

## **CHAPTER II**

### **STRATEGIES OF ONLINE DICTIONARY USE IN WRITING A THESIS**

#### **A. The Nature of Strategies of Online Dictionary Use**

Research into dictionary use strategies included in a usage dictionary research field. According to Hartmann, research into strategies of dictionary use is one of four area in the research of dictionary use (Topel, 2014: 16). The research of dictionary use has improved to be online dictionary. Furthermore, some researchers have tried to seek new standard of quality of online dictionaries including the strategies how to use online dictionaries. The researcher elaborates details of strategies of online dictionary term below. The researcher defines definition, classification and importance of strategies of online dictionary use.

##### **1. Definition of Strategies of Online Dictionary Use**

The defition of strategies of online dictionary use is varies among the researchers. The defition which stated by Zanping (2005: 1) pointed that strategies of online dictionary use were combination meaning activities of dictionary users and consultations. He explained that dictionary use can be defined as a supplementary activity in listening, speaking, reading, wirting and translating during learning and exploring texts in the dictionary. In the other hand, strategy is elaborated as consulting. Thus, Zanping (2005: 1) also related strategy of dictionary use as "...a quite complex activity, involving combining the skills of noticing, searching, selecting and summarizing." Furthermore, consulting the dictionary is considered as cognitive strategy where engage students to do activity in and out of the English classroom, to enhance students' language knowledge and to develop skills.

Additionally, the other researcher also explained that strategies of online dictionary were related to dictionary user skills. Takahasi (2012: 104-130) emphasized that complex skills are necessary for successful dictionary use strategy. Thus, the complexity of dictionary use

strategy necessitates to be guide so that the users can use dictionary effectively. The purpose of dictionary use strategy is to know the skill for using word appropriately and correctly. Yanping (2005: 5) also believed that dictionary use strategies give beneficial for concentration, for memory, for thinking and for language learning.

The term of online dictionary is dictionaries which need internet, and utilize websites and mobile applications to be access. The research considered new revolution of dictionary and dictionary use research. Lew (2013: 16) conducted a research regarding strategy of online dictionaries use. He stated that online dictionary use involves two parts which are the high-quality and user-friendly dictionary and the user who know what they are doing. Both parts depend on two essential ingredients which are how easy to use the online dictionary and what skills related to online dictionary use the user possesses.

To conclude, strategies of online dictionary use is cognitive activity where the users are aware to notice, search, select and summarize during learning and exploring vocabularies in the dictionary through online, in order that users can use dictionary effectively, appropriately, and correctly.

## **2. Classification of Strategies of Online Dictionary Use**

Many different definitions of online or electronic dictionary use strategies are offered by some experts, as well as the classification of the strategies. Firstly, Yanping (2005: 73-77) described three major categories which are consultation, determination and application. In the point of view of strategy stages, Nesi (1999: 53-67) classified the strategies to six stages with 40 specification skills. In the same research interest, Lew (2013: 16-31) supported Nesi's classification and modified to be four stages which meet to the need of electronic and online dictionary. In the other hand, Gavriilidou (2014, 41-52) presented four strategies to help students achieve an effective dictionary look up. Firstly,

strategy of dictionary use is categorized by Yanping (2005: 76-77) in three stages:

**a. Strategy of entry consultation.**

The dictionary users should solve what they are going to look-up. The users should know which one is looked for word or phrase. Then they should know to entry, fit the location according to its spelling, alphabet or word with similar meaning.

**b. Strategy of meaning determination.**

This stage focuses on necessity for dictionary user to read the dictionary features carefully, such as morphology, speed sound, grammar, semantics, colloquialism, etymology, etc. The users can deduce and summarize the texts.

**c. Strategy of information application.**

In this strategy, users can check the information in the specific contexts to see if they are in accordance with the reference needs, and go to another survey when to find other meaning in the same way.

Nesi (1999: 53-67) specified set of dictionary use skill, either for printed or for electronic dictionaries. She organized six stages of dictionary use skills with 40 specifications. The list of six stage as follows:

- 1) Stage one: Before study
- 2) Stage two: Before dictionary consultation.
- 3) Stage three: Locating entry information.
- 4) Stage four: Interpreting entry information.
- 5) Stage five: Recording entry information.
- 6) Stage six: Understanding lexicographical issues.

