

**AN ANALYSIS OF STUDENTS' ABILITY OF USING ACADEMIC WORDS
IN ESSAY WRITING BY THE FIFTH SEMESTER STUDENTS OF
ENGLISH LANGUAGE EDUCATION**

UNIVERSITAS ISLAM RIAU

A THESIS

*Intended For Fulfill One Of The requirements For The Award Of Sarjana Degree In
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“An analysis of students’ ability of using academic word in essay writing by fifth students of English Language Education Universitas Islam Riau”

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ABSTRACT

Keywords: Academic words, Ability, Essay writing.

The aims of this study was to find out (1) the percentage of academic words being used in essay writing by fifth semester students of English Language Education Universitas Islam Riau and (2) the level of the academic words being used in essay writing by fifth semester students of English Language Education Universitas Islam Riau. This study is a descriptive qualitative research by using random sampling. The analysis was based on Academic Word List (AWL) Highlighter classified into 10 levels of frequency, from the highest (level 1) to the lowest (level 10). The researcher took 150 students as sample. The sample was in 5th semester. The researcher used writing test as instrument. There are 16 text, from the 16 written texts, it was found the most academic words used in level 1 (51 of 152 words or 33,60%) and the least is level 10 (1 word of 152 or 0,65%). It can be concluded that the students of fifth semester students of English Language Education Universitas Islam Riau have been used academic words in their writing with the frequent words. From this test we can know that students have been used academic words in their writing.

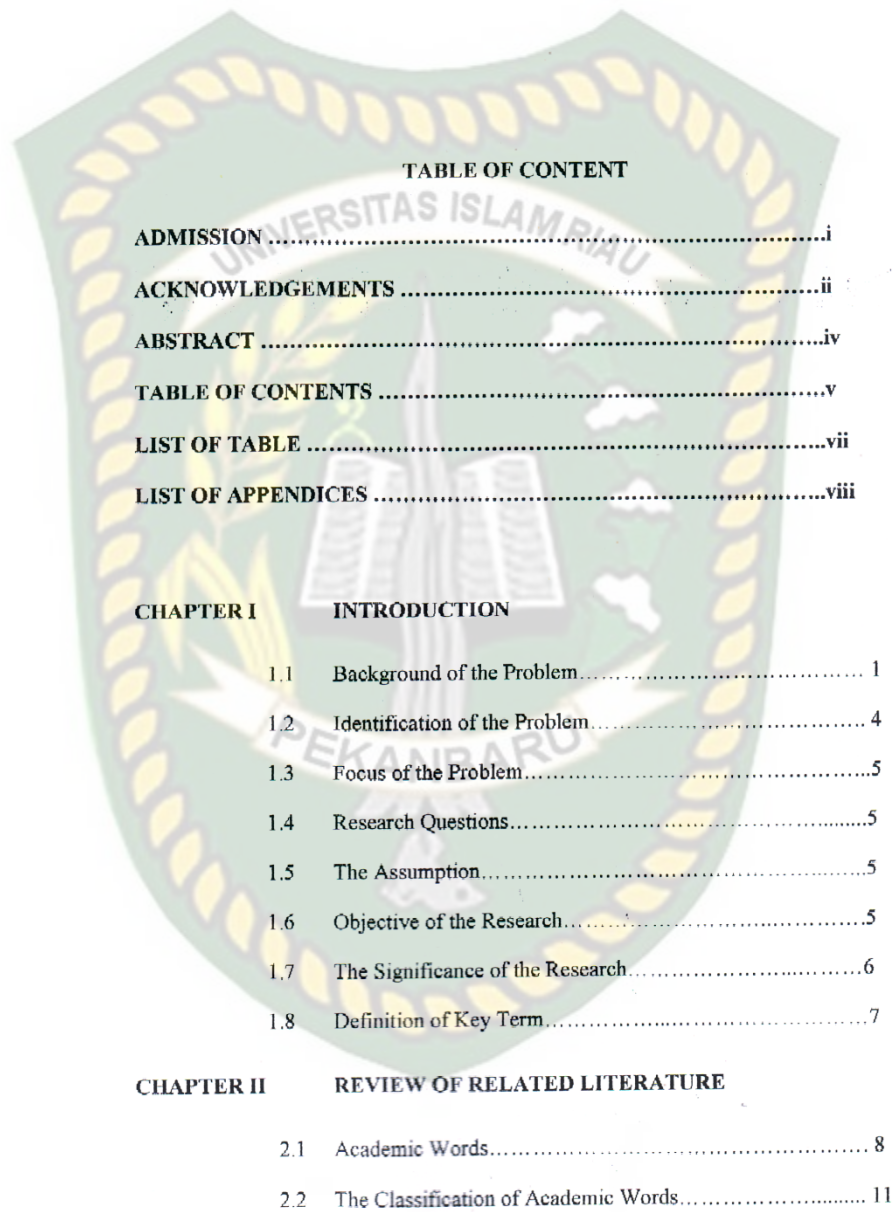
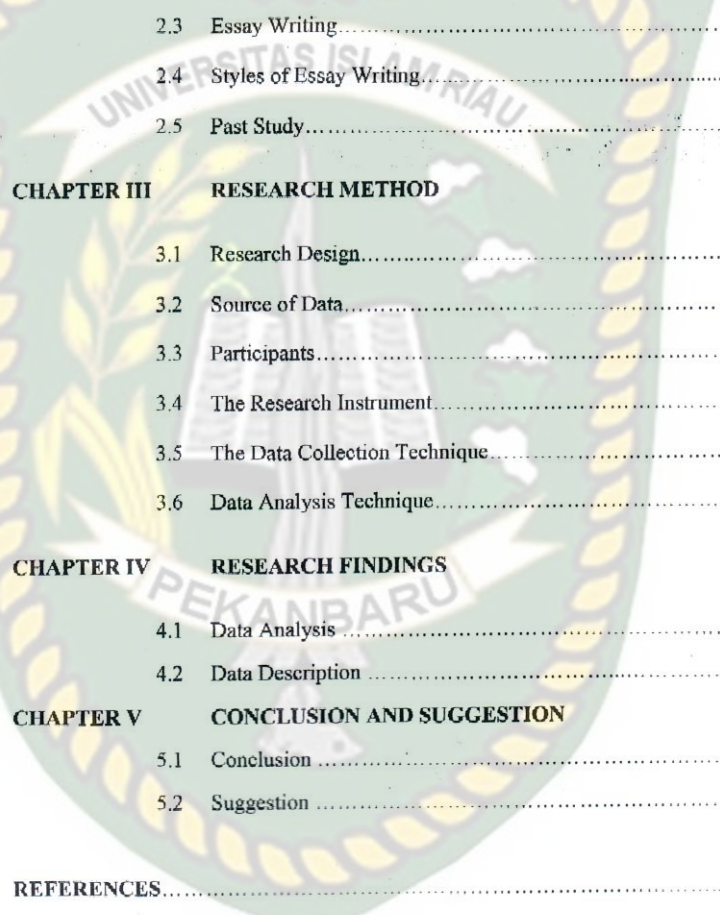
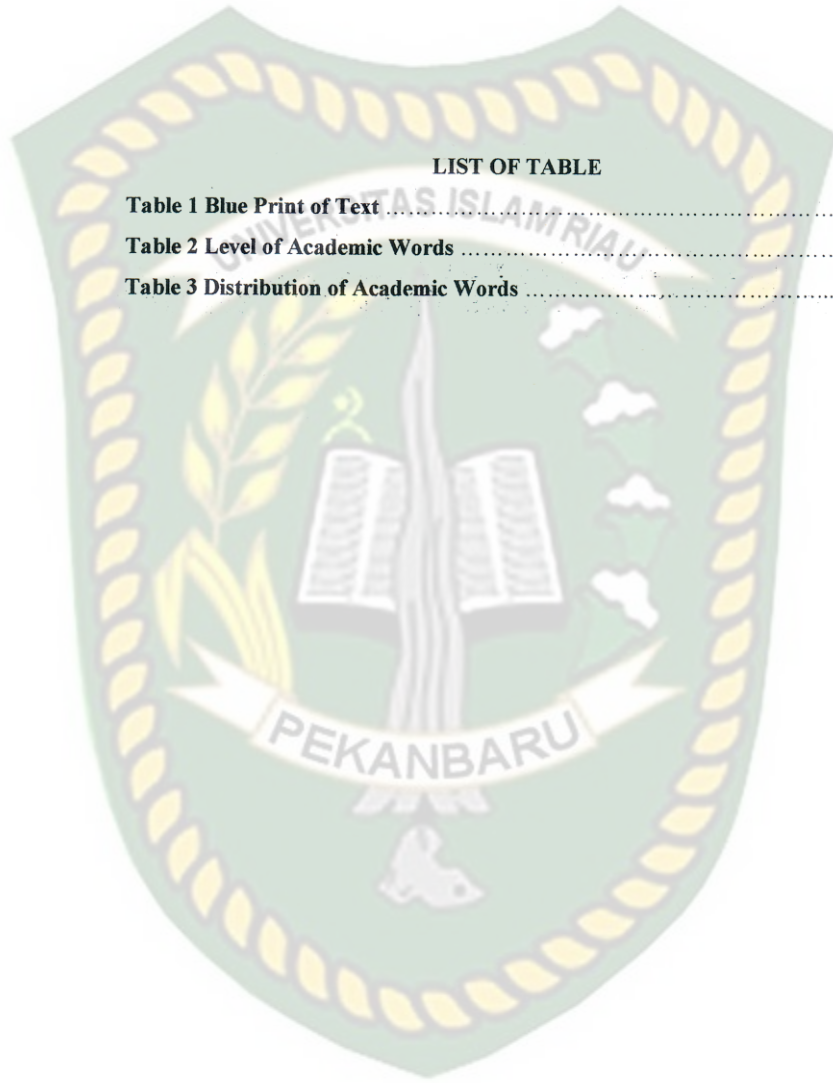


