

Chapter 1

Introduction

Background of the Study

One of the most influential factors of learning a language is vocabulary. Vocabulary enables people to communicate in the target language and it might be beneficial to express one's thoughts or ideas in a meaningful way. English as Foreign Language (EFL) students, therefore, have to know as many words as they can to help them to communicate in the target language effectively. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write (Richards & Renandya, 2002). It shows that without extensive vocabulary and strategies for acquiring new vocabulary, the learners often achieve less than their potential and

ACADEMIC WORDS

may be discouraged. Here vocabulary becomes an important thing because by knowing the series of vocabulary and its meaning, the students can use it appropriately.

Further, Wilkins (1972) explains that vocabulary is regarded as an important one due to the fact the vocabulary is one of the components of the language and no language exists without words. No one language exists without words. Likewise, in learning English as a foreign language (EFL), students have to learn vocabulary and meaning. Vocabulary helps them to understand what they hear, to speak in communication, to understand written text and to construct good sentences in writing.

Vocabulary has two forms, receptive and productive (Kamil & Hiebert, 2005). Receptive are the

ACADEMIC WORDS

words which people can understand or recognize.

Productive, on the other hand, are words that people use to speak or write. In addition, receptive or recognition vocabulary is the set of words for which an individual can assign meanings when listening or reading. The words are often less well known to students and less frequent in use. Conversely, productive vocabulary is the set of vocabulary that can be used when writing or speaking. The words are familiar and used frequently.

In academic field, the words that should be known also by the students are academic words (Uribe, 2008). Nation (2001) divides words based on its frequency: high frequency words (West, 1953), academic vocabulary list (Coxhead, 2000), technical vocabulary, and low frequency words. High frequency words are the most frequent 2,000 words of English.

ACADEMIC WORDS

West (1953) called these words a general service vocabulary because they were of use (or service) no matter what the language was being used to do. For learners with academic goals, the 570 word family Academic Word List (Coxhead, 2000) is like a specialized extension of the high frequency words. Technical words covered about 5% of the running words in specialized texts, and were made up of words that occurred frequently in a specialized text or subject area but did not occur or were of very low frequency in other fields (Nation, 2001: 18-19). The fourth level of vocabulary consists of all the remaining words of English, the low frequency words. There are thousands of these words (Goulden, Nation & Read, 1990) and they typically cover around 5% of the running words in text.

ACADEMIC WORDS

Most high frequency words or General Service List (GSL) (West, 1953), contain 2000 words families in English. GSL consists of two major part: Most Frequent 1000 Word family (MFW-K1) and the second Most Frequent 1000 (MFW-K2). These vocabularies typically cover around 80% of the running words of academic texts and newspapers, and around 90% of conversation and novels. It includes virtually all of the function words of English (around 176 word families), but by far the majority of high frequency words are content words (Nation, 2001).

Academic word (Coxhead, 2000) lately known as Academic Word List (AWL) is the third word category. AWL consists of 570 word families. It was listed from the most frequent word to the least frequent word in sublist 1 to sublist 10. Coxhead's academic word appears

ACADEMIC WORDS

in most of academic textbooks which usually read by higher education students. The AWL covers up to 10 % of the vocabulary covered in written academic texts. Moreover, the AWL supports readers to read academic topic in varied subjects such as Law, Art, and Science. In line with English Language, Coxhead's AWL has provided EFL students with highly practical and relevant ways to develop a strong basis of vocabulary power upon which their further stages of EFL competence and performance in their respective academic studies are improved. It is also important to stress that the AWL is an inventory of individual academic words which does not include academic formulas typical of academic language (Kokkinakis, Sköldböck, Henriksen, Kinn & Johannessen, 2012). It is likely that a range of these formulas are important structuring devices for academic

ACADEMIC WORDS

texts and academic discourse and therefore will be good candidates to include in an academic resource. Mastering them is a great help for EFL college students to develop their English academic paper reading and writing capacities, for students, especially non-native speakers, are generally not as conversant with academic vocabulary as they are with general English words and technical vocabulary in their own specialty fields (Worthington & Nation, 1996; Xue & Nation, 1984).

