

**THE USE OF ACADEMIC WORDS IN EFL STUDENTS' ACADEMIC
WRITING ASSIGNMENTS**

THESIS

Submitted by

PUTRI ELIA ANGGUNI

NIM. 180203165

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2022 M / 1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Unuversitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

By:

Putri Elia Angguni

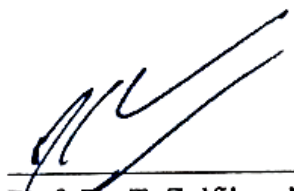
NIM. 180203165

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education


Approved by:

Main Supervisor,

Co-Supervisor,


Prof. Dr. T. Zulfikar, M. Ed.

Date: 19 / 12 / 2022


Dr. Jarjani Usman,
S.Ag., S.S., M.Sc., M.S.

Date: 9 / 12 / 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

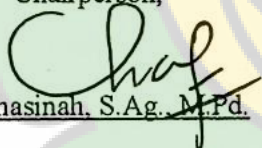
Wednesday, 21 Desember 2022 M

27 Jumadil Awal 1444 H


In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Siti Khasinah, S.Ag., M.Pd.

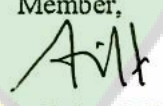
Secretary,


Dara Fitria Munzaki, M.Pd.

Member,


Fithriyah, S.Ag., M.Pd.

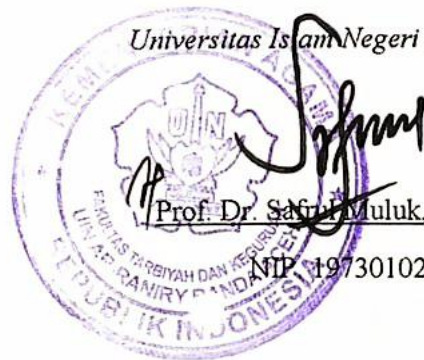
Member,


Azizah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Dr. Saiful Muluk, S. Ag., MA., M.Ed.

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Putri Elia Angguni

NIM : 180203165

Tempat/tanggal lahir : Tengah peulumat/ 30 Oktober 2000

Alamat : Desa Kajhu, Kec. Baitussalam, Kab. Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Academic Words in EFL Students' Academic Writing Assignment

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 14 Desember 2022

(Saya yang membuat surat pernyataan,


Putri Elia Angguni

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to thank Allah *subhanahuwa ta'ala*. The Most Gracious, Most Merciful, for the love, guidance, enthusiasm, and strength and opportunity in completing this thesis. *Shalawat and greetings* always belong to our beloved prophet Muhammad *shalallahu'alahi wa sallam*, who has been my inspiration.

Second, I would like offered my sincere respect and gratitude to my main supervisor Prof. Dr. T. Zulfikar, M.Ed. for the invaluable time, patience, support, assistance, guidance, motivation, and advice, so that I can finish this thesis. My sincere respect and gratitude to my Co-Supervisor and academic supervisor Dr. Jarjani Usman, S.Ag., SS, MS for his invaluable time, patience, support, assistance, guidance, motivation, and advice while I was a student in the Department of English Education at UIN Ar-Raniry. Thanks to all the lecturers of the English Language Education Study Program, Faculty of Teaching and Education, Ar-Raniry University, who have inspired and supported me while I was a student of the English Language Education Study Program at UIN Ar-Raniry.

Furthermore, I would like to express my sincere thanks to my parents, Mr. Ruslan Jes and Mrs. Nur Azizah. for their love, support, sacrifice and prayers. I dedicated this thesis to both of you. I wouldn't have gotten to this point without all of you. Also, I want to thank my wonderful brothers Irfan Rajes SQ. MA, Dony Ariga

Rajes, Denri Rudianto Rajes, Rezi Prima Rajes and Fakhril Haikal Rajes who always support, care and encourage me to achieve my goals.

Last but not least, my special thanks goes to my best friend, Maulidarni Saputri S.pd , for all the important help she gave me during my studies. Millions of thanks I go to Fara Indriani, Dilta Yundia Putri, Zulfa Rauyani, Raudhatul Muna, Cindy Arlina, Haziratul Qudsiyah, Indah Ramaza Lisma, Riva Purnama and all my friends for their support, enthusiasm, concern, and listening to my problems starting from this early college trip to the end. May Allah bless and reward you all for your kindness in Jannah.

Finally, I realized that this thesis is still far from perfection due to limited ability, my criticism and suggestions are very meaningful for the improvement of this research in the future. Hopefully this thesis can provided a valuable contribution for future researchers.

Aceh Besar, 14 Desember 2022

Writer,

Putri Elia Angguni

ABSTRACT

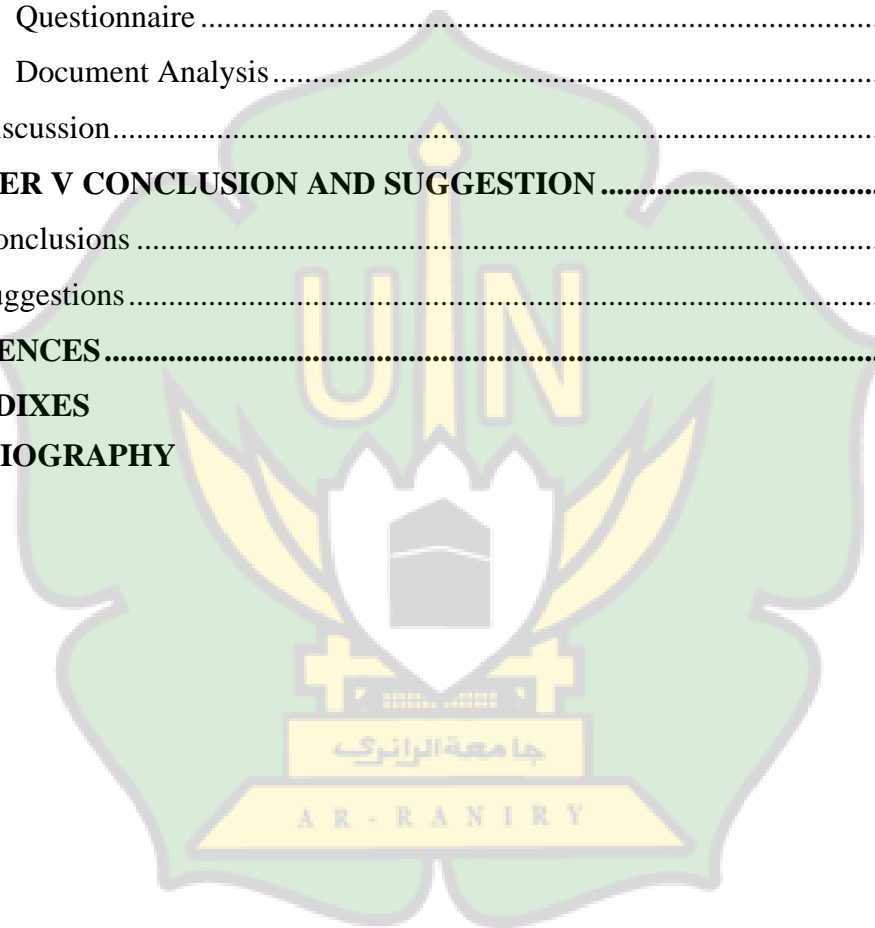
Name : Putri Elia Angguni
NIM : 180203165
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Use of Academic Words in EFL Students' Academic Writing Assignment
Main Supervisor : Prof. Dr. T. Zulfikar, M. Ed.
Co-Supervisor : Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S.
Keywords : Academic word; EFL student; Academic writing.

This research was conducted to examine the stages of concerns and the level of use of academic words in EFL student academic writing assignment. The sample of this research was English Department students of UIN Ar-Raniry. This study used mix-methods. To obtain the data, this study used questionnaire and document analysis. In order to achieve the goal, the researcher collected 10 documents of students' assignments regarding articles from the seventh and fifth semester students. The documents were analyzed through an application called Lextutor Web. The findings of this study indicate that the stage of concern of using academic words by students in academic writing is still relatively low. Based on the questionnaire analysis, showed that only 58% of the respondents were concerned about the use of the academic word. Based on the result of academic words analysis by Lextutor, the level of use of academic words in academic writing assignment in level A and B, in which the average student used more than 50 academic words in their academic writing assignments. The results of this study indicate that students are not aware of using the word academic in their academic writing. Students do not know the words they use in their academic writing are academic words. That is why students are not aware and less concerned about the use of academic words.

TABLE OF CONTENT

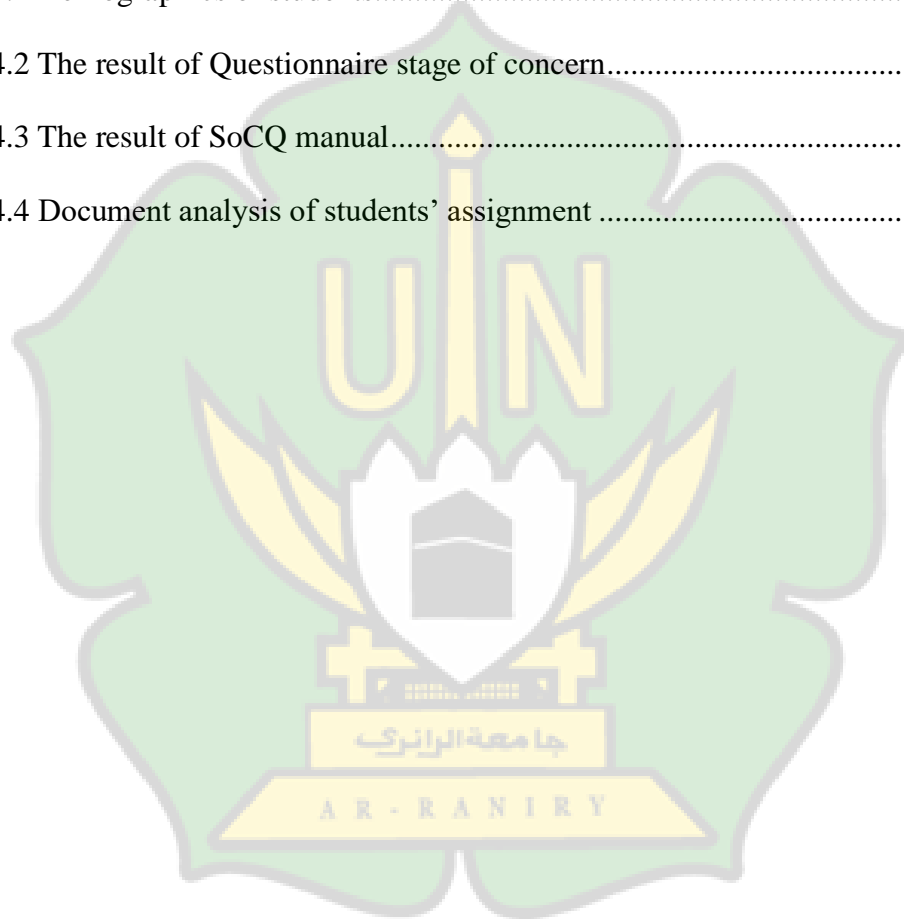
| | |
|---|------------|
| DECLARATION OF ORIGINALITY | iii |
| ACKNOWLEDGEMENT..... | iv |
| ABSTRACT..... | vi |
| TABLE OF CONTENT..... | vii |
| LIST OF TABLES | ix |
| LIST OF FIGURES | x |
| LIST OF APPENDIXES..... | xi |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of The Study | 1 |
| B. Research Questions..... | 4 |
| C. Research Objectives | 5 |
| D. Significance of The Study | 5 |
| E. Terminology..... | 6 |
| CHAPTER II LITERATURE REVIEW | 8 |
| A. The Nature of Academic Words..... | 8 |
| 1. The Characteristics of Academic Words | 9 |
| 2. The Importance of Academic Words..... | 10 |
| 3. List of Academic Words | 11 |
| B. The Concerns Based Adoption Model (CBAM) | 16 |
| 1. Stage of Concern..... | 16 |
| C. Previous Studies | 20 |
| CHAPTER III RESEARCH METHODOLOGY | 23 |
| A. Research Design..... | 23 |
| B. Population and Sample | 23 |
| C. Technique and Instrument of Data Collection..... | 24 |
| 1. Questionnaire | 24 |
| 2. Document Analysis..... | 25 |

| | |
|---|-----------|
| D. Technique of Data Analysis | 25 |
| 1. Data Analysis of Questionnaire | 25 |
| 2. Data Analysis of Document Analysis | 27 |
| CHAPTER IV THE FINDING AND DISCUSSION..... | 29 |
| A. Findings | 29 |
| 1. Questionnaire | 30 |
| 2. Document Analysis..... | 33 |
| B. Discussion..... | 42 |
| CHAPTER V CONCLUSION AND SUGGESTION | 45 |
| A. Conclusions | 45 |
| B. Suggestions..... | 47 |
| REFERENCES..... | 48 |
| APPENDIXES | |
| AUTOBIOGRAPHY | |



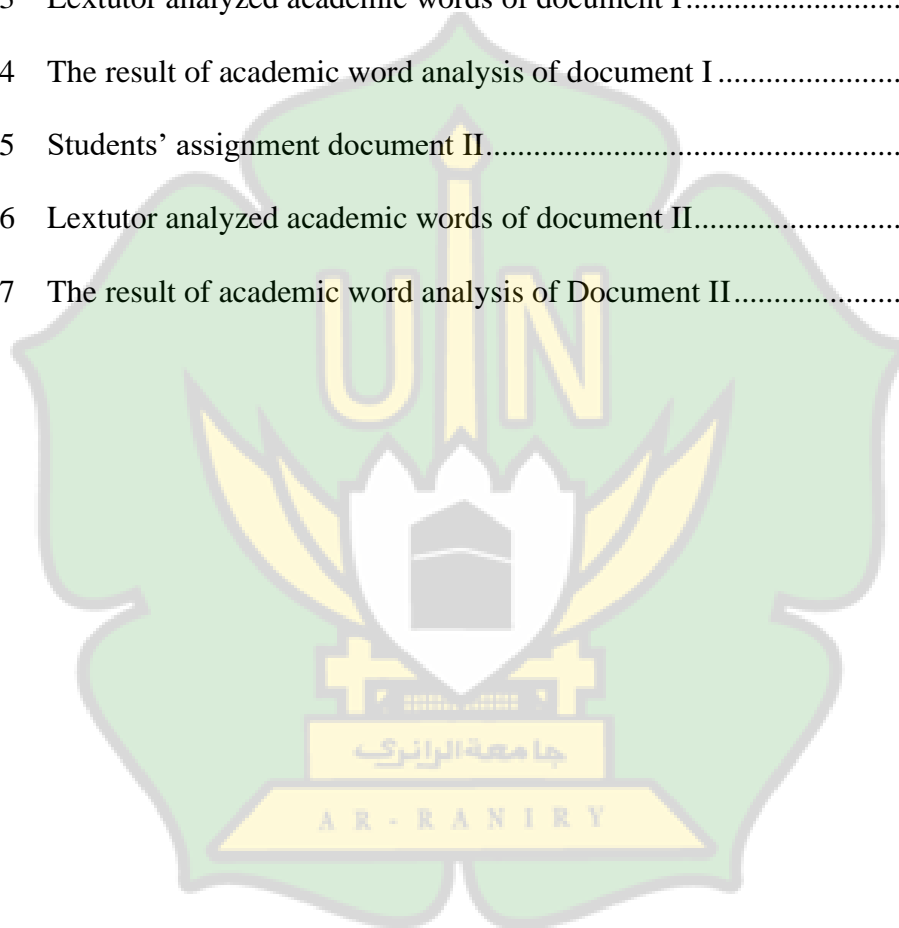
LIST OF TABLES

| | |
|---|----|
| Table 2.1 Stages of concern resource..... | 17 |
| Table 3.1 Likert scale score interpretation criteria..... | 27 |
| Table 4.1 Demographics of students..... | 29 |
| Table 4.2 The result of Questionnaire stage of concern..... | 30 |
| Table 4.3 The result of SoCQ manual..... | 31 |
| Table 4.4 Document analysis of students' assignment | 33 |