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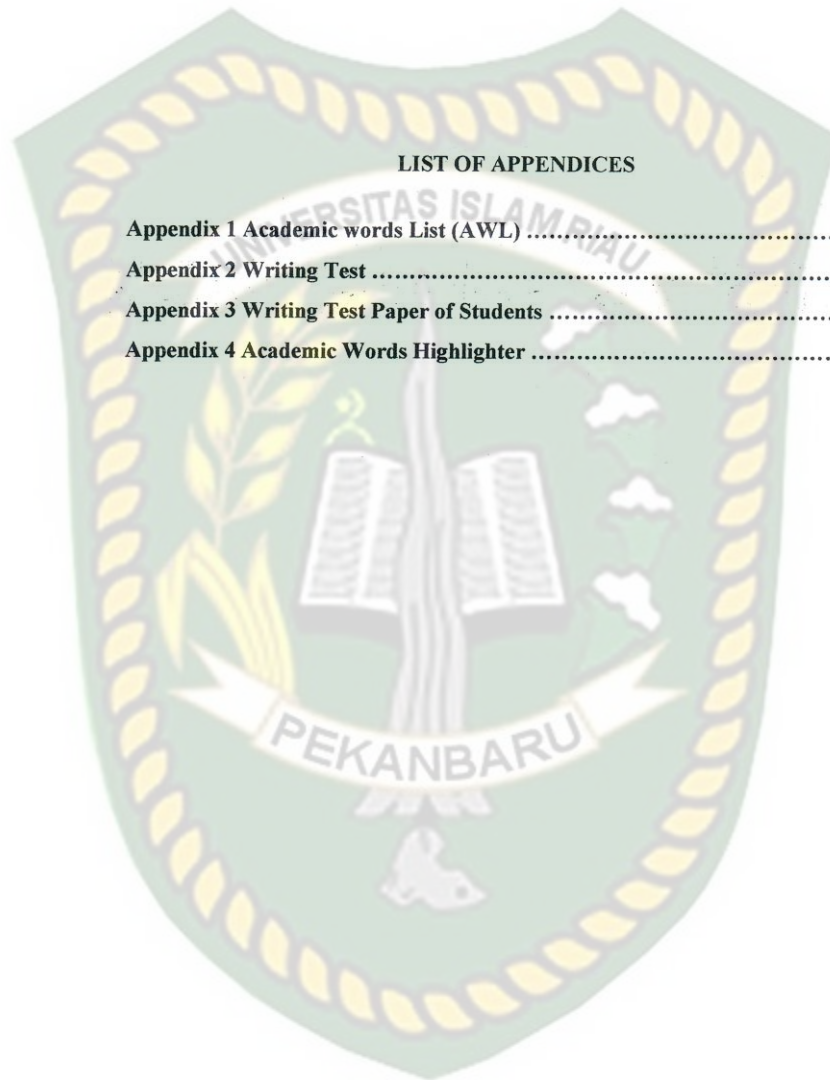


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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is the first foreign language which is taught from elementary school until college level. Many nations, tribes, states, community and organizations use English to communicate with each other. This phenomenon supports people who non-English native speakers learn this language. In learning English there many components that we have to understand. One of the component is vocabulary. Vocabulary is a set of familiar words within a person's language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. According to (Cameron 2001), vocabulary plays a great role in acquiring a language. It means that without mastering vocabulary anyone will get trouble in their speaking, reading, listening, and especially in writing. It is also central to language teaching and is of paramount importance to a language learner.

The importance of vocabulary is demonstrate daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts (Gu,2003; Marion,2008; Maximo,2000; Read,2000). In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items plays a vital role in

all language skills (i.e. listening, speaking, reading and writing). It means that, when we learn English, we firstly must understand about vocabulary. We neither can not translate the story, novel, nor understand about what people say if we don't understand on it. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

One of the ways comprehend language competencies are by writing. Writing is another way to express feelings, express ideas, plans, recommendation, values and others. In writing activities students are making sentences to become a text. Text is a media to introduce words to students as they can see the function of the word. A text contains various word, there are academic and non-academic words. Writing should provide clear message with good academic word.

Academic words are part of academic language that characterized by complex syntax, academic vocabulary and a complex discourse style. Ehlers-Zavala in Baumann, et al., (2010) described academic language as “a specific register that students are expected to use in school subjects” Based on the expert said academic words should be comprehended by the college students especially to English students in order to make them understand about what they are learning at the present and for future study.

The academic words is really needed for English students to be able to read and write academic works, such as writing an essay, business letter, read a report text, or others successfully (Scarcella, 2003). Lawrence, White, and Snow (2010) have found that English students tend to struggle to comprehend academic text because they lack of academic words and lack of exposure to the language. Moreover, Roengpitya (2010) highlights that most EFL students are lack of exposure to academic language because all subjects other than English subject is taught in students' native language. It also happens in most EFL classrooms that the students tend to face difficulties in doing academic reading and writing. For example, they greet their teachers or introduce themselves properly, but they have difficulty in using correct salutations when writing a business letters or when reading articles about science, etc.

Moreover, these problems happen to students in FKIP UIR. Actually academic words have learned by English students in the 3rd semester. But in fact, when researcher ask to her classmate about academic words, many of them do not know about that. They only know about the vocabulary in general. They have lack information about the components of academic words such as: the definition of academic word, the classification, and how to identify their academic words based on level.

After analysing the fact above, the researcher assumption that students actually know to apply that words but do not know the classification. Realizing

the phenomenon above, the researcher interested to analyse academic words within essay writing. The reason why researcher choose essay writing as a media because in the 5th semester they have been learned about this subject, essay writing. And the other reason is in essay writing contain academic vocabulary.

Finally, the researcher would like to conduct a research entitle : *“An Analysis of Students’ Ability of Using Academic Words in Essay Writing of Fifth Semester of English Language Education Universitas Islam Riau”*

1.2 Identification of the Problem

In teaching learning process, there is main problem about academic words faced by the college students especially at FKIP UIR. College students use academic words to write essays, papers, and also do presentations. In fact, when the researcher asked to her classmate about academic words through informal observation, they do not know and also said they have ever heard about academic words.

According to researcher opinion, the students only know to use the academic words without knowing the classification. However they are not concern especially about level academic word and what number of academic words that they have used for sure. Essay writing as media that can contain academic words belong to highest frequency level. Essay writing is as informational text that has technical term expected to use academic words in that writing.

1.3 Focus of the Problem

From the problems above, the researcher will limit the problems that only focus on the academic words. The researcher will identify the students' level of academic words in their writing.

