CHAPTER II

REVIEW RELATED LITEATURE

This chapter focuses on review of related theories and literatures of the student's problems in using English monolingual dictionary in learning process, which is focus on thestudents' problems followed by definition of dictionary, students capability and student experiences in using monolingual dictionary. Each of those will be discussed more in this following section.

A. Dictionary

1. Definition of Dictionary

Dictionary is a book that has many words collection it is used to give in one or more specific languages, that   listed systematically according alphabet that used to give of information, definitions, etymologies, phonetics, pronunciations, translation, and other information.[1] Another definition said that the word "dictionary" came from word *Dictionnairique*s that mean some expected activities to present the data presentation by selecting the valuable examples, and deciding on abbrevations to be used to convey information about certain descriptive results.[2] Most of the students use their dictionary to get information about the meaning of words that they do not understand about the target language.

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[1] Webster's New World College Dictionary, Fourth Edition, 2002.
[2] Heid, Ulrich, (1986) *The Presentation of Collocations in Monolingual Dictionaries*."   Universität Stuttgart, bistitut ür maschinelle Sprachverarbeitung Azenbergstr. Stuttgartmheid@ims.uni-stuttgart.com, D. 70174,12.

In this activity dictionary has an important role to help students to get the meaning of target language and make them understand well about the word.

2. Types of Dictionary

Many types of dictionary uses to help people in understanding vocabulary in this occasion, Pilchard has classified dictionary in three kinds they are: monolingual, bilingual, and bilingualized.[3] Besides, Li and Zhou have also classified kind of dictionary in term of language involved they are monolingual and bilingual dictionary.[4] Based on those theories, the researcher agreed to both of them. Depend on function of dictionary, which aims to show the differences between target language and meaning easily. Besides, in along of this research mostly students were using bilingual and monolingual to help them in language learning especially learning English. By those considerations, the researcher agreed that kinds of dictionary are monolingual and bilingual dictionary.

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[3] Based on Prichad (2008) *Evaluating L2 Reader Vocabulary Strategies and Dictionary Use Reading in a Foreign Language* Quoted By Khumrotun Amelia, Siti. Thesis Undergraduate degree: *"Bilingual Dictionary Use in Getting the Meaning of Phrasal Verb in Reading English Text For 4th Semester Student of Teacher English Education Department at Uin Sunan- Ampel Surabaya"* (Surabaya: library of UIN Sunan Ampel,) 2014, 5.

[4] Based on Li , Zhou(2001) , *an Introducing to Bilingual Shanghai : Shanghai Foreign Language Education"*, quoted by Li, L., & Lou, X. (2012). *a Survey on English Majors' Dynamic Trends of Dictionaries Using*. Open Journal of Modern Linguistics. 2(2), 83.

a. Monolingual Dictionary

Monolingual dictionary is the kind of book that the target words , the meanings, and other lexical information that written in same language.[5] Using monolingual dictionary is useful because monolingual dictionary provide definition that suitable for students to have free interpretation about the words, monolingual dictionary provide only the meaning of words but also the way to understand other skills such as to spell the word correctly. Using Monolingual dictionary is one of excellent models to make English as foreign learners (EFL) students are easier to acquire the language in their learning process.[6]

Using monolingual dictionary makes students more fun to get the meaning of language. English monolingual Dictionary is an important tool to help the students to understand the meaning of unknown vocabulary. By using monolingual dictionary EFL students can learn many aspects of the English language such as phrases, pronunciations, word speechs, word collocations, etc.[7] Moreover, inside of monolingual dictionary provide some in formations such as examples and better

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[5] Al-Darayseh, Al-Mu'tassim, A,(2013*),'' Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries Al-Imam Mohammad Bin Saud University, Saudi Arabia,''* Theory and Practice in Language Studies, Vol. 3, No. 3, 423March 2013, 25.

[6] Cowie, A.P. (*English Dictionaries for Foreign Learners: A History,* 1999) Oxford: Clarendon Press, 35.

