

ACADEMIC WORDS IN *BUKU BAHASA INGGRIS KELAS XII*

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Abstract: Academic Words in *Buku Bahasa Inggris Kelas XII*. In learning English as a foreign language (EFL), students have to learn vocabulary and its meaning as vocabulary helps them to understand what they hear, to speak in communication, to understand written text and to construct good sentences in writing. In academic field, the words that should be known by the students are academic words. The academic words widely used in academic textbooks and journals named academic word list. Vocabulary Profiler used in this study was a web profiler program developed by Tom Cobb. The profiler is an online program available at www.lex tutor.ca/vp. This program helped the researcher to analyze the AWL in a course *Buku book Bahasa Inggris kelas XII*. The tool counted a total number of words and also the percentage of words appeared: 1000 most frequent words, 2000 most frequent words, academic words, and off list words. The data of the Web Vocabulary Profilers English version 3 described the percentage of AWL in the *Buku Bahasa Inggris Kelas XII*. For secondary students, course book might be one of the tools to get inputs in term of vocabulary. As a key component in language class text books have a significant role on language classes. Considering the important role of course book and the necessity of academic vocabulary in a course book, the present study aimed to analyze Academic Words in *Buku Bahasa Inggris Kelas XII*.

Keywords: vocabulary, academic vocabulary, coursebook,

Abstrak: Kosakata Akademik dalam *Buku Bahasa Inggris Kelas XII*. Dalam pembelajaran Bahasa Inggris sebagai Bahasa asing, penguasaan terhadap kosakata dan pemahaman penggunaannya oleh para siswa sangatlah penting. Penguasaan kosakata ini membantu para siswa untuk dapat memahami apa yang mereka dengarkan (*listening*), memahami teks bacaan (*reading*), menyusun teks tertulis (*writing*), serta mampu berkomunikasi (*speaking*). Pada bidang akademik, kosakata yang harus dikuasai berkaitan dengan kosakata akademik dikarenakan buku-buku teks dan juga jurnal-jurnal ilmiah yang ada ditulis menggunakan kata-kata akademik. Dalam menganalisis data, penelitian ini menggunakan program kosakata profiler yang dikembangkan oleh Tom Cobb. Profiler ini adalah program *online* yang dapat diakses melalui www.lex tutor.ca/vp. Melalui profiler ini ditemukan bahwa presentase penggunaan kosakata akademik dalam *Buku Bahasa Inggris Kelas XII* yang disediakan oleh pemerintah belum cukup untuk membantu para siswa di jenjang SMA menyiapkan diri untuk membaca buku-buku teks ilmiah bahasa Inggris yang akan mereka pelajari di tingkat perguruan tinggi.

Kata Kunci: kosakata, kosakata akademik, buku ajar

INTRODUCTION

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 thought or ideas in a one's 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 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 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 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 in most of academic textbooks 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 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. It is likely that a range of these formulas are important structuring devices for academic 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).

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) has 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 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 be 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.

In Indonesia, the coursebook 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 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.

Vocabulary in Nature

Vocabulary is a core component of the language proficiency and provides much of the basis for how well the learners listen, speak, read and write (Richards and Renandya, 1996:225). They state that without extensive vocabulary and strategies for acquiring new vocabulary, the learners often achieve less than their potential and may be discourage. Here vocabulary becomes an important thing because by knowing the series of vocabulary and its meaning, the students can use it appropriately. Moreover, Wilkins (1972:111) states 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. It means that no one language exists without words.

In learning English as a foreign language we have to learn its vocabulary and meaning. It helps us to understand what we hear, to speak in communication, to understand written text and to construct good sentences in writing. That is why Harmer (1996:159) says that teaching vocabulary is clearly than more just presenting new words. In this case, teacher needs to teach what the words mean and how to use it.

According to Lehr, Osborn and Hiebert (2001), vocabulary is knowledge of words and word meanings. Diamond and Guthlon (2006) added that the knowledge of the words is not by knowing the definition but also the using of the words in context. Vocabulary is the primary means for communication and acquiring knowledge; besides,

vocabulary can descr education. The more range of vocabulary the people mastered, the more educated people were appraised (Simpson, 2009). Vocabulary is not a developmental skill that can be fully mastered (Diamond and Guthlon, 2006). Vocabulary usually grows from time to time and become a useful tool for communication. Hiebert and Kamil (2005) said that the expansion and elaboration of vocabulary is something that extends across a lifetime.