Nesi's (1999) six stages specification inspired Lew (2013: 17-22) to carry on further review which suitable with online dictionary skills. Lew covered some stages with description of skill specification in online dictionary use. See table 2.1.

*Table 2.1 Classification of Online Dictionary Use Skill (Adopted from Lew, 2013)*

<b>Stage 1: Before study</b>	Knowing what types of dictionary exist, and choosing which dictionary/ies to consult and/or buy.
	Knowing what kinds of information are found in dictionaries and other types of reference works
<b>Stage 2: Before dictionary consultation.</b>	Deciding whether dictionary consultation is necessary
	Deciding what to look up
	Deciding on the appropriate form of the look-up item
	Deciding which dictionary is most likely to satisfy the purpose of the consultation
	Contextual guessing of the meaning of the look-up item.
	Identifying the word class of the look-up item.
<b>Stage 3: Locating entry information</b>	Understanding the structure of the dictionary.
	Understanding alphabetization and letter distribution.
	Understanding graphic-phonemic correspondence (and the lack of it).
	Understanding the use of wildcards in electronic dictionary searches.
	Choosing amongst homonym.
	Finding derived forms.
	Finding multi-word units.
	Understanding the cross-referencing system in print dictionaries, and hyperlinking in electronic dictionaries.
<b>Stage 4: Interpreting entry information.</b>	Distinguishing the component parts of the entry
	Distinguishing relevant from irrelevant information
	Finding information about the spelling of words

Understanding typographical conventions and the use of symbols, numbered superscripts, punctuation
Interpreting IPA and pronunciation information
Interpreting etymological information.
Interpreting morphological and syntactic information
Interpreting the definition or translation.
Interpreting information about collocations.
Interpreting information about idiomatic and figurative use.
Deriving information from examples.
Interpreting restrictive labels.
Referring to additional dictionary information (in front matter, appendices, and hypertext links).
Verifying and applying look-up information

From the table 2.1, there are four stages of online dictionary use offered. First stage is “before study” which describes awareness of users to the range and types of dictionaries based on users’ actual need. This will help users to use the good tool for them. The second stage is “before study consultation” which focuses on step to consider consultation, decision of words to be looked-up and identification of word class to make look-up items easier. The third stages explained about “locating entry information” which emphasized users to understand the structure of the dictionary they use, to know alphabetization and letter distribution, and to identify explicit phonemic look-up option through speech recognition from foreign accents. This stage also engaged users to find word and multi word which related to other link. The last stage “Interpreting entry information” helped to distinguish relevant and irrelevant information about spelling, typography, pronunciation, and linguistic.

The research slowly faced improvement, in the other year, Gavrillidou (2014) appeared to divided dictionary use strategy into four stages with more specific items. The strategies are strategies for unknown

word identification, strategies for deciding when to use a dictionary and what type of dictionary, lemmatization strategies, and strategies for appropriate entry or subentry selection and integration of the correct meaning back in the initial text.

Gavriilidou continued her research with development of necessary inventory of online dictionary use strategies. In the latest research, Gavriilidou (2016) enhanced the strategy specification to five stages which relies on skill that users need to have successful search in online dictionaries. The detail stages of strategies as follows:

**a. Dictionary use awareness skills.**

This strategy meets the need of unknown word identification such as phonetic, grammatical, or derivative words. Gavriilidou (2014: 43) highlighted that the user should know how to distinguish word classification, for example, part of speech, expression or idiom.

Moreover, knowledge of morphology is also one strategy to have an effective dictionary usage. Gavriilidou (2014: 44) described further that, the users should acquire with morphological awareness, such as stems, prefixes, suffixes, and morphemes. In case of oral text, the users should make a hypothesis about possible spelling or writing convention from the word they heard.

**b. Dictionary selection strategies.**

The users should know what dictionary gives more advantages to be used. Gavriilidou (2014: 43) also added that the users have to choose the exact function of the dictionary depends on the nature of task to be solved or the level of the user. The users should be aware different dictionary types and the specific categories of information through the special instruction program.