Technical vocabulary refers to the words that occur with very high or moderate frequency level within a limited range of texts. It provides 5% coverage of most texts. For examples audit, capital, distribution, metrics, principal agent, shareholder, supply. Moreover, the most obvious technical words are those which have Greek or Latin based forms and which do not occur outside of the

ACADEMIC WORDS

specialized area. In the applied linguistics text, these included words like *multicolinearity*, *interlingual*, *connotative*, and *BICS*, and in the anatomy text, words like *perichondrium*, *ramus*, *synchondrosis*, and *viscera*. In a separate part of a larger study that this article is drawn from, it was found that for over half of the different technical words in the anatomy text, the writers provided clues that the word was special in some way. These clues included (1) the word being defined in the text (Bramki & Williams, 1984), (2) the word being written in bold or italics, (3) the word appearing as a label in a diagram. Readers need to be familiar with these clues. Definitions can take a very large variety of forms (Bramki & Williams, 1984; Flowerdew, 1992), and some of these may be difficult to notice.

ACADEMIC WORDS

Study shows that a productive knowledge of at least 3000 high-frequency English words will enable EFL learners to deal with university level reading tasks (Nation 1990). Sutarsyah (1994) have a similar conclusion suggesting that EFL learners need 4000 to 5000 words to read an economics textbook. In addition, Laufer (1992) suggests that a vocabulary size of 5000 words enables students to achieve a 95% coverage of a text that allows them to read independently. Hirsh and Nation (1992) suggest that learners need to be familiar with 97-98% of words in a text (i.e., 97- 98% text coverage) for pleasurable reading to occur. If independent comprehension is based on knowing 98% of the running words in a text, then L2 learners need an 8000 to 9000 word-family vocabulary for comprehension of written text, such as newspapers and

ACADEMIC WORDS

novels, and a vocabulary of 6000 to 7000 for spoken texts such as lectures and movies (Nation 2006). Webb and Rodgers (2009) suggested 5000 to 9000 word families provided 98% coverage of television programs in different genres.

Likewise, the secondary students are required to have knowledge as many as academic vocabulary in learning English. It is due to the fact that when the students continue their study at university level they will read many academic text books which might written in English. They might get input from what they read and listen and have to be able to perform it in the output skill; to speak and write. This requires the students to learn and acquire vocabulary as many as well.

For secondary students, course book might be one of the tools to get inputs in term of vocabulary.

ACADEMIC WORDS

Richards (2001) regards it as a key component in language class and states that "...much of the language teaching that occurs around the world today could not take place without the extensive use of commercial textbooks". Mares (2003) posits that textbooks have a significant role on language classes and teaching goes on within them. Thus, the role of course book in classroom cannot be deniable.

In Indonesia, the course book used in schools are vary. The public schools tend to use the book that have been provided by Educational Ministry or by PT, such as Airlangga. Yet, for the private schools, it tends to use the course book published from abroad, like Cambridge. However, for this presents study, Buku Bahasa Inggris Kelas XII will be used. The book is written by the team of Educational Ministry and designed to apply for the

ACADEMIC WORDS

students at grade 12th who are going to continue their study at university level. This course book is the first version of the English course book that implemented the 2013 curriculum. The vocabulary in the course book may also introduce and make use of the academic vocabularies. In term of academic vocabulary, the result of this study expected to give valuable contributions for English teacher and the book publisher.

There are studies which had been done to investigate vocabulary used in a course book. Miranda (1990) investigates the vocabulary input in textbooks prescribed for students of secondary middle school; Matsuoka and Hirsh (2010) investigate the vocabulary learning opportunities in an ELT course book designed for upper-intermediate learners. Both studies suggested that the text would provide opportunities to deepen

ACADEMIC WORDS

knowledge of the second 1,000 most frequent words in English and a context for pre-teaching of academic words. The study of Nation and Wang (1999) tries to make sure whether their graded readers sample provides good conditions for intensifying vocabulary learning. O'Loughlin (2012) analyzes input from three levels of the course book series New English File using the computer program Vocab Profile, and results indicate that learners who complete three course book levels will receive exposure to fewer than the first 1,500 most frequent words in English. Yet, the study on academic vocabulary in textbook only few, thus this present study will focus on investigating the academic word presented in students' English book, particularly, the book that have been provided by the Educational Ministry in Indonesia.

ACADEMIC WORDS

Research Questions

In line with the background of this study, this research aimed to answer the questions:

1. What academic words were used in *Buku Bahasa Inggris Kelas XII*?
2. What sublists of Academic Words were highly used in *Buku Bahasa Inggris kelas XII*?

