AN ANALYSIS ON STUDENTS' TENDENCY IN USING NON-ACADEMIC VOCABULARY IN ENGLISH ACADEMIC WRITING

THESIS

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THESIS

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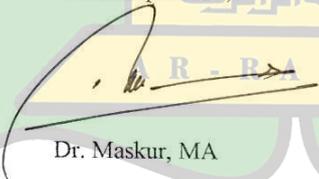
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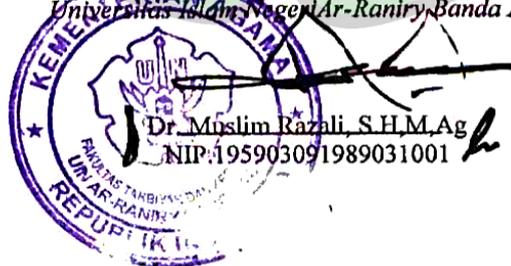
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adalah benar-benar karya saya, kecuali **semua kutipan dan referensi yang disebutkan**

sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan

sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat

dengan sesungguhnya.

Banda Aceh, 21 July 2020
Saya yang membuat surat pernyataan,

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ABSTRACT

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Writing is difficult skill to learn and master, because student should know how to find idea and express it in writing. The aim of this research is to find out the factors that influence the students' tendency in using non-academic vocabulary in english acadmic writing. The research used qualitative method. In analyzing the data, the writer used interview and documentation. The population in this study is english department student of fifth semester of the 2018/2019. The sample is unit 01 which consist of 20 participants. The result of documentation showed that student still tend to use non-academic vocabulary in their writing. The result of interview showed that the factor that influence the tendency to use non-academic vocabulary in academic writing were academic vocabulay standards, poor reading, time, topic confusion, feedback from lecturers and students' interest.

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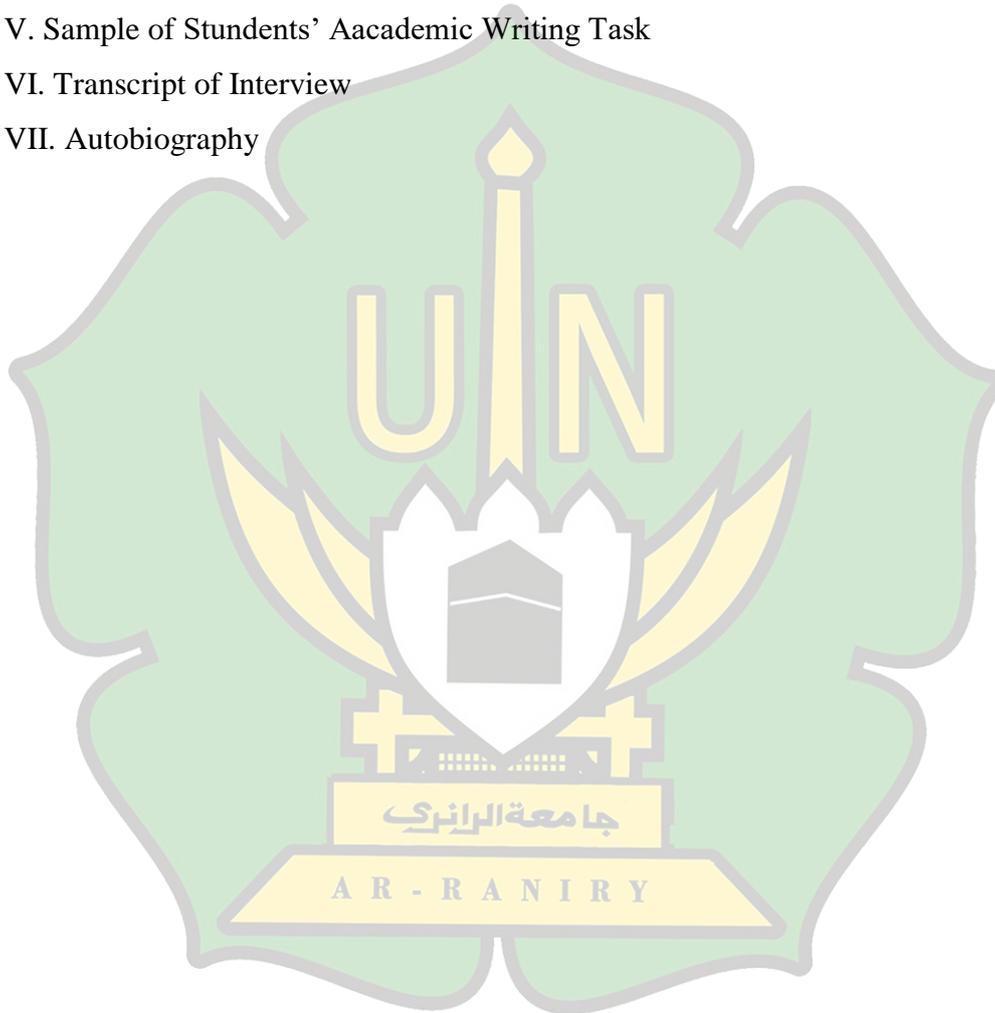
CHAPTER I

INTRODUCTION

A. Background of study

English as a language that plays an important role as a communication tool, which is used as a communication tool by people in most countries in the world. In addition, English is widely used in terms of writing science books, journals, or articles for knowledge and technology. According to Sekhar (2014)," English is regarded as the lingua franca of international business, economy, science & technology.". Therefore, to be able to develop science, knowledge and technology, and communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high school to university.

Among the four skills, writing is the most difficult skill to learn and master, because writing is an active or productive skill. Students who are learning to write are required to know how to find ideas and express them in writing. On the other hand, their writing habits usually pay less attention to the types of words they use in written assignments, which most of them just pour ideas to complete tasks. Furthermore, most English majors at universities often use academic vocabulary, because there are several tasks that use academic vocabulary such as journal writing, speech texts and writing a thesis that is needed by the public as a reference. Academic vocabulary has a specific function rather than daily or

general vocabulary to express academic communication. Academic writing also cannot be separated from the correct use of academic vocabulary.

Academic vocabulary exists in most academic texts. Townsend (2009), defined general academic vocabulary as words "which are used across content areas, have abstract definitions, and are a challenge to master". Similarly, Coxhead (2000), regarded academic words as "lexical items that occur frequently and uniformly across a wide range of academic materials". At college level, academic vocabulary is included as part of their lessons. However, learning academic vocabulary is a challenge for students, often academic words are found in academic texts and materials. Knowing these words can lead to students' development in their writing and reading, as it was said by Khani and Tazik (2013).

English major at UIN ar-raniry university, there is a special system for learning writing skills. To achieve the desired results, the major arranges class levels periodically based on their respective stages, consisting of basic writing to academic writing. when students have reached the academic writing class, students should have mastered writing well. however, based on the experience of researchers while taking academic writing courses, there are some difficulties faced by most students, one of most common is when choosing words that are not academic.

A research has been found that most of the students in universities especially non-native speakers of English universities have some difficulties in using the academic vocabulary because of insufficient vocabulary knowledge,

such as what words or types of words occur in this sentence, or where, when and how often can we use this word, based on author's experience in Academic writing classes, students often get reprimands from lecturers, due to inappropriate vocabulary use. Evans and Green (2007), they have surveyed Cantonese speaking students at Hong Kong's largest English-medium university and the result concluded that "inadequate receptive and productive vocabulary in English is the main problem confronting the almost 5000 students who participated in the survey". This condition is similar to Indonesian students where English is not their native language, when writing a thesis or journal they will face some difficulties in using academic vocabulary.

Regarding this problem, the author wants to know more about the phenomena that occur among students. The author wants to do a research entitled analysis of student tendencies in using non-academic vocabulary in english in academic writing.

B. Research Question

What are the factors that influence the students' tendency in using non-academic vocabulary in english academic writing?

C. The objective of the study

To find out the factors that influence the students' tendency in using non-academic vocabulary in english academic writing

D. Terminology

1. Analysis

   Analysis is an effort of observe in detail on a thing or object of describing the components forming or compiling these components for further study.According to the Big Indonesian Language Dictionary (KBBI), the notion of analysis is an investigation of an event (essay, deed, etc.) to find out the actual situation (causes, sitting things etc.)

2. Vocabulary

   Learning languages cannot be separated from vocabulary learning. Vocabulary supports speakers to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects four language skills, namely listening, speaking, reading, and writing.Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign (Murcia, 2001). Generally, vocabulary is the knowledge of meanings of words (Hieber, 2005).

