CHAPTER IV

FINDINGS AND DISCUSSION

This research aims to investigate students' capability to differentiate class' word by using monolingual dictionary and students' experiences in using monolingual dictionary. This chapter presents the result of from the data collection from the document observation and questionnaire. This chapter also provides the discussion of the result.

A. Findings

To find the data the researcher does observation uses questionnaire and interview. To gain the objectives of the research, the researcher those process before the researcher analyzes the data systematically, accurately in data finding and discus in discussion part before gains the conclusion. In this occasion the researcher tries to find about the finding of study at 17 -24 June 2015 and 28th October -4 November 2015.

After the researcher gets the data, the researcher analyzes in finding and describe in that data in order to draw conclusion in discussion combining with research's theory. in this occasion the researcher describes data finding in this chapter into two parts depend on two research questions.

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1. **Students' capability in differentiate word's classes by using monolingual dictionary.**

Before going to data, it is important to know the students' level in English program, based on the data tells that:

Table 4.1

The Table of Students' Level in English Competence

Student's Level in English Competence	
Advance	4%
Medium	85%
Basic	11%

On students' level that participates in this research, the researcher classify into three classes they are basic, medium and advance level. A long this observation the researcher takes 26 students randomly from 4 classes of Critical Reading. From observations the researcher gets information that, there are 4% of students are in the advance level, others there are 85% of students are in the medium level, and t 11% of students in basic level. Those information makes the researcher knows about the students' capacities in English skills. Most of students' have natural capability, it means students of English

Teacher Education Department have good opportunity in every each of skill and common about English.

To observe about students' capability, the researcher provides various questions aims to asks about students' ability in any side about word class dictionary, the questions that the researcher provides such;

a. **Can you understand word classes and apply word classes into some sentences with the correctly?**

Table 4.2

The Table of Students' Capability in Understanding and Applying in some Sentences Correctly

Students Capability to Understand Word's Classes and Apply in Some Sentences Correctly	
Yes	92%
No	7%

From those questions the researcher gets information that 92% or 24 students were able to understand about word classes. Beside, the researcher also gets information that there are 7% or 2 students that do not able to understand word classes from monolingual dictionary.

In term of gain those data the researcher also finds some reasons that make they are able to understand word classes from monolingual dictionary causes, inside of monolingual dictionary there are clear instruction, clear descriptions and there are some codes that make student easier to know word classes. In another that, some reasons makes students do not able because they are do not understand about the instructions. After the researcher gets information about the students' capability in understanding, further the researcher also provides some observation that aims to look students capability in applying word's classes.

b. **Do the Students capable to apply word's classes with monolingual dictionary according word's functions?**

Table 4.3

Table of Students' Capability to Apply Word's Classes with

Monolingual Dictionary According Word Functions.

Students' Capability to Apply Word's Classes in Using Monolingual Dictionary According Word's Functions.	
Yes	85%
No	4%
Average	11%

From those table shows that for 85% of students are able to understand word's classes that has provide from monolingual dictionary, in another that, the table shows that for about 4% of students do not capable to apply word's classes from monolingual dictionary and the last there are 11% of student were have average capability in applying word's classes from monolingual dictionary. Average students that the researcher means are, the students whom are have temporary capabilities in applying word classes in monolingual dictionary.

From those question there some reasons that make student have, no and seldom about capability in applying word's classes to some sentences. In this occasion the researcher classify the students intern of the data,   A (Alphachino) used for coding students whom capable , B (Bravo) for whom they do not have capability in applying word classes and C (Charly) for students whom have average capability in applying word classes word classes in using monolingual dictionary.

There are many reasons that make students capable and do not capable to apply word classes that provided in monolingual dictionary.   students A are able to apply word's classes from monolingual dictionary because, the instruction that provided on

monolingual dictionary are clear and completed with example of word using, and A students have understood well about word's classes and word' functions. Another reason from B students do not have capability because they do not understand well about word's functions and confusing to apply word because do not undertand well about sentences structure. Besides A and B there are C students, in C student the thing that make them sometimes able and do not able because confusing to apply word classes in some sentences according sentences structure that sometimes confusing and sometimes they have understood about word's context.