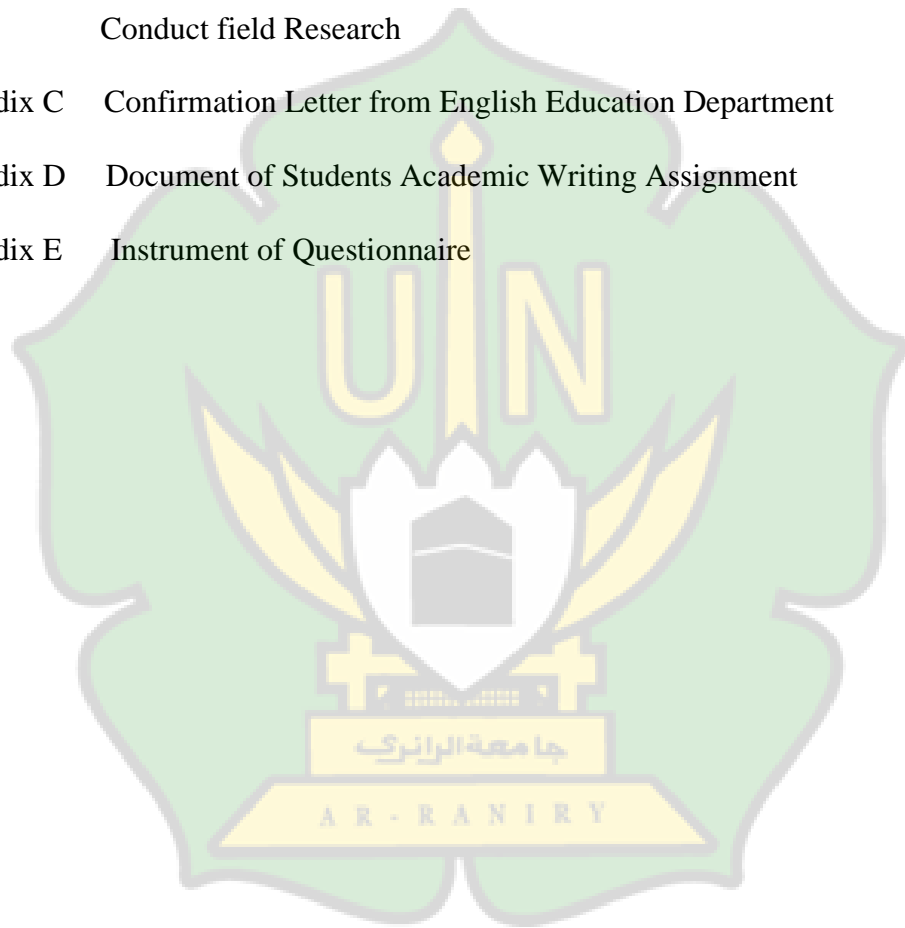
LIST OF FIGURES

| | | |
|----------|--|----|
| Figure 1 | Diagram of stage of concern questionnaire | 32 |
| Figure 2 | Students' assignment document I..... | 34 |
| Figure 3 | Lextutor analyzed academic words of document I..... | 35 |
| Figure 4 | The result of academic word analysis of document I..... | 35 |
| Figure 5 | Students' assignment document II..... | 36 |
| Figure 6 | Lextutor analyzed academic words of document II..... | 37 |
| Figure 7 | The result of academic word analysis of Document II..... | 37 |



LIST OF APPENDIXES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to
Conduct field Research
- Appendix C Confirmation Letter from English Education Department
- Appendix D Document of Students Academic Writing Assignment
- Appendix E Instrument of Questionnaire



CHAPTER I

INTRODUCTION

A. Background of The Study

The study of academic writing vocabulary has received considerable attention. Therefore, vocabulary knowledge is regarded as a crucial criterion for assessing the writing proficiency of a second language learner. In general, academic words make it difficult for students to learn and teach vocabulary. The reasons are that academic words are more specific and sometimes more abstract than conversational language, the students are unfamiliar with them because they appear less frequently than general vocabulary items (Lailiyah and Setiyaningsih, 2021). As a result, language learners must receive important instruction to improve their academic vocabulary (Csomay and Prades, 2018).

The specialized vocabulary of academic texts is known as academic words. Understanding these terms is essential for comprehension and communication, particularly for university students, who need to be able to engage with real, complex content like journal articles and textbooks. Students' ability to comprehend the academic concepts they are learning may be hindered by a lack of academic vocabulary in their mental lexicon (Ainil et al., 2018). In order to assist students in achieving academic success, it is essential to have broad vocabulary. This is because the majority of academic reading materials, including journal articles, reports, and academic textbooks, especially those on the most recent academic research, are mostly published

in English, regardless of the field of study. To comprehend the content of such academic texts, a robust fundamental vocabulary such as academic and technical vocabulary is required. Additionally, it assists students in finishing some, if not all, of their oral and written assignments in English. Students' confidence in their ability to convey ideas and information in academic writing and presentation increases when they are familiar with academic vocabulary (Choo et al., 2017).

To support the quality of scientific work, it is essential to use academic words as one of the characters in academic writing. The appropriate use of language and style is aided by the frequent use of higher-level English vocabulary in academic writing (Choo et al., 2017). On the other hand, students who lack vocabulary skills will struggle to comprehend what they read. The majority of EFL students typically struggle with academic assignment writing. The majority of these issues involve sentence structure, grammar, and vocabulary. EFL students typically exert more effort when writing academic texts because of this. Additionally, the characteristics of various forms of writing vary. In academic writing, it is essential for students to understand how to construct a paragraph. According to Wirantaka (2016), students must ensure that the language used in the paragraph is correct, formal, systematic, and appropriate for an academic setting.

Ariyanti (2017) stated that, despite being exposed to the same lesson, text, and level of interaction, EFL students struggle with academic writing due to a lack of vocabulary. Academic words, including frequently used vocabulary, pose challenges for monolingual native English speakers as well. Research suggests that a low

socioeconomic background can hinder language development, including vocabulary, at both primary and secondary school, despite the common belief that native speakers have a well-developed vocabulary. Some academic terms may go unnoticed because they are also used in everyday speech. According to research, people stick with the meanings they already know, making it difficult for them to correctly guess new meanings for words they encounter in a reading passage. Academic words are also difficult to learn because some words have special meanings in particular situations.

Coxhead compiled 570 words families into the Academic Word List (AWL). According to Csomay and Prades (2018), English learners, regardless of their field of study, should consider learning these words. AWL also contains a number of uncommon academic terms that are frequently used in a wide range of academic writing from a variety of disciplines.

A previous study by Yanti (2018) used academic words test to assess students' comprehension of academic vocabulary. The findings support Nagy's (2015) conclusion that a lack of adequate vocabulary knowledge is already a significant and obvious obstacle for many students. He added that comprehension and vocabulary clearly have a strong relationship. Assuming instructors show understudies more words, they will comprehend the text better. The higher their understanding, the better their academic performance. As a result, this is probably the primary factor that contributes to students' apprehension when reading academic journals and articles.

According to Therova (2021) research into the use of academic words in various genres of assessed academic writing is an important area of vocabulary research due to

the prominent role that EFL students' academic writing plays and academic vocabulary's importance to academic writing style. Although some studies on the use of academic vocabulary in student writing also look at how students perceive it, very little has been written about how students use academic vocabulary and their perspectives on it in their writing. A case study approach to the study of academic vocabulary has also not been found in any of the available literature. As per a few past investigations, the recurrence of utilizing scholarly words by EFL understudies relies upon the text they compose. According to the majority of previous studies, abstracts and literature reviews are where EFL students use academic words most frequently. As a result, I am interested in learning about EFL students' concerns regarding the use of academic language in their writing assignments. According to the background of the study above, my focus in this study is to measure the stage of concerns and the level of using academic word in EFL student academic writing assignment.

B. Research Questions

Based on the background above, the problems can be formulated as follow:

1. What are the stage of concerns of using academic word in EFL student academic writing assignment?
2. What are the level of academic word use in EFL students' academic writing assignment?

C. Research Objectives

Related to the research question the aim of this study are:

1. To know the stage of concerns of using academic word in EFL student academic writing assignment.
2. To find out the level of academic word use in EFL students' academic writing assignment.

D. Significance of The Study

The following sections provide a description of the study's expected practical applications:

1. The consequences of the review can assist English educators with expanding understudies' viewpoints in utilizing scholastic words.
2. Based on the findings of the study, it is anticipated that students will be able to pay greater attention to the use of academic words in their academic writing assignments and broaden the introduction of academic words to assist them.
3. It is anticipated that future researchers will benefit from the study's findings. The findings of this study can serve as a basis for subsequent research.
4. As part of the academic language used in academic content areas, the study's findings are expected to reveal more about the existence and significance of academic words.

E. Terminology

This study defined a few terms to avoid misunderstanding and misinterpretation of this study.

1. Academic Words

According to Lauber (2014) academic vocabulary is words which is used by students in academic discourse. For example: Indicate, Consider, Respond. Content vocabulary is used in specific subject or area and rarely being found outside from the particular subject or area. For example: Photosynthesis, Suffixes, Prefixes, Onomatopoeia.

2. EFL Students

According to Faizal (2011) English as a foreign language, indicates the use of English in a non-English-speaking region. English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages. This means person who is studying English in a non-English-speaking country is EFL learner.

3. Academic Writing Assignment

According to Hogue (2008), academic writing is regarded as a kind of writing done in a college and aims either to explain or to give information about something, especially for lecturers and classmates regarded as the audience in the academic writing. Additionally, Bailey (2003) points out that academic writing is for everyone who is studying at both English-medium colleges and universities and is for everyone who has to write essays and other assignments for his/her exams or

coursework. Academic writing assignment is an exercise to make a scientific paper such as journal, article, essay, abstract, etc.



CHAPTER II

LITERATURE REVIEW

This chapter review some theories related literature, the aims is giving a brief discussion on what is related to the focuses of this study. In this chapter the writer tries to give clear explanation of theoretical framework which is the nature of academic words, academic words list and previous Studies.

A. The Nature of Academic Words

According to Shanthi (2011) Academic words is a type of high-frequency vocabulary found in a variety of academic texts and deemed useful for students studying English for academic purposes. EFL students will be able to comprehend text and deduce meaning from unfamiliar words with the help of academic words. Students must be given ample opportunities to use academic words in meaning-focused output activities because they are useful in speaking and writing and an important part of academic success. One way to help students notice and pay attention to these words is through systematic vocabulary instruction.

Academic words are a set of lexical things that are regularly used in academic texts, for example, diaries articles, postulations/theses, research papers, meeting papers, scholarly books and so on. A collection of terms that refer to the activities that characterize academic works, organize scientific discourses, and construct the rhetoric of academic texts is known as academic vocabulary. Donley and Reppen (2001 as cited

in Ainil et al. 2018) classification of academic vocabulary into two categories: words that are specific to the content, such as technical terms related to a particular academic field, and general academic vocabulary, which includes terms that are common across academic fields and across content areas. "Velocity" in physics and "radius" in mathematics are examples of content-specific words. Words like "access," "evident," and "vary" comprise the "general academic vocabulary," which can be found in academic texts from any subject area.

1. The Characteristics of Academic Words

Beck and McKeown (1988, as cited in Nurjamaliah et al., 2016) classified words into three categories: tier one words, which are basic words that are frequently used in spoken language; tier two words, which are high-frequency words used by mature language users across several content areas; and tier three words, which are words that are only used in specific content areas or domains. According to Beck and McKeown (1988), tier two words are much more likely to appear in written text than spoken language. They show up in all kind of text: literary texts (dignified, faltered), technical texts (calibrate, item), and informational texts (words like vary, accumulate, formulate). Tier two words are very easy to generalize because they can be found in many different kinds of texts. In short, the criteria for academic words are as follows:

- 1) It is likely to be used in a variety of subjects.
- 2) It is necessary for comprehending academic text.
- 3) It assists students in expressing their academic understanding.
- 4) It is necessary for participating in academic writing and discussion.

5) Students rarely use it without specific instruction.

2. The Importance of Academic Words

It is necessary to use academic words in order to persevere and achieve success in an academic career. Academic words are a part of academic language and state that students' vocabulary knowledge is closely linked to their ability to read and comprehend texts from a variety of subject areas or disciplines. They also say that teachers need to be familiar with academic vocabulary in order to help students understand and use the language of the disciplines. One of the most important tasks for English learners is to learn vocabulary; students who do not know enough words are more likely to fail in professional and academic settings. For instance, if a medical student does not understand what analysis means, people could die. In addition, if students do not have sufficient vocabulary knowledge, it may be challenging for them to comprehend fundamental concepts in their academic subjects (Afzal, 2019).

Another important aspect of the academic experience is that students may lose the confidence they need to continue their studies enthusiastically if they do not fully comprehend the classroom language. To acquire information through autonomous perusing and take part in significant conversations in the homeroom, understudies should dominate the complicated words and expressions that portray the language of school. Lack of qualification and poor communication skills paralyze or dim students' productivity and creativity, which is another important aspect of acquiring academic vocabulary that students need, whether in an academic or work setting. A final reason why academic vocabulary is so important is that it can be used as an intellectual tool

to help students develop their ability to think critically, solve problems, and make decisions (Yanti, 2018).

3. List of Academic Words

The academic word list (AWL) was released in the year 2000 by Averil Coxhead from the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. After looking at millions of words from over 400 academic texts, 570 words families were chosen for the list. Words were taken from 28 different academic subject areas within the arts, commerce, law, and science disciplines, making them applicable to all academic disciplines. The academic vocabulary list (AWL) was created to help students of academic English improve their vocabulary for all academic fields.

An academic word list should play a crucial role in setting vocabulary goals for language courses, guiding learners in their independent study, and informing course and material designers in selecting texts and developing learning activities. However, a new academic word list based on data gathered from a large, well-designed corpus of academic English is required due to the issues with the existing lists of academic vocabulary. In order to facilitate the sequencing of instruction and the creation of new materials, the ideal word list would be broken up into smaller sub-lists based on frequency. According to Biber et al. (1994) a word list based on the occurrence of word families in a corpus of texts from a variety of academic registers can reveal how words are actually used.

Based on word frequency and range, the 10 sub lists of Coxhead's AWL are arranged from most to least frequent. The most frequently used words, such as approach, area, assess, and assume, are in the first sub list (sub list 1), while the least frequently used words, such as adjacent, despite, invoke, and levy, are in the tenth sub list (sub list 10). The fact that each word form is not included in the word families of the most common 2000 general English words that West (1953) listed was the basis for Coxhead's selection criteria for the AWL word forms. Each of the four academic areas should have at least ten instances of the words, and the corpus as a whole must have at least one hundred instances of each word. According to Coxhead (2011), the AWL is an important tool for vocabulary learning in EAP settings and primarily aims to improve students' comprehension of text.

Academic word lists are frequently influenced by one of two primary approaches to defining academic vocabulary, reflecting two distinct perspectives on the connection between academic vocabulary and general high frequency words. One strategy assumes that students are already familiar with frequently occurring words and views academic vocabulary as outside of general high-frequency words. The second method does not assume that students are already familiar with common high-frequency vocabulary words. The first approach enables students and teachers to avoid repetition of already known items, while the second approach ensures that academic word lists avoid the potential limitations of pre-existing lists of general words. Both approaches can be seen as useful ways of determining the most frequent vocabulary items found in academic texts (Dang et al. 2017).

Academic Word List Coxhead (2000). There are 570 headwords and about 3000 words altogether.

570 Academic Word List (AWL) Headwords in Alphabetical Order (no Sublist ranking)

| | | | | | | | |
|-----|--------------|-----|---------------|------|--------------|------|---------------|
| 1. | abandon | 50. | attribute | 99. | conceive | 148. | decade |
| 2. | abstract | 51. | author | 100. | concentrate | 149. | decline |
| 3. | academy | 52. | authority | 101. | concept | 150. | deduce |
| 4. | access | 53. | automate | 102. | conclude | 151. | define |
| 5. | accommodate | 54. | available | 103. | concurrent | 152. | definite |
| 6. | accompany | 55. | aware | 104. | conduct | 153. | demonstrate |
| 7. | accumulate | 56. | behalf | 105. | confer | 154. | denote |
| 8. | accurate | 57. | benefit | 106. | confine | 155. | deny |
| 9. | achieve | 58. | bias | 107. | confirm | 156. | depress |
| 10. | acknowledge | 59. | bond | 108. | conflict | 157. | derive |
| 11. | acquire | 60. | brief | 109. | conform | 158. | design |
| 12. | adapt | 61. | bulk | 110. | consent | 159. | despite |
| 13. | adequate | 62. | capable | 111. | consequent | 160. | detect |
| 14. | adjacent | 63. | capacity | 112. | considerable | 161. | deviate |
| 15. | adjust | 64. | category | 113. | consist | 162. | device |
| 16. | administrate | 65. | cease | 114. | constant | 163. | devote |
| 17. | adult | 66. | challenge | 115. | constitute | 164. | differentiate |
| 18. | advocate | 67. | channel | 116. | constrain | 165. | dimension |
| 19. | affect | 68. | chapter | 117. | construct | 166. | diminish |
| 20. | aggregate | 69. | chart | 118. | consult | 167. | discrete |
| 21. | aid | 70. | chemical | 119. | consume | 168. | discriminate |
| 22. | albeit | 71. | circumstance | 120. | contact | 169. | displace |
| 23. | allocate | 72. | cite | 121. | contemporary | 170. | display |
| 24. | alter | 73. | civil | 122. | context | 171. | dispose |
| 25. | alternative | 74. | clarify | 123. | contract | 172. | distinct |
| 26. | ambiguous | 75. | classic | 124. | contradict | 173. | distort |
| 27. | amend | 76. | clause | 125. | contrary | 174. | distribute |
| 28. | analogy | 77. | code | 126. | contrast | 175. | diverse |
| 29. | analyze | 78. | coherent | 127. | contribute | 176. | document |
| 30. | annual | 79. | coincide | 128. | controversy | 177. | domain |
| 31. | anticipate | 80. | collapse | 129. | convene | 178. | domestic |
| 32. | apparent | 81. | colleague | 130. | converse | 179. | dominate |
| 33. | append | 82. | commence | 131. | convert | 180. | draft |
| 34. | appreciate | 83. | comment | 132. | convince | 181. | drama |
| 35. | approach | 84. | commission | 133. | cooperate | 182. | duration |
| 36. | appropriate | 85. | commit | 134. | coordinate | 183. | dynamic |
| 37. | approximate | 86. | commodity | 135. | core | 184. | economy |
| 38. | arbitrary | 87. | communicate | 136. | corporate | 185. | edit |
| 39. | area | 88. | community | 137. | correspond | 186. | element |
| 40. | aspect | 89. | compatible | 138. | couple | 187. | eliminate |
| 41. | assemble | 90. | compensate | 139. | create | 188. | emerge |
| 42. | assess | 91. | compile | 140. | credit | 189. | emphasis |
| 43. | assign | 92. | complement | 141. | criteria | 190. | empirical |
| 44. | assist | 93. | complex | 142. | crucial | 191. | enable |
| 45. | assume | 94. | component | 143. | culture | 192. | encounter |
| 46. | assure | 95. | compound | 144. | currency | 193. | energy |
| 47. | attach | 96. | comprehensive | 145. | cycle | 194. | enforce |
| 48. | attain | 97. | comprise | 146. | data | 195. | enhance |
| 49. | attitude | 98. | compute | 147. | debate | 196. | enormous |