3. Tendency

   Understanding the tendency in general is a person's mind to recognize certain aspects of the environment that are often permanent because it is difficult to change. The component in question is the knowledge that has been obtained during life, which greatly influences behavior when acting. According to W.J Thomas and Ahmadi (2003) provides a limitation of attitude as an act of positive or negative

tendencies associated with the object of psychology. The objects of psychology here include: symbols, words, slogans, people, institutions, ideas and so on.

E. The significance of the study

Enriching vocabulary in the process of learning English is very important, process of increasing vocabulary it is also required to understand how to use it. this study aims to provide direction for students majoring in English in order to understand how to use good vocabulary, focusing on the use of academic and non-academic vocabulary. because this is very influential on their future, for example when they want to continue higher education or want to apply for work abroad, they certainly must have the skills to write letters that are academic in nature, and one of the most important factors in the letter is correct use of academic vocabulary. hence this research can help and benefit them.

F. Related study

Nadera (2005) reported that Many teachers, when teaching their students how to write a good piece of an academic text, come across a similar problem. Students are very likely to use non-academic vocabulary which should be avoided. Thus, the teacher's job is to teach his students how to find suitable synonyms to avoid these words. Another task is to make students aware of sometimes small differences between seemingly similar synonyms for a word.

G. The scope of study

The scope of this study is to analyze the level of understanding about the use of academic vocabulary and non-academic vocabulary, this is focused on writing skills for students majoring in English.

CHAPTER II

LITERATURE REVIEW

In this chapter, writer gives the description of theoretical framework which consists of writing and vocabulary.

A. Writing

1. Definition of Writing

Writing plays an important role in language learning. It takes a long time to master since it takes study and practice to develop this skill. According to Celce-Murcia (2001),"writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement". This means in writing, someone expresses ideas, opinions, feelings or experiences that someone reads or hears in written form to develop their writing skills. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005), stated that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral

conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Another linguist, Hyland (2004), explained that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic with each other. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. Brown (2001), illustrated that writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in

expressing thoughts in a good passage. writers are unlikely to write effectively without adequate practice.

2. Academic Writing

Academic writing is the type of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. According to Brown (2004), Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertasions. Creative writing is informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing that is formal in nature should not use slang or contractions. Writers should be clear why they are writing. The most common reasons for writing are; to report on a piece of research the writer has conducted; to answer a question the writer has been given or chosen; to discuss subject of common interest and give the writer's view. Alice Oshima and Ann Hogue (2007), in their book entitled Writing Academic English, they state that there are two types of academic writing. The first is writing a paragraph and the second is writing an essay.

   a.   Paragraph writing

Paragraph is a group of related sentences that address one (and usually only one) main idea. One paragraph can be as short as one sentence or as long as ten sentences. The number of sentences doesn't matter; however, the paragraph should be long enough to clearly develop the main idea. There are three part of

paragraph, all paragraphs have a topic sentence and supporting sentence, and some paragraph also have a concluding sentence.

- Topic sentence states the main idea of the paragraph and the most general statement in the paragraph because it gives only the main idea, it does not give any specific details. This briefly shows what paragraph will cover. Besides that, topic sentence not only mentions the topic, but also limits the topic to one specific area that can be discussed completely in a single paragraph.

- Supporting sentences are to develop the topic sentence. They explain or prove the topic sentence by giving more information and example about it.

- Concluding sentence is signals the end of the paragraph and leaves the reader with important points to remember.

    b. Essay Writing

An essay is a writing consisting of several paragraphs. However, because the topic of an essay is too complex to discuss in one paragraph, we need to divide it into several paragraphs, one for each major point. Writing an essay is no more difficult than writing paragraphs, except for a longer essay. The principles of organization are the same for both, so if we can write a good paragraph, we can write a good essay.There are three part of an essay, they are introduction, body and a conclusion.

- Introduction consists of two parts: a few general statements to attract the reader's attention and a thesis statement to mention the main idea of the

essay. It names the specific topic and gives the reader a general main idea of the contents of the essay.

- The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will be vary with the number of subdivisions or subtopics.

- The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main point discussed in the body.

There are more types of Academic writing based on their features and purposes. They are descriptive, analytical, persuasive and critical.

1. Descriptive

Descriptive is the simplest type of Academic writing. Its purpose is to provide information or facts. The example would be a summary of an article or a report of the result of an experiment. The assignment with purely descriptive instruction includes identify, report, record, summarise and define.

2. Analytical

For university-level text it is rare to use purely descriptive, most academic writing is alsoanalytical. Analytical writing includes descriptive writing, but we have to re-organise the information and the fact we described into categories, parts, types, groups or relationships.

The kinds of instructions for analytical assignment includes analyse, relate, contrast, compare, examine. There are some ways to make our writing more analytical. Firstly, we have to spend plenty of time for planning, brainstorm the facts and ideas, and try different ways of grouping them, according to patterns,

similarities, parts, differences. We also can use flow charts, colour coding, or tables. Secondly, build each section and paragraph around one of analytical categories. For the last, we have to make the structure of our paper clear to our reader by using sentences and clear introduction.

    3. Persuasive

Persuasive type of writing has all the features of analytical writing includes information and reorganise the information. But in persuasive we add our point of view. Most essays are persuasive, and there is a persuasive element in the discussion and conclusion of research article. Point of view in academic writing can consist of an argument, a recommendation, interpretation of finding or evaluation of the work of others. In persuasive, each statement you make needs to be supported by some evidence.

The kinds of persuasive assignment include evaluate, argue, discuss. There are some ways to help reach our point of view on the facts or ideas. Firstly, we have to read some other researchers' point of view on the topic. Secondly, look for patterns in the data or references, where is the strongest evidence. For the last, we have to discuss the facts and ideas with someone else to make sure the point of view is subtle and appropriate enough. To develop and present our argument, there are some ways to help. Firstly, we have to list the different reasons of our point of view. Secondly, try to think about different types and source of evidence which can support our point of view. The third is our text develops a coherent argument to support our point of view. Beside that we have some convincing and relevant evidence for every statement we made.

4. Critical

Critical has all feature of persuasive writing with added feature of at least one other point of view. While persuasive writing requires our own point of view, critical writing require at least two points of view including ours. Example of critical writing assignment include a critique of a journal article, or a literature review that identifies the strengths and weakness of existing research.

Critical writing requires strong writing skills. We need to understand the whole topic and issues. We need to develop an essay structure and paragraph structure that allows us to analyse different interpretations and develop our own argument supported by evidence.

3. Non-academic writing

Non-academic writing is writing that is not intended for academic readers. They are written for the lay audience or the general public. Gee (2005), said that the voluntary and pleasurable nature of informal writing may have important implication for development of language and literacy. This type of writing may be personal, impressionistic, emotional, or subjective.

Language in non-academic writing is informal or casual. Some types of non-academic writing can even include slang, newspaper articles, memoirs, magazine articles, personal or business letters, novels, websites, SMS, etc. Here are some examples of non-academic writing. Akhmad and Amiri (2018) "informal writing sentences are longer and more complex whereas in informal writing they are shorter and simpler". The content of these writings is often a general topic, unlike academic writing which focuses more on certain fields. In addition, the

main purpose of non-academic writing is to inform, entertain or persuade readers. Most non academic writings do not include references, citations or list of sources. Nor are they extensively well-researched as academic writing. Moreover, non academic writing often do not have a rigid structure as academic writing. It is often free-flowing and reflects the style and personality of the writer. There are several Informal Writing Styles such as:

- Colloquial – Informal writing is similar to spoken conversation. Informal writing can include slang, figures of speech, syntactic broken, sideways, and so on. Informal writing takes on a personal tone as if you are speaking directly to your audience (readers). You can use the first or third person perspective, and you tend to address the reader in the second person.

- Simple – Short sentences are acceptable and sometimes important to make points in informal writing. There may be an incomplete sentence or ellipsis to make a point.

- Contractions and Abbreviations – Words are likely to be simplified using contractions and abbreviations whenever possible.

- Empathy and Emotion – The writer can show readers empathy about the complexity of thinking and help them get through it.

B. Vocabulary

1. Definition of Vocabulary

Learning languages cannot be separated from vocabulary learning. Vocabulary supports speakers to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects four language skills, namely listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign (Murcia, 2001). Generically, vocabulary is the knowledge of meanings of words (Hieber, 2005).