1.4 Research Questions

Based on the limitation problem, the formulation of the problems are in the following questions:

1. What level of academic words are used by students based on academic word list?
2. What dominant level of academic words are used by students?

1.5 The Assumption

In this study, the researcher assumes that students in FKIP UIR commonly use academic words in their essay writing.

1.6 Objective of this research

The objective of this research are:

1. To know the level of academic words are used by students in their essay writing.
2. To know the level of academic words are used by students dominantly.

1.7 The significance of the Research

The significance of this research are expected to give information to the following concern:

a. Student

1. This research can give the information to the students about academic words.
2. This research can give the contribution to students who want to increase their knowledge in English.

b. Lecturer

This research can help lecture of EAP (English of Academic Purposes) classes to set goals for their students' vocabulary learning.

c. Further researcher

This research can help to enrich the students' academic words.

d. Researcher

This research provide a requirement of completing her study at English study program of FKIP UIR.

1.8 Definition of Key Term

In order to avoid misunderstanding about the term used in this paper, it is necessary to define the following terms.

1. Essay writing

An essay writing is a piece of writing that gives the author's own argument that write in paper, article, and a short story. Essay can classified as formal and informal.

2. Academic words

Academic words are part of academic language that characterized by complex syntax, academic vocabulary and a complex discourse style.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Academic Words

Academic words are part of academic language that characterized by complex syntax, academic vocabulary and a complex discourse style. Academic language as a specific register that students are expected to use in school subjects. It means that, academic words should be comprehended by the college students especially to English students in order to make them understand about what they are learning at the present and for future study.

Gottlieb, et.al. (2006) define academic language as language that is “used to acquire a new or deeper understanding of content related to the core curriculum areas and communicate that understanding to others; it is the language that students must use to effectively participate in the classroom environment”. In addition, Grigorenko (2015) discussions of academic language refer to content vocabulary, linguistic registers, main stream linguistic conventions, textual and literary features among other constructs as components of academic language. Then, Coxhead (2000) refer to these words as academic words and defined them as “lexical items that occur frequently and uniformly across a wide range of academic material”. Based on the ideas above, it can be concluded academic language is a language used in academic environment that is characterized by complex syntax, academic vocabulary, and a

complex discourse style. Academic language contain the academic words that should college students appear in their writing, presentation, paper and etc.

Furthermore, the AWL (Academic Words List) is a list of 570 word families developed by Averil Coxhead at Victoria University of Wellington, New Zealand. The 570 word families of the AWL are divided into 10 lists (called sublists) according to how frequent they are. Sublist 1 has the most frequent word families, sublist 2 the next most frequent word families, up to sublist 10, which has the least frequent. Each sublist contains 60 word families, except for sublist 10, which only has 30. An example of a word family is *benefit, beneficial, beneficiary, beneficiaries, benefited, benefiting, and benefits*. The list was developed using a written academic corpus of 3.5 million running words. The list was divided into four discipline areas, arts, commerce, law, and science, each with approximately 875,000 running words. It contained textbooks, articles, book chapters, and laboratory manuals. The main aim was that these materials should represent, as much as possible, the reading of first-year students at a university (Coxhead, 1998, 2000).

From the idea above, it can be explained that there are 10 lists about academic words and called sublist. Sublist 1 has the most frequent word families and 10 is the least sublist. The words of academic word are developed in corpus of 3.5 million running words. The words are divided into four discipline areas: arts, commerce, law and science. 875,000 running words contained textbooks, articles, book chapters, and laboratory manuals.

There are four key principles guided the selection of words for the AWL. First, the 2,000 most frequent word families of West's (1953) General Service List of English Words (GSL) would not be included in the count. This decision was made because the purpose of the AWL was not general English but specifically academic vocabulary. It was a controversial decision, because the GSL has been criticized for its age. The GSL is yet to be replaced. The three other selection principles were frequency, range, and uniformity. The word families had to occur 100 times or more in each of the four disciplines of the corpus (frequency), in 15 or more of the subject areas (range), and over 10 times in the four disciplines (uniformity). The AWL is divided into 10 sublists. The first sublist contains the 60 most frequent word families in the AWL, the second sublist contains the next 60 most frequent word families, and so on. Coxhead (n.d.) has the headwords and sublists of the AWL.

The purpose of the AWL is to help teachers of EAP classes to set goals for their students' vocabulary learning. The AWL is intended as a reference for students who are studying or preparing to study at a tertiary level in English. The students usually aware of the difficulties in mastering the vocabulary necessary for written assignments. The AWL does not include 'content' vocabulary for particular subjects which students obviously need to learn as well. 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. AWL can help with decisions about which words are important for students to learn if they are studying in English.

According to Hyland and Tse (2007) suggest that some of the words in the AWL have different meanings depending on the subject area. They argue that teachers need to help students deepen their understanding of the nature and behavior of words in specific academic disciplines. It is good to see such research throw light on the behavior of AWL words in context. Future research needs to be based on more balanced corpora that represent a wider range of subjects within a university. More work is also needed to establish whether words really are very different across different subject areas.

Based on the idea above, it can be explain that teacher or lecturer should give students understanding about specific of academic words discipline, because academic words usually have different meaning depend on the subject area. Students should learn the different subject area to enrich their vocabulary in acquiring language.

2.2 The Classification of Academic Words

There are two classification of academic words. First, academic words based on level and second, academic words based on part of speech. There many experts define the classification. Coxhead (2000) classify academic words based on level. Assembled a corpus of 3.5 million running words from college-level texts (e.g., journal articles, book chapters, full books) and listed 570 word families after

excluded those words that were among the most frequent 2,000 English words and included words that occurred at least 100 times in the 3.5 million running words and occurred in 15 or more of the 28 content areas sample. The 570 word families grouped into 10 frequency blocks of about 60 words each in Academic Word List, except in ten level which consist of 30 words. Level 1 is the highest level frequency and the level 10 is the lowest one.

Academic words are part of Academic Language. Vocabulary that consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary), (Hutton, 2008). They can be classify into all categories. In general, according to Eckersley (1966) words can be classified into 8 categories, namely Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, and Interjection. According to Beck and McKeown (1988) that classified three tier words, academic words (tier two words) only classified into four parts of speech namely noun, verb, adjective, and adverb.

Based on the ideas above, it can be conclude that academic word are part of academic language that contain the words that we understand or we common hear. And also Academic Word List (AWL) that the root of the words comes only from noun, verb, adjective, and adverb part of speech.can be classified into noun, verb, adjective, adverb and etc.

2.3 Essay Writing

Essays are documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression. The ability to write essay well is one of the determinants of academic success. In many university departments both graduate and undergraduate students are required to organize ideas pertinent to a specific topic into coherent and competently written forms. Essays are use either as teaching/learning instruments or as a means of assessment, though with the increasing predominance of in-term assessment these distinct functions are becoming more blurred. An essay is generally a short piece of writing outlining the writer's perspective or story. It is often considered synonymous with a story or a paper or an article. Essays can be both formal as well as informal. According to Holman, William (2003) "Formal essays are generally academic in nature and tackle serious topics. We will be focusing on informal essays which are more personal and often have humorous elements such as self-revelation, individual tastes and experiences, confidential manner, humor, graceful style, rambling structure, unconventionality or novelty of theme, etc".

From the ideas above, it can be explain that essay divided into two parts there are formal and informal essay. Formal essay usually write in serious topic, fact or news and for register. Also informal essay usually the essay is talking about the expression of idea, individual taste, experiences, humor and etc. Essay can use as

an instrument to get the assessment. Usually teacher use essay as their instrument to assess the students' comprehension.

Essays are commonly used as literary criticism, political manifestos, learned arguments, observations of daily life, and reflections of the author. In some countries (the United States and Canada), essays have become a major part of formal education. Secondary students are taught structured essay formats to improve their writing skills; admission essays are often used by universities in selecting applicants, and in the humanities and social sciences essays are often used as a way of assessing the performance of students during final exams.