To recheck again student answer, the researcher asks about students' capability in second time. In this occasion, the researcher asks about the students' capability in applying word categories.

c. Do you have capability to apply word's categories from monolingual dictionary in to some sentences according those categories? Why?

Table 4.4

The Table of Students' Capability in Applying Word's Categories

Students Capability to Apply Word's Categories from Monolingual Dictionary into Some Sentences	
Able	67%
Average	22%
Do not able	11%

From Those table above the researcher gets some information that there are 67% or 18 students are capable to apply word's catagories, from the observasion that researcher does the researcher finds some reasons that make student were able in applying word categories because the word that provide monolingual dictionary are common word that easy to understand the meaning, word categories are such as part of speech because I have learnt that, English is some language that easier to understand logically, clear instruction and clear examples.

In another that, there are 22% or 6 of students still confuse about applying word's categories. The researcher eager to know about the reasons that makes students still confuse in applying word's categories that provides on monolingual dictionary, to gets the

information the researcher do some interview. From interviewer the researcher gets some information that, student feels difficult to aply word's categories because they confuse about word structure that used when it is apply to some sentences, word's definitions that provides in monolingual dictionary too confusing because they need more time to understand the definition that provide in monolingual dictionary. By those reasons the reason the researcher know the problems that make students confuse in using monolingual dictionary.

From those questions the researcher also gets there are 15% or 3 students were do not have capability at all in applying word's categories in to some sentences. For this problems actually same with students' confusing problems, something that make they do not able to aply word categories at all because, the do not understand about the the instruction and example that provides in monolingual dictionary and they do not use monolingual dictionary.

d. **Do you capable to understand and apply word's functions as deter mininant, preposisition, and conjuction from monolingual dictionary?**

Table 4.5

Table of Students Capability in Applying Word Function as

Determinant, Preposition and Conjunction.

Students' Capability to Apply Word's Functions Using Monolingual Dictionary According Word's Functions.	
Able	80%
Do not able	19%

According to those questions the researcher wants to knows about students capability to apply word's functions, From questionnaire the researcher gets some information there are 80% or 21 students were able to apply word function from monolingual dictionary. In order that, the researcher also gets information that comes from interviews that tells about the reason that make students were able to apply word function tells that in applying word functions students because there are clear instructions that has provides inside of monolingual dictionary, another reasons says that students have understand and know about how to apply word functions. For the last reason, are same with researcher gets when does observation that most of students were do not have serious problem in applying word function in to some sentences according functions itself.

Otherwise, from those question the researcher gets some information that, there are 19 % or 5 students were do not able to understanding word's function from monolingual dictionary causes they do not understand about word function and do not able to find those word's function, students do not understand about conjunctions, students difficult to differentiate word context. Perhaps, by those reasons the researcher can understand about student's capability and their understanding and applying about word function.

e. Do you even seen synonyms word in monolingual dictionary?

Table 4.6

Table of Students Responses in Meeting Synonym

Students Habitual Meet Synonym Word	
Ever seen synonym	**42%**
Never seen synonym	**58 %**

From those table explains that there are 42%, student ever seen synonym in monolingual when, they find some word that has many meaning, same function students get a same context. For information the researcher gets, there are 58% of students do not ever meet synonyms word in monolingual dictionary

In ordering to understand the students capability in differentiate word classes from monolingual dictionary, the researcher also provide the finding from research question.

2. **What are the student's experiences in comprehending vocabularies' definition in monolingual dictionary?**

In research question two the researcher wants to know about students' experiences when comprehending vocabularies definitions. Further to get the data, the researcher provides some questions that aim to gets information such:

a. **Do you ever use monolingual dictionary? When? What for?**

Table 4.7

Table of Students'habitual in Using Monolingual Dictionary

Students Habbitual in Using Monolingual Dictionary	
Seldom	**80%**
Often	**16%**
Never	**4%**

From those data the researcher gets that, 80% of student seldom in using monolingual dictionary. From interview guide line the researcher knows the problems that make students seldom in using monolingual dictionary because, monolingual dictionary more

difficult to understand. Other reasons, students feel difficult to find correct word.