570 Academic Word List (AWL) Headwords in Alphabetical Order (no Sublist ranking)

| | | | | | | | |
|------|-------------|------|----------------|------|--------------|------|-----------------|
| 197. | ensure | 246. | furthermore | 295. | instance | 344. | medium |
| 198. | entity | 247. | gender | 296. | institute | 345. | mental |
| 199. | environment | 248. | generate | 297. | instruct | 346. | method |
| 200. | equate | 249. | generation | 298. | integral | 347. | migrate |
| 201. | equip | 250. | globe | 299. | integrate | 348. | military |
| 202. | equivalent | 251. | goal | 300. | integrity | 349. | minimal |
| 203. | erode | 252. | grade | 301. | intelligence | 350. | minimize |
| 204. | error | 253. | grant | 302. | intense | 351. | minimum |
| 205. | establish | 254. | guarantee | 303. | interact | 352. | ministry |
| 206. | estate | 255. | guideline | 304. | intermediate | 353. | minor |
| 207. | estimate | 256. | hence | 305. | internal | 354. | mode |
| 208. | ethic | 257. | hierarchy | 306. | interpret | 355. | modify |
| 209. | ethnic | 258. | highlight | 307. | interval | 356. | monitor |
| 210. | evaluate | 259. | hypothesis | 308. | intervene | 357. | motive |
| 211. | eventual | 260. | identical | 309. | intrinsic | 358. | mutual |
| 212. | evident | 261. | identify | 310. | invest | 359. | negate |
| 213. | evolve | 262. | ideology | 311. | investigate | 360. | network |
| 214. | exceed | 263. | ignorance | 312. | invoke | 361. | neutral |
| 215. | exclude | 264. | illustrate | 313. | involve | 362. | nevertheless |
| 216. | exhibit | 265. | image | 314. | isolate | 363. | nonetheless |
| 217. | expand | 266. | immigrate | 315. | issue | 364. | norm |
| 218. | expert | 267. | impact | 316. | item | 365. | normal |
| 219. | explicit | 268. | implement | 317. | job | 366. | notion |
| 220. | exploit | 269. | implicate | 318. | journal | 367. | notwithstanding |
| 221. | export | 270. | implicit | 319. | justify | 368. | nuclear |
| 222. | expose | 271. | imply | 320. | label | 369. | objective |
| 223. | external | 272. | impose | 321. | labor | 370. | obtain |
| 224. | extract | 273. | incentive | 322. | layer | 371. | obvious |
| 225. | facilitate | 274. | incidence | 323. | lecture | 372. | occupy |
| 226. | factor | 275. | incline | 324. | legal | 373. | occur |
| 227. | feature | 276. | income | 325. | legislate | 374. | odd |
| 228. | federal | 277. | incorporate | 326. | levy | 375. | offset |
| 229. | fee | 278. | index | 327. | liberal | 376. | ongoing |
| 230. | file | 279. | indicate | 328. | license | 377. | option |
| 231. | final | 280. | individual | 329. | likewise | 378. | orient |
| 232. | finance | 281. | induce | 330. | link | 379. | outcome |
| 233. | finite | 282. | inevitable | 331. | locate | 380. | output |
| 234. | flexible | 283. | infer | 332. | logic | 381. | overall |
| 235. | fluctuate | 284. | infrastructure | 333. | maintain | 382. | overlap |
| 236. | focus | 285. | inherent | 334. | major | 383. | overseas |
| 237. | format | 286. | inhibit | 335. | manipulate | 384. | panel |
| 238. | formula | 287. | initial | 336. | manual | 385. | paradigm |
| 239. | forthcoming | 288. | initiate | 337. | margin | 386. | paragraph |
| 240. | foundation | 289. | injure | 338. | mature | 387. | parallel |
| 241. | found | 290. | innovate | 339. | maximize | 388. | parameter |
| 242. | framework | 291. | input | 340. | mechanism | 389. | participate |
| 243. | function | 292. | insert | 341. | media | 390. | partner |
| 244. | fund | 293. | insight | 342. | mediate | 391. | passive |
| 245. | fundamental | 294. | inspect | 343. | medical | 392. | perceive |

570 Academic Word List (AWL) Headwords in Alphabetical Order (no Sublist ranking)

| | | | | | | | |
|------|--------------|------|-------------|------|-----------------|------|------------|
| 393. | percent | 442. | react | 491. | site | 540. | transfer |
| 394. | period | 443. | recover | 492. | so-called | 541. | transform |
| 395. | persist | 444. | refine | 493. | sole | 542. | transit |
| 396. | perspective | 445. | regime | 494. | somewhat | 543. | transmit |
| 397. | phase | 446. | region | 495. | source | 544. | transport |
| 398. | phenomenon | 447. | register | 496. | specific | 545. | trend |
| 399. | philosophy | 448. | regulate | 497. | specify | 546. | trigger |
| 400. | physical | 449. | reinforce | 498. | sphere | 547. | ultimate |
| 401. | plus | 450. | reject | 499. | stable | 548. | undergo |
| 402. | policy | 451. | relax | 500. | statistic | 549. | underlie |
| 403. | portion | 452. | release | 501. | status | 550. | undertake |
| 404. | pose | 453. | relevant | 502. | straightforward | 551. | uniform |
| 405. | positive | 454. | reluctance | 503. | strategy | 552. | unify |
| 406. | potential | 455. | rely | 504. | stress | 553. | unique |
| 407. | practitioner | 456. | remove | 505. | structure | 554. | utilize |
| 408. | precede | 457. | require | 506. | style | 555. | valid |
| 409. | precise | 458. | research | 507. | submit | 556. | vary |
| 410. | predict | 459. | reside | 508. | subordinate | 557. | vehicle |
| 411. | predominant | 460. | resolve | 509. | subsequent | 558. | version |
| 412. | preliminary | 461. | resource | 510. | subsidy | 559. | via |
| 413. | presume | 462. | respond | 511. | substitute | 560. | violate |
| 414. | previous | 463. | restore | 512. | successor | 561. | virtual |
| 415. | primary | 464. | restrain | 513. | sufficient | 562. | visible |
| 416. | prime | 465. | restrict | 514. | sum | 563. | vision |
| 417. | principal | 466. | retain | 515. | summary | 564. | visual |
| 418. | principle | 467. | reveal | 516. | supplement | 565. | volume |
| 419. | prior | 468. | revenue | 517. | survey | 566. | voluntary |
| 420. | priority | 469. | reverse | 518. | survive | 567. | welfare |
| 421. | proceed | 470. | revise | 519. | suspend | 568. | whereas |
| 422. | process | 471. | revolution | 520. | sustain | 569. | whereby |
| 423. | professional | 472. | rigid | 521. | symbol | 570. | widespread |
| 424. | prohibit | 473. | role | 522. | tape | | |
| 425. | project | 474. | route | 523. | target | | |
| 426. | promote | 475. | scenario | 524. | task | | |
| 427. | proportion | 476. | schedule | 525. | team | | |
| 428. | prospect | 477. | scheme | 526. | technical | | |
| 429. | protocol | 478. | scope | 527. | technique | | |
| 430. | psychology | 479. | section | 528. | technology | | |
| 431. | publication | 480. | sector | 529. | temporary | | |
| 432. | publish | 481. | secure | 530. | tense | | |
| 433. | purchase | 482. | seek | 531. | terminate | | |
| 434. | pursue | 483. | select | 532. | text | | |
| 435. | qualitative | 484. | sequence | 533. | theme | | |
| 436. | quote | 485. | series | 534. | theory | | |
| 437. | radical | 486. | sex | 535. | thereby | | |
| 438. | random | 487. | shift | 536. | thesis | | |
| 439. | range | 488. | significant | 537. | topic | | |
| 440. | ratio | 489. | similar | 538. | trace | | |
| 441. | rational | 490. | simulate | 539. | tradition | | |

B. The Concerns Based Adoption Model (CBAM)

The concern based adoption model (CBAM) was originally proposed by Hall, Wallace and Dossett (1973, as cited in Min (2017)). It builds on Fuller's (1969) conceptualization of teacher concern, which includes three developmental phases: pre-teaching (non-attention), early teaching (concerning with oneself), and late-worrying (concerning with pupils). According to Anderson (as cited in Tunks and Weller, 2009) CBAM is a framework and methodology for measuring, describing, and explaining various aspects of the implementation of curricular and learning innovations. According to Saunders (2012), CBAM emphasizes individuals and collective change processes. According to Hall and Hord (2011), CBAM has been used to develop professional development programs to encourage teachers to adopt educational innovations and to assess their efficacy. To describe and measure the change process, CBAM has three diagnostic tools: innovation configuration (IC), level of use (LoU), and stage of concern (SoC). This study's primary concern is the use of academic language by EFL students, which is the subject of in-depth discussion.

1. Stage of Concern

Min (2017) stated that the stage of concern (SoC) is the most representative of CBAM as a whole and also the diagnostic tool that is utilized the most frequently. A questionnaire is used to measure feelings, observations, problems, successes, and failures in the stage of concern (Rakes, Dunn, and Rakes, 2015). Berg and others Based on their similar characteristics, (2000) divided these stages into three groups: Self-concerns are the primary focus of stages 0–2, while task-related concerns are the focus

of stages 3–4. Stage 6, or refocusing, is considered to be the most advanced, despite being independent of those three types of concerns. Lower levels of concern must be resolved before higher levels of concern can be generated because the stages of the SoC are sequential and incremental. Experience with innovation is also essential for moving the transition forward.

Table 2.1 Stages of concern Resource (Adapted from Berg et al. (2000) and Horsley, and Loucks-Horsley, 1998)

| Dimension | Stages of Concern | Expressions of Concern |
|------------------|----------------------------|---|
| Self-concerns | Awareness (stage 0) | I am not concerned about it. |
| | Informational (stage 1) | I would like to know more about it. |
| | Personal Concern (stage 2) | How will using it affect me? |
| Task Concerns | Management (stage 3) | I seem to be spending all of my time getting materials ready. |
| Impact Concerns | Consequences (stage 4) | How is using it affecting writing task? |
| | Collaboration (stage 5) | I am concerned about relating what I am doing with what my friends are doing. |
| | Refocusing (stage 6) | I have some ideas about something that would work even better. |

In 1969, Fuller first published a paper on teachers' concerns. In 1973, Hall, Wallace, and Dossett developed the SoCQ instrument from Fuller's concern theory. The SoCQ manual asserts that, based on individual knowledge and experience with innovation, concern about an innovation progresses from no or little concern to more

intense or peak concern. There are seven stages of concern, as described in the following paragraphs:

Stage 0 (awareness)

Stage 0 is the lowest stage. In this stage, the respondent's concern about innovation is minimal. "The individual indicates little concern about or involvement with the innovation" (George et al. 2013). An example of an expression by a teacher might be "I am concerned about some other innovation." (George et al. 2013).

Stage 1 (Informational)

In this stage, the individual is acquiring information and interested in learning more about innovation. "The individual does not seem to be worried about him or herself to the innovation. Any interest is in impersonal, substantive aspects of the innovation, such as its general characteristics, effects, and requirements for use" (George et al. 2013). An example of an expression by a teacher might be "I would like to know more about it." (George et al. 2013).

Stage 2 (Personal)

In this stage, the individual shows concerns about the impact of innovation on his/her self. "The individual is analyzing his or her relationship to the reward structure of the organization, determining his or her part in decision making, and considering potential conflicts with existing structures or personal commitment" (George et al. 2013). An example of an expression by a teacher might be "How will using it affect me?" (George et al. 2013).

Stage 3 (Management)

In this stage, the individual concerns include doing tasks. “The individual focuses on the processes and tasks of using innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, and scheduling dominate” (George et al. 2013). An example of an expression by a teacher might be “I seem to be spending all of my time getting materials ready.” (George et al. 2013).

Stage 4 (Consequence)

In this stage, the individual concerns will be the impact of innovation on students. “The individual focuses on innovation’s impact on students in his or her immediate sphere of influence. Considerations include the relevance of the innovation for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes” (George et al. 2013). An example of an expression by a teacher might be “How is my use affecting my students?” (George et al. 2013).

Stage 5 (Collaboration)

At this stage, the individual starts to think of collaborating with others in the use of innovation. “The individual focuses on coordinating and cooperating with others regarding the use of the innovation” (George et al. 2013). An example of an expression by a teacher might be “I am concerned about relating what I am doing with what my co-workers are doing.” (George et al. 2013).

Stage 6 (Refocusing)

In this stage of concern, the individuals start to change the innovation for more benefits. “The individual focuses on exploring ways to reap more universal benefits from the innovation, including the possibility of making major changes to it or replacing it with a more powerful alternative” (George et al. 2013). An example of an expression by a teacher might be “I have some ideas about something that works even better.” (George et al. 2013).

C. Previous Studies

There are previous studies on the use of academic words in their writings. The first research was conducted by Fransiskus et al (2019). This study aims to explore abstracts of research articles to reveal the specific characteristics of academic vocabulary used by researchers. The focus is on the frequency, scope, and distribution of words from the academic glossary in research article abstracts. Sources of data for this corpus study were collected from 97 abstracts written by EFL researchers. The results of this study revealed that the most frequent first 1000 English words from Coxhead (2000) were the most dominant tenses found in the published research abstracts covering 71.33%. The second is followed by AWL which covers 11.95%. The third was off-list words, which accounted for 11.26%, and the last was the second most frequent 1000 English words, accounting for 5.44% of all published abstracts studied. Another interesting finding from this study is that the higher the Academic

Word List level, the lower the presence of AWL applied by researchers in their abstracts.

The second study was conducted by Lailiyah and Setiyaningsih (2021). This study aims to investigate the most frequently used academic words in English as a Foreign Language (EFL) classroom settings. The author analyzes a collection of 24 students' writing assignments on argumentative essays. This finding shows the low use of academic words used by EFL students in their writing. Most of the student work has not only a lower percentage, but also less variety of academic words. The third study was conducted by Therova (2021), the purpose of this study is to report on the writing practice of a novice student writer with a particular focus on the acquisition and dissemination of academic vocabulary in various genres of academic writing assessed along with talking about texts. Textual analysis showed that the density of academic vocabulary in his written assignments ranged between 14.4% (Discussion Essays) and 25.74% (Research Reports) and academic vocabulary diversity between 20.57% (Discussion Essays) and 30.98% (Research Reports). Across four writing genres research reports show the impact of writing genres on the spread of academic vocabulary.

Some previous studies also discuss the level of using academic words. the first study was conducted by Nurjamaliah et al. (2016), the purpose of this study was to determine the percentage of academic words used in writing report texts by second grade students at SMAN 9 Pekanbaru and the level of use of academic words in writing report texts by second grade students at SMAN 9 Pekanbaru. Analysis based on the

Academic Word List (AWL) Highlighter is classified into 10 frequency levels, from the highest (level 1) to the lowest (level 10). From 30 written texts, it was found that the most widely used academic words were at level 7 (22 of 64 words or 34.37%) and the least were level 3 and level 6 (3 words out of 64 or 4.68%). And based on the number of students, there are 4 out of 30 (13%) students who do not use the word academic in their writing. Finally, based on the part of speech, the most used part of speech is the verb part of speech (39 out of 64 or 61.29%) and the lowest is the adverb part of speech (1 out of 64 or 1.56%). It can be concluded that the second grade students of SMAN 9 Pekanbaru have used academic words in their writing although in low level frequency (level 7).

Further research by Nur (2015), the purpose of this study was to describe the results of the analysis of the vocabulary level of students' essays and academic textbooks using the we VP tool. Data analysis and interpretation showed that students' vocabulary levels in their essays were smaller than the standard percentage VP web tool and there is no significant relationship between academic reading text vocabulary profile and students' essay writing vocabulary profile in academic word lists, and other results show VP web tool is good and provides many benefits for students to assess their vocabulary level when dealing with essay writing academics, and they have the awareness to use more and more precise academic vocabulary in writing academic assignments. The findings lead to recommendations for extensive use of the VP web tool to analyze the level of vocabulary used by students in their academic essays.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method related to this study. It presents the research design, participants, sources of data, technique and instrument of data collection, and technique of data analysis.