Furthermore, Folse (2004) stated:

“...second language teaching has been dominated by an emphasis on communication, but accurate communication depends largely on an extensive knowledge of vocabulary. A good curriculum is based on student needs, and vocabulary knowledge is high on student priority lists”.

It is time to listen not only to the data from these tudsies but also to our students who are all too aware of their lack of lists in learning L2 vocabulary, Prince (1995) examined the role of learners' L2 proficiency and mode of presentation, i.e., L1 translations or L2 context (in a series of L2 sentences). Prince found that less proficient students were able to recall more items when they had learned the words in the translation condition rather than in the context condition. Therefore, this research showed that some students perform better when they were given only a list of L2 words and their translations.

Word Frequency Level

One description of the various levels of vocabulary with the goal of designing the vocabulary component of a language course (Nation, 2001) divides vocabulary into four levels: high frequency words; academic vocabulary; technical vocabulary; and low frequency words. High frequency words are the most frequent 2,000 words of English. 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. This vocabulary typically covers 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: 13-16). For learners with academic goals, the 570 words family Academic Word List (Coxhead, 2000) is like a specialized extension of the high frequency words. It covers on average 8.5% of academic text, 4% of newspapers and less than 2% of the running words of novels. This vocabulary has been called academic vocabulary (Martin, 1976), sub-technical vocabulary (Cowan, 1974) or semi-technical vocabulary (Farrell, 1990). There has been a lot of discussion and some research on academic vocabulary (Nation and Coxhead, 2001). This vocabulary is common to a wide range of academic fields but is not what is known as high frequency vocabulary and is not technical in that it is not typically associated with just one field. It is however more closely related to high frequency vocabulary than to technical vocabulary. It was thought that the third level of vocabulary, technical words, covered about 5% of the running words in specialized texts, and was 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). Technical vocabulary is largely of interest and use to people working in a specialized field. 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 and Read, 1990) and they typically cover around 5% of the running words in texts. Furthermore, Shoebottom (2012) mentioned the important words to be studied by the EFL are the neutral vocabulary or West's General academic vocabulary or Academic Word List (AWL) together with the subject. GSL, the 2000 most frequent words, is the basic knowledge of words that should be acquired by the learners (Read, 2009). While AWL takes the second place after the West GSL since AWL appeared most frequent than the other low frequency words and covers 10% of the total words appear GSL and AWL are considering important since they appear mostly in most written text in academic field. Agree with the idea, Shoebottom & Nation (2001) divided vocabulary into three main groups based on the frequencies: high frequency words in General Service List (GSL) by West (1953) which contain

2000 word families in English, the Academic Word List (AWL) by Coxhead (2000), and a technical vocabulary which differs by subject area.

Every group of words is used in different situation. West's GSL are word used in everyday situation to academic situation, they appear in oral or written forms, i.e. people chatting with friends and students' written assignment While academic vocabulary words are mostly used in academic situation, even though it sometimes appears in newspapers (Coxhead, 2000). The reason why students studying in higher education should master AWL is because of the AWL frequent appearance in academic field, i.e. in journals, textbooks, workbooks.

Academic Word List

Academic Word or Academic Word List (AWL) was developed by Coxhead (2000), a researcher from Victoria University of Wellington, New Zealand. AWL was made by examining the coverage of the relative to the complete Academic Corpus and its four discipline sub corpora. It occurs in 3,500,000 word corpuses of academic texts from Arts, commerce, Law and Science faculties which cover twenty eight subject areas, two of the subject areas from Arts faculty are education and linguistic (Coxhead, 2000). AWL contains 570 word families out of the first 2,000 most frequently occurring words of English as described accounts for approximately 10.0%. Word families are made up of the root word, the derivatives and the inflection, i.e. root word: *feel*, derivatives: *feeling*, inflection: *feels*. The words in words families are closely related and the meaning is similar. However, not all the words in AWL have a word family, some words occur on their own (Coxhead, 2000).

The AWL is 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 part 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. 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%.

Coxhead’s Academic Word List is divided into ten sublists according to their frequency in academic texts. All sublists contain 60 word families, except the last sublist which contains 30 word families. Out of the 10% word coverage the list has in academic texts, 3.6%are covered by the first sublist, 5.4% by the first two combined and 8.3% by the first five combined (Coxhead, 2000, p.