Writing is a complex cognitive activity; essay writing, as a specialized form of language manipulation, requires the mastery of diverse and appropriate skills. Essays call upon a student's abilities to think, read and write. This entails, for students, interpreting essay topics accurately, conducting relevant reading and note-taking, budgeting 5 their time efficiently, organizing their thoughts coherently as well as presenting the fruits of their reading and thinking in concise and accurate language. Tompkins (2010) added that as students prepare to write, they need to think about the purpose of their writing: whether they are writing to entertain, to inform, or to persuade. Setting the purpose for writing is just as important as setting the purpose for reading, because purpose influences decisions students make about form. One of the most important considerations is the genre or form the writing. It means that students have to think focus to find the topic

before they write their essay writing. They need to organizing their thoughts and prepare to write it.

2.4 Styles of Essay Writing

These forms and styles are used by an array of authors, including university students and professional essayists there are:

1) Cause and Effect

The defining features of a "cause and effect" essay are causal chains that connect from a cause to an effect, careful language, and chronological or emphatic order. A writer using this rhetorical method must consider the subject, determine the purpose, consider the audience, think critically about different causes or consequences, consider a thesis statement, arrange the parts, consider the language, and decide on a conclusion.

2) Compare and Contrast

Compare and contrast essays are characterized by a basis for comparison, points of comparison, and analogies. It is grouped by the object (chunking) or by point (sequential). The comparison highlights the similarities between two or more similar objects while contrasting highlights the differences between two or more objects. When writing a compare/contrast essay, writers need to determine their purpose, consider their audience, consider the basis and points of comparison, consider their

thesis statement, arrange and develop the comparison, and reach a conclusion. Compare and contrast is arranged emphatically.

3) Argumentative

An argumentative essay is a critical piece of writing, aimed at presenting objective analysis of the subject matter, narrowed down to a single topic. The main idea of all the criticism is to provide an opinion either of positive or negative implication. As such, a critical essay requires research and analysis, strong internal logic and sharp structure. Its structure normally builds around introduction with a topic's relevance and a thesis statement, body paragraphs with arguments linking back to the main thesis, and conclusion. In addition, an argumentative essay may include a refutation section where conflicting ideas are acknowledged, described, and criticized. Each argument of argumentative essay should be supported with sufficient evidence, relevant to the point.

4) Process

A process essay is used for an explanation of making or breaking something. Often, it is written in chronological order or numerical order to show step-by-step processes. It has all the qualities of a technical document with the only difference is that it is often written in descriptive mood, while a technical document is mostly in imperative mood.

5) Economic

An economic essay can start with a thesis, or it can start with a theme. It can take a narrative course and a descriptive course. It can even become an argumentative essay if the author feels the need. After the introduction, the author has to do his/her best to expose the economic matter at hand, to analyze it, evaluate it, and draw a conclusion. If the essay takes more of a narrative form then the author has to expose each aspect of the economic puzzle in a way that makes it clear and understandable for the reader

2.5 Past Study

There are three relevance studies about academic words. They are:

Muryanti (2014), write her thesis by title “*An Analysis on CALP in Report Text for Second Grade Senior High School*”. She focus on the existence of academic words in report text textbook, use for the second grade senior high school. The analysis of the research is based on the academic word list which comprises of 10 level frequency, from the highest (level 1) to the lowest (level 10). The result of the research, there is 36.37% of the text belong to level 1. It represent that most academic words contained in the textbook belong to level 1.

Nurjamaliah (2015), write her thesis by title “*A Study on Ability in Using Academic Words in Writing Report Text by Second year Students of SMAN 9*”

Pekanbaru". She focus on the percentage of academic words and part of speech in students' writing report text. The result of her research is from 30 writing texts, it was found the most academic words use in level 7 (22 of 64 words or 34,37%). Also there are 4 of 30 (13%) students that do not use any academic words in their writing. Based on part of speech most students use in the text (39 of 64 or 61,29%) and the lowest one is adverb (1 of 64 or 1,56%). It represent that most of second year student in SMAN 9 Pekanbaru use academic words in low frequency level (level 7). In this past research, there is correlation with this research which the same focus problem. However, the object of this research different from the past research.

Rezza dewinta (2017), wrote her thesis title "*Academic Words in Abstract of Undergraduate Thesis*". She focus on the most dominant academic words in students' abstract. The finding of the research is only 0,0052% or 183 types of academic word are used by undergraduate students. This research is useful for English Language teacher in examine their students' writing easily, especially focus on concordance entirely and lexical study.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research the researcher will use the qualitative approach method that will be explained descriptively. This type of research will use to describe and interpret the data that will study. It means that the researcher will describes the students' level in using academic words by essay writing.

3.2 Source of Data

This research will be conducted in English study program (FKIP) of Universitas Islam Riau, JL. Kaharuddin Nasition No. 113. The time to conduct the test will be take around July 2019.

3.3 The Participants

The population of this research is the 5th semester of English study program in Universitas Islam Riau, which the total students of 5th semester are 152 students. From the entire population, the researcher will take the sample randomly in the fifth semester.

According to Arikunto (2010:134-185) “*sampel adalah bagian populasi yang hendak di teliti dan mewakili karakteristik populasi*” (The sample is the part of the population to be examined and represents the characteristics of the population) also Arikunto states that if the population is less than 100 respondent, we can take all of, but if the population more than 100 respondents, we can take 10%-15% or 20%-25%. The researcher will take 10% of the whole respondent because it is enough to fulfill the data of this research.

3.4 The Research Instrument

In this research the researcher use *Writing Test* as the instrument to get the data. The test take from the students’ writing minimal 3 paragraph. The test should have contained the academic words that have been listed by Averil Coxhead.

Table 3.1 Blue Print of the Test

| NO | TOPIC | AWL (Academic Words List) |
|----|------------------------|------------------------------|
| 1 | Globalization | (Level 1 – 10) |
| 2 | Economic | |
| 3 | Education in Indonesia | |

3.5 The Data Collection Technique

The researcher collect the data by using *Writing Test*, and the steps as follows:

- a. The researcher ask permission to the lecture who teach in the class to help the researcher in getting the data from students by giving the Test.
- b. After get the permission, the researcher make one meeting for 30 students.
- c. The researcher give the test to students, by giving time 60 minutes.
- d. The researcher collect the data by using application in web (AWL highlighter by EAP Foundation.com)

3.6 Data Analysis Technique

The data will obtain through writing test. The students' already write their essay writing. In analyzing the data, the researcher will use content analysis which consist of six steps (Gall, 2005) as follows:

1. Preparing the data base

After the samples are collected, they are ready to be analyzed. The analysis process will be assist with Academic Word List (AWL) Highlighter. In this process, the data gain are in the form of words (academic words) which will be highlighted by the software.

2. Sequencing the data

After the highlight words are identify, they will be sequence based on the frequency level. According to Coxhead (2000), the frequency is divided into 10 levels (Appendix 1). Level 1 is for the highest frequent words, while the level 10 is for the lowest ones.

3. Grouping the data into categories

The sequence data will be grouped into categories. Even though the highlight data have been sequenced systematically, it still needs to be grouped in order to clearly distinguish it from other levels. Moreover, it is also helpful for calculating the data which share the same category. Therefore, the data will be group based on its level.

4. Coding each data

The coding process still relates to the frequency level of the academic words found. Each word will be coded based on the categories they are in. for example, the words that share the category of level 1 will be labeled as 1, and so on.