A. Research Design

This study used mixed-methods to obtain the data. An inquiry approach known as mixed methods research combines qualitative and quantitative research methods to collect data and integrate the two types of data through various designs that may involve philosophical assumptions and theoretical frameworks. According to Creswell (2013), this combination provides a more comprehensive comprehension. The subjective strategy in this study overwhelms the exploration procedure, on the grounds that the specialist involves report examination as an information assortment instrument, which is the sign of subjective techniques. Quantitative methods include the use of numbers and percentages from the questionnaire results in this study. This is necessary in order to provide accurate results and complete research.

B. Population and Sample

The population of this study are students in the English education department at Ar-Raniry State Islamic University's Faculty of Teacher Training and Education who

have taken an academic writing class. This study used convenience sampling. According to Baxter et al. (2015) convenience sampling is a method of collecting sample that used when the population is available (or those who have access to research) at that time. Because of all students who have taken academic writing courses, only 30 students still have and keep their assignment document, the sample for this study were 30 students.

C. Technique and Instrument of Data Collection

In order to obtain data, this study used questionnaire and document analysis. The purpose of collecting data is to obtain information related to the research questions.

1. Questionnaire

The questionnaire was used as an instrument to collect data about the stage of concern of students on the use of academic words. As said by Sugiyono (2012) that questionnaire is a data collection technique which is done by giving a collection of questions or statements to respondents to answer. To collect data, this study provided questions or statements to the respondents to answer the questions provided. The Stage of concern Questionnaire (SoCQ) was used in the research. SoCQ aims to identify statements that have the potential to raise concerns about something. Self-concerns consist of awareness, information, and personal. Researcher wrote a statement that can show the individual's concern at a certain stage in using academic words. Researcher chose 30 students who fit the criteria become participants in this study. The definitions and point scale from the original paper adopted from the stage of concern questionnaire

(George et al. 2013).

2. Document Analysis

A methodical approach to reviewing or evaluating both printed and electronic documents is known as document analysis. After developing a theory from the analysis of a single case, this method of data analysis looks at additional cases to see if they support the theory. According to Gleen (2009), document analysis provides additional research data. Document-derived information and insights can be useful additions to a knowledge base. As a result, Researcher looked through archives and catalogs of libraries for documents that can be analyzed as part of the research process. Ten documents from students' academic writing assignments were analyzed to determine how frequently academic words were used.

D. Technique of Data Analysis

1. Data Analysis of Questionnaire

The researcher used the SoCQ Manual for analysis and interpretation of data for the primary needs describing students' stage of concerns about using academic words in their academic writing. This SoCQ Manual prepared by Hall (1987) was developed by George et.al (2013) are stages of concern quick scoring device including raw scale score, total raw scores, and percentile tables. By following the step-by-step instructions, the SoCQ responses are transferred to the device, entered into seven scales, and each scale is totaled. Then the seven raw scale score totals are translated into percentile scores and plotted on a grid to produce the individual's SoCQ profile.

The questionnaire used to the participants was created adopted from George et.al (2013) and little modified. The questionnaire used was the checklist instrument. The questions consisted of 15 questions and the data were counted based on how much 0 (Irrelevant), 1, 2 (Not true of me now), 3, 4, 5 (Somewhat true of me now), 6, 7 (Very true of me now) from the 15 questions available. The percentage calculated by using the formula by Arikunto (2006) as follows:

$$p = \frac{fi}{n} \times 100\%$$

Where:

P : Percentage

Fi : Total of frequency

n : Number of samples

Hadjar (2010) stated that the mean of students' score was calculated by using the formula as follow:

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

Where:

\bar{x} : The mean

$\sum x_i$: The sum of offset score -i

N : A number of data

For data the percentage and categorized based on the results of the questionnaire, then it is clarified according to the grouping of available questions.

According to Ridwan (2009), clarification of the percentage of respondents can be presented in the table:

Table 3.1 Likert scale score interpretation criteria

| Rating score | Descriptions |
|--------------|--------------|
| 81 – 100 | Very high |
| 61 - 80 | High |
| 41 - 60 | Medium |
| 21 - 40 | Low |
| 0 – 20 | Very Low |

The table above indicated the stage of students' concerns based on the result of the questionnaire responses. The table above arranged the level score of students. The table above shown from the low to high score of students about the use of academic words in their academic writing assignment was to see the stage of concern. The list above showed the range of scores from the lowest to the highest score of students.

2. Data Analysis of Document Analysis

To analyze the data, I used descriptive and data analysis by examining the percentage of level of use academic writing in students' academic writing and then correlating between the vocabulary level percentage of students writing. I used Compleat Lexical Tutor found by Tom Cobb, version 8 available at www.lextutor.ca as the tool to help the study. To identify vocabulary items in different frequency groups this study used Lextutor. The procedure of data analysis was that firstly, all data sources were analyzed into on-line Lextutor analysis tool, vocabulary profile section. Then, the data were stored and submitted. Third, the result popped up in finding. Finally, the

number of words used by students will be adjusted according to the table below to measure the level of use of academic words in their academic writing assignments.



CHAPTER IV

THE FINDING AND DISCUSSION

This chapter presents, analyzes, and discusses the findings of the research described including the data analysis questionnaire, data analysis of document analysis, and the discussion of the research.

A. Findings

This section describes and analyzes the findings of several categories including students' demographics, the stage of concern and level of use academic word by EFL student in their academic writing assignment. The table below shows students demographics.

Table 4.1 Demographics of students

| No | Year of study | Gender | | Total |
|--------------|---------------|--------|--------|-------|
| | | Male | Female | |
| 1 | 2020 | 1 | 1 | 2 |
| 2 | 2019 | 3 | 25 | 28 |
| Total | | 4 | 26 | 30 |

Based on the student demographic data above, only 2 students from semester 5 fill the criteria for this study. The other 28 are students from semester 7 who have taken academic writing courses.

1. Questionnaire

This study discussed the stage of concern of students in using academic words in their academic writing assignments. Questionnaires were distributed to 30 participants. After the data was collected, Researcher analyzed it to obtain descriptive statistics, such as percentages and averages to answer the first research question. After assessing the results of the questionnaire, Researcher presented the list of scores in Table 4.2 below:

Table 4.2 The result of Questionnaire stage of concern

| | (Stage 0) | | (Stages 1) | | | (Stage 2) | | | (Stage 3) | | | (Stage 4) | | (Stage 5) | | (Stage 6) | SUM | AVG |
|-----|-----------|----|------------|----|----|-----------|----|----|-----------|-----|-----|-----------|-----|-----------|-----|-----------|------|-----|
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 | | | |
| R1 | 5 | 6 | 7 | 5 | 7 | 7 | 7 | 7 | 5 | 6 | 6 | 5 | 5 | 7 | 7 | 92 | 6.13 | |
| R2 | 3 | 3 | 3 | 3 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 89 | 5.93 | |
| R3 | 5 | 5 | 3 | 1 | 7 | 7 | 7 | 6 | 5 | 7 | 5 | 7 | 1 | 7 | 1 | 74 | 4.93 | |
| R4 | 7 | 4 | 4 | 7 | 4 | 7 | 7 | 4 | 7 | 7 | 3 | 7 | 1 | 1 | 4 | 74 | 4.93 | |
| R5 | 4 | 5 | 2 | 6 | 4 | 3 | 7 | 7 | 5 | 6 | 6 | 3 | 6 | 3 | 5 | 72 | 4.80 | |
| R6 | 6 | 4 | 4 | 4 | 5 | 7 | 7 | 3 | 7 | 7 | 6 | 6 | 1 | 1 | 3 | 71 | 4.73 | |
| R7 | 4 | 4 | 5 | 5 | 3 | 5 | 6 | 5 | 7 | 7 | 7 | 4 | 2 | 2 | 3 | 69 | 4.60 | |
| R8 | 3 | 7 | 4 | 4 | 7 | 4 | 7 | 7 | 4 | 4 | 4 | 4 | 4 | 0 | 4 | 67 | 4.47 | |
| R9 | 5 | 3 | 6 | 6 | 4 | 6 | 7 | 4 | 7 | 6 | 4 | 5 | 2 | 0 | 1 | 66 | 4.40 | |
| R10 | 4 | 4 | 7 | 4 | 1 | 5 | 7 | 1 | 5 | 7 | 4 | 7 | 4 | 1 | 4 | 65 | 4.33 | |
| R11 | 5 | 3 | 5 | 2 | 3 | 7 | 7 | 6 | 1 | 5 | 4 | 4 | 6 | 1 | 6 | 65 | 4.33 | |
| R12 | 5 | 6 | 3 | 5 | 3 | 5 | 5 | 4 | 2 | 5 | 4 | 6 | 6 | 2 | 4 | 65 | 4.33 | |
| R13 | 4 | 4 | 2 | 2 | 6 | 6 | 6 | 5 | 4 | 4 | 3 | 4 | 3 | 5 | 6 | 64 | 4.27 | |
| R14 | 6 | 3 | 3 | 4 | 5 | 6 | 6 | 4 | 5 | 5 | 3 | 6 | 2 | 2 | 3 | 63 | 4.20 | |
| R15 | 3 | 5 | 3 | 4 | 4 | 5 | 6 | 2 | 4 | 5 | 5 | 6 | 3 | 7 | 0 | 62 | 4.13 | |
| R16 | 5 | 5 | 3 | 3 | 5 | 5 | 6 | 5 | 5 | 5 | 3 | 5 | 2 | 2 | 3 | 62 | 4.13 | |
| R17 | 3 | 0 | 4 | 2 | 0 | 7 | 7 | 7 | 7 | 5 | 6 | 3 | 7 | 1 | 1 | 60 | 4.00 | |
| R18 | 4 | 5 | 3 | 7 | 3 | 7 | 4 | 4 | 4 | 5 | 5 | 2 | 5 | 1 | 0 | 59 | 3.93 | |
| R19 | 6 | 2 | 2 | 3 | 5 | 6 | 4 | 3 | 4 | 5 | 5 | 3 | 3 | 4 | 3 | 58 | 3.87 | |
| R20 | 5 | 5 | 1 | 6 | 3 | 6 | 7 | 4 | 4 | 7 | 4 | 3 | 2 | 0 | 1 | 58 | 3.87 | |
| R21 | 4 | 4 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 56 | 3.73 | |
| R22 | 6 | 4 | 2 | 2 | 5 | 6 | 7 | 2 | 5 | 6 | 3 | 2 | 2 | 2 | 1 | 55 | 3.67 | |
| R23 | 5 | 5 | 3 | 3 | 4 | 3 | 5 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 54 | 3.60 | |
| R24 | 3 | 3 | 2 | 3 | 3 | 4 | 6 | 3 | 5 | 6 | 5 | 3 | 2 | 0 | 0 | 48 | 3.20 | |
| R25 | 2 | 4 | 3 | 2 | 3 | 5 | 5 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 3 | 47 | 3.13 | |
| R26 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 5 | 4 | 3 | 3 | 45 | 3.00 | |
| R27 | 3 | 3 | 3 | 2 | 2 | 4 | 5 | 2 | 4 | 3 | 3 | 4 | 2 | 2 | 3 | 45 | 3.00 | |
| R28 | 5 | 3 | 2 | 2 | 4 | 3 | 3 | 6 | 3 | 5 | 2 | 3 | 2 | 0 | 0 | 43 | 2.87 | |

| | | | | | | | | | | | | | | | | | |
|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|----|------|
| R29 | 1 | 1 | 0 | 0 | 6 | 2 | 6 | 5 | 7 | 5 | 3 | 5 | 1 | 0 | 1 | 43 | 2.87 |
| R30 | 1 | 2 | 2 | 1 | 5 | 7 | 7 | 2 | 3 | 2 | 6 | 1 | 4 | 0 | 0 | 43 | 2.87 |
| SUM | 125 | 115 | 99 | 105 | 124 | 158 | 179 | 129 | 137 | 152 | 130 | 128 | 99 | 70 | 84 | | |
| AVG | 4.17 | 3.83 | 3.30 | 3.50 | 4.13 | 5.27 | 5.97 | 4.30 | 4.57 | 5.07 | 4.33 | 4.27 | 3.30 | 2.33 | 2.80 | | |
| % | 60% | 55% | 47% | 50% | 59% | 75% | 85% | 61% | 65% | 72% | 62% | 61% | 47% | 33% | 40% | | |

Based on the results of the questionnaire analysis data above, it showed that only 2 respondents had the very high stage of concern with a score of 92 and 86. Fourteen respondents with a number between 71-61 were at a high stage of concern. and 14 other respondents with scores between 60-43 are at medium stage of concern. Below is a table of data of questionnaire which divided into 7 parts; awareness, information, personal, management, consequence, collaboration, and refocusing.

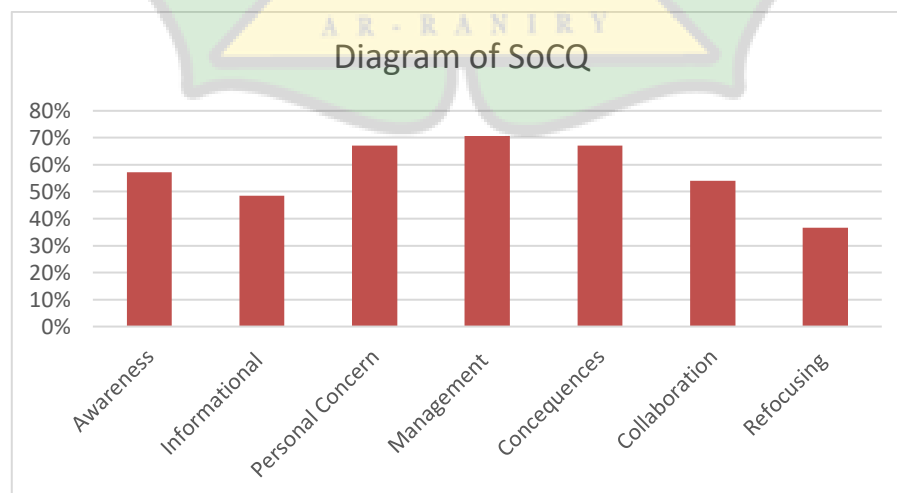
Table 4.3 The result of SoCQ manual

| | Awareness (Stage 0) | Informational (Stages 1) | Personal Concern (Stage 2) | Management (Stage 3) | Consequences (Stage 4) | Collaboration (Stage 5) | Refocusing (Stage 6) |
|------------|------------------------|-----------------------------|----------------------------------|-------------------------|---------------------------|----------------------------|-------------------------|
| SUM | 240 | 204 | 282 | 445 | 282 | 227 | 154 |
| AVG | 120.0 | 102.0 | 141.0 | 148.3 | 141.0 | 113.5 | 77.0 |
| % | 57% | 49% | 67% | 71% | 67% | 54% | 37% |

Based on the table above in terms of awareness showed that the score was 57%, meaning that students did not care about the use of academic words in their academic writing. The result indicates that students have little concern about or involvement with the academic words. In the informational aspect, a score of 49% was obtained, it is indicating that students lack general awareness of innovation and interest in learning more about it. The students do not seem to be worried about himself in relation to the innovation. Any interest is in impersonal, substantive, aspects of the innovation, such as its general characteristics, effects, and requirements for use. In terms of personal

showed a score of 67%, students are not sure about the demands of learning academic words, their adequacy to meet these demands, and the usefulness of academic words themselves. In terms of management showed 71% students focus on the process and task of using academic words in their academic writing. Consequence showed a score of 67%, in which case students focus on the impact of using academic words in their academic writing within their sphere of direct influence. Considerations include the relevance of innovation for students; evaluation of student outcomes, including performance and competence; and changes needed to improve student outcomes. This collaboration showed that 54% focus on coordination and collaboration with other parties regarding the use of academic words. The term refocusing describes the 37% increase in the impact of using academic words, including the possibility of major changes or replacing them with stronger alternatives. Consideration of ideas about alternative forms of academic words that exist. Below is diagram for stage of concern questionnaire:

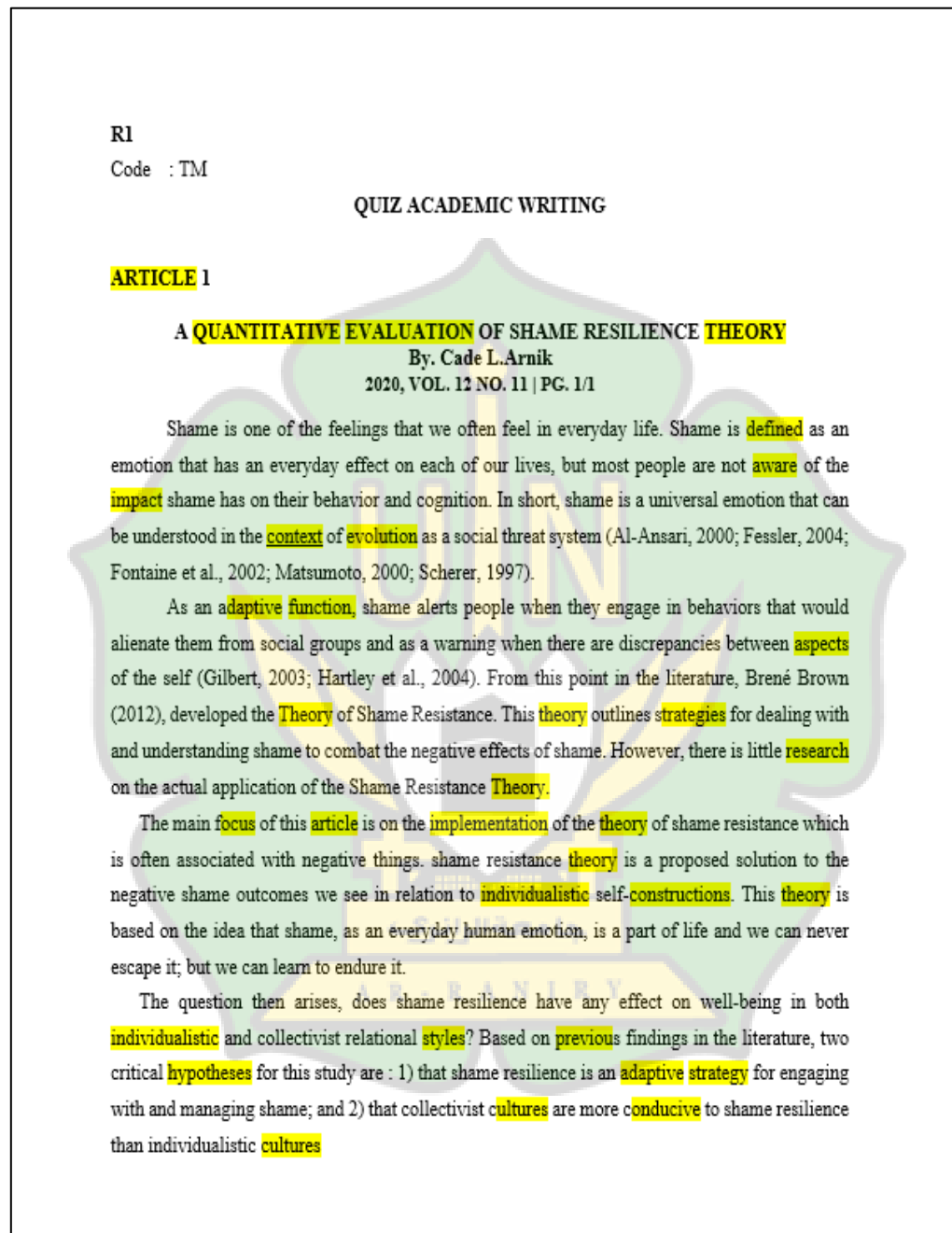
Figure 1 Diagram of stage of concern questionnaire



The purpose of giving a questionnaire to students is to see the level of concern of students in using academic words in their academic writing. Descriptive analysis of the questionnaire was carried out to determine the distribution frequency of each questionnaire item and also focused on the standard scale of the percentile score. Each raw has a total score that differs from 0-7 between one student and another. Based on the results of the questionnaire analysis above, students have the highest concern in item management. For another items, the score obtained for the level of concern of students using academic words in their writing is still low.

2. Document Analysis

This study measured the level of use of academic words in students' academic writing assignments. This study analyzed academic writing assignments given by lecturers regarding articles. The 10 documents analyzed were obtained from 5th-7th semester students who were taking an academic writing course. After the documents were collected, I identify word in different frequency groups used Lextutor web, then the academic word used by the students presented according to the number and level of academic word usage. Below is figure of students' assignment document:

Figure 2 Students' assignment document I

(See appendix D for the complete version of students' assignment document).

The document above is a student's academic writing assignment. The contents of the document are copied in the lextutor then submitted and waiting for the academic word to be analyzed. Below is a figure of Lextutor analyzed academic words:

Figure 3 Lextutor analyzed academic words of Document I

The screenshot shows the Lextutor Web VP Classic interface. The main text area displays an article titled "A QUANTITATIVE EVALUATION OF SHAME RESILIENCE THEORY" by Cade L. Amik. The article discusses the concept of shame and its impact on behavior and cognition. On the right side, there is a sidebar with a list of academic words (AWL) and a "SUBMIT_WINDOW" button. The interface also includes navigation options like "FREQ", "VP-CLOZE", "RESEARCH", "TYPICAL PROFILES", "SEE LISTS", and "AWL texts > APA".

After each word is analyzed, the lextutor will display the results of the academic word as follows:

Figure 4 The result of academic word analysis of Document I

The screenshot shows the results of the academic word analysis. It displays a list of academic word families (AWL) and their frequencies. The results are as follows:

AWL families: [49:59:91]
 VP-negative: AWL/MSVL
 adapt_ [2] analyse_ [3] area_ [1] aspect_ [1] aware_ [1] benefit_ [2] clarify_ [1] conclude_ [1] conduct_ [1] confirm_ [1] construct_ [1] context_ [1] criteria_ [1] culture_ [2] data_ [5] define_ [1] design_ [1] evaluate_ [1] evident_ [1] evolve_ [1] expand_ [1] focus_ [2] function_ [1] hypothesis_ [2] ideology_ [1] impact_ [1] implement_ [1] individual_ [5] interact_ [2] method_ [2] negate_ [3] outcome_ [1] overall_ [1] participate_ [5] predict_ [3] previous_ [1] psychology_ [1] research_ [5] seek_ [1] significant_ [1] site_ [1] strategy_ [2] style_ [1] sufficient_ [1] survey_ [4] theory_ [10] vary_ [1] version_ [1] volume_ [1]

AWL Fr non-cognate families: [families 4 : tokens 4] aware_ [1] outcome_ [1] overall_ [1] seek_ [1]

After the document was analyzed by Lextutor, the identified academic word is displayed at the bottom of the web. Each document is analyzed in the same way as

document I. Below is an example of document II which is also analyzed using a lextutor.

Figure 5 Students' assignment document II

R2

Code : FF

Academic Writing

The Use of Half Crossword Puzzle Game to Improve Students' Vocabulary Mastery

Vocabulary is one of the most basic things in language learning. Students must master sufficient vocabulary in learning a language, including English. Vocabulary is the key to communicating. Without vocabulary, a person can not say what he wants to say, can not write what he wants to write, or can not read and understand what he wants to read.

According to Thornburg (2002) there are two steps of vocabulary practice, they are:

1. Student training. In student training there are five activities that can be used, they are, (a) pay attention to shape, (b) pay attention to meaning, (c) good at guessing, (d) dare to take risks and not afraid to make mistakes, (e) they know how to organize their own learning, such as using a dictionary to fins out the meaning of words in a language.
2. Word games (Thonbury, 2002). Word games can be used in teaching vocabulary using word categories. For example, the topic is animal.

Learning vocabulary is complex process. The goal of students to be achieved in learning vocabulary is primarily their ability to remember words at will and recognize them in spoken and written form. The teacher must fint the right way to teach vocabulary so that students understand and master it. Learning by using games is one way to make the learning process more effective and interesting. One of the games that can be used in learning vocabulary is a half crossword puzzle game.

By using this crossword puzzle method can help students become happy in language learning, especially English. The purpose of this method is to allow students to increase vocabulary because students generate meaning from text used. While working on puzzle, students are trained to engage in problem solving. The most common problem is that students have very limited grammatical difficulties. Students think English is confusing because English followed by grammar, making it difficult for students to speak English because of lack of grammar and vocabulary.

According to Hadfield (2004), crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts. Crossword puzzle is a game that has multiple squares, if students fill in certain squares then they know the spelling of the word. Teaching and learning activities using crossword puzzles showed a positive influence on students achievement.

Figure 6 Lextutor analyzed academic words of Document II

The screenshot shows the 'Web VP Classic' interface. At the top, it says 'Home > VocabProfilers > English'. Below that, 'Web VP Classic v.4' is displayed, along with 'One-word VP-Class' and 'NEW Jan 2018 - Corpus based school subject lists (MSVL - Middle School Vocab. Lists)'. The 'Input method A' section instructs users to paste text into a window and click 'Submit_window'. The main text area contains an academic passage about vocabulary mastery. To the right, there are two vertical panels: 'POST 2k' with a list of categories including 'AWL' and 'MSVL', and 'USER / TECH LIST' with options like 'From offlist items', 'Demo / How-to', 'School subjects', 'See lists', 'DEMOS', 'Sci Gr 4', and 'Hist Gr 5'. At the bottom, a red bar contains the text: 'Original VP by Heatley & Nation, VUW New Zealand & B. Laufer, U Haifa, Israel; AWL by A. Coxhead VUW; WebVP adapted by T. Cobb, UQAM Canada. How to cite'.

Figure 7 The result of academic word analysis of Document II

The screenshot displays the results of an Academic Word List (AWL) analysis. It shows 'AWL families: [20:22:24]' and 'VP-negative: AWL/MSVL'. Below this, a list of word families is shown with their respective counts: 'academy_1] achieve_2] category_1] code_1] communicate_1] complex_1] concept_1] define_1] generate_1] goal_1] implement_2] method_2] participate_1] positive_1] primary_1] process_2] retain_1] sufficient_1] text_1] topic_1]'. At the bottom, it states 'AWL Fr non-cognate families: [families 1 : tokens 1] goal_1]'. A large, faint watermark of a university crest is visible in the background.

This study presents the results of document analysis in table 4.4 below:

Table 4.4 Document analysis of students' assignment

| | A | B | C | D |
|----|---|---|---|---|
| D1 | Adapt(2) analyse(3) area(1) aspect(1) aware(1) benefit(2) clarify(1) conclude(1) conduct(1) confirm(1) construct(1) context(1) criteria(1) culture(2) data(5) define(1) design(1) evident(1) evolve(1) expand(1) focus(2) function(1) hypothesis(2) ideology(1) impact(1) implement(1) individual(5) interact(2) method(2) negate(3) outcome(1) overall(1) participate(5) predict(3) previous(1) psychology(1) research(5) seek(1) significant(1) site(1) strategy(2) style(1) sufficient(1) survey(4) | | | |

| | | |
|-----------|---|--|
| | theory(9) vary(1) version(1) | |
| D2 | access(1) achieve(1) acknowledge(1) adult(1) approach(1) available(1) communicate(2) conduct(1) create(1) design(1) device(2) enable(1) environment(1) establish(1) evident(1) expand(1) guideline(1) implement(1) institute(1) medium(2) method(3) network(1) objective(1) period(1) positive(1) potential(3) precise(1) primary(1) promote(1) publish(2) research(2) reveal(1) select(1) significant(1) source(1) specific(1) structure(1) target(1) topic(2) utilise(1) | |
| D3 | | academy(1) achieve(2) category(1) communicate(1) complex(1) concept(1) define(1) generate(1) goal(1) implement(2) method(2) participate(1) positive(1) primary(1) process(2) retain(1) sufficient(1) text(1) topic(1) |
| D4 | Academy(2) adequate(1) affect(1) assess(1) communicate(1) conduct(1) confirm(1) contribute(2) edit(1) empirical(1) factor(2) focus(1) gender(1) globe(1) insight(1) instruct(1) interact(1) investigate(1) lecture(1) motivate(1) negate(1) occur(2) positive(1) | |

| | |
|-----------|---|
| | <p>process(3) react(1) research(2) respond(1) reveal(1) strategy(1) trigger(1)</p> |
| D5 | <p>academy(2) access(1) acquire(2) aware(1) circumstance(1) communicate(8) construct(1) context(4) contribute(1) create(1) crucial(2) culture(4) equip(1) expand(1) generation(1) goal(1) grade(1) image(2) individual(1) instruct(2) interact(3) involve(1) method(1) minimal(1) mutual(1) obtain(1) occur(1) participate(1) priority(1) process(5) respond(1) shift(1) strategy(1) symbol(2) technique(1) tense(1) text(2) unique(1)</p> |
| D6 | <p>area(1) aspect(2) assign(2) communicate(2) community(1) conclude(1) conduct(1) contact(1) coordinate(1) create(1) final(1) impact(1) instruct(3) integrate(1) interact(3) involve(1) lecture(2) network(4) participate(1) proportion(3) region(1) require(1) respond(1) restrict(1) technology(6) via(5) virtual(4)</p> |
| D7 | <p>academy(3) access(2) affect(2) appropriate(1) automate(1) challenge(1) communicate(1) compute(1) context(1) create(1) economy(1) enhance(1) environment(1) establish(1) factor(5) finance(1) focus(1) globe(2) individual(1) institute(3) instruct(1)</p> |

integrate(5) investigate(2)
 involve(1) maintain(1)
 media(5) perceive(1)
 potential(1) process(1)
 professional(1)
 promote(2) research(1)
 resource(2) technical(1)
 technology(24)

D8 Academy(1) achieve(2)
 analyse(1) appropriate(2)
 coherent(11)
 consequent(1)
 constant(1) construct(1)
 contrary(1) create(2)
 crucial(1) define(1)
 definite(1) deny(1)
 despite(1) device(6)
 element(1) evident(1)
 facilitate(1) focus(2)
 indicate(1) interact(1)
 interpret(1) issue(1)
 notion(4) primary(1)
 psychology(1) rely(1)
 require(1) research(2)
 role(1) structure(2)
 text(18) ultimate(1)

D9 academy(6) analyse(1)
 area(1) aspect(1)
 assess(1) author(2)
 benefit(1) conclude(1)
 diverse(6) ensure(1)
 evaluate(1) expert(2)
 factor(2) finance(8)
 function(1) fund(1)
 gender(2) impact(2)
 indicate(1) involve(1)
 issue(1) maintain(1)
 major(1) monitor(1)
 overall(1) participate(1)
 positive(2) principal(3)
 process(1)
 professional(3)
 reinforce(1) research(2)
 role(2) secure(1)
 seek(1) strategy(2)
 sustain(2) target(1)
 vary(1) vision(1)

D10 academy(3) access(1)
 adjust(1) advocate(1)
 affect(1) area(2)
 available(1) benefit(2)

bond(3) community(4)
conflict(1) contribute(1)
create(2) define(1)
economy(2) energy(1)
enhance(2) ensure(1)
environment(1) factor(2)
focus(2) income(5)
involve(1) journal(1)
link(1) maintain(2)
normal(1) objective(1)
perspective(1)
physical(6) positive(1)
potential(1) priority(1)
professional(1)
promote(3) resolve(1)
resource(1) strategy(1)
structure(2) thereby(1)

Based on the analysis of the level of use of academic vocabulary in the 10 academic writing assignment documents above, students used word academic in their academic writing. It can be concluded that the average student in using academic word in level A and B. In academic writing assignments, the average student uses more than 50 academic words. Coxhead (2000) developed a special vocabulary list of the 570 word families that appear in academic texts the most frequently. It was argued that, in addition to the 2000 most frequent words, knowing these words from the Academic Word List (AWL) would be a good starting point for learning English for academic purposes (Nation, 2001). According to Coxhead (2000), students benefit greatly from academic vocabulary because it makes it simpler for them to comprehend academic written material and complete assignments. Students are better able to comprehend their subject matter when they use academic vocabulary. As a result, students must be familiar with and proficient in both the general vocabulary they use in everyday communication and the academic vocabulary.

B. Discussion

This part compares and contrasts the findings from the previous section with research findings. The discussion focuses on the two research questions listed in chapter one.

The first research question is “What are the stage of concerns of using academic word in EFL student academic writing assignment?” which was answered by using the questionnaire technique. The total numbers of teachers were 30. The result of the questionnaire was based on SoCQ to make the researcher easy to qualify the result of the stage of concern in using academic. It concludes that in awareness term showed that the score was 57%, meaning that students did not care about the use of academic words in their academic writing. The result indicates that students have little concern about or involvement with the academic words. In the informational aspect, a score of 49% was obtained, it is indicating that students lack general awareness of innovation and interest in learning more about it. In terms of personal showed a score of 67%, students are not sure about the demands of learning academic words, their adequacy to meet these demands, and the usefulness of academic words themselves. In terms of management showed 71% students focus on the process and task of using academic words in their academic writing. Consequence showed a score of 67%, in which case students focus on the impact of using academic words in their academic writing within their sphere of direct influence. This collaboration showed that 54% focus on coordination and collaboration with other parties regarding the use of academic words. The term refocusing describes the 37% increase in the impact of using academic words.

Based on the results of the questionnaire analysis above, students have the highest concern in item management. For another items, the score obtained for the level of concern of students using academic words in their writing is still low.

It is similar with the finding from Nurjamaliah et al (2016) and Lailiyah and Setiyaningsih (2021) students are not concern specifically about level of academic word and what number of academic words that they have used for sure. In addition, student was less concerned about the use of academic words in their academic writing assignments. The academic word as a component of the academic language is one of the most important tasks faced by English learners. Students with limited knowledge of words are likely to experience failure in their academic writing. that is why students must be concerned about academic words so that their academic writing is good.

The second research question is “What are the level of use academic word In EFL student academic writing assignment?”. To answer this question, this study used document analysis as instrument of data collection in this studys analyzed academic writing assignments given by lecturers regarding articles. Ten of documents analyzed were obtained from 7th semester students who were taking an academic writing course. After the documents were collected, this study analyzed each academic word used by the students and presented it according to the number and level of academic word usage. Based on the result of document analysis, students used academic word in their academic writing. The average student in using academic word in level A and B. Student used more than 50 academic words in their academic writing assignments. Its mean students in good level of use academic word in their writing. Muryanti (2014)

also found in her research after analyzing the word academic in the report text, she stated the academic word contained in the text including the highest frequency level. It implies that students should be able to use it. Report text is as informational text that has technical term expected to use academic words in that writing. This is different from Nurjamaliah et al (2016) in the results of his research analyzing the use of academic words in report text, it was concluded that second graders of SMAN 9 Pekanbaru had used academic words in their writing but at a low frequency level (level 7).