[7] G, Berwick, & Horsfall, *Making Effective Use of the Dictionary*, 1996 London: Centre for Information on Language Teaching and Research, 67.

information on grammar, collocations, and register of a word.[8] According the researcher experiences along his class activity, monolingual dictionary is benefit tools that helps students to increase their personal understanding by understanding word definitions that needed by student to understand context vocabulary that provide in academic journal. Monolingual dictionary help students easier to understand about phonology, because monolingual dictionary has been completed by phonetic symbol that make students easier to pronounce some words correctly. By those several consideration, it might proper to say that, monolingual dictionary is very beneficial tools in language learning because, it provide all of information that students need in acquiring language. Even, monolingual dictionary has many advantages. There are some disadvantages including monolingual dictionary, one of disadvantages found by Thomson, he stated that monolingual is not effective for many learners in terms of rewards word choice.[9]

Another problems, has found by Carter. In this occasion he state that even monolingual dictionary has completed with classified defining vocabularies that is no guarantee that the words used will be known by

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[8] Chun, Y,V,(2004)*, EFL Learners' Use of Print and Online Dictionaries in L1 and L2 Writing Processes*, Multimedia-Assisted Language Learning, 7(1), 9-35,2004, 3.

[9] Based on Thompson,G,"*Using Bilingual Dictionaries",*1987*,* Quoted by Beikian, Nooramin,Saaed,Amir & Firoozkoohi, Sepideh" *Monolingual vs Bilingual Dictionaries for Learning Technical Terms"* J. Basic. Appl. Sci. Res., 2(5)4452-4457, 2012ISSN 2090-304, 4454.

the learner because monolingual dictionary do not provide clearly definitions.[10] In the researcher's experience when did class activity, the researcher see that most of student feels difficult in understanding word definition that shows meaning ambiguity and too general. Based on that information, it properly make student students feels hurt in using monolingual dictionary and stop to apply monolingual dictionary.

b. Bilingual Dictionary

The bilingual dictionary is kind of lexicographer that always has an explanatory definition about foreign language that followed by free translation by using other language as meaning of vocabulary.[11] Using bilingual dictionary can also said as an activity that aimed to get direct understanding of the target language by meaning with students own language. Some of students use bilingual dictionary because it is easy to understand the meaning and helps them dealing with transitive and intransitive verbs meaning.[12] Bilingual dictionary helps the student easly to get the target words meaning in their own language.

Bilingual has some advantages and one of advantages stated by Baker's and Kaplan's, they said bilinguals dictionary are the best equipment inlanguage learning because it is provide translations that

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[10] Carter, R ,*Vocabulary: Applied Linguistic Perspectives* (1987) London: Routledge, 17.

[11] Fact and Fiction of the Bilingual Dictionary an article by Albrecht Neubert.

[12] Martin, R.(2002),*One benefit of monolingual dictionaries in the writing classroom,* TESL Journal, 12(1), 8-20, 2002, 85.

make students easier to prove translation correctly.[13] Another advantage of bilingual dictionary according to Swanepoe, bilingual dictionary is one of ideal tolls in learning English because bilingual dictionary provides suitable information that is needed by students in comprehending word based on cultural context.[14] Using bilingual dictionary is the best way to get easier and express understanding about second language, according the researcher experiences along lecture class activity, bilingual dictionary are commonly used after monolingual dictionary because, bilingual dictionary were easier to get meaning about new vocabulary instantly because they need a little time to get the meaning of vocabulary. Besides, bilingual dictionary has been provided in APPS (application phone system) in smart phone that makes students easier to bring and use everywhere. By those reasons the researcher knows about something that motivates students to use bilingual dictionary.

Even though bilingual dictionary has many advantages actually, bilingual has some disadvantages one has found by Win, according Win using bilingual dictionary makes students difficult to know how words are used based authentic context.[15] Inside of bilingual dictionary were

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[13] Baker, M. and R. Kaplan. 1994. Translated! A New Breed of Bilingual Dictionaries. *Babel* 40(1), 9.

[14] Swanepoel, P.H. *Only Study Guide for LEKPER–Q*. Pretoria: University of South Africa.202-203, 1989, 36.

[15] Jenpattarakul, Win, " *Optimizing the Advantages of Monolingual Dictionary Utilization by Thai EFL Students"* Mediterranean Journal of Social Sciences, Vol. 3 (11) November 2012, 146.

provide the meaning of word with different language that has different context with native vocabularies. Other disadvantage found by Nida in her study found that bilingual dictionary has some the semantic problems such as different form between word and definition and also more complicated than those encountered in the compilation of monolingual dictionaries.[16] In another hand, Atkins and Varantola said that bilingual dictionary has damage meaning and has no clearly meaning about some word that partially include has a synonymous.[17] Disadvantage of bilingual dictionary the limitation of information that provide on bilingual dictionary that sometimes happened based term and students need.