Vocabulary is a strong carrier of meaning. A learner, who recognizes the communicative power of vocabulary, may naturally aim to gain knowledge of a large number of word. Vocabulary is all words that someone knows or uses. according to Averil states that vocabulary is the main part of language.The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances (Coxhead, 2006).

The vocabulary definition is quite clear, that is, almost in the case of human life, they use a series of words. The use of words itself distinguishes according to field, person, class, or profession. This means that you use a series of words to ask for money for the rich, the teacher also uses a series of words to command their students. Writer has opinion that an important vocabulary writer because vocabulary carries the meaning used in communication. when officially communicating is very important, for example in writing letters to apply to universities, the selection of academic vocabulary is very necessary.

2. Concept of Vocabulary

Vocabulary is one of the important components in language. Nueman and Dwyer (2009), said that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Every language in this world has a list of words. This word is used to express human feelings or ideas in oral and written form. vocabulary is also the most important ingredient and needs to be learned. Every word in a language always has a specific meaning, both literal and semantic meaning. And people first appropriate vocabulary to express their feelings or ideas so that they can be understood by oral or written texts. By using vocabulary people can communicate with each other in ordering languages to ask questions or send information. This is why vocabulary has an important role in language usage.

Hanson and Pandua (2011), stated that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able flexibly to use words that we recognize and understand. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language.

Other definitions of vocabulary is stated by Cahyono (2011), said that "vocabulary is core component of language proficiency and it provides much of the basic for how well learners listen, speak, read and write". Similarly, Cameron (2001), states that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that, vocabulary is a set of

words known to a person or other entity, or the part of a specific language in the form of oral and written language.

From the definition above, the researcher concludes that vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. In context of learning foreign language, vocabulary is a part of language components including content words such as noun, verb, adjectives and adverb. If the learners have already mastered a large amount of vocabulary and can used effectively, it is believe that it easier for them to conduct effective communication with others.

3. **Academic Vocabulary**

a. Definition of Academic Vocabulary

Townsend and Kiernan (2015), added to this definition saying that "academic vocabulary words are typically abstract, technical, nuanced, and/or densely packed with meaning". According to Nation, Academic vocabulary includes into specialized vocabulary called Academic Word List. The researcher uses Academic Word List by Averil Coxhead as a standard measurement in this study, because this academic word list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that appear:

- In text from all four academic faculty section: Arts, Commerce, Law, and Science.

- Over 100 times in the corpus overall.

- At at least 10 times in each academic faculty section.

- Outside the 2000 most frequent words on Michael West's General Service List (GSL) the GSL includes everyday words such as I, House and Do.

The Academic Word List is intended as a reference for students who are studying or preparing to study at a tertiary level in English. The Academic Word List does not include 'content' vocabulary for particular subjects which students obviously need to learn as well. The Academic Word List focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to produce coherently-structured written assignments.

The academic vocabulary knowledge is crucial for students studying at an English-speaking university. Academic writing tends to be quite formal in style the vocabulary items that we see in our writing can affect the level of formality. Academic vocabulary helps students understand oral direction and classroom instruction as well as comprehend text across different subject areas.

b. Type of vocabulary

Academic vocabulary accounts for a large number of words in academic texts. There are two ways of measuring academic vocabulary. First is by looking at the number of tokens (coverage) academic vocabulary accounts for, secondly by looking at the number of types, lemmas or word families. Therefore, it is important to understand the ways to count the words. According to Nation (2000) there are several ways of counting words, that is deciding what will be counted.

1. Tokens

Tokens are total number of words. Every word form in sentence is counted although the same word form that occurs more than once. For example, the sentence "it will not easy to pronounce it correctly" it contains eight tokens.

2. Types

In this way of counting words, if there is a word which occurs more than once then it will not be counted again. So, the sentence of eight tokens "it will not easy to pronounce it correctly" consists of seven types.

3. Lemmas

Lemmas are root forms in each word class. It consists of a headword and some of its inflected forms. The English inflections consist of plural, presents tense, past tense, past participle, present participle, comparative, superlative, and possessive. For example, [verb: jump, jumps,jumped, jumping], [noun: jump, jumps], [noun:jumper, jumpers] consist of 3 lemmas, 6 types, 8 tokens. Using the lemma as the unit of counting greatlyreduces the number of units in a corpus. Bauer and Nation calculate that the 61.805 tagged types (or 45.957 untagged types) in the Brown corpus become 37.617 lemmas which is a reduction of almost 40% (or 18% for untagged types).

4. Family of words

Word families are root forms. All regularly inflected and derived words sharing a root form. The meaning of the derived word must be closely related to the meaning of the base word. For example, (kick, kicks, kicked, kicking, kicker, kickers), (do, doing, undo, redo, doable) consist of 2 word families, 7 lemmas, 11

types, 11 tokens. 49 In order to measure vocabulary profile by AntWordProfiler, token percentage are used as the method of counting words.

4. Non academic vocabulary

Park (2010), defined that informal english is also more relaxed about grammar rules than formal English, using simpler grammatical structures and loosely-connected sentences and phrases. Informal English speakers not really care about their vocabulary. For example, non academic vocabulary uses many short words, much colloquial vocabulary and multi-part verbs. When used in writing, non academic vocabulary uses first and second person points of view to create a more personal style than academic vocabulary. there are some important things in looking at non academic vocabulary :

- Popular English is rarely used in writing, mostly used in spoken English. This includes some nice slang. Slang are words or expressions that are very informal and are not considered suitable for polite speech or more academic situations. Slang is often used only by certain social groups or professions.

- Phrasal verbs are very common in spoken English. However, they are usually less formal than their one-word verb equivalent. In academic writing, writers often prefer to use single-word verbs, such as examine or devise, rather than phrasal verbs, such as look at or come up with.Though there is a tendency to use fewer phrasal verbs academic language, it is not wrong to use them. Nevertheless, if there's a one-word verb that's more academic, then use it.

5. Types of Vocabulary

Differentiating the types of vocabulary can help teachers to decide how much effort to put into teaching particular words, according to Nation (2000), vocabulary divided into three types, they are:

a. High-Frequency Word

A high frequency word is a small group of words which are very important because these words cover a very large proportion of the running words in spoken and written texts. The most commonly used list of high-frequency words is the General Service List of English Words (GSL) by Michael West which includes around 2.000 words families. About 165 words families in this list function such as a, some, two, to and because. The rest are content words; nouns, verbs, adjective, and adverbs, for example: government, introduce and popular. High-frequency cover almost 80% of the running words in the academic text and it will give a lexical coverage of around 85% in written text and 90% in unscripted spoken discourse.

b. Low-Frequency Word

In the text, they are marked italics. They are the biggest groups but only cover about 5% of the running words in an academic text. They are including:

- Proper noun. It refers to a word which is used for a person, place or organization. A proper noun always begins with a capital letter no matter where it occurs in a sentence, for example: London, John, Australia.

- Words of moderate frequency that did not manage to get into high frequency lest.

- Some low-frequency words are simply low frequency words which is the words are almost rarely used by the language user, for example: gibbous, plummet, bifurcate.

c. Specialized Vocabulary

Specialized vocabulary is the words used for talking about the particular subject because specialized vocabularies are made by systematically restricting the range of topics or language uses investigated. That is the possible reason to have special vocabularies for any occasion for example speaking, reading academic text, for reading newspaper, for reading children's stories or may be for letter writing. These words are a way of extending the high-frequency word for special purposes. There are two kinds of specialized vocabulary, they are; Academic words and Technical words.

d. Vocabulary Usage

Cultural variation in the function and uses of language has important consequences for speakers of variants, especially with respect to educational performance. There are three consequences can be explained: social, cognitive and acquisition school skills. The social consequences of variant ways of using language can affect teacher-student as well as peer relations. The consequences of a teacher's attitude towards a given dialect are thoughtful. For example, it can be affecting his or her judgment about how a smart child is likely to be, how he or she will be grouped and how his or her contribution in class will be treated. This,

in turn can affect the child's attitude about himself as a school learner, his willingness to participate, his expectations about result of his participation.

Also, an issue in this present work is whether different patterns of language socialization in the home, in this case, vocabulary use. It has obvious cognitive consequences. Vocabulary differences absolutely reflect differences about one's ideas in public communication. These differences lead to different opportunities to talk about a given meaning or aspect of meaning, as a result of a different speech communities have different access to its members' and others' ideas. For example, the process of modification in the case of adjectives or adverbs or the process of subordination in the case of conjunctions could easily be affected by differentially elaborated vocabularies.

