EXTENSIVE READING, ACADEMIC VOCABULARY, AND ACADEMIC WRITING
(CORRELATIONAL STUDY AT SIXTH SEMESTER OF DEPARTMENT OF
ENGLISH EDUCATION OF SYARIF HIDAYATULLAH STATE ISLAMIC
UNIVERSITY JAKARTA)

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(Correlational Study at Sixth Semester of Department of English Education of UIN Syarif Hidayatullah Jakarta)

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This is to declare that the thesis entitled “Extensive Reading, Academic Vocabulary Mastery, and Students’ Academic Writing Ability in English (Correlational Study at Sixth Semester of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta)” has been examined by the committee of the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta on Tuesday, August 29th, 2017. The thesis has been revised as suggested by the examiners.

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ABSTRACT

Syafri, Mohamad. Extensive Reading, Academic Vocabulary Mastery, and Students’ Academic Writing Ability in English (Correlational Study at Sixth Semester of Department of English Education of UIN Syarif Hidayatullah Jakarta), 2017.

As academic writing is one of the prominent elements in learning, it is necessary to elaborate and explore things related with it. Therefore, this research was conducted with the purpose to investigate students’ academic writing ability based on extensive reading and academic vocabulary mastery. This research was conducted in Department of English Education Semester VI, UIN Syarif Hidayatullah Jakarta, academic year 2014/2015. The research method is Correlation Survey and the data analysis by Path Analysis technique. Data collecting for the variables are used test instrument.

The results of the research, found that: (1) extensive reading has a positive direct effect on student’ academic writing ability; (2) vocabulary has a positive direct effect on students’ academic writing ability; and (3) extensive reading does not have any effect on students’ academic vocabulary. Therefore, it can be concluded that both extensive reading and academic vocabulary positively support students’ academic writing ability. However, data do not support positive direct effect of extensive reading to the academic vocabulary mastery or in other word academic vocabulary mastery is not determined by the extensive reading.

**Keywords:** Academic writing, extensive reading, academic vocabulary,
ABSTRAK


Hasil penelitian mengungkapkan bahwa: (1) membaca ekstensif memiliki pengaruh positif langsung terhadap kemampuan menulis akademis mahasiswa.; (2) penguasaan kosa kata akademis memiliki pengaruh positif langsung terhadap kemampuan menulis akademis mahasiswa; dan (3) membaca ekstensif tidak memiliki pengaruh terhadap penguasaan kosa kata akademis mahasiswa. Kesimpulan penelitian ini adalah bahwa peningkatan kemampuan membaca ekstensif dan penguasaan kosa kata akademis mendukung secara positif peningkatan kemampuan menulis akademis siswa. Namun, di sisi lain, data belum mendukung pengaruh langsung positif membaca ekstensif terhadap penguasaan kosa kata akademik, atau penguasaan kosa kata akademik tidak ditentukan oleh membaca ekstensif.

Kata Kunci: Menulis akademis, membaca ekstensif, kosa kata akademis.
الملخص

سفي، محمد. مهارة الكتابة الطالب الجامعي نظرا إلى مهارة القراءة الإكستنسيف وحفظ المفردات (دراسة العلاقة في في طلاب الجامعي المرحل السادس في قسم التعليم اللغة الإنجليزية بجامعة شارف هيداية الله الإسلامية الحكومية بجاكرتا)، 2017.

أهداف البحث هذه الدراسة لمعرفة العلاقة بين مهارات الكتابة والقراءة الإكستنسيف وحفظ المفردات في طلاب الجامعي المرحل السادس في قسم التعليم اللغة الإنجليزية بجامعة شارف هيداية الله الإسلامية الحكومية بجاكرتا.

هذا البحث العلم في دراسة العلاقة بالنموذج أربعون طالبا من إجمالي عدد مجتمع الدراسة من خمسين وسبعة طالبا. كان هذا البحث بحثا كميًا. استخدم الباحث ثلاثة أنواع مختلفة لقياس مدى قدرة المهارة الكتابية، والقراءة الإكستنسيف وحفظ المفردات.

الإحصائي في هذا البحث بتحليل المسار. نتائج هذه الدراسة هي: (1) لا يوجد علاقة إيجابية مباشرة بين مهارات القراءة الإكستنسيف وحفظ المفردات بقيم والمستويات درجة: (2) يوجد علاقة إيجابية مباشرة بين مهارات القراءة، الإكستنسيف ومهارة الكتابة بقيمة والمستويات درجة: (3) يوجد علاقة إيجابية مباشرة بين حفظ المفردات ومهارة الكتابة بقيم والمستويات درجة.

لذلك الحلاصة هذه الدراسة هي أن مهارات القراءة الإكستنسيف وحفظ المفردات دور إيجابي في دعم مهارات الكتابة للطالب. ولكن من ناحية أخرى ليس هناك علاقة الدعم المتبادل بين مهارات القراءة الإكستنسيف ومهارات الكتابة وكذلك دور كل واحد على مهارات الكتابة.

الكلمة الرئيسية: مهارات القراءة الإكستنسيف، حفظ المفردات، مهارات الكتابة.
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The Writer
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CHAPTER I

INTRODUCTION

This chapter encompasses research background, identification of the problems, limitation of the problems, formulation of the problem, research objective, and significance of the research.

A. Background

Writing is one of the language skills used by people to deliver their messages. Experts commonly classify this skill as a productive skill (Donald, 2001, p. 14). Therefore, writing tends to create something and the writer will be the one who delivers messages. People have used written messages, either in form of sentences, paragraphs, or even texts to deliver their idea for long periods of time. By writing people are able to deliver longer messages within various forms. Writing also makes people able to deliver the messages fully and appropriately. Additionally, text as the byproduct of writing has been believed to have more durability and efficiency in delivering messages without having a real contact (Weigle, 2002, p. 15). Messages like literature or historical texts can be seen until this day.

Writing tends to require a more complex process starting from developing the design idea, mental representations of knowledge, and experience with subjects. (Horvath, 2001, p. 5) It means writing is considered as a holistic skill in which other language competencies and skills, not to mention external exposure will also contribute more input for a student or in this case writer. On the other hand, it can be said that the byproduct of writing, either in form of words, sentences, or even texts as the most common one, is a result of complex processes which including many elements. Such short functional text like brochure or memo may be created in simple ways, but when comes to a complex text such as narrative, procedure, or even exposition text then the requirement will be higher.

Among all traditional texts, exposition is one of the most common tests used in the academic area. In university level or for research purpose, exposition becomes the most used type of text. Exposition text has different purposes among other genres. The expository text has persuasive purposes and believed as one of the most critical texts in academic circumstances (Weigle, 2002, p. 9). Therefore, the expository text requires a deeper understanding of the topic which becomes the prerequisite to persuade someone’s belief. Empirical data, as the supporting detail of the ideas lead people to the same understanding with the writer.

Different with other types of writing, such as letter or news item, scientific writing which mostly takes form in exposition text is commonly used as an indicator of the quality of education. Experts from among the globe contribute in sciences by continually creating a journal or academic report. Indonesia is also one of the countries that involve in this kind of program. Based on the latest data of country rank contribution of a scientific paper by Scimagojr.com Indonesian contributes 32.355 scientific paper, rank 57th in the world and 4th in the ASEAN. Though, when it comes to the ratio with a total population more than 240 million
people, then Indonesia (1:7.724) is still below Brunei Darussalam (1: 214) which still in rank 130th in the world. It also strengthens by the fact that Indonesia’s journal contribution compare to Southeast Asia nations is still below countries like Singapore, Malaysia, and Thailand (Wiryawan, 2014, p. 71). Unfortunately, the same goes to university level. Based on IJAL (Indonesian Journal of English Education), there are only little number of the contribution from the university members. The data shown about the contribution of Indonesian in creating a journal or academic report shows that writing’s tradition is still low. Seeing the numerous advantages of writing the data sure creates a bad effect for Indonesia.

Writing not only has advantages of its product which is believed to have more durability and efficiency in delivering messages, but also other advantages. The habit of writing becomes one of the indicators that reading habit in an individual or community is running well. People with good reading habit is believed to have good writing ability (Krashen, 2004, p. 36). Therefore it is important for people, especially language learners, to have good writing skill. However, the data shown for Indonesian’s contribution is still lower than other countries. Based on the result above it is important to find out reasons behind the low number of contribution or even way to solve it. Therefore, a broader point of view to see writing should be elaborated. Factors contributed to writing must be calculated, in order to improve the writing quality.

Writing, as explained before, not only requires a more systematic process, but also affected by several factors. To create a brief and clear writing text some elements contribute prominently. A good writer can be seen based on several indicators, those are the mastery of grammar, a number of vocabularies mastered, understanding of writing mechanic, and able to construct an effective and complex sentence (Nik, 2010, p. 55). Additionally, writing also needs the proper source of information. Therefore, the ability to process information is necessary. Among those skills is reading, as reading is described as an act of taking in, understanding, and interpreting information (Bernhardt, 2011, p. 7). In another word, the ability to read will contribute people’s ability of writing. It goes the same with vocabulary mastery.

The first factor is reading. It becomes the prerequisite skill to acquire necessary information of knowledge. Reading is one of the source of information processing as it is a skill to receive and interpreting information (Linse, 2005, p. 69). In another way of explaining, it is reading, as one of the ways to fulfill someone’s need for information. Therefore, reading habit be one of the important points to be improved.

However, despite reading a prominent role in improving language competencies, skills and numerous benefit of information which human can have by reading, there are still plenty of problems with reading. People still have lacked in reading habit. Based on research conducted in provinces in Indonesia, the result shows that Indonesian still has a low reading habit. On scale 1-7, Indonesia’s reading habit average is still in 3.2 (Mustafa, 2012, para. 1). It also strengthens by Miller’s research that shows Indonesia is considered as poor literacy country, 55th
The result correlates with the rate of Indonesia’s journal contribution. Seeing the correlation between reading habit and writing then it could be supportive data about how reading and writing affecting one another.

The idea of a reading contribution to writing is not only based on assumption, but also empirically proven by experts (Broekkamp, Janssen & Bergh, 2009). Therefore, it is not a questionable condition where in some places writing courses is followed by reading. Reading also indirectly helps the writer to get a better view of what writing should be. Seeing the numerous functions of reading, especially its supports to language learning, methods of teaching reading also developed.

Among all reading methods, extensive reading is one of the most known methods where reading becomes less stressful and more enjoyable. The quantity and bigger authority in reading become the main idea of extensive reading. However, comparing with intensive reading that is older and used more frequently in reading class extensive reading provides an effect that is more beneficial. Some of its beneficial contributions are enriching vocabulary and various inputs for a productive skill like writing. Empirically there are some points that are affected by extensive reading, those are including the reading abilities itself, the number of vocabulary growth, and the increasing of the motivation of students when compared to traditional textbook-oriented reading instruction (Grabe, 2009, p. 313). On the other word, extensive reading improves the readers’ ability to get more information and a bank of vocabulary.

Generally, how extensive reading affected vocabulary acquisition has been tested and researched by experts. The result shows positive effects that created by extensive reading to the vocabulary acquisition (Pazhakh, 2010, p. 398; Pigada, 2006, p. 1; Senoo, 2014, p. 1). Summing up all the ideas above, the empirical finding has shown that reading, especially extensive reading brought a positive effect to vocabulary. The second factor is the contribution to writing. Extensive reading is proven to contribute to the improvement of writing skill, either directly or indirectly. The enrichment of vocabulary will contribute indirectly to writing. The variety of diction, effectiveness in writing, and many other parts of writing is affected by vocabulary. As it is one of the important competencies in language, including grammar and pronunciation. Therefore, the topic of reading and writing will not separate with vocabulary.

To give a deeper understanding about vocabularies, experts have classified vocabulary into some groups. In the academic area, especially for scientific writing in form of exposition the most common vocabularies used are called academic word list. Among all academic word lists, one compiled by Averil Coxhead is the most principled and widely accepted of the academic word which was conducted in 2000 (Rubin, 2007, p. 7). The list created by Coxhead is believed the most useful list of vocabulary when a writer writes an academic genre text.

Different with vocabulary list for general usages, such as corpus or most dictionary where the numerous words are not classified, Academic Word List is a more systematic word list. The words in academic word list are the most founded
words in academic writing, despite the disciplines. The total number of the mean representatives of the academic word list in academic writing is 10% (Coxhead, 2000, 213). The process of acquiring and improvement of academic vocabulary is important.

The sole way of acquiring vocabulary, either academic or general usage, is from receptive skills, one of them is reading. As it is not a common thing to use academic language in most spoken area, the reading material becomes the sole choice of academic vocabulary acquirement. Once again, Reading is believed as the source of language input for those who become a second-language learner, including vocabulary beyond direct instruction (Grabe, 2009, p. 290). On the other word, what Grabe proposed leads to the understanding that reading will support vocabulary, generally. As the variety is academic area then types of reading will be different with common use. Summing up all the topics above, it can be concluded when talking about writing academic text the other variables which following it should be in the level of scientific uses. That idea, including academic word list and extensive reading are believed affecting the writing skills in academic circumstances.

Summing up the explanation above about those three variables. Writing is believed to be one of the hardest skill in language to be mastered. However, in the global area it becomes the indicator of one country’s quality. By seeing the low contribution of Indonesia for academic writing, for example journal or any other research report, then it is necessary to find ways to improve the quality. Based on theories proposed by various experts reading and vocabulary be the keys. Experts have done numerous research about writing, especially related to the role of vocabulary or reading in writing. Most of the researchers show that vocabulary and reading are part of elements that positively contribute to someone’s writing skill.

However, specific parts of reading and vocabulary need to explore deeply as most of the research conducted in order to explore writing and vocabulary are mostly in general point of view. Therefore this research offers to see writing in bigger perspective. In this case the research looks for the contribution of extensive reading as one of the reading methods that rarely implemented, but believed to have plenty of benefits, especially in improving reading habit, as one of the variables.

Another point is academic vocabulary. Among all the vocabulary list, corpus, and others, there is only some vocabulary list for academic purpose. One of them is academic vocabulary invented by Coxhead. However, the research about this in is not common, especially it is a newly made list that invented in 2000. It is necessary to conduct research in order to see how extensive reading and academic vocabulary mastery affect the academic writing. The main reason is most of the research on reading and vocabulary acquisition, mostly done in general form, and not in the specific group of vocabulary, such as academic vocabulary mastery. The second research, an Academic word list of Coxhead is a fresh form of vocabulary listing, created by Coxhead in 2000. Therefore, based on its uniqueness of the variables
and the prominence of writing academically then this research try to elaborate and
give a better perspective.

As explained above the variables have become the main points of the research.
Therefore, those variables will lead us to the scope of the population. The most
potential for the research population is the 3\textsuperscript{rd} year students or above of English
major. In this point, Department of English Education(DEE)’s 4\textsuperscript{th}-year students of
UIN Syarif Hidayatullah are chosen for the population of the research. Such
courses like Reading I-Extensive Reading, Vocabulary, and Research Methodology
has completed or in going. According to those explanations above then this
research will focus on the direct effect of Academic Vocabulary Mastery,
Extensive Reading, and Writing Academic Text ability.

B. Identification of the Problems

Based on the explanation above there are some problems that can be
concluded. Those are:

1. Writing academic text is still considered low in Indonesia, following the fact
that the Indonesian journal contribution still low. It is proven by the fact that
Indonesia is still in the rank 57\textsuperscript{th} in the world and below Singapore, Malaysia,
and Thailand in Southeast Asia. As shown on Scimago Journal Rank and
strengthen by Wirjawan’s research in 2014.

2. Academic Word List vocabulary which mostly used in research papers is not
commonly researched in Indonesia. It is shown from IJAL (Indonesian Journal
of Applied Linguistic), as one of the Indexed Scopus Journal in Indonesia.

3. Reading habit is still considered low, following the data of reading habit in
Indonesia’s students that consider low by Mustafa in his research in 2012 and
Miller also in his research in 2016.

4. Extensive reading as one of the ways to teach reading is not commonly
researched in Indonesia as shown in IJAL, especially related to Academic
Writing or any academic-oriented research.

5. Vocabulary which is believed to be factors affecting the quality of Academic
Writing has not been tested for specific purposes, especially in Academic
Vocabulary.

6. Writing for academic purpose still not becomes a habit in Department of
English Education’s students. It is shown by little participation of students in
conference or journal.

C. Limitation of the Problems

Writing a text appropriately, especially in the area of academic writing, is
affected by several factors. Two of those factors, as explained before, are reading
and vocabulary mastery. Since the academic writing is a complex writing type and
the requirement of diction and data should be varied, then the reading methods and
vocabulary used should be specific. In order to avoid broader explanation, the
reading methods used is extensive reading which has already covered under the
course of extensive reading and the vocabulary uses will be academic vocabulary
list created by Coxhead. Especially for extensive reading, as it has been taught in 6th semester of Department of English Education of State Islamic University Syarif Hidayatullah Jakarta. In another word the teaching process had been conducted.

D. The Formulation of the Problems
1. Is there any direct effect of extensive reading on students’ academic writing ability?
2. Is there any direct effect of academic vocabulary mastery on students’ academic writing ability?
3. Is there any direct effect extensive of reading on students’ academic vocabulary mastery?

E. Research Objectives
1. to examine if there is any direct effect of extensive reading on students’ academic writing ability.
2. to examine if there is any direct effect of academic vocabulary mastery on students’ academic writing ability.
3. to examine if there is any direct effect of extensive readings on students’ academic vocabulary mastery.

F. Significance of Research
By doing this research, factors and elements related to academic writing could be understood in a broader and more comprehensive than before. As academic reading is important in improving the quality of delivering idea and research then this research could show what aspects should be focused on. Especially in vocabulary area the research delivering a new variable which is few researched in Indonesia. The variable of vocabulary is academic word list which is invented by Coxhead in 2000, therefore the variable is new and the research could show the efficiency of academic word list related with academic writing. The idea follows the second variable which is extensive reading. The extensive reading effect on academic writing could be seen clearer. At the end the research is believed to give a new perspective of the proper way to boost academic writing ability, especially for EFL learners.

G. Benefit of Research
The result of the study as elaborated above is specified to give benefit not only for the research itself, but also others. Those benefits are, including:

Students
For students the purpose is to give a broader understanding of what elements that could give effect to their writing, especially scientific writing.
For lecturers or teachers the purpose is to encourage the English writing course’s lecturers, especially in English Education Department, as the one that directly related to students. By this study, the researcher hopes that teachers could
have more portraits about the condition of students’ achievement in writing scientific text.

The Institution

For the institution, UIN Syarif Hidayatullah Jakarta, this research is expected to bring academic beneficial.

Further Researchers

For researchers who have an interest in doing the research about academic writing, especially in the case of to improve the quality of academic writing. Either by doing the same design research or other design. This research could be used as the references. On the other hand, the way of the research is conducted could be used as comparison study by those interesting in a correlational study.

Scientific Purposes

For scientific purposes is to give a new data about how extensive reading and academic vocabulary mastery related to the academic writing of EFL’s students.
CHAPTER II
THEORETICAL FRAMEWORK

Having discussed the background of the research and problems in the previous chapter then the further explanation about the problems will be elaborated in the second chapter. This chapter encompasses theories of academic writing, extensive reading, the vocabulary of the academic word list. Explanation of previous research, conceptual framework, and research hypothesis also take places in this chapter.

A. Academic Writing

In this subchapter, the topic that is going to be elaborated is in the area of academic writing ability. There are four main points, those are the nature of writing, academic writing ability, assessing academic writing, and factors affecting academic writing. The topics have been arranged in order to lead to the same understanding of the role of academic writing in the research.

1. Nature of Writing

As explain above the first point that be the point to be discussed is the nature of writing. In term of writing, Al-Qur’an also has pointed out how writing be part of the universe and life. In Qur’an Surah Nun, Allah Swt. explained how the angels write about human condition and deed.

\[1\]

Noon, I swear by the pen (Al-Qolam) and what the angels write; (QS. Noon:1)

Following the existence of writing as language skill in human life, then the topic of this language skill is still discussed until now. There are four skills in language, listening, speaking, reading, and writing, which is divided by experts into two groups. The first one is receptive skills those are listening and reading. The second group is speaking and writing is grouped into producing skill, which is mean both of the skills will producing something. (Donald, 2001, p. 14) Speaking skill’s product is speech, while writing skill’s product is text. Both of these group focus on how to deliver an idea, either orally or written.

The idea of writing and how hard to make written text will give a brief explanation why this language skill is considered hard to be mastered. Compared to the other four skills of language, writing tends to be acquired after the other three has been acquired. The complexity of writing creates this skill in different stage compares to other skills, especially when it comes to higher education level.

Experts also give a clearer definition of writing. In clearer definition writing refers to the act of gathering idea in order to create a polished product, written text. (Linse, 2005, p. 98) Giving more detail information, explained that writing is one of the most complex activities. Developing the design idea, mental representations
of knowledge, and experience with the subject (Horvath, 2001, p. 5). From those point of view it can be concluded that writing is a skill that will create a product as the output, while on the other hand this definition also can be described as a limitless product. Anything that is resulted from written and able to derived message could be described as written product. Where the process of writing itself starts from developing the design idea, mental knowledge and experience with the subject.

Writing product, such as sentences, paragraphs, or even memo, is quite different with oral messages. The text has at least three advantages following its characteristic. The first one is the durability of the form of the language, compare to other language skill, written text as the product of writing tend to be more permanent. The second one is the less contact needed, between the receiver/reader and the sender/writer. As the use of media, such as paper, can derive idea without real contact. The last one and also one of the most seen characters of writing is the complexity of the product. Compare with speaking, for example, the text is commonly delivered in the more formal way (Weigle, 2002, p. 15). Writing is close to the formality, but still it depends on the purpose of writing itself.

Despite the rules of the writing which are quite complex when compared to other, the process of creating a good writing text also cannot be classified as an easy process. Writing need to be constructed in a systematical way, because once the text is created all the message should be included properly. In the most common way, there are at least five steps to create a good writing text, those are: prewriting, drafting, revising, editing, and publishing or sharing. (Johnson, 2008, p. 179) While another expert has some distinction of the steps in writing, proposed by Sundem (2007, p. 42), there are six basic steps in writing which are; prewriting, drafting, self-revising, peer revising, editing, and publishing. Technically there are several distinctions between experts, but the belief is people will have their own way of writing.

In each step there are its own unique characteristic and complexity, the first-two step focusing on planning and quantity, rather than quality. While the second-two refers more to polishing and matching the data and the goal of the writing is in the same way. The result will create a proper and usable writing text hoped able to deliver message according to the needs of the writer. On the other hand excluding all the complexity of writing, the roles of the writer also one of the most important factors in writing.

Writers as the one who delivers the message through written text need to understand what they are going to do. The writer needs to deliver the message appropriately. In language teaching writer can also be classified depends on the way they write. Experts classified writer into two types. The first one is the mature writer and the second one is the immature writer (Albrechsten, Haastrup, & Henriksen, 2008, p. 114). The main point of these two types of the writer is on several points, the mature writer tends to have a knowledge-transforming process in which goal and setting are created appropriately, content knowledge and discourse knowledge can be seen from the written text mature writer creates. While on the
other hand the immature writer tends to have a less reflection and only able to create a knowledge-telling written text. The ideas also agreed by Weir, in which writers go into two main models, knowledge-telling and knowledge-transforming (Weir, 2005, p. 109). Despite all of the thing, some other factor in writer could also change the quality of writing, especially when it comes to writing for EFL or ESL learner.

As for non-native speaker of English, in which the case English becomes their second language or foreign language, writing will be affected by several more considerations. The biggest frame to be curtailed about writing in L2 or in a foreign language is the understanding of the writer about it. Some writer which considered to have good competencies in L2, for example the grammatical and vocabulary, tend to create a more understandable written material. Based on Weigle (2002, p. 7) for EFL or ESL learner who wants to write a text some factors are considered affecting their writing quality in English, the first and most important factor is their understanding of L2, in this case is English. The similarity between L1 and L2 is also considered as an important element, the more similarities the languages have then the chances to have written with better quality. The last point is how the role of the L2 as wider-communication language. Certainly, across the globe English is considered to be the most used language.

Writing in a foreign language, including English, has its own challenges and difficulties for individual who learns the language, still other factors also become a consideration. Writer for foreign language more or less affected by themselves. As writing is language skill which needs practice and language is media which helps someone to write, then practice plays a more important role. People who consider good writer in L1 are considered to write easier in L2. (Albrechsten, Hastrup, & Henriksen, 2008, p. 113) On another word, someone who is good in mastering a language, either foreign or second language, will not be always considered good writer. Though as explained before for EFL and ESL learner writing becomes a more challenging skill to be mastered as it requires good training and practicing on it and also a good understanding of the second language. The problem then arises is the most possible and suitable way to create a good writer, as talking about writing will always directly means talking about the writer themselves.

For periods, writing has acknowledged being one of the important skills in the language. Experts explore the way to teach writing in order to find the most suitable way. The trend becomes greatly increases in the 20th century. One of the most famous and most used theories about writing and producing writing is what proposed by Kaplan. For decades the idea had influenced the method of teaching writing. The idea focusing on the product of writing and focusing on prescriptive approaches. (Horvath, 2001, p. 8) The idea proposed by Kaplan, show that for quite a long period of time the term writing more refers to the result. The indicator of teaching writing refers to how writing represents in a systematically written text with the main idea supported by supporting details with plenty of suitable data, what important is the idea of the unified paragraph with the single representative idea. However, after decades there is a shifting paradigm of teaching writing.
As explained above, the idea of writing means talking about the writer itself. This paradigm also explored and developed. The shifted from Kaplan’s idea of traditional-rhetoric in which the focus is a product of the collaboration of teacher and students or among students themselves. (Horvath, 2001, p. 8) By seeing, the shifting of the idea it is getting clearer that talking about improving writing means focusing on improving writer themselves.

At some point writer may writes something with various purposes. Circumstances and level of education will require a writer to write in different ways of writing. In high school learner, writing has some function, some writer writes in order to deliver information and understanding, other to narrate, to persuade, and some to give responses to literature. (Wagner, 2002, p. 1) It leads to another factor that affecting writing which is its complexion’s point. Writing still consider its purposes based the place where it belongs and the target of the reader.

A writer in elementary level of education will most likely write narrative or descriptive and sometimes short functional text. On the other hand, for university students the enrichment of writing text quality will surely happen. Such text with a higher need for empirical data and at same moment complexity becomes the characteristic for the kind of text. Though it does not mean that short functional text, such as memo or letter only found in elementary or junior high school. Short functional texts are common things found in office use as the effect it has. The way of writing will be different one another. Summing up the ideas above, it leads to understanding that writing also leads by circumstances and types of writing.

As mention before, that writing needs better understanding of language. The idea goes same to the academic writing. In order to have understanding of the differences between the academic writing and other type of writing, then a deeper explanation related with academic writing is described in the following section.

2. Academic Writing Ability

There are several aspects that affect the type of the text, such as circumstances. At the university level, academic writing is the most common written type for university students. However, academic writing is not similar with other types of writing. Experts have tried to give a clearer understanding of what is academic writing. As proposed by Richards, academic writing refers as writing which has specific information of language, structure, and purpose (2005, p. 39). The idea also strengthens by Hinkel with his idea which said there are differences in value between writing in writing class and writing in other academic courses (Hinkel, 2004, p. 5). Summing up academic writing is a more specific writing types, either in term of information it provides, structure, and purposes of the writer. It is important to get a clear view about differences of academic writing compares to another writing type.

People who write a short fiction story, such as anecdote or folklore will have more options and choice of what they are going to write. Generally, people need a long and complex process in writing, including academic writing. There are three main steps in writing, those are pre writing stages, writing and revising, and
proofreading (Scarry, 2011, p. 4). The complexity of what someone going to write will be affected by how well the procedure conduct.

Prewriting is the main door in writing, including writing an essay for academic purpose. In this step, the writer tries to elaborate what idea should be developed. Brainstorming, clustering, outlining, and focused free writing are techniques used in prewriting to transform thought into words (Scarry, 2011, p. 5). Exploring idea and connecting the dots be the first foundation, including deciding what topic should be chosen. The writing and revising itself refers to the way writer drafting and get a clearer view of what the written material will be. The last step is proofreading. It is the last step in which the written text delivered properly. The steps also are done when people intend to write in academic circumstances, such writing journal or research. As delivering idea into written text should be done as clear as possible. However, differences in technical step are found.

The way people write in academic writing related much with the place and audience it has. Academic writers generally have university or colleges educational background. Therefore, they have necessary knowledge and information. In writing for academic writing in colleges there should be specific instruction in the assignment which should be followed (Fulwiler, 2005, p. 5). The instruction could be in term of format, topic, and others. Moreover in academic writing the reader will be people who have the capability in understanding academical text. Those people, for most cases in university, are the one who has authority over the writer (Richards & Miller, 2008, p. 37). In another word the way people write in academic writing will under the controllable situation. However, it does not mean academic writing is rigid.

Following its circumstances, academic writing tends to have a more systematical rule than another type of writing. Such conditions, like disciplines and topic of writing will have its own complexity. Rules of writing in each discipline could be varied to other disciplines (Murray, 2002, p. 11). In line with that what explained by Blackwell that academic paper has its standard format, with minor variations, where the writer should put the information in a strict order (Blackwell, 2011, p. 13). In another word, academic writing has worldwide standard followed by the almost all-educational institution. However, sometimes each institution has their own standard. The differences of academic writing in term of complexity is led by the main reason of academic writing existence. As every way of writing has its own purposes, so does academic writing.