3. Print and Electronic Dictionary

According Zaley and Gujjar, dictionaries publish and commonly in two shapes they are print and electronic dictionary.[18]

a. Printed Dictionary

Printed dictionary is some dictionaries that produce on paper or another material using a machine.[19] Printed dictionary can be call conventional dictionary because it producing techniques those dictionary

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[16] E, A, Nida, *" Analysis of Meaning and Dictionary Making,* International Journal of American Linguistics24, 1958, 279.

[17] Atkins, B, & Varantola, K *"Monitoring Dictionary Use"* International Journal of Lexicography, vol. 10 no. 1 Oxford: Oxford University Press, 1999, 29.

[18] Zarei, Abbas, Ali, & Ahmed, Gujjar, " *Aijaz, The Contribution of Electronic and Paper Dictionaries to Iranian EFL Learner's Vocabulary Learning",* International J. Soc. Sci. & Education2012 Vol. 2 Issue 4, ISSN: 2223-4934 E and 2227-393X Print, 2012, 559.

[19] Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries, 24.

uses before technology are growing. There are some examples of Conventional dictionary they are pocket dictionary, glossary and any others.

b. Electronic Dictionary

Electronic dictionary is an electronic dictionary which contains the entry list of the word that exists in digital form and can be accessed through a number of different media.[20] The electronic dictionary means like the oxford electronic dictionary and any others.

B. Word Classes

Word are some instructions series that commonly used to speaks or writes, it repeated to arrange in some sentences to giving information.[21] In another word, Scuilo and Wiliam have another definition about word. They said that, words is the result of morphological object that used to explain about factual moment that happens.[22] In this research the researcher means word is some ways to transfer some idea and feeling about some object oral or written.

To make easier in applying the words, it has been classified by some researcher one of classifications by Parrot. In word's classification Parrot said that, words are classified in three classes they are: adjective, noun, and

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[20] Nesi, H., 'Dictionaries in electronic form', in Cowie, A.P. (Ed.), The Oxford History of English Lexicography, Oxford University Press 2009, 458.

[21] Christopher J, Charles R .& Hillar Johnson, *Eigenvalues Of Words in Two Positive Definite Letters* Arxiv:Math/0511411v1 [Math.Oa] 16 Nov 2005. 2005, 1.

[22] Maria, Anna, & Williams, Edwin, *" on the Definition of Word"* The Massachusetts Institute of Technology, 1987, 37.

preposition.[23] In some occasions, Boij have been classified the word according the functions they are determiners, conjunctions, pronouns, and positions (pre- and postpositions).[24] Besides, Parrot has been divided word in three divisions they are: adjective, noun, and preposition.[25] In another that, that Shadily and Echols classified word classes into Pronoun, noun, adjective, adverb, preposition.[26] Based on the theories above the researcher agrees that, word class means the word that divided in to five classes they are, noun, pronoun, adjective, adverb, and preposition.

1. Noun

    Noun is some words that allow with the name and label the person entities, object, places and concept that make up our world.[27] In some occasion Mas'ud stated that noun is some word that tells about somebody, things, place, opinion and any others[28]. Example: *doctor and rose*. There are many things are not explanation in this occasion, there are countable noun and uncountable noun.[29]

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[23] Parrot, Martin, *Grammar for English Language Teacher* (Cambridge: Cambridge University Press, 2000),, 87.

[24] Booij, Geert, *The grammar of words : an introduction to linguistic morphology* (New York; Oxford University Press Inc, 2005), 51.

[25] Parrot, Martin, *Grammar For English Language Teacher* (Cambridge: Cambridge University Press, 2000), 5.

[26] Echol, J,M, Shadili *English –Indonesian Dictionary*, (Jakarta : Gramedia,1975), ii.

[27] Danesi, Marcel, *Basic American Gramar and Usage an Esl/Efl Hanbook*, (New York : Barrons Educational . Inc, 2006), 22.

[28]Mas'ud, Fuad, "*Esensial of English Grammar : Pratical Guide*" (Yogyakarta :BPPE, 2010), 44.

[29] Alter, J.B., Essensial English Usage And Grammar 2 , (Jakarta: Binarupa Aksara, 1991), 11.

Noun is some words that allow with the name and label the person entities, object, places and concept that make up our world.[30] In some occasion Mas'ud stated that noun is some word that tells about somebody, things, place, opinion and any others.[31] Example: *doctor and rose*.