According to Coombe (2011), the possible consequences of variants form the school register for the acquisition of school skills may be illustrated for reading and the ability to deal with a kind of meta-behavioral information. In reading, semantic mismatch between reader's word meaning and author's meaning may affect children's expectations about the idea of the language that they are reading. Variation in language socialization may also differentially facilitate or support the child's growing ability to analyse and make analytical statements about kinds of behaviour which are not happen in everyday life.

CHAPTER III

METHODOLOGY

A. Brief Discussion of Research Location

This study took place at the English Language Education Program of Ar Raniry State Islamic University (UIN Ar-Raniry) which is located on Jl. Ar-Raniry Kopelma Darussalam, Banda Aceh. The university was established on October 5st in 1963. The status of this Islamic State University changed on October 1st, 2013, from IAIN Ar-Ranity to UIN Ar-Raniry. The Department of English Language Education (PBI) which is currently led by Dr. T. Zulfikar, S.Ag. M.Pd. Has permanent lecturers and non-permanent lecturers graduated from various domestic or overseas universities.

B. Research Design

Cresswell (2009), said that "research design plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis". The decisions involve the researcher to bring their strategy in conducting study include the methodology approach, the data collection strategy, sample of participant, and technique in analyzing the data.

In this study, the researcher uses the qualitative approach to gain the data from the participants' perception toward the phenomenon or problems faced by them on the use of non-vocabulary in writing. In qualitative study, the meaning of individuals or groups shared to a social or human problem would be explored and comprehended. Data collected from participants would be analyzed from specific

to general one before interpreting the meaning of the data (Cresswell, 2009). As a result, this inquiry is suitable to apply in this study to get information from the participants. The data may be gained by interview, documentation, observation, audio-visual or image sources, etc. However, the researcher would like to use interview as the instrument in collecting the data. This research was conducted to analyze the tendency of students majoring in english in using of non-academic vocabulary in academic writing classes in semester 5 of 2019/2020.

C. Population and Sample

Creswell (2009), stated that a population refers to a group or individuals who have similar characteristic. The population of this study is students majoring in English from the Ar-Raniry State Islamic University who are in the 5th semester of the 2018/2019 academic year and the sample is one of them. Researcher limit their sampling by using stratified purpose sampling to obtain compatible values and data related to this topic. The researcher chooses 10 participants in one unit. The goal is to find out these two criteria have the same tendency.

D. Data Collection

Sugiyono (2015), explained that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data. The writer analyzed the students' writing. The writer used the students' writing as a documentation to analyze their non-academic vocabulary, an extension of documentation is needed to test credibility in research, be repeatedly collecting data.

In collecting data, the following data techniques are two steps. First, in this case the documentation will be made by investigating directly in the field of research. According Suharsimi Arikunto (2002), documentation explaining the technique is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines. Inscription agenda for information embodied data relating to clients under investigation. Based on something that has been seen written in the documentation sheet, aims to measure trends in the use of non-academic vocabulary.

Secondly, interviews are a source of data and information for techniques used to obtain information. Tanzeh (2011), stated that data collecting is a systematic and standardized procedure to gain the necessary data. Actually, a qualitative study usually employs an interview to collect the data. Interviews were conducted to determine the effectiveness of the action. Researcher interview students about activity writing in learning process. So, the interview is only done in analyzing the situation. The problem of student tendencies using non-academic vocabulary.

E. Data Analysis

To analyze the data collected, the writer uses descriptive analysis. First, the author deals with describing and analyzing the data collected, then, the author is concerned with making conclusions based on the phenomenon. Data from class observations were analyzed qualitatively by authors. There are several steps in analyzing the data collected:

1. Collect student writing in academic writing for documentation.

2. Analyze the level of use of non-academic vocabulary in their writing.

3. Conducting interviews to identify the factors that cause trends in using of non-academic vocabulary

4. Calculating the table percentage. In this table percentage she used the formula:

(F / N) x 100 = persentase(%)

P = percentage

F = frequency

N = number of word

5. Reporting the result by description the result of analysis

F. Instrument

Arikunto (2010), said that research instrument is tools of the research that use the research method. The research instrument determines the validity of the research results. In qualitative research, the writer is an instrument or it can be called a human instrument. Sugiono (2014), defined that the writer responsible toward research focus, research sources, collecting data, measuring data, analyzing data, describing and concluding the result of research.

Furthermore, in qualitative research, writer plays important role in collecting the data because only the writer who understand the activities in academic writing learning process. The purpose of documentation is to

complement the data that has not been mentioned by the informant and to know how much data can be accounted for. According Suharsimi Arikunto (2002), Documentation methods in this study are intended to get the data the students through personal book, student registration books, psychological test results and the study of students. The instrument is Academic Word List (AWL) compiled by Averil Coxhead as a standardization in this study.

CHAPTER IV

FINDING AND DISCUSSION

As mentioned in the previous chapters, this study described the factor of students' tendency in using non-academic vocabulary in academic writing through analyzing qualitative data. First step is done, namely documentation in advance by analyzing the level of tendency in the use of non-academic vocabulary in their writing. Thus, after getting data results from documentation analysis the researcher used a structured interview to find detail information about the factor of students' tendency in using non-academic vocabulary in analyzing qualitative data. The following elaboration was the result of the data taken from the interviews.

A. FINDING

1. Documentation

The author choose documentation analysis on the academic writing class to find out the extent of students' writing abilities, especially in the use of academic vocabulary in their writing. In this Documentation, writer collected some of their writings, including writing assignments and final writing assignments. Writer introduced himself first to respondent, to get a willingness in author's research. After getting their writing files, the writer analyzed the tendency of using non-academic vocabulary on their writing, and then some questions will be asked at a later stage in interview session.

Table 1.1 The results of Documentation of Academic Writing

No.	RESPONDENT	ACADEMIC VOCABULARY	NON-ACADEMIC VOCABULARY
1	CT	2,1%	18,5%
2	IK	6%	32%
3	SH	7%	43%
4	YN	2%	35%
5	IH	4,8%	32%
6	MA	5,1%	31%
7	IA	3,7%	25%
8	MN	5,8%	36%
9	SS	4,4%	32%
10	VN	4%	35%
11	WL	4%	58,1%
12	SC	2,1%	41,4%
13	HM	1%	54,5%
14	IB	5,9%	38,7%
15	MS	7,6%	38%
16	AJ	8,4%	27,4%
17	HR	8,1%	43,5%
18	YF	3,1%	33,3%

19	NZ	6,5%	37,4%
20	AU	6,3%	29,9%

From the table above shows the results that students still tend to use non-academic vocabulary in their writing, we can see the percent percentage in the table. Researchers focus on the use of vocabulary in their academic writing. By using the Academic Word List (AWL) compiled by Averil Coxhead as a standardization in analyzing writing, to get concrete results as a reference for this research.

The data taken respondent's academic writing were worded analysis. The data obtained by researchers is that of the 20 respondents, none of them exceed 10% in using academic vocabulary in academic writing. The data obtained by the researcher shows that respondents are more likely to use non-academic vocabulary in their writing.

2. Interview

In interview analysis, the author discussed one part based on the research questions stated in chapter one. This section explains the factors that influence the tendency to use non-academic vocabulary in academic writing. Below are some groupings of factors based on results of analysis interview.

a. Academic vocabulary standards

In this point a lot of complaints expressed by respondents, it can be said that almost all respondents experienced this problem. They expressed that the

main factor was the lack of knowledge and mastery of academic vocabulary standards.