The essence of academic writing relies on the content of academic writing itself. Based on its terminology academic writing refers to writing which provided in an academic way. Therefore, truth and empiric are the main essences of academic writing. Richards refers the core of academic writing with “need for knowledge”, therefore ideas and data which are provided in academic writing should come from research (Richards & Miller, 2008, p. 40). The writer of academic writing has to supply the task with plentiful and trusted data. As explained previously, it main reasons are none other than the purpose of academic purpose itself.
Academic writing has some differences with other writing in terms of form or idea. Commonly academic writing despite the discipline, will have the same purpose. Academic writing’s purpose is to persuade people, in this case reader to agree to the writer’s idea. It strengthens by Fulwiler’s explanation of academic writing’s purpose. The purpose of academic writing is to persuade others to believe that the writer idea is true (Fulwiler, 2002, p. 58). In line with the idea what stated by Richards, when it comes to serious writing, a term used to describe academic writing, then persuasion way of writing will be used (Richards & Miller, 2008, p. 39). Summing up those ideas and concept about academic writing, the reader is led to have same understanding with the writer. Therefore, it is an important point for the writer to have a trusted way of writing in deliver their text.

The most prominent part of delivering the truth in academic writing will go to the writer itself. The writer has to be prepared with plentiful of data. This condition becomes necessary as the writer should be the first to believe the truth which going to be delivered. In academic writing writer should believe the truth and persuade people to believe the same understanding which followed by data from observation, experimentation, interview or personal experiences (Richards & Miller, 2008, p. 39). In line with that what stated by Fulwiler about the importance of data which he refers as documentation. Documentation is a prominent variable to support evidence in academic writing (Fulwiler, 2002, p. 58). The more reliable the evidence gave the more trust be put in the academic writing.

Having a supporting evidence in an academic writing will lead to trusted paper. However, the writer should not only comfortable with having plenty of data. The way the writer serves and delivers the data play an important rule in having people understand the idea. The writer should be able to use the data as objective as possible. The choice of diction and coherences in writing should be clear. In academic writing, the writer’s language has to be clean, clear and unemotional (Katz, 2006, p. 1). The position of the writing should be clear, objectivity becomes the prominent element in academic writing. As explained before the main point of academic writing is to persuade the reader. Therefore, the writer should stand without ambiguity. As the academic writing refers to create and use competencies then diction and sentences should be clean and under one straight idea. Each diction should have a stand in a single idea and led to no misinterpretation. Following Katz terminology, the sentence should not be in unequivocal state (Katz, 2006, p. 4). This choice of diction without unequivocal meaning will make the writer see clearer about the topic or idea in an academic text the writer make.

There are important elements, which the writers should aware of. Having a wise and precise diction to be put in the written text is one part of it. Choosing right words always becomes critically important for the product of writing (Scarry, 2011, p. 266). Words lead to tendency and power. Different words, though have the same meaning, could lead to different perception. For example, obese is commonly replaced by very fat and consider to the similar meaning. However, the tendency and common acceptance are different. The condition is more complex when the choice of diction used in academic writing.
Words are one of the prominent elements be seen in academic writing. However, the complexity is much higher to create an effective academic writing. There are five elements that consider important in academic research, those are the organization of the text, relevancy of data, able to write in standard including grammatical and punctuation, the range of vocabulary, and the last the awareness of audience (Hinkel, 2004, p. 18). Those elements are believed necessary to be own for writers in academic writing. However, it does not mean having those elements mean having good ability in academic writing. Challenges of academic writing as explained in above paragraphs is not only by the rule and how the writer deliver an idea, but also the audiences. As the most used and popular language is English, then plenty academic writing class will lead to the requirement of English language mastery.

Having the ability to write in academic writing will not be as easy as writing in another writing course. Especially for language discipline, in this case EFL and ESL learner, the challenges for writing in academic writing both for colleges’ task or even research. The writer who wants to write academically in L2 will face two challenges. First, the ability to master the target language. The second, the ability to write well in academic context. Having good mastery in the target language is not the same with the ability to write academic writing. Even for a non-native speaker who has good proficiency in the target language, the amount of exposure, and experience with academic writing courses do not guarantee the awareness in academic writing and attainment of it (Hinkel, 2004, p. 5). Summing up ideas have stated above it is a very great requirement should be surpassed by EFL or ESL learners when they intend to write in academic writing. However, the effect it could possess for EFL or ESL learner if able to write academically will bring a lot of benefit for the sake of delivering the idea.

The importance of writing in academic circumstances lead to one understanding. Regardless of who or where the writer comes from, in order to deliver the scientific idea the writer has to work professionally and follows the standard. As explained in the previous paragraph about the relation and challenges of EFL and ESL learner in academic writing, then a deeper understanding of the essence of academic writing and language learner should be as clear as possible. Expert holds assumptions according to the relation of EFL and ESL learner with academic writing.

There are four assumptions on academic writing for L2 students. The first point, non-native speakers background need to master the target language first. The second, Method that succeeds in teaching academic writing for native-speaker does not guarantee will bring the same result for non-native speakers learner in Academy English speaking circumstances. The third point, producing academic text in L2 based on experience or background knowledge does not lead to producing an academic text which is based on obtaining and transforming knowledge. The last point, developing academic writing in L2 in general education courses needs an extensive through, and focused instruction of L2 academic vocabulary, grammar, and discourse is essential.” (Hinkel, 2004, p. 7).
Based on the idea above it is getting clearer that before having an academic writing the understanding of media is the essence. The gap between having an ability in mastering target language and writing in academic circumstances is not small either. One of the main gap of those two variables is understanding the differences between academic writing and another type of writing.

As mastering an ability to write in academic circumstances people need to understand the idea of writing academically and what it need to be called academic writing. People got mixed up between the academic writing and having a research paper. As those two actually are different. Research paper, either in form of dissertation, thesis, or even journal does not refer to academic writing. In fact, that kind of written texts is part of academic writing form. There are quite numbers of academic writing form. The most used task for academic writing in colleges and universities with English-medium is an essay (Bailey, 2003, p. 1). The practicality and its function as reflective be part of the reasons, though other reason could exist based on how the institution sees the academic writing.

In each academic courses the variety that could be used and still consider as academic writing. Having strength and weaknesses becomes the characteristic of each task. The most academic writing task will be divided into three major forms. The first one is major English assignment which consists of 5-10 pages. The second is a medium-length essay with 1-5 pages. The last is a short written task with 0.5-1.5 pages length (Hinkel, 2004, p. 21). Therefore, it is quite massive varieties in academic writing as long as it holds its purpose to able persuade the reader with writer’s idea and supporting documentation to make the truth stronger.

Despite of the types that can be used in academic writing course, there is a need to understand how academic writing works. People need to be able to know what aspects to be seen in academic writing. Therefore, the theoretical understanding of assessing academic writing is needed. As it will be explained in the following.

3. Assessing Academic Writing

In learning language for advanced level, students will face different teaching and learning material. Students in colleges will likely have academic writing as one of their courses. As part of the courses and one of the most needed skills in academic circumstances, despite the discipline. Therefore, way and method to find out either the academic writing text made by students are properly standardized or not is necessary.

In learning and teaching of language, assessing is needed. It is important, especially in advanced level such as academic writing as part of writing skills in university. In language skills or knowledge, the basis function of assessment is to have an evaluative and diagnostic purpose (Horvath, 2001, p. 90). Weigle defined those purposes of assessment in language course as having inferences about language ability and how the authority make a decision based on the inferences (Weigle, 2002, p. 40). By assessing academic writing, the aim is to have information of how students responses toward academic writing courses and their
result. As for the longer-term plan in language, teaching is to make correctness in teaching the skill.

Experts explained that in assessing writing, including academic writing, there are several ways and methods. Horvath claimed there are two types of writing assessment those are holistic and analytic (Horvath, 2001, p. 90). On the other hand, Weigle expanded the types of assessing score in language skill, by adding primary trait scale and multiple trait scales, the last is the recent types of assessing language (Weigle, 2002, p. 109). Each of those ways has their own advantages and disadvantages in assessing writing. However, the main focus of the assessor or in some case researcher is to get the basic foundation.

In deciding what method is going to be used for assessing writing, there are plenty of questions the assessor needs to answer. There are at least two information assessor needs to have before deciding the scale going to be used. The first, either the writing task will be in specific or general form. The second does the score given in single or multiple forms (Weigle, 2002, p. 109). That two information is necessary to have a proper view in deciding what type of scale is going to be used. As the main objective, to provide information of how well students write in academic writing. To answer those two questions, the sole way is to find out the true meaning in constructing a proper academic writing assessment.

It is important to have a clear definition of what type of skill or sub-skill is going to be tested. As explained briefly in the previous sub-chapters, the idea of academic writing is clear. It is an important to step to get a clear and brief understanding of what is going to be tested. Having a clear understanding of the construct is considered as the most fundamental concerns in assessing skill or sub-skill (Weigle, 2002, p. 41). By having a clear view, the aim and how the tested should be run is already halfway. However, there are several points need to be defined.

In testing ability, especially for research purpose or enrichment of information of specific skill, there are several points that need to be drawn brief and clear. Weigle stated four main points which should be well-developed, those the definition of ability, whom the test taker is, the purpose of the test, and the situation of the target language (Weigle, 2002, p. 42). The idea of these items has been put into one big frame known as research. Therefore, the main point of having an assessment of academic writing provides useful information about academic writing itself.

Academic writing as part of the language ability has their own way in its definition and what it stands on. As part of communicative language ability, academic writing will have interaction between language knowledge and strategic competence. Therefore, in constructing a proper indicator to test academic writing will consider eight elements, grammatical, textual, functional, and sociolinguistic as part of language knowledge. The other four as part of strategic competence are assessment, goal setting, planning, and control of execution (Weigle, 2002, p. 43). Those eight elements should be done and involved properly in order to decide steps needed to get proper information about academic writing in a real-life situation.
The final points of how to get appropriate information about academic writing are by having a test. The test is one of the ways to see the quality of someone’s writing. However, indicators of the construct and to have good writing test are needed. In writing ability test, quality of the test is seen based on six qualities, reliability, construct validity, authenticity, interactiveness, impact, and practicality (Weigle, 2002, p. 48). Those six elements will have to be made clear, especially for writing skill. As the quality of the test is clear, then the constructs indicator will be able to be seen clearer.

The first point of having a good quality of the test is reliability. For teaching and learning, especially in language teaching, reliability is not a new thing. In most occasion reliability is described as the trustworthiness of the test. However, in writing assessment there are several points about reliability. It is affected by several variables, variables related to writing task itself, topic, the number of examples, etc., and variables related to scoring, the raters, rating scale, etc. (Weigle, 2002, p. 49). The better the variables provided the more reliability the task has. On the other hand the writing task will represent the quality of the test takers’.

The second point is the validity. It is associated with the coverage of the test. Does the test measure what it supposed to measure should be seen by the validity of the test. In assessing writing there are some points to be well-prepared according to have good writing assessment. Based on expert, the writing test should elicit the type of writing to test, the scoring must contain a component of writing, and the last point is the scorer must adhere the criteria of scoring (Weigle, 2002, p. 51). The idea of creating a writing test must follow these three requirements.

The third point about writing assessment is authenticity. Authenticity is described as the degree of correspondence. Based on Weigle (2002, p. 52), there are four points to be fulfilled about writing authenticity, “students’ background knowledge of the task, excluding for examination purpose then no speeded or timed for the task, the audience for academic writing should aware with the topic first, and the last writing is judged based on accuracy of content.” Therefore, summing up of the criteria proposed by Weigle, the matter of how students or test taker responses to the task are also important. Students with good writing skill will response inappropriately when face test of writing that beyond his understanding or under a deep pressure, such as time or scoring criteria.

The next point of writing assessment quality is the interactiveness. Interactiveness in writing assessment commonly explained as the test takers’ relation with the topic. In another word a test which considered as interactive must be able to make students use their language knowledge, linguistic competence, strategic competencies, and metacognitive strategies (Weigle, 2002, p. 53). As writing is one of the language skills, the mastery of language competence itself in writing form will not directly consider as mastery of writing ability. Therefore, a test of writing should be able to see how the writer or the test takers use all aspect needed in writing appropriately, the same goes for academic writing as part of writing skill.
The fifth point is the impact of the test. Impact in writing test is described as the effect brings to the test to the individual and larger system (Weigle, 2002, p. 53). A test for writing should have an effect, especially for future steps. Based on writing assessment, the individual, test taker, should able to have the reflection of what is writing. This point goes to be more important for academic writing, because academic writing will be the reflection of an academic institution such as a university. Any necessary steps and strategic will be based on the assessment of academic writing. Summing up, it is necessary for writing assessment to consider the impact of the test or in other hand having a test without this consideration will be useless for both the test taker and system.

The last point of writing test quality is practicality. Simply, this point is seen not related to the assessment. However, this point has an important role. Practicality is the balance. The balance between the sources for developing and administering the assessment activity and the sources that are available (Weigle, 2002, p. 56). Sources, including the human resources, time, facility, and so on should be considered. In fact before, jumping to assess the writing skill of students, the consideration of the practicality should come first. The question possibility in assessing such type of test has to be in the assessor’s mind or in the other word practicality refers to the real situation of resources.

Having a good understanding for writing assessment quality be the first step in creating writing assessment with the good indicator. The point comes next is how the assessor creates a proper test concept. The second step in assessing writing test is by conceptualizes the process of test making. This step is important to create the blueprint of the way assessing the test of writing.

In conceptualizing the development of the test, there are several points to be made. Making a writing conceptualize process consist of three important steps, those are design, operationalization, and administration (Weigle, 2002, p. 77). Have clear criteria in each step will create an effective and clear way of testing. Each of the steps has its own characteristic, especially in assessing academic writing.

The design stages are the first step in conceptualizing. The design is giving the real characteristic view of how the assessment and what elements will be considered as its part. In design stages information about the purpose, characteristics of the target population, their real-world writing needs, and available resources should be included (Weigle, 2002, p. 78). Those elements will provide information of what is going to assess and be the framework of the test of writing itself. As having this part have been conceptualizing than the test assessor will be able to have the blueprint or picturing the test will be.

Creating the picture in the framework is known as the operationalization stage. As explained in the previous paragraph, design stage means having the framework and the second stage or operationalization of creating the picture based on the area of the framework. Therefore, in the stage the test assessor will collect all the information gathered based on the design stage in used it as the material. In another word, the assessor is going to make test specification for the development of specific test tasks and complete tests (Weigle, 2002, p. 79). After having the
blueprint of how the writing test form will be, then the assessor will have to check the quality of the writing test.

As stands for the last step in conceptualizing the writing test, then administering the test will necessary. The third step is administration stage. In this stage the representative target population will be included in checking the pre-testing items and complete tests, and at the last step also administrating the test operationally (Weigle, 2002, p. 79). Summing up the last step of conceptualizing the process is the final test when assessors do the piloting of writing test and the administration of the full test. Following the last step of assessing the writing is conducting the writing test. In creating a good test, there are several standards need to consider.

Indicators to decide the quality of someone’s writing have been made by experts. Generally in making an effective writing there some points need to be considered, those are; subject, purpose, audience, voice, coherence, and unity (Scarry, 2011, p. 20). The first point is subject, writing could be considered as an effective writing when the subject of the writing is clear. The writers should know what they are going to deliver. The idea should crystal clear to avoid misunderstanding. Second, the purpose. The purpose is the logical reason of why the writer writes in some particular way. The third point is an audience. The audience will guide what writing pattern should be used. Such academic text is not considered to be given to elementary level. Next point, voice refers to the tone used in writing, the stress, and others element in writing. It is important to know tendency in writing. Coherence and unity stand for the writing text itself. Between one idea to another idea should be on one track and not opposing one another.

Besides the six indicators by Scarry, there is another indicator be the focus of academic writing. Richard and Miller (2008, p. 40), in academic writing the source of data and details should be reliable and empiric. Katz also stated point related to academic writing indicator, those are the word choice that should be clean, clear and unemotional (Katz, 2006, p. 1). Both of the ideas proposed also supported and added by Hinkel in which there are five indicators of effective academic writing, those are a range of vocabulary, relevancy of the data, organization of the text, grammatical and punctuation, and the last audience (Hinkel, 2004, p. 18).

Indicators proposed by experts have been used and studied widely. As the result those ideas are turned into rubrics and used widely in order to measure the quality of academic writing. Rubric and scoring of writing should be based on the development of points and characteristic. The use of indicators or rubric in modern language teaching, especially in writing was first introduced in 1961 by Diederich, French, and Carlton was known as Educational Testing Service (Broad, 2003, p. 5). Since that time either experts or institutions have applied the use of rubric in scoring writing, it includes in the use for academic writing.

Educational Testing Service as the result of the work of Diederich and others that are used as one of the rubrics from writing. The ETS is a rubric which able to be used for nearly every large-scale writing assessment. There are five main factors in scoring writing, including academic writing, based on ETS. First is idea
including relevance, quantity, development, and persuasiveness. The second is from including organization and analysis. The next factor is flavor including style, interest, and sincerity. The fourth is mechanic including specific errors in punctuation, grammar, etc. The last point is wording, including choice and arrangement of words (Broad, 2003, p. 6). However, ETS is not the sole ability to create rubric form for writing an assessment. California State University which was known as CSU also explains at least there are five indicators to classify writing quality. Those indicators include, understanding of the topic, the analysis and complexity of thought, texts organization, texts’ development and details, and the last point is diction, syntactic variety and transition (Broad, 2003, p. 2). The importance of rubric is accepted largely in writing an assessment. The practicality provides for large scale writing and easier documentation becomes the main reason for applying rubric for large-scale writing (Broad, 2003, p. 9). The ideas go the same when talking about writing in academic circumstances. However, there are several points which become an issue in assessing academic writing.

As detailed in ETS and CSU the topic becomes one of the main factor selected in order to standardize the quality of writing test. However, in academic writing there is debate among experts about what kind of topic to use for academic writing assessment. The there controversy between topic on personal experience or more general topic in which both of them have their own advantages and disadvantages. The personal topic is believed able to engage students to perform better and does not require background knowledge. However, it could raise emotion of writer to be put on it. While more general topic stands on different stage with the personal topic (Weigle, 2002, p. 93). The disadvantage in choosing the topic in academic writing will be able to minimize by several ways.

As the most problems in choosing the topic for academic writing assessment is rely on how the population and test raters then some ways are able to reduce the problems. In the case of population, the consideration is the homogeneity of the population. The more homogeny, including culture, background knowledge and another factor, the population the easier the topic determine. The case goes the same for the rater of the academic writing test (Weigle, 2002, p. 93). Time also becomes one of the elements in deciding what type of topic chosen for the academic writing test. The more familiar the population with the topic the less problematic the amount of time will be (Weigle, 2002, p. 101). As an illustration of this idea is as follow. Students with TEFL background will require less time when asked to create an academic writing under the topic of TEFL. Therefore, summing up the ideas about choosing a topic for academic writing is to make the population as homogeny as possible. However, administering a test for academic writing should be done as systematic and clear as possible.

In administrating the test for academic writing there some guidance of instructions. When creating instructions for the academic writing, the assessor should give instruction form that simple enough to be understood, short enough to minimize the time, and clear and brief in giving detail (Weigle, 2002, p. 103). Therefore, the idea of giving an instruction based on the effectiveness, efficiency,
and clarity. The instruction should not be put as the main part of the test. However, without clear instruction the test taker will likely lose the understanding of the test.

Have a good process in administering the writing test, then appropriate ways of scoring are needed. As explained before there are several ways of scoring; primary trait, multiple traits, analytic, and holistic scoring. Among all of them the holistic scoring and analytic scoring are the quite known writing assessment. However, when facing the problem of practicality in holistic scoring is one of the choices and has widely used in writing assessment over the past 25 years. Holistic scoring is the writing scoring method with a single score for the whole script (Weigle, 2002, p. 112). This way of scoring will result in the whole element in writing, including the topic, coherency, diction, and others, get one single score. The large-scale of the population, limitation of time, and the test assessor will result on the choosing of holistic scoring as holistic scoring.

TOEFL Writing test or formerly known as Test of Written English or abbreviate as TWE is one of the most well-known writing holistic scoring scale (Weigle, 2002, p. 112). The scoring has been used to test the quality of writing, especially, for the non-native speakers. In TWE there are three main focuses of scoring items those are, coherency, content, and language features, including grammar and vocabulary with the range of score 1-6 (Weigle, 2002, p. 113). The TWE as the scoring scale under the holistic scoring method will be the most effective choice for the research of writing an assessment.

Summarizing the idea proposed by experts about the indicators of academic writing. Then, there are three aspects used to measure the quality of writing coherence, content, and language features.

a. The first indicator is coherence. Coherence refers to how the idea in each sentence and paragraph are supporting one another. The more relate and unite the idea between sentences and paragraph indicating a good writing text. It includes the organization of the text and the developing of the text. A text considered good if it is well-organized, developed, briefness and clarity.

b. The second point is content. Content is including the main idea going to be delivered, data use for supporting details, and the understanding of writers of what idea going to be delivered. The most important point for content is the clarity and appropriateness of topic and supporting details.

c. The last point is language features. Language features refer to the use of diction, understanding of the grammatical rule, and including punctuation and stress. A text considered a good text if it has an appropriate choice of dictions, less or no grammatical error, the use of punctuation and stress.

From those three aspects to measure writing quality then they are elaborated into indicators. There are five indicators to measure writing quality, those are as follow:

a. Organizing the main idea and supporting details in a text.

b. Relating the topic and content in the text.

c. Generating the use of punctuation

d. Generating the proper choice of diction
e. Generating the usage of grammatical features.

As can be seen above that in assessing academic objectively there is a need to know what to be scored. Elaborated from that idea, then it is necessary to see factors related with academic writing in broader view. The understanding of factors related with academic writing also important to give guidance of what and why variables be researched and how significant their role in academic writing. Therefore, the idea related with those factors will be explained further in the following parts.

4. Factors Affect Academic Writing

Academic writing following experts’ explanation is a more advanced writing type that following academic pattern and rules of an educational institution. However, essentially academic writing still a language skill like other language skills. Therefore, besides it academic side, it has a factor that affecting like other language skill.

Among all of the factor is the relation of academic writing with other language skills. Seeing academic writing holistically is a needed point of view in term of describing factors related to academic writing. Reading, as one of the productive language skills, related to other language skills, including writing (Nation, p. 7, 2009). In another word, when it comes to the term of academic writing supply information is needed. The same goes with the relation of receptive and productive language skills. In this case reading and listening as receptive skills are believed to supply information necessary for someone in order to produce the idea.

Following the idea of reading skill as a receptive skill and writing as a productive skill is how Nation classifying language strands. From four types of language strands, the first two related to reading and writing, those are meaning focused input and meaning focused output. For instance Nation, even put extensive reading as the major source of meaning focused input (Nation, p. 1, 2009). Therefore, it can be said that related to writing is the source of information that is supplied by what someone’s read. Especially in academic writing where the credibility and reliability of information are needed, someone is asked to read as many and valuable as possible.

Having reliable and plenty source of information is prominent in writing. However, it is not the sole factor of writing academically. As explained before that academic writing is one type of writing which is seen as a productive skill, especially when it comes to rules and patterns that should be followed in writing academic. The factors related to academic writing is seen by experts differently, some are even used as the standard for assessing writing. One of the examples is TWE (Test of Written English) that used content, coherence, and language features, including grammar and vocabulary as the important aspects related to writing (Weigle, 2002, p. 113). The same goes with Hinkel (2003, p. 7) beliefs that stated academic vocabulary, grammar, and discourse are essential factors in improving writing in second language proficiency, including writing academic. In the other
word generally there are three factors related to writing, those are language features, discourse understanding, and content.

As the idea above stated factors related with writing then there is a need to specify those items when it comes to academic writing. As academic writing is a more advanced type of writing, then there is three keys area related with it, those are accuracy in grammar and lexis, intensive vocabulary instruction, and fundamental editing of one’s own text (Hinkel, 2003, p. 33). As stated clearly, that related with writing academic a deeper understanding of language is needed. Therefore, someone must able to choose what types of the word he or she uses in writing. As the choice of diction relates with the meaning it transfers. The second point, is about grammar. The writer should able to classify what type of sentences used in their writing. For example, a historian will probably describe something in past time order while an anthropologist will use present tenses. Thus, a writer should understand the differences of meaning constructed by different tenses. Most of the top, is the third point which is the understanding of editing one’s own writing. As the message explained in academic writing should logically brief and clear, someone should be able to analyze what to be put, erased, and added. The idea not only from grammatical or vocabulary aspects, but also the understanding of context. Therefore, summing up those three, someone needs to understand deeply one’s own writing.

Relating to the idea proposed by Hinkel, it then elaborated and linked with academic writing. Therefore, in more detail way of explanation there are some points to be noted about factors related to academic writing, those are; the use of academic nouns, contextual functions and uses of verb tenses in discourse, function and the uses of the passive voice in academic text, functions of adverbs in pivoting discourse and information flow, phrase and sentence construction, background information in subordinate clause, textual features of coherence and cohesion, and functions and uses of hedges in academic prose (Hinkel, 2003, p. 37). Based on the explanation above, it can be seen some academic elements, such as academic vocabulary and understanding of tenses lead to better academic writing. Besides the language features, other important points are coherence and cohesion. Though looks quite different, but cohesion and coherence stands for a different definition. Cohesion refers to connections between sentences and paragraphs, while coherence stands for the organization of element to fit logically (Hinkel, p. 280, 2003). Summing up those ideas, beside the understanding of language feature, logical order in writing is also necessary to be mastered by the writer in making academic text.

As the explanation above mentions about factors related to academic writing based on the perspective of linguistic, there are also other factors that need to be aware by the writer in order to have better academic text. The understanding of the environment, reasons, readers, and ourselves are elements need to be understood by the writer in order to have good writing (Fulwiller, p. 56, 2002). Based on the points shown by Fulwiller, it is important for writers to know the elements around themselves. As that foundation will lead to how someone read, for example when
writing an academic text in order to be a scientific paper, then the language should be clear, brief, and as understandable as possible. Especially in academic writing, the understanding of the ground rules is a must for the writer, there are some ground rules in academic writing, those are belief, persuasion, evidence, documentation, subjectivity, objectivity, and balance (Fulwiller, p. 59, 2002). Those factors may not be explained as part of writing text, but the understanding of those factors will lead to the way we write. The better understanding the writers have about those factors the better the quality of the academic writing they have.

It is related to the research there are plenty of things that affect the quality of academic writing. The factors also proof that the variables of reading and vocabulary have important roles in academic writing. Therefore, the focus of the research is supported theoretically by experts.

Writing for academic text need proper training and deep understanding. One of the most prominent points is to know what kind of text is going to be written. There are plenty of genre of text to write and has their own characteristic. However, the main point of writing in the academic text is to give a full and brief explanation of an idea logically and empirically.

One of the genres commonly used in academic writing is expository. expository refers to the genre of non-fictional writing in which the writer writes it to explain the ideas (Caldwell, 2007, p. 178). In line with that, expository also describes as one of writing genres in which the writer express an idea and uses supporting details to give explanation or information related to the idea in order to make the idea sound (Amer, 2013, p. 226). Simplify, the definition of expository text is a genre in which the writer uses detail explanation based on actual data to persuade the reader to agree with the idea.

As expository stands to provide actual data to persuade the reader to an agreement with the writer, persuasive tone be the main points. As strengthen by Scarry (2010, p. 22) that persuasive writing main point is to convince reader. It is not an easy job. Therefore, writing exposition text is believed to bring challenges to students. Differences with such text like narrative or others expository text cannot only stand with probability or imagination. Data and proper explanation are necessary for writing expository text. Compared to the narrative, the expository text is proven to have various vocabularies, complex topic, and more technical term (Caldwell, 2007, p. 178). Providing an actual data and good argumentation to persuade is just one of the challenges in expository text.

The expository text also requires an understanding of writing pattern it commonly used. Based on research there is a tendency that lack of knowledge of expository organizational pattern is one of the reasons for writing expository text (Amer, 2013, p. 226). The expository text has its own organizational pattern and several subgenres which are classified as expository text.

In developing expository text there are some patterns need to be understood by the writer. Expository text use five patterns to develop, those are, time order, listing, comparison and contrast, cause and effect, and problem and solution (Caldwell, 2007, p. 178). Each of the patterns has its own characteristic, though the
essence is same providing facts, example, and logical reasoning to support the ideas (Scarry, 2010, p. 22). The first, pattern is time order. This pattern refers to deliver topic based on chronological order. The most common text using this pattern is a historical topic, such as The Battle of Surabaya. The second pattern is listing, refers to a pattern that describes something such as event, things, or others. The third pattern is comparison and contrast. As its name comparison and contrast give views about two or more things, the similarities, differences, advantages and disadvantages, and others. The fourth is cause and effect. The fourth pattern is subgenres in which the writer explains how something happens and reasons behind it. The last pattern is problem and solution. The last pattern explores problems related to one topic and followed by solutions or ideas to solve the problem. An example of this subgenres is government report.