There are many things are not explanation in this occasion, there are countable noun and uncountable noun.[32]

a.   Countable Noun

Countable noun is something that can be counts.[33] The Example of countable noun are, *car, pen, plane, train,* and any others.

b.   Uncoutable Noun

Uncountable Noun is something that cannot be counted.[34] The Examples are oil, water, air and any others.

2.   Pronoun

Pronoun is some words that changing the aimed to explain about subject position. Example; they, we, are, you, he, she, and it. So many subject positions were including the word, to make classified for better understanding

[30] Danesi, Marcel, *Basic American Gramar and Usage an Esl/Efl Hanbook*, (New York : Barrons Educational .Inc, 2006), 22.
[31]Mas'ud, Fuad, "*Esensial Of English Grammar : Pratical Guide"* (Yogyakarta :BPPE, 2010), 44.
[32] Alter, J.B., Essensial English Usage and Grammar 2 , (Jakarta: Binarupa Aksara, 1991), 11.
[33] Kon T.S. Practical English Usage, English As A Second Language , Ts.Kon, Jakarta Binarupa Aksara, 1991), 4.
[34] Danesi, Marcel, Basic American Gramar and Usage an Esl/Efl Hanbook, (New York : Barrons Educational . Inc ,2006), 25.

Frank classified pronoun into five classifications.[35] Mas'ud state that Personal Pronoun, Interrogative Pronoun, Relative Pronoun, Demonstrative Pronouns, Reflexive Pronoun, Reciprocal Pronoun, and Indefinite Pronoun.[36]

a. Personal Pronoun

Personal pronoun is some pronouns that refer to someone which refer to clarify personality.[37] The examples*: I, we, you, they, he, she, it, me, us, him, her, them*.

b. Interogative Pronoun

Interrogative pronoun is some question words that used to introduce some questions.[38] For example: *who, what, whom, and which.*

c. Relative Pronoun

Relative pronoun is some words that standing before dependent clause.[39] The example of relative pronoun they are, *who, which, that, whoever, and whichever.*

d. Demonstrative Pronoun

Demonstrative pronoun is identities and specifies process to noun or pronoun or points to specific things, replacing rather than modifying a

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[35] Frank, Marcella, " *Modern English a practical reference guide"*,(New York: Prentice Hall Inc, 1972), 23.

[36] Mas'ud, Fuad, "*Esensial Of English Grammar : Pratical Guide"* (Yogyakarta :BPPE, 2010), 45.

[37] Azar, *Scramper, "Foundamentals Of English Grammar"*, (New York: Longman, 2003), 171.

[38] Mas'ud, Fuad, " *Esensial Of English Grammar : Pratical Guide 3rd edition"* (Yogyakarta: BPPE, 2010), 60.

[39] Ehrlich, uegene, " *English grammar 3rd Edition*, (Jakarta : Erlangga, 2011) , 77.

noun. The demonstrative pronoun are, *this, that, these, those, none, and neither*.

e. Reflextive Pronoun

Reflexive Pronoun is the reflection from pronoun.[40] Reflection of pronoun means there are some subjects which effect from some event that back to subject itself. The examples of pronoun are: *myself, ourselves, yourself, yourselves, herself, himself, themselves, itself.*

f. Reciprocal Pronun

Reciprocal Pronoun is some pronoun that express correlation between people or more something.[41] The examples of Reciprocal Pronoun are *each other* and *one another.*

g. Indifinite Pronoun

Indefinite Pronoun is some pronouns that use for calling someone or something that usually unknown.[42] The examples of Indefinite Pronoun are *somebody, anybody, nobody, everybody, someone, anyone* and any others.

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[40] Alter, j.b., *Essensial English Usage and Grammar 3*,(Jakarta: Binarupa Aksara, 1991), 39.

[41] Mas'ud, Fuad, *Esensial of English Grammar : Pratical Guide* (Yogyakarta: BPPE, 2010), 61.

[42] Frank, Marcella, *Modern English a practical reference guide*, (New York: Prentice Hall Inc, 1972), 23.

3. Adjective

Adjective is some words that modify noun and pronoun.[43] There are examples of adjective they are, *good, happy, long, bad, sad, hot, tall,* and any others. In this occasion to make easy to understand about adjective Schoenberg and Maurer has classified adjectives into tree classifications they are, Descriptive Adjective, Comparative Adjective, and Superlative Adjective.[44] The example of Comparative Adjective is some words that modify noun and pronoun.[45] There are examples of adjective they are, *good, happy, long, bad, sad, hot, tall,* and any others.