**c. Strategies for lemmatization and acquaintance with dictionary conventions.**

In this part, the users should acquaint with lay out of a dictionary before using it. Knowing every part of dictionary, for example, the users

should understand the structure of the dictionary and also alphabetical sequencing in the dictionary. For online dictionary, the users should know how to operate proper entry on the search menu, so that they will be shown the exact word that they will find.

**d. Navigation skill.**

The users should prepare to operate dictionary either in switching and searching or other skills of windows or internet using. Hargittai (2005) (cited in Gavrilidou 2016: 170) said that need for familiarity with the internet navigation should be considered in order to navigation in electronic media could be more effective.

**e. Look-up strategies in the new electronic environments.**

Two common terms to conceptualize skills related to use of computer-mediated information are digital literacy and information literacy (Bawden, 2008; Lankshear & Knobel, 2008) (Cited in Lew, 2013: 28). To find the unknown word in the online dictionary, the users should be aware of utilizing sophisticated menu and program which offered by the dictionary. The accessibility in the electronic dictionary is made to give ease of dictionary use.

In addition, Engelberg and Lemtizer (2009) (cited in Lew 2013: 23) listed some different search techniques while using electronic dictionaries. They reported about Incremental search, Wildcard search, Boolean search, Filtered search, Sound search, Fuzzy spelling search, inflected form search, index-based search, External-text-based search, Picture-based search, and Scanner-based search. From the 10 techniques above, only Index-based search and Picture-based search use in print dictionary, while the rest of them apply in electronic dictionary

## **B. The Nature of Writing a Thesis**

### **1. Definition of Writing a Thesis**

Writing a thesis is associated with academic writing. Thus, definition of writing a thesis is related to definition of academic writing. Before discussing about the definition about writing a thesis, the researcher described Murray and Moore (2006: 7) statements which said that academic writing involves starting and finishing. Furthermore, academic writing demands to the writer's confidence and willingness to present perspectives and interpretations. Boice (1988) (cited by Murray & Moore, 2006: 7) stated that an academic writing is not only influenced by what writers know and discover about a particular phenomenon, but also about the writer's feeling. Academic writing needs a deep knowledge of a particular subject. Any assignment work given by college or university to be completed in a period to gain education program under academic writing.

Writing a thesis is a big project of research that needs to be submitted by students in bachelor or doctorate degree program. Writing a thesis needs plenty of time, analytical mind, fact and figure and includes five different chapters of discussion (A. Brown, Dissertation Consultant, April 24, 2018). In order that, the researcher concluded that writing a thesis is sequences of research project to fulfill scholarly last assignment. Writing a thesis needs knowledge to discover a circumstance among issues which approximately done in weeks or months. The result of research is will be appeared in discussion of researcher's perspective and interpretation.

## **2. The University Regulation and Guideline of Writing a Thesis.**

The most important document for thesis writing is university's regulation and guideline. The university has its own code and checklist for students to conduct writing a thesis. Murray (2006: 43) gives more description that the regulation and guideline is separated to the students when they register to the university or through others communication such as a website, a copy, or some other form of publications.



In conclusion, knowledge of regulation, guideline and code from the university, specifically particular department, shows how students could write thesis with clear process guide. Knowing the regulation, guideline and code may not guarantee successful thesis writing, but it influences awareness and ease to begin writing thesis.

### 3. Strategy of Writing a Thesis

To design a thesis, Cresswell (2009: 78, 2014: 114) explained that it is important to set general structure which will guide a researcher to differ whether the researcher to write quantitative, qualitative or mix method approach. Furthermore, a good writing practice will ensure consistence and quality of writing. During the writing project, it is also significant to predict ethnical practice and issue will come up. Thus, the researcher will describe further about three strategy consideration to write, general structure, ethnical practice and ethnical issue.

#### a. General Structure of a Thesis

Murray (2006: 123) deliberately provided central argument to develop a generic structure which aims to be starting point to write. Table 2.2 shows the explanations of generic structure with the central argument for each step.

*Table 2.2 General Structure and Central Arguments of Thesis  
(Adopted from Murrat, 2006)*

<b>Generic Structure</b>	<b>Central Argument</b>
Introduction/Background/Review of literature	Summarize and evaluate book, articles, theses, etc.
	Define the gap in the literature Define and justify researcher's project
Theory/Approach/Method/Materials/Subjects	Define method, theoretical approach, and instrument.
	Method of inquiry.
	Show links between related method of researcher and others. Justify method
Analysis/Results	Report what researcher did, list steps followed.