227). All the words in the AWL can be found within the 10,000 most common words of English (Nation & Beglar, 2007). The time spent on the academic vocabulary therefore has a clear advantage and teaching this vocabulary specifically is certainly very beneficial for students intending on academic studies (Matsuoka & Hirsh, 2010; Nation & Waring 1997; Coxhead, 2006; Quian, 2002; Nation, 2008). Coxhead (2000) mentioned that those are the words which are “most worth studying” (p. 214 academic goals. 10% of words in a text means that there is at least one word in every line (Hirsh & Nation, 1992) and out of those just over twelve words on every page will come from sublist one (Nation, 2001).

The following is the example of each sublists:

Sublist 1	Area → Areas
	Evident → evidenced, evidence, evidential, evidently
Sublist 2	Chapter → chapters
	Maintain → maintained, maintaining, maintains, maintenanc
Sublist 3	Outcome → outcomes
	Publish → published, publisher, publishers, publishing, publi
Sublist 4	Access → accessed, accesses, accessibility, accessible, acces
	Emerge → emerged, emergence, emergent, emerges, emergi
Sublist 5	Generation → generations
	Medical → medically
Sublist 6	Expert → expertise, expertly, experts
	Overseas
Sublist 7	Contrary → contrarily
	Adult → adults, adulthood
Sublist 8	Prospect →prospects, prospective
	Via
Sublist 9	Duration
	Team → teamed, teaming, teams
Sublist 10	Whereby

Vocabulary Studies in Secondary course book

ELT course books are widely used in language learning classrooms (Hutchinson & Torres, 1994; Littlejohn, 1998). There is some concern, however, that ELT course books contradict rather than reflect contemporary developments in applied linguistics (Hutchinson & Torres, 1994; Sheldon, 1988). In addition, ELT course books may

not always besupplemented with language input from other written sources such as graded readers, novels or newspapers. Tanaka and Stapleton (2007) report that Japanese EFL high school learners tend to engage in intensive reading using short texts rather than extensive reading. This is in spite of research suggesting a positive role for extensive

reading in second language development, including vocabulary development (Horst, 2005; Lee, 2007), particularly when the extensive reading occurs in conjunction with other language-rich learning activities such as intensive reading (see Laufer, 2003). In addition, Richards (2001) regards that course book is as a key component in language class much and of the language states that teaching occurs around the world today could not take place without the extensive use of commercial textbooks". Mares (2003) posi significant role on language classes and teaching goes on within them. Thus, the role of course book in classroom cannot be deniable.

Although research has shown that gaps in reading performance are often associated with gaps in vocabulary knowledge, attention to developing language is not occurring in most schools (e.g., Scott, Jamieson-Noel, & Asselin, 2003; Watts, 1995). Most middle school English language arts (ELA) programs emphasize literary analysis over direct instruction in comprehension strategies. For many of these learners, what is missing from class work is direct instruction focused on academic vocabulary that will support them as they read expository texts in their academic future.

Furthermore, to ensure that students enter high school able to handle sophisticated texts, academic vocabulary instruction should be incorporated into standard practice to improve language skills and consequently boost reading comprehension for struggling readers (Kelley, Lesaux, Kieffer, Faller, 2010). Therefore, the mastery of academic vocabulary is very essential for secondary students.

Liqin and Xinlu (2014) studied word saliency and frequency of Academic Words in textbooks. Using the Vocabulary profiler and Word Smith tool, it found that AWL have a lower coverage in textbook. In addition, the study on why textbooks in Junior and Secondary textbooks is difficult to read had been done (Coxhead, Stevens, & Tinkle, 2010). The study revealed that more unfamiliar words occurred repeatedly than the AWL. More recent study on AWL in education research articles (Mozaffaria & Moinib, 2014) found the lower coverage of AWL in educations field. To date, the research on students course book still few and this

triggering the researcher to investigate the AWL in secondary course book.

METHOD

This current study described the academic words (AWL) in the *Buku Bahasa Inggris Kelas XII* using corpus based-analysis (Brow, 2000). This study was addressed to analyze the AWL and its sublists frequency in the course book. All the words appearing in *Buku Bahasa Inggris Kelas XII* were analyzed, excluded foreword, glossary, and references.

