

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer would like to elaborate the theory related to the research which has been done by another researcher. It is important for the writer and readers to recognize the definition or the meaning of the title of this research in order to avoid misunderstanding between the writer and the reader. This chapter makes easier for the writer in understanding and analyzing the problems deeply.

#### A. Theoretical Framework

##### 1. Dictionary

###### a. Definition of dictionary

A dictionary is an alphabetical book that provides users with various kinds of information about lexical items.<sup>18</sup> And based on Philipe, Dictionaries were tools created to respond to some obvious needs of a particular audience, such as communicate with people who spoke a different language.<sup>19</sup> Based on that definition, it can be seen that dictionary is important language learning tool because dictionary provides many vocabularies that for communication tool in different language. And Taylor also states that Vocabulary plays an important role in second language acquisition and academic achievement.<sup>20</sup>

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<sup>18</sup> Al-Mu'tassim A. Al-Darayseh Al-Imam Mohammad Bin Saud, "Activation of Using English Dictionaries by English Majors at Al-Imam University: Uses, Difficulties, and Types of Used Dictionaries", *Academy Publisher Manufactured In Finland*, Vol. 3, No. 3, March 2013 pp. 423-429

<sup>19</sup> Philippe Humblé, "Dictionaries And Language Learners", *Haag Und Herchen*, 2001, 29

<sup>20</sup> Abbas Ali Zarei and Aijaz Ahmed Gujjar, "The Contribution of Electronic and Paper Dictionaries to Iranian EFL Learner's Vocabulary Learning", *International J. Soc. Sci. & Education* Vol. 2 Issue 4, 2012, 629

Based on that statement, it can be conclude that dictionary is important tool in learning language. According to Tseng, The dictionary can be a good companion for students. This is because dictionaries can help them in providing a quick and direct access to many things specifically meanings of words to second language learners<sup>21</sup>.

b. Kinds of dictionary

Dictionaries can be classified by many criteria. Based on language contain in the dictionary, Nation cited in Boonmoh, put dictionaries into three classes: monolingual, bilingual, and bilingualised (although trilingual and multilingual dictionaries exist as well). Monolingual dictionaries are written in only one language (e.g. English-English learner's dictionary) while bilingual dictionaries are written in two languages (e.g. English- indo and indo-English dictionaries). And, Pujol states that Bilingualised dictionaries contain monolingual L2 definitions immediately followed by an L1 translation or a L1 gloss.

Generally dictionaries are categorized into two general types of printed and electronic ones. Nesi also classifies dictionaries into two modes of presentation: paper based dictionaries and computer-based dictionaries (also known as electronic dictionaries). There are three types of electronic

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<sup>21</sup> Zarlina Mohd Zamari And Sheema Liza Idris “*Dictionary Use Among Students Of Higher Learning*” (Malaysia:Institut Pengurusan Penyelidikan Universiti Teknologi Mara 40450 Shah Alam, Selangor, 2011),9

dictionaries: hand-held electronic dictionaries (also known as pocket electronic dictionaries or PEDs), dictionaries on CDROM, and dictionaries on the Internet. Printed dictionary is usually dictionary in a book form, and electronic dictionary is usually dictionary in digital form that usually can be installed on mobile/Smartphone or laptop. Both of them have advantage and disadvantage.

While the advantage or disadvantage of each dictionary, Nesi and Haill cited in Tseng analyzed 89 EFL/ESL students' look-up errors in their use of several paper dictionaries to do reading assignments in a natural setting. They categorized students' errors into five types those are<sup>22</sup>:

- a) The subject chose the wrong dictionary entry or sub-entry.
- b) The subject chose the correct dictionary entry or sub-entry but misinterpreted the information it contained.
- c) The subject chose the correct dictionary entry or sub-entry, but did not realize that the word had a slightly different meaning in context.
- d) The subject found the correct dictionary entry or sub-entry, but rejected it as inappropriate in context.
- e) The word or appropriate word meaning was not in any of the dictionaries the subject consulted

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<sup>22</sup> Fan-ping Tseng, "EFL Students' *Yahoo!* Online Bilingual Dictionary Use Behavior" *English Language Teaching*, Vol.2 No.3, September 2003,99