Then the implication in writing is very difficult to do, therefore the respondent replaces it with non-academic vocabulary.

  b. Poor reading

     This factor is also the main reason for the tendency to use non-academic vocabulary, due to the lack of reading academic writing, lack of academic vocabulary is obtained.

  c. Time

     This factor can be said to have a big influence on the tendency to use non-academic vocabulary for the majority of people. Respondents explained that writing academic classes is very short in time, they do not have time to pay attention to the correct use of academic vocabulary and they prioritize writing ideas. They also added that at-home academic writing also encountered a problem namely they tended to do it late on.

  d. Topic confusion

     This factor is close to the poor reading factor, because acquisition of academic vocabulary is in accordance with a lot of reading knowledge. The confusion on the topic of writing also has an effect on selection of the correct academic vocabulary.

e.   Feedback from lecturers

This factor is only realized by people who are careful, even though this factor is also very influential in developing writing skills for students, students can find problems and improve them in future.

f.   Student interest

This factor represents in terms of students, that interest is also very influential in the tendency of non-academic vocabulary in writing, as expressed as follows:

B. DISCUSSION

The main objective of this study is to find factors that influence students of the Department of English in tendency to use non-academic vocabulary in academic writing. The author managed to collect data using document analysis and interviews. Documentation aims to see the field of research and to find out to what extent they tend to use non-academic vocabulary in their academic writing. From the results obtained that the use of non-academic vocabulary is more likely than use of academic vocabulary and presentation of presenters is very far apart according to the data table above. The data obtained shows that of 20 respondents still tend to use non-academic vocabulary in their academic writing.

After getting data from Documentation, the writer continues the interview method to get further data, which is to identify the trend factor on respondent. After analyzing the interview, the writer found that the surrounding participants gave some opinions and experiences about their writing skills. Towards this, the

authors outline several important points as part of the research findings based on research questions.

The main research question was asked about what factors influenced the tendency to use non-academic vocabulary in academic writing of English Department students at Ar-Raniry State Islamic University. The results showed that there are six main factors that influence the tendency are academic vocabulary standards, poor reading, time, topic confusion, lecturer feedback and student interest applied by students in academic writing practice.

Academic vocabulary standards mastery is a factor that is often complained by respondents, because they do not really understand what academic vocabulary standards are. So in academic writing it is difficult to apply academic vocabulary in their academic writing, therefore students use vocabulary with the knowledge applied in their daily lives. Deepening learning in terms of academic vocabulary is not applied in the teaching and learning process in campus, it is hoped that academic vocabulary is personally obtained for each student, aiming to be ready to face to the next stage such as writing a thesis. Students are expected to obtain academic vocabulary by reading a lot of academic writing, this is related to the second factor namely poor reading, it factor is also widely expressed by respondents because lazy reading academic writing makes them less familiar with academic vocabulary, so in the application of academic writing they tend to use non-academic vocabulary.

Third factor is time, when the writing assignment in the room in the learning time given by lecturer is indeed very short, students are required to finish

immediately within that time. Respondents gave an opinion that in a short time it was very difficult to write by paying attention in various aspects, one of them paying attention to the use of good academic vocabulary, they paid more attention to ideas from the topic of writing. from another aspect, namely in making assignments at home that have more time in writing, but the lack of good time management by students as some students have stated that the bad habit that is done is doing writing assignments at the end collection time, then the process becomes in a hurry, because that's the way it happens in classrooms.

The fourth factor is topic confusion, this factor is related to the level of knowledge of students, when confusion in thinking about the topic then students will be focused on the search for ideas and other important things will be ignored, this factor is also caused by lack of reading, so it is difficult to develop ideas in writing and the choice of academic words is not optimal. The fifth factor is lecturer feedback, in terms of teaching and learning required an important role for a lecturer to provide more knowledge for students, academic writing has a high level, so lecturer guidance is needed for the development of writing skills. If there is a lack of feedback from the lecturer, students' mistakes will tend to be the same. Especially in correct uses of academic vocabulary, it is necessary to emphasize using of academic vocabulary in their academic writing. Lack of feedback from lecturers is then made a factor by some respondents which makes them still inclined to use non-academic vocabulary in their writing.

The last factor is student interest, it cannot be denied that willingness in oneself is the most important thing in studying, in deepening the science of

academic writing a high willingness is needed to get good writing quality. The effort we do must be based on willingness and interest in what we want to achieve. As honesty was expressed by one of respondents who said that he was not interested in writing, then there was no more attention to explore the science of writing so the things that are important to improve the quality of academic writing were ignored, this was a factor influencing respondents to tend to use academic vocabulary in academic writing.
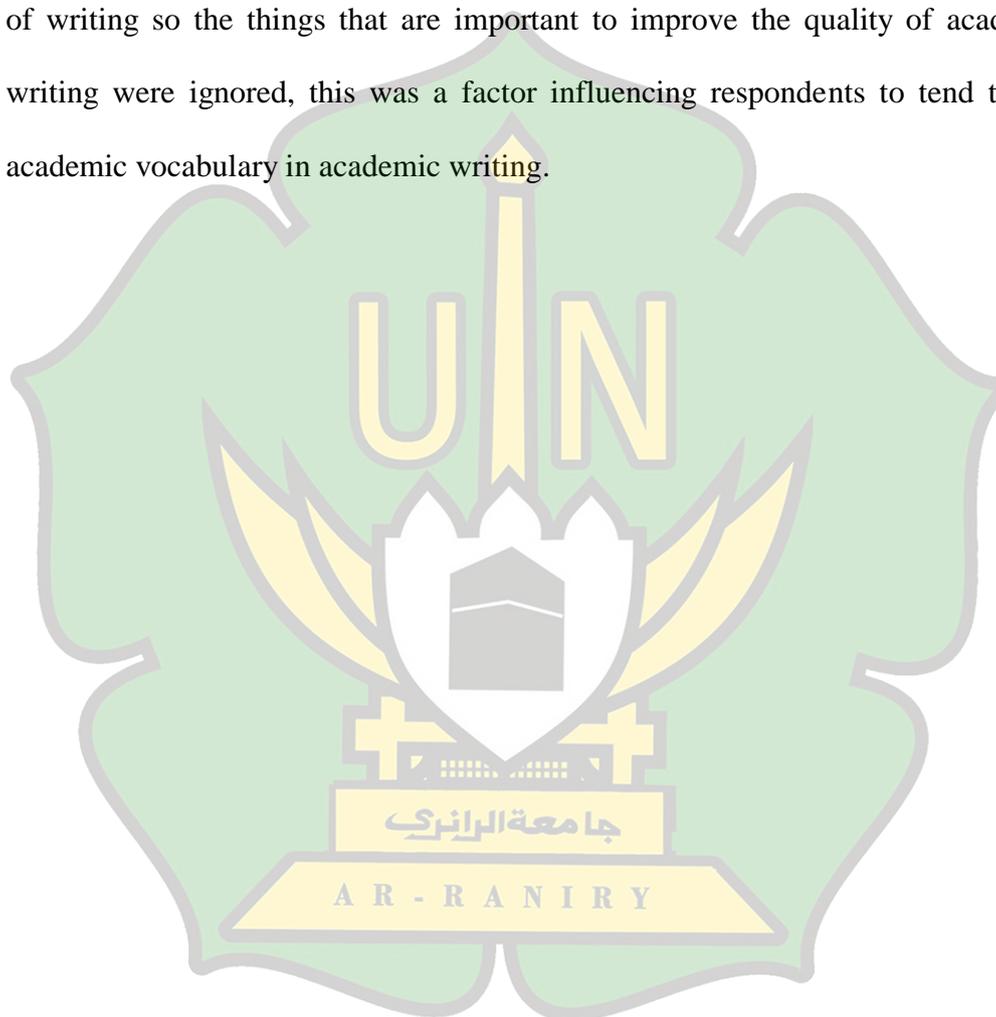
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn based on the research findings to answer the proposed research questions. Meanwhile, the suggestion is proposed to provide following improvement of the study.

A. CONCLUSION

Document analysis shows that the tendency of using non-academic vocabulary still occurs among students who are learning to write academic writing. This study aims to identify the factors that influence tendencies. the results of interviews conducted on students showed several factors that influence the tendency to use non-academic vocabulary in academic writing, concluded from their presentation that is understanding academic vocabulary standards, poor reading, time, topic confusion, lecturer feedback and student interest.

B. SUGGESTIONS

Based on the results of data analysis, the researcher can advise:

a) For students to actively read at all times, such as reading academic writing to get many academic vocabularies, increasing academic vocabulary knowledge by memorizing a lot, seeking academic writing knowledge for seniors and lecturers, as well as using the most efficient time possible to get good academic writing.

b) For a teacher, to motivate students to like academic writing in order to increase their interest and emphasize academic vocabulary to improve the quality of their academic writing.

Implications for future research can include other issues when writing academic writing and can explore the factors in more detail, such as internal and external factors. For further research for example by completing broader data, by asking additional and specific questions for participants and by including lecturers as additional participants because there are some limitations in this study.

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Appendix

A. Instrument

1. Have you heard a terminology of academic writing ? what do you think about that ?

2. You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing ?

3. Does the use of academic vocabulary really important in academic writing ? do you use it in your writing or still mixed ?