5. Cumulating all the coded data

The coded data then, will be cumulated. Through this step, we will be able to identify how many academic words occur in the sample in general. Also, it will help us to identify the number of academic words in particular level occur in each text sample. To support the cumulating, the data will be presented in percentage. According to Hatch and Farhady (1982: 46), to obtain the

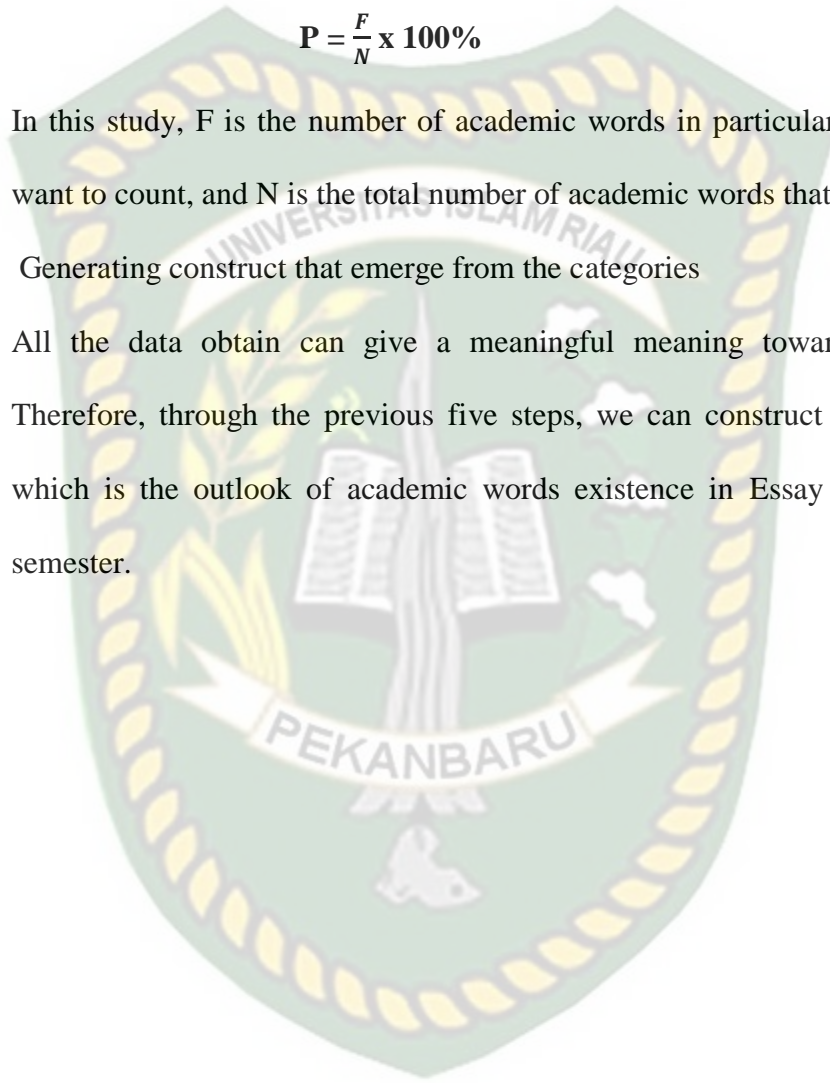
percentage, we can divide the F of the level that we want to check by the sum of frequencies (N) and multiply by 100%. It is formulated as follow:

$$P = \frac{F}{N} \times 100\%$$

In this study, F is the number of academic words in particular level that we want to count, and N is the total number of academic words that are obtained.

6. Generating construct that emerge from the categories

All the data obtain can give a meaningful meaning towards the study. Therefore, through the previous five steps, we can construct the next step, which is the outlook of academic words existence in Essay writing of 5th semester.



CHAPTER IV

RESEARCH FINDINGS

Essay writing of fifth semester students were taken as the sample. The sample was taken based on random sampling method where the researcher choosing the sample randomly. These essays were then examined with assistance of AWL (Academic Word List) highlighter. The result will be explained in the basis of one classification there is: the level of academic words.

4.1 Data Analysis

4.1.1 Academic Words Based on Level

According to Coxhead (2000), academic words are classified into ten levels. The range is from the highest frequent (level 1) to the lowest one (level 10). In the essay texts which have been examined, there are 152 academic words found. All level of academic words (1-10) were found. The total number of words is as N and the words in certain level is as F. If we count the percentage of words in each level using the percentage formula we can see the result as follow.

Table 4.1.1 Level of Academic Words

| Level of Academic Words | Number | Percentage |
|--------------------------------|---------------|-------------------|
| 1 | 51 | 33,60% |
| 2 | 27 | 17,76% |
| 3 | 8 | 5,26% |
| 4 | 22 | 14,47% |
| 5 | 18 | 11,84% |
| 6 | 5 | 3,28% |
| 7 | 10 | 6,57% |
| 8 | 7 | 4,60% |
| 9 | 3 | 1,97% |
| 10 | 1 | 0,65% |
| Total | 152 | 100% |

From the table above, it can be seen that from all the academic words used, those in level 1 are the most frequent words in the text, while words in level 10 is the seldom used. The numbers of academic words used for level 1 is 51 words (33,60%), level 2 is 27 words (17,76%), level 3 is 8 words (5,26%), level 4 is 22 words (14,47%), level 5 is 18 words (11,84%), level 6 is 5 words (3,28%), level 7 is 10

words (6,57%), level 8 is 7 words (4,60%), level 9 is 3 words (1,97%), level 10 is 1 word (0,65%)

4.1.2 Academic Words in Each Text

There are 16 writing that written by the students. Each text has different level of academic words. Where there are some texts that consist several academic words in one text. The result was counted by percentage formula which the number of academic words in each text as F and the total number of academic words in the whole texts as N. The distribution of academic words can be seen as following table.

Table 4.1.2 Distribution of Academic Words

| Text | Number | Percentage |
|------|--------|------------|
| 1 | 13 | 8,55% |
| 2 | 4 | 2,71% |
| 3 | 20 | 13,15% |
| 4 | 3 | 1,97% |
| 5 | 13 | 8,55% |
| 6 | 6 | 3,94% |
| 7 | 12 | 7,89% |
| 8 | 11 | 7,23% |
| 9 | 5 | 3,28% |
| 10 | 7 | 4,60% |
| 11 | 19 | 12,5% |

| | | |
|-------|-----|-------|
| 12 | 14 | 9,21% |
| 13 | 5 | 3,28% |
| 14 | 7 | 4,60% |
| 15 | 3 | 1,97% |
| 16 | 10 | 6,57% |
| Total | 152 | 100% |

From the table above, it can be seen that the 3rd text has contributed most academic words finding. From total 152 words found, it contributes 20 words or equivalent 13,15%. The 4th and 15th text contribute equal number of words, which are 3 words (1,97%) of each. The 9th and 13th text contribute equal number of words, which are 5 words (3,28%) of each. The 10th and 14th text contribute equal number of words, which are 7 (4,60%) of each. The 1st and 5th text contribute equal number of words, which are 13 words (8,55%) of each. The 2nd text contributes 4 words (2,71%), the 6th text contributes 6 words (3,94%), the 7th text contributes 12 words (7,89%), the 8th text contributes 11 words (7,23%), the 11th text contributes 19 words (19,5%), the 12th text contributes 14 words (19,21%), the last 16th text contributes 10 words (6,57%).

4.2 Data Description

Description of Academic Words

From 16 sample taken, the researcher describes the academic words level by level. From each text, there are different level found and also the same words found in different text. The description can be seen as following:

Level 1

There are 51 frequently academic words appear of 16 text. The words explain below:

1. **Create** = 1) The curriculum 2013 is to *create* character and student activity. (text 1)
- 2) This problem in order to *create* a better educations. (text 1)

From the sentences above, reveals the first level of academic words which is *create* it appears in text 1.

2. **Process** = 1) the students to be active and skilled during learning *process*. (text 1)
- 2) teacher give some test to students then teacher leave the class without guiding and supervising the learning *process*. (text 1)
- 3) education is defined as a planned effort to build a learning environment and educational *process*. (text 5)

4) if the technology is in area that is not growing, the educational *process* will be difficult to implement. (text 7)

5) Indonesia by means of the enthusiasm of students who are doing the teaching learning *process*. (text 9)

6) the wish student keep focused during the learning *process* in class with each curriculum set by the government. (text 10)

7) Junior high school education at the same level as Madrasah Tsanawiyah by using other sources to support the learning *process* in the regional area (text 12)

From the sentences above, reveals the first level of academic words which is *process*, it appears in text 1, text 5, text 7, text 9, text 10 and text 12.

3. Distribution = 1) government should do *distribution* to villages in it. (text 2)

2) it will be more useful the money that country has for *distribution* (text 2)

3) it must be balanced with the *distribution* of learner preferences (text 7)

From the sentences above, reveals the first level of academic words which is *distribution*, it appear in text 2 and text 7

4. Economic = 1) government should villages in who doesn't have good *economic*.

(text 2)

2) their electricity and others which help their *economic* (text 2)

3) *economic* in Indonesia now experiencing hardship. (text 3)

4) Indonesia's *economic* growth is still relatively. (text 3)

5) it from promiscuity and also *economic* deprivation. (text 8)

6) in Indonesia is going through what's called *economic* crisis.

(text 13)

7) education crisis caused by the global *economic* crisis that occurred.