Summing up about ideas related to the expository text. It is clearly stated that the main idea of the expository text is giving a fact in written form with the chronological pattern, supportive data, and logical explanation. The purpose is none other, but to bring the reader to agree with the topic of the text. Therefore, expository writing requires a highly-skilled writer with adequate background knowledge to support the idea.

There are plenty of factors related with academic writing. All of the factors lead to one idea, how to improve writing skill in academic circumstances. Among all of the factors related with academic writing and how to write properly, there is a need to focusing the topic. Therefore, extensive reading and academic vocabulary are factors that will be discussed broadly in the following sections.

**B. Extensive Reading**

Following the previous explanation related with academic writing, then the explanation of extensive reading is elaborated. It is one of the factor that believed affect the quality of academic writing. In this subchapter, the topic that is going to be elaborated is in the area of extensive reading are four topics. There are four main topics; those are the nature of reading, second-language reading, extensive reading, and assessing extensive reading. The topics have been arranged in order to lead to the same understanding of the role of extensive reading in the research and its role to academic writing.

1. **The Nature of Reading Ability**

Reading in language learning is an inseparable part. Language learning will include language skills in it. As one of the four language skills, reading not only acquire by what taught in the classroom or in other words reading is not solely taught. As muslim, it is important for us to be able to read properly. It is shown by the first verse of Qur’an sent to Muhammad Saw. The Al-Alaq first verses:
In English, reading also turned to be one of the topic that endlessly disseuses among linguists, language teachers, and people who learn the language, reading is commonly considered as ‘primarily’, ‘passive’, ‘input’, or ‘receptive’ skills (Donald, 2001, p. 14). Reading is considered as one of the ways people receive information. This condition becomes more important when the other way is listening. Comparing with listening, especially in the previous era, reading has more effectiveness by reading people can receive information without having to meet the face to face.

Having such important role in language learning, reading was in some cases are put in special circumstances. The condition far greater in the previous era. In foreign language learning, reading was at one time be seen as the only purpose of learning (Bernhardt, 2011, p. 1). The condition, of course, led to experimentation and implementation of ways to teach reading properly. Up until now reading still attracts experts, linguists, teachers, and many other people who related with language learning. The condition is not surprising as literacy in this world has reached quite a fantastic number. Based on UNESCO data in 2008, there is more than 80 percent of the world population can read (Grabe, 2009, p. 4). The number without doubt increase as numbers of countries try to reduce the number of illiteracy. As explained before, by numerous literacy people in the whole world, then the attraction of reading will require an effortless work of experts.

Reading is one of the important elements in reading skills. A variety of benefit could be achieved by reading itself. There are at least seven reasons of why people read, those to search for simple information, to skim quickly, to learn from text, to integrate information, to write, to critique text, and for general comprehension. The last purpose becomes the most common purpose for first-language setting (Grabe and Stoller, 2013, p. 6). Therefore, reading will create a variety of way in order to achieve the purpose of their reading.

The result of the works creates basic foundation of reading, method, post-reading effect. Alderson gave an explanation about reading in which reading is described as the way people process everything in written language in order to synthesize, more or less (Alderson, 2000, p. 1). Bernhardt on a more deeper explanation in defining reading, described that reading is an act of taking in, understanding, and interpreting information (Bernhardt, 2011, p. 7). For both experts above, it is clear that reading is defined how people process information from written material. However, the word ‘process’ will not be an associate as an easy process of decoding. Grabe, explained that there is a complex combination of what called as processing information by reading. Those complex combination
includes, rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic process (Grabe, 2009, p. 14). Those processes stand for and have their own definition.

In reading with the existence of a variety of purposes and explanation of how reading works then the way people read also varies. Commonly there is five way of reading in which one or more way involved when someone read, those are; scanning, skimming, raiding, learning, and memorizing (Grabe and Stoller, 2013, p. 5). The five ways of the reading stand as reading gear start from scanning up to memorizing. Among all the gear of reading, raiding is the most commonly used when someone read (Grabe and Stoller, 2013, p. 5). Raiding refers to the normal way people read which commonly occur when people read magazine or novel.

Despite raiding stands for the most common reading gear used in reading something, rapid still becomes the first of the process in term of reading. Rapid commonly associate with speed, including scanning and skimming. However, an indicator of speed in reading should be clear. Based on expert, what considers as rapid in term of reading is an ability of the reader to read at about 250-300 word per minute/wpm, except for new information and the reader eagers to learn it (Grabe, 2009, p. 14). Speed becomes one of the indicators and also the first in processing the reading material.

Processing text by reading means having an interaction process. The term interaction refers to the way reader and writer interact one another (Grabe, 2009, p. 15). The writer stands as the sender and on the other hand reader with the background knowledge tries to understand the idea delivered by the writer through the written material. In this point, even without direct contact, reading will most likely create an interaction process between the writer and reader.

The next points in related of reading are linguistic. As reading is part of language skills, it will be an inseparable part of the understanding of linguistic. Read without an understanding of graphemic-phonemic connections, recognizing the words and the structural understanding of the reading material will be none other than impossible (Grabe, 2009, p. 16). The reader should able to identify elements related to a linguistic feature in the reading material, because if not then no idea will acquire to the reader.

The other important process in reading is comprehension. The idea of reading comprehension has attracted experts to give a clear and brief understanding about it. Among all the processes related to reading, comprehension becomes the essence and indicator of how well the reader perform the reading activity. Comprehension commonly defines as understanding. One of the ideas about comprehension has been delivered by Woude. In defining comprehension, Woude explained that “putting it all together” in order to understand the reading material has been read (Woude, 2004, p. 4). In line with Woude, Grabe defines comprehension or comprehending process in reading as understanding what the writer intended to convey through his/her writing (Grabe, 2009, p. 15). Summing up all the definitions above it is certain to associate comprehension with understanding the idea of the writer.
Comprehension or easily known as understanding could not stand solely. There are three important elements entails comprehension; the reader, the text, and activity in which comprehension process takes part (Snow, 2002, p. 11). To understand these three elements is important, as those three will lead to the essence of reading itself.

The reader is the first element related to comprehension. Lexically reader is associated with the agent, the person who performs the reading activity. However, in language learning reading is not only the person who performs, but also all capacities, abilities, knowledge and experiences of the person when does the act of reading (Snow, 2002, p. 11). All elements of reader will consider as ‘the package’ of the reader. Reader in term of doing interaction with the written material is affected by what they have.

The reader needs plenty of bringing in order to comprehend a text. There are indicators to determine the quality of the reader, the understanding of the language, on other word ability to understand elements in reading, including grammar and vocabulary becomes the first. The next is how the reader uses the background knowledge. The third point in the fluency and effort in reading a text. The last point is motivation (Evanced, 2013, p. 5). In line with that, Snow also explained that in order to comprehend a text, then the reader needs a wide range of capacities and knowledge. They include cognitive, motivation, and knowledge of the reader (Snow, 2002, p. 13). The comprehension of text will be related with the bringing itself. The more the requirement of a text cannot be fulfilled by the reader, the harder the reader will comprehend the text. People with less motivation in learning literature will probably find hard to understand literature text, for example. It will go the same with other bringing, cognitive and knowledge. In another word when the reader has the entire requirement, comprehending will bring plenty of effect on the reader.

A reader with good comprehension to the text will have a different point of view to the text when compared to the less-comprehended reader. A reader with good comprehension of text will most likely construct a different representation of the text. The representation of the text will include the exact meaning of the word, the idea representing meaning, and mental code represented in the text (Snow, 2002, p. 14). The idea is agreed by Bernhardt, in one of the hypotheses which stated that as fluency develops, reading becomes more conceptually driven (Bernhardt, 2011, p. 23). In another word, a reader with good comprehension to the text will find it easier to understand the writer messages. However, what to be noted the way reader interacts with writer should be through the media of written material.

Written material could be in form of any. However, to simplified and unified the understanding, the term text is what commonly used in language learning. The text could be in form of printed text or electronic text (Snow, 2002, p. 11). The text is the way of communicating with the reader without any requirement to have direct contact. However, the complexity of the text is not something that could easily understand. In the text itself there are several elements that related between
the text, the writer and the reader him or herself. Content, the vocabulary used in the text and its linguistic, discourse style, and genre also related with what called as the text (Snow, 2002, p. 14). Those elements will create its own complexity when ignored by the reader. The more points in which the reader point the focus the more understanding the reader will have.

The last point of elements in comprehending a text is activity. The term activity has a specific meaning when it comes to the reading activity. Snow explained that activity in the reading act as purposes, process, and consequences associated with the act of reading (Snow, 2002, p. 11). The purposes why someone’s read will lead to how they process with the reading material in which follows by the consequences of the reading activity itself. New information, the understanding, and others are the consequences of reading itself.

The consequences of reading are not only followed by the understanding of the reading material itself. Noted by Snow, there are three things considered as direct consequences of a reading activity, those are knowledge, application, and engagement (Snow, 2002, p. 16). By absorbing new information or knowledge, the reader will be able to apply the knowledge in a possible way. An engagement with the reading material itself will be seen as a direct possible way. However, there are still plenty of indirect effects that can acquire by the reader.

Some possible consequences that reading could bring to the reader excluding the three direct effect above is in the more understanding of language. Confidence in facing reading material, the quality of vocabulary, and language skills such as listening, speaking, and reading itself are some of the consequences of reading (Kredatusova, 2007, p. 9). Therefore, empirically reading effected several points in human life, some are related to language and other could possibly not. Technically, all the main points above related to the reader responses with the reading material will most likely in term of comprehension process. However, it still is the basic foundation of reading and as complex process the other processes still include.

Reading on the other hand is a purposeful process (Grabe, 2009, p. 15). In which reader will consider the purpose of reading since the first page. However, during the reading there is no such thing that could guarantee the purpose will be the same. The point of reading becomes a purposeful process will affect many other aspects. During the reading, the reader processing the text with regard to purposes, decoding, higher level linguistic and semantic processing, and monitoring are more or less affected by the purpose (Snow, 2002, p. 15). Plenty of ways will be used according to what purpose the reader reads. Therefore, the way of using various skill and processes during reading will deliver to the understanding of why reading considers as a strategic process (Grabe, 2009, p. 15). The reader cannot only depend on one single skill and method in reading, because without a strategy in reading the difficulty to achieve the purpose in reading will be harder.

As explained above about the complexity processes of reading act, then there is a necessity for the reader to be able to work with all the processes. The reader is required to work with various processing skill in a smooth way. The way is seen as an efficiency in processing reading or as stated by Grabe reading is an efficient
process (Grabe, 2009, p. 14). One process should not be done roughly and out of track. Be in rush for a new reading material or less rapidity for common reading material leads to an inefficient process of reading. In the other hand one process should be able to align with another process during the reading act, this process stands as the flexibility of reading (Grabe, 2009, p. 15). Reading should be an act in which each process related not overlapping and unsupportive. Flexibility and efficiency are part of the reading act.

At the end of the process in the reading act, the reader will increase the ability of reading. One of the impacts of reading is the improvement of reading skill itself (Kredatusova, 2007, p. 9; Krashen, 2011, p. 23). The reason of why such condition happens is because reading is an evaluative process which tied with strategy, purpose, and response to the text (Grabe, 2009, p. 15). The result of the long process of evaluation is none other the learning (Grabe, 2009, p. 16). As explained the learning is the main process of reading itself, either by conscious learning or unconscious learning.

In learning to read and in order to mastery reading in a better way, technique and method are used. Reading for native-speaker, for example, used meaning-focused as its main technique (Nation, 2008, p. 23). When the reader gets used to reading people tend to shift into the understanding idea and used reading as the sole way of communication with the writer. Marking the ideas and important details is believed to be a helpful way to reviewing reading material (Jeffries and Mikulecky, 2007, p. 183). However, the case will be different when it goes to children. Based on the fact, social interactions with more expert peers and adults are the way children acquire literacy (Snow, 2002, p. 16). At the end reading leads to none other as to receive information and increase the maturity in language learning.

Summing up the explanation above, that reading is a language skill that need to be mastered especially its role in supplying information to the language user. However, there is a need to see reading in different perspective when discussing about the language speaker. There are some differences between native and non-native speaker in term of reading. Therefore, to give broader point of view second language reading will be discussed in different section. Especially in Indonesia, when English is considered as foreign language.

2. Second Language Reading

Reading is one of the language skills that have been the part of most people in this world. However, today’s era leads to the condition when one’s mother tongue or monolingual reader face quite some problems. The condition will probably be easier for English-speaking countries, such as the United States or the United Kingdom, compared to non-English-speaking countries. The reason is simply that English is one of the international languages and known for its wide used across the globe. Seeing the importance role of English affect school system around the world. Countries around the world have made their students to learn English. Among the reasons is the accessibility of information and competition of economic and professional (Grabe, 2009, p. 6). Therefore, people across the globe start to
read English. The condition, for non-English-speaking countries or non-English speaker, known as the second language reading.

In non-English speaking countries or EFL/ESL leaners, second language reading is unavoidable circumstances. Generally, the people who learn second-language reading could be divided into two main groups. The first is children that used a language other than the first language in school reading. The second group was an adult who in need for second language reading, such as immigrant or ESL learners (Bernhardt, 2011, p. 5). Seeing the two main group of people then it is unavoidable that the numbers of people who learn second-language reading will get bigger by time. A deep understanding of this condition is necessary.

Seeing the importance of second language reading, especially in this era, will lead to a deeper research for second language reading. Fortunately, the second language reading is not a new thing in language learning. People have read in the second language by years. There is some variety of reasons why second-language reading is done by people, such reasons like the interaction with multilingual countries, advanced education opportunity, and others are the reasons (Grabe, 2009, p. 4). However, Bernhardt simplified the reason into two main reasons. The first is to gain unfiltered information by reading in the texts’ language. The second reason, none other than globalization (Bernhardt, 2011, p. 5). It is obvious for people who know English will feel the ideas of Shakespeare’s Hamlet better when read it in English rather than read it in translated version. The same example goes for the accessibility of information in this era, in which the fastest information mostly served in English.

Facing the condition of above situation, especially when the world is getting ‘smaller’ based on its accessibility, experts from language discipline defined and try to work with reading in the second language. To get the basic foundation, it is prominent to have the vision of what is second-language reading. Second-language reading is a dual-language processing system in which the readers combine the L2 and L1 reading resources (Grabe, 2009, p. 129). Reading in the second language also related to the readers’ background. Intrapersonal view of reading is acknowledged in the area of reading on second-language (Bernhardt, 2011, p. 11). In the other word, people who read in second-language will most likely get some facilitation from their first language. However, the theory and hypothesis about those two still in deep research by experts and linguists.

The way of reading in second-language has a general approach to understanding. To have a simpler analogy, reader of second-language in reading development act as the computer, the readers’ understanding of reading and its rule be the software, and the last the comprehension be the output (Bernhardt, 2011, p. 8). However, there is some controversial issue according to how people processing the reading in the second language. The biggest issue is how the first language works.

People who learn reading in second-language will most likely able to use their first-language well. However, the biggest question is in second-language reading is how big the contribution of first-language. Experts believed that there will be no
differences between reading in second or foreign language and reading in the first language. However, the other stated different point of view (Bernhardt, 2011, p. 6). Both the ideas are supported by research and empirical data. The importance of this issue is none other than to support reading in second-language appropriately.

The first idea of how the first-language has no differences with second-language reading is supported by the early model of reading. Reading is a universal process is one of the ideas claimed by the early model of reading development (Grabe, 2009, p. 110). The idea of universality of reading leads to the understanding of how people responses in reading. Based on the idea, whatever the language will be, the reader will always perform in the same way.

The consideration of the idea arises from several aspects and points of view about reading. In reading, there are aspects which are performed universally. Those aspects are a general cognitive process and universal concept of language knowledge, such as visual-word recognition, goals, reading strategy and others (Grabe, 2009, p. 110). The idea simply shows, that people across the globe when face reading will always do the same reading strategies and the way the absorb information related will always be the same. However, as explained before that this idea arises from an early model of reading development and as time passes hypothesizes and researches come to argue this idea of second-language reading.

Expert tries to advocate the other point of view about the status of reading in second or third language universality. Reading in second-language will have differences with reading in the first language. Every language has its own distinction. The main distinction is in the linguistic aspect in which L1 and L2 could be very different linguistically (Grabe, 2009, p. 109). The different of will create a different way of the reader to interpret in reading. The expert points out there are points that differ in each language, related to reading in second-language, those are ortography, morphology, social and cultural context (Grabe, 2009, p. 111). For the clear way of distinguishing of second-language learning, people within an eastern social context will find it hard to understand the western-social context in written text, even though the reader has quite good reading skill in the first-language.

The question then arises is in what way first-language supports second-language reading. First-language has the function as the channel for second-language reading (Bernhardt, 2011, p. 6). In other word, people with good reading ability in their first-language will most probably perform better in second-language when compared to those who do not have good reading skill in first-language. In addition there are no differences in the linguistic skill of second-language.

First-language, for certain have some requirements in order to be the facilitator of second-language reading. The idea of first-language supports and its requirements has been developed into language threshold hypothesis. The language threshold hypothesis holds the believes that second-language reader must develop some proper language proficiency in second-language before the second-language reading is facilitated by first-language reading skills (Grabe, 2009, p. 146). In order to sum up the hypothesis, it is unavoidable that the way to trigger the first-language
reading skill is by having a good understanding in second-language knowledge. The idea also agreed by Bernhardt that second-language reading proficiency is related with first-language knowledge based and second-language grammar based (Bernhardt, 2011, p. 82). When the requirements are fulfilled then first-language transfer could happen.

How reading in first-language skill facilitated second-language is depended by some points. The more similarity at any linguistic level between two languages the more first-language facilitates second-language reading (Grabe, 2009, p. 125). For, an example is how Indonesian people, as an alphabetic language, have a better process in learning English reading compare to East Asian countries such as China and Japan. Word recognition also one of the forms of first-language transfer’s facilitiation. With more numerous similarity first-language reader’s word recognition is faster and more accurate (Grabe, 2009, p. 125). However, to stated that all word-recognition easiness or difficulties are the result of first-language transfer is not hundred percent correct. The development of word-recognition in second-language requires more focus in the complexity of ortography, phonology, and morphology of second-language (Grabe, 2009, p. 128). On line with that what proven by empirical founding that at some point reading comprehension on second-language learner tend to be better when compared to the first-language learner (Lesaux et al., 2008, p. 40). First-language sure brought effects to the second-language reading. However, to be solely relying on first-language proficiency will lead to plenty misunderstanding and lack in second-language reading. The main reason why there is quite differences and gap between first-language reading and second-language reading is to lead to the distinction of both readers.

There are several distinctions between first-language and second-language reader. Both of the readers have their own distinction. Based on empirical data found out three differences between first-language reader and second-language reader; literacy-related skill, world-level skill, and text-level skill (Lesaux et al, 2008, p. 35). Similar with that, Nation pointed out three main characteristics between first-language and second-language reader. However, Nation not only refers to the quality of language proficiency, but also made a distinction according to the circumstances and treatment that both readers received. The three distinction according to Nation is the characteristic, general effect, and particular effect (Nation, 2009, p. 7). Those three are the result of classifying distinctions between first-language reader and second-language reader.

The first point stated is different in characteristic between first-language reader and second-language reader. There is three main distinctive characteristics to differentiate both readers. The first, second-language reader is most likely knows nothing about the language in starting point compared to the first-language reader. The next, second-language beginners are believed to be able to in their first-language. The last second-language beginners are most likely younger than a first-language beginner (Nation, 2000, p. 7). Basically, the second-language reader will most likely have an ability in contact with language learning. However, they tend to have less experience in contact with the second language.
The second point related to differences between first-language reader and the second-language reader is the general effect. There are some differences between both readers according to Nation. The first point is the involvement of effort in learning second-language for the second-language reader. The second point, the second-language beginners have the cognitive skill, including preconception of reading and attitude toward it. The third point is the supportive effects in form of interference and facilitation of first-language to second-language. The last point is that they are better in metacognitive and metalinguistic awareness than the first-language reader (Nation, 2009, p. 7). The idea is supported by the empirical data in which bilingual children perform better understanding with general symbolic properties of written English compare to monolingual children (Lesaux et al., 2008, p. 37). As the general effect of second-language reader maturity and the long period of contact with first-language, then the second-language reader tends to have supportive and better awareness compare to the first-language reader.

The last distinction between first-language readers and second-language readers is on the particular effect. There are quite numerous differences in particular effect between reading in first-language and second-language. The first is the need of second-language learners to controlled text. Second-language learners who learn reading skill should have a chosen and controlled type of text to keep it at the proper level. The second point is the necessity of pre-reading activity in a greater amount. The third, first-language readers have some benefits by not having the necessity to learn an ability from what they have mastered in their first-language reading skill. The fourth, first-language readers have the possibility to read with a different attitude toward reading. There is a possibility for them to learn different writing style. The last distinctions are the privileges in which second-language learners able to use more explicit approaches and supportive tools like dictionaries (Nation, 2009, p. 7). Having a special treatment is necessary for the second-language reader, especially when the distinction between the first and second language are big.

Among all the special treatment to improve the quality of second-language reader are by improving the number of reading. Intensity and length of exposure are believed to become a prominent factor in developing word reading skill (Lesaux et al, 2008, p. 37). As practice followed by the improvement of the quality. Facing the reality that based on the contact with the target language, the first-language reader has already learnt it earlier and with numerous times already.

Based on the data of how exposure related to the performance of second-language reading there some proper methods commonly applied in second-language reading. There is an indicator in which extensive reading should be applied to support second-language reading (Grabe, 2009, p. 150). Exposure and practice are one that should be offered to the second-language reader in order to improve the quality of reading in second-language.

As the nature of reading, for both native and non-native speaker, has been explained then there is a need to give better focus to the main topic. Following the same basic understanding of what is reading, then the next topic is specifically
discussed about extensive reading as part of reading. In the following section, extensive reading will be explained deeply. The target is to give same perspective in seeing extensive reading.

3. Extensive Reading

Read in second language reading will always come up with the question of what way to choose. The proper method or technique to teach reading from ESL or EFL background will achieve the expected result. Among all the way to teach reading for reading in ESL/EFL, extensive reading is believed to be one of the ways. There is a tendency that in Second language reading extensive reading should be applied to support the reading (Grabe, 2009, p. 150). As exposure of reading becomes the key, then the necessity of it to be put in teaching reading getting higher.

Extensive reading has its own characteristic and function in teaching reading. Extensive reading is not a new thing in teaching reading especially in EFL/ESL, however it does not mean it has more fame compared to intensive reading. The idea of extensive reading was first introduced by Harold Palmer in the early 20th century, but gain greater attention in the late 1960’s and 1970’s (Grabe, 2009, p. 312). Since, the late-mid of the 20th century, experts, linguist, and educator have researched and explained the characteristic and implementation of extensive reading deeper.

From the way it is applied, extensive reading will probably only be seen as reading a lot. However, extensive reading is not only about numerous of reading. Extensive reading is a major source of meaning-focused input (Nation, 2009, p. 1). As reading is one of the receptive skills among the four language skills (Donald, 2001, p. 14). Extensive reading focuses on how to the role the way in bigger proportion. Extensive reading gives input in term of numerous reading activities.

As extensive reading focuses more on the quantity of reading, numbers of reading materials in Extensive reading becomes essential. Experts put a limitation of the minimum number in extensive reading. The least limitation of extensive reading is about 500,000 running words per year which converted into one and a half textbook or six unsimplified novels (Nation, 2009, p. 50). The numerous reading will bring plenty of input for the reader. However, without proper principle in application bored and problems will most likely occur in extensive reading.

Among all the important points to be aware of extensive reading is readers’ condition. Readers should read what he likes and knows. A book should be chosen based on the consideration of the reader. In extensive reading, experts agreed that readers are allowed to choose what book they are going to read (Linda, 2007, p. 3; Nation, 2009, p. 50). This kind of freedom is important. The essence of choosing their own book is giving them more pleasure and view of what they are going to read. Proper reading is important in extensive reading.

The book becomes essence in any type of reading, especially in extensive reading. As extensive reading considers readers’ condition then the other awareness beside readers’ freedom is the book. The book used in extensive reading has a
limitation in vocabulary. The books should have 95-98 percent of familiar vocabulary to the reader (Nation, 2009, p. 51). A little number of vocabularies known by the reader is not allowed in extensive reading. Recommendation by the teacher is also a prominent element in extensive reading.

Extensive reading is known for the more independency of the students in reading. However, the teacher also has an important role. As explain before recommendation of books given by the teacher should consist proper vocabulary. The teacher also should choose a simplified text in order to meet a variety of level of proficiency in the extensive reading course (Nation, 2009, p. 49). The level of the books should match the condition of the students.

The level of the books used in extensive reading course relates to the quality of extensive reading itself. In extensive reading, the level of the books affected the meaning-focused input and development strands (Nation, 2009, p. 49). The proper choice of the books will bring different results in extensive reading. Books with little contain unknown vocabulary and grammar items lead to the meaning-focused input. On the other hand when the book’s levels are dropped lower with virtually no unknown items then the fluency development be the result (Nation, 2009, p. 49). The points of extensive reading are none other to improve students in both the meaning-focused and fluency.

The preparation of extensive reading done by the teacher, then students will work on their own. However, there are some prominent points to be noted by extensive reading’s students. Reads in extensive reading is not the same with reading intensively or to read fluently. In extensive reading the readers learning is largely incidental (Nation, 2009, p. 50). At one point the reader does not read in order to learn of what they are reading, but as the reading keeps on track they will eventually learn from what they read. The items they read either in language feature or the content of the written material. However, it is a huge mistake to consider that is the beginning point of readers when they read extensively.

Reading extensively will require the readers to read in a different way. Readers in the extensive reading course should shift the focus in the reading from reading to understand the language feature into reading to get the meaning of the text (Nation, 2009, p. 50). As that the idea of extensive reading. Read in greater number until incidentally the reader gets the benefit of reading and understands the essence of what they are reading. The idea then effected how the extensive reading course runs differently.

The extensive reading course works in a different way when compared to intensive reading or another type of reading course. Following the idea of reading in greater number then the course main activity should read. In extensive reading, the allocation of time for reading should bigger and the other material only occupies a small amount of time in the course (Nation, 2009, p. 53). Students-centered is the main essence of extensive reading. On the other hand theories and explanation given by teacher should be in the little amount of time. Other than that will lead to the limitation in reading extensively itself.
In running the program, the trail should lead to the two ideas fluency strand and meaning-focused input strand. The idea of fluency shows the condition in which learners read very easy texts in a small amount of time. The meaning-focused input strand shows the coverage of about 98 percent of the text (Nation, 2009, p. 56). The successful of the course is measured by those two items, as they are the main target of extensive reading itself.

Fluency is most likely one of the targets expected of the most extensive reading course. However, to associate extensive reading with reading fluently is not a correct think. Practicing to read fluently is not the same with the ability to read long texts for extended periods of time or commonly known extensive reading (Grabe, 2009, p. 311). Fluency just part of the expected result in extensive reading. On the other word, extensive reading contends much more things. Extensive reading also has its own character to be seen as the distinction.

Extensive reading can be distinguished from other reading when seen from its characteristic. Among all explanation about extensive reading there are four main points that commonly associated with extensive reading. The four common characteristic of extensive reading is as followed: quantity, general meaning, pleasure, and students selection (Grabe, 2009, p. 267). Extensive reading refers more to the number of reading items to be read become the first point. Understanding is important in reading. However, for extensive reading the general meaning is the main point. Another point to be noted is how extensive reading puts the students love to read. Extensive reading should be taught in the more comfortable atmosphere and more students-centered teaching method. The characteristics of extensive reading lead to ten principles of extensive reading. Stated by Grabe (2009, p. 268), there are ten principles in extensive reading, read as much as possible, availability of wide range materials and topic, select what they want to read, the purposes related to pleasure-information-general understanding, reading is its own reward, reading materials are well within students' competences, reading is individual and silent, reading speed is usually faster, teacher orients students to the goal, and the teacher is the role model for reading. Numerous principles lead to some awareness when teacher or institution tries to run extensive reading.

In reading courses, there is a tendency that extensive reading does not always become the first choice. In most classes reading is commonly referred to deep comprehension abilities as the goal of teaching (Grabe, 2009, p. 312). However, extensive reading runs in a different way. Fluency which becomes part of extensive reading not really becomes a goal for developing a reading class or curriculum (Grabe, 2009, p. 312). The condition leads to be one of the factors of extensive reading less in popularity.

The second factor of the condition of extensive reading is resources. Extensive reading differs with another type of reading, as it requires many resources and more time allocation (Grabe, 2009, p. 312). The teacher requires providing more books, novels, or any other type of written material. This condition for some developing programs cannot be funded properly. Time also be the essences, allocation of time
the students should allocate to read is bigger in extensive reading. Six months and even year needed for extensive reading which mostly cannot allocate properly by the curricula. At the end none of the matter above could be bigger when facing the teacher and authority.

The last problem in running extensive reading course is the teacher and administrator. Having an extensive reading program to run means none other than do drastic changes. Teacher commonly avoids this kind of habit and most likely let reading as for how it taught and learnt (Grabe, 2009, p. 312). On the other hand, this kind of condition for most cases is supported by the administrator. There is a tendency in reading courses that the administrators tend to focus on the teacher rather than the teaching itself (Grabe, 2009, p. 312). This condition result teacher-centered in reading class will most likely be supported by the administrator. However, despite the problems in running extensive reading, plenty of benefits still brought by extensive reading.