Based on the discussion above, this study concluded that every student used academic word in their academic writing assignments, but in different level of word usage. Although, the level of use of academic words on average in level A and B which is a good level, but it contrary to the results of the students' stage of concern. Means that students are less concern about the use of academic words but they are in a good level of use. It can be concluded that students are not aware of using the academic word in their academic writing. Students do not know the words they used in their academic writing are academic words. That is why students are not concerned about the use of academic words. According to several previous studies, the frequency of using academic words by EFL students depends on the text they write. Most of the results of previous studies, the high frequency for EFL students in using academic words is in abstracts and literature reviews.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, this study puts forward conclusion as follows:

1. The stage of concern of the use of academic vocabulary by students in academic writing is still relatively low. this matter measured with a questionnaire which was responded by student semester 5th-7th who had taken academic writing courses. The results of this study showed that in awareness term the score was 57%. The result indicates that students have little concern about or involvement with the academic words. In the informational aspect, a score of 49% was obtained, it is indicating that students lack general awareness of innovation and interest in learning more about it. In terms of personal showed a score of 67%, students are not sure about the demands of learning academic words. In terms of management showed 71% students focus on the process and task of using academic words in their academic writing. Consequence showed a score of

67%, in which case students focus on the impact of using academic words in their academic writing within their sphere of direct influence. This collaboration showed that 54% focus on coordination and collaboration with other parties regarding the use of academic words. The term refocusing describes the 37% increase in the impact of using academic words. Based on the results of the questionnaire analysis above, students have the highest concern in item management. For another items, the score obtained for the level of concern of students using academic words in their writing is still low.

2. Furthermore, following up on the importance of academic words in academic writing, this study analyzed their academic writing assignments and identified academic words to measure the level of use of academic word by English Education Department student at UIN Ar-Raniry semester 5th-7th. The analysis to identify academic words used a Lextutor Web. Based on the analysis of academic word in the 10 academic writing assignments, students use academic word in their academic writing. Average student used academic words in level A and B which is more than 50 academic words contained in their academic writing assignments.

Based on the discussion above, it concludes that every student used the word academic in their academic writing assignments, but at a different level of word usage. Even though the average level of academic word usage at levels A and B is quite good, students are still less concerned about the use of academic words in their academic writing assignments. It can be concluded that students are not aware of using the word

academic in their academic writing. Students do not know the words they use in their academic writing are academic words. That's why students are not aware and less concerned about the use of academic words.

B. Suggestions

After conducting the research about the use of academic word in EFL students' academic writing assignments of English language education of UIN Ar-Raniry, I suggest some significant things. This study expected would be beneficial for future researcher. However, this study has limited that it only focused on the use of academic word in academic writing regarding article. There are still many aspects that can be analyzed about the importance of academic words for students in their academic writing. Other researchers can analyze academic words in other writings such as abstract, literature review and others. I also suggests the lectures paying more attention to the academic word used by students and telling them how important academic words are in academic writing. For students must learn academic word considering they are less aware of the use of academic vocabulary and try to apply it in making several journals or scientific articles. In addition, students can also have knowledge of other information about academic words that might help students.

REFERENCES

- Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal (AWEJ)*, 10 (3).
- Ainil, N., Khazriyati & Rozainee (2018). Academic Word List Knowledge of Malaysian ESL Undergraduates. *GEMA Online Journal of Language Studies*, 18(4). <http://doi.org/10.17576/gema-2018-1804-01>.
- Alshenqeeti, H. (2014). Interviewing As a Data Collection Method: A Critical Review. *English Linguistics Research*, 3(1).
- Ariyanti, A & Fitriana, R. (2017). *EFL Students' Difficulties and Needs in Essay Writing*. Atlantis Press.
- Ary, D. et al. 2010. *Introduction to Research in Education (Eighth Edition)*. United States of Amerika: Wadsworth.
- Baxter, K., Courage, C., & Caine, K. (2015). *Understanding your users: a practical guide to user research methods (interactive technologies) 2nd edition*. Amazon.
- Beck, I. L., and McKeown, M.G. (1988). Toward meaningful accounts in history texts for young learners. *Educ. Res.* 17(6): 31–39.
- Biber, D., Conrad, S., & Reppen, R. (1994). Corpus-based issues in applied linguistics. *Applied Linguistics*, 15, 169–189.
- Bowen, G. A., (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27-40.

- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary' perspectives. *English Language Teaching Educational Journal*, 4(1), 61. <https://doi.org/10.12928/eltej.v4i1.2371>
- Burke, J. & Larry, C. (2017). *Educational Research Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. SAGE Publications: United States of America.
- Choo, L. B., Lin, D. T. A., Singh, M. K. M. & Ganapathy, M. (2017). The significance of the academic word list among ESL tertiary students in a Malaysian Public University. *The Southeast Asian Journal of English Language Studies*, 23(4), 56-65.
- Cita, H. Y. (2018). Academic Vocabulary Mastery and Perception For EFL Students Of Universitas Bina Darma. *Holistics Journal*, 10(19).
- Connell, J., Lynch, C. & Waring, P. (2001). Constraints, compromises and choice: Comparing three qualitative research studies. *The Qualitative Report*, 6(4). Retrieved 12 January 2009, from <http://www.nova.edu/ssss/QR/QR6-4/connell.html>.
- Coxhead, A. (2011). The Academic Word List 10 Years On: Research and Teaching Implications. *TESOL Quarterly*, 45 (2), 355-361.
- Creswell W. J. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Creswell, W. J., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research (3rd ed.)*. Thousand Oaks, CA: SAGE.
- Csomas, E., & Prades, A. (2018). Academic vocabulary in ESL student papers: A corpus-based study. *Journal of English for Academic Purposes*, 3(3), 100–118. <https://doi.org/10.1016/j.jeap.2018.02.003>

- Dang, T. N. Y. et al. (2017). The academic spoken word list. *Language Learning*, 67(4), 959–997. <https://doi.org/10.1111/lang.12253>
- Faizal (2011). EFL, English as a Foreign or Second Language (online). (<http://www.pakfaizal.web.id/2011/10/efl-english-as-foreign-or-second.html>) Retrieved on December, 26 2011.
- Faizal (2011). EFL, English as a foreign or second language. <https://www.pakfaizal.com/2011/10/efl-english-as-foreign-or-second.html>. Retrieved on 28th December 2022.
- Fransiskus et al. (2019). Academic Words in the English Research Article Abstracts: The Coverage and Frequency. *Journal for Language and Foreign Language Learning*, 8(2), 132-139. <http://dx.doi.org/10.21580/vjv8i23935>
- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.
- George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2013). *Measuring implementation in schools: The Stages of Concern Questionnaire*. Austin, TX: SEDL. Available from <http://www.sedl.org/pubs/catalog/items/cbam17.html>.
- Hall, G. E., & Hord, S. M. (2011). *Implementing change: Patterns, principles and potholes*. Boston: Pearson.
- Hall, G. E., Wallace, R., & Dossett, W. (1973). *A developmental conception of the adoption process within educational institutions (Report No. 3006)*. Austin: The University of Texas at Austin. Research and Development Center for Teacher Education.
- Hogue, A. (2008). *First Steps in Academic Writing: Second Edition*. USA: Pearson Longman.

- Kim, S. & Paik, S. (2016). An Analysis of Science Teachers' Stages of Concern and Levels of Use on Descriptive Assessment. *Journal of the Korean Chemical Society*, 60(5).
- Lailiyah, M. & Setyaningsih, L. A. (2021). Academic Vocabulary of EFL Students' Writing: A Corpus-based Study. *Seminar Nasional Riset Linguistik dan Pengajaran Bahasa (SENARILIP V)*, 5-6. <http://ojs.pnb.ac.id/index.php/Proceedings/>
- Lauber, S. (2014). Vocabulary Development Part 1: Types of Vocabulary. www.dataworks-ed.com/vocabulary-development-part-1-types-ofvocabulary/. Retrieved on 16th January 2016.
- Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success (3rd ed.)*. Corwin Press: Sage.
- Maryadi et al. (2011). *Pedoman Penulisan Skripsi FKIP*. Surakarta: BP-FKIP UMS.
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis*. London: Sage.
- Mozaffaria, A. & Moini, R. (2014). Academic Words in Education Research Articles: A corpus study. *Procedia - Social and Behavioral Sciences* 98, 1290 – 1296.
- Nurjamaliah et al. (2016). A Study on Ability in Using Academic Words in Writing Report Text By Second Year Students Of Sman 9 Pekanbaru. *Journal online Mahasiswa*, 3(1).
- Puspita, C. (2019). Factors affecting' difficulties in writing thesis. *3rd English Language and Literature International Conference (ELLiC) Proceedings*, 3, 13–22. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4683/4210>

- Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector: An examination of the concerns based adoption model. *Australian Journal of Education*, 56(2), 182-204.
- Shanthi, N. (2011). The Challenges of Getting L2 Learners to Use Academic Words in their Writings. *Electronic Journal of Foreign Language Teaching*, 8(2), 184–200.
- Therova, D. (2021). A case study of academic vocabulary in a novice student's writing at a UK University. *Journal of English Language Teaching and Linguistics*, 6(3).
- Therova, D. (2021). A Case Study of Academic Vocabulary in a Novice Student's Writing at a UK University. *JELTL (Journal of English Language Teaching and Linguistics)*, 6(3) www.jeltl.org doi: <https://dx.doi.org/10.21462/jeltl.v6i3.609>
- Tunks, J & Weller, K. (2009). Changing practice, changing minds, from arithmetical to algebraic thinking: an application of the concern based adoption model (CBAM). *Educ Stud Math*, 72, 161–183. DOI 10.1007/s10649-009-9189-x.
- Wirantaka, A. (2016). Paragraph Writing of Academic Texts in an EFL Context. *Journal of Foreign Language Teaching and Learning*, 1(2), 34-45.
- Yanti, C. H. (2018). Academic vocabulary mastery and perception for efl students of Universitas Bina Darma. *Holistics Journal*, 10 (19).

APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-11793/UN.08/FTK/KP.07.6/09/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M.Ed. | Sebagai Pembimbing Pertama |
| 2. Mr. Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Putri Elia Angguni
- NIM : 180203165
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The use of Academic Words in EFL Students' Academic Writing Assignment
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 06 September 2022
 Dekan


 Safrun Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557421, Email : uin@ar-raniry.ac.id

Nomor : B-15315/Un.08/FTK.1/TL.00/11/2022

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **PUTRI ELIA ANGGUNI / 180203165**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Kajhu, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The use of academic words in efl students' academic writing assignment*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 November 2022

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 31 Desember
2022*

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-783/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15315/Un.08/FTK.I/TL.00/11/2022 tanggal 30 November 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Putri Elia Angguni
NIM : 180203165
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

The use of Academic Words in EFL Students' Academic Writing Assignment

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Svarifah Dahliana

جامعة الرانيري

AR - RANIRY

APPENDIX D

D1

Code : TM

QUIZ ACADEMIC WRITING

ARTICLE 1

A QUANTITATIVE EVALUATION OF SHAME RESILIENCE THEORY

By. Cade L. Arnik

2020, VOL. 12 NO. 11 | PG. 1/1

Shame is one of the feelings that we often feel in everyday life. Shame is defined as an emotion that has an everyday effect on each of our lives, but most people are not aware of the impact shame has on their behavior and cognition. In short, shame is a universal emotion that can be understood in the context of evolution as a social threat system (Al-Ansari, 2000; Fessler, 2004; Fontaine et al., 2002; Matsumoto, 2000; Scherer, 1997).

As an adaptive function, shame alerts people when they engage in behaviors that would alienate them from social groups and as a warning when there are discrepancies between aspects of the self (Gilbert, 2003; Hartley et al., 2004). From this point in the literature, Brené Brown (2012), developed the Theory of Shame Resistance. This theory outlines strategies for dealing with and understanding shame to combat the negative effects of shame. However, there is little research on the actual application of the Shame Resistance Theory.

The main focus of this article is on the implementation of the theory of shame resistance which is often associated with negative things. shame resistance theory is a proposed solution to the negative shame outcomes we see in relation to individualistic self-constructions. This theory is based on the idea that shame, as an everyday human emotion, is a part of life and we can never escape it; but we can learn to endure it.

The question then arises, does shame resilience have any effect on well-being in both individualistic and collectivist relational styles? Based on previous findings in the literature, two critical hypotheses for this study are : 1) that shame resilience is an adaptive strategy for engaging with and managing shame; and 2) that collectivist cultures are more conducive to shame resilience than individualistic cultures

From these two hypotheses the following predictions are made: 1) People who engage in shame resilience will have higher subjective well-being across the individualistic-collective continuum and 2) Collectivism as a personality traits will predict shyness resilience. To test this prediction, the study developed a correlational design and surveyed a sample of college students about their experience of shame and well-being.

Materials and Methods

The study was conducted between December 2018 and March 2019. Participants (N = 86) were recruited from a psychology class at the University of New Mexico (UNM). Inclusion criteria are participants must be 18 years old and follow UNM. Participants then filled out four surveys: 1) Individualism vs. Collectivism, 2) Subjective Well-Being, 3) Shame Inventory, and 4) Shame Resilience. Surveys are administered and completed by participants online through the Opinio survey hosting site.

Data The data were analyzed using SPSS version 25. The relationship between subjective well-being and shame resilience was analyzed using Pearson's correlational method.

The analysis focused on participants' scores on subjective well-being and how other measures, particularly shame inventory and shame resistance. The results of the study confirmed these findings with quantitative data. the results of the study were not actually sufficient to determine whether shame resistance led to better subjective well-being, we knew there was an interaction between the variables with a moderate effect. Overall, this research supports the idea that most people would benefit from discussing shame more openly, and that applying this theory could provide a variety of benefits.

In conclusion, the results of this study add to the body of work that seeks to provide evidence and greater application of the theory of shame resistance. This theory is based on a strong ideological basis but until this research has no quantitative data support. Collected data on the relationship between shame resilience and subjective well-being, showed that there was a

significant interaction. It is hoped that this study will add clarity to areas of research that are characterized by uncertainty and support future research that expands the understanding and management of shame.

D2

Code : FF

Academic Writing

The Use of Half Crossword Puzzle Game to Improve Students' Vocabulary Mastery

Vocabulary is one of the most basic things in language learning. Students must master sufficient vocabulary in learning a language, including English. Vocabulary is the key to communicating. Without vocabulary, a person can not say what he wants to say, can not write what he wants to write, or can not read and understand what he wants to read.

According to Thornburg (2002) there are two steps of vocabulary practice, they are:

1. Student training. In student training there are five activities that can be used, they are, (a) pay attention to shape, (b) pay attention to meaning, (c) good at guessing, (d) dare to take risks and not afraid to make mistakes, (e) they know how to organize their own learning, such as using a dictionary to find out the meaning of words in a language.
2. Word games (Thonbury, 2002). Word games can be used in teaching vocabulary using word categories. For example, the topic is animal.

Learning vocabulary is complex process. The goal of students to be achieved in learning vocabulary is primarily their ability to remember words at will and recognize them in spoken and written form. The teacher must find the right way to teach vocabulary so that students understand and master it. Learning by using games is one way to make the learning process more effective and interesting. One of the games that can be used in learning vocabulary is a half crossword puzzle game.

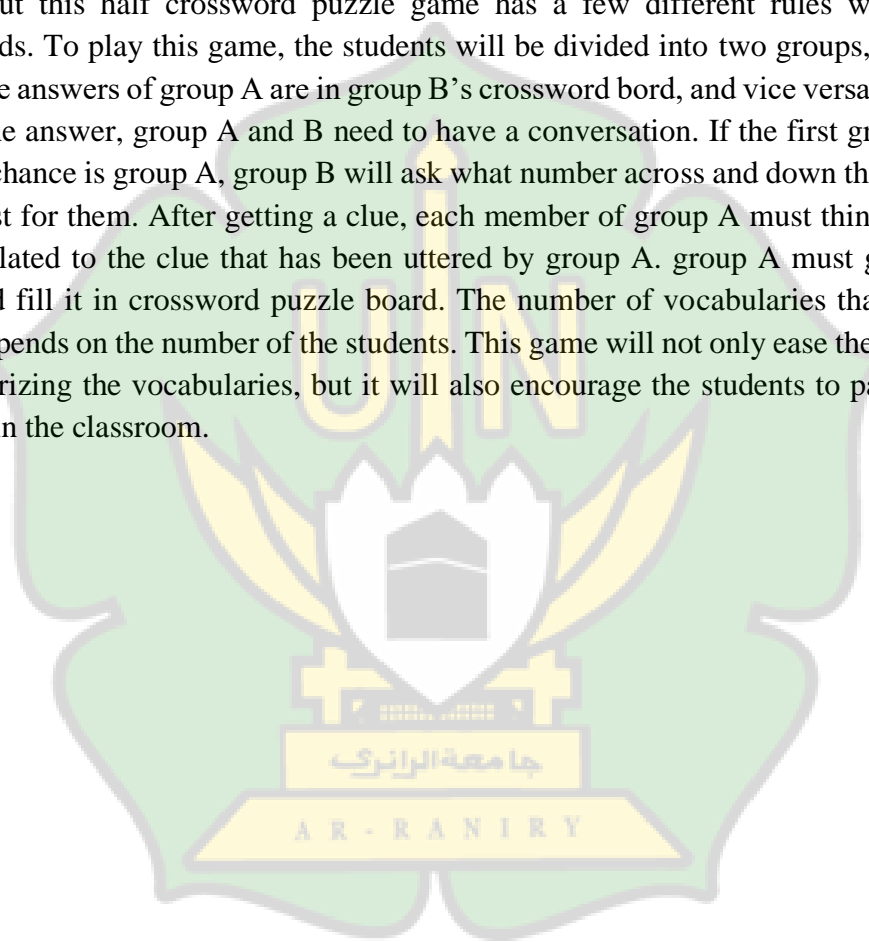
By using this crossword puzzle method can help students become happy in language learning, especially English. The purpose of this method is to allow students to increase vocabulary because students generate meaning from text used. While working on puzzle, students are trained to engage in problem solving. The most common problem is that students have very limited grammatical difficulties. Students think English is confusing because English followed by grammar, making it difficult for students to speak English because of lack of grammar and vocabulary.