In this occasion to make easy to understand about adjective Schoenberg and Maurer has classified adjectives into tree classifications they are, Descriptive Adjective, Comparative Adjective, and Superlative Adjective.[46]

a. Descriptive Adjective

Descriptive adjective is some adjective that used to explain about size, color, or shapes of person or any others.[47] The examples of descriptive adjective they are: *fat, fast, muscular, thin, slim, pink white.*

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[43]Jhon E Warriner,"*Warriner's English Grammar and Composisition,"* Harcourt Brace Jovanovich, Inc, 1958, 40.

[44] Schoenberg ,I, E, Maurer, J, " *Focuss on Grammar"*, (New York : Longman, 2002), 186-198.

[45]Jhon E Warriner, "*Warriner's English Grammar and Composisition,* Harcourt Brace Jovanovich, Inc, 1958, 40.

[46] Schoenberg ,I, E, Maurer, J, " *Focuss on Grammar"*, (New York : Longman, 2002), 186-198.

[47] http/partofspeech.org/ kind-of-adjectives-descriptive-adjective//accessed June, 14, 2015.

b.   Comparative Adjective

Comparative Adjective is some words that compare two unequal things or person.[48] The Examples are *as…., more…. than, ….. est., and any others.*

c.   Superlative Adjective

Superlative adjective is A superlative adjective compares three or more nouns.[49] . An example of superlative adjective is, *My mother's cooking is the best*.

4.   Verb

Verb is some word that feature the activities name that done by subject according event. For examples: sleep, eat, wash, study, read, write and any other.

In this occasion Mas'ud has been divided into five kinds of verbs they are Ordinary Verb, Auxiliary Verb, Linking Verb, Transitive Verb, and Intransitive Verb[50].

a.   Ordinary Verb

Ordinary Verb is some verb that has some complement do, does or did and can be changing according tenses that applied.[51] The examples of Ordinary Verb are, *she works hard, he is smoking and any others.*

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[48] .Ts, Kon,, " *Practical English Usage 4," English as a Second Language*, (Jakarta ; Binarupa Aksara, 1999), 123.

[49] http://grammar.yourdictionary.com/parts-of-speech/adjectives/what-is-a-superlative-adjective.html accesced 29th September 2015, 8.45. pm.

[50] Mas'ud, Fuad, *Esensial of English Grammar : Pratical Guide* (Yogyakarta: BPPE, 2010),p.86.

b.   Auxilary Verb

Auxiliary Verb is some verb that used together with other verb to express about action or events that has grammatical functions.[52] The are many kinds of Auxiliary Verb they are *to be, to do, have, can, shall, will, may, must, ought to, used to, need, and dare.*

c.   Linking Verb

Linking Verb is some verbs that has function be some subject in sentences[53] The example of Lining Verb are I remember him, he is *handsome* and any others.

d.   Transitive Verb

Transitive Verb is some word that has an object as complement and do not be understandable sentences without an object. [54]   The example of Transitive Verb, *she memorized, the lecturer announced, the baker deliver bread and any others*.

e.   Intransitive Verb

Intransitive Verb is some verbs that do not have a direct object. In other words, it is not uses to someone or something. It only involves

[51] Ibid,p.86.
[52] Ibid, p.32.
[53] Frank, Marcella, *Modern English a practical reference guide*,(New York: Prentice Hall Inc, 1972), 48.
[54] Hasibuan, R, S, *English Structure*, (Jakarta : Djambatan, 1996), 105.

the subject.[55] The examples of Intransitive Verb, *he joked, she cries, he disappears after party and any others.*

5. Adverb

Adverb is some words that give explanations about place or location, time and the way of some events are happening, or something to do.[56] In this occasion Mas'ud also explain that adverb has six items they are, adverb of manner, adverb of frequency, relative adverb, adverb of degree, adverb of place and adverb of time.

a. Adverb of Manner

Adverb of Manner is some adverb that used to ask some questions.[57] The examples of adverb of manner are, *gracefully, quickly, slowly* and any others

b. Adverb of Frequency

Adverb of Frequency time and place, is some word that express about place, and so too time.[58] The examples of adverb frequencies are *usually, always, often, rarely, never* and any others.

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[55] http://www.grammar-monster.com/glossary/intransitive_verbs.htm accessed October 15,2015.

[56] Mas'ud, Fuad, *Esensial of English Grammar : Pratical Guide* (Yogyakarta: BPPE, 2010). 89.

[57] Ehrlich, uegene, English grammar 3rd edition, Jakarta , erlangganga, 110.