Extensive reading as the essences related to the comprehension as the first point of its benefit. Even though extensive reading not focusing on improving comprehension but empirically it affected comprehension. Students will perform better on tests of reading comprehension when they have more to reading (Krashen, 2011, p. 33). Beside the improvement of reading comprehension extensive reading also affected others language skills. It is proven that extensive reading able to boost language skills, such listening and writing. The same goes for spelling and grammar (Grabe, 2009, p. 324). Summing up the data above, extensive reading is related clearly to the improvement of language learning itself.

Extensive reading not only brings benefit to the quality of language skills and competences. Extensive reading also able to increase students’ motive in a better way compared to traditional textbook-oriented reading instruction or known as intensive reading (Grabe, 2009, p. 313). More allocation of time and the shifting from teacher-centered to students-centered in extensive reading sure brings plenty of effect to students’ mental condition.

Summing up all the explanation above. Extensive reading focuses on how to read more. The best way to improve reading is none other than reading itself. However, the resources, either in financial, teachers’ quality, and time should be appropriately prepared. The shifting of paradigm introduces by extensive reading from teacher-centered to students-centered, accurate comprehension to generate meaning, and others need radical changes and preparation. However, the result will bring plenty of effects not only for reading, but also the supply of information, vocabulary, spelling, and other language skills become the guarantee that given by extensive reading.

Following the understanding of reading and extensive reading, then in term of research there is a need to have way to measure extensive reading. Therefore, in order to have a proper tool, the next section will elaborate how to assess extensive reading.
4. Assessing Extensive Reading

Reading skill is become an essential part of language learning, same goes to extensive reading. Therefore, an appropriate way to measure the quality of the reading ability of the students is necessary. Different conditions, techniques, or methods will lead to different reading assessment. In reading itself there is quite numerous variety of testing. There are at least 40 statewide competency testing programs with their own uniqueness and functions (Afflerbach, 2010, p. 18). What type of assessment chosen depends on several factors.

Language use in reading class also the part that differentiates one assessment to the other. Reading in the second language should be seen differently with first-language reading. The assessor should differentiate between reading in second-language and knowing the language, the idea goes the same for reading in second-language and first-language ability (Alderson, 2000, p. 112). The understanding of the nature of the reading program run by the institution will lead to the understanding of the how to make a proper assessment.

In creating a proper language testing, including a test for reading, the test maker should consider several factors as important elements. There are three pillars considered by test maker, those are validity, reliability, and factor affecting their uses (Alderson, 2000, p. 85). A good assessment should able to cover what it needs to cover, to measure what it needs to measure, and accommodate factors that related with.

The way teacher or test assessor creates proper instruction affect readers’ attitudes toward reading. Instruction shapes the way to understand reader’s purpose and operation and influences how short- and long-term reading (Snow, 2002, p. 16). On the other hand, reading instruction will affect the way to evaluate readers properly and give a bigger point of view. However, the way teacher creates instruction and assessment for reading class are affected by numerous elements.

Related with reading, a different point of view should be used. In order to perform an effective reading instruction there are five prominent elements, those five are phonemic awareness, reader’s knowledge of phonic, fluency, vocabulary, and comprehension (Bernhardt, 2011, p. 13; Woude, 2004, p. 4). However, to generalize the composition will always be the same is not one hundred percent correct. Different reading methods, purpose, circumstances, and many another related factor will most likely lead to a different composition. In one class vocabulary need to have a bigger portion of considerations while in the other is not. The same condition goes for the other four elements.

Seeing the factors above it is clear that in assessing reading will always be attached with readers themselves. The active role of the readers leads to clues of construct for a model of text’s meaning (Afflerbach, 2010, p. 18). Readers help the test maker and assessment to walk on the path in a better way. The proper type of text used in assessment must suit the quality of readers. If the level of the text is too high then the assessment will most likely unable to understand the text. On the other hand if the quality is too low then the assessor will most likely unable to have a real result. The text in reading assessment has a prominent role. Proper choice of
text could affect the test score significantly (Alderson, 2000, p. 102). The assessor should be aware of the condition of the reader and fully understand the text.

Text able to affect the result of reading assessment. Readability and content effect are two parts of the test that could affect the result of assessment (Alderson, 2000, p. 102). However, it does not mean there are only two factors that could affect reading assessment result. Background knowledge is also believed to be one of the factors (Alderson, 2000, p. 102). The role of text and background knowledge’s effect are thought to be prominent (Alderson, 2000, p. 103). As explained in the text should be not too high or too low. On the other word could be stated that the background knowledge of readers seen as the basic foundation of the reading. Therefore an accurate data about readers should be obtained by the assessor before doing an assessment.

Teacher or assessor has to obtain data about readers’ reading skill. Therefore, the assessment will suit the need of the reading skill teaching. Observing students, listening how they read, and discussing the reading material are ways to provide an accurate picture and comprehension of students’ progress (Caldwell, 2007, p. 250). On the other hand, an active role of the teacher in the assessment is necessary. Data from previous related courses, especially when the reading classes are made gradually.

In its implementation, assessing extensive reading’s result should be based on standardizing concept. There are indicators stated by experts to measure the quality of extensive reading. The came up question is the concern of reading assessment. Based on Alderson (2000, p. 111), reading assessment concerns with two indicators, those are automaticity and word recognition skills. The idea stands for the speed and ability to recognize. 250-300 word per minute is the standard of term rapid in reading, except for new information (Grabe, 2009, p. 14).

Following the previous idea, Nation (2009, p. 53) stated two indicators of reading measurement those are fluency and meaning-focused input strand. The first idea, fluency stands for the ability to read in time measurement. The idea is read more in little time. The second is meaning-focused input strand. It stands as the coverage, the bigger coverage in term of understanding of the text the better reading ability possessed by the students.

Following the two main focus point in measuring extensive reading. Caldwell also strengthens and broaden the two main focuses. Based on Caldwell (2007, p. 165), that there three points to measure the quality of silent-reading fluency, those are; accuracy, speed, and expression. While for comprehension there are measure 12 points to see good readers’ quality based on comprehension, those are: ability to learn new words, connect information and background knowledge, seeing important point in text, summarizing and organizing ideas, making inference and predictions, visual image, able to get the needs from text, synthesizing information, forming opinion, recognizing point of view, and monitoring own comprehension (Caldwell, 2007, p. 180).

Despite its indicators, extensive reading has some challenges in order to transform the indicators into proper measuring. Test in extensive reading will be
different with intensive reading. Therefore, every test has its own purpose of what constructs are going to be measure. Construct itself refers to the psychological concept which based on the theory of the ability to be tested, in this case is reading ability (Alderson, 2000, p. 118). On the other word, it is a necessity for the test maker to understand the nature of the reading type they apply in teaching and learning process in class.

Reading method that applies in class will most likely have their own characteristic. However, there is two important component that found in many models of reading, those are synthesis and evaluation skills (Alderson, 2000, p. 122). Those two components are items used as a common indicator for assessing reading. On the other hand, the test assessor should able to differentiate the ability to discuss or analyze with the ability to understand the text (Alderson, 2000, p. 123). The idea goes the same for extensive reading class.

In extensive reading where students are required to read a lot and enjoying their reading, the assessor should able to create a task to assess the students’ quality properly. Experts have created plenty of tasks to assess the impact of extensive reading on students’ reading quality. One-minute reading is one of the tasks that used to assess the impact of extensive reading of reading rate (Bamford & Day, 2004, p. 86). In other word reading rate stands as the reading speed measurement. It is one of the indicators of reading quality for extensive reading.

Beside one-minute reading, meaning-focused task (MFT) is also one of the tasks uses to assess the quality of extensive reading. MFT is a task that requires learners present what they have read orally and filled a book report form (Khonamri & Roostae, 2013, p. 267). The used of this type of task to check students’ understanding and progress toward reading. The second test stands to follow the second indicator, comprehension or understanding of the written material. A variety of reading materials and the flexibility given in extensive reading programs lead to problems if the test assessor used on the type of text.

Summarizing the theories proposed by experts above. In measuring the quality of reading there are two main aspects, those are; fluency and comprehension.

a. The first is fluency. Fluency refers to how much time taken by the reader to read a text. The faster the reader reads indicating the better quality of reading. The average level of people’s reading rate is between 25-300 wpm for the known text. The main point, especially in silent reading for large scale is speed, and accuracy.

b. The second point stands for comprehension. Comprehension stands for understanding. Therefore, in extensive reading the readers’ quality also measure by how well the understanding is. There is some breakdown of comprehension’s assessment, including the ability to summarize, understanding the point of view, understanding important points, and relating ideas.

From the elaboration of theories, there are two main aspects in testing the quality of extensive reading. However, a more detail way of measuring is
needed. Therefore, those two aspects are elaborated into four main indicators of reading. Those are as follow:

a. Reciting the story of the text written and orally.
b. Summarizing the content of the text written and orally.
c. Explaining important points related to the story written and orally.
d. Generating speed reading with accuracy.

In term of extensive reading, there is a need to understand it completely. As the theories related and what factors that contribute in extensive reading then the next point is the discussion of academic vocabulary. It is one of the factors related with academic writing. The elaboration of academic writing is explained in the following sections.

C. Vocabulary: Academic Word List (AWL)

In this subchapter, the topic that is going to be elaborated is in the area of academic vocabulary. There are plenty of research according to academic vocabulary and its function, however the research is uncommon. Therefore, the vocabulary in this subchapter is specified in academic vocabulary word list. There are four main points, those are the nature of vocabulary, second-language vocabulary, academic word list, and assessing vocabulary. The topics have been arranged in order to lead to the same understanding of the role of academic vocabulary related to academic writing in the research.

1. Nature of Vocabulary

Studying vocabulary is one of the prominent elements in learning the language. To get the most effective use of language cannot be separated from the understanding vocabulary. Numbers of vocabulary known by someone will allow them to use language appropriately and vice versa (Dolmaci and Ertas, 2016, p. 822). On the other word, the vocabulary plays a prominent role in language improvement and language plays important role in vocabulary improvement. Therefore, there is a great demand to understand how vocabulary works.

To know how to learn vocabulary efficiently important factors need to be understood by the learner. There are factors needed in learning vocabulary which have a prominent role as the first step. There are at least three points needed to study vocabulary, the number of words in the language, the number of words known by a native speaker, and words needed to use the language (Nation, 2000, p. 9). To summarize the idea, learning vocabulary will always be associated with learning words.

The idea of words will always be the idea of vocabulary. As vocabulary or words stand for the single meaningful unit (Schmitt, 2000, p. 2). From that definition, the guidance is clear. For example, such “word” like bleble will not consider as vocabulary as there is no meaning on it. However, it also leads to another question about what is called as a meaningful unit. Does kick in the bucket or pass away is considered as word as both of them stand for a meaning, in this case die, or not. The truth is both words above are considered as a lexeme.
refers to the item which has a single meaning unit, regardless the number of the word that construct it (Schmitt, 2000, p. 2). Therefore, to consider that meaning will only stand for one word is not one hundred percent correct.

Word and meaning mostly stand one with another. However, there is no single evidence that stated every meaning only represent by one word and so does for the word to meaning. Schmitt(2000, p. 1) stated that there is no one-to-one correspondence between meaning and a single word. Therefore, the condition will lead to one of the most important questions in vocabulary which is related to its own definition is how to classify something as a word.

Classifying something as the word is not an easy job. Expert analyzes that there are debatable and various way to determine something as a word. Nation (2000, p. 11) offered four ways to count words, those are token, types, lemma, and word families. Each of those ways has the own characteristic. The first, token. Token refers to the way in counting word based on the quantity without any consideration of form or repetition of the word. For example in a sentence If I play the game today, he will play tomorrow. Counting with type will result in 10 words in that sentences. The second way types. Word in types is counted based on the word form exist in a sentence either in spoken or written form. With the same example, If I play the today, he will play tomorrow, the result will be different. Based on types counting way there are only 9 words in the sentence, because the word ‘play’ has been used twice. The third way is a lemma. What considers the word in Lemma is more complicated. What considers the word in Lemma is a headword, inflected form, and reduced form. The last way, is word families. In word families what consider word is a headword, inflected form and closely related derivative forms (Schmitt, 2000, p. 2). For example, happy, happiness, and happily are considered as one word families.

Another point to be noted about classifying word based on the counting ways above is the existence of root word/headword/stem, inflection, and derivation. Headword is referred to the basic form of the word without any affixes. Inflection refers to the word in which affixes has grammatical effect for the word. The last one, the derivative is when the affixes change the word class (Schmitt, 2000, p. 2). However, not all headword can stand without affixes. There are two types of the headword, the first one headword that can stand alone as a word, such as book or pen. The second is headword that cannot stand alone or need affixes to from a meaningful unit such as philos in philosopher (Jeffries, 2007, p. 48). There is quite a complexity to know deeper about what consider as word and how to count it proportionally. Having more point of view about the word and how to count it properly will lead to the question of how many words that exist in a language or in this case is English.

There is a necessity to acquire knowledge of vocabulary. In learning the vocabulary, especially in first-language, there are stages. Childhood is believed to be the most rapid growth of vocabulary knowledge. However the continuation of vocabulary development occurs naturally in adult life (Read, 2000, p. 1). The sole process of acquiring the knowledge by listening and speaking is the ways children
acquire the vocabulary and as the time going the learners get to develop their vocabulary. Therefore, the idea of acquiring vocabulary for learner refers to be more conscious and demanding (Read, 2000, p. 1). Sources are the key, learning either in the classroom or outside the classroom.

As ages consider to affect the way people acquire words, there are also mental process to acquire words. Based on research there are six steps in which people acquire new knowledge; learning to read known words, new meanings for known words, new words representing a known concept, new words for a new concept, clarifying and enriching, and moving receptive to expressive (Sence and Wagner, 2007, p. 10). The six steps show that acquiring vocabulary is not only able to read the word, but also know the concept fully and able to use it appropriately. Age and process are indicators to acquire the words. On advanced level to know and enriching vocabulary bank more works and exposure needed.

In order to know words in a language, then having proper sources is prominent. English language, as the target language, has plenty of vocabulary sources. The option of the vocabulary sources in English starts from General Word List, Academic Word List, and others. Plus several numbers of the corpus, such as British National Corpus or known as BNC (Bogaards, 2004, p. 3). With plenty of sources it is easier to find the exact number of the vocabulary in English. However, as stated before, with various ways of counting will result in plenty of result about English words.

A number of words in a language is quite big. For example, by using Webster dictionary as one of the most trusted dictionaries in English language Goulden found there are about 114,000 words excluding proper names (Nation, 2000, p. 9). The number of the words from one research to another. Experts statement about words in English vary from 200,000 to over than 2 million words (Schmitt, 2000, p. 3). From the result found by experts shows that there are huge numbers of vocabulary in the English language. However, the question is how many words are needed and mastered by native-speaker.

Having plenty of vocabulary in our bank is important to use language properly. However, it does not mean to master the whole vocabulary. Based on studies English native-speaking university graduates master about 20,000 word families (Schmitt, 2000, p. 3). With plenty of uses. However, based on Jeffries (2007, p. 26), in term of reading usage there are around 2000 most frequent words that used in 80% of the texts. It excludes for the specific purpose of language, such Academic Word List which mostly found in academic texts or any specific words that used in limited disciplines or usage. The point is what and how a person should acquire necessary vocabulary.

Learning vocabulary is not a simple task. People never born with numerous vocabulary bank, though some theories do support the innate language ability. Vocabulary is not acquired instantly. In fact they are learned for periods of time gradually (Schmitt, 2000, p. 4). People need to study vocabulary step by step. Therefore, there is prominent necessity step learner need to do to have more vocabulary.
Vocabulary, in general understanding and from the way people process it divided into two, receptive and productive vocabulary. People acquire vocabulary will be related much with receptive vocabulary. As receptive vocabulary stands for the involvement of perceiving the form of a word while listening or reading and retrieving its meaning (Nation, 2000, p. 38). People tend to learn words receptively first (Schmitt, 2000, p. 4). As receptive vocabulary means building the vocabulary bank. Storing as many words as a human can acquire before using it.

There are several ways for people to acquire the vocabulary. As receptive vocabulary related more to listening and reading, then those two ways become the most important skill in acquiring vocabulary. Nation (2000, p. 36) stated that there is a possibility to learn and to recognize word form by simply memorizing it. In the other word, despite understanding the meaning, people can get the picture of the form of the word by just memorizing. However, in order to understand memorizing is not enough. Read numerous sources, understanding the use of the word properly, and able to use the word in the spoken or written form are ways to acquire words (Jeffries, 2007, p. 31). Summing up the idea of how people acquire vocabulary. People will acquire vocabulary through two ways by reading and listen, though it is still an assumption, or by having more contact with the words themselves.

On the other hand, following the number of vocabularies acquired people have the ability to use it. Understanding the essence that vocabulary knowledge means understanding more than the meaning of the word (Read, 2000, p. 92). The way people use the vocabulary known as productive knowledge. Productive knowledge refers to the production of words which related with speaking and writing skills (Schmitt, 2000, p. 4). Productive vocabulary also involves the ability to express meaning, retrieving, and producing the appropriate spoken and written word form (Nation, 2000, p. 38). On another word, expressing something without an understanding of the meaning or how to appropriately use it shows the lack of productive knowledge of vocabulary.

Summing up the idea of receptive and productive knowledge, in studying vocabulary there are steps of receptive knowledge which follow productive knowledge. Before able to producing, expressing, and retrieving meaning in written and spoken people should be able to acquire language through receptive knowledge. There is three prominent indicators of the receptive and productive word, those are: form, meaning, and use (Nation, 2000, p. 41). Able to identify the form, understanding the meaning, and the last know how to use it appropriately is the key points of receptive and productive knowledge.

Productive and receptive knowledge is the one that took bigger consideration of vocabulary knowledge. However, Schmitt tried to give a bigger and clearer identification of vocabulary knowledge. There are other considerations of word knowledge despite those two, those are; the understanding of meaning, written form, spoken form, grammatical behavior, collocation, register, association, and frequency of the word (Schmitt, 2000, p. 5). Based on that identification of vocabulary knowledge, it is clear that vocabulary has quite a complexity. Despite
as its single stands as language component, but there are other language skills and components that affect to and affected by vocabulary.

In maximizing the quality of vocabulary knowledge there are important elements to be understood and applied. For example, written form which is considered as the key component to vocabulary knowledge and language processing in general (Schmitt, 2000, p. 45). The possibility of people get in contact with a better understanding of the form and use of words is bigger in written form. Therefore, there is a tendency that through written form people can have better vocabulary knowledge. However, learning vocabulary also has some difficulties as part of the learning.

In learning, including vocabulary, also requires a hard word and patience when facing the challenges. In vocabulary learning, the effort required to learn a word is known as learning burden (Nation, 2000, p. 36). Each word has its own difficulties level, therefore the effort needed for each word also different. For some cases the learning burden could be light while at the other time it will be heavy. However, there is some indicator to analyze how heavy the learning burden could be.

In learning burden, there are variables that will bring beneficial effect to students. Words that have familiar patterns and knowledge that the learner has already known will make the learning burden lighter (Nation, 2000, p. 37). For example, language teaching students will find it easier to remember words such as cognitive, reliability, validity, and others than such words like condensation, scalpel, or velocity. As that kind of words is not familiar words in language teaching. The second point about learning burden is also related to the word itself. Able to identify word parts, stem and affixes, will make the learning burden easier (Nation, 2000, p. 63). Such example is the word misunderstand, a learner who already understand the idea that the word consist of prefix mis- and the root word understand, will have lighter learning burden compare to those who do not.

To minimize the learning burden in studying vocabulary, there is a tendency to have the proper teaching of vocabulary. As explained before, that in vocabulary learner will face the form and meaning. The meaning itself stands for the word and its referent relationship (Schmitt, 2000, p. 23). The ability to retrieve meaning when hearing or seeing and retrieve the word form when expressing it is the result of the ability to connect the word and its meaning (Nation, 2000, p. 64). Therefore, the prominent roles of the two elements are clear and necessary.

In teaching vocabulary form and meaning there are different ways of teaching. The first one is teaching vocabulary form. As the form is the visualize of the words it is important to remember it correctly. Therefore, teaching vocabulary form should be done implicitly and able to be noticed by the learners (Nation, 2000, p. 50). Memorizing and ability to differentiate not only the spelling but also the pronouncing is part of teaching vocabulary form. However, the challenges are different when teaching vocabulary meaning. Meaning is believed should be taught strongly explicit (Nation, 2000, p. 50). To know when and how to use the word appropriately is part of teaching meaning. Students need to identify when the word can use to show thing from metal or aluminum and when it will stand to show
ability. Able to master both the form and the meaning is the main focus of the understanding of vocabulary.

Mastering vocabulary is obviously one of the most important things in language learning. However, the condition will be different depends on the individual. There is a different treatment between native speaker and non-native speaker in mastering vocabulary. Therefore, the elaboration of vocabulary in second language is seen as necessary. It will be elaborated in the following section.

2. Vocabulary in Second Language

Learning vocabulary becomes the key component in learning language, especially for the non-native learner. As part of language competences, learning vocabulary creates challenges for the learner. There is a demanding need for the learner to know the vocabulary. However it is not only to know, but also to have the knowledge and effectively use it for the communicative purpose under normal time constraints (Read, 2000, p. 5). On the other word, understanding vocabulary is not only learning the form, but also how to use it.

As vocabulary is not an instantaneously acquire, especially for the second and foreign language learner. Vocabulary is learned for a period of time and in the gradual system (Schmitt, 2000, p. 4). Effort and efficient steps are necessary in order to acquire vocabulary appropriately. The learner should able to learn vocabulary from the most used and easy up to the specified and harder vocabulary.

The second-language or foreign-language learner will most likely have distinction when it comes to the comparison of the native and non-native learner. One of the differences is the competency in vocabulary. Native speaker, for example, has the tendency to produce more impressive lexical performance than the non-native speaker (Richards et al, 2009, p. 114). On the other word, the way native speaker performs vocabulary is better than non-native. The same idea goes to the way they perform writing. Native speaker tends to use less frequent vocabulary and richness of words variety be one of the characteristics of text they produce (Richard et al, 2009, p. 114). However, it shows and makes people from the second-language background more aware about steps in learning vocabulary in the second language. What word to learn, how to learn, and others question should be well prepared, especially in language teaching.

There is a tendency that learning more word will result better than have a small number of vocabulary bank. However, it does not one hundred percent true, especially for the second language learner. The goal of the learning will be the based foundation of how many words second language learner should know. The long-term goal will run more effectively when second language learners know numerous amount of vocabulary. However, it does not work the same way for a short-term goal in which numerous amount of vocabulary is not essential (Nation, 2000, p. 12). Therefore, the projection of words to be taught should be covered by the language courses itself. The characteristic of the first language also should be well-aware by the learner and teacher.
The first language helps a lot for learning the second language, not only in terms of grammar but also vocabulary’s side. First-language which is related closely with the second-language will create lighter learning burden (Nation, 2000, p. 37). For example people with Deutch as the first language will find it easier to learn English than Arabic speaker. The similarity of words between the first language and second language will give a boost to learning. The interaction between languages, such as loan words also provides plenty of help for the learner. Learners who come from the first language with plenty of loan words from the second language will make them easier to learn words in the second language than those who do not (Nation, 2000, p. 65). From this point of view, it could be concluded that there will be different ways of learning and difficulties between learners of the language, especially when the distinction between languages is quite big.

Despite the difficulties of first and second language’s relation could create, or for some cases providing plenty of help, there is also exposure’s effect should be counted. Second language learner will probably find challenges for learning the word. However, it is not the same for the whole words. Words that could be visualized will be a beneficial exposure. When non-native speakers see an object, they will be stimulated to be able to name the object in the second language (Nation, 2000, p. 38). A visualized word will help non-native to explore and produce necessary vocabulary related to the word. As the idea of producing words is the word of meta-process then exist several processes related to the first language in someone’s mind. Explained by Nation (2000, p. 67) that words can be defined with reference to learners’ first language. On the other word, people will able to recognize words in the second language with relates it with its reference using their first language and not with their second language. However, the process which follows could be quite dynamic.

Learning second language vocabulary will relate to the ability to produce and receive. As explained before, that learning vocabulary related with productive knowledge and receptive knowledge. However, the process is different for the non-native learner. Non-native speakers, there is a tendency when they learn vocabulary in a foreign language will find the decreasing of productive knowledge and the remaining of receptive knowledge (Bogaard, 2004, p. 80). However, there are only a few number of data to be the base of the statement.

Learning language, in this case vocabulary, for foreign language will most likely talk about productive and receptive knowledge. As explained before, in the previous sub-chapter that productive knowledge refers to the way people produce word through spoken and written, while receptive knowledge refers to the way people acquire vocabulary through listening and reading. However, in the case of second language learner there is a condition in which productive learning is more difficult than receptive learning (Bogaard, 2004, p. 86). The way the process of learning for second language learner is most likely be the reason. There are six common terms, despite two in native speaker, for the second language learner, those are receptive vocabulary learning, productive vocabulary learning, receptive vocabulary knowledge, productive vocabulary knowledge, receptive vocabulary
testing, and productive vocabulary testing (Bogaard, 2004, p. 87). Those common terms stand for their own process in second language circumstances.

Receptive vocabulary is stood for the process of learning the word. However, the process in the second language is by learning the word from the second language and associate it with the first language (Bogaard, 2004, p. 86). Second language learner will try to associate word from the second language and get the whole understanding in their first-language. The process will relate the way of referencing the meaning and get the understanding.

Productive vocabulary, as the second point, stands from the way to produce. In the case of second language learner, it means the way learner express the concept by using the second language words (Bogaard, 2004, p. 86). In this both two steps the key word is learning. The process of people apply and acquire in vocabulary is related with the learning process. The second points refer to the knowledge.

The third point is receptive vocabulary knowledge. Differ with a native speaker, the could understand meaning with references in the same language. Receptive vocabulary knowledge for second language learning means knowing the word meaning in second language vocabulary (Bogaard, 2004, p. 86). The fourth is productive vocabulary knowledge. As the word stands for the knowledge therefore the learner knowledge is measure by the ability to express the concept of a second language word (Bogaard, 2004, p. 87). The last points are the testing term of vocabulary in a second language learner.

Testing vocabulary is also divided into two, receptive vocabulary testing and productive vocabulary testing. Similar with the previous one, the difference between those things are the respond to the vocabulary. In receptive vocabulary testing, the test concerns with knowledge of meaning. While productive vocabulary testing refers to testing of the ability to express a concept with second language word (Bogaard, 2004, p. 87). Summing up those terms and concepts above is the existence of receptive and productive. Receptive tends to the way acquire the words while productively refers to the way to express word either in form of spoken or written. Both receptive and productive is found in testing, knowledge, and learning.

Between receptive and productive, especially in term of learning, arousing one question. What way is better to be implemented for second language learning. The answer relies on the goal. However, receptive learning is believed to be the best to acquire word knowledge. The condition should meet the goal, because if the goal is productive then productive learning is advised (Bogaard, 2004, p. 98). The learning of vocabulary in second language learning has more challenges. Therefore, clear goal and process in vocabulary for second language learning should be crystal clear.

Both the first and second section related with vocabulary have given broader point of view about vocabulary. However, as language is dynamic and changes happen almost all the time, vocabulary also have improvement. In term of specification, experts have classified vocabulary into several uses and functions.
One of the specifications of vocabulary is academic vocabulary. Therefore, the explanation related with academic vocabulary will be given in the following section.

3. Academic Word List

Language is used by people to communicate an idea, sharing information, express something and many others. In common definition, the means to communicate. However, there are proper elements necessary to use language properly. Grammar and Vocabulary are believed to be the prominent elements of it. Different with grammar, experts classified vocabulary to play more important role. Vocabulary in the second-language is believed to be the most wanted knowledge (Mozaffari and Moini, 2014, p. 1291). People without vocabulary are guaranteed to know nothing about a language. On the other word, the better the knowledge of vocabulary the easier the language to be mastered.

Having a bigger number of vocabularies to be mastered is a key to understand language. However, it does not mean that numerous vocabulary could guarantee our understanding will run efficiently smooth (Dolmaci and Ertas, 2016, p. 822). The different field will require different vocabulary. Words used in academic circumstances will most likely rare in fictional text. The idea goes to the same condition when people face different disciplines. Words in literature, for example will most likely different with words used in engineering. Therefore, people are required to learn and mastered vocabulary efficiently and able to use it to support the focus of the learning.

In academic circumstances, for example university, the use of words will be a group of words that commonly found in the academic text or use in courses. In the area of language those kinds of words are known as academic words. The terms stand for words that in the academic area, despite the disciplines, are used broadly (Rubin, 2007, p. 7; Dolmaci and Ertas, 2016, p. 822). Students and language learner use the academic words with a variety of purposes, such as an understanding journal, presenting a paper, and others. Therefore, a proper grouping of academic words is needed especially with its prominent role in language teaching.

The conditions to fulfill in order to create a proper word list is quite complex. The conditions will become more complex when it comes to the academic word list. Any high-coverage words intended to be well-conceive have some condition to what otherwise would be vocabulary chaos (Dolmaci and Ertas, 2016, p. 822). The one who intended to create a proper word list should be able to answer questions about the list. Where to start, what kind of words should be included, the sources to be used, and many others. Unable to have the good foundation for those question will create what called vocabulary chaos. The list will have less affectivity and efficiency, especially for academic use.