(text 16)

From the sentences above, reveals the first level of academic words which is *economic*, it appear in text 2, text 3, text 8, text 13 and text 16.

5. Data = 1) based on *data* BPJS since the second quarter. (text 3)

2) so people can change any kind of *data*. (text 11)

From the sentences above, reveals the first level of academic words which is *data*, it appear in text 3 and text 11.

6. Economy = 1) the Indonesian *economy* is in a slowing trend. (text 3)

From the sentence above, reveals the first level of academic words which is *economy*, it appear in text 3.

7. *Period* = 1) we may be at the beginning of a *period* characterized. (text 3)

From the sentence above, reveals the first level of academic words which is *period*, it appear in text 3.

8. *Occur* = 1) there are also other case, such as student brawls that often *occur*.
(text 4)

2) the nation must work together to find solution and solves the problems of the education crisis that still *occur* until now. (text 16)

From the sentences above, reveals the first level of academic words which is *occur*, it appear in text 4 and text 16.

9. *Area* = 1) respective educational problem often encountered in various *area*.
(text 5)

2) technology is an *area* that is not growing. (text 7)

3) Madrasah Tsanawiyah using other sources to support learning process in the regional *area*. (text 12)

From the sentences above, reveals the first level of academic words which is *area*, it appear in text 5, text 7 and text 12.

10. Creative = 1) in addition to a lack of *creative* educators. (text 5)

2) students independence making it more *creative* students. (text 14)

From the sentences above, reveals the first level of academic words which is *creative*, it appear in text 5 and text 14.

11. Creativity = 1) behaviour and *creativity* from himself. (text 5)

From the sentence above, reveals the first level of academic words which is *creativity*, it appear in text 5.

12. Defined = 1) education is *defined* as a planned effort to build a learning environment. (text 5)

From the sentence above, reveals the first level of academic words which is *defined*, it appear in text 5.

13. Environment = 1) education is defined as a planned effort to build a learning environment. (text 5)

2) I hope the *environment* of Indonesia more carefully to the poorest people. (text 13)

From the sentences above, reveals the first level of academic words which is *environment*, it appear in text 5 and text 13.

14. Factor = 1) so education is a major *factor* in life. (text 5)

From the sentence above, reveals the first level of academic words which is *factor*, it appear in text 5.

15. Major = 1) so education is a *major* factor in life. (text 5)

2) the students can choose *major* with themselves. (text 15)

From the sentences above, reveals the first level of academic words which is *major*, it appear in text 5 and text 15.

16. Issued = 1) to implement various policies *issued* by the government. (text 6)

From the sentence above, reveals the first level of academic words which is *issued*, it appear in text 6.

17. Policies = 1) to improve the quality of education with various *policies*. (text 6)

2) little by little the quality of education will improve if the government carries out the *policies* property without any deviation. (text 16)

From the sentences above, reveals the first level of academic words which is *policies*, it appear in text 6 and text 16.

18. Factors = 1) the school entry age of 7 years and many other *factors*. (text 7)

2) so many *factors* have affected it. (text 8)

From the sentences above, reveals the first level of academic words which is *factors*, it appear in text 7 and text 8.

19. Factoring = 1) educational world is *factoring* in the development of country.

(text 8)

From the sentence above, reveals the first level of academic words which is *factoring*, it appear in text 8.

20. Signifies = 1) it *signifies* that students of Indonesia have good competence.

(text 8)

From the sentence above, reveals the first level of academic words which is *signifies*, it appear in text 8.

21. Research = 1) people who are passed down from one generation to the next

through teacher, training, or *research*. (text 9)

From the sentence above, reveals the first level of academic words which is *research*, it appear in text 9.

22. Methods = 1) teacher has no mastered the tricks and *methods*. (text 10)

From the sentence above, reveals the first level of academic words which is *methods*, it appear in text 10.

23. Occurs = 1) but the problem that *occurs* is the unpreparedness of the teacher in

carrying the learning process. (text 10)

From the sentence above, reveals the first level of academic words which is *occurs*, it appear in text 10.

24. *Benefits* = 1) another *benefits* is internet as a media. (text 11)

From the sentence above, reveals the first level of academic words which is *benefits*, it appear in text 11.

25. *Percent* = 1) ninety *percent* people all over the world have used internet. (text 11)

From the sentence above, reveals the first level of academic words which is *percent*, it appear in text 11.

26. *Constitution* = 1) the purpose of education in Indonesia is set in the 1945 *constitution* of the 4th paragraph. (text 12)

From the sentence above, reveals the first level of academic words which is *constitution*, it appear in text 12.

27. *Sources* = 1) Madrasah Tsanawiyah using other *sources* to support learning process in the regional area. (text 12)

From the sentence above, reveals the first level of academic words which is *sources*, it appear in text 12.

28. *Income* = 1) the high cost of education that is not suitable for *income*. (text 13)

From the sentence above, reveals the first level of academic words which is *income*, it appear in text 13..

29. Policy = 1) the nation's children must also help the government and of course oversee the running of the *policy*. (text 16)

From the sentence above, reveals the first level of academic words which is *policy*, it appear in text 16.

30. Significantly = 1) this hasn't been able to improve *significantly*. (text 16)

From the sentence above, reveals the first level of academic words which is *significantly*, it appear in text 16.

31. Underestimated = 1) education crisis will make Indonesia increasingly *underestimated* by the countries. (text 16)

From the sentence above, reveals the first level of academic words which is *underestimated*, it appear in text 16.

Level 2

There are 27 frequently academic words appear of 16 text. The words explain below:

1. Evaluate = 1) hopefully the government can *evaluate* this problem. (text 1)

From the sentence above, reveals the first level of academic words which is *evaluate*, it appear in text 1.

2. **Evaluates** = 1) the government always *evaluates* to realize quality education.

(text 1)

From the sentence above, reveals the first level of academic words which is *evaluates*, it appear in text 1.

3. **Regulatory** = 1) many pro and contra in terms of application, and *regulatory* system. (text 1)

From the sentence above, reveals the first level of academic words which is *regulatory*, it appear in text 1.

4. **Normal** = 1) there are many societies who live far from city which never fell *normal*. (text 2)

From the sentence above, reveals the first level of academic words which is *normal*, it appear in text 2.

5. **Affect** = 1) the weakening of the global economy will also *affect* in Indonesia.

(text 3)

From the sentence above, reveals the first level of academic words which is *affect*, it appear in text 3.

6. **Complex** = 1) Indonesia is a *complex* country. (text 3)

From the sentence above, reveals the first level of academic words which is *complex*, it appear in text 3.

7. Investment = 1) Indonesia is a complex country and contains certain risks for *investment*. (text 3)

From the sentence above, reveals the first level of academic words which is *investment*, it appear in text 3.

8. Maintained = 1) stability is considered to be *maintained*. (text 3)

From the sentence above, reveals the first level of academic words which is *maintained*, it appear in text 3.

9. Regions = 1) development project in several *regions*. (text 3)

2) education in Indonesia is a compulsory thing to be carried out by residents in all *regions*. (text 12)

From the sentences above, reveals the first level of academic words which is *regions*, it appear in text 3 and text 12.

10. Focused = 1) wish students can follow the learning process and keep *focused* during learning process in class. (text 10)

From the sentence above, reveals the first level of academic words which is *focused*, it appear in text 10.

11. Computer = 1) everybody can access internet easily whether it is from *computer* or tablet. (text 11)

From the sentence above, reveals the first level of academic words which is *computer*, it appear in text 11.

12. Computers = 1) internet is a global communication system which connects *computers network*. (text 11)

From the sentence above, reveals the first level of academic words which is *computers*, it appear in text 11.

13. Impacts = 1) people used internet and it is have positive and negative *impacts*. (text 11)

From the sentence above, reveals the first level of academic words which is *impacts*, it appear in text 11.

14. Positive = 1) people used internet and it is have *positive* and negative impacts. (text 11)

From the sentence above, reveals the first level of academic words which is *positive*, it appear in text 11.

15. Transfer = 1) internet as a media to people to *transfer* file. (text 11)

From the sentence above, reveals the first level of academic words which is *transfer*, it appear in text 11.

16. Conclusion = 1) the *conclusion* is that every level of education must be followed by Indonesia children. (text 12)

From the sentence above, reveals the first level of academic words which is *conclusion*, it appear in text 12.