[58] Krohn, Robert, " *English Sentence Structure* , (Michigan : The English Language Institute, 1970), p.21.

c.   Relative Adverb

Relative Adverb is some words that have function as the connector inside of sentences.[59] The examples of elative *adverb are, therefore, accordingly, moreover, besides* and any others.

d.   Adverb of Degree

Adverb of Degree is used as explanation before the word used.[60] The examples of Adverb of degree are *completely, inadequately,* and any others.

e.   Adverb of Place

Adverb of Place is some adverb that used to explain about location or place that sentence happens.[61] The example of Adverb of place are *go home, go there, here,* and any others.

f.   Adverb of Time

Adverb of Time is that explain about the time when some event that happening.[62] The examples of adverb of time are, *soon, recently, already just, today tomorrow* and any others.

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[59] Ibid, 92.

[60] Frank, Marcella, *Modern English a practical reference guide*,(New York: Prentice Hall Inc, 1972), 149.

[61] Ehrlich, uegene, English grammar 3rd edition, Jakarta , Erlangganga, 110.

[62] Mas'ud, Fuad, *Esensial Of English Grammar : Pratical Guide* (Yogyakarta: BPPE, 2010), 90.

6. Preposition

      Preposition is some word that offers some connection between nouns, pronoun with another word.[63] There are kinds of prepositions, Such as, at, ahead, after, above, around, against, back and any others.

C. Students' Capabiliy in Using Monolngual Dictionary

1. Deinition of Capability

      Capability is come from word *ability* that means can to do something necessary.[64] Capability can be means some capacity to acts something Another definition by Carver, stated that capability is some situation when someone does not get any problems to respond the some contexts even though feels easy or difficult.[65] In this occasion Milmanyusdi has some opinion about capability, he said that Ability is some personal competences to master some achievement inside of some particular activities.[66] Naturally capability is physical achievement that build when someone was born that make them were possible to past their activities [67] According to the definition above the researcher state that,

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[63] Warrier,E, John, " *English Grammar and Composition",* (New York: 1982, Harcourt Brace Jovanovich, Inc). 71.

[64] *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press,1998), 60.

[65] Carver, R.P, *Percentage of Unknown Vocabulary Words in Text as a Function   of The Relative Difficulty of The Text: Implications for Instruction*. Journal of Reading Behavior 26(4), 1994, 413.

[66]   http://milmanyusdi.blogspot.co.id/2011/07/pengertian-kemampuan.html, accessed, September 30,2015, 05.00 pm.

[67]Gibson J,L*, Organisasi dan Manajemen, Erlangga Terjemahan*, (Jakarta:Erlangga,1996), 126.

capability is some natural physical appearance that shown about some personal possibilities to acts or responses about some event.

2. The Quality of Students' Capability in Language Acquisision.

According to Didin students' capability is dominant factor in learning process that influenced many aspects in site of personality such, physical growth, cognitive, emotion, and spirituals growth.[68] In this occasion the researcher has opinion that, in order personal development the things that influence students capability is also became from environment that someone leave. So that it can be said that, capability is reflection from personal motivation that remake according environment.

In this occasion the researcher discuss about the measurement of students capabilities in language learning process. One of measurements explained by Baker, Baker said that students have some capabilities if students are able to understand and interpreting some instructions in to their own language.[69] Beside, Reynolds and Ernest have some measurement of students' capabilities that are looking from vocabulary acquisition that students' have.[70] To get good comprehension in any language skills especially reading text, students need to own vocabulary

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[68] . Dindin Abdul Muiz Lidinillah (2002) *Perkembangan Metakognitif dan Pengaruhnya pada Kemampuan Belajar Anak* .

[69] Based On Baker, M. (1992): *in Other Words: a Coursebook on Translation*, London, Routledge. And Newmark, P. (1988): *A Textbook of Translation*, New York, Prentice-Halquoted By Using Specialized Monolingual Native-Language Corpora as a Patranslation Resource: a Pilot Study Lynne Bowker *Dublin City University, Dublin, Ireland* Meta, Xliii, 4, 1998,.3.

[70] Reynolds,Diane L. Schallert, & Ernest T, Goetz(1976) *frameworks for Comprehending Discours*ERic July 1976, 3.

for learning 114,000 word-families.[71] Perhaps students need for owning vocabularies at least 88, 500.[72] By those reasons much vocabulary that students' have much comprehending and language capability they get.