Despite the function and its prominent role, academic vocabulary also has big chance to create vocabulary chaos. Academy vocabulary itself has a tendency to create a great deal of difficulty for the learner (Coxhead, 2000, p. 213). Students
will find technical vocabulary used in academic circumstances is so vary between one discipline to other. The condition is worsened by the familiarity of the students with the words as the words are not used commonly in daily life. The idea also strengthens by the fact that academic lexical items have a lower frequency when compared to general-service vocabulary (Coxhead, 2000, p. 213). On the other word there is a need that special treatment for academic vocabulary is needed. Therefore, experts try to elaborate and create a proper vocabulary list used in academic circumstances.

Academic vocabulary not only has great used, but also stands for its uniqueness. Academic vocabulary is words that differ from core words, but frequently used in academic text despite the disciplines (Paquot, 2010, p. 9). As core words are known with its widespread used and frequency, academic words stand for specialty usage. Back to its basic term that core words, also known as basic words, refers to the words with high frequency in most uses of language (Paquot, 2010, p. 10). Therefore, it does not stand focus to the function of the words and uniqueness, but only focusing on the quantity. Seeing the generality of core words, the existence of academic vocabulary becomes prominent.

In the vocabulary learning field, plenty of word lists have been made. Systematic effort and countless experiments are made. Among experts there is known as Academic Word List which is created by Coxhead in the year 2000. Compare to another academic word list, Coxhead’s academic word list is believed to be the best list of the academic word list (Nation, 2000, p. 16). The idea is agreed by experts, in which academic word list compiled by Coxhead seen as the most principled and widely accepted (Rubin, 2007, p. 7; Paquot, 2010, p. 11). To see the great position acquired by Coxhead’s academic word list researches have been made. The research made by Chung, Mudraya, Vongpumivitch, and others for example stated that Coxhead’s academic word list does have a prominent role in the variety of discipline (Mozaffari and Moini, 2014, p. 1292). The reason behind it probably relies on the content of and the process conducted to make the academic word list.

An academic word list of Coxhead is a list of word that focusing on investigating words commonly used in academic circumstances. The word list is consist of 570 word families. The empirical data shows that the 570 word families of academic word list are able to boost the comprehension towards academic material (Jeffries, 2007, p. 27). Based on the research by Coxhead, the 570 are represents 10% of total tokens in academic written material. However, when it comes to fictional text it only represents 1.4% of total words (Coxhead, 2000, p. 213). On the other word, academic word list invented by Coxhead is an effective and specialized word list used only in academic materials.

The idea of creating a word list that necessary in learning vocabulary has been explored by experts since the mid-20th century. The pioneer of the word list invention is Michael West with General Service List (GSL) in 1953 that consist 2000 word list (Dolmaci and Ertas, 2016, p. 822). Since then experts from across the globe have made word list, either for general use or specialized purpose. The
idea of the importance of word list also influenced Coxhead when inventing Academic Word List in 2000.

In creating the Academic Word List, Coxhead used plenty of sources. The proper sources in order to create the list are necessary. The corpus should properly reflect the sizes and shapes they represent (Coxhead, 2000, p. 215). The balance of the sources’ condition will provide better result and representation of the word list will increases. In making academic word list, Coxhead took 3.5 million words of running text from academic material across four academic disciplines; humanity, business, law, and physical and life sciences (Rubin, 2007, p. 7). Based on the text taken it is clear that the focus of the academic word list made by Coxhead is academic use. The sources also strengthen with the fact that the corpus includes 414 academic texts that are written by more than 400 authors (Dolmaci and Ertas, 2016, p. 822). However, to be more credible and have a reliable result, comparison of the text is needed. Therefore, Coxhead research also includes fiction text and University Word List of Xue which is known as UWL (Coxhead, 2000, p. 214). On the other word it could be concluded that in term of sources quantity, Coxhead has been well-prepared and suitable, it also includes the quality of the variety of the sources. Another prominent point is in the comparison of the word list in which Coxhead intend to shows the comparison between fictional used and academic used of the academic word list.

Having the proper words to be selected and analyzed, the second step is putting the criteria. In creating criteria, Coxhead has a selective filter. There are three criteria of academic word list selection method, those are a specialized occurrence, range, and the last is frequency (Dolmas and Ertas, 2016, p. 826). Specialized occurrence refers to the exclusivity of the academic word list in which during the process Coxhead not includes words from West’s general service list. The second step of filtering is a range. The range made by Coxhead based on the criteria that the word occur at least 10 times in each of the four main section, law, business, humanity, and physical and life sciences and 15 or more occurrence in 28 subject areas. The last is frequency. Frequency refers to the number of occurrences. The minimum number of occurrence is 100 times in academic corpus. Some noted given by Coxhead about the criteria. As frequency is put in secondary place from range. The choice is made base on the consideration that frequency would have been biased by longer text and topic-related words (Coxhead, 2000, p. 221). Such condition, in which the text’s topic is supply and demand would make the number of word supply and demand increases in number.

Following the raw result is the grouping. In academic word list the grouping is made into word families. The word families are chosen based on the evidence that it has a prominent role in mental lexicon (Coxhead, 2000, p. 216). On the other word the grouping has classified into a more detail consideration. As explained before that word family is also one of the most complex classifications of the word. In academic word list word family also classified as a stem plus affixed forms which are closely related (Coxhead, 2000, p. 217). It means the coverage of the
word families put in word list wider. The fact that deeper understanding of the word and word-class is needed in the academic word list.

Following the complex and systematic effort is an expected result. As explained before that the academic word list has been acknowledged by experts. The academic word list made by Coxhead composed the academic text with average about 10%. The occurrence is different one another. The top is commerce with 12%, followed by arts 9.4% and law 93%, and the least of all is science 9.1% (Coxhead, 2000, p. 222). On the other word that academic word list is 1/10 of the words composition used in the academic text. The result strengthens with the data that more than 82% of the word in academic word list has a Greek and Latin origin, therefore the list will relate closely with a prefix, affix, and suffix understanding (Coxhead, 2000, p229). The result shows the prominent role and help of academic word list by Coxhead could provide in the understanding of academic materials, such as journal or textbook.

To create a deeper efficiency of the word, Coxhead created the classification of the word families list into ten subsets. The frequency of used goes bigger when the number smaller. In the field of education there is the tendency of the better use for subsets number 1 and 2 when compared to other subsets (Mozaffari and Moini, 2014, p. 1293). However, generally the word lists’ role is bigger when coming to any academic use. It also stated by Coxhead (2000, p. 227), there is a tendency that the academic word list will be most useful for setting a goal for EAP courses.

As vocabulary in academic uses is not commonly research, therefore the need to elaborate this variable is prominent. However, a proper way of assessing is needed, as it is necessary to find what tool and how to use it in assessing academic vocabulary. Therefore, following those idea the next section will discuss about academic vocabulary assessment method.

4. Academic Vocabulary Mastery

Following the idea of academic vocabulary then the concept of how academic vocabulary mastery need to be elaborated. That phrase is made by the word academic vocabulary and vocabulary mastery. Therefore, an understanding of those two ideas should be clear. As the standing point is academic vocabulary then it is important to know what is academic vocabulary first.

Academic vocabulary is a more specified concept of vocabulary. Expert explained that the terminology of academic vocabulary stands for words which are not core words. However their existence in academic text is frequent, regardless the discipline (Paquot, 2010, p. 9). In other word the academic vocabulary important point is the use of academic vocabulary. Differs with other words, academic vocabulary used is in the area of academic text.

For some people academic text may only related with concept or the way to write, such coherences, punctuation, or grammatical aspect. However, in the reality in making academic text the use of proper vocabulary is important. Not all words used in academic text, it is still exclude the technical term used by each discipline. Despite of how important the role of academic vocabulary, it is still quite
problematic to understand academic vocabulary. As for learner, academic vocabulary causes problematic condition to be understood, unfamiliarity and low-frequency of usage be the main factors (Coxhead, 2000, p. 213).

Therefore, it is important to know what kind of vocabulary to be mastered and what is the main idea of academic vocabulary mastery. Stands for that point there are plenty of academic vocabulary, one of them is Coxhead’s academic word list. As explained before this word list is believed to be the most popular and useful academic word list. It is made in 2000 with 570 word families that commonly used in academic text. The composition of academic word list in academic text is about 10% of text despite of the disciplines.

The idea of academic vocabulary mastery is not only know the words, as the mastery for vocabulary related with ability to use. Knowledge of vocabulary is what makes students able to use language and the using of language means enhancing the vocabulary itself (Dolmaci and Ertas, 2016, p. 822). It is obvious that the way to improve the quality of academic vocabulary mastery is related with using the vocabulary itself. In this case students’ mastery of academic vocabulary can be measured in how good they use the academic vocabulary. However, there are types of word knowledge, including the academic word, those are the understanding of meaning, written form, spoken form, grammatical behavior, collocation, register, association, and frequency of the word (Schmitt, 2000, p. 5). In other word, there are some points to be checked in order to know how good the mastery of vocabulary someone has.

The prominence of understanding meaning lead expert to underline how meaning could be related much with word understanding. In term of readiness of someone mastering vocabulary, the ability to connect word and its meaning is important (Nation, 2000, p. 64). Therefore, to master vocabulary for academic purpose means to master how to express it and understanding its meaning. Either expressing it in spoken form or written form, though academic vocabulary related much writing in academic context.

Concluding all of the thing above, academic vocabulary mastery means how someone’s know academic word list, in this case Coxhead’s 570 word families. Not only knowing the words, but also able to use it in form of spoken or written, retrieve it when listen or read it, and know the characteristic of the words.

5. Assessing Vocabulary: Academic Word List

Academic vocabulary plays a great role in giving the proper list to be known by the learner of the language. However, as it is not as old as another word list like General Service List or University Word List then a proper way to see it roles be necessary. Assessing vocabulary be part of broadening the knowledge about the vocabulary knowledge, especially academic vocabulary list knowledge. Fortunately, vocabulary assessment is a straightforward as it is supported by word lists that provide basis data to be selected and to be tested (Read, 2000, p. 2). Vocabulary, especially specified vocabulary, have clearer standard and limitation to be tested compared language competences.
Vocabulary may have a more standardize and clear limitation in term of it word list. However, creating a proper assessment for vocabulary is a different case. The point of view in seeing vocabulary should be clear as it becomes the standing ground for the assessment. There is two points of view related to vocabulary; the first vocabulary be seen as an independent semantic unit, the second is seeing vocabulary as competences interact with other language components (Read, 2000, p. 7). Experts divided the grand two point of views of assessing vocabulary in order to give clear idea that vocabulary assessment will relate much with either language competences and skills. The test assessors should realize what they are going to test and able to make as a valid test as possible.

Having an idea of what vocabulary assessment should be is one step. However, in a deeper understanding of vocabulary there are some other crucial elements to be decided by the assessor. As extended of points of view about vocabulary is the dimensions of vocabulary. Vocabulary test dimensions are decided by the assessor, either in form of discrete or embedded, selective or comprehensive, and context-independent or context-dependent (Read, 2000, p. 8). The first dimension is discrete or embedded. Discrete stands for the vocabulary test in which the test items solely test vocabulary and not related to other competences or skills, such as grammar, pronunciation, and others. On the other hand, embedded stands for the opposite site in which vocabulary test is part of the larger assessment (Read, 2000, p. 9). The second dimension is comprehensive-selective. Vocabulary assessment as comprehensive test refers to general vocabulary input material, while selective stands for vocabulary assessment in which the input material is specified (Read, 2000, p. 11). The last dimension is the dependency of context. In making an assessment the assessor stands with a choice of the assessor to provide context as measurement technique (Read, 2000, p. 12). The existing and importance of deciding the dimension of vocabulary test is related much with what kind of approach the assessor going to use in testing.

In the field of vocabulary assessment the way experts see the assessment are dynamic. One of the trends in testing vocabulary is discrete point approach. Discrete point approach refers to the vocabulary testing the understanding of learner about particular language knowledge, such as word meanings, forms, and so on (Read, 2000, p. 3). In using this approach the focus of testing shift into the measurement of how learner knows words.

Discrete point approach may be one of the trend in language testing, especially vocabulary. However, as the focus of testing just knowing the words, critics and ignorant become unavoidable. Among the weaknesses of discrete point approach is difficulty to make a general statement, being proficient cannot always be associated with knowing lot, language is used not only know, words are not isolated, and the last communication does not require perfection of words (Read, 2000, p. 4). On the other word there is a necessity to create vocabulary test that covers proper using of knowledge, but does not leave the scoring of vocabulary as the main goal of the assessment.
Create assessment that sees vocabulary is part of the language and also the main goal of testing is not an easy thing to do. Therefore, it leads to the 20th century the objective testing be the most associated view with vocabulary assessment (Read, 2000, p. 75). The idea is prominent as the discrete point approach faces plenty of critiques and lead to the shifting of use. Objective testing itself stands for the idea of specifying material into small units in which the units can be tested with the single correct answer and can be specified in advance (Read, 2000, p. 75). On the other word the objective test used in language testing lead to put the effectiveness of vocabulary into its peak as part of language competences.

The popularity of objective test’s view on vocabulary is supported by plenty of reasons. Some of the reasons that lead to its popularity are vocabulary as straightforward items, numerous standardize word lists as works of experts, multiple-choice is an excellent test type for vocabulary, and the correlation between vocabulary and other language intelligence (Read, 2000, p. 77). Be an objective test means vocabulary needs plenty great test source, among other language intelligence vocabulary has the sources. General service list, university word list, and academic word list are some of the lists of words that could be used for vocabulary test and it is still excluded plenty of corpora.

One of the reasons of vocabulary test is suits with the objective test is the form of the test. Vocabulary test has plenty of form of tests that are easy to write, score, and efficient in time, such as completion, translation, matching and multiple-choice (Read, 2000, p. 2). However, multiple-choice is believed to be the excellent match with testing vocabulary. Multiple-choice popularity among test-developers is based on reasons, those are a convenience in administering and the well-establish process of analysis it provides (Read, 2000, p. 78). Efficiency is the main reason for the perfect match between vocabulary and multiple-choice. However, it does not mean that vocabulary test will be without problems. Multiple-choice for vocabulary has some limitation, such as difficult to construct, the limitation of the option, guessing possibility, distractor could be the main focus during the making and test, the last is a limited number of sampling (Read, 2000, p. 78). Despite the weaknesses it contains up until now, multiple-choice used as vocabulary’s test still gain its popularity.

Multiple-choice in testing vocabulary is one of the ways that gain popularity. There some type of measures in order to create a suitable form of multiple-choice in testing vocabulary. Among the measurement types are a cloze-test modification in form of multiple-choice (Read, 2000, p. 102). Cloze test refers to measures in which the assessor provides the reading passage in which some of the words in order, for example 7th or selective word based on some purposes will be deleted. The multiple-choice cloze test is believed to be more objective, because the range of responses the test-takers could give is controlled (Read, 2000, p. 109). In multiple-choice cloze test the options could be given is controlled and plus the variety of meaning could be applied. On the other hand the guiding for test-taker is easier so does the scoring.
The prominent role of guiding that could provide by multiple-choice cloze test is the holistic meaning of the word could be tested. As stated that vocabulary knowledge stands for something deeper than word meaning (Read, 2000, p. 92). Therefore, to solely ask someone to translate from target language to the first language let to lack of word meaning. By providing an operation that guides the test-taker with various circumstances and use to build meaning, the assessor will able to know how deep the vocabulary knowledge of someone.

The deep of vocabulary knowledge is prominent in doing an assessment. There are some points need to be straightly clear in assessing vocabulary, those are partial-precise knowledge, receptive and productive knowledge, the last including depth of knowledge of words (Read, 2000, p. 93). For some words to have more than one meaning is not a new thing, such word like sound could stand as noun or adjective. The other point to be noted about word knowledge is the most suitable variety for one condition. One of the examples, by providing the word ship as the context someone needs to associate to choose garbage or wreckage as the most suitable one. The ability to know those should be measure properly. Therefore, by seeing those condition assessment in isolation faces problems.

Having a test of vocabulary without context leads to some ignorance. Its practice, vocabulary assessment in isolation the inability to use words in more than one part and difference of meaning (Read, 2000, p. 99). The test-takers possibility of having a generalization is high. A person with an understanding of one meaning each and complete understanding of the word will most likely unidentified. The condition will lead the test to leave its objectivity. Therefore, guidance in term of context is needed and a variety of context for single word also important. Therefore, in terms of academic writing three dimensions should be taken. The test should be discrete, selective, and context-dependent.

Another point to be included in measuring vocabulary is having proper indicators. Read (2000, p. 3) there are several indicators of word knowledge, those are; understanding of word meaning, forms, sound contrast and depth knowledge of words. The idea of word meanings refers to how good someone understands the use of words and referents of the words. The second point is formed. Form stands for the content of the words. What fills a word need to be understood by someone. The third point is sound contrast. Sound contrast refers to how well someone differentiates one word to another orally. The last point is depth knowledge of words. The knowledge of someone about words can be measured by how well he recognizes word differences and use in different context.

Giving a better and more clear explanation Read seven aspects that indicating the vocabulary knowledge of someone. First, able to know the degree of probability of word encounter either in spoken or written. Second, know how to use the word according to function and situation. Third, know syntactic behavior related to the word. Fourth, know the underlying form and derivations. Fifth, know the network of association between words. The sixth, know semantic aspect of the word. The last, know multiple meaning associated with the word (Read, 2000, p. 25).
Having to know what is the principal and point will lead to the preparation and administration of vocabulary assessment. Just like another language test, validity and reliability are two prominent points to be considered. Related with the idea of validity and reliability is the size of the vocabulary. It is important to decide how big the vocabulary will be tested. For example, in Academic Word List by Coxhead there are 570 word families which divided into ten subsets. The question then arise is how many word families should be included in the test. According to Schmitt, there are steps to be done according to vocabulary size. The first step is establishing the population which then follow by taking a sample in order to fit the test and to ensure the representation of the percentage (Schmitt, 2010, p. 193). The size should be aware suited with practicality and representation. It is important to have a conclusion at the end that the words work as test item could be the reflection of vocabulary knowledge for lists of words. Therefore, there is a necessity for the assessor to be able to use the greatest number of items in the test (Schmitt, 2010, p. 195). The bigger the number of the test item included the more the representation of the vocabulary assessment could guarantee.

Having a number of items about vocabulary to be tested, then assessor should be able to guarantee that the test is valid and reliable. In term of validity for vocabulary assessment, there are two most common validity method those are criterion validity and content validity (Schmitt, 2010, p. 182). However, both of the methods require different steps. In the case when the items going to be tested is new or does not have a standardized test as the guidance, criterion validity is not recommended. Therefore, following the variable of Academic Word List by Coxhead to be tested the most suitable validity method is content validity. Content validity requires the help of experts. To validate assessment by content validity experts judgment is used as one of the common way (Fraenkel, 2008, p. 150). As its name content validity will need to check with the purpose of items to be tested, therefore the more experts included the more possibility the test be a valid test.

Following the idea of validity is reliability. Reliability is a common term used in doing an assessment, as it stands for the idea of continuity. The test should be able to represent the ability of students. Therefore, the test should have the same result despite the number of testing in a range of time. In vocabulary testing there are several methods to check reliability, test-retest, an equivalent method, and others. Among all of the method, the equivalent method shows efficiency in resource and practicality. An equivalent method is a method in which there is two instruments with equality used for same individuals. The reliability is shown by the high coefficient (Fraenkel, 2008, p. 156). The higher the coefficient, the better the reliability will be. Therefore, summing up the explanation above the test of academic word list of vocabulary in form of multiple-choice cloze test should be able to have great validity and reliability.

With choosing the appropriate way to assess means there is a tool to use. However, the tool should give a clear view. Therefore the indicators use. Summarizing the idea above, the indicators proposed by experts could be
simplified into three main aspects to measure knowledge of vocabulary *word meaning*, *form*, and *usage*.

a. Word meaning refers to the idea of understanding the message of words, including the understanding of different meanings associated with a word, and semantic value.

b. Word form refers to the ability to recognize the surface of the words, including how it pronounces, stress, derivation, syntactic behavior related to the word.

c. The last indicator is usage. Usage stands for the ability to use word appropriately according to the needed and context. Understanding usage also means know the function and situation to use the word, the association between words, and degree of word encounter.

From the elaboration of theories, there are three main aspects in testing the vocabulary mastery of someone. However, a more detail way of measuring is needed. Therefore, those three aspects are elaborated into six main indicators of vocabulary mastery. Those are as follow:

a. Knowing word used according to function and situation.

b. Knowing syntactic behavior of words.

c. Knowing word form and derivations

d. Knowing the semantic value of words.

e. Knowing the relations between words.

f. Knowing different meaning of the words

As vocabulary is the last variables in this research and has been explained theoretically. Then it is important to see how the three variables be part of other researchers’ research. Therefore, the next section will elaborated academic writing, extensive reading, and academic vocabulary as part of the other research.

**D. Previous Research**

The three major variables, academic writing, extensive reading, and academic vocabulary are specific variables in language teaching. Especially for academic vocabulary, this last variable is one of the latest inventions in language competence. Invented by Coxhead in 2000, it is stated by experts to be one of the best word lists in academic circumstances (Rubin, 2007, p. 7; Nation, 2000, p. 16). Seeing the importance of the variables, plenty of researches have been done to investigate it.

Among experts who have done research to investigate the three variables there is Hein Broekkamp and his team. In their research, they try to find the correlation between reading and writing. The research’s sample is 19 students of eleventh-grade, there are 11 good readers and 8 poor readers. The researcher required the samples to read literary texts and then make writing texts. As the result of the research shows that there is a strong correlation between reading and writing (Broekkamp, 2009, p. 281).

Broekkamp’s research shows another evidence that supports this thesis’ hypothesis that reading and writing are related one another or in other word gives
positive correlation. From this research a method in order to attempt a data collecting for writing is also shown, though there are some differences. As in Broekkamp’s research the writing is specified in creative writing, such as story or poem, and in this thesis the writing specified for expository text in the academic area, but essentially it tested the same skill which is writing. The method is shown by Broekamp that in testing writing researcher need to create a various task in order to have a more reliable result for the writing instrument.

Using different variables Natalie G. Olinghouse and Joshua Wilson, try to investigate vocabulary and writing quality. The researchers try to find the correlation between vocabulary and quality of writing for fifth-grade students. The participants of the research are from 2 schools. The researchers required students to write three type of texts: narrative text, persuasive texts, and informative text. Vocabulary measures are taken from five aspects: vocabulary diversity, maturity, elaboration, academic words, content words, and register. The result found that vocabulary has a significant correlation with the quality of writing. In their research conducted by Natalie, prominent data found which there is a correlation between vocabulary and how written text created. Though the research of Natalia is quite general compare to the thesis, for example the variety of the texts in Natalie’s are narrative, informative, and persuasive and so does the aspects of the vocabulary (Natalie, 2012, p. 45).

Among all important data, what give important information for the thesis is the use of Coxhead academic word list as the reference of academic words. The data results also give supportive evidence that both informative and persuasive texts are using more academic vocabulary than narrative writing. As it goes the same for this thesis, where the vocabulary is limited to academic vocabulary and the writing also limited to academic vocabulary. To be noted that Natalie pinpoint some prominent information that the result of the research could be different when tested to the different level of students which become one of the motives to conduct improvised research than Natalie’s research.

The last research is one of the researches which uses reading and writing as the variables. The research is conducted with non-native speaker learner and from Asia. The research was conducted by Abdulah Ibrahim Al-Sadaat from King Faisal University of Kingdom of Saudi Arabia. The research’s purpose is to find out the relationship created by reading and writing. In conducting the research, Ibrahim used the tasks and results from five courses in the department of a foreign language of King Faisal University, those are English Text I and English Text II as part of reading courses and Composition I, Composition II, and Essay as part of Writing courses. The total number of the participant are 65 students, 28 males and 37 females. Based on the research, a strong relationship is found between those two variables and that either reading or writing has important relations with each other (Al-Sadaat, 2004, p. 215).

Some distinction between Ibrahim’s research and this research are found. The mechanism of conducting research, both by instruments used or statistical calculation. Though have some distinction, Ibrahim’s research supply valuable data
about the relationship between reading and writing for a non-native speaker. Ibrahim also used university students as the subject of the research, compared to the previous researcher which used the lower level sample. The research conducted by Ibrahim gives more information needed about whether the thesis is staying on the right track or not. As the result showing that possibility the reading and writing used as variables is acceptable.

Theoretically and practically all variables have been explained, academic writing, academic vocabulary, and extensive reading. Therefore, in order to summing up the whole idea then a framework of the chapters should be explained. As the result the next section will explain the framework of all three variables in order to give same understanding related with the variables.

E. Theoretical Implication of the Study

Essentially the main idea is about three main variables, those are academic writing, extensive reading, and academic vocabulary. The concepts of those three are explained by many experts. Written text is the product of writing which is affected by many variables, including academic vocabulary and reading proficiency. In order to get the required standard, especially when the text is in standardize circumstances such as a university.

In higher level of education, the complexity of writing also increases. In the academic or scientific area, exposition becomes one of the most suitable genres of writing. The text that its main purpose is to guides the reader into the same understanding of idea with the writer. The reasoning has to be supported with plenty of empirical data and good argumentation. Exposition has to be built based on great argument and clear idea or mostly called with the term thesis or essay.

Writing is productive language skill. Therefore, the writer is required to create written items, in this term is academic writing. In order to be able to have properly written items the writer needs to have plenty of information. Information for the material could be collected from reading and developed properly with the good vocabulary knowledge. In another word, the co-relationship between skills and competences do exist. Therefore, it is a mistake to think that one variable is isolated with another variables, all of them are related and must be seen holistically.

Among all factors that are related with writing is vocabulary. One of the most reliable lists uses in academic writing is Academic Word List Vocabulary made by Coxhead. The list consist of 570 word list. The words are play more role in academic text compare to other fictional text. In other word AWL made by Coxhead is prominent material to construct an academic text that is as the implication to create a proper writing for academic area in this term is exposition a mastery of AWL becomes prominent compare to other word list.

As explained before, writing, especially writing exposition text, are affected by many factors. Another factor that affected this productive skill is information. Therefore, reading becomes one of the prominent factor affected writing as it is provide someone with quite information, especially in Indonesia where reading material is easier to be found than another receptive skills material.
As the improvement of language teaching are getting more dynamic, lot of method of reading also increased. Among all, one of the most trusted and succeed is extensive reading with all of the criteria. However, it is still less in number compared to intensive reading in term of implementation. Additionally, extensive reading is believed to affected many aspect in language teaching, including vocabulary boost and broaden the point of view of a writer.

Based on the explanation above it could lead to one understanding that writing, in this case exposition genres, is affected by two ideas. Therefore, it can be assumed that extensive reading, academic word list, and scientific writing in exposition text are affected one another.

Reading, especially extensive reading, plays its role as the supplier of information which is very important for someone to be able to write with good content. On the other hand academic vocabulary is one part of the language features that construct or be the medium of the necessary writing. Those two factors, theoretically, have prominence relationship and effect to academic writing. As the aspects of writing related much with those two variables.

F. Theoretical Hypothesis

Based on the theory above, there are hypothesis related to the variables academic vocabulary, extensive reading and academic writing, as follow:

Ha (Alternative hypotheses)
Ha 1: Extensive reading has a positive direct effect on student’ academic writing ability.
Ha 2: Academic vocabulary has a positive direct effect on students’ academic writing ability.
Ha 3: Extensive Reading has a positive direct effect on students’ academic vocabulary.
CHAPTER III
RESEARCH METHOD

This chapter explains of research methodology. It includes research methodology, the place and time of research, population and sample method of research, population and sampling technique, variable of the research, the technique of collecting data, the technique of data analysis, data validation and statistical hypothesis.

A. Place and Time of the Research
The place that is going to be taken as research place is UIN Syarif Hidayatullah Jakarta, Faculty of Educational Sciences, specifically in Department of English Education.

The research will be conducted at the end of the odd semester, about one month, for the research between 19th December 2016 until 31st January 2017. The time including testing the validity and reliability of the instrument. In order to give clearer understanding of time allocation of the research, the table of timeline has been provided in the following:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing of Validity and Reliability</td>
<td>18th – 25th, April, 2017</td>
</tr>
<tr>
<td>Data Collecting</td>
<td>1st - 19th, May, 2017</td>
</tr>
</tbody>
</table>

The time and place are chosen based on the needed of the research which follows the odd semester of teaching and learning in Department of English Education.

B. Research Design
The method used in this research is quantitative method with survey as the design of the study. In term of data analysis, the research is classified as Correlational study. It is categorized as correlational study as there is no treatment done to the population of the research. This research also based on the idea that the changes of one variable will affect the other variable (Cresswell, 2011, p. 340). The population was random and given no treatment, however the quality has been chosen in the same condition.