The Vocabulary Profiler used in this study was a web profiler program developed by Tom Cobb. The profiler is an online program available at www.lextutor.ca/vp. This program helped the researcherto analyze the AWL in a course *Buku Bahasa Inggris kelas XII*. The tool counted a total number of words and also the percentage of words appeared: 1000 most frequent words, 2000 most frequent words, academic words, and off list words. The data of the Web Vocabulary Profilers English version 3 described the percentage of AWL in the *Buku Bahasa Inggris Kelas XII*.

FINDING AND DISCUSSION

This present study aims to analyze the percentage of AWL and its sublists frequency in the secondary course book which published by the Educational Ministry in Indonesia. The result shows that 5, 82% AWL were found in the course book and the first two sublists of AWL seemed to be the most frequent sublists in the course book. Referring to Coxhead (2000) and Ebbers (2010), these findings indicate that the AWL in *Buku Bahasa Inggris Kelas XII* are insufficient.

This study counted the AWL in *Buku Bahasa Inggris Kelas XII* from words appearing in 16 chapters of the course book. The course book contained 28.472 running words which accounted from the K1, K2, AWL, and off list words. This study revealed that the K1&K2 occurrences are higher than the AWL. Those words covered for 84, 85% in the course book and this supports Chung and Nation's (that GSL vocabulary typically covers around 80% of the running words of academic texts

and newspapers. Instead, the AWL covers up to 10% of the vocabulary in written academic texts (Coxhead, 2005) which is not revealed in this study.

The AWL in Buku Bahasa Inggris Kelas XII were varied from sublist 1 to 10. The course book covered the words from the highest frequent to lowest frequent words. This study found that first two sublists were the highest occurrence (accounting for almost 50% of the whole occurrences) in comparison to the rest sublists. The result of the study was in contrast to Ebbers (2010) stated that students studying in higher education should have applied sub list 6 to sublist 10, and have already mastered the previous sub lists, i.e., sublists 1 to 5. The result of this study shows that the course book contained more the first two sublists and lacked to use sublists 3, 4, and 5. This study revealed that the most frequent word of AWL in this course book is first two sublists. In another words, AWL without the first two sublists has a very low frequency ((Mozaffaria & Moinib, 2014).

Coxhead (2010) argues that the AWL is academic in nature which implies AWL mostly found in academic texts. The present study revealed that the topic discussed in each chapter affected the high and low occurrence of the AWL. For an example, the news item text is discussed on chapter 11 where the AWL is highly occurred. The AWL counted for 8, 02% from 2395 running words. Instead, the chapter 16 counted for 2,62% from 1414 tokens. The text discussed is a song lyric which belongs to non-academic text type.

Surprisingly, the interesting finding of this study was the high occurrence of sublist 8 words. The sublist counted for 7, 07% from the total AWL in the course book. The words frequently occurred through the course book such as: *paragraph* (70 times), *tense* (13 times), and *exhibit* (6 times). As Ebbers (2010) stated that the sublists 6 to 10 is intended to students in higher education level, this study shows that the secondary students has at least being introduced with the words used at higher education level.

Liqin and Xinlu (2014) studied word saliency and frequency of Academic Words in textbooks found that AWL have a lower coverage in textbook. The study on why textbooks in Junior and Secondary

textbooks be difficult to read, Coxhead, Stevens, and Tinkle (2010) revealed that more unfamiliar words occurred repeatedly than the AWL. Another study of AWL in education research articles (Mozaffaria & Moinib, 2014) also found the lower coverage of AWL in education field. In line with these previous studies, the present study has the similar finding where the AWL in Buku Bahasa Inggris Kelas XII is insufficient. To ensure that students enter high school able to handle sophisticated texts, academic vocabulary instruction should be incorporated into standard practice to improve language skills and consequently boost reading comprehension for struggling readers (Kelley, Lesaux, Kieffer, Faller, 2010). Therefore, the mastery of academic vocabulary is very essential for secondary students.

So, from the brief discussion above this study reveals that AWL in Buku Bahasa Inggris Kelas XII is not sufficient yet in preparing the students to enter the higher education level. The English teachers are hoped to explore more on academic topics which might require high use of AWL, conduct vocabulary activities that explicitly teaching the AWL, particularly, the sublists 1 to 5.

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