

Academic Word Profiles of MPBI Students' Academic Papers

A THESIS



Written by:

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**ENGLISH EDUCATION DEPARTMENT
THE GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
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A Thesis

Presented to Widya Mandala Catholic University Surabaya
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Surabaya, July 28, 2012

Yullia Rossiana

APPROVAL SHEET

(I)

This thesis entitled **Academic Word Profiles of MPBI Students' Academic Papers** prepared and submitted by Yullia Rossiana, S.Pd. (8212707022) has been approved by the Thesis Advisor.



Dr. Ignatius Harjanto
Thesis Advisor

APPROVAL SHEET

(II)

This thesis entitled **Academic Word Profiles of MPBI Students' Academic Papers** prepared and submitted by Yullia Rossiana, S.Pd. (8212707022) has been approved and examined by the Board of Examiners.



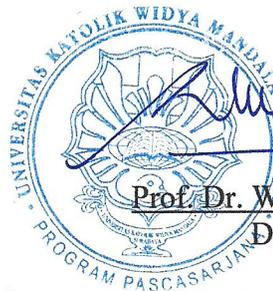
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Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, July 28, 2012

Yullia Rossiana, S.Pd.

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ABSTRACT

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Key terms: Academic Word Lists (AWL), Academic words, Vocabulary Profilers, Academic Writing

Vocabulary plays an important part in studying English. Based on the frequency of words, English words are usually classified into three main groups: West GSL, Coxhead AWL, and technical vocabulary. Academic papers by students of higher education (MPBI students) should ideally contain AWL of 10% Coxhead standard. This issue needs to be proved because so far a research on the productive AWL in Indonesian contexts, according to the researcher has not been conducted. Therefore, this research was conducted to find the standard of AWL reached by the MPBI students.

This study described the MPBI students' academic vocabulary (AWL) in their academic project papers by using corpus analysis. In finding AWL sublist used and the percentages of AWL produced by the students, the researcher used the Web Vocabulary Profilers English Version 3 created by Tom Cobb, and questionnaire about the students' English academic background and English exposures.

The findings of this study showed that the students' achievement on AWL and the students' English academic background and exposures varied. In general 50% of the students tended to own the adequate productive AWL. Besides, the students English academic background and exposures probably gave contribution to the students productive AWL. Furthermore, the implication for further researches is discussed.