17. Culture = 1) ministry of education and *culture* with a twelve years compulsory education program. (text 12)

From the sentence above, reveals the first level of academic words which is *culture*, it appear in text 12.

18. Participating = 1) educating the life of the nation and *participating* in carrying out world order. (text 12)

From the sentence above, reveals the first level of academic words which is *participating*, it appear in text 12

19. Primary = 1) *Primary* school education at the same level with relevant developments for each student. (text 12)

2) before the kids enter the *primary* school usually their parents send children to kindergarden. (text 15)

From the sentences above, reveals the first level of academic words which is *primary*, it appear in text 12 and text 15.

20. Regional = 1) the facilities must complete to support the learning process in *regional* area. (text 12)

From the sentence above, reveals the first level of academic words which is *regional*, it appear in text 12.

21. Region = 1) senior high school in the same level as Madrasah Aliyah school by developing self-development in the international *region*. (text 12)

From the sentence above, reveals the first level of academic words which is *region*, it appear in text 12.

22. Relevant = 1) Madrasah Isbtidaiyah with *relevant* development. (text 12)

From the sentence above, reveals the first level of academic words which is *relevant*, it appear in text 12.

23. Residents = 1) education in Indonesia is a compulsory thing to be carried out by *residents* in all regions. (text 12)

From the sentence above, reveals the first level of academic words which is *residents*, it appear in text 12.

Level 3

There are 8 frequently academic words appear of 16 text. The words explain below:

1. Task = 1) teachers give some *task* to students. (text 1)

From the sentence above, reveals the first level of academic words which is *task*, it appear in text 1.

2. Component = 1) domestic fixed capital formation *component*. (text 3)

From the sentence above, reveals the first level of academic words which is *component*, it appear in text 3.

3. Technology = 1) education in Indonesia from year to year science and *technology* are increasingly. (text 6)

2) in nowadays all associated with the *technology*. (text 7)

3) these kind of things are the proof of the development of globalization in *technology*. (text 11)

From the sentences above, reveals the first level of academic words which is *technology*, it appear in text 6, text 7 and text 11.

4. Considerable = 1) Indonesia education system has a *considerable* burden. (text 7)

From the sentence above, reveals the first level of academic words which is *considerable*, it appear in text 7.

5. Negative = 1) people use internet has positive and *negative* impacts. (text 11)

From the sentence above, reveals the first level of academic words which is *negative*, it appear in text 11.

6. Contribute = 1) we as children of the nation must also be able to *contribute* to Indonesia children. (text 16)

From the sentence above, reveals the first level of academic words which is *contribute*, it appear in text 16.

Level 4

There are 22 frequently academic words appear of 16 text. The words explain below:

1. Goals = 1) one of the *goals* of government in implementing curriculum 2013 is to create student's character. (text 1)

2) educators and students can work together to achieve their *goals*. (text 9)

From the sentences above, reveals the first level of academic words which is *goals*, it appear in text 1 and text 9.

2. Implemented = 1) Indonesian education has been well *implemented*. (text 1)

2) the curriculum used is well *implemented* and facilities the teaching and learning process in the classroom. (text 10)

From the sentences above, reveals the first level of academic words which is *implemented*, it appear in text 1 and text 10.

3. Implementing = 1) one of the goals of government in *implementing* curriculum 2013 is to create student's character. (text 1)

From the sentence above, reveals the first level of academic words which is *implementing*, it appear in text 1.

4. Domestic = 1) Gross *Domestic* Fixed Capital Formation (PMTB). (text 3)

From the sentence above, reveals the first level of academic words which is *domestic*, it appear in text 3.

5. Emerging = 1) economic growth is relatively better compared to some other *emerging* markets. (text 3)

From the sentence above, reveals the first level of academic words which is *emerging*, it appear in text 3.

6. Internal = 1) the *internal* economic balance. (text 3)

From the sentence above, reveals the first level of academic words which is *internal*, it appear in text 3.

7. Projects = 1) because of the rice of infrastructure development *project* in several regions. (text 3)

From the sentence above, reveals the first level of academic words which is *projects*, it appear in text 3.

8. Attitude = 1) the students in Indonesia should understand and did the *attitude* how a good student. (text 4)

From the sentence above, reveals the first level of academic words which is *attitude*, it appear in text 4.

9. Attitudes = 1) education in Indonesia has left attitudes toward their teacher. (text 4)

2) they do not understand about education and do not have good *attitudes*. (text 8)

3) students should be active to explore knowledge, skills, and develop the *attitudes*. (text 15)

From the sentences above, reveals the first level of academic words which is *attitudes*, it appear in text 4, text 8 and text 15.

10. Implement = 1) the sons of the nation must also help the government to *implement* various policies issued. (text 6)

2) when technology is not growing in that area, then the educational process will difficult to *implement*. (text 7)

From the sentences above, reveals the first level of academic words which is *implement*, it appear in text 6 and text 7.

11. Access = 1) technology *access* is very easy and others. (text 7)

2) Everybody can *access* internet easily with computer. (text 11)

From the sentences above, reveals the first level of academic words which is *access*, it appear in text 7 and text 11.

12. Adequate = 1) children attend school as an *adequate* building. (text 7)

2) infrastructure in Indonesia are mostly in *adequate*. (text 14)

From the sentences above, reveals the first level of academic words which is *adequate*, it appear in text 7 and text 14.

13. Communicating = 1) people can easily *communicating* with many application like whatsapp, line, etc. (text 11)

From the sentences above, reveals the first level of academic words which is *communicating*, it appear in text 11.

14. Communication = 1) internet is a global *communication* system nowadays. (text 11)

From the sentences above, reveals the first level of academic words which is *communication*, it appear in text 11.

15. Professional = 1) everywhere we can found some educators there is not *professional*. (text 13)

From the sentences above, reveals the first level of academic words which is *professional*, it appear in text 13.

Level 5

There are 18 frequently academic words appear of 16 text. The words explain below:

1. Whereas = 1) stepping on their feeth on land *whereas*. (text 2)

From the sentences above, reveals the first level of academic words which is *whereas*, it appear in text 2.

2. Challenges = 1) even though the *challenges* of the global economy are getting bigger. (text 3)

From the sentences above, reveals the first level of academic words which is *challenges*, it appear in text 3.

3. External = 1) the internal economic balance, namely inflation, the *external* economic balance namely the rupiah. (text 3)

From the sentence above, reveals the first level of academic words which is *external*, it appear in text 3.

4. Stability = 1) national economic *stability* is considered to be maintained. (text 3)

From the sentence above, reveals the first level of academic words which is *stability*, it appear in text 3.

5. Trend = 1) the Indonesia economy is in a slowing trend. (text 3)

From the sentence above, reveals the first level of academic words which is *trend*, it appear in text 3.

6. Generation = 1) without education the next *generation* to continue and advance the nation. (text 5)

2) for the next *generation* can move the country forward and bring good name to Indonesia. (text 8)

3) a group of people who are passed down from one *generation* to the next through teaching. (text 9)

From the sentences above, reveals the first level of academic words which is *generation*, it appear in text 5, text 8, and text 9.

7. Awareness = 1) now at this time, students *awareness* of their obligation to learn.
(text 6)

From the sentence above, reveals the first level of academic words which is *awareness*, it appear in text 6.

8. Expand = 1) the education wants to go forward and *expand*. (text 7)

From the sentence above, reveals the first level of academic words which is *expand*, it appear in text 7.

9. Facilities = 1) in Indonesia the government must provided adequate *facilities*.
(text 7)

2) in Indonesia the government must provided adequate *facilities*.
(text 8)

3) the curriculum used is well implemented and *facilities* the teaching learning process in classroom. (text 10)

From the sentence above, reveals the first level of academic words which is *facilities*, it appear in text 7, text 8 and text 10.

10. Decline = 1) Indonesia will *decline* on the short explanation. (text 10)

From the sentence above, reveals the first level of academic words which is *decline*, it appear in text 10.

11. Network = 1) every computer and *network* within computers using internet.

(text 11)

From the sentence above, reveals the first level of academic words which is *network*, it appear in text 11.

12. Sustain = 1) education is the main thing that will *sustain* the progress a nation.

(text 14)

From the sentence above, reveals the first level of academic words which is *sustain*, it appear in text 14.

