Correlation Between Lexical Richness and Overall Quality of Argumentative Essays Written by English Department Students

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Abstract: This study aims at revealing the contribution of diction to the overall quality of argumentative essays written by 42 EFL students. The researcher compared two sets of scores, the score of students' lexical richness, measured with LFP (Lexical Frequency Profile), and the score of overall quality of EFL students' argumentative essay, using analytical scoring rubric. The small and not significant correlation (ñ=.18, sig=.23) implied that diction had small contribution to the overall quality of the essay. There might be another factor related to the diction that supports the quality of written text. Thus, further research is needed to be conducted.

Key Words: diction, lexical richness, overall quality, argumentative essay

Abstrak: Penelitian ini bertujuan untuk menemukan kontribusi diksi untuk kualitas keseluruhan dari esai argumentatif yang ditulis oleh 42 siswa EFL. Peneliti membandingkan dua set nilai, skor siswa kekayaan leksikal, diukur dengan LFP (Lexical Frequency Profile), dan skor keseluruhan kualitas siswa EFL pada esai argumentatif, dengan menggunakan rubrik skoring analitis. Korelasi kecil dan tidak signifikan (ñ = 0,18, sig = 0,23) menunjukkan bahwa diksi memiliki kontribusi kecil untuk kualitas keseluruhan dari esai. Kemungkinan ada faktor lain yang berhubungan dengan diksi yang mendukung kualitas dari teks. Dengan demikian penelitian lebih lanjut diperlukan untuk dilakukan.

Kata kunci: diksi, kekayaan leksikal, kualitas secara keseluruhan, esai argumentatif

In the practice of teaching and learning writing, students usually receive less feedback on their diction in writing. Writing assessment has been focused on other aspects such as organization, content, grammar, and mechanics, as stated by Schmitt (2000: 155) "in the teaching of writing, many teachers focus on the grammatical well-formedness of a composition". Conversely, teachers should give more feedback on students' diction on writing due to two reasons. Firstly, diction in writing plays an important role; it is the element that differentiate the spoken from written language. In this regard, Brown (2007:398) notices that "written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary".

Secondly, assessment on students' diction in writing can influence their view on diction itself; and thus affect their learning outcome. As explained by Schmitt (2000:163) most teachers are aware that learners partially judge the importance of classroom material by whether it appears on subsequent tests or not... if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter.

From this statement, we are aware that the lack of vocabulary in students' composition may happen due to the ignorance of diction aspect in the assessment of the overall quality of the composition itself. The learners are also aware of this issue, as Leki and Carson (1994) found that second language learners see lack of vocabulary as the major factor affecting the quality of their writing. This is also in line with Lemmouh (2008: 163), who states that several studies have demonstrated that a lack of vocabulary mastery is what makes writing in a foreign language most difficult. Thus, it is important to bring the power

of diction aspect in the practice of teaching and learning writing. Moreover, good writing depends on a student's ability to use words, and improvements in vocabulary use will result in improvements in writing skills (Scmith, 2003).

Furthermore, the quality of diction in a text is best described in the degree of lexical richness of a composition. Measures of lexical richness attempt to qualify the degree to which a writer is using a varied and large vocabulary (Laufer& Nation, 1995:307). There are many approaches to measure lexical richness, the most common are those proposed by an expert such as Linnarud (1986), Harley and King (1989), McClure (1991), and Laufer and Nation (1995). Table 1 provides the summary of measure of lexical richness by those 4 experts.

In this regard, Nation (1995) claims the Lexical Frequency Profile is the best method to measure the lexical richness since it was proven to be valid and reliable.

Lexical Frequency Profile has been shown to be a reliable and valid measure of lexical use in writing. It provides similar stable results for two pieces of writing by the same person, and discriminates between learners of different proficiency levels. Its main strength is that as a measure it focuses directly on lexis. (Nation, 1995, 319).

From the above statement, it can be inferred that, unlike other methods that measure the lexical richness merely based on the type (different words in a text) and the token (all words in a text), as well as the proportion of part of speech. LFP measures the vocabulary in written discourse based on the frequency of the four categories of words, the first 1,000 most frequent words, second 1,000 most frequent words, academic words, and the words that were not in any of those three categories. Thus, it considers as a valid measure of lexical richness. In addition, LFP is reliable since it provides the consistent result when it is being used to measure two pieces of writing by the same person.