Objectives of Study

Derived from the research question above, this study mainly aims:

1. To describe the words of Academic Words presented in *Buku Bahasa Inggris Kelas XII*.

ACADEMIC WORDS

2. To describe the sublists of Academic Words highly used *Buku Bahasa Inggris Kelas XII*.

Scope and Limitation of the Study

Nation (2001) divides academic words based on its frequency: high frequency words (West, 1953), academic vocabulary list (Coxhead, 2000), technical vocabulary, and low frequency words. However, the researcher limited her study on Academic Word List. This is due to the fact that the AWL deals with academic matters such as, receptive and productive knowledge for secondary students. The AWL data was taken from *Buku Bahasa Inggris Kelas XII*. The course book was published by the Educational Ministry of Indonesia.

ACADEMIC WORDS

Further, the study delimited on analyzing the AWL through the words presented in 16 chapters of the course book, including reading texts, poems, song lyrics, instructions, conversations, and practices. The foreword, glossary, and references were excluded. This study used an online tool called Web Vocabulary Profiler.

The Significance of Study

Practically, this study gave new contributions in the field of English language components, particularly, the vocabulary. An analysis on AWL in students' English book helped the English teachers to develop their teaching materials and designing the syllabus. This study also provided comprehensive data to help the course book evaluators, material developers and

ACADEMIC WORDS

publishers to produce and develop appropriate course books in terms of the vocabulary load.

Theoretically, the findings of this study were expected to be useful information for the linguistic researchers who would be interested in studying and analyzing the AWL presented in students' English Book. This study also gave a better understanding of the importance of AWL in English course book for secondary students since it provided also some related studies. Moreover, the present study is expected to be one source of inspirations for further replication, expansion, or evaluation in order to search more definite perspectives of the investigated area.

Theoretical framework

ACADEMIC WORDS

Vocabulary is the knowledge of words and word meanings (Lehr, Osborn and Hiebert, 2005). People cannot communicate to each other if they do not have any vocabularies. Additionally, Nation (1990) states that knowing a large number of words in a language, regardless of depth of knowledge, is an extremely important factor in L2 learning. Vocabulary is very useful to express someone's ideas or thoughts both in spoken and written.

Vocabulary is the fundamental building blocks of verbal and written communication (Boyken, 2007). It forms the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. In writing, for an example, the way students put the words together is naturally an utmost importance, but ultimately, if students do not have the vocabulary, all the

ACADEMIC WORDS

techniques in writing will avail them nothing. Therefore, it can be said that vocabulary is the main building block of writing. The point of writing, after all, is communication, as a result, if the students' vocabularies are low, they will not to get their message across.

In academic field, the words that should be known also by the students are academic words (Uribe, 2008). Coxhead (2000) compiled the formal words widely used in academic textbooks and journals named Academic Word List (AWL). AWL should be appeared in students' English Book as those words are very useful.

The AWL is also intended as a reference for students who are studying or preparing to study at a tertiary level in English (Coxhead, 2001). The AWL does not include 'content' vocabulary for particular subjects which students obviously need to learn as well.

ACADEMIC WORDS

The AWL focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to produce coherently-structured written assignments. The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in an academic textbook is in the AWL (Coxhead, 2005). Stevens and Tinkle (2014) mentioned the coverage of AWL corpus is 10%, over each of the four disciplines: arts, 9, 3%; commerce 12%; law 9, 4%; science 9, 1%. The fiction corpus 1, 4% and a newspaper corpus is roughly 4%.

Definition of Key Terms

Certain key terms are used in this study. They are defined as follows:

ACADEMIC WORDS

Academic words refer to the words which appear with high frequency in English-language academic texts.

Academic Word List (AWL) is a list of 570 word families that are mostly found in academic texts. The words are useful for the students at university and secondary level, particularly in developing the receptive and productive skills.

K1 is the first 1000 headwords together with their derivatives which constitute the most frequently used words in any texts.

K2 is the second 1000 headwords together with their derivatives which constitute the most frequently used words in any texts.

Offlist words are the words that occurred in a text but those words do not belong to K1, K2 and AWL.

ACADEMIC WORDS

Academic vocabulary sublists are words listed from the highest frequent words to low frequent words which consisted word families.

Token or running words are the individual unit of words covering the base words or the head words, the inflection and derivatives and also called running words (Nation, 2001)

Vocabulary Profiler is a computer program that performs lexical text analysis (Cobb, 2014).