	Document the analysis, showing how researcher carried it out.
	Report what researcher found.
	Prioritize sections for the thesis or for appendix.
Interpretation/Discussion	Interpret what researcher found.
	Justify researcher's interpretation.
	Synthesize results in illustrations, tables, graphs, etc.
Conclusions/Implications/Recommendations	For future research
	For future practice.
	Report issues which were beyond the scope of this study

As seen from tabel 2.2, there are five structures of writing thesis strategies. The first step is "introduction, background or review of literature" will help researchers to achieve the importance of the research project related to the previous researches and highlighted to gap of other research. The second step which defines "theory, approach, method, materials or subjects of research" will guide researchers to specify what researcher needs to apply a research purposes and targets. In the other hand, the next step describes "results analysis of research". In this step, researchers analyze the gathered data to be particular result includes procedures and findings of research. The next important steps are discussion and conclusion.

In the discussion chapter, researchers present interpretation of the research data they found. The researchers may show table, chart or figure to support the evidence. In the last, researchers conclude the research and give worth suggestion for further research in same field of knowledge. Through these generic structure suggestions, Cresswell (2009: 78-85, 2014: 114-119) also provided writing format of three main approaches of research. Qualitative, quantitative and mixed methods are offered. He specified qualitative formats into two alternative models, e.g. constructivist or

interpretivist perspective and advocacy or participatory model. Additional information of research timeline and proposed budget is also provided and considered as important details.

#### **b. Ethical of Writing Practice**

Good writing principle is a necessary to go into research writing. Cresswell (2009: 87-97, 2014: 122-134) covered four important principles as meaningful secret to do an academic writing. The researcher presents five principles below with supportive suggestion from several experts:

##### **1) Writing as thinking.**

Writing one-to-two pages of idea or statement is better than only discuss it when someone proposes a research draft to the adviser or supervisor. The statements may contain essential information to draw the research further. Furthermore, the researcher needs to manage the time to write. Keep going to type several drafts is better than keep polishing one draft for hours. Thus, editing after writing entire paragraph is preferred to be done.

##### **2) The habit of writing;**

Habit in writing can be set of discipline for a researcher whether it will be regular or continuous way. Writing a thesis needs continual work like thinking the idea, the project process, collecting until interpreting the data. So that is why, the researcher has to establish a good writing habit. Such suggestion from Boice (1990) (adopted by Cresswell, 2009: 87) stated that the researcher should make writing as daily activity and set appropriate schedule to write.

Furthermore, he suggested to write in fresh and good mood. The researcher also can write in small or regular amounts, as long as the researcher always keep daily charts about writing

improving in things, time, page and percentage of plan task completed. Always sharing to supportive friend is also important before the writing is ready for going to public.

Moreover, arranging pscycal setting, for instance, choosing place and essential instrument is also important preparation for enhancing quality of writing. Thus, a good habit consists of complex steps yet looks simpler when a researcher is consistent to effort.

### **3) Readability of Manuscript;**

This section concerns to term and sequence of writing. Associated with term, the researcher should pay attention to consistent term used, for instance, whether it is a quantitative term or a qualitative study or even a mixed study. Furthermore, researcher should know how to limit research term. Deciding one field of knowledge as core idea (umbrella-term), then specifying the idea (big thoughts in writing), providing images or idea to reinforce big thought (Little thoughts), researcher attracting the reader to read and keeping them on track are key points to make better research (Cresswell, 2009 and also cited in Cresswell, 2014).

By following the term as mentioned above, the researcher will be able to flow sequences of writing idea for each part in thesis structure. In conclusion, researcher has to be brave to pick one specific term to be discussed in a research and has to be match with good sequences.