According to Hadfield (2004), crossword puzzle is effective teaching tool of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts. Crossword puzzle is a game that has multiple squares, if students fill in certain squares then they know the spelling

of the word. Teaching and learning activities using crossword puzzles showed a positive influence on students achievement.

This game is more easily applied because the teacher does not need to prepare many things for implementing this game in the classroom. Half a crossword puzzle game is easy to be implemented because this game already sounds familiar for both students and teachers.

But this half crossword puzzle game has a few different rules with other crosswords. To play this game, the students will be divided into two groups, group A and B. The answers of group A are in group B's crossword board, and vice versa. In order to find the answer, group A and B need to have a conversation. If the first group who gets the chance is group A, group B will ask what number across and down that will be filled first for them. After getting a clue, each member of group A must think a word that is related to the clue that has been uttered by group A. Group A must guess the word and fill it in the crossword puzzle board. The number of vocabularies that will be tested depends on the number of the students. This game will not only ease the students in memorizing the vocabularies, but it will also encourage the students to participate actively in the classroom.



D3

Code : PE

Course : Academic Writing

Reviewing and Editing Academic Work

OVERCOMING ANXIETY IN SPEAKING ENGLISH AS A SECOND LANGUAGE (ESL) FOR STUDENTS IN INDONESIA

In the current era of globalization, the need to master foreign languages is of course very important and necessary. The position of English as a lingua franca makes English a language that is commonly used as a liaison between countries that have different languages of instruction and speakers. Including in Indonesia, English is placed as the main foreign language taught in various high schools and universities. Even though English has been designated as the second language used, it turns out that there are still many students who feel anxious and afraid to speak English both in class and to communicate with each other. Anxiety is often seen as being related to self-focus, negative feelings and nervousness that occur during the interaction process. There are three main causes of anxiety in English, including fear of making mistakes in the learning process of teaching a foreign language, self-assessment, and the lack of preparation made by respondents when they have to speak a foreign language in class. Students need strong selfconfidence to be able to overcome this anxiety.

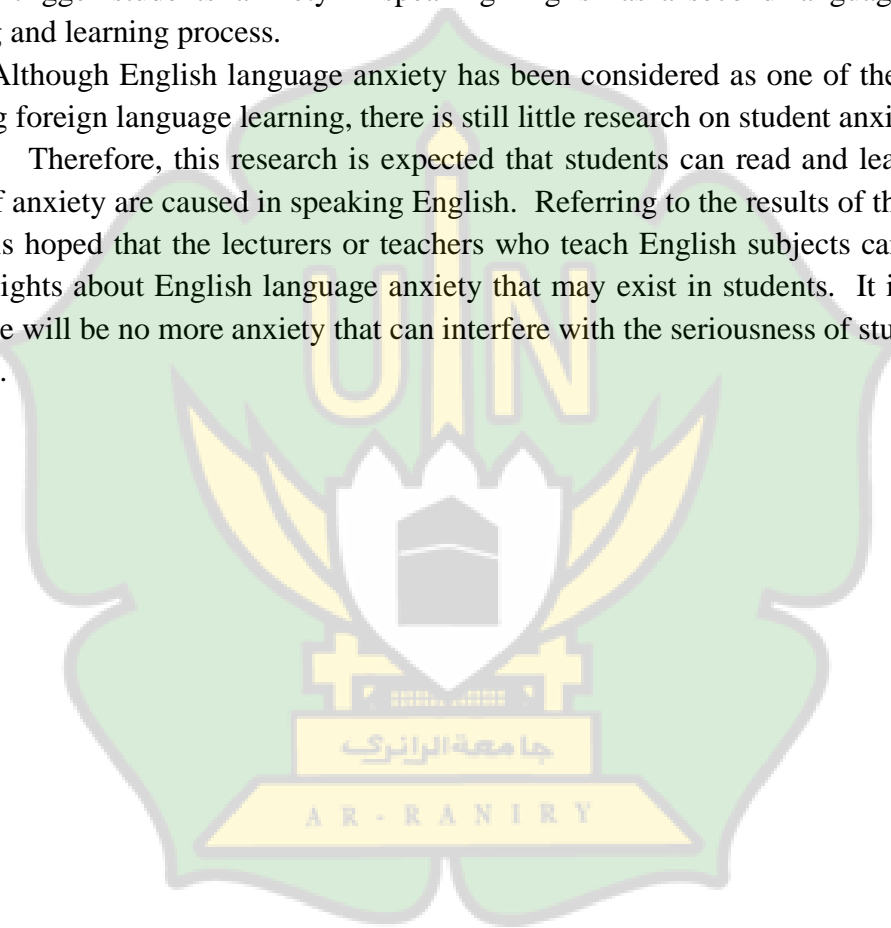
Many studies have been conducted to determine the causes of anxiety and how to deal with anxiety in students when speaking English. The results of many studies prove that anxiety occurs when students speak, namely when presenting in front of friends. The factors that contribute to students' speaking anxiety during presentations are overthinking, inadequate preparation, bad experiences, low proficiency, low self-esteem, fear of mistakes, and exams (Abood H Mohammad 2015). Anxiety also explores the differences between men and women in terms of speaking anxiety. Regarding investigating language learners' anxiety about speaking classroom activities, quantitative studies show that impromptu speaking activities are thought to contribute to speech anxiety for male and female language learners. In this case, the level of gender reaction to English speaking courses revealed that male language learners experience it at a moderate level and women experience it at a higher level (Alsawat H 2016). Related to the explanation, Learn 4 strategies to reduce

students' anxiety in speaking English Practice speaking English words, trying to speak in front of a mirror or with friends to build self-confidence, increase their vocabulary knowledge so they know the right words to use in speaking, increases their motivation by building a positive mindset when they are asked to speak in English by their teacher (Apsari Y and Satriani I 2016).

The results of this study confirm empirically that there are certain situations that can trigger students' anxiety in speaking English as a second language in the teaching and learning process.

Although English language anxiety has been considered as one of the factors affecting foreign language learning, there is still little research on student anxiety.

Therefore, this research is expected that students can read and learn what forms of anxiety are caused in speaking English. Referring to the results of this study also, it is hoped that the lecturers or teachers who teach English subjects can enrich their insights about English language anxiety that may exist in students. It is hoped that there will be no more anxiety that can interfere with the seriousness of students in learning.



D4

Code : MS

Academic Writing

**TEACHING SPEAKING BY USING STORYTELLING TECHNIQUE TO
THE SEVENTH GRADE STUDENTS OF DARUL IHSAN**

According to Brown (2001; 267), is a n interactive process of constructing meaning that involves producing and receiving and processing information. It form and meanings are depending on the context in which it occurs. In addition, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell t h e thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. Speaking is a skill used by someone in daily life communication whether at school or outside. Speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies. According to Chaney and Burk (2008:9), "Speaking " is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching, the goal of teaching speaking should improve students' communicative skills, students can express themselves in each communicative circumstance. Speaking is a productive skill which need s more and more practice and acquisition to obtain a sense of competence and mastery in the language. According to Slavin (2001:12), speaking is a crucial part of the language learning process. Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors ' help students learn to speak so that the students can use speaking to learn. Language learners who lack confidence in their ability to participate successfully in oral interaction should listen in silence while others do the talking.

Story-telling is a great way to build the students' self-confidence and relationship with audiences. But in Speaking, story-telling becomes a way to measure the students' comprehension in text. Story telling as a means of helping students to understand classroom discourse and sense of story. Oral stories help students acquire the context of text. Students become keenly aware of the unspoken meaning of the story's words by observing shifts in the storyteller's body posture, tension, and tone of voice. According to Kathleen and Steele (1997:6), story-telling first and foremost is a speaking activity, something which EFL students nearly everywhere want and need. It is also quite a practical thing. Storytelling was a common pastime. Folktales and fables are one of the oldest educational tools through which cultures have passed down values and lore from one generation to the next. Further, Kathleen and Steele (1997:6) state that educators have long known that the arts can contribute to student academic success and emotional well-being. The ancient art of storytelling is especially well-suited for student exploration. As a folk art, storytelling is accessible to all ages and abilities. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. According to Richard (2008), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Story Telling is the social and cultural activity of conveying stories in words, sounds, and images, often by improvisation, theatrics, or embellishment. Narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values.

D5

Code : PA

Reflections On Online Learning Due To The Covid Pandemic 19

The Covid 19 pandemic has spread throughout the world and has had many tremendous impacts on various aspects of everyday human life, including education. Many countries in the world have restricted social activities that people gather because they are worried about the spread of Covid that is increasingly spreading everywhere. The world of education today is one of the activities that has changed the learning system. From face-to-face or face-to-face meetings, now only through gadgets / laptops use learning applications so they can meet through virtual meetings only. In which the community is now familiar with the term “lockdown”, PSBB, Staying at Home, Just at Home, Studying at Home, etc., although most of them do not really understand these terms.

The world of education must continue to run even though the movement is limited and less effective. With the existence of Information Technology, humans can now communicate and interact virtually. But not all Indonesian citizens can enjoy these technological advances because there are still many areas in Indonesia that have not been reached by internet technology and not everyone is able to have the tools, namely gadgets / laptops which will be used to communicate and interact via the internet. Only a small proportion of people in several regions are able to have this tool and are able to take advantage of this information technology.

Here, as a student, I will describe my experience running online learning. At my college, we use the Google Classroom application. According to our campus, this application has a friendly appearance, it is easy for lecturers to send material and assignments as well as deadlines. This application is simpler to use and this application is integrated with applications made by Google such as Google Forms, Google Sheet, Google Doc, Google Slides and others. We also use googmet meet to conduct virtual meetings with our lecturers.

The first difficulty in my opinion is the lack of gadgets or laptops, of course not everyone has a luxurious life. Some may even find it difficult because they do not have the money to give gadgets to their children to do online learning. The second difficulty is a network problem. In some villages, there may be people who do not have a network or the network is weak to use the internet and must go to a place with an internet signal. The next difficulty is about quotas. Maybe someone already has a gadget or laptop for college as well as a smooth network but certainly not all that can

easily buy the quota when it runs out. Especially when studying online, the quota that you need is quite a lot.

There are two possibilities that they will be late for class, the first is that they do not really know how to create a gmail account and take steps to get into class instruction because in the end they ask 'brave students' how to do it to the person who obeys it. They understand via the WhatsApp application. The second possibility is that there are those who are really lazy to enter Google classroom, because even though they are repeatedly contacted via WhatsApp, they do not want to enter.

Even after entering google classroom, it turns out that not all students actively participate in learning. When the teacher presented the material into the google classroom application, only a small proportion responded and asked questions via WhatsApp even though the teacher had given instructions to discuss with classmates and teachers in the google classroom forum. Students who have difficulty understanding the material through google class finally ask a lot of questions via WhatsApp, only a few questions are asked through the class forum. To measure the understanding of the material the teacher does a quiz / test using google form. The test is multiple choice. The results are not much different from face-to-face learning. Students who have high abilities in the class can get high scores compared to moderate and low abilities.

The difficulties experienced by many students turned out to be internet quota problems and difficulties in understanding how to work on google class, students did not understand how to hold discussions in class forums and how to do assignments and send their work back because class instructions were in English. Another difficulty that students reported was the problem of gadgets, they have cellphones but android potatoes, which means their ability to do online learning is still low.

In conclusion, to carry out online learning requires coordination from the start between the school, teachers, and parents of students. Students must also be taught how to do learning through online learning applications. Online learning through applications on the internet should have been introduced in schools since the absence of the Covid 19 pandemic. For developed countries, they are accustomed to learning with information technology, but for Indonesia only a small proportion of students (including teachers) are familiar with the use of information technology.

If online learning runs smoothly, the advantage is that learning can be carried out effectively and efficiently without using a lot of paper material. The weakness is that there is less social interaction learning between teachers and students, students and classmates than face-to-face learning that involves feelings (aspects of emotional control). Although there are teleconferencing (virtual face-to-face) technologies such

as zoom, they cannot beat face-to-face learning which is more humane and educates humans who are not anti-social. Therefore in the future, learning should be carried out in a combination of both, face-to-face learning and occasional online learning, so that learning is more effective in emergency situations such as the current Covid 19 pandemic



D6

Code : FF

Academic Writing

Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia

The integration of Information and Communication Technology (ICT) in English education settings often enhances teaching and learning. The global economy affects almost all sides of our lives including the environment, nature, and educational institutions, including the adoption of technology to run it. Technological tools, such as laptops, computers, web 2.0 (blog, youtube, wiki), software and hardware applications have been promoted as powerful tools for educational change and reform.

Promoting the use of technology in various ways for educational platform purposes takes longer because it is not an automatic process. More patience is needed to make it a form of suitability for educational purposes because it involves many factors and considerations including curriculum and pedagogy, institutional readiness, teacher competence, the financial side, and many other things that need attention.

Many studies recommend training for technical use of ICT to help teachers apply technology to their teaching instructions. The potential use of ICT assimilation in teaching and learning has created new challenges in teaching professional development. In an effort to meet the above objectives, the factors that influence the use of technology for teaching English and the type of technology used in teaching must be considered in order to take better steps in improving education.

There are many types of technology that can be used for teaching. Some of the research on the use of different technologies in educational purposes is described below to show how different technologies can influence educational practice around the world. One example is taken from the work of Won (2015) investigating social media as connected to learning technology for undergraduate students at Virginia Polytechnic Institute, USA. In this case, Won focused his investigation on Facebook. Facebook is a form of social media that allows individuals to share personal information or join groups with each other, maintain or establish relationships with other people. The results showed that the undergraduate students were open and willing to use social media in an academic context.

There are some factors affecting technology integration:

- Teachers' competence
- Accessibility
- Lack of training on technology use

- School Necessity
- Space a resource
- Budget
- Perceived usefulness
- Academic workload
- There are some types of technology tools for learning:
- Social media; Facebook
- WhatsApp
- Mobile Learning
- Websites
- Blogging
- Learning Software
- Edmodo
- YouTube

In terms of the types of technology used for teaching, studies show that various kinds of technology can be used for teaching. Social media, WhatsApp, mobile learning, websites, blogging and learning software are some of the technological tools used for teaching in general. They are good to apply in supporting teaching. In addition, it can support student learning activeness. However, more studies are needed to be used to teach skills in language learning, such as WhatsApp for reading, or mobile learning for speaking.

Various factors can influence the integration of technology for teaching. For example, the competence of teachers in technology. If the teacher has good competence in the field of technology, then the technology teacher will be more practical in teaching. Accessibility of technology or resources is another factor in integrating technology for teaching in several countries; Iran, Saudi Arabia. Lack of training on how to use technology appropriately for teaching is another problem in the adoption of technology for learning.

D7

Code : ZA

Course: Academic Writing

Cohesion and Coherence

This means that the dependency of the linguistic elements on each other in a text constructs a semantic unit. Consequently, linguists dealing with discourse analysis have been striving to help students achieve cohesion in writing. Cohesion is usually thought of as one of the most crucial defining characteristics of the quality of writing and thus has been central in recent research. The present writer, relying on his vast experience as a teacher of English writing to Arab L1 users, suggests that cohesion can be achieved if the writer of a text appropriately uses a variety of well-placed cohesive devices that the text requires.

This opinion seems to be in keeping with the notion stated by Salkie that cohesive devices play the role of the glue that holds different parts of a text together. Increasing the cohesion of a text facilitates and improves text comprehension for many readers. This connectedness of ideas in the text will definitely create a cohesive whole text or herself confronting the related notion, coherence. It is generally accepted in the literature that while cohesion is primarily related to structural linguistics, coherence has been studied with the fields of linguistics, discourse psychology, and cognition science, which all focus on issues beyond the structures of a text.

Malmkjaer noted that “a coherent extended text is the result of interaction between the reader’s world and the text, with the reader making plausible interpretations”. Thus, a reader or writer constantly endeavors to make sense of the text depending on the shared background knowledge beyond the text. Though some researchers state that cohesion and coherence are two faces of the same coin, others deny any type of relationship between the two. This notion of distinctness between cohesion and coherence is emphasized by Winterowd, who stated that cohesion in a text can be accomplished without coherence and vice versa, depending greatly on the reader of the text.