The researcher gets information about students' habitual in using monolingual dictionary that, there are 16 % are often to use monolingual dictionary. In this occasion the researcher also try to figure out the reasons that makes students often by using interview to students, from interviews the researcher gets information that students try to consult monolingual dictionary to differentiate word's classes, another reasons students consult to monolingual dictionary because some lectures that needs to analysis that possible to consult monolingual dictionary, and the students consult monolingual dictionary to helps them to understand vocabulary that they do not understand.

Last information that students gets there are 4% of student are never use monolingual dictionary. From interviews also the researcher gets information that make students never to consult monolingual dictionary because monolingual dictionary need more time to understand the definition of target language and students never monolingual dictionary because they have to advance in using bilingual dictionary. From those reasons of students' experiences the researcher concludes that, students of English Teacher Education

Department were seldom to apply monolingual dictionary and just little of student were using monolingual dictionary.

b. Do you find some difficulties in applying word to some sentences from monolingual dictionary?

Table 4.8

Table of Students' Responses about Difficulties in Applying Word to some Sentences

Students' Difficulties in Applying Word to Some Sentences from Monolingual Dictionary	
Less vocabulary	**11%**
Chose the word's choice	**11%**
Difficulty in understanding definition	**69%**
Do not find difficulties	**11%**

For students' problem when applying some words in monolingual dictionary in to some sentence there are11%, students get less vocabulary. There are some problem that makes student are getting less in vocabulary it is causes students are do not have enough vocabulary acquisitions. In another hands, from those research problem the researcher gets information that 69% students are have difficulties in understanding definition. According the

researcher's observation shows information that makes students are difficult to understand definition because, they should find real meaning to understand definition, students have to understand about word function, the last reason students are confusing to paraphrase the definition to get the meaning of target language.

There are other problems that researcher finds there are 11% of students get difficulties in choosing word choice. In this occasion, the researcher use data analysis from interview guidelines perform information that students has difficulties to differentiate formal and non formal context, students difficult to apply formal and non formal word, word's definition too general, and students less vocabulary acquisition. The last finding from this questions the researcher find that 11%. Of students do not have difficulties, they do not have problems because only once consult monolingual dictionary.

c. Do you understand well about word's division on monolingual dictionary?

Table 4.9

Table f Students' Capability in Understanding Word's Division

Students Understanding about Word Division	
Able	65%
Were not able	34%

In this occasion, the researcher found that there are 65 % of student were able to knows about word classes because there are clear instruction that provide and arrange systematically so that, by those items can makes students easier to understand word definition well. Besides, the researcher also finds there are 34 % of student were do not understand about word classes in monolingual dictionary. To find the reasons that makes students do not capable because they do not find the direction about word's classes, they seldom to consult monolingual dictionary.

The researcher shows about the common reasons that make student were easier to understand the word class and less understanding in word classes that provide in monolingual dictionary.

Table 4.10

Table of Student's Reasons in Understanding Word Division

The Students' Reasons in Understanding Word Division	
Understand the direction	69%
Do not find some direction	23%
Has been understood	7%

There are 69% students were understand about word classes in monolingual dictionary because the direction of word classes were details, and there are 23 % of students were said that do not able in differentiate word classes because do not find some direction in monolingual dictionary, there are 7 % of students has been understood because they have good in English acquisition.

d. Do you get any difficulties in aplying word classes from monolingual dictionary to some sentences?