As explained before the analysis of data in this research is Correlational Study. Therefore, the research’s goal is to see and describe the relationship between students’ extensive reading ability, students’ academic vocabulary mastery and academic writing skill. As the design is correlational research, there will be no treatment given. To give detail explanation of the research design, then the visualization is given as follow:
Based on the illustration above there are three variables. However, as technique of data analysis is *Path Analysis* then the variables are one endogenous variable and two exogenous variables. Following those two types of variable, there is also an intervening variable. Intervening variable roles as the media of indirect effect of an exogenous variable to the endogenous variable (Kadir, 2015, p. 240). In this research the exogenous variables are Extensive Reading ($X_1$) and Academic Vocabulary Mastery ($X_2$) and the endogenous variable is Academic Writing ($Y$). The intervening variable of the research is Academic Vocabulary Mastery ($X_2$).

Following the design of the research is the way to determine the population and sample. Therefore, in the following subchapter the explanation of population and sample is shown brief and clear.

**C. Population and Sample**

The target population of this research is the 6th semester of Department of English Education UIN Syarif Hidayatullah Jakarta. There are three classes in 6th semester consist of 18-22 students for each class. There are 58 students from all of the classes.

If the sample is larger, then the potential for error will be less. The sample will represent better to the population as the differences of a number between sample and population is small. It is important to have a sample that could represent as many similar features to the population (Creswell, 2012: p. 142). Therefore, in order to get a representative data and less error the sample quantity should as big as possible.

In order to have a representative population then all the population are asked to be part of the research. The reason also based on the number of students in the classes which are not considered big. However, sample in this research is all of the students who have passed the extensive reading course. The sampling formula used for this research Cochran’s sample size formula for categorical data. The formula is as follow:
\[ n = \frac{(t)^2 \times (p)(q)}{(d)^2} \]

\( t = \) alpha level  
\( d = \) margin of error  
\( p,q = \) estimate of variance  

(Bertlett, 2001, p. 47)

As the population and sample criteria have been determined, therefore the number of the sample who are involved in the research is 40. The detail of the background of the participants are as follow:

Table 3.2

**Samples’ Description**

<table>
<thead>
<tr>
<th>Description</th>
<th>Classifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>31</td>
<td>77.50%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>9</td>
<td>22.50%</td>
</tr>
<tr>
<td>Edu. Background</td>
<td>SMAN</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>SMAS</td>
<td>5</td>
<td>12.50%</td>
</tr>
<tr>
<td></td>
<td>MAN</td>
<td>9</td>
<td>22.50%</td>
</tr>
<tr>
<td></td>
<td>MAS</td>
<td>9</td>
<td>22.50%</td>
</tr>
<tr>
<td></td>
<td>SMKN</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>SMKS</td>
<td>1</td>
<td>2.50%</td>
</tr>
<tr>
<td>Origin</td>
<td>Jakarta</td>
<td>29</td>
<td>72.50%</td>
</tr>
<tr>
<td></td>
<td>Non-Jakarta</td>
<td>11</td>
<td>27.50%</td>
</tr>
<tr>
<td>Total Student</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note

F : Female  
M : Male  
MAN : State Islamic High School  
MAS : Private Islamic High School (Including Boarding School)  
SMAN : State Senior High School  
SMAS : Private Senior High School  
SMKN : State Vocational School  
SMKS : Private Vocational School  
Jakarta : Jakarta, Bogor, Depok, Tangerang Raya, and Bekasi

There are 40 students from a 6th semester of the department of English education UIN Syarif Hidayatullah Jakarta that become the population of the research. Based on the table above it can be seen that most of the population is female, more than 75%, while male only 22.5%. From their educational background most students come from an Islamic school, either private or state,
with the composition 45%. Then it followed by senior high school and vocational school. Based on their origin most of the students come from Jabodetabek region, Jakarta, Bogor, Depok, Tangerang Raya, and Bekasi, around 70% and the rests come from other cities in Indonesia and other cities from other countries, such as Jeddah.

Following the fulfilling of the research’s sample criteria and number is the next step. The next step is to collect the data related with research. Therefore, the following section will elaborate the way to collect data of the research.

D. Technique of Data Collecting

As it is important to have valid and reliable data in a research then in this subchapter the processes of gathering the data are explained. In this subchapter there two main topics discussed, those are the instrument of the research and the process of collecting data.

1. Instrument of the Research

Research instrument is a prominent item to gather the data. In this research, there is one main instruments used:

a. Test

Besides the used of test as the instruments, library research from books, articles, journals, and some internet-based data are also used.

The test function is to find out students’ academic vocabulary mastery and their academic writing. There are three tests in this research, excluding validity and reliability test. The first test is to check students’ academic writing where the students are asked to create a writing text in the form of an essay. The second test for vocabulary test in the area of Coxhead’s academic word list (AWL) mastery. The last test is reading test which used to be supportive data for extensive reading.

1. Test of Writing

a. Conceptual Definition

Writing is essential in this research. The focus of writing in this research is academic writing. The idea of academic writing is an ability to write a text based on academic valued. Those including the information it provides, structure, content and purposes of the writer.

In order to determine the quality of writing in academic circumstances, the existence of test and rubric to measure the quality of writing is necessary. Therefore, to have a reliable and valid instrument to test writing is important.

b. Operational Definition

To avoid misconception of what and how to measure the quality of academic writing an understanding should be clear. Academic writing has three main characteristic, those are specific information, structure and purpose. Therefore,
stand with that characteristic proper blueprint and indicators for scoring the writing is made. The indicators of the writing test has been explained in the table below:

Table 3.3
Blueprints of the Academic Writing Test

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Academic Writing</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coherence</td>
<td>Organizing the main idea and supporting details in Text</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>Relating the topic and content in the text</td>
</tr>
<tr>
<td>3</td>
<td>Language Features</td>
<td>Generating the use of punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generating the proper choice of diction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generating the usage of grammatical features</td>
</tr>
</tbody>
</table>

In order to achieve the aim of writing test, it is important to have an appropriate and clear order of the test. The design of the operational design will be shown in the table below:

Table 3.4
Description of the Academic Writing Test

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Multi-paragraph writing Under the Topic of Linguistic or English Education</td>
</tr>
<tr>
<td>Level</td>
<td>College Students of Foreign Language Learners</td>
</tr>
</tbody>
</table>
| General Description | Students will perform the task by developing their own idea relating to the topic given. In doing the task, students will  
- Perform writing essay in a systematical order  
- Present clear supporting details and/or arguments to illustrate their idea clearly  
- Perform the use of lexical choices and grammatical understanding relating to the writing |
| Sample Item    | Describe the importance of teaching reading skill in Senior High School. |
| Prompt Attributes | Students will be assigned a writing task related to their point of view and understanding in the area of linguistic and/or English education. Requirements of the selection of a topic are based on the following criteria:  
- A topic with meaningfulness and relevancy with either linguistic or English education.  
- A topic that is supported by actual condition and empirical data  
- A topic that is supported by writer’s background knowledge |
As explained above that the form of the test given has been followed the procedure and theories. It is also important to have a reliable and standardize the system of scoring. There are several standardized systems of scoring for writing test, based on the condition of addressees. Among all the most suitable writing scoring system is holistic scoring. Holistic scoring stands for scoring writing with a single score for the whole element of the script (Weigle, 2002, p. 112). In another word the scoring which will be used in assessing the writing will represent the whole quality in single scoring. There are several rubrics on the holistic scoring system for writing an assessment. Compare to the condition of the test’s purpose, the most suitable rubrics of scoring is Test of Written English or known as TWE adapted from Sara Weigle’s Assessing Writing. In this scale there are six levels with criteria following the whole aspect of writing, the rubric is explained in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Coherence</th>
<th>Content</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The highest score is six. The score is given for well-organized and developed text. Coherence is clear.</td>
<td>The supporting detail and main idea are related effectively.</td>
<td>The text has an appropriate choice of diction, syntactic, and other language feature. However, it may have some errors.</td>
</tr>
<tr>
<td>5</td>
<td>The text is generally well organized and more effectively build.</td>
<td>There are supporting detail that supports the main idea appropriately. A good relationship between the topic and the text.</td>
<td>The use of language grammar and diction are various. There is only occasional error found.</td>
</tr>
<tr>
<td>4</td>
<td>Score four is given for text with adequate coherence between paragraphs.</td>
<td>The text has some supporting detail on it. The topic is adequately developed, however there is some slight in it.</td>
<td>The sentences are adequately understood. However, there are some errors that obscure meaning and inconsistency.</td>
</tr>
</tbody>
</table>

Table 3.5
Rubric of Academic Writing

Adapted from Weigle (2002, p. 85)
<table>
<thead>
<tr>
<th>Score</th>
<th>Coherence</th>
<th>Content</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The text has an inadequate organization of the paragraph.</td>
<td>The text has insufficient supporting details to support the idea developed.</td>
<td>The text has inappropriate use of dictions and accumulate errors in sentence structure.</td>
</tr>
<tr>
<td>2</td>
<td>Score two is given for text with serious disorganization.</td>
<td>The content of the text in seriously undeveloped and have irrelevancy between the main idea. A serious problem with the focus.</td>
<td>There are problematic grammatical error and other language features, including word spelling and usage.</td>
</tr>
<tr>
<td>1</td>
<td>The text is considered incoherent.</td>
<td>The content of the text is not developed properly.</td>
<td>There is a continual writing error in the text.</td>
</tr>
</tbody>
</table>

Adapted from Weigle (2002, p. 113)

c. Validity of Writing Instrument
In order to find a valid and reliable result from writing test, then a method must be followed with several procedures. The writing instrument is made based on the rubric and students are required to write some academic writing texts. Based on the instrument applied, then the way to check the validity is criterion-related evidence within the form of concurrent validity. Therefore, there are two measuring made in nearly at the same time (Fraenkel, 2008, p. 152). The measuring method is using TWE rubric.

2. Test of Vocabulary: Academic Word List

a. Conceptual Definition
Vocabulary has an important role in improving the quality of language learner. It also has been tested and researched in numerous researches by experts. However, the use of vocabulary could vary depending on the purpose of using the language. In academic circumstances the use of academic vocabulary is bigger. Among all of the vocabulary lists use for the academic purpose, the most used and effective is Academic Word List created by Coxhead. Academic Word List has a prominent role, especially in a more academic situation such as for essay or research.

b. Operational Definition
Testing vocabulary is one of the prominent things to be done in this research. Therefore, having an appropriate and standardized test is important. In this research, the focus is academic vocabulary and following one of the best academic lists as the standard. The list is taken from Coxhead’s Academic Word List.
Coxhead Academic Word List contains 570 word families which according to the research has proportion 10% of the academic writing.

In creating the instrument for academic vocabulary Coxhead’s academic word list becomes the main source of vocabulary. Moreover, Coxhead differentiates the word with its frequency by giving the sub-list from 1-10. Sub-list 1 contains the most frequent word in the list and sub-list 10 the least frequent with total 570 word families (Coxhead, 2000: p. 232). However, the instrument for vocabulary does not use all sub-lists as the sources. The one used for instrument just from sub-list 1 and 2. The reason is that the research is applied in the academic field in which sub-list 1 and 2 takes bigger concerns than the other 8 (Mozaffari and Moini, 2014, p. 1293). Therefore, the total word use as the sources of the instrument is 120 detailed in the table below.

With total word families 120 the sample taken is forty words or about 30 percent of the total words. However, based on the test of validity there are 9 items that are eliminated and as the result there are 31 items used as the instrument for academic vocabulary. All thirty one items are in the form of multiple choice. Though there are several points use to measure the knowledge of Coxhead academic vocabulary someone possesses. The indicator is followed in the table below:

Table 3.6

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Vocabulary</th>
<th>Indicators</th>
<th>Valid Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word Meaning</td>
<td>Knowing different meaning of the words</td>
<td>1, 13, 15, 25, 36, 38, 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing semantic value of word</td>
<td>1, 3, 4, 5, 7, 8, 9, 10, 11, 13, 15, 16, 18, 19, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</td>
</tr>
<tr>
<td>2</td>
<td>Word Form</td>
<td>Knowing form and derivations</td>
<td>4, 10, 16, 18, 21, 24, 25, 34, 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing syntactic behavior of words</td>
<td>1, 4, 6, 7, 11, 16, 18, 19, 32, 35</td>
</tr>
<tr>
<td>3</td>
<td>Word Usage</td>
<td>Knowing the relations between words</td>
<td>1, 3, 4, 5, 7, 9, 11, 16, 18, 19, 21, 24, 30, 32, 33, 35, 38, 39, 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing word use according to function and situation</td>
<td>1, 3, 4, 5, 7, 8, 9, 10, 11, 13, 15, 16, 18, 19, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</td>
</tr>
</tbody>
</table>
Based on its purpose, the test used for vocabulary test is *proficiency test*. The test chosen as the purpose of the test is to provide an indication of the ‘size’ of the vocabulary of the learners (Schmitt, 2000: p. 164). Based on its dimension the test will be in form of discrete, selective, and context-dependent test. The detail of the test as exemplified in table 3.6 below

Table 3.7
**Design of Academic Vocabulary Test**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Academic Word List Test</td>
</tr>
<tr>
<td><strong>Purpose of the Test</strong></td>
<td>To provide an indication of learner’s vocabulary, including the knowledge of word parts and words association.</td>
</tr>
<tr>
<td><strong>Indicator of the Test</strong></td>
<td>There are three indicators seen from the test, those are: word meaning, form, and usage. The first indicator is put in understanding the words meaning from text. The word form tested is by recognizing the word by written and not orally. The usage will be seen from the ability to associate meaning with context.</td>
</tr>
<tr>
<td><strong>Form of the Test</strong></td>
<td>Cloze Test - Multiple Choice. The format of the test will be in the form of text with blank words. There will be 4 options for each number which will be given to the test takers.</td>
</tr>
<tr>
<td><strong>Number of Words</strong></td>
<td>30 numbers for the test which are taken from academic word list created by Coxhed.</td>
</tr>
</tbody>
</table>

Adapted from Nation (2000: p. 596)

c. **Validity of Vocabulary Instrument**

The second instrument validation will be on the vocabulary test. As the form of the test is based on multiple choices then the way to check the validity will be based on *criterion-related validity*. In this research, the form used is *concurrent validity*, one of the forms of *criterion-related validity* (Fraenkel, 2008, p. 152). Concurrent validity is chosen as the data collecting is nearly at the same time which follows the basic function of *concurrent validity*.

The second point to test is the internal consistency of the instrument or in other word testing the reliability of the instrument. The reliability of the instrument is by using the *split-half procedure* in which one test divided into two halves. In order to increase the reliability of the test there is the increasing of the number which still following the original one. The formula used is KR20, as the assumption there is a different level of difficulty (Fraenkel, 2008, p. 156). The formula used is as follow:

\[ KR20 = \frac{K}{K-1} \left( 1 - \frac{\Sigma_{i=1}^{k} p_1 q_1}{\sigma^2} \right) \]

Note:
- K = number of items
- \( p_1 = \) the proportion 1
\[ q_1 = \text{the proportion 0} \]
\[ \sigma^2 = \text{the test score variance} \]

Based on the testing of validity and reliability for the academic vocabulary test there are 31 out of 40 test items. Therefore, the testing of vocabulary that can be used to collecting the data for vocabulary is 31 items of a multiple-choice test.

c. Test of Extensive Reading

a. Conceptual Definition

Extensive reading is one of the ways to teach reading which emphasize in reading a lot. However, enjoyment is the key in extensive reading. Different with intensive reading, in extensive reading students are freed to choose the reading material as long as following the requirement standard. Despite its freedom, extensive reading still has standardized assessments which are commonly used by the expert. There are two tests used for extensive reading. The first test is one-minute reading in which the reading rate becomes the focus. The second test is a meaning-focused task (MFT) in which the students are required to deliver the reading material they took orally and made a report about it.

b. Operational Definition

To avoid misconception of what and how to measure the quality, then proper blueprint and indicator for scoring the writing is important. The indicator of the reading test has been explained in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Extensive Reading</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Comprehension</td>
<td>Reciting the story of the chosen text written and orally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarizing the content of the text written and orally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explaining important points related to the story written and orally</td>
</tr>
<tr>
<td>2</td>
<td>Reading Fluency</td>
<td>Generating speed reading with accuracy</td>
</tr>
</tbody>
</table>

Testing extensive reading is an important aspect of this research. The data used in order to know the quality of extensive reading to the students’ reading proficiency. In this research the testing of extensive reading use is one-minute reading. The test is proposed by experts in order to measure extensive reading. The success of extensive reading in the one-minute reading test is measured by the reading rate (Bamford & Day, 2006, p. 87).

During the process of assessing extensive reading using one-minute reading, the participant will be asked to read a text around 600 words in one-minute. The next
step is measuring the reading rate of each student which be the indicator of the extensive reading. The detail of the test is described in table 3.9 below

Table 3.9
Description of Fluency Reading Test for Extensive Reading

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tittle</td>
<td>One Minute Reading Test</td>
</tr>
<tr>
<td>Purpose of the Test</td>
<td>To provide an indication of extensive reading, including the reading rate students have possessed.</td>
</tr>
<tr>
<td>Indicator of the Text</td>
<td>The indicator of extensive reading measurement in this test is the fluency of reading</td>
</tr>
<tr>
<td>Form of the Test</td>
<td>One-minute reading. The format of the test will be in the form of the text consists around 600 words. Students only are given one minute to read the text</td>
</tr>
<tr>
<td>Number of Texts</td>
<td>A text with total words 610. The readability has been matched to college level.</td>
</tr>
</tbody>
</table>

Adapted from Bamford & Day (2004: p. 86)

The second test used as the instrument for extensive reading is Meaning Focus Task (MFT). However as this test is already be part of the extensive reading course then the table below just elaborate the type of test. This test conducted during the Extensive Reading course in the fifth semester. The test purpose to measure the understanding of the reading material. The students are required to make a report form of their reading material and present it orally. The test results were taken from the score of the extensive reading course which conducted in the fifth semester of Department of English Education. The detail of the test is described in table 3.10 below:

Table 3.10
Description of Meaning Focus Task (MFT) of Extensive Reading

<table>
<thead>
<tr>
<th>Tittle</th>
<th>Meaning Focus Task Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the Test</td>
<td>To provide an indication of extensive reading, including comprehension of reading material based on the item chosen to be read.</td>
</tr>
<tr>
<td>Indicator of the Text</td>
<td>The indicator of extensive reading measurement in this test is the reading comprehension.</td>
</tr>
<tr>
<td>Form of the Test</td>
<td>Meaning Focus Task. The format of the test will be in the form task in which students are required to make a report and present the material orally.</td>
</tr>
<tr>
<td>Number of Texts</td>
<td>Novels, Books, and Journals. The written material is chosen by the students based on the list given and approval.</td>
</tr>
</tbody>
</table>

Adapted from Bamford & Day (2004: p. 86)
As explained above that there are two types of the extensive reading test. One of them is Meaning Focus Task (MFT). Differ with the One-minute reading test, there is a different way of measuring in meaning focus task. The scale used is 0-100. However, the way of scoring has been conducted during the teaching process of extensive reading course.

c. Validity of the Instrument

As the format of the task focuses on reading rate, then there will be no question given. However, the text is chosen still be tested in term of readability. The purpose is to find the variety of levels of text and to have credible sources of text. In term of readability the formula used is Flesch Reading Ease Formula which has been implanted using Ms. Word 2010. The formula to check readability is as follow:

\[
\text{Score} = 206.853 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})
\]

Description:
- ASL = Average Sentence Length
- ASW = Average number of Syllables per Words

(Bailin & Grafstain, 2016, p. 36).

Following the one-minute test is another instrument to check the quality of extensive reading. The second instrument to check students’ extensive reading result is Meaning Focus Task (MFT) which conducted by the lecturer during the course. Therefore the way to check the validity is criterion-related evidence within the form of predictive validity. As predictive validity is two measuring which is conducted with time elapse (Fraenkel, 2008, p. 152). The two measures are the measuring by the researcher using one-minute test and the measuring by the lecturer with Meaning Focus Task, in this case the lecturers of academic writing course.

2. Collecting Data Procedure

In collecting the prerequisite data, there are three main tests as the primary instrument and document. The test is used to obtain data for extensive reading, academic vocabulary mastery, and academic writing. The three test has its own characteristic.

The test for writing required students to write an academic text with the given themes; linguistic and English education. The writing test’s purpose is to find out students’ ability in writing exposition text by following the academic writing standard. The second test is academic vocabulary test. Its goal is to find out students’ academic vocabulary based on the list made by Coxhead. The last instrument is tested for extensive reading quality. The test is a one-minute reading test. Both extensive reading and vocabulary test were conducted at the same time. The other test, writing test is done in separated time.

The second primary instrument documents. The document is asked from the lecturers of the courses and students of 6th semester. Including the process of
conducting the course of extensive reading, test and assessment during the class, and other important information related to extensive reading courses

E. Technique of Data Analysis

In analyzing the data the researcher uses statistical calculation as the research is quantitative research. The data acquired from the instrument is separated based on the instrument. After the score is taken then a statistical calculation is necessary.

The technique of data analysis in this research is a descriptive analysis. The aspects to be measured including data distribution, normality, homogeneity, and linearity. In order to get the necessary data the use of instruments be necessary, test, interview, and document. The second point is inferential analysis. In this research the analysis use is path analysis. Based on its definition path analysis is a statistical technique that analyzing two or more variables’ relation based on its causality relationship (Kadir, 2015, p. 239).

Normality test

1. Normality Test

Normality test is a prerequisite test before analyzing the hypothesis. This test purpose is to find out whether the distribution is normal or not. As the normal distribution leads to the idea that the test has been conducted properly and following the procedure.

Normality test done in this research is using Kolomogorov-Smirnov test. The test is conducted by comparing the score of D-count and D-table. However, in finding the number D-count it is necessary to find the score of $a_1$ and $a_2$. In this case the formula used is as follows:

$$a_2 = \text{Absolute } (cp - Ztab)$$
$$a_1 = \text{Absolute } (a_2 - f_i/n)$$

Note:
- $Cp$ : Cumulative Proportion
- $Z$ : Standardized score
- $F$ : frequency
- $N$ : Data

(Kadir, 2015, p. 147)

Normality test is conducted to find out whether the data has been distributed normally or not. In order to find the normality of the data distribution, this study uses Kolmogorov-Smirnov method with significance level $\alpha = 0.05$. To make it straight, then the hypothesis of normality is made for the research’s variables as follows:

- $H_1$ = Data are not distributed normally
- $H_0$ = Data are distributed normally

In order to find out whether the hypothesis alternative or hypothesis null accepted the calculation was conducted. In conducting the normality test, the data are tested by the help of software SPSS 2.0. As the significance level 0.05 be the
standard, therefore if \( p \text{ value (sig)} > 0.05 \) then the data are distributed normally and hypothesis alternative is accepted. While on the other hand if the \( p \text{ value (sig)} < 0.05 \) then it means the data are not distributed normally and the null hypothesis is accepted. The statistical calculation is conducted by SPSS 2.0. The normality of the data

<table>
<thead>
<tr>
<th></th>
<th>ER by AW</th>
<th>AV by AW</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Normal Parameters(^{a,b})</td>
<td>Mean</td>
<td>0.2656453</td>
</tr>
<tr>
<td></td>
<td>Std. Dev</td>
<td>12.7696351</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>0.137</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>0.093</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-0.137</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>0.864</td>
<td>0.626</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.445</td>
<td>0.828</td>
</tr>
</tbody>
</table>

\(^a\) Test distribution is Normal.
\(^b\) Calculated from data.

As shown in the table above that the significance values of the variables normality results are as follows, extensive reading by academic writing is 0.445 and academic vocabulary by academic writing is 0.828. Based on the calculation above, all of the variables have significance bigger than 0.05. Therefore following the theory of normality that if the \( p \text{ value} \) is bigger than 0.05 then the hypothesis null is accepted. Based on that idea it can be concluded that the all of the tests are distributed normally.

2. Linearity Test

Linearity test is a prerequisite test after testing the normality and homogeneity of the data. This test purpose is to find out whether the variables of the research is linear or not. As the linearity between variables is an important part of doing data analysis.

Linearity test conducted by comparing the score of f-count and F-table. If the f-count is smaller than f-tab then the population is classified as linear. However, in
finding the number f-count is done by using statistical formula. In this case the formula used is as follows:

\[
F = \frac{RJK (TC)}{RJK (G)}
\]

Note:
RJK (TC) = Mean Square deviation
RJK (G) = Mean Square within group
(Kadir, 2015, p. 180)

The last prerequisite test is the test of linearity. It is an important test, especially in correlation study, as this test’s aim is to find out whether there is a significance linearity between the independent variable and dependent variable. The test also is the step before testing the hypothesis using regression. In order to classify whether the variables is linear or not can be checked with two methods. The first by checking the significance. If the significance value is bigger than 0.05 means there is linearity between variables. The second method is by comparing the F Count and F Table. If the F Count is smaller than F Table then the variables are classified as linear. Therefore from the idea above the hypothesizes synthesize are as follow:

\[H_1 = \text{Variables are not linear}\]
\[H_0 = \text{Variables are linear}\]

In order to find out whether the hypothesis alternative or hypothesis null accepted the statistical calculation was done. Two statistical calculation is conducted using computerize statistical application SPSS 2.0. There are two points that will be checked, those are the significance value and the f count value. The calculation is presented in two tables, the linearity of Extensive Reading (\(X_1\)) and Academic Writing (Y) and Academic Vocabulary (\(X_2\)) and Academic Writing (Y). The statistical calculation used SPSS 2.0 then the data of the linearity of this research’s variables are found as follows:

**Table 3.12**

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Combined)</td>
<td>2994.902</td>
<td>17</td>
<td>176.171</td>
<td>1.006</td>
</tr>
<tr>
<td>Linearity</td>
<td>686.117</td>
<td>1</td>
<td>686.117</td>
<td>4.151</td>
</tr>
<tr>
<td>Dev from Linearity</td>
<td>2308.784</td>
<td>16</td>
<td>184.299</td>
<td>0.873</td>
</tr>
<tr>
<td><strong>Within Groups</strong></td>
<td>3636.797</td>
<td>22</td>
<td>165.309</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6631.698</td>
<td>39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Calculation conducted found that the significance value of the linearity test of variable extensive reading and academic writing is 0.604 and the f count is 0.873. As the significance value is bigger than 0.05 and the f count is smaller than the f table (3.18) then the variable extensive reading and academic writing are linear.

### Table 3.13
**Data Linearity of Academic Vocabulary-Extensive Reading**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Combined)</td>
<td>1900.425</td>
<td>17</td>
<td>111.790</td>
<td>0.957</td>
<td>0.530</td>
</tr>
<tr>
<td>Linearity</td>
<td>39.914</td>
<td>1</td>
<td>39.914</td>
<td>0.342</td>
<td>0.565</td>
</tr>
<tr>
<td>Dev from Linearity</td>
<td>1860.511</td>
<td>16</td>
<td>116.282</td>
<td>0.995</td>
<td>0.494</td>
</tr>
<tr>
<td><strong>Within Groups</strong></td>
<td>2569.922</td>
<td>22</td>
<td>116.815</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4470.347</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The second calculation conducted to check the linearity between academic vocabulary and extensive reading. The result found that the significance value of the linearity test of variable extensive reading and academic vocabulary is 0.494 and the f count is 0.995. As the significance value is bigger than 0.05 and the f count is smaller than the f table (3.18) then the variable extensive reading and academic vocabulary are linear.

Following the theory of linearity and the result of calculations shows in both tables then the hypothesis null is accepted. On the other word all the three variables, extensive reading, academic vocabulary, and academic writing, are significantly linear.

### 3. Path Analysis

In order to find the significance of the relationships between writing academic text, extensive reading, and academic vocabulary mastery statistical calculation is necessary. As explained above, the *path analysis* is chosen. Path analysis is a statistical method to count the relationship between variables in which there is a variable considered as an intervening variable. The equation is elaborated below:

\[
Y = \beta_{y1}X_1 + \beta_{y2}X_2 + \varepsilon
\]

\[
X_2 = \beta_{21}X_1 + \varepsilon
\]

Note:
- \( Y \): The dependent variable
- \( X \): The independent variable
- \( \varepsilon \): Error
- \( \beta \): The regression coefficient
F. Statistical Hypothesis

To achieve proper and needed data for the test of three variables, it is necessary to have a statistical hypothesis as follow:

1. **$H_0 : \beta_{y1} \leq 0$**
   - **$H_i : \beta_{y1} > 0$**

2. **$H_0 : \beta_{y2} \leq 0$**
   - **$H_i : \beta_{y2} > 0$**

3. **$H_0 : \beta_{21} \leq 0$**
   - **$H_i : \beta_{21} > 0$**

**$H_0$** : null hypothesis.
**$H_i$** : an alternative hypothesis.

$\beta_{y1}$ : the coefficient correlation between extensive frequency and academic writing.

$\beta_{y2}$ : the coefficient correlation between academic vocabulary and academic writing.

$\beta_{21}$ : the coefficient correlation between academic vocabulary, extensive reading and academic writing.
CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the findings of the research. There are three variables tested and discussed in this chapter, those are academic vocabulary mastery and extensive reading as the independent variables and academic writing ability as the dependent variables. All those variables are tested to the sixth semester students of State Islamic University Syarif Hidayatullah Jakarta.

A. Finding
Finding is the last step of research in which the data are elaborated and explain properly. In this subchapter there are two main topics that will be discussed. The first one is the data description, in this section the whole description about variables and the population are elaborated briefly. The second is data analysis, it includes the discussion about how the data analyzed and the answering of research’s hypothesizes.