This notion was supported by Oller and Jonz, who stated that the use of many cohesive devices does not necessarily create a coherent and comprehensible

text. Though cohesive devices, such as lexical cohesion and repetition, are used, the text lacks coherent meaning. On the contrary, a text with no cohesive devices may be considered coherent as in the example presented by Koshik, “Someone came my house”. Despite the above concerns, the present paper’s focus will be on cohesion as the preponderance of evidence indicates that the appropriate use of various cohesive devices in academic and descriptive writing ultimately leads to coherence.



D8

Code : SF

THE EFFECTIVENESS OF SCHOOL BOARDS

By. Rebecca Vukovic

Sep 15,2021

The effectiveness of school boards plays a major role in financial and academic wellbeing. Even a new study by academics from Monash University's Business School has found that board diversity, board practices, and key influence over board decisions all have an impact on board effectiveness. This study tested the effectiveness of boards in 32 independent secondary schools in Victoria, Australia.

The board is responsible for setting the school's mission and vision and its strategic direction. They also monitor educational programs, oversee financial decisions, and mitigate risk. The principal usually attends board meetings but does not have voting rights, and is responsible to the board for the day-to-day running of the school and educational program.

This article examines 3 main factors in the effectiveness of the school board, namely:

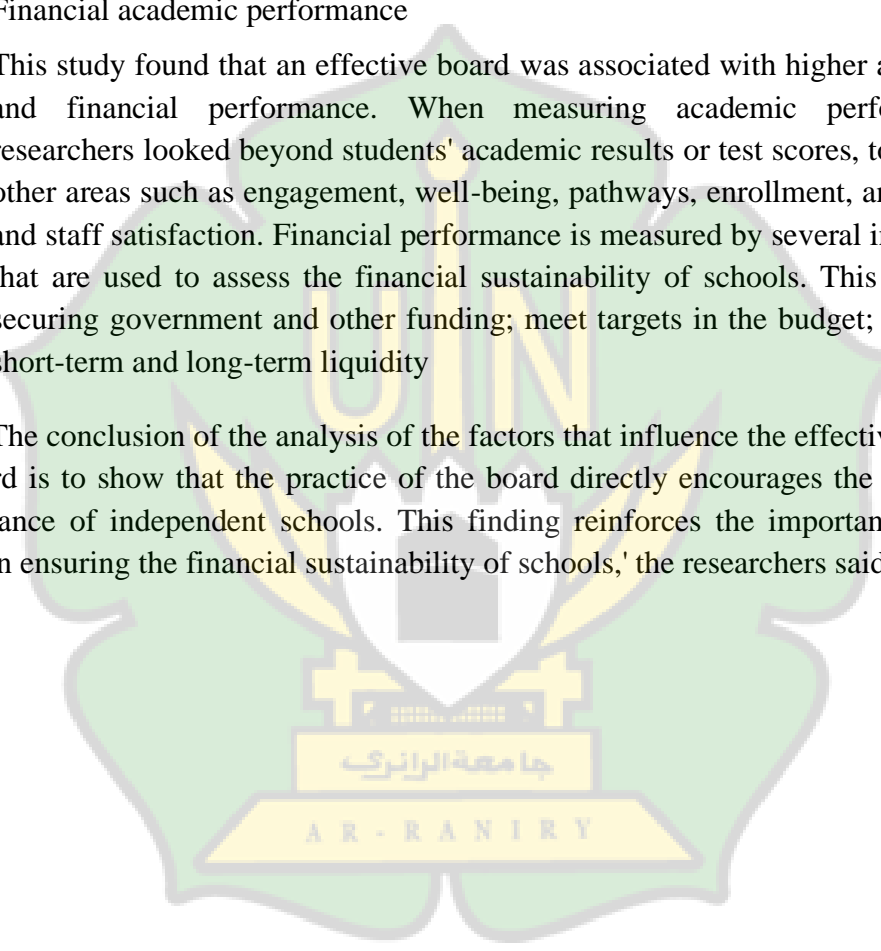
1. **Diversity of board composition** Diversity of board composition may include aspects such as board tenure, size, gender and parental representation. It was found that having a diverse school board with varying levels of expertise is likely to improve the board's decision-making process. The findings also show that board composition diversity is positively related to board effectiveness. the authors say that this suggests 'there is benefit in seeking board diversity, particularly in relation to professional background, educational level, industry experience, gender, and board tenure'.
2. **Board practice** Board practice refers to a variety of board behaviors, such as questioning proposals and information from management, engaging in professional development opportunities, and evaluating board performance. The results show that board practice is positively related to board effectiveness in independent schools, and board member involvement and participation is critical to board effectiveness. The authors also suggest that providing members with professional development opportunities tends to lead to more effective boards.
3. **The influence of the principal**

The influence of the principal on board-level decisions has an impact on the overall effectiveness of the board. It was noted that while principals can inform board decisionmaking through their educational expertise, excessive influence over board decisions on long-term strategic issues can undermine board accountability. It also undermines the independence of the board in its oversight and advisory functions.

4. Financial academic performance

This study found that an effective board was associated with higher academic and financial performance. When measuring academic performance, researchers looked beyond students' academic results or test scores, to include other areas such as engagement, well-being, pathways, enrollment, and parent and staff satisfaction. Financial performance is measured by several indicators that are used to assess the financial sustainability of schools. This includes securing government and other funding; meet targets in the budget; maintain short-term and long-term liquidity

The conclusion of the analysis of the factors that influence the effectiveness of the board is to show that the practice of the board directly encourages the financial performance of independent schools. This finding reinforces the important role of boards in ensuring the financial sustainability of schools,' the researchers said.



D9

Code : LM

Academic Writing

The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on Children in Poverty

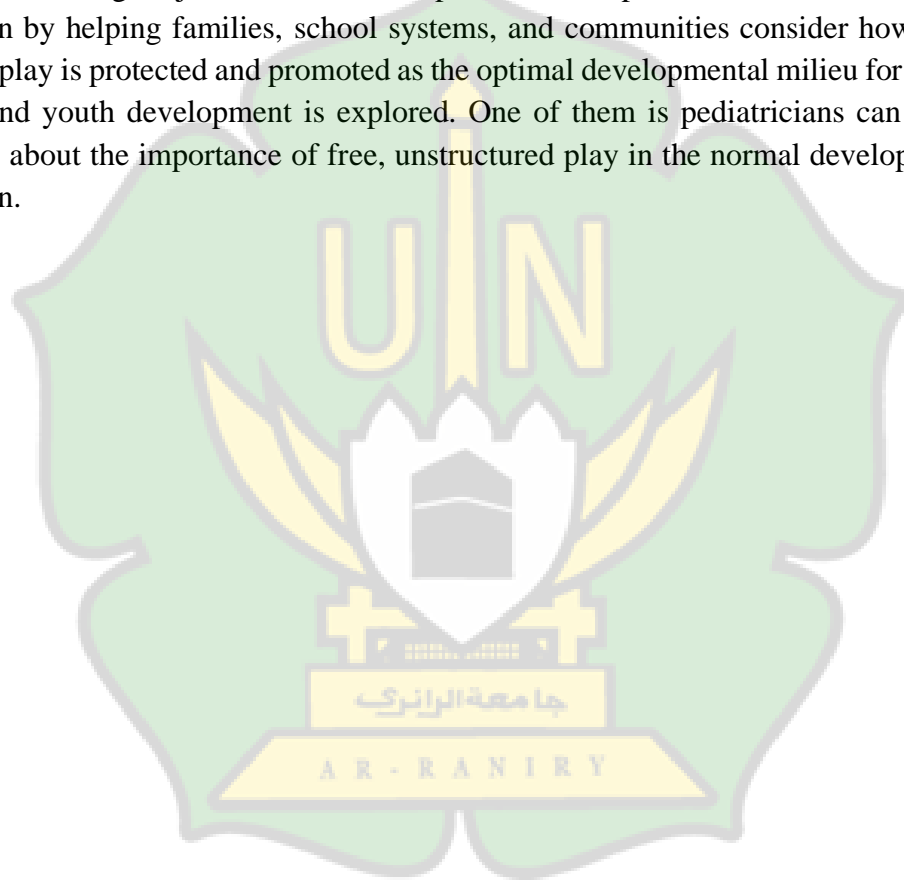
Active play is so important to a child's development that it should be part of the definition of childhood. There are several benefits of play. First, play allows children to develop creativity and imagination while developing physical, cognitive, and emotional strengths. Second, it enhances physical health by building active and healthy bodies. Third, it contributes to healthy brain development, even in the academic environment, play helps children adjust to the school setting, thereby fostering school engagement, and enhances children's learning readiness, learning behaviors, and problem-solving skills. Fourth, it is essential to developing social and emotional ties. Fifth, it provides time for parents to be fully engaged with their children, to bond with their children, and to see the world from their child's perspective. Sixth, play also helps forge connections between children. It allows them to learn how to share, to negotiate and resolve conflicts.

This paper aims to inform the factors that reduce play for children in poverty. There are many causes for the decreased amount of play in the lives of lower-income and poor children. Here are three factors that affect these children and merit special attention. First, access to recess and other in-school creative and physical outlets (e. g, physical education, art, music), as well as after-school youth development programs are reduced. Second, out-of-school opportunities for play may be compromised by a lack of safe play areas, because parks and playgrounds are less abundant in lower-income areas. Third, lower-income parents may have less time, energy, and resources available to give active and imaginative recreation at the park, playground, or even at home since they are dealing with additional social, emotional, and economic stressors.

To effectively preserve play in the lives of economically disadvantaged children, its presence in schools, communities, and homes must be supported. The bottom line when it comes to school involvement is that schools should be places where kids and teenagers desire to be. This means that educators and policymakers must provide chances for lower-income children to benefit from physical education, recess, and the arts in order for them to realize their full cognitive, social, and physical potential and for children and adolescents to enjoy school.

Community leaders must to prioritize the need for safe spaces for families to gather and for children to play. Communities can also offer strategies to link families at or below the poverty level to early education, health care, family support, and parenting education. Parents of all income levels should use time together at home to engage in both free and structured play with their children. They need to understand that it is their presence and their attention that enrich their children and that one-on-one play is a time-tested, effective way of being fully present.

As caring, objective child health professionals, pediatricians can advocate for children by helping families, school systems, and communities consider how best to ensure play is protected and promoted as the optimal developmental milieu for positive child and youth development is explored. One of them is pediatricians can educate parents about the importance of free, unstructured play in the normal development of children.



D10

Code : TNS

Academic Writing

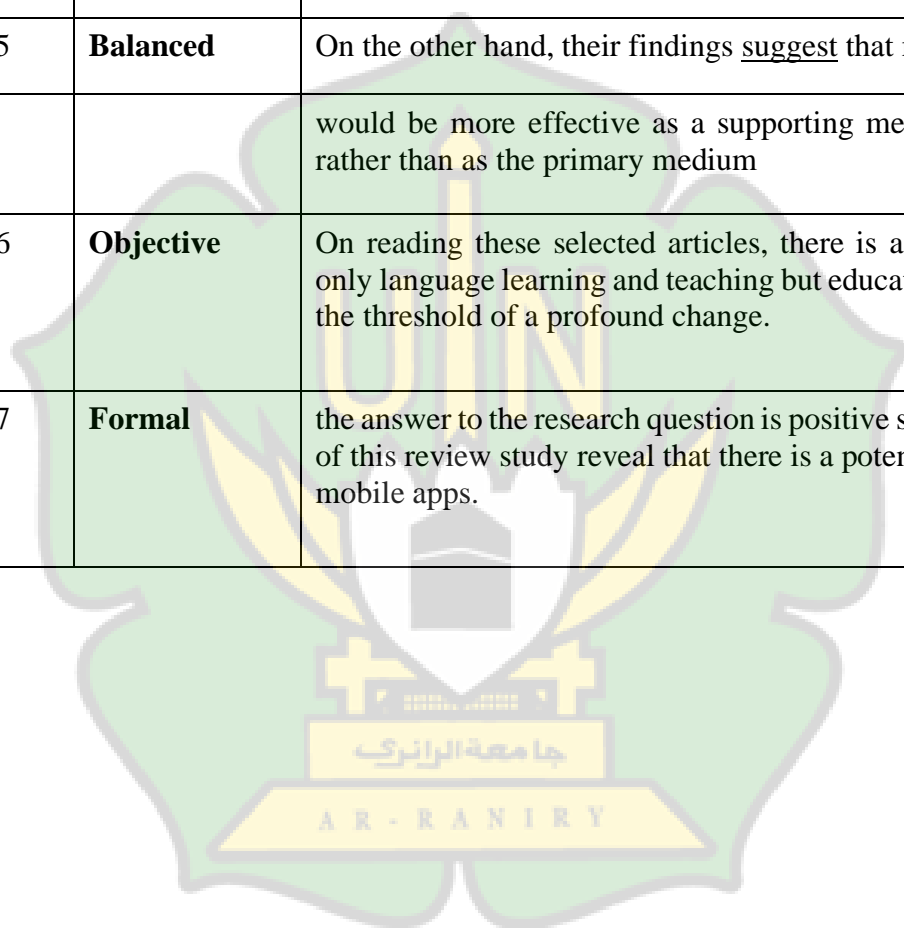
ANALYSIS OF ARTICLES

**Use of Smartphone Applications in English Language Learning—A
Challenge for Foreign Language Education**

| | | |
|----|-------------------|--|
| 1. | Structured | <p>Introduction : Nowadays, mobile technologies and mobile applications (apps) are becoming an indispensable part of learning, including foreign language learning .This recent methodology of their use is called mobile learning (m learning). M-learning further expands e-learning by promoting independent and active learning and by turning educational institutions into 24/7, no-barrier learning centers</p> <p>Methods : The methods are based on a literature review of available sources found on the research topic in two acknowledged databases: Web of Science and Scopus. The search period was conducted for studies published between January 2015 and April 2019, since several review studies [1,3,13–15] on this topic had been published before. The searched collocated keywords were as follows: effectiveness AND mobile apps AND English learning, ect AND mobile learning AND English learning, efectiveness AND use of mobile applications AND English language learning</p> |
|----|-------------------|--|

| | | |
|---|-----------------|---|
| | | <p>Results :</p> <p>Teachers may use either some already established social networking platforms (WhatsApp, WeChat, Telegram, Line), or special applications for learning English (Fun Dubbing), or they may follow guidelines in creating tailor-made language learning apps</p> <p>Discussion :</p> <p>the penetration of smartphones and the potential utilization of mobile devices make m-learning a great opportunity. Most young and adult learners use smartphones all the time. Teachers as well as their peers can approach them at almost any time. It may streamline communication. Mobile devices can be used for storing study materials, which significantly decreases heavy loads that children have to carry on their backs. Moreover, the Internet enables the learner to access target language content that they are interested in.</p> |
| 2 | Evidence | <p>Facts :</p> <p>Klimova mentions several pitfalls of MALL; namely, students' potential lack of attention caused by mobile phone multi-tasking, the lack of apps suitable for English for Specific Purposes (ESP) and at various levels of proficiency.</p> <p>Reason :</p> <p>It may streamline communication.</p> |

| | | |
|---|------------------|---|
| 3 | Critical | However, to achieve the effectiveness of these apps, it is desirable to design, plan and implement them with caution, according to students' needs, and to deliver multiple language skills in authentic learning environments. |
| 4 | Precise | Only experimental/quasi-experimental studies were included; |
| 5 | Balanced | On the other hand, their findings <u>suggest</u> that m-learning |
| | | would be more effective as a supporting medium of learning rather than as the primary medium |
| 6 | Objective | On reading these selected articles, there is a feeling that not only language learning and teaching but education as such is on the threshold of a profound change. |
| 7 | Formal | the answer to the research question is positive since the findings of this review study reveal that there is a potential in the use of mobile apps. |



APPENDIX E

Stages of Concern Questionnaire

Name (optional):

The purpose of this questionnaire is to determine what people who are using or thinking about using academic word are concerned about at various times during do their assignment.

The items were developed for English Department students who has took academic writing subject. Therefore, **many of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.** For the completely irrelevant items, please circle “0” on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| This statement is very true of me at this time. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This statement is somewhat true of me now. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This statement is not at all true of me at this time. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This statement seems irrelevant to me. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please respond to the items in terms of **your present concerns**, or how you feel about your involvement in using academic word. Remember to respond to each item in terms of your present concerns about using academic word in your academic writing assignment.

Thank you for taking time to complete this task.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|--------------------|----------|-------------------------|----------|----------|---------------------|----------|
| Irrelevant | Not true of me now | | Somewhat true of me now | | | Very true of me now | |
| Circle One Number for Each Item | | | | | | | |
| 1. I am concerned about using academic word in academic writing assignment. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 2. I used academic word in my academic writing assignment, but I am not aware about it | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 3. I would like to know more about academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 4. I have very limited knowledge of academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 5. I am concerned about how academic words affects in academic writing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 6. I would like to know the effect of not using academic word in academic writing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 7. I will learn more about academic word | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 8. I spend little time thinking about academic word | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 9. I am concerned about learning academic word. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 10. I am concerned about how academic word affects academic writing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 11. I am concerned about the time spent working with nonacademic problems related to academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 12. I would like to know what my friends are doing about academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 13. Currently, other priorities prevent me from focusing my attention on academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 14. I would like to know how my writing will change when I am using academic words. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 15. I would like to know the use of academic word is better than another words in academic writing. | 0 | 1 | 2 | 3 | 4 | 5 | 6 7 |