Level 6

There are 5 frequently academic words appear of 16 text. The words explain below:

1. Scope = 1) The curriculum 2013 still pro and contra in the *scope* of educations.

(text 1)

From the sentence above, reveals the first level of academic words which is *scope*, it appear in text 1.

2. Intelligence = 1) in religion and spiritual level, consciousness, personality and *intelligence* (text 5)

From the sentence above, reveals the first level of academic words which is *intelligence*, it appear in text 5.

3. Furthermore = 1) *furthermore*, numerous students in Indonesia have been able to complete their education. (text 8)

From the sentence above, reveals the first level of academic words which is *furthermore*, it appear in text 8.

4. Ministry = 1) *ministry* of education and culture with a twelve years compulsory education program. (text 12)

From the sentence above, reveals the first level of academic words which is *ministry*, it appear in text 12.

5. Fees = 1) increasingly high tuition *fees* make a lot of children who have dropped out. (text 16)

From the sentence above, reveals the first level of academic words which is *fees*, it appear in text 16.

Level 7

There are 10 frequently academic words appear of 16 text. The words explain below:

1. Phenomena = 1) this *phenomena* is still a pro and contra. (text 1)

From the sentence above, reveals the first level of academic words which is *phenomena*, it appear in text 1.

2. Global = 1) the weakening of *global* economy. (text 3)

2) internet is a *global* communication. (text 11)

3) education crisis caused by the *global* economic crisis that occurred.
(text 16)

From the sentences above, reveals the first level of academic words which is *global*, it appear in text 3, text 11 and text 16.

3. Media = 1) directly or through electronic *media*. (text 5)

From the sentences above, reveals the first level of academic words which is *media*, it appear in text 5.

4. Mode = 1) education is the crucial *mode* for character formation in the world.

(text 8)

From the sentences above, reveals the first level of academic words which is *mode*, it appear in text 8.

5. File = 1) another benefit is internet as a media to transfer *file*. (text 11)

From the sentences above, reveals the first level of academic words which is *file*, it appear in text 11.

6. Global = 1) internet is a *global* communication. (text 11)

From the sentence above, reveals the first level of academic words which is *global*, it appear in text 11.

7. Equipment = 1) for example: school buildings, laboratory *equipment*. (text 14)

From the sentence above, reveals the first level of academic words which is *equipment*, it appear in text 14.

Level 8

There are 7 frequently academic words appear of 16 text. The words explain below:

1. Plus = 1) long school hours *plus* a lot of homework. (text 1)

From the sentence above, reveals the first level of academic words which is *plus*, it appear in text 1.

2. **Infrastructure** = 1) because of the rise of *infrastructure* development project in several regions. (text 3)

2) *infrastructure* in Indonesia are mostly in adequate. (text 14)

From the sentences above, reveals the first level of academic words which is *infrastructure*, it appear in text 3 and text 14.

3. **Deviation** = 1) as seriously as possible without any *deviation*. (text 6)

2) quality of education will improve if the government carries out the policies property without any *deviation*. (text 16)

From the sentences above, reveals the first level of academic words which is *deviation*, it appear in text 6 and text 16.

4. **Crucial** = 1) education is the *crucial* mode for character formation in the world. (text 8)

From the sentence above, reveals the first level of academic words which is *crucial*, it appear in text 8.

5. **Paragraph** = 1) in the 1945 constitution of the 4th *paragraph* with the aim educating the life of the nation. (text 12)

From the sentence above, reveals the first level of academic words which is *paragraph*, it appear in text 12.

Level 9

There are 3 frequently academic words appear of 16 text. The words explain below:

1. Duration = 1) the short *duration* of the school there is not of a national exam.

(text 7)

From the sentence above, reveals the first level of academic words which is *duration*, it appear in text 7.

2. Protocol = 1) all over the world using internet *protocol*. (text 11)

From the sentence above, reveals the first level of academic words which is *protocol*, it appear in text 11.

3. Found = 1) everywhere we can to *found* some educators. (text 13)

From the sentence above, reveals the first level of academic words which is *found*, it appear in text 13.

Level 10

There are 1 frequently academic words appear of 16 text. The word explain below:

1. *Encountered* = 1) respective educational problem often *encountered* in various area. (text 5)

From the sentence above, reveals the first level of academic words which is *encountered*, it appear in text 5.

From the data description above, it can be conclude that the words of first level is frequently used from 16 text. While, the tenth level is the seldom words used from 16 text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting research entitled “An Analysis of Students’ Ability of Using Academic Words in Essay Writing by the Fifth Semester Students of English Language Education Universitas Islam Riau”, some conclusion can be drawn as:

Based on level classification, most academic words found belong to the highest frequency level of academic words or level 1 (51 words out of 152 or equivalent 33,60%). And the least academic words found belong to the lowest frequency level of academic words or level 10 (1 word out of 152 or equivalent 0,65%).

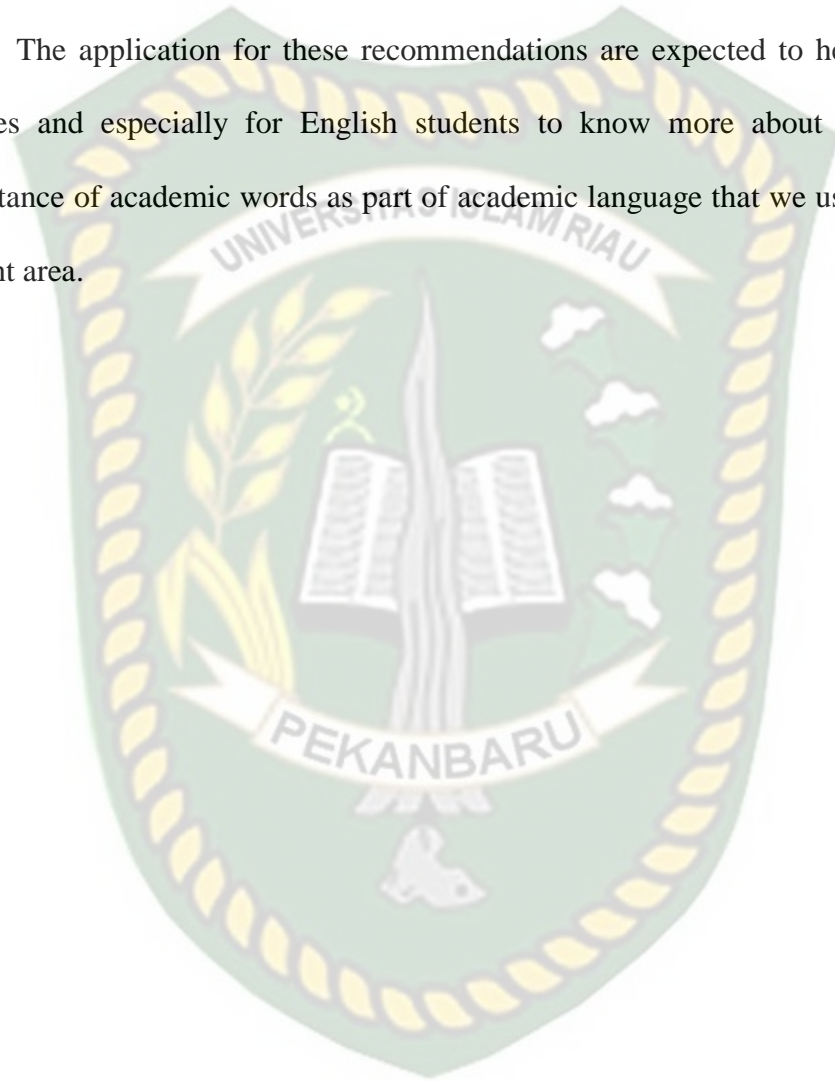
Therefore, we can see that the academic words that students used dominantly is in the highest frequency level that is level 1.

5.2 Suggestion

Based on the research finding, it is clear that the students have been used academic words moreover, most students use the highest level of academic word. Although this only refers to one type of text but it can be drawn as a basic of information that students used academic words. Therefore, the researcher would like

to recommend lectures to concern more about academic words, so that it would fulfil the need of students.

The application for these recommendations are expected to help researcher, lectures and especially for English students to know more about existence and importance of academic words as part of academic language that we use in academic content area.



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