1. Data Description
In this research there are 40 students that able to become part of the research. the whole students are from a 6th semester of Department of English Education UIN Syarif Hidayatullah Jakarta.

All of the students above are be part of this research. They have participated in the tests related to the research. There are three variables researched in this research, those are; academic vocabulary mastery, extensive reading, and academic writing ability. Extensive reading \( (X_1) \) and academic vocabulary \( (X_2) \) are classified as the independent variables and academic writing ability \( (Y) \) is classified as the dependent variable. The data was collected using three types of tests; the first one is multiple-choice test to measure the quality of academic vocabulary mastery. The second test is word per minute reading test to obtain the data of extensive reading. The last is writing test, in form of short written task in which the students are asked to write an academic text in form of writing in 0.5-1 page long. Descriptive analysis of the data is performed to find out the range of data, the average, median, mode, and standard deviation.

a. The Data Score of Extensive Reading
A statistical calculation of the result is conducted with SPSS 2.0 that is delivered in the table below:

<table>
<thead>
<tr>
<th>Data Description of Students’ Extensive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive Reading</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
To obtain the data of extensive reading the students are asked to take a test called one-minute reading test. All of the students from semester sixth of Department English Education UIN Syarif Hidayatullah are asked to read a text that has been chosen according to the level of the students for one minute. The result of the test then converted into scale adapted from the Taylor grade equivalent.

In the table above, there are some conclusions that can be explained. The result of the extensive reading shows that the mean is 72.58 from the scale 0-100, the median is 72 and the range is 29. In term of score classification the statistical calculation of the data also shows that the lowest score is 61 and the highest score is 91. Therefore it can be described that the mean of the students in term of reading is 56.17 or still at the level of low. It also relevance with the idea that reading still is one of the problems in Indonesia.

In order to give better view of the data, the score is classified into three, those are low score, medium score, and high score. The range is counted by the average of lower score and higher score than the mean of total score. Therefore, the low score is below 69 and the total students with this score is 11 students. The medium score range from 69-78 and the total students with this score is 25. The last is high score higher than 78 with total students 4. In the other words in term of academic vocabulary mastery students are classified to have good understanding.

In order to make it clearer the data have also been formed in two histograms. The first histogram, histogram 4.3, is the data distribution of total students. The second histogram, histogram 4.5, is the data distribution of ranged score. The pictures are shown below:
As explained in the data description above, students’ result of the extensive reading test is pictured generally. However there are details given according to the extensive reading. In extensive reading there are two aspects of extensive reading, those are reading comprehension and reading fluency. As for reading comprehension there are three indicators those are the ability to recite, to summarize, and to explain important points either in form of oral or written. On the other hand the indicators for reading fluency related with speed reading with accuracy.
Those two aspects are also part of the research. However, for the first aspect, reading comprehension, has been conducted in extensive reading which has been taken by all of the participants and be one of the requirements for the participant to be part of the research. Therefore, all of the participants have success in extensive reading based on the indicator of reading comprehension. The course, over all, is conducted by reviewing in written way. The result can be seen from the pictures and tables below.

Table 4.2
Data Description of Extensive Reading Course Result

<table>
<thead>
<tr>
<th></th>
<th>Extensive Reading Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid 40</td>
</tr>
<tr>
<td></td>
<td>Missing 0</td>
</tr>
<tr>
<td>Mean</td>
<td>77.68</td>
</tr>
<tr>
<td>Median</td>
<td>78</td>
</tr>
<tr>
<td>Range</td>
<td>14</td>
</tr>
<tr>
<td>Min</td>
<td>68</td>
</tr>
<tr>
<td>Max</td>
<td>82</td>
</tr>
<tr>
<td>Low Score (&lt;76)</td>
<td>3 Students</td>
</tr>
<tr>
<td>Medium Score (76-79)</td>
<td>31 Students</td>
</tr>
<tr>
<td>High Score (&gt;79)</td>
<td>6 Students</td>
</tr>
</tbody>
</table>

Following the result of extensive reading, then the data description divided and classified into two. The first one is elaborated in table above that shows result for extensive reading based on course. The result of the extensive reading course with meaning focused task shows that the mean is 77.68 from the scale 0-100, the median is 78, and the range is 14. The statistical calculation of the data also shows that the lowest score is 68 and the highest score is 82. In other word the mean of the students in term of reading course result is 77.68, which is classified as good score. In the table above the score is classified into three, those are low score, medium score, and high score. The range is counted by the average of lower score and higher score than the mean of total score. Therefore, the low score is below 76 and the total students with this score is 3 students. The medium score range from 76-79 and the total students with this score is 31. The last is high score higher than 79 with total students 6. In the other words in term of extensive reading based on the course students are classified to have good understanding.

As meaning focus task is a task that requires students to understand a text or book and able to make review related with the material, either in written or oral form then sample of the result of the review is as follow:
As it is not the only way to check the quality of extensive reading then it is followed by the second test. The function, not only to check the second indicator quality of extensive reading, but also to check whether the extensive reading still left traces in the students reading method. The second indicator is reading fluency in which students generate reading in limited time.

**Table 4.3**

<table>
<thead>
<tr>
<th>Extensive Reading Test</th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>56.35</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Max</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Low Score</td>
<td>11 Students</td>
<td></td>
</tr>
<tr>
<td>Medium Score</td>
<td>23 Students</td>
<td></td>
</tr>
<tr>
<td>High Score</td>
<td>6 Students</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4.1** Extensive reading review

This novel tells us about Kathryn Lyons who is married to Jack Lyons, a pilot on the Boston-London route. They have a 15th year old daughter, Mattie, and they have a normal-enough life. They have a normal-enough marriage, Kathryn and Jack were once passionately in love, and now, years later, they have grown uncomfortable and separated.

She was a happy married wife before someone told her that Jack’s plane exploded off the coast of Ireland. She had to continue her life by herself in her young age of marriage, and she hadn’t prepared for it. Adding to her horror are airline &pilots union investigators, and TV crews all looking for Kathryn to reveal something about Jack that will lead them to the source of the explosion. Each day, it seems, the news develop new bits of information and rumors.
As the first classification based on the extensive reading course, then the second is based on the test conducted with one-minute reading test. The result of the extensive reading test with one minute reading test shows that the mean is 56.35 from the scale 0-100, the median is 53, and the range is 73. For the score classification found that the lowest score is 27 and the highest score is 100. Therefore, it can be counted that the mean of the students in term of reading course result is 56.35, which is classified as low score. Like the previous tables, in the table above the score also classified into three, those are low score, medium score, and high score. The range is counted by the average of lower score and higher score than the mean of total score. Therefore, the low score is below 44 and the total students with this score is 11 students. The medium score range from 44-75 and the total students with this score is 23. The last is high score higher than 75 with total students 6. In the other words in term of extensive reading based on the test, students are classified to have low reading fluency.

As one minute reading test is a test that requires students to read a text in ranged time then the result will be measured by the number of the words read. The sample of the result of the review is as follow:

An interesting result that came to light in one of the first studies (Saragi et al., 1978) was the small but significant correlation (0.34) they found between the number of times each word occurred in the book and the number of people who chose the correct meaning in the test. From that, they concluded "repetition affects learning but the relationship is considerably complicated by other factors" (Saragi et al., 1978: 76).

However, most L2 incidental vocabulary acquisition studies (Day, Omura, and Hiramatsu, 1991; Dupuy and Krashen, 1993; Ferris, 1988; Pitts, White and Krashen, 1989; Saragi et al., 1978) have been criticised for a number of limitations (Hunt and Beglar, 2005; Rapis, 1997), most of which are also acknowledged by the researchers themselves. First of all, they used measuring instruments not sensitive to small amounts of learning (Nation, 2001). For example, Pitts et al. (1989: 272) comment that their measuring instrument was designed in such a way that rendered partial knowledge useless.” At the same time

Figure 4.2 Students’ extensive reading test.

The elaboration of the data then followed by the comparison between the result of the extensive reading both by course and test. However as seen above, some of the students still have problems in term of reading speed. This condition indicates that they need more time to read or even less training of reading skill. As reading speed is important element that is needed in reading, especially extensive reading. The condition may also be the result of the habit in choosing text, as seen above the text used for the test is an academic text. This condition lead to the some problematic condition for those who barely read academic text. Therefore, in order to give general and broaden view the following table explained the data result
based on the aspect. Reading comprehension, the result of extensive reading course, and reading fluency, the result of reading test. The result is as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Academic Writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Comprehension</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>Reading Fluency</td>
<td>56</td>
</tr>
</tbody>
</table>

The result as shown above could be explained briefly. As seen from the test results’ above, the test of extensive reading is elaborated reading comprehension and reading fluency. The result as from two indicators is varied. The first is comprehending reading text in which the result is 78. The second to know generate reading speed in which the result is 56. In other words, students still have difficulties in generating speed-reading or have lack fluency in reading. However, they have a good understanding of reading text in term of extensive reading, it includes the ability of explain the story written.

To give a more comprehend reading, the result from some students are taken. The students are chosen randomly with each four number in the list. Therefore, there are 10 students taken and the results show for both extensive reading by course and by test. The list is as follow:

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>ER Course</th>
<th>ER Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>77</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>76</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>78</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>78</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>78</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>78</td>
<td>44</td>
</tr>
<tr>
<td>9</td>
<td>77</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>82</td>
<td>66</td>
</tr>
</tbody>
</table>

b. Data Description of Academic Vocabulary

As the next description related to second independent variable this is academic vocabulary. Just like extensive reading, in order to have clearer description of academic vocabulary then the data are served in the table below:
Table 4.6
Data Description of Academic Vocabulary

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>40</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>73.87</td>
</tr>
<tr>
<td>Median</td>
<td>72.58</td>
</tr>
<tr>
<td>Range</td>
<td>48</td>
</tr>
<tr>
<td>Min</td>
<td>45</td>
</tr>
<tr>
<td>Max</td>
<td>94</td>
</tr>
<tr>
<td>Low Score (&lt;66)</td>
<td>6 Students</td>
</tr>
<tr>
<td>Medium Score (66-82)</td>
<td>26 Students</td>
</tr>
<tr>
<td>High Score (&gt;82)</td>
<td>8 Students</td>
</tr>
</tbody>
</table>

In order to obtain the data academic vocabulary mastery the students are asked to take a multiple-choice test with total item 31. Every correct answer scored one point and incorrect as zero. Therefore, the highest score students can get is 31 and the lowest is zero. All of the students from semester sixth of Department English Education UIN Syarif Hidayatullah are asked answer the test. The result of the test then converted into scale 0-100.

In the table 4.6 above, the statistical calculation of academic vocabulary is elaborated. The result of the test shows that from scale 0-100 the mean is 73.87, the median is 72.58, and the range is 48. The statistical calculation of the data also shows that the lowest score is 45 and the highest score is 94. Therefore, it can be concluded with the mean 73.87, the result is classified as good score. In the table also shown that the score is classified into three, those are low score, medium score, and high score. The range is counted by the average of lower score and higher score than the mean of total score. Therefore, the low score is below 66 and the total students with this score is 6 students. The medium score range from 66-82 and the total students with this score is 26. The last is high score higher than 82 with total students 8. In the other words in term of academic vocabulary mastery students are classified to have good understanding.

In order to make it clearer the data have also been formed in two histograms. The first histogram, histogram 4.3, is the data distribution of total students. The second histogram, histogram 4.4, is the data distribution of ranged score. The pictures are shown below:
As explained in the data description above, students’ result of academic vocabulary mastery is pictured generally. However there are details given according to the academic vocabulary. In academic vocabulary there are three aspects of academic vocabulary, those are word meaning, word form, and word usage. All of those aspects are divided into two indicators, in other there are totally six indicators related with academic vocabulary. In term of word meaning there are two indicators those are ability to know different meaning and to know semantic value. The second aspect is word form also has two indicators. Those are to know form and derivation and to know syntactic behavior of words. The last aspect is word usage, which also has two indicators. Those are to know the relations between words and to know word use according to function and situation.
Those three aspects are also be part of the research. The checking of indicators are seen by the multiple-choice test. The function is to check the indicators quality of academic vocabulary master. All six indicators then elaborated in the table and figure below:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of Vocabulary</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word Meaning</td>
<td>Knowing different meaning of the words</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing semantic value of word</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>Word Form</td>
<td>Knowing form and derivations</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing syntactic behavior of words</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>Word Usage</td>
<td>Knowing the relations between words</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowing word use according to function and situation</td>
<td>74</td>
</tr>
</tbody>
</table>

The result as shown above could be explained briefly. As seen from the test above the test of vocabulary the test is elaborated words meaning from the text. The result as from six indicators is varied. The first to know different meaning has average 58. The second to know the semantic value is 74. The third to know form and derivations scored 81. The fourth to know the syntactic behavior is 84. The fifth to know the relations between words 75. The last to know word used according to function and situation 74. From all of the test’s indicators, the lowest is understanding different meaning of the words. While the highest is knowing the syntactic behavior of the words with score 84. In other words, students still have difficulties when finding words with uncommon usage. However, they have a good understanding of term of the syntactic behavior of the words.

c. Data Description of Academic Writing

As the next description related to a second dependent variable which is academic writing. Just like a previous explanation, in order to have a clearer description of academic vocabulary then the data are served in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Academic Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
</tbody>
</table>

89
The last data to collect is the data of academic writing ability. In order to collect the data, the students are asked to write a test. The test of writing is in the form of short written task in which the students are asked to write a text within the range of 0.5-1 page long in 40 minutes. The students write a text in form of exposition with chosen variance of topics. The scoring is based on the rubric of Test of Written English which then converted into scale 0-100 in order to have the same valued with another variable.

The last data elaborated is academic writing. The result of dependent variable of the research, based on the test conducted, found that the mean is 73.50 from the scale 0-100, the median is 72.58, and the range 60. The score classification based on statistical calculation of the data also shows that the lowest score is 33 and the highest score is 93. Therefore it can be described that the mean of the students in term of reading is 73.50 which is classified as a good score. In the table the score is classified into three, those are low score, medium score, and high score. The range is counted by the average of lower score and higher score than the mean of total score. Therefore, the low score is below 64 and the total students with this score is 6 students. The medium score range from 64-82 and the total students with this score is 24. The last is high score higher than 82 with total students 10. In the other words in term of academic writing ability students are classified to have standard quality.

In order to make it clearer the data have also been formed in the two histogram. The first histogram, histogram 4.5, is the data distribution of total students. The second histogram, histogram 4.6, is the data distribution of ranged score. The pictures are shown below:
As explained in the data description above, students’ result of academic writing ability is pictured generally. However there are details given according to the academic writing ability. In academic writing ability there are three aspects of writing ability, those are coherence, content, and language feature. All of those aspects are divided into indicators, in other there are totally five indicators related to academic writing ability. In term of coherence there is one indicator which is the ability to organize the main idea and supporting detail. The second aspect is content also has one indicator. The indicator is to relate topic and content in the text. The
last aspect is language feature which has three indicators. Those are to use the punctuation correctly, proper choice of diction and the usage of grammatical features.

Those three aspects are also part of the research. The checking of indicators is seen by the multi-paragraph writing test. The function is to check the indicators quality of academic writing ability. All aspects counted then elaborated in the table and figure below:

Figure 4.3 Academic Writing Test

The elaboration of the data of academic writing then followed by the comparison between the aspects of scoring of academic writing. As shown above that there are some mistakes made by the writers, for example the use of to be or the choice of diction. In the term of content, they also still have some problems. For example, in choosing the topic or provided appropriate logical thinking and data related with the topic. As seen above, there are little theory or data provided. Most of the content still assumption. However, students have already understood the way of writing and what kind of genre they have to used related with the idea they want to share. Therefore, in order to give general and broaden view the following table explained the data result based on the aspect of academic writing. Those aspects are, coherence, content, and language feature. The result is as follow:
The result as shown above could be explained briefly. As seen from the test above the test of vocabulary the test is a multi-paragraph test. The result as from three aspects is varied. The first is coherence with score 71. The second is content with score 73. The last is language feature with score 77. From all of the test’s aspects, the lowest is coherence with score 71. While the highest is language feature with score 77. In other words, students still have difficulties create text with good coherency. However, they have good language feature in the text, including using proper diction, punctuation and grammatical feature. Despite there are low score and a high score of aspect, over all, the aspects of academic writing are considered to have a small gap. In another word the way students write has covered coherence, content, and language feature in a standard way.

As the data for both the population and variables have been elaborated the next section is related with how the variables are analyzed. The purpose is to find out whether the hypothesis accepted or not. Therefore, the data analysis will be discussed more in the next section.

2. Data Analysis

As the data have been described in the previous part then the next step is checking the hypothesis of the data. However, before testing the hypothesis there are several steps to be done, including normality and linearity. As the data of the variables used in this research have been tested in term of normality and linearity, as explained in chapter III. In the previous chapter, the variables are found to be normal and linear, therefore it is accepted to be used in testing the hypothesis. Then the next step is testing the hypothesis.

The testing hypothesis is important to know what is the answer to the research questions explained in the first chapter. In this research, the testing of hypothesis is divided into two. The first one is testing the correlation between variable extensive reading ($X_1$) and academic writing ($Y$). The second test is test of hypothesis to check co-relationship between variables extensive reading ($X_1$) and academic vocabulary ($X_2$) to variable dependent academic writing ($Y$). Therefore the statistical calculation used is Path Analysis. The testing of this variables is important as the result will clarify the research questions’ acceptance.
a. The Relationship between Students’ Extensive Reading and Academic Vocabulary Mastery

The first testing is to check the correlation between extensive reading and academic vocabulary mastery. The statistical calculation is conducted with Path Analysis, the grand idea is to find out whether the extensive reading and academic vocabulary mastery has a relationship and accepted that academic vocabulary considered as intervening variables. This hypothesis made based on the theoretical basis and previous researches that found reading affecting vocabulary, however the extensive reading and academic vocabulary are still be seen as new variables to be researched. Therefore, to find out whether extensive reading and academic vocabulary following the idea of the theoretical basis and previous research then the calculation conducted. The result of data analysis by computer application SPSS 2.0. are displayed as follow:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Std Coef</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>86.917</td>
<td>21.409</td>
<td>4.060</td>
<td>.000</td>
</tr>
<tr>
<td>Extensive Reading</td>
<td>-.180</td>
<td>.294</td>
<td>-.099</td>
<td>-.611</td>
</tr>
</tbody>
</table>

The relationship between extensive reading and academic vocabulary is shown in the table above. Based on the result it is found out that extensive reading and academic vocabulary has no relationship. It is shown with the correlational coefficient -0.180 which means the relationship is negative and there is no correlational relationship. In fact based on the result that both variables showed oppositely related. As the range of correlation 0-1 is considered as positive correlation and 0 - -1 is considered as negative correlations. Therefore, as the correlation is negative then there is a tendency in this case high score extensive reading will most likely lead to a low score of academic vocabulary score.

Following the negative correlation of extensive reading and academic vocabulary is significant of the variables. Based on the table above the significant shows that Sig. is 0.545. As the significant is 0.27 or bigger than 0.05 then there is no significant relationship between extensive reading and academic vocabulary.

The next step is classifying the strength of the correlation between those variables. As the result shows that the correlational coefficient is -0.180 which lead to a negative correlation. However, based on the interpretation the strength is in the range of “weak” level, between -0.1 – 0. Therefore it can be said that extensive reading has a low relationship with academic vocabulary.
Based on the explanation above, there are several points that can be concluded from the relationship between extensive reading and academic vocabulary. The first is the relationship between those variables is negative which means a high score of extensive reading has a tendency to result in low score in academic vocabulary, second the relationship between those variables is not significant, the last is the strength of those variables’ relationship is considered in the level weak negatively.

b. The Relationship between Students’ Extensive Reading, Academic Vocabulary Mastery and Academic Writing Ability

The second testing is to check the correlation between extensive reading, academic vocabulary mastery and academic writing ability. The statistical calculation is conducted with Path Analysis, the grand idea is to find out whether the extensive reading and academic vocabulary mastery has a relationship with academic writing ability. This hypothesis made based on the theoretical basis and previous researches that found reading and vocabulary affecting writing ability, however the extensive reading, academic vocabulary and academic writing are still be seen as new variables to be researched. The reason is based on the theoretical study that most researches related with reading, vocabulary, and writing see those variables in general. Therefore, to find out whether extensive reading, academic vocabulary and academic writing following the idea of the theoretical basis and previous research then the calculation conducted. The result of data analysis by computer application SPSS 2.0. are displayed as follow:

Table 4.11
Analyzing Co-relationship between Extensive Reading – Academic Writing and Academic Vocabulary – Academic Writing

<table>
<thead>
<tr>
<th>Coefficientsa</th>
<th>Unstandardized Coefficients</th>
<th>Std Coef</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>-.16.969</td>
<td>27.730</td>
<td>-.612</td>
<td>.544</td>
</tr>
<tr>
<td>1</td>
<td>.794</td>
<td>.320</td>
<td>.359</td>
<td>2.485</td>
</tr>
<tr>
<td>1</td>
<td>.446</td>
<td>.175</td>
<td>.367</td>
<td>2.540</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Academic Writing

As the table shown above is the calculation result of three variables then there will be two explanations regarding the relationship between those variables. The first is the relationship between extensive reading and academic writing ability as shown in the table above. Based on the result, it is found out that extensive reading and academic writing has a positive relationship. It is shown with the correlational
coefficient 0.794 which means the relationship is positive and there is a
correlational relationship. In fact based on the result that both variables shown
supporting one another. As the range of correlation 0-1 is considered as positive
correlation and 0- -1 is considered as negative correlations. Therefore, the
correlation is positive and there is a tendency in this case high score extensive
reading will most likely lead to a high score of academic writing.

Following the positive correlation of extensive reading and academic writing
ability is significant of the variables. Based on the table above the significant
shows that Sig. is 0.018. As the significant is 0.01 or smaller than 0.05 then there is
a significant relationship between extensive reading and academic writing ability.

The next step is classifying the strength of the correlation between those
variables. As the result shows that the correlational coefficient is 0.794 which lead
to positive correlation. However, based on the interpretation the strength is in the
range of “strong” level, higher than 0.6 Therefore it can be said that extensive
reading has strong strength relating to academic writing ability.

Based on the explanation above, there are several points that can be concluded
from the relationship between extensive reading and academic writing ability. The
first is the relationship between those variables is positive which means a high
score of extensive reading has a tendency to result in the high score in academic
writing, second the relationship between those variables is significant, and the last
is the strength of those variables’ relationship is considered in the level of strong
positively.

Following the first interpretation of extensive reading and academic writing,
then the next interpretation is related to academic vocabulary mastery and
academic writing ability. Based on the result on table 4.11, it is found out that
academic vocabulary and academic writing has a positive relationship. It is shown
with the correlational coefficient 0.446, which means the relationship is positive
and there is a correlational relationship. In fact based on the result that both
variables shown supporting one another. As the range of correlation 0-1 is
considered as positive correlation and on the other hand the negative result is
shown by the score below zero. Therefore, the correlation is positive and it means
that high score in academic vocabulary will lead to a high score in academic
writing.

Following the positive correlation of academic vocabulary mastery and
academic writing ability is significant of the variables. Based on the table above the
significant shows that Sig. is 0.015. As the significant is 0.01 or smaller than 0.05
then there is a significant relationship between extensive reading and academic
writing ability.

The next step is classifying the strength of the correlation between those
variables. As the result shows, the correlational coefficient is 0.446 which lead to
positive correlation. However, based on the interpretation the strength is in the
range of “moderate” level, lower than 0.5 Therefore it can be said that academic
vocabulary mastery has modest strength relating to academic writing ability.
Based on the explanation above, there are several points that can be concluded from the relationship between academic vocabulary mastery and academic writing ability. The first is the relationship between those variables is positive which means a high score of academic vocabulary has a tendency to result in the high score in academic writing, second the relationship between those variables is significant, and the last is the strength of those variables’ relationship is considered to the level of moderate positively.

Concluding all explanation above and the result from the table 4.9 then the detail is explained statistically related with research’s questions. Based on the table above found some important results. Therefore, the hypothesizes which will be tested and its result is described as follow:

\[
\begin{align*}
&\text{Ho : } \beta_{y1} \leq 0 & \text{Hi : } \beta_{y2} > 0 \\
&\text{Hi : } \beta_{y1} > 0 & \text{Ho : } \beta_{21} \leq 0 \\
&\text{Ho : } \beta_{y2} \leq 0 & \text{Hi : } \beta_{21} > 0
\end{align*}
\]

1. $\beta_{y1} = 0.359; t_0 = 2.485, p-value = 0.0018/2 = 0.01 < 0.05$, which result to the accepted of $H_a$ or that extensive reading has direct positive correlation to academic writing.

2. $\beta_{y2} = 0.367; t_0 = 2.540, p-value = 0.015/2 = 0.01 > 0.05$, which result to the accepted of $H_a$ or that academic vocabulary does have direct positive correlation to academic writing.

3. $\beta_{21} = -0.099; t_0 = -0.611, p-value = 0.285/2 = 0.14 > 0.05$, which result to the accepted of $H_a$ that extensive reading does not have direct positive correlation to academic vocabulary.

To make it brief and clear, the results have been made into the table as follows:

<table>
<thead>
<tr>
<th>The Relationship Between Variables</th>
<th>Std Coeff</th>
<th>Std Error</th>
<th>to</th>
<th>p-value</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_1$ to $Y$ ($\beta_{y1}$)</td>
<td>0.359</td>
<td>0.320</td>
<td>2.485</td>
<td>0.01</td>
<td>sig.</td>
</tr>
<tr>
<td>$X_2$ to $Y$ ($\beta_{y2}$)</td>
<td>0.367</td>
<td>0.175</td>
<td>2.540</td>
<td>0.01</td>
<td>sig.</td>
</tr>
<tr>
<td>$X_1$ to $X_2$ ($\beta_{21}$)</td>
<td>-0.099</td>
<td>0.294</td>
<td>-0.611</td>
<td>0.27</td>
<td>Not sig.</td>
</tr>
</tbody>
</table>

Note:

$X_1 =$ Extensive Reading

$X_2 =$ Academic Vocabulary

$Y =$ Academic Writing
Therefore, based on the result of testing the hypothesis then causal empirical model between $X_1$, $X_2$, and $Y$ could be visualized as follows:

\[ \beta_{y1} = 0.359 \]

\[ \beta_{21} = -0.099 \]

\[ \rho = 0.27 \]

\[ \beta_{y2} = 0.367 \]

**Figure 4.4** Causal Empirical Model between $X_1$, $X_2$, and $Y$

As seen in the visualization above of the three variables there is a positive relationship between extensive reading to academic writing and academic vocabulary to academic writing. However, there is a negative relationship between extensive reading and academic vocabulary.

**B. Discussion**

This research was conducted in order to find out whether there is a significant correlation between extensive reading, academic vocabulary mastery and academic writing. The research was conducted in the sixth semester students of Department English Education UIN Syarif Hidayatullah Jakarta. As they are the highest level of students that still have courses in the class of Department English Education. In this chapter there are three research questions which tried to be answered.

The first research question to be answered is whether extensive reading as the independent variable has a significant relationship to the academic writing as the dependent variable. Therefore, the testing is conducted and shows the result that there is no significant relationship between extensive reading and academic writing. The statistical calculation shows that the p-value is smaller than 0.05 that lead to the accepted of the alternative hypothesis.

The result agrees with several types of research before that try to check the relationship between reading and writing. For example, the research conducted by Hein Broekkamp and Ibrahim that shows that reading and writing has a strong relationship. In Broekkamp’s research the variables for reading is literature reading. The research’s sample is eleventh grade students. As the result, found there is a strong relationship between literature reading and creative writing (Broekkamp, 2009, p. 281).

Following the research of Broekkamp is other research conduct by Ibrahim. The research conducted in university level to find out whether reading and writing
has positive relationship. As the result of the study, the researcher agreed that both reading and writing support one another (Al-Sadaat, 2004, p. 215). Despite the distinction between those researches with this research, for example that both types of research above are conducted in with no specification of either reading or writing, while this research is conducted with specific criteria of the variables. As in this research the extensive reading is chosen and for the text only for academic text in which should be written in the form of exposition.

In more detail result what shows by the research of Kirin and Mermelstein. In both research extensive reading be the variables of the research. However, there are some differences in conducting the research. Kirin used the reading test in pre- and post-test and conduct writing test four times during the extensive reading class. The result shows that there is no significant relationship between extensive reading and writing, but the relationship still positive (Kirin, 2010, p. 298).

The research that is conducted by Mermelstein is quite different with Kirin. In the research, the extensive reading is conducted during the class in form of SSR (Sustained Silent Reading). The writing just conducted in pre- and post-test in form of recount text with the topic about summer vacation. The result found that there is positive correlation between extensive reading and writing (Mermelstein, 2015, p. 192). The result of the researches conducted by experts proved that extensive reading has positive relationship with writing.

The other reason why the result found that extensive reading has significant relationship with academic writing, may come from the characteristic of extensive reading itself. As explained before, one of the criteria of the extensive reading is the numerous reading materials, such as novel, journal, or textbook, readers have to read. Therefore, there is big possibility that most of the reading material chosen is related to the academic writing or are the main components of writing academic text. In the other hand, most of the book chosen probably some journal or textbook that supply readers with the information needed.