4. What are the factors that make you tend to use non academic vocabulary in your writing ?

5. How do you keep academic vocabulary in your writing ?
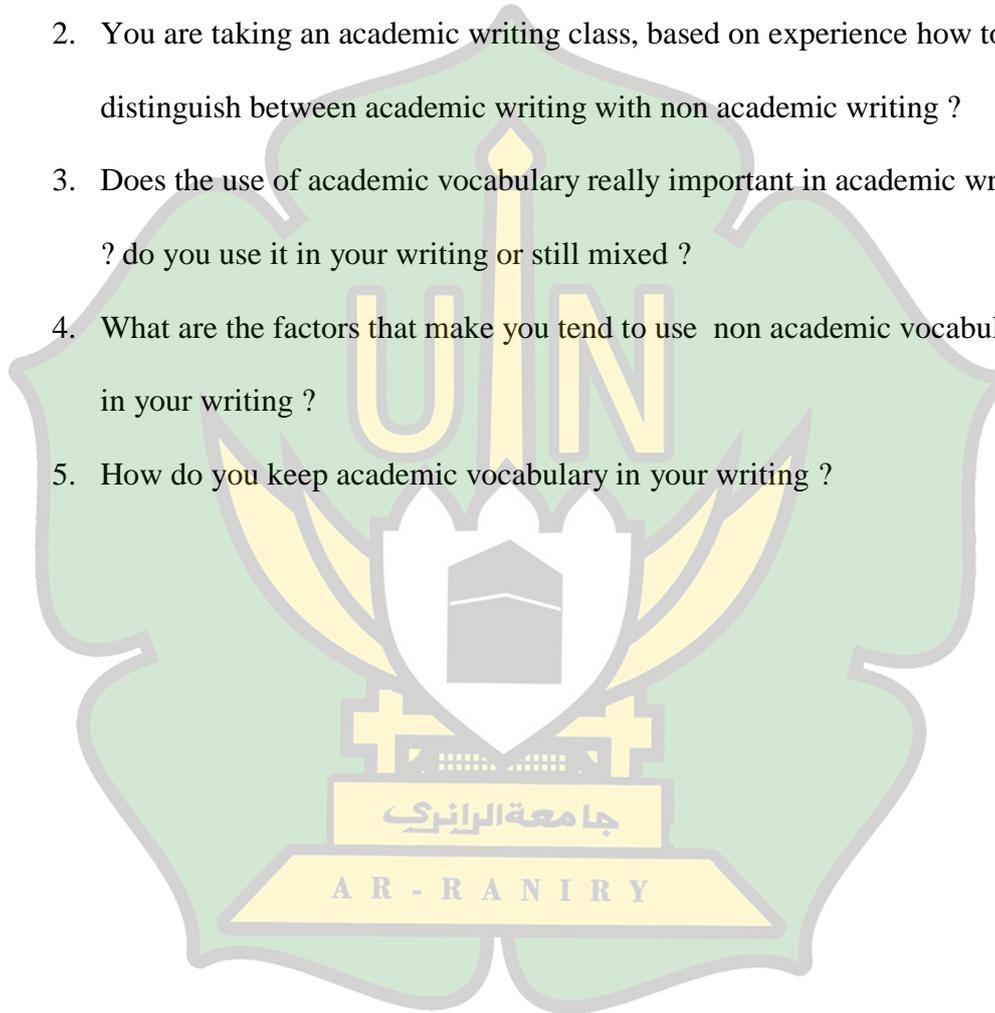
B. Written Document

Multiple Intelligence and Its Implementation in General

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and develop in education (Richards & Rodgers, 2001). . Gardner introduced this new view of natural human talents since he did not agree with the traditional IQ test which measure only logic and language, yet in fact the brain has other equally important types of intelligence.

The theory suggested by Dr. Gardner is one of a variety of learning style models that have been applied to language education (see, e.g., Christison 1998). Gardner believe that this new view of intelligences avoids the conceptual narrowness which usually linked with the traditional models of intelligence. He said that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, entrepreneurs, and others who enrich the world in which we live. Campbell notes that MI theory "is not perspective. Rather, it gives teachers a complex mental model from which to construct curriculum and improve themselves as educators" (Campbell 1997:19).

Since it was first introduced in 1983, there many pros and cons toward Multiple Intelligence. Each of those pros and cons has its own strong reason which we have to put more attention. However, despite the cons toward this

theory, I believe Multiple Intelligence is a very good view of natural human talents which indicated all humans have intelligence, but people differ in the strengths and combinations of intelligences, and the right implementation of this view in education will bring many positive impacts especially for students.

The eight native intelligences is the first thing that have to be discussed if we talk about Multiple Intelligence. Linguistic intelligence is the first intelligence in the list. Linguistic here means the ability to think in words and to use language to express and appreciate complex meanings. This intelligence allows us to understand the order and meaning of words and to use meta-linguistic skills to reflect on our use of language. It can be said that Linguistic is most widely shared human competence. Those who have this type of intelligence are likely enjoy writing, reading, telling stories or doing crossword puzzles. So, the best way to teach the students with linguistic intelligence is through learning activities that allows students to use language in their own special and creative ways. Lawyers, writers, editors, interpreters, etc are usually strongest in their linguistic competence.

Logical or mathematical is the next one in Gardner's eight native intelligences list. People who are strongest in this type of intelligence are often good at logical reasoning and scientific investigation. The very first person pops up in mind related to logical or mathematical is Albert Einstein who is a very well-known scientist. In addition, the ability to think rationally often found with doctors, programmers, and engineers(Richards & Rodgers, 2001). It is easy to detect the students with strong logical/mathematical intelligence like Einstein,

because they ask a lot of questions as they organize and categorize new information about language. Including patterns, categories, relationships, arithmetic problems, strategy games and experiments are few examples that can be used to attract the students with logical or mathematical intelligence.

The third one is visual or spatial intelligence which means the ability to visualize objects and rotate, transform, and manipulate them. Architects, decorators, and painters are example of those who have this type of intelligence. Famous artists such as Leonardo da Vinci and Pablo Picasso as examples of those with high spatial intelligence. There are many ways in teaching students who have the same type intelligence with those two artists, such as including artwork, photography or drawing in classes, practicing visualization techniques and having students provide step-by-step instructions or directions.

Those who have a good ear for music were completely not considered as genius in traditional IQ test. However, Gardner included musical intelligence as one of intelligence in his Multiple Intelligence theory. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by vocalists, composers, and musicians. Playing mellow music in the background in learning process in the class is one of many ways in helping the students who have musical intelligence to study better.

The fourth type of intelligence is Bodily or Kinesthetic. People with Kinesthetic intelligence learn through movement and experimentation. They enjoy sports and activities that require physical exertion and mastery. Some Kinesthetic

people enjoy the artistic side of movement such as dance or any kind of creative movement. Additionally, they are very physical and are very aware of their bodies. To engage those students who have kinesthetic intelligence, we can include activities who use a lots of movement so they can express they feeling freely. Acting out, performing dialogue, physical games are some examples that can be applied in class activity.

Interpersonal intelligence used to be known just as ordinary competence and got nothing to do with intelligence. But Gardner argues that the ability to be able to work well people is also one type of intelligence. Not all of us have this type of intelligence because it involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives which are a difficult and challenging works actually. Teachers, social workers, actors, psychologist are example of people who have high interpersonal intelligence. Interviewing people to collect information and working in cooperative groups to design and complete projects are activities which can be applied in the classroom for them.

Intrapersonal intelligence is the sixth intelligence in Gardner's multiple intelligence list. Different from interpersonal intelligence where the people work very well with others, people with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create. With this in mind, project and activities and class have to consider that aspect. Making a scrapbook for their

poems, papers, and reflections might be a way which in the hope that it can stimulate them to engage more in learning process.

Naturalist is the eighth intelligence and also the last in the list. The name itself already describes the meaning of this type of intelligence. Naturalist intelligence is the ability to understand and organize the patterns of nature (Richards & Rodgers, 2001). In short, it refers to a person's natural interest in the environment. Observing natural surroundings, organizing or participating in park or playground clean-ups, recycling drives, and beautification projects are activities for the students who strongest in this type of intelligence. But after all, playing in nature is a need since the students need to refresh from time to time so they can study better.