D. Students Experences in Using Monolingual Dictionary

1. Definition of Experiences

Experiences is some event which have done by the human, it has been a long time or still in process.[73] In some occasion Gage and Berliner said that experiences are some process that influence to human behavior.[74] In order that the researcher has opinion that making experiences became some fundamentals things in physical development because from experiences make someone more known how to respond some event in another time.

2. Students Experices in Using Monolingual Dictionary

Many experiences happened in using monolingual dictionary one of those experiences has found by Nesi. In this research found that, using monolingual dictionary is can be called some process of comprehension because, when students consult with monolingual dictionary need

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[71] Based on Goulden, Nation, & Read, 1990) How Large Can a Receptive Vocabulary be? *Applied Linguistics, 11*(4), 363.

[72] Nagy, W.E., & Anderson, R.C, *" How Many Words are there in Printed School English"* Reading Research Quarterly, 19(3), 1984, 304.

[73] http://murnihabaru.blogspot.co.id/2012/06/pengertian-pengalaman-pengalaman-adalah.html, accessed 7.30 pm.

[74] https://hanifrahm.wordpress.com/2012/06/01/teori-behavioral-dan-kognitif/ accessed 1st September 8.54.pm

applying linguistic knowledge by understand deeply about around of linguistic information.[75]

In different research by Nesi and Meara found that students as the subjects of research do not use monolingual to find grammatical information because there is information that not match with student need to find meaning or word structure.[76] But in Garcia's research has different finding in her research shows monolingual dictionary is an important tool in the solution of lexical problems in that including in writing skills and regardless it back from students proficiency level that use monolingual dictionary as the good kill tools in writing skills.[77] In another that, there are some research fond by Thompson found that using the monolingual learner's dictionary can also be problematic when monolingual dictionaries provide some words that have ambiguity in definitions.[78]

Proper to researcher opinion, monolingual are some helpful tools that aimed to make student easy in language learning. But some considerations must be known that some problems which include on

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[75] Nesi h, " *the Specific of Dictionary Reference Skills in Higher Education"* National Report and Thematic Report TNP Subproject Dictionary, Berlin , 2000, 6.

[76] Nesi, H., & Meara, P*, " Patterns of Misinterpretation in the Productive Use of EFL Dictionary Definitions*." System, 22(1),1994, 5.

[77] Besed O on Garcia, S. S. (2012). Dictionary Use in L1 Writing. Phd Dissertation, University of Essex, UK   Quoted By Win, Jenpattarakul, " *Optimizing The Advantages of Monolingual Dictionary Utilization by Thai EFL Students,"* Mediterranean Journal of Social Sciences, Vol. 3 (11) November 2012 , 147.

[78] Thompson, G, *Using Bilingual Dictionaries*. ELT Journal, 41, 1987, 282.

dictionaries that makes the problems happen from personal's proficient can make students get easy or difficult in using monolingual dictionary.

Even though, monolingual dictionary looks difficult. The researcher has some solutions that may be able to solve students' problems in using monolingual dictionary, one of solution has been performed by Harmant. According to Hartman, students get difficulty in using monolingual dictionary because of understanding word dentition and any other from monolingual dictionary. It needs teacher or lecturer participation and guidance about the role to consult dictionary sistematickly.[79] That is like what fan stated that Teachers may join to work very closely together with learners to find out ways to use dictionaries more efficiently for specific according students' needs.[80] In this occasion the researcher has opinion that to avoid more students problem in learning process besides the lecture or teacher should be lead the students forward in using monolingual some continue training skill are needed. Another solution presented by Faridah and Iqbal, they state that

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[79] Based on Hartmann, R. R. K, *What's the use of learners' dictionaries?* March 6, 1991 quoted by FAN ,M, *The Dictionary Look-Up Behavior of Hong Kong Students: A Large-Scale Survey** Institute of Language in Education Journal, 4, 88-92 Education Journal Vol. 28, No.1, Summer, 2000, 134

[80] FAN ,M, *The Dictionary Look-Up Behavior of Hong Kong Students: A Large-Scale Survey* Institute of Language in Education Journal, 4, 88-92 Education Journal Vol. 28, No.1, Summer, 2000, 135.

to make students were easier in using monolingual dictionary , the lecturer should lead the students to avoid them from translating word.[81]

To support Faridah and Jaffar statements the researcher has an opinion about avoid the translating word, according to the researcher's idea to avoid translating means students are not allowed to translate some vocabularies one word by one word it is caused makes students need more time in using monolingual dictionary. Perhaps, from those solutions that researcher has presented above that to solve the student's problem in using monolingual dictionary by dictionary training skills and avoiding translation.