The last reason of why the result shows there is a significant relationship is probably affected by the way the readers read. As explained, reading extensively prefers the quantity of reading rather than the way to read. This way of reading tends to lead the reader to just get the main idea of the reading material rather than the whole text including supporting details. Therefore, the readers are able to find what idea they need related to the topic they interest with. Those three ideas may lead to the no significance relationship between those two variables.

The second research question to answer is to find out whether there is a correlation between academic vocabulary mastery and academic writing. Therefore, the testing is conducted and shows the result that there is a significant relationship between academic vocabulary and academic writing. The statistical calculation shows that the p-value is 0.01 that means smaller than 0.05. On the other word that the alternative hypothesis is accepted. The result shows the similar result of several research conducted by another researcher. For example, Natalie that conducted research to find out the relationship between vocabulary mastery and writing skill. In the research, Natalie found significance relationship between
those two ideas. However, once again the research of Natalie is conducted without doing any specification of the research. As explained in chapter two, Natalie’s research has no explanation about what type of vocabulary used as the variable. The second distinction is the type of writing used in the research conducted by Natalie in which the students were asked to write narrative, informative, and argumentative text. While in this research, the focus of writing is only academic text in form of expository text. Despite the distinction between these two types of research, the result still shows that academic vocabulary has a direct positive correlation with academic writing. Other factor that may contribute to the result is explained as follow.

The first reason is the way of scoring. As have been explained before that in scoring academic writing, language feature is one of the elements in deciding whether a written text is good or not. In fact, vocabulary also contributes in part of the scoring. While the other two points of scoring are coherence and content. In this case there is a big possibility that the other two elements play a bigger role in term of writing an academic text, but in term of academic writing academic vocabulary also has a big role. As can be seen from the test result that there is a significant relationship between having a good mastery of academic vocabulary and academic writing.

The second reason is the function of academic vocabulary itself. As based on the theory that academic vocabulary has a bigger function when it comes to the writing of the academic text, despite the disciplines. Therefore, in term of function, it obviously more useful for academic writing. It is also proved in this research that academic writing does have a positive direct correlation with academic vocabulary. Not only theoretically, but also practically.

The last research question is to find out the co-relationship between academic vocabulary and extensive reading to academic writing ability. The last research question is stand with the believe that academic vocabulary and extensive reading positively correlates. It also strengthen that extensive reading is able to improve the vocabulary stock of the learners (Bennetayeb, 2010, p. 29). Following the believes academic vocabulary in this research is seen as the intervening variable. However, despite of the theory that vocabulary knowledge and extensive reading supports each other the research find differently.

In this research it is found that there is no positive significant relationship between academic vocabulary and extensive reading. It is shown with the statistical analysis p-value 0.28. In other word the p-value is bigger than 0.05 or there is no positive relationship between academic vocabulary and extensive reading. Extensive reading also seen to have low strength in term of relationship with academic vocabulary with only standard coefficient score -0.19. In this case the research shows that there is no co-relationship between extensive reading and academic vocabulary.

The result quite different with the research’s result conducted by Maria Pigada and Norbert Schmitt. Pigada and Schmitt conducted research to check whether extensive reading and vocabulary are supporting one another. The result
with using 133 words the students vocabulary enhanced 65% (Pigada & Schmitt, 2006, p. 1). However, in the research’s paper they give unclear statement of how the vocabulary improve by explain that enhancement happen in some way. In their conclusion also clearly explained and noted that extensive reading positive relationship with vocabulary is no consistent to all vocabulary types (Pigada & Schmitt, 2006, p. 21).

Following the result of the research, theory, and other research conducted by expert it can be stated that technically extensive reading is positively support vocabulary. However, when it comes to academic vocabulary which in this case explain as special list of vocabulary that commonly found in academic paper, then extensive reading is not positively related with academic vocabulary.

Concluding all the discussion above, the research question proposed in this research in some part in line with other research. However, there is still some differences with other research. Extensive reading is found to be positively correlated with writing. The idea goes the same with how the relationship between academic vocabulary and academic vocabulary. Both of the variables have moderate strength in term of relationship with academic writing. However, the result is different when comes to co-relationship between the independent variables, academic vocabulary and extensive reading, to academic writing. The result shows that there is no co-relationship between both independent variables. It also shows different result with experts’ research.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

In the fifth chapter, the whole explanation that have been given in the previous chapters are summarized and explained briefly. Therefore, in this chapter there are two main subchapters, those are; conclusion and suggestion. In conclusion the research is concluded and explain briefly. The second is suggestion in which the lack and strength given in order to be improved and corrected.

A. Conclusion

Based on the research and findings in the previous chapter there are several points that can be concluded in this research, those are as follows:

First, extensive reading has a positive direct effect on students’ academic writing ability. Based on the findings with statistical calculation, the standard coefficient is 0.359 or the percentage of extensive reading as the factor that relate with academic writing is 35.9%. Therefore, the improvement of extensive reading shall enhance students’ academic writing ability with the strength of the relationship is 35.9 %. In other word, this factor play moderate role in term of the quality of academic writing.

Second, academic vocabulary has a positive direct effect on students’ academic writing ability. Following the result of statistical calculation, the standard coefficient beta is 0.367 or converted into 36.7%. Academic vocabulary factor in term of the quality of academic writing is in the level of 36.7%. Therefore, the improvement of academic vocabulary shall enhance students’ academic writing ability with the strength of the relationship is 36.7%. In other word, this factor has moderate role in term of the quality of academic writing.

Third, extensive reading does not have a positive direct effect on academic vocabulary. Different with the previous conclusions, the last conclusion found no correlation between the variables. Based on the statistical calculation the standard coefficient beta is -0.099 or converted into 9.9% as the negative factor of academic vocabulary. Therefore, the improvement of extensive reading is not the main factor that contributes in the improvement of students’ academic vocabulary mastery with the strength of relationship is 9.9%. In other word, this factor has weak role in its negative relations with academic vocabulary.

There are some reasons that may affect the differences of the result. As explained, that academic vocabulary mastery is words that commonly used in academic text, but rarely used in non-academic text, such as, novel or short story. Therefore, it is possible that even though students read numbers of novel they will rarely do contact with academic vocabulary list. In other words, students’ academic vocabulary bank will be likely not improve as expected. The other possibilities, is the way of reading in extensive reading. As one of the points of extensive reading is reading for understanding general meaning then students will likely not focus on details, like the use of words or grammatical. In this case, students will not or barely improve their vocabulary. The last possibilities is the way of test. It is
possible the words that are chosen in the test for academic vocabulary are not the academic words they encounter, therefore their score will probably lower than their actual knowledge.

B. Implication

Following the result, either theoretically and experimentally, there are several implications of the research that could enhance and strengthen English education, especially in UIN Syarif Hidayatullah Jakarta. Those are:

First, this research give a new knowledge in English education, especially related with writing, reading, and vocabulary. As explained before that in term of the research, there are only few research about extensive reading and academic vocabulary. Especially research which used those variables with academic writing. Therefore, with this research there is a theoretical implication given related with those three variables.

This research also gives a new perspective about how reading and writing in for non-native speaker in college level. As it is important to see how non-native speakers, especially in Indonesia in which English is a foreign language, respond to the language skills in English. As shown in the result, that there are points to be improved and strengthen. Especially, in term of reading in which there are some lacks need to be improved.

In term of vocabulary, this research hoped to be able to give new information about the prominent role of academic vocabulary. As it is important elements used in academic paper. However, there are only few research related with academic vocabulary. It also happen in Indonesia, in which the improvement of research habit is urgent. Therefore, this research result could broaden the view of the importance of academic vocabulary.

Second, in term of either institutionally or regionally. This research is hoped could be used as consideration in improving the quality of students, curriculum, or learning material related. Especially in Department of English Education in which the courses for extensive reading, vocabulary, and writing be the main courses for students. Improvement in these courses is necessary as by the courses students could be enhanced to show and speak more in international level. Papers and academic research could be more accessible to the students. Therefore, this research is hoped to give better perspective for lecturers or stakeholder on how to improve the learning process.

C. Suggestion

Based on the research finding and theoretical data in the previous chapters, there are some suggestions can be given related to the research, those are as follows:

First, to the students. As writing is not an easy skill to be mastered, especially writing academically, then students should not consider this light and should do a lot of practices. Reading is one of the ways to gather information and extensive reading is just one part of it. As explain before that there are some possibility why
extensive reading cannot play significant role in term of contributing someone’s ability in writing then students should reconsider their preferences in reading. There is a need to swift from just reading for fun changes to the reading to search information. This condition be more important, especially for university level of the students as writing academically is not a separated part of studying.

Second, to the institution. As shown in this research then there is a need to push students to write more. Courses and regulation, not to mention of facility that should be improved and managed. However, some courses like reading should also consider in enriching the reading material it provides.

Despite all of the thing above, an appreciation should also be given to the institution as the result of the research shows that there are plenty of students who have good writing skill. It means that in term of writing the institution have works on the track in improving the quality of the students.

The last suggestion is given to the other researcher. As can be seen in this research that there are plenty of problems caused by the lack of the researcher or many other factors, such as the limitation of time and the population of the research. There is a need to do a more comprehensive research related to write academically. Other researcher may do a better research and consider this research as a references in term of improving their research. At the end, hopefully this research can become beneficial thing in term for the better quality of English teaching.
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Snow, Catherine E. 2002. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension.* Pittsburgh: RAND.


Sundem, Garth. 2007. *Improving Students Writing Skill.* Huntington Beach: Shell Education.


Appendix I: Normality Test

Table of Data Normality

<table>
<thead>
<tr>
<th></th>
<th>ER by AW</th>
<th>AV by AW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Normal Parameters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0.2656453</td>
<td>0.0777051</td>
</tr>
<tr>
<td>Std. Dev</td>
<td>12.7696351</td>
<td>12.3493923</td>
</tr>
<tr>
<td><strong>Most Extreme Differences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0.137</td>
<td>0.099</td>
</tr>
<tr>
<td>Positive</td>
<td>0.093</td>
<td>0.083</td>
</tr>
<tr>
<td>Negative</td>
<td>-0.137</td>
<td>-0.099</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>0.864</td>
<td>0.626</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.445</td>
<td>0.828</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
Appendix II: Linearity Test

Table of Data Linearity of Academic Writing-Extensive Reading

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AW * ER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups (Combined)</td>
<td>2994.902</td>
<td>17</td>
<td>176.171</td>
<td>1.006</td>
<td>0.437</td>
</tr>
<tr>
<td>Linearity</td>
<td>686.117</td>
<td>1</td>
<td>686.117</td>
<td>4.151</td>
<td>0.054</td>
</tr>
<tr>
<td>Dev from Linearity</td>
<td>2308.784</td>
<td>16</td>
<td>184.299</td>
<td>0.873</td>
<td>0.604</td>
</tr>
<tr>
<td><strong>Within Groups</strong></td>
<td>3636.797</td>
<td>22</td>
<td>165.309</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6631.698</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table of Data Linearity of Academic Vocabulary-Extensive Reading

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AV * ER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups (Combined)</td>
<td>1900.425</td>
<td>17</td>
<td>111.790</td>
<td>0.957</td>
<td>0.530</td>
</tr>
<tr>
<td>Linearity</td>
<td>39.914</td>
<td>1</td>
<td>39.914</td>
<td>0.342</td>
<td>0.565</td>
</tr>
<tr>
<td>Dev from Linearity</td>
<td>1860.511</td>
<td>16</td>
<td>116.282</td>
<td>0.995</td>
<td>0.494</td>
</tr>
<tr>
<td><strong>Within Groups</strong></td>
<td>2569.922</td>
<td>22</td>
<td>116.815</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4470.347</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix III: Statistical Description of Extensive Reading

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>1</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>29</td>
<td>1</td>
<td>2.5</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>1</td>
<td>2.5</td>
<td>7.5</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>2.5</td>
<td>10</td>
</tr>
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<td>36</td>
<td>1</td>
<td>2.5</td>
<td>12.5</td>
</tr>
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<td>37</td>
<td>1</td>
<td>2.5</td>
<td>15</td>
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<td>39</td>
<td>3</td>
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<td>47</td>
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<td>2.5</td>
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<td>48</td>
<td>1</td>
<td>2.5</td>
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<tr>
<td>49</td>
<td>2</td>
<td>5</td>
<td>40</td>
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<td>49</td>
<td>1</td>
<td>2.5</td>
<td>42.5</td>
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<td>2.5</td>
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<td>7.5</td>
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<td>2.5</td>
<td>65</td>
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Incidental vocabulary acquisition research has verified the assumption that exposure to reading texts can contribute to L2, and also first language (L1), vocabulary growth, as all studies have found evidence of incidental vocabulary learning. Yet the amount of that contribution has been reported to be small, and the efficacy of the method compared to others is still debatable (Nagy et al., 1985; Nation and Coady, 1988; Coady, 1997; Raptis, 1997; Horst and Meara, 1999; Huckin and Coady, 1999; Waring and Takaki, 2003). Early L2 reading studies indicate a rate of roughly one word correctly identified in every twelve words tested (Horst et al., 1998).

An interesting result that came to light in one of the first studies (Saragi et al., 1978) was the small but significant correlation (0.34) they found between the number of times each word occurred in the book and the number of people who chose the correct meaning in the test. From that, they concluded "repetition affects learning but the relationship is considerably complicated by other factors" (Saragi et al., 1978: 76).

However, most L2 incidental vocabulary acquisition studies (Day, Omura, and Hiramatsu, 1991; Dupuy and Krashen, 1993; Ferris, 1988; Pitts, White and Krashen, 1989; Saragi et al., 1978) have been criticised for a number of limitations (Hunt and Beglar, 2005; Raptis, 1997), most of which are also acknowledged by the researchers themselves. First of all, they used measuring instruments not sensitive to small amounts of learning (Nation, 2001). For example, Pitts et al. (1989: 272) comment that their measuring instrument was designed in such a way that "rendered partial knowledge...useless." At the same time, they did not adequately control text difficulty (Nation, 2001), considering that, for instance, in
the Pitts et al. (1989) study, over 50% of the participants did not manage to finish reading the assigned chapters. Furthermore, the number of target words was quite small; for example, only seventeen words were tested by Day et al. (1991). For the same study, the writers also point out that, since the test was taken right after the reading, the effects of the reading on the long-term retention of the words could not be predicted.

The studies discussed so far were not implemented under "extensive reading" conditions. The participants were given only one text to read which might not have been interesting or motivating enough for them. As Day and Bamford (1998: 29) comment, "in the absence of interesting texts very little is possible." In addition, none of the earlier reading treatments (except for Saragi et al., 1978) lasted for more than an hour (Horst et al., 1998).

Two later studies (Horst et al., 1998; Horst and Meara, 1999) tried to overcome some of these limitations by expanding the reading treatment and adding new measuring instruments, which possibly allowed for partial knowledge to be recorded (e.g., an association test in Horst et al., 1998). They confirmed the small but meaningful amounts of incidental vocabulary learning as a result of reading, but with a higher pick-up rate than its predecessors (e.g., about one new word in every five in Horst et al., 1998). In addition, in the same study, knowledge "persisted over a period of ten days" (Horst et al., 1998: 219). What is especially interesting in relation to the research questions of the current study is that, Horst et al. (1998) found a higher correlation (0.49) than Saragi et al. (1978) (0.34) between the number of times each word occurred in the text and the relative learning gains. This makes the role of word frequency more dominant, but it is again implied that other factors are also involved.

Flesch Reading Ease : 38.8
Flesch Kinclaid : 12.3
Total Words : 601
Appendix VIII Test of Vocabulary

Name:      Class:    Date:

Text 1

In the last semester, Tax amnesty has become one of the biggest issues in Indonesia. Tax amnesty is a government’s … (1) by giving a free-pass for taxpayers. Therefore, the taxpayers will be freed from any penalty or prosecution regarding to incomplete report of their income in previous tax periods. The result shows …(2) improve from tax to government’s treasury. By tax amnesty, Indonesia’s …(3) is hoped to be better and more …(4) sources able to be improved.

1. a. regulation  b. authority  c. system  d. rule
2. a. low  b. significant  c. awesome  d. expected
3. a. society  b. condition  c. economy  d. relationship
4. a. potential  b. founded  c. explored  d. prominent

Text 2

In teaching and learning, there are plenty of teaching methods invented. The purpose is to have an effective teaching and expected result. However, there are plenty of …(5) that affect successful teaching. Teacher should have to prepare good …(6) of teaching itself, know what to teach and how to teach. Implementing the most suitable …(7) for the class is necessary. The last, teacher should know how to evaluate the teaching process comprehensively. To conclude all of the thing above, there is a necessary need for teacher to know the way of teaching properly in order to achieve the goal of teaching.

5. a. factors  b. theories  c. analogies  d. reasons
6. a. systems  b. concept  c. logic  d. knowledge
7. a. way  b. facility  c. strategy  d. media
Text 3

Music is part of the human history for a long time. Today, it even becomes more various, pop, jazz, blues, or keroncong are some examples of music genres. However, people still show less credit for music. Downloading songs ...(8), piracy, and many others acts still happen in our society. These kinds of act bring plenty of bad ...(9) to music industry, lower income, improvement, and at the end lowering the creativity of musician. Therefore, there is an act needed to stop this inappropriate behavior of society. ...(10) need to make regulation to protect creative industry, especially music. In the other hand, people also need to give more respect for music.

8. a. overly   b. enthusiastically   c. Illegally   d. disrespectfully
9. a. impacts   b. troubles   c. lost   d. conditions
10. a. artist   b. label   c. people   d. authority

Text 4

Despite of its large area to cover, Indonesia’s military still be able to be acknowledged as one of the countries with great military force. One of the most known is Kopassus or Komando Pasukan Khusus/Special Elite Force. Regionally, Kopassus is the best elite forces in South East Asia. As one of the ...(11) elements in TNI AD, Kopassus has shown impressive role to keep Indonesia’s ...(12) from external or internal threat. However, to be always the best in ASEAN and 3rd rank in the world, Kopassus needs to improve its quality and many other sectors related with Kopassus.

11. a. lack   b. high   c. awesome   d. primer
12. a. condition   b. security   c. stability   d. problems

Text 5

Education is one of the most prominent needs in society. However, there still some misconception in society about education. There is an ...(13) in some
people that educating is the job of educational ...(14). Such job, like creating a proper assessment, teaching method, and some others are school’s job, but it does not mean that society and parents just do nothing. Their ...(15) in improving students’ quality is important as there are some roles that cannot be done except by parents and society. Therefore, to have better education it is important to work together in synergy.

13. a. agreement  b. assumption  c. Idea  d. understanding
14. a. office  b. stakeholders  c. institution  d. group
15. a. voluntary  b. interest  c. participation  
d. willingness

Text 8

Despite its differences in languages, tribes, and cultures, Indonesia has been long known as tolerance country. Since 1945 Indonesia has chosen Pancasila as its principle ideology. However, the decreasing of tolerance among Indonesian people becomes one of the major issues in this recent years. There some people starting to question the ...(26) of Pancasila and today’s era, confronting Nationalism and Islam, which at the end creates disharmony among Indonesian. In fact there are some of them dare to act ...(27), by voicing anti-democracy movement, spreading hoaxes, even rising arms. Protecting Indonesia’s value, including tolerance, is not only the job of government, but also all of us. Young, old, poor, rich, whatever the background or social status, as Indonesian it is our job to protect Indonesia.

16. a. relevancy  b. connectivity  c. matter  d. idea
17. a. illegally  b. normally  c. problematically  
d. unconstitutionally

Text 10

For centuries, people have studied grammar. Experts have tried to find the best method to teach grammar. One of the oldest is Grammar Translation Method or
known as GTM. The … (18) of GTM is building up the ability to translate and proficiency of grammar rules. Despite its long history plenty of critics have been addressed to GTM. GTM is criticized as it only gives little proportion for cognitive process, teacher-centered, and others. However, it does not mean GTM is not a good choice to apply. Choosing method should be depending on the individual to be taught. There is no such a perfect method, there will always … (19) and benefit in every method. The best method is what works in your class.

18. a. focus  b. target  c. object  d. consideration
19. a. effect  b. positive  c. impact  d. consequences

Text 9
Have you ever gone to the market in another country, buy some goods, and when you see the goods you … (20) see phrase “MADE IN INDONESIA”? Do not always think that is an amazing experience, because it is … (21). Indonesia is not the only market for other country, we also … (22) plenty of commodities to other countries and it is not only usual stuff. Indonesia also sells plane and ship to other country. So, one day if you go to Netherland and see one section in supermarket sell noodles from Indonesia or hear news that other countries buy train or ship from us. Then, do not forget to make a hashtag #IndonesiaGreat, because we are great country.

20. a. purchase  b. achieve  c. give  d. sell
21. a. unnecessary  b. common  c. normal  d. good
22. a. send  b. export  c. give  d. ship

Text 12
Many people try to achieve better education by studying abroad. In order to do so, plenty of methods apply, such as applying for scholarship, doing contact with the wanted colleges or university, and many others. However, studying abroad … (23) full-preparation. Come to new … (24) is not easy, adaption is needed. Especially if the country has different custom, … (25) shock will most likely happen. Therefore, it is important for us to know about the place we want to go to. Gather information from trusted … (26) and do not hesitate to ask. At the end, no pain no gain.

23. a. requires  b. asks  c. standardizes  d. makes
Indonesia as one of the G-20 members has now become one of strong economic countries. Plenty of giant corporations have started to invest in Indonesia. As the result, it will absorb more ... (27) forces, industry, and economic rate growth positively. However, it is not an easy job to handle. There are variables to be managed carefully in order to be on track, such as security, facilities, and political condition. Any miscalculation will ... (28) our economic growth trend. Therefore, it is prominent for government and people to work together to keep the trend on the right track.

Globalization is one of the phenomena in 20th century and rapidly spread at 21st century. In general ... (29), globalization brings plenty of benefits to human life today. Transfer of knowledge from one society to another is common. However, globalization also has some points to be aware of, such as security, tolerance, and many others. Issues like terrorism and xenophobia arises greatly in recent decades. Despite of its negative effect, globalization is something which cannot be avoided and will always have ... (30) and negative effect. Government is required to make ... (31) that can minimize the negative impact of globalization and on the other hand society need to adapt with globalization wisely.

24. a. condition  b. environment  c. situation  d. circumstances
25. a. social  b. language  c. tribal  d. cultural
26. a. sources  b. friends  c. people  d. company
27. a. labor  b. people  c. society  d. individual
28. a. damage  b. affect  c. lead  d. impact
29. a. condition  b. rules  c. context  d. circumstances
30. a. problem  b. beneficial  c. expected  d. positive
31. a. rules  b. policy  c. limitation  d. use
Key Answer:

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</table>
Appendix IX Test Result of Academic Writing

English language is a language spoken by people around the world. In the work world specially international locals, all of the workers communicate with English. In the last decade, all of people talk about English how English, because the universal language are how to be master in speaking, because by speaking they can communicate with the citizen of the world. There are three things you need to have in yourself to be master in English speaking they are: being confident, forgetting grammatical rules, and mastering of vocabulary.

Feeling confident is a must for someone who wants to learn speaking in English. He/she must throw away his/her shyness feel free to speak everything as long as the listener understands the topic. "SPEAK UP is the key to success." So, building the confident is an obligation to start speaking English.

Grammatical rules sometime distract learners of speaking English. They have to think a lot before they start to speak and the statement which will be spoken is right or wrong, so at the end the speakers do not say anything even a word according about the grammatical rules. So actually grammar is important for learning English but we need to be focus on speaking skill then we make grammatical rules become secondary.

Mastering of vocabulary is also part of speaking English learning, because English language consist of many words that will be spoken. All of that words have to be known what are in English, if we do not know, we will never speak in English.

In conclusion, to be master of speaking skill the learners must build the confidence, forget about grammatical rules and master of vocabulary.
Appendix X Test of Academic Vocabulary Result

Text 1
In the last semester, Tax amnesty has become one of the biggest issues in Indonesia. Tax amnesty is a government’s (1) by giving a free-pass for taxpayers. Therefore, the taxpayers will be freed from any penalty or prosecution regarding to incomplete report of their income in previous tax periods. The result shows (2) improve from tax to government’s treasury. By tax amnesty, Indonesia’s (3) is hoped to be better and more (4) sources able to be improved.

1. a. regulation  b. authority  c. system  d. rule  ×
2. a. low  b. significant  c. awesome  d. expected  ×
3. a. society  b. condition  c. economy  d. relationship  ×
4. a. potential  b. founded  c. explored  d. prominent  ×

Text 2
In teaching and learning, there are plenty of teaching methods invented. The purpose is to have an effective teaching and expected result. However, there are plenty of (5) that affect successful teaching. Teacher should have to prepare good (6) of teaching itself, know what to teach and how to teach. Implementing the most suitable (7) for the class is necessary. The last, teacher should know how to evaluate the teaching process comprehensively. To conclude all of the thing above, there is a necessary need for teacher to know the way of teaching properly in order to achieve the goal of teaching.

5. a. factors  b. theories  c. analogics  d. reasons  ×
6. a. systems  b. concept  c. logic  d. knowledge  ×
7. a. way  b. facility  c. strategy  d. media  ×

Text 3
Music is part of the human history for long time. Today, it even becomes more various, pop, jazz, blues, or keroncong are some examples of music genres. However, people still show less credit for music. Downloading songs (8), piracy, and many others acts still happen in our society. These kinds of act bring plenty of bad (9) to music industry, lower income, improvement, and at the end lowering the creativity of musician. Therefore, there is an act needed to stop this inappropriate behavior of society. (10) need to make regulation to protect creative industry, especially music. In the other hand, people also need to give more respect for music.

8. a. overly  b. enthusiastically  c. illegally  d. disrespectfully  ×
9. a. impacts  b. troubles  c. lost  d. conditions  ×
10. a. artist  b. label  c. people  d. authority  ×

S: 9
B: 4
Incidental Vocabulary Acquisition Research
Maria Pigada and Norbert Schmitt

Incidental vocabulary acquisition research has verified the assumption that exposure to reading texts can contribute to L2, and also first language (L1), vocabulary growth, as all studies have found evidence of incidental vocabulary learning. Yet the amount of that contribution has been reported to be small, and the efficacy of the method compared to others is still debatable (Nagy et al., 1985; Nation and Coady, 1988; Coady, 1997; Raptis, 1997; Horst and Meara, 1999; Huckin and Coady, 1999; Waring and Takaki, 2003). Early L2 reading studies indicate a rate of roughly one word correctly identified in every twelve words tested (Horst et al., 1998).

An interesting result that came to light in one of the first studies (Saragi et al., 1978) was the small but significant correlation (0.34) they found between the number of times each word occurred in the book and the number of people who chose the correct meaning in the test. From that, they concluded "repetition affects learning but the relationship is considerably complicated by other factors" (Saragi et al., 1978: 76).

However, most L2 incidental vocabulary acquisition studies (Day, Omura, and Hiramatsu, 1991; Dupuy and Krashen, 1993; Ferris, 1988; Pitts, White and Krashen, 1989; Saragi et al., 1978) have been criticised for a number of limitations (Hunt and Beglar, 2005; Raptis, 1997), most of which are also acknowledged by the researchers themselves. First of all, they used measuring instruments not sensitive to small amounts of learning (Nation, 2001). For example, Pitts et al. (1989: 272) comment that their measuring instrument was designed in such a way that rendered partial knowledge useless. At the same time, they did not adequately control text difficulty (Nation, 2001), considering that, for instance, in the Pitts et al. (1989) study, over 50% of the participants did not manage to finish reading the assigned chapters. Furthermore, the number of target words was quite small; for example, only seventeen words were tested by Day et al. (1991). For the same study, the writers also point out that, since the test was taken right after the reading, the effects of the reading on the long-term retention of the words could not be predicted.

The studies discussed so far were not implemented under "extensive reading" conditions. The participants were given only one text to read which might not have been interesting or motivating enough for them. As Day and Bamford (1998: 29) comment, "in the absence of interesting texts very little is possible." In addition, none of the earlier reading treatments (except for Saragi et al., 1978) lasted for more than an hour (Horst et al., 1998).
Appendix XII Statement Letter from the University

KEMENTRIAN AGAMA
UIJ JAKARTA
FITK
Jl. Ir. H. Juanda No 95 Ciputat 15412 Indonesia

FORM (FR)
No. Dokumen : FITK-FR-UMM-002
Tgl. Terbit : 01 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT

Nomor : 36/PBI/VI/2017
Lamp. : -
Hal : Surat Keterangan Telah Meneliti

Jakarta, 14 Juni 2017

Assalamu’alaikum wr. wb.

Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta dengan ini menjelaskan bahwa:

Nama : Mohamad Syafri
NIM : 21140140000006
Prodi : Magister Pendidikan Bahasa Inggris
Semester : VI (Enam)

adalah benar mahasiswa pada Program Magister Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta telah kami beri izin untuk melakukan penelitian di jurusan Pendidikan Bahasa Inggris UIN Syarif Hidayatullah Jakarta.

Demikianlah surat keterangan ini dikeluarkan, semoga dapat dipergunakan dengan semestinya.

Wassalamu’alaikum wr. wb.

[Signature]

[Stamp]

Jurusan Prodi Pendidikan Bahasa Inggris