Table 4.11

Table of Students' Respond about Difficulties in Applying Word

Classes

Students' Respond about Difficulties in Applying Word Classes	
Do not find any difficulties	50 %
Have difficulty	50%

Based on the datum above, with the question "Do you get any difficulties in aplying word from monolingual dictionary to some sentences? " the result of students answer are 50 % of students said that they do not find any difficulties when they consult monolingual dictionary beside that because, 50% of students said they have difficulties when using monolingual dictionary because they do not understand about grammatical structure and do not understand well about word's instruction and any other.

e. Do you get any difficulties in applying words from monolingual dictionary in to sentences depend on functions?

Table. 4.12

Table of Students' Respond about Difficulties in Applying Word

From Monolingual Dictionary Depend on Functions

Student Difficulties in Applying Word Function	
Do not have difficulties	11%
Have difficulties	88%

In this part the researcher finds that 11 % of students were do not have difficulties because, they do not find any problems to apply word from monolingual dictionary. In applying some words into some sentences, there are 88% of students have difficulties causing less understanding in grammatical and do not understand well about word's function, because they have less vocabulary, do not understand about word functions, there are some vocabularies influence to word context.

f. What difficulties do you get in understanding sentences word from monolingual dictionary?

Table 4.13

Table of Commons Difficulties in Understanding Word From

Monolingual Dictionary

Students Difficulties in Understanding Word from Monolingual Dictionary	
Definition	73%
Vocabulary	26%

From those data the researcher can conclude that 73% of student were have difficulties in understanding word definitions and other students has difficulties in vocabulary 26%

g. If you have any difficulties in using monolingual dictionary, what will you do to solve your problems?

Table 4.14

Table of Students Common Action to Solve Their Problem in Using

Monolingual Dictionary

Students Actions to Solve Their Problems
Use bilingual 46 %
Asking to friend 15%
Try harder to understand about word definition 18%
Do nothing 3%
Understand deeply about definition 3%
Use other references 3%
Looks word's context 3%

From the data shows about students experiences when they solve their problem in using monolingual dictionary, in this occasion the researcher do not uses classification such A,B,C that caused the rare no average qualification but it is a wide data from students opinion to solve their problem. From the data shows that there are 46% of student are some reasons that makes students prefer bilingual dictionary because, dictionary because it is easy to understand the meaning, provides express translation, 15% of students said asking

from friends' answers it means they waiting for their friends answer, 18% try hard to understand the definition of monolingual dictionary means do as better as can, 3 % do nothing, means do not open the dictionary and do not ask to friend. And the last 3 % understand deeply about definitions, 3% use other references, and the last look words' context.

h. **Additional Data**

In this research, there are used two kinds of data they are primary data and secondary data Additional data. Additional data this is some data that aims to support the data finding that aims to help for data finding analysis process.

Table 4.15

The Percentage of Students' Perceptions about Their Feeling in

Using Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Saya sangat senang menggunakan kamus monolingual		15%	39%	42%	4%

Based on the table above the researcher gets information that 15% of students are disagree about those statements, another respond said that 39% are neutral, 42 % say agree and 4% students strongly agree from the explanation above it can be said that many students like using monolingual dictionary. From data

Table 4.16

The Percentage of Students' Perceptions about Their Satisfaction in Using Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Saya merasa senang dalam menggunakan kamus monolingual karena sangat membantu saya terutama di mata kuliah reading			32%	44%	24%

Based on the datum above, with the question " I like in using monolingual dictionary because it very helps me in reading class", the result of students answer are 32% of students selected neutral, and 44% of students said very agree, and the last is for about 24% of students said strongly agree about those questions. From this

it can be concluded that students really like using English monolingual dictionary in reading class. From those data the researcher knows that most of students of English Teacher Education Department are feeling fun when they are using monolingual dictionary even though some students are do not care to their feeling about using monolingual dictionary.

Table 4.17

The Percentage of Students' Perceptions about Their Motivation in Using Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Saya sangat termotivasi untuk terus menggunakan kamus monolingual		4%	38%	50%	8%

Based on the data displayed above, from the question "I am very motivated to use English monolingual dictionary" some students said that 4% disagree about those above statement, 38% of students said neutral, 50% of students chose agree, and 8% of students said they are strongly agree with this question. It can be concluded that more than 50% of students wanted to use English

monolingual dictionary on and on. Those table also tells that, students were strongly motivates to use monolingual dictionary and there are a little of students do not agree in using monolingual dictionary.

