonesia, PEDs are not quite popular.

This study aims to compare two bilingual dictionaries between Printed Dictionary (PDs) and Pocket Electronic Dictionary (PEDs) in text reception by Senior High School students. The writer chose a case study at SMAN 2 Sidoarjo because it will become Rintisan Sekolah Bertaraf International (RSBI). The

theoretical foundation is the lexicographical function theory because it focuses on users (Kwary, 2011, p. 7).

1.2 Statement of the Problems

As can be seen in the background of the study, this study investigates the comparison between bilingual Pocket Electronic Dictionaries (PEDs) and Printed Dictionary (PEDs), used by students in text reception: a case study at the students in SMAN 2 Sidoarjo. Therefore, the writer states the problem as follows:

1. How significant is the use of PDs and PEDs in assisting the students in text reception?
2. Which type of dictionaries, PDs or PEDs, is more effective to assist the students in text reception?

1.3 Objectives of the Study

Based on the statement of problem above, this study is aimed:

1. To explain how significant the use of PDs and PEDs in assisting the students in text reception.
2. To determine which type of dictionaries, PDs or PEDs, is more effective to assist the students in text reception.

1.4 Significance of the Study

The writer wishes that this study could contribute to research in lexicography and be benefit to English language teachers and the students; in

particular bilingual Printed Dictionaries (PDs) and Pocket Electronic Dictionaries (PEDs) in text reception. Lexicographers will know the effect of using PDs or PEDs in assisting text reception. English language teachers and the students will know which one is more effective for reading comprehension. The writer hopes that this study can encourage further research for linguists and researchers who are interested in studying the similar topic as a comparative study.

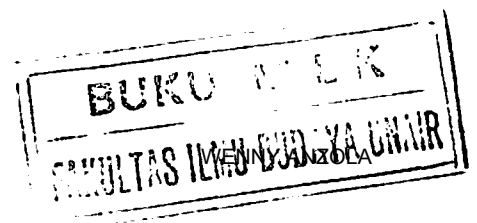
1.5 Definition of Keyterms

Bilingual dictionary : a dictionary that presents the lexicon and phraseology of one language (called the source language) and translates these components into a second language (called the target language) (Corre'ard, 2006, p. 787).

Printed Dictionary : small pocket-sized editions to large, comprehensive multi-volume works (Wei Li, 2007, p. 10).

Pocket Electronic Dictionary : any reference material stored in electronic form that gives information on spelling and contains fewer number of words, no definitions are provided and meanings are explained in terms of synonyms with no examples (Nesi cited in de Schryver, 2003, p. 145).

Text Reception : a type of reference work designed to help with



decoding tasks, such as the comprehension of a text (Kromann, Riber, Rosbach, Svensén, Berkov cited in Hartmann & James, 2002, p. 106).

CHAPTER II LITERATURE REVIEW