

# ACADEMIC WORDS

## Chapter V

### Conclusion and Suggestions

#### Conclusion

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.

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.

In academic field, the words that should be known also by the students are academic words (Uribe, 2008). For learners with academic goals, the 570 word

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family Academic Word List (Coxhead, 2000) is like a specialized extension of the high frequency words. This study described the academic vocabulary (AWL) in secondary course book, *Buku Bahasa Inggris Kelas XII*, by using corpus analysis. The researcher used the Web Vocabulary Profilers English Version 3 created by Tom Cobb to analyze the data.

The study revealed that AWL and its sublists applied in the course book is insufficient. On one hand, the result shows only 5, 82% of AWL occurred in the course book. Coxhead (2000) mentioned that the AWL in academic textbook should contained approximately 10% from the running words. On the other hand, first two sublist occurred for almost 50%, more frequently than the rest sublists. In contrast to Ebbers (2010) who suggested to introduce the sublists

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1 to 5 at secondary level. The course book lacked to use the words from sublists 3, 4, and 5 should have covered all ten sublists. The course book was lack to apply in balanced the distribution of each sublists from 1 to 5 as these sublists were acquired to be learnt and mastered by the secondary students before entering to the university level.

The present study concluded that in term of its academic words, Buku Bahasa Inggris Kelas XII did not prepare the students with sufficient knowledge of AWL to enter higher education. Thus, teachers need to explore more on academic topics, teaching and developing the material that included AWL.

### **Suggestions**

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This research is still far from perfect because of its limitations. Hence, some further researches are suggested to get better results about productive AWL. Firstly, this research only used one course book. From this course book, the researcher got 16 chapters as the sources of the data that were collected and analyzed. This course book might provide small numbers of words that made the corpus being analyzed is narrow. Using two or more course books were suggested so the variation of words frequency in terms of AWL can be explored more.

Secondly, the sources of the data in this research was a course book which published by Educational Ministry. However, the schools might provide another course books that written by another author or publisher, such as course book published by the PT or abroad

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publisher. Thus, the next researcher may investigate the academic words in a course book published by a PT.

Finally, for the English teachers, this research findings could give an important point that the course book provided by the government is not sufficient yet in preparing the secondary students to enter university level, in term of its academic vocabulary. Thus, the teacher needs to explore more materials from another sources to improve students knowledge on academic words.

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