All of those eight native intelligence ideas encouraged the belief that every human is special. However, the Multiple Intelligence theory has emerged new thoughts and criticisms throughout the years. The main critic is this theory lacks empirical support. Most of those making this complaint about MI theory come from the field of cognitive psychology (Waterhouse, 2006) or from the psychometric, or testing, community (Gottfredson, 2004). No solid research support the effectiveness of using Multiple Intelligence in the classroom is another reason the repellents of this theory disprove Gardner's theory. Moreover, the repellents also stated that Multiple Intelligence theory dumbs down the curriculum to make all students mistakenly believe they are smart. For the purpose of giving response, Gardner has produced many articles that have addressed the myths, misunderstandings and criticisms toward his theory.

In the case of the main criticism about the lacks of empirical evidence, Gardner responded that in fact, the theory is supported empirically by a number of sources and put back the criticism to the repellants who were barely pay attention to the criteria, which are supported by hundreds of empirical studies in various fields such as biology, psychology, sociology, etc. About the doubt toward its practical applications in schools, the result of the implementation can be the answer. In fact there are many examples of successful implementation of Multiple Intelligence theory in educational programs all around the world.

Furthermore, the educational literature is full with examples of individual schools and teachers who have shared their successes with implementing MI theory (see, e.g., Campbell & Campbell, 2000; Greenhawk, 1997; Hoerr, 2000; and Kunkel, 2007). "I have had the opportunity to travel to many other nations. It has been fascinating to discover the ways in which [MI] theory has been interpreted and the activities that it has catalyzed." is the statement of Howard Gardner after seeing the implementation of the theory in many countries. As shown above, many of the specific strategies that are used as part of the implementation of the theory of multiple intelligences are evidence-based.

On the positive side, despite certain criticism on Gardner's theory of Multiple Intelligence, it also received positive response from many educators and has been widely applied to schools around the world. In short, the theory has three major benefits. The first one is self-development and formation. By understanding eight native intelligences within the theory, it can help students and teachers in understanding their abilities more. It helps students to build up confidence as it

demonstrates how they can use their strengths to address their weaknesses. It motivates students to find their interest and strength and push their abilities even further.

A broader choice of schooling is the next major benefits. All intelligences are required for an individual to live a full life. Therefore, teachers need to attend to all intelligences, not just the ones that the traditional intelligence focuses on. Multiple Intelligence is suitable for differentiated and individualize learning which provide teachers the potential to develop new and flexible programs which might better suit the student's needs. Teachers could also redesign old courses to suit new requirements (Green & Tanner, 2005). A variety of activities could be included in the new curriculum, which would easily motivate and attract students

Multiple Intelligence theory also look into morality is another strength of this theory. Gardner once have a thought to add a "moral intelligence" to the his intelligence theory. But he later decided that 'Morality' is a complex concept combined with numerous psychological aspects such as personality, will and character. Therefore it is not an intelligence in itself (Gardner, 1999). But it does not means that he give up on the idea of "moral intelligence" and noted that 'we must figure out how intelligence and morality can work together to create a world in which a great variety of people will want to live' (Gardner, 1999).

All things considered, I can say that Multiple Intelligence is a very good new view toward natural human talents. Gardner put attention to other aspects of human talents instead of only focusing in linguistic and mathematical such as in

traditional IQ test. Each of eight native intelligence indicated that every human is special in their own creative ways and can learn from various ways. Start from linguistic intelligence where the people have the ability to use language in their own creative ways to naturalist intelligence where the people have the ability to understand and organize the patterns of nature.

The theory of Multiple Intelligence has emerged new thoughts and criticisms throughout the years since it was first introduced. The lacks of empirical evidence, toward its practical applications in schools an no solid research support the effectiveness of using Multiple Intelligence in the classroom are the tree major reason the repellants didn't agree with Gardner's new view. Therefore Gardner has produced many articles that have addressed the myths, misunderstandings, criticisms toward his theory in the hope that people will start giving positive feedback toward Multiple Intelligence.

In spite of criticism from many repellants, the success of the implementation of Multiple Intelligence is likely indicated that this theory is can be used and can be implemented in education field. Furthermore, many of the specific strategies that are used as part of the implementation of the theory of multiple intelligences are evidence-based. It can be said that the right implementation of this theory can bring many benefits and positive impacts to education field especially for teachers and students.

C. Interview

VR

W: Have you heard a terminology of academic writing? what do you think about that?

V: yes I have, in my opinion academic writing is non-fiction writing produce as a part of academic work, basically analyze culture or purpose new theory.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

V: so the different between academic writing an non-academic is academic writing is formal and objective while non-academic writing is more personal and subjective

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

V: the use non-academic vocabulary not really very important because what we want to say still delivered though casual vocabulary I don't really use it useless I am act too.

W: I think academic really important in academic writing, because it is part of academic writing. So, what are the factors that make you tend to use non academic vocabulary in your writing?

V: the factor probably we don't know how used it correctly and lack of knowledge therefor we not used it.

W: How do you keep academic vocabulary in your writing?

V: recheck our work in the end and change out our vocabulary if we did.

Ik

W: Have you heard a terminology of academic writing? what do you think about that?

I: when I heart academic writing, this is difficult level writing, not like basic writing and intermediate. If you do step by step it easily and addition academic writing prepare us to write paper, thesis and other.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

I: the purpose academic writing is for final writing like thesis in the campus, and non-academic write to us like writing story

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

I: very important, but I am not sure the use good academic vocabulary in academic writing, I frequent use vocabulary non formal

W: What are the factors that make you tend to use non academic vocabulary in your writing?

I: I think I do not know standard academic vocabulary itself, at least there is little that I know of as not allowed to use slang word.

W: How do you keep academic vocabulary in your writing?

I: my opinion we can see in internet, we ask to our senior or our friend.

MA

W: Have you heard a terminology of academic writing? what do you think about that?

M: In my opinion, what come to mind when hearing academic writing, is writing something that is academic an official. The writing also has a high difficulty, not just an essay. Must be supported by several references and case studies.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

M: Yes, as we said academic ones there must be scientific references. So, that the writing made has the power and proven its truth and also there must be a comparison of some previous studies in it so that the writing we write has the gap later.

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

M: it is important in using academic vocab in academic writing, because it is the standard of this writing. If we still have not, it is still intermediate vocab, but later there will be some that are synonym right. So, the vocab is not just that

W: What are the factors that make you tend to use non academic vocabulary in your writing?

M: yeah, less reading and lack of understanding in analyzing, because to know a lot of vocab, the most important thing is able to read a lot. We

write too, do not really understand the topic, the lecturer also does not correct our writing. So, we do not know the harm, what and where. That all

W: How do you keep academic vocabulary in your writing?

M: write and read often so that the vocabulary is improved and maintained.

IH

W: Have you heard a terminology of academic writing? what do you think about that?

I: in my head, academic writing is the course student learn how to write academically and the written purpose is academic.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

I: Academic writing for example makes writing for journals, can also be for thesis, thesis and other academic matters. If non-academic vocabulary such as making poem and opinions that are not related to academics

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

I: academic vocabulary very important went we write something for academic. Myself I do not know some word academic when I write academic writing and I still mix.

W: What are the factors that make you tend to use non academic vocabulary in your writing?

I: less reading academic journals, less mastering academic vocabulary, because often when presentations often use casual vocab, when writing is carried away and when writing academic

W: How do you keep academic vocabulary in your writing?

I: The first is of course a lot of academic reading, such as jornal and articles, then writing academics by getting used to using a lot of academic vocabulary, preferably basic vocational teaching is taught academic vocabulary, in my experience, I only get academic vocabulary knowledge in the academic writing class.

Ss

W: Have you heard a terminology of academic writing? what do you think about that?

S: yes I heard academic writing before, I think the definition that a paper written is for college requirements, paper, and it's more structured for academic purposes.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

S: that what I known the different between academic writing and other writing is academic writing genre is course we can write only academic purpose and other writing course we can write other genres fiction, romance and etc.

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

S: yes the topic is more formal to education so the vocabulary used should be more formal, for example there are several choice of words so choose the vocabulary that best matches our topic, because the genre is academic then our writing must be formal using formal vocabulary. the use of academic vocabulary already but not all of them sometimes do not yet know the appropriate word order and synonyms with the word which is more formal and also depends on time which is very short then it only focuses on the topic and its contents only if there is more time given to eat can sort out the correct vocabulary

W: What are the factors that make you tend to use non academic vocabulary in your writing?