Table 4.18

The Percentage of Students' Perceptions about Using English Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Saya sangat tidak suka menggunakan kamus monolingual karena rumit	15%	39%	38%	4%	4%

Based on the datum above, with the question "I really unsatisfied in using monolingual dictionary because it is very complicated", the result of students answer are 15% of students selected strongly disagree, and 39% of students said disagree, 38% of students chose neutral, 4% of students answered agree, and the last is for about 4% of students said strongly agree about those questions.

From those table tells that even using monolingual is looks difficult most of students of English Teacher Education Department but, they still consult monolingual dictionary. Perhaps it looks contradictive with statement because, even looks difficulty they still consult monolingual dictionary. It can be assumes that most of students are do not have difficulties in monolingual dictionary.

Table 4.19

The Percentage of Students' Perceptions about Their Emotion in Using Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Memakai kamus monolingual membuat saya emosi	31%	27%	27%	11%	4%

Based on the statement question about " using monolingual dictionary make me angry ", from those table shows the result of students answer are 31% of students selected strongly disagree, and 27% of students said disagree, 27% of students chose neutral, 11% of students answered agree, and the last is for about 4% of students said

strongly agree about those questions. Although, monolingual feels hard for several students s were. Many of them stated disagree to that opinion and just little say agree about those statement.

Table 4.20

The Percentage of Students' Perceptions about Their Feeling in

Using English Monolingual Dictionary.

Statement	Percentage of answer				
	SD	D	N	A	SA
Jika mendapat kebingunan saya akan berhenti untuk membuka kamus monolingual	23%	19%	16%	27%	15%

Based on the questions "if I get some difficulties in using monolingual dictionary I will stop to use monolingual dictionary", the result of students answer are 29% of students selected strongly disagree, and 19% of students said disagree, 16 % of students chose neutral, 27% of students answered agree, and the last is for about 15% of students said strongly agree about those questions. From those table shows some reality that English Teacher Education

Department students' still open their monolingual dictionary even though, they get some difficulties when consult monolingual dictionary.

From the data the researcher performs some information that, many of students still loyal to consult monolingual dictionary in their class activity or in another activities. It looks from the highly respond t they still use monolingual dictionary in every statements. Even though, many of students has different opinion or choose be neutral.

B. Discussion

1. How capable do students distinguish word classes by using monolingual dictionary?

Capability is come from word *ability* that means can to do something necessary.[88] Another opinion about by Carver, says capability is some situation when someone does not get any problems to respond the some contexts even though feels easy or difficult.[89] According to the researcher, capability means some personal action that shows about respond to some objects active or passive. In this research aims to know students capability in distinguish word classes, the

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

[89] Carver, R.P, (1994) *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), 413.

researcher find that there are From those questions the researcher gets information that there are 92% or 24 students were able to understand about word classes and the researcher also gets information there are 7% or 2 students that do not able to understand and apply word classes from monolingual dictionary.   After know about students capability in distinguish word classes, the researcher wants to see the other students' capability inside of word's achievable or some capability by other skills such as word's categories, word's functions, word's synonym. To do this observation the researcher has same opinion with Milmanyusdi that, capability is some personal competences to master some achievement inside of some particular activities.[90] After the end of observations the researcher gets information that in applying word's categories there are 67% students able, average 22%, and 11% do not able. And there are 80% able and there are 19% do not able in applying word's function, the students capability in synonyms there are 42% of students ever see word synonyms and there are 58% never seen synonym. From those data above shows some different from each skills in word's skills.

Capability is physical achievement that builds when someone was born that make them were possible to past their activities.[91] In this

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

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

occasion, the researcher concludes that, all of students were have capacity and capability in every each of word skill or language skill.