Table 1. The Various Measure of Lexical Richness (adapted from Engber (1995:45))

Experts	Measure of Lexical Richness	Description
Linnarud (1986)	Lexical Originality	Ratio of lexical words that is unique to the writer to the total number of lexical words in the composition.
	Lexical Sophistication	Ratio of lexical words above grade level to the total number of lexical words.
	Lexical Variation	Ratio of different lexical words to the total number of lexical words.
	Lexical Density	Ratio of lexical words to the total number of words in the composition.
Harley and King (1989)	Lexical Variety	Ratio of verb types (except those provided in the instruction) to the total number of verb items.
	Lexical Specification	Ratio of verb types (except those provided in the instruction and 20 high frequency verbs) to the total number of verb items.
	Lexical Sophistication	Ratio of verb types (except those provided in the instructions and 200 verbs on the frequency list *Le FrayaisFondamental)* to the total number of verb items.
McClure (1991)	Lexical Diversity	Ratio of the number of different lexical words to the total number of lexical words in the composition.
	Lexical Diversity of form classes numerators	Five ratios with the same denominator--total number of noun + verb + adjective + adverb types 1. total noun types 2. total verb types 3. total adjective types 4. total adverb types 5. total modifier (adjective + adverb) types.
Laufer and Nation (1995)	Lexical Frequency Profile	calculates the relative proportion of words in the first 1,000 most frequent words, the second 1,000 most frequent words (based on the general service list), academic words (in this case the University Word List of 836 word families), and words that are not on any of the lists.

Nation (1995:309) in his study provides a further explanation of the weakness of Lexical Originality (LO), Lexical Density (LD), Lexical Sophistication (LS), and Lexical Variety (LV). The weakness of LO is its unstability since it is defined not only by the composition in question, but by the group factor. If the group changes, the index also changes. Secondly, lexical Density (LD), have validity problem, because it is influenced by the number of function words. "Lexical density index does not necessarily measure lexis, since it depends on the syntactic and cohesive properties of the composition" (Laufer& Nation, 1995:309). Thirdly, lexical sophistication (LS),the problem with this measure is its reliability. This is because "what is labeled as 'advanced' would depend on researcher's definition" (Laufer & Nation, 1995:309). Therefore, the result is unstable. Fourthly, Lexical Variation (LV), this measure also have a weakness, "the type/token ratio has been shown to be unstable for short texts and can be affected by differences in text length".

It is important to notice that there are four kinds of vocabulary in the text, high frequency words, academic words, technical and low frequency words. Brett defines high frequency words as the most common words in English, ranked in frequency order. The list of high frequency words can be found in the BNC/COCA word family lists that consist of 29 word family lists. Twenty-five of the lists contain word families based on frequency and range data. The four additional lists are (1) an ever growing list of proper names, (2) a list of marginal words including swear words, exclamations, and letters of the alphabet, (3) a list of transparent compounds, and (4) a list of abbreviations. The first two 1000 word family lists are made using a specially designed 10 million token corpus. Six million tokens of this corpus are spoken English from both British and American English (see Corpus/PN corpus for 2000) as well as movies and TV programs. The written sections included texts for young children and fiction (BNC/COCA word family lists, 2012) additionally, Nation (2000:16) states that about 165 word families in this list are function words such as *a, some, two, because*

and *to*. The rest are content words that are *nouns, verbs, adjectives* and *adverbs*. "Almost 80% of the running words in the text are high frequency words".

Academic words are the words that are common in different kinds of academic texts. These words are important to be known for the success in academic setting, especially in university with various major of disciplines. Academic words make up about 9% of the running words in the text, this small list of words is very important for anyone using English for academic purposes (Nation, 2000:16). The list of academic words is developed by Coxhead (1998). This list contains 570 headwords (Nation, 2000:16).

Technical words are words that are very closely related to the topic and subject area of the text. These words are reasonably common in this topic area but are not so common elsewhere. As soon as we see them we know what topic is being dealt with. Technical words like these typically cover about 5% of the running words in a text. They differ from subject area to subject area. These words are not well known or easily recognized by people outside the profession.

Low frequency words include words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that we rarely meet in our use of the language. They make up over 5% of the words in an academic text.

However, different texts may have different coverage of those types of vocabulary items. Nation (2001:17) on his book "Learning Vocabulary in Another Language" provides the coverage of the degree of Lexical Frequency Profile from different kinds of text as seen in Table 2. In the Nation's (2001) Lexical Frequency Profile, the coverage of the high frequency words is shown in the coverage of the first 1000 and second 1000 most frequent words, the coverage of academic words in the coverage of academic words, and the coverage of technical and the low frequency words is in the coverage of words that not any in the list or in this case marked as other.

Table 2. Lexical Frequency Profile of Different Kinds of Text (Nation, 2001:17)

Levels	Conversation	Fiction	Newspaper