E. Previous Study

This section discus about the previous study related to the researcher's topic "Students Problem in Using Monolingual Dictionary" and the researcher will explain what the differences between study and the previous study.

The first study by Wai-on Law entitled "*Translation Students' Use of Dictionaries: A Hong Kong Case Study for Chinese to English Translation*" this study This study held according to situation in HongKong, this study attempts to investigate the dictionary use pattern of 107 students of translation from five local universities for Chinese to English translation, and the

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[81] Faridah, T, Iqba, M(2010)*, the Importance of English to English Dictionary as Compared to English to Malay Dictionary Among First Semester PMK Students*. Jabatan Pengajian Am, Politeknik Melaka, Jabatan Pengajian Politeknik ,Kementerian Pendidikan Malaysia, p.130.

dictionary consultation process of four respondents. This study Triangulation methods were used such as: questionnaire survey, interview, think-aloud protocol, and performance exercise.

The second study conducted by AL-Darayeh entitled *" Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries* " this study activated the use of English language dictionaries by English majors at Al-Imam Mohammad Bin Saud University located in Riyadh, the capital of Saudi Arabia. It mainly tries to find out students' skills in using dictionaries, the difficulties students encounter while using their dictionaries, and the type of the used dictionaries. The population of the study consists of all English majors at Al-Imam University, while the specific sample of the study consists of about 60 male students selected randomly out of the third and fourth year English majors at the same university. The subjects of the study were asked to fill in a questionnaire, this research found that most of students are mostly concerned with two types of information when they consult their dictionaries: finding the meanings of words and checking the spelling of these words and students got difficulty in the arrangement and given instructions or examples while using their dictionaries.

The third research by Mananen titled " *Why Monolingual Dictionary Is Under-Utilities Among Student.*" This research investigated the use of English monolingual dictionary among second semester students of

University Technology Malaysia, Kuala Lumpur. This research aimed to discover the students' habit and attitude in using monolingual dictionary, the object of study in this research is with 160 students that have opportunities to ask a survey on the questionnaire as the instrument of the research. From the questionnaire that has answered shown that the result of respondent were less in using monolingual dictionary, the knowledge about the information that provide monolingual dictionary were less and there were no explanation about technical and habitual in using monolingual dictionary in their previous school or previous grade.

The forth research by Chan entitled " *Advance Cantonese ESL Learners' Use Monolingual Dictionary For Language Production*". This research investigated the use of monolingual dictionary, by Hong Kong Cantonese Advance Level in their product upon target language sentence. Chan use completion and sentence construction with and without applied monolingual dictionary for the test materials of the research, in her research there are thirty one students of English major be participant to comprehend to conduct the data Chan also use questionnaire, self-reporting protocol and focus groups interview. Chan found that monolingual dictionary can help student to identify the correct use of a word and by using monolingual dictionary also can support student use their personal perception in language usage and deficient in dictionary skill.

Fifth research by Winker entitled "Students Working with an English Learner Dictionary on CD Room" In this research, she studied about pedagogical lexicography and the growing focus on the dictionary ability in second language learning on writing task, and also to know students use a CD-ROM dictionary.

From this study winker found that, most of writing' students were less ability in using dictionary-using skills in certain areas, particularly true of the appendices and the structure of the individual entries. To get the data Winker uses a questionnaire for students that eager to know the use of English Learners' Dictionaries ability.

Sixth research by Diab and Hamdan entitled "Interacting with Words and Dictionaries: the Case of Jordanian EFL Learners." In their research, investigated how 50 Jordanian Arab university students of English interacted with words and dictionaries while reading a specialized text in linguistics. The results of their study showed that meaning and pronunciation were the prime purposes of dictionary use. It was also found that the overwhelming majority of the dictionary look-ups were not preceded by any pre-dictionary use strategy, suggesting that there was no instruction in dictionary use for the students. The study also showed that English Monolingual Dictionary were used more frequently used than bilingual ones, and that they were also found to be more useful than the latter.

This study concerned on the students capabilities to understand word classes that provide in monolingual dictionary and their experiences When, they are using monolingual dictionary in Critical Reading class. This study is on descriptive qualitative method to observe the factual case in reality. For technical collecting data the researcher used instrument to get the data they are questionnaire, and interview that gave to 24 student as the sample from 120 student s as population of fourth semester students of critical reading class that toke from class A until D randomly.