## 2. Bilingual dictionary

### a. Definition of bilingual dictionary

Based on Boonmoh, bilingual dictionaries are written in two languages like English to Indonesia or Indonesia to English. And based on Ikhlef Asma bilingual dictionaries are dictionaries whose entries are in one language and their definitions are in another They are an essential tool for speakers and learners of foreign language.<sup>23</sup> In addition, Zarlina also states that Bilingual dictionaries contain an alphabetical list of words and expressions in one language for which exact equivalents are given in another language.<sup>24</sup> Almost all of those definition states that bilingual dictionary is written in one language and the translation in another language.

### b. Kinds of bilingual dictionary

According to Wai-on Law, Here are kinds of bilingual dictionary<sup>25</sup>. Those are:

- 1) **A standard bilingual dictionary** has two object languages, and provides equivalents in the associated cultural environment in the target language for each word and expression in the source language by Hartmann.

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<sup>23</sup> Miss. Ikhlef Asma , (2010), Dissertation Degree of Master of Arts in Applied Language Studies “*Problems of Using the Bilingual Dictionary in Translating the English Polysemous Words: The case of 2ndyear students of English*”, (Constantine:Mentouri University of Constantine), p.20

<sup>24</sup> Zarlina Mohd Zamari And Sheema Liza Idris “*Dictionary Use Among.....9*

<sup>25</sup> Wai-on Law, Doctoral dissertation :”*Translation Students’ Use of Dictionaries: A Hong Kong Case Study for Chinese to English Translation*” (Hong Kong: university of Durham, 2009), 11

- 2) **A bilingualized dictionary** consists of a single alphabetical listing, in a language foreign to its intended users. It may be a full or partial adaptation of an existing monolingual learners' dictionary, with varying degrees of bilingualization. The source may be a general advanced-level dictionary or an abridgement of a major work. That statement is based on Marengo and Cowie.
- 3) **An active, or production-oriented, bilingual dictionary** is intended to help a user to express a given idea in the target language of the user from the source language in a given context, stated Hannay. The terms "target" and "source" languages are employed instead of "first" and "foreign" languages because both the languages involved may or may not be the first language of the user; rather, the language direction in use is more important.
- 4) **A passive, or reception-oriented, bilingual dictionary** is for understanding a given lexical item in the target language of the user. That statement is according to Hannay. In this study, the term "bilingual dictionary" will be used in the widest sense to refer to those dictionaries which involve two languages, including but not restricted to that defined in a standard bilingual dictionary above, with or without two listings of words. Where applicable, the term "bilingualized dictionaries" will be specified to differentiate them from the standard bilingual ones.

c. The purpose of bilingual dictionary

Zarlina states that the purpose of bilingual dictionaries is to provide help for someone who understands one language but not the other. According to Al-Jarf cited in Zarlina also states that the bilingual dictionary is used mostly to help second language learners to learn and understand the target language better. Baxter also added that bilingual dictionaries tend to channel learners towards single-word translation equivalents that may not be appropriate in the discourse in question.<sup>26</sup>

Another argument comes from Zgusta cited in Edita, he states that the basic purpose of a bilingual dictionary, is to coordinate with the lexical units of another language which are equivalent in their meaning. And based on Redman, a bilingual dictionary helps the users to understand quickly and easily. It is used to translate words from one language into another and understanding a foreign language text.<sup>27</sup>

d. The advantage of bilingual dictionary

Although there are some problems of using bilingual dictionary to get the meaning of some word, Bilingual dictionary is believed used by language learner especially foreign language learner because they think that bilingual

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<sup>26</sup> Zarlina Mohd Zamari And Sheema Liza Idris “*Dictionary Use Among.....10*”

<sup>27</sup> Edita Hornáčková Klapicová, “Composition of the Entry in a Bilingual Dictionary”, <http://www.skase.sk/Volumes/JTL04/05.pdf>, accessed on May 01,2014, 59

dictionary can help them to solve the problem. Here are the advantages of bilingual dictionary by Landau<sup>28</sup>:

- 1) It provides a translation for each word in the source language
- 2) Its coverage of the source language lexicon is complete
- 3) Grammatical, syntactic, and semantic information is provided
- 4) Usage guidance is given
- 5) Names are included
- 6) It includes special vocabulary items, such as scientific terms
- 7) Spelling aids and alternative spellings are indicated
- 8) Pronunciation is included
- 9) It is compact in size – which obviously limits its coverage of items 1-8

### 3. Phrasal verb

#### a. Definition of Phrasal verb

Based on Stephens cited in Q-udah, A phrasal verb is made up of a verb and one or two or three particles which together function as a single verb. The particle may be an adverb, a preposition, or a word that can act as an adverb or a preposition.<sup>29</sup> Based on Koprowski, A Phrasal Verb is a phrase which consists of a verb in combination with a preposition or adverb or both,

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<sup>28</sup> Edita Hornáčková Klapicová, "Composition of the Entry.....60

<sup>29</sup> D.Ayat Khalid Al – Q Udah , "Acquisition Of Some Selected Phrasal Verbs By English Major Undergraduates At Yarmouk University In Jordan". *Umm Al-Qura University Journal & Of Languages & Literature*. Volume No. 7 January 2012,13

the meaning of which is different from the meaning of its separate parts: ‘look after’, ‘work out’ and ‘make up for’ are all phrasal verbs<sup>30</sup>. And, According to Trask, a phrasal verb is lexical verb “which consists of a simple verb combined with one or more particles” and whose meaning is typically unpredictable.<sup>31</sup> And according to Lewis, Darwin & Gray cited in Mart, Phrasal verbs are two-or three-word idiomatic expressions, consisting of a verb and a particle or a combination of a particle and a preposition<sup>32</sup>.

b. Kinds of phrasal verb

According to Acklam, Richar cited in Karina, there are four types of phrasal verbs<sup>33</sup>:

**Type 1** No object (intransitive), they do not take a direct object.

Intransitive EPVs consist of a verb plus a particle (adverb and/or preposition). They do not require any object. Quirk et al cited in Aldahesh cite the following illustrative examples<sup>34</sup>:

- 1) The plane has just *touched upon*.
- 2) The plane has now *taken off*.

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<sup>30</sup> Koprowski, M. (2005). Investigating the Usefulness of Lexical Phrases in Contemporary Coursebooks. *ELT Journal*, 17472, 59(4),332

<sup>31</sup>Trask, R. *LA Dictionary of Grammatical Terms in Linguistics*. London: Routledge , . 1993. 208

<sup>32</sup> Cagri Tugrul Mart , “How to Teach Phrasal Verbs” *English Language Teaching* Vol. 5, No. 6, June 2012,114

<sup>33</sup> Karina Dauzón Arias&Yazmín Coto Lira, *Doctoral dissertation: "The Use And Teaching Of Phrasal Verbs At The Advanced Level On The Ba In English Language"*. University of Veracruz,, 3-4

<sup>34</sup> Ali Yunis Aldahesh, English phrasal verb in bilingual English-Arabic dictionaries, (Australia: the Australian National University,2009), vol.13, no.1, p.2

- 3) The prisoner finally *broke down*.
- 4) She *turned up* unexpectedly.
- 5) When will they *give in*?
- 6) The tank *blew up*

**Type 2** Object (transitive), inseparable, they need a direct object and this cannot go between the verb and the particle like *disagree with, tell on, get on, get off, settle on, talk over, look after, care for, hear from, run against, etc.*

Examples of the correct and incorrect usage of inseparable phrasal verbs are as follows:

1. (correct) The child will *tell on* the bully so that the teacher punishes him for his behavior.  
(Incorrect) The child will *tell* the bully *on* so that the teacher punishes him for his behavior.
2. (correct) I *came down* with a severe cold and was therefore unable to attend the function.  
(Incorrect) I *came* with a severe cold *down* and was therefore unable to attend the function.