S: there are several factors in my opinion the first is time, because time is not much so do not pay too much attention to the use of academic vocabulary because time is consumed by thinking about the topic and so on. The second is knowing only non-formal vocabulary and did not think to use formal vocabulary. The third is not reading journals much so they are not too familiar with more formal writing, so they are still trying to make good writing.

W: How do you keep academic vocabulary in your writing?

S: the first is certainly often reading journals or papers and academic writings because by reading a lot we can collect a lot of academic

vocabulary so we unconsciously use it in our writing. even if we don't read it we don't know with that knowledge it is difficult to write the correct academic, and the problem of time should also be provided enough time to write then we can sort out the correct academic words.

YF

W: Have you heard a terminology of academic writing? what do you think about that?

Y: What I known, academic writing is kind of writing that down full feel department or college or university. Use for publication write by teacher or lecturer or researcher and other. For example research paper, thesis, and related to academic.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

Y: In academic writing, audience is academic people and non-academic is must public. The goal academic writing is to inform about fact or research and non-academic writing related about personal or emotional or objective. Different from structure, from reference and citation. Have different language academic writing use formal language, and non-academic use non formal language.

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

Y: Yes, very important because academic vocabulary that to show quality our academic writing and make easier to audience to know about written

means, and avoid non formal language. In personally, I try to use academic vocabulary correctly, but I still studying and still mixed.

W: What are the factors that make you tend to use -non academic vocabulary in your writing?

Y: Based on my experience, the factor make deficiency use of academic vocabulary is lack of knowledge academic vocabulary, lack of reading maybe this is the effect of references and journals that I read in Indonesian, lecturers have also been told to practice the use of academic vocabulary from last semester, in my opinion also influenced by time because writing in class time is very minimal, so often take alternatives using ordinary words that are informal, in my opinion the biggest factor is not understanding the standard academic and organizing vocabulary itself.

W: How do you keep academic vocabulary in your writing?

Y: Iincrease and deepen academic vocabulary, we must be confident in using new words in writing, understand the context, there must be an increase, and also must ask for feedback from lecturers, and must maximize the vocabulary from the first to the end of the writing.

DS

W: Have you heard a terminology of academic writing? what do you think about that?

D: Academic writing is kind of writing which has given by student form assignment in the classes. Academic writing is use to create book report, translation, essay, paper, and journal, as well as desert applications. So,

academic writing use formal structure systematic, academic writing can create by teacher and student in last semester.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

D: yes of course, I take this subject with miss syarifah dahliana. So, as we know that academic writing very different with non-academic, because in academic writing we use more formal language, must use good references, and then we use ethical writing and appropriate scientific ethic. However, non-academic writing we can create with unpopular vocabulary maybe and not really thinking about grammatical, but in academic writing we should do it because academic writing more formal.

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

D: so, in my opinion academic vocabulary very important, why because went we use academic vocabulary we can create good writing and more formal. What I do, in my experience I have different lecturer essay writing and academic writing. So, from each lecturer I have different knowledge, in basic writing knowledge very useful for me, In essay writing I not have all knowledge from lecturer is not really good, so it make me stuck to write, and the last, miss syarifah teach very good and got good knowledge from her, but I have mixed from uses vocabulary in writing.

W: What are the factors that make you tend to use non academic vocabulary in your writing?

D: ok, the main reason why I still using non-academic vocabulary, because I do not have lot of academic vocabulary actually. When I make essay writing with miss syarifah, I feel like 'how I write on this paper' I still confuse when I write essay, miss syarifah give us a lot of time, as we know that Indonesian people it the people like do in deadline, so do I. I confuse when make the essay because I do in one time before do that. So, I write lot of vocabulary that I always face in some situation. So, I do not thinks so I have lot of vocabulary, I write everything in my mine and translate it, and give it to miss syarifah.

W: How do you keep academic vocabulary in your writing?

D: some tips you can do some tips to decrease you academic vocabulary is the first read journal of turn, second one is try make some essay with new word, so can make memory for you and third one is train yourself use academic vocabulary as often as possible and the important is your write other write to get experiences make you easy to write academic writing. Thank you

HF

W: Have you heard a terminology of academic writing? what do you think about that?

H: ok of course I have heard academic writing because know I five semester, first thing in my mind when I heard academic writing is completely hard.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

H: so according to personal experience distinguishes academic and non-academic, academic writing is more structured starting from looking for references, journals, and articles so that our writing is accurate not deviating from our titles, academic writing is structured from opening, body paragraphs, and conclusions, grammar also must be organized because it is formal. Non-academic writing is free, usually expresses the contents of the mind and is not structured, in essence this writing is more relaxed.

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

H: well, if the use of vocabulary in academic writing actually depends on the title, sometimes the title is given by the lecturer, if for example the title is received according to oneself it can easily write full English and not too difficult, if the discussion is about technology and space for example, the use of vocabulary is still mixed.

W: What are the factors that make you tend to use non academic vocabulary in your writing?

H: The first factor is the lack of reading because this academic vocabulary is too high level, if we are told to write in a formal form then we will lack the mastery of academic vocab so we use daily vocabulary, so we have difficulty applying academic vocabulary to academic writing. the second

factor is due to a sense of ignorance, sometimes when reading journals or articles there are sentences that are not understood, because the vocabulary is rarely heard, it doesn't really matter, the latter factor is because I don't like writing because it's too complicated, that's what makes me not interested that's all the factor.

W: How do you keep academic vocabulary in your writing?

H: first it has to read a lot, for example we are given a topic by the lecturer, if we just read it so we don't get bored. the second example is the writing is ready, before being collected must be consulted first to people who understand, for example like my brother.

YM

W: Have you heard a terminology of academic writing? what do you think about that?

Y: my opinion academic writing is part of academic work. In academic writing we will produce some product like research, if you ask me about academic maybe related to the research, and academic writing is not the same as ordinary writing, this is specifically in the academic field

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

Y: first, academic writing based on the research, personal writing and free writing is not based on the research. And second is academic writing has

formal style and free writing is not. Academic writing include about fact and data but free writing is opposite

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

Y: I think academic vocabulary very important in academic writing, because academic vocabulary is one part in academic writing. Personally, in writing, academic vocab continues to be used, because academic writing has its own form and the choice of words must not be arbitrary because it is important. For academic writing, the language is more formal, it must be in accordance with facts. In my own application I still use academic vocabulary but still mixed.

W: What are the factors that make you tend to use non academic vocabulary in your writing?

Y: so, there some reason still use academic vocabulary is the first in my opinion is the lack of understanding in using academic vocabulary, the second we are still lazy to read some journals, looking for material, and the main reason is we are deadliners so in writing sometimes chasing time there is something rushing with it so writing is not optimal.

W: How do you keep academic vocabulary in your writing?

Y: I think there are how to keep our academic vocabulary is read a lot of journal and article and looking for a lot of resource to support academic writing that I think.

W: Have you heard a terminology of academic writing? what do you think about that?

C: so, academic writing is the stage of writing skills where he is higher than essay writing. Academic writing is that we write, our writing is more academic. If in the essay we pay more attention to our assumptions depending on our thinking we do not think about the academic context more to opinion. Academic writing is higher in level, writing is more structured and must not be carelessly followed by valid sources, for the purpose of getting quality writing.

W: You are taking an academic writing class, based on experience how to distinguish between academic writing with non academic writing?

C: ok for second questions, in my opinion is the formal rather than personal mode of writing, I mean academic writing he is more formal than non-academic writing and academic writing the audience is like an expert in his field, while non-academic writing is any writing that aims to the public mess, he is non-formal and is intended for the general public and also the style of writing and audience very different

W: Does the use of academic vocabulary really important in academic writing? do you use it in your writing or still mixed ?

C: I think academic vocabulary very important, we need to upgrade our writing and more detect in competition For example, if we take part in a competition or we make scientific work, so it is very important to use

academic vocabulary, but it is dependent on the situation, because why we depend on writing about scientific work of course use academic vocabularies, but for diary or just text for our friend i think there is no need for academic vocabularies, so for me the use of vocabulary is still mixed because writing is only for assignments not producing work and does not participate in competitions that also require writing at a high level

W: What are the factors that make you tend to use non academic vocabulary in your writing?

C: so, the problem are like understanding some journal and like understanding an academic vocabularies.

W: How do you keep academic vocabulary in your writing?

C: in my opinion we can do a lot of academic writing or academic article and we can choose some academic vocabulary to memories those than when we need write something we use it.