### **4) Voice, Tense and “Fat”**

From the thoughts, the description moves to make good sentences and choosing appropriate words in writing scholarly last assignment. The researchers have various opinions, thus, some important ideas about is underlined. First, constructing an

active voice is a priority consideration rather than using passive voice (APA 2010 cited in Cresswell 2009, 2014). Second, applying active verbs appropriates for the passage rather than the lazy one with lack action which more known as to be. Third, paying attention to tenses using gives important parts. The researcher should ensure which tense is precise for the situation in the idea. Then, the last one is avoiding unnecessary word and also word repetition which called as fat. When the researcher ensures to follow the suggestion, the researcher may construct a scholarly writing well.

#### **5) Ethical Issues**

Ethical issues can be seen as connection between a researcher and all items in research procedures. Ethical issues occur extensively and completely during conducting a research. The researcher also needs to anticipate them and predicted them into research plan. Ethical issues can appear in different and various types since prior to conduct research; next to the beginning of research; during collecting and analyzing data; reporting the result; and until storing the data. For example, during beginning of research, asking for participants' permission to involve in the research needs their assignments. The researcher can get close to the participants and inform the purpose of the research without forcing them to signing the consent forms. It is lucky when participants volunteer themselves. In order that, researcher needs hard effort how to solve every challenge in the process of research.

#### **4. The Significance of Writing a Thesis**

Writing a thesis is one of process of scholarly assignment, and all the process is born of research. A challenge of circumstance leads to research conducting and the result brings invention. Thus, increasing of

research opened the way of progress possibility. A research linked tightly to science and thinking, as mentioned by Khotari (2004: 5) “research calculates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization”. Furthermore, research as well gives important information for social science. Many social challenges happened around people, the result of research may offer more understanding to other people.

In other hand, Khotari also added that research can facilitate taking decision of alternative policies which contributes analysis of people need and examination of alternative policies consequence. Related to policies, research also supports business and industry to provide efficient policies for purchasing, production and sales, as Khotari mentioned that “research has its special significance in solving various operational problems of business and industry.

After all description above, the researcher concludes that a research contains better knowledge, information and source to solve either general or specific problems and either small or big scale problems. The challenges can flow from any field, for example, governmental, business or social problem. The time keeps moving as well as unlimited need of people, moreover, people always develop each time. Thus, some researchers regularly renew information through conducting a research to anticipate people development.

### **C. Previous Related Study**

Previous research of thorough strategy of online dictionary use is really limited. However, the researcher has detected some related researches on strategy of printed and electronic dictionary usage have been conducted by number of researchers. The researcher considered those researchers can be additional and valuable sources of information.

Dr. Zoe A. Gavriilidou (2012) conducted a research entitled “Construction, Validity and Reliability of the Strategy Inventory for Dictionary

Use (S.I.D.U)” which presented examination toward 47 items self-report questionnaire. SIDU specified four main areas of interest 1) dictionary use awareness skill, 2) strategy for dictionary selection and acquaintance with dictionary conventions, 3) lemmatization strategies and 4) look up strategies. The result of research contributed valid and reliable questionnaire for further investigation toward dictionary use strategy.

The results of research above was carried on by Dr. Zoe A. Gavriilidou (2014). Gavriilidou found out the specifically dictionary look up strategy with 48 students of the Democritus University of Thrace. The research which entitled “Users’ Ability and Performance in Dictionary Look Up” had revealed result that the students located more easily in dictionaries noun and verb meanings than adjective meanings. These findings support the idea of adopting specific training program for raising dictionary use awareness.

As time goes, the research was kept on by Zoe Gavriilidou and Stavroula Mavrommatidou (2016). The research entitled “Construction of a Tool for the Identification of Electronic Dictionary User’s Skills: Test Specification and Content Validity” presented the reports regarding the development and validation of the Strategy of Inventory for Electronic Dictionary Use (S.I.E.D.U). The SIEDU provided a reliable 5-likert scale self-report instrument consisting of 59 questions for assessing users’ skill and strategies of online electronic dictionary searches.

Based on the result of SIEDU, Yang Luo, Xiumei Li and Rui Yin (2017) also conducted relevant investigation with 52 lower-intermediate engineering freshmen from Southwest Forestry University of China. The research entitled “The Dictionary Use Strategy for Writing in English by Engineering Students – a Case Study” had explored the differences in dictionary use strategy and four sub-strategies between lower and upper groups of writing proficiency. Luo et al found that look up strategies was the most strategy used by the students.