2. **What are the student's experiences in comprehending vocabularies' definition in monolingual dictionary?**

Experiences is some event which have done by the human, it has been a long time or still in process.[92] By those statements the researcher shows that From those data that 80% of student seldom in using monolingual dictionary, 16 % are often to use monolingual dictionary and there are 4% of student are never use monolingual dictionary. From interviews also the researcher gets information that make students never to consult monolingual dictionary because monolingual dictionary need more time to undesrstand the definition of target language and students never monolingual dictionary because they have to advance in using bilingual dictionary. From those reasons of students' experiences the researcher concludes that, students of English Teacher Education Department were seldom to apply monolingual dictionary and just little of student were using monolingual dictionary.

In term of experience Gage and Berliner said that experiences are some process that influence to human behavior.[93] In using

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

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

monolingual dictionary the researcher has opinion that it is can be more massive or passive in term of condition of students need. It shows from the data from research's instrument that, there are 65 % students knows about word classes and there are 34 % of student were do not understand about word classes. In another data   tells that, There are 69% students were understand about word classes, there are 23 % of students were said that do not able in differentiate word classes and there are 7 % of student were has been understood. From those data look the differentiate between the first data about students whom able and do not able, by those data the researcher can conclude that naturally students were able in using monolingual dictionary but they are fail in several skills and able in several skills.

It is proper to said that, consulting monolingual dictionary factually are fundamentals things in understanding development but it also follows' with students needed and another reasons that makes consulting monolingual are massive or passive.

One of the reasons that makes students massive or no in monolingual dictionary is the difficulties that students gets when using monolingual dictionary, because difficulties can be some tendency of students needs in using monolingual dictionary. The researcher opinion are according to Thompson found that using the monolingual learner's dictionary can also be problematic when monolingual dictionaries

provide some words that have ambiguity in definitions.[94] In this study, the researcher find that there are 50 % and there are 50% of students have difficulties in using monolingual dictionary. In this occasion, the researcher shows the data about what commonly students' difficulties in using monolingual dictionary In this part the researcher finds there are 88% of students have difficulties in applying word from monolingual into some sentences, 73% of student were have difficulties in understanding word definitions, 26% of students has difficulties in vocabulary understanding, 34 % of student in understanding word classes, from those data the researcher can take some conclusions that, many of English Teacher Education Department actually get difficulties in using monolingual dictionary even though they still consult in monolingual dictionary.

There are varieties of difficulties that students gets in using monolingual dictionary makes some varieties also, in this part the researcher finds information the data that tells about what most students do in solving their problem in using monolingual dictionary. From the data tells that, there are 46% of students consult bilingual dictionary, 15% of students waiting for their friends answer, 18% try hard to understand monolingual dictionary means do as better as can, 3 % do

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[94] Thompson, G, (1987) *Using Bilingual Dictionaries*. ELT Journal, 41, 282.

nothing, 3 % understand deeply about definition, 3% use other references.

In another that, to solve the students' issues in using monolingual dictionary beside the students' try to solve their difficulties in using monolingual dictionary by their self. Perhaps it also needs teacher or lecturer participation and guidance about the role to consult dictionary systematically.[95] In this occasion, Fan suggest Teachers may join to work very closely together with students that aim to find out the way to use dictionaries more efficiently for specific according students' needs.[96] In some occasion, Faridah and Iqbal, said that to make students are easier in using monolingual dictionary needs lecturer's leading to avoid them from translating word.[97]

In the end of the discussion, the researcher finds that all of students of English Teacher Education Department are has knowing about monolingual dictionary well and able to apply word that provides inside of monolingual dictionary, and do all the word skill well but they

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[95] Based on Hartmann, R. R. K ,(1991) *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

[96] FAN ,M,(2000) *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.

[97] Faridah, T, Iqba, M.(2008) *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,* 130.

looks dominant in some skills not for all skill that they do. And from the study the researcher gets that students has varieties difficulties in using monolingual dictionary and need lecturer guiding also to solve their difficulties in using monolingual dictionary