**Type 3** Object (transitive), separable, they need a direct object and this can go between the verb and the particle like write down, add up, turn down, check out, write out, point out, try on, call off, leave out, switch off

Examples of separable phrasal verbs are below<sup>35</sup>:

1. a. The professor instructed us to *write down* the information.  
     b. The professor instructed us to *write* the information *down*
2. a. The couple is attempting to *work out* their problems with a marriage counselor.  
     b. The couple is attempting to *work* their problems *out* with a marriage counselor

**Type 4** Object (transitive) with two particles, the particles are inseparable.

1. I always look forward to the beginning of a new semester.
  2. We were going to look in on my brother-in-law, but he wasn't home.
  3. Good instructors will look out for early signs of failure in their students.
- c. The important of phrasal verb

Based on karina and yazmin, The Phrasal verb is the most common verb form in spoken English. Phrasal verbs are frequently used by native speakers. As a big part of the English vocabulary is composed of phrasal verbs, if English students can learn and use common phrasal verbs, their vocabulary will be higher, their listening and reading comprehension will improve, and their spoken English will be more fluent like a native speaker.

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<sup>35</sup><http://www.sibiaproofreading.com>

From that statement, it can be seen that phrasal verb is an important vocabulary in learning English.

It is generally admitted that phrasal verbs are thought to be one of the difficult items for learners of English as a second or foreign language. The reason is that some phrasal verbs have an idiomatic meaning, which is usually defined as the fact that “the meaning of the complex unit does not result from the simple combination of those of its constituents” states Arnaud & Savignon cited in Karina&Yazmin.<sup>36</sup> That is why, to get the meaning of phrasal verb is rather difficult for the students especially foreign language learners.

#### d. Problem of phrasal verb

Based on Mart, Phrasal verbs have been the source of frustration for learners of English, and Many students talk about the difficulties they have using the phrasal verbs<sup>37</sup>. And based on Moon and Koa cited in Mart, Phrasal verbs are widely used by native speakers of English but they have been found to be difficult for second language learners to master<sup>38</sup>. In addition, based on Helie, the problem of problem of phrasal verb that is related with dictionary is the unsatisfactory lexicographical treatment of phrasal verbs in English Arabic general and specialized dictionaries<sup>39</sup>. Based on those theories, those

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<sup>36</sup> Karina Dauzón Arias&Yazmín Coto Lira, *Doctoral dissertation: "The Use And Teaching.....4*

<sup>37</sup> Cagri Tugrul Mart , “How to Teach Phrasal Verb.....114

<sup>38</sup> Cagri Tugrul Mart , “How to Teach Phrasal Verb.....114

<sup>39</sup> Mohamed Helmy Helie, “A Translation Dictionary of Phrasal Verbs: An Ongoing Project Alexandria University, Alexandria, Egypt (AFRILEX-reeks/series 6: 1996): 32-43

mean that phrasal verb is difficult to look up for foreign language learners especially of using bilingual dictionary.

#### 4. Definition of reading

*“Reading is one of the most important activities in language classes. It enables the learners to work at their own pace and to increase their world knowledge. In foreign language learning, reading is a means of getting information from different sources including scientific and literary books and journals as well as the Internet”.*<sup>40</sup> Based on that statement, it can be concluded that reading is one of the learning activities in order to get the information as much as possible from the resource. More specifically, based on Alderson, reading skill in English has become important and necessary for success in profession, academic studies, and personal development.<sup>41</sup>

#### 5. Phrasal verb and reading

Based on Cagri Tugrul Mart, While reading text, students get to know new Phrasal Verbs whose meaning and function are explained in the context. Thus, they can be learnt in a natural way<sup>42</sup>. It means that to get the meaning of phrasal verb can be from the context of the text. Cirocki cited in Mart states that Having read such a text, the meaning of these Phrasal Verbs should be

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<sup>40</sup> Fatemeh Ghebranejad, Morteza Khodabandehlou And Shahrokh Jahandar, “The Effect Of Word Contextualization On Iranian Intermediate Efl Learners’ Reading Comprehension Ability”. *Indian Journal Of Fundamental And Applied Life Science. Vol. 3 (1) January-March 2013, 176*

<sup>41</sup> Supranee Puimo&Pataraporn Tapinta, “A Study of Kasetsart University Students’ Comprehension of English Idioms Appearing in Editorial Columns in the Bangkok Post and the Nation”(Thailand: Kasetsart University), 151

<sup>42</sup> Cagri Tugrul Mart , “How to Teach Phrasal Verb.....115

clear. If it is not, we should provide students with other contexts so that they could guess the meaning, which makes students remember new Phrasal Verbs much better. Not until then, could they make use of Phrasal Verbs in their own texts states.<sup>43</sup>

#### 6. Bilingual dictionary and reading

Bilingual dictionary has good contribution for reading. It is proved with Luppescu and Day's study, their study showed that the students who used a dictionary scored significantly higher on vocabulary tests than those who did not.<sup>44</sup> From that finding, it shows that bilingual dictionary is really helped in reading process. So, no wonder if students often use bilingual dictionary in learning reading process.

#### 7. Bilingual dictionary and phrasal verb

To get the meaning of phrasal verb, of course foreign language students need dictionary especially bilingual dictionary because they hope that bilingual dictionary can give direct meaning of phrasal verb. In the other hand, Based on Tamas Magay, One of lexical unit that is difficult to understand by bilingual dictionary is phrasal verb followed by collocations,

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<sup>43</sup> Cagri Tugrul Mart , "How to Teach Phrasal Verb.....115

<sup>44</sup> Gema Alcaraz Mármol - Ángela Almela Sánchez-Lafuente, "The Bilingual Dictionary and Foreign Language Learning: Facts and Opinions". *Porta Linguarum*, 2013, 91

synonyms, and labelling.<sup>45</sup> Based on that statement, it can be concluded that getting the meaning of phrasal verb is rather difficult to bilingual dictionary.

#### 8. Definition of text

Based on Language A: language and literature subject guide, IBO, 2011, Text are anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli. Texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea.<sup>46</sup> Based on that definition, it can be conclude that text is communicative tool in written form to convey message or idea.

#### **B. Previous Study**

There are some previous studies related to this research. For example *English Phrasal Verbs in Bilingual English-Arabic Dictionaries* by Dr. Ali Yunis Aldahesh. This paper concerns itself with the issue of how English Phrasal Verbs (henceforth EPVs) (*to give up, to step into, to put up with*) have been dealt with in bilingual English-Arabic dictionaries. It investigates the ways in which English-Arabic dictionaries have tackled the question of EPVs. The principal aim here is to figure out the extent to which such dictionaries have succeeded in covering, explaining, and

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<sup>45</sup> Tamás Magay, "On some problems of the bilingual learner's dictionary" <http://www.euralex.org>, accessed on may 01,2014

<sup>46</sup> [http://www.codrington.edu.bb/tcs/public/langlit\\_curriculum.pdf](http://www.codrington.edu.bb/tcs/public/langlit_curriculum.pdf)

providing Arabic functional-pragmatic equivalents to such challenging items of the English language. The paper is of two distinct parts; the first part looks at EPVs in general English-Arabic dictionaries, and the second part examines the treatment of EPVs in specialized English-Arabic dictionaries. The comparison between bilingual English-Arabic dictionaries of EPVs and monolingual English-English dictionaries of EPVs shows that the former are far less numerous and of lower quality in terms of the number of covered EPVs and the information given to gloss, classify, and illustrate them. In spite of the fact that the specialized bilingual English-Arabic dictionaries of EPVs, like the monolingual English-English dictionaries of EPVs, have provided grammatical information of the listed EPVs to indicate whether it is transitive, intransitive, separable or non-separable, *English Phrasal Verbs in Arabic* disregards fundamental information such as: the register variations of EPVs, derivation of nouns and adjectives from EPVs, types of words typically collocate with them, synonyms and antonyms of EPVs and the complex idioms and fixed expressions in which EPVs constitute integral parts. Finally, the bilingual Arabic-English dictionaries of EPVs are by no means comprehensive in their coverage. As it has been previously mentioned, there are a number of EPVs which have been skipped over, leaving the translators, interpreters and learners of English with no choice but to work them out individually and create Arabic equivalents for them, which may or may not be accurate.<sup>47</sup>

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<sup>47</sup> Ali Yunis Aldahesh, *English Phrasal Verbs in Bilingual English-Arabic Dictionaries*, (Australia: The Australian National University, translation journal, vol.13, no.1, 2009)

Another research entitled *Translation Dictionary of Phrasal Verbs: An Ongoing Project* by Mohamed Helmy Helie in Alexandria University, The paper centers on a plan for an English-Arabic phrasal verb dictionary for Arab trainee translators. Such a dictionary answers a pressing need. It is not a bilingual dictionary but a translation one. This requires special lexicographical treatment as regards selection of headwords, structure of phrasal verbs, literal and figurative usage, definitions, synonyms, illustrative examples, relatedness of meaning, order of senses, collocations and discriminated equivalents.<sup>48</sup>

There is a previous study entitled *Towards more and better phrasal entries in bilingual dictionaries* by Sylviane Granger & Marie-Aude Lefer. The objective of our paper is to show that including a range of multi-word units (MWUs) extracted via the n-gram method can considerably enhance the quality of English-French bilingual dictionaries. They show how multiword units extracted from monolingual corpora can enhance the phrase logical coverage of bilingual dictionaries and suggest ways in which the presentation of these units can be improved. They also focus on the role of translation corpora to enhance the accuracy and diversity of MWU translations in bilingual dictionaries.<sup>49</sup>

Another research was experimental study conducted by A. Majid Hayati and Majid Pour-Mohammadi entitled *A Comparative Study of Using Bilingual and*

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<sup>48</sup> Mohamed Helmy Helie, (1996), *A Translation Dictionary of Phrasal Verbs: An Ongoing Project Alexandria University, Alexandria, Egypt* (AFRILEX-reeks/series 6: 1996): 32-43

<sup>49</sup> Sylviane Granger & Marie-Aude Lefer, *Towards more and better phrasal entries in bilingual dictionaries*, p.682-692

*Monolingual Dictionaries in Reading Comprehension of Intermediate EFL Students at Shahid Chamran University of Ahwaz.* This study aimed answering the question if bilingual dictionary could be as useful as monolingual one in reading comprehension of intermediate EFL students. The results rejected In general, using a dictionary apparently had a significant effect on students' performance on the reading comprehension test. As a result of the advantage of bilingual dictionary for intermediate EFL students, the performance of students using bilingual dictionary does not tend to be significantly different from those who use monolingual one.<sup>50</sup>

Then, research entitled *Evaluating L2 readers' vocabulary strategies and dictionary use* by Caleb Prichard from Ferris Women's University in Japan. his study aims to examine the dictionary use of Japanese university students to determine just how selective they are when reading nonfiction English texts for general comprehension This study defines selective dictionary use as looking up words that are either useful to learn or relevant to the passage's main points or the reading task. In addition, for learners just below the level of the text, dictionaries should be used to enable adequate coverage of the passage (roughly 95–98% of the running words), while other strategies should be used for the remaining words.<sup>51</sup>

Most of those previous studies show about the relationship between bilingual dictionary and phrasal verb or bilingual dictionary and reading activity. Most of them

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<sup>50</sup> A. Majid Hayati & Majid Pour-Mohammadi, (2005), *A Comparative Study of Using Bilingual and Monolingual Dictionaries in Reading Comprehension of Intermediate EFL Students*, The Reading Matrix, Vol. 5, No. 2, pp.61-66

<sup>51</sup> Caleb Prichard, (2008), *Evaluating L2 readers' vocabulary strategies and dictionary use Reading in a Foreign Language* 20, No. 2, pp. 216–231

tell about the comparison between bilingual and monolingual in covering phrasal verb information, planning bilingual dictionary for training translator of phrasal verb, the role of translation copra, the effect of bilingual dictionary in reading comprehension, and strategies of bilingual dictionary in reading activity. But, no research relates three of them. And no research investigates about students' problem and students' reason of using bilingual dictionary in getting the meaning of phrasal verb in reading English text. That is why, the researcher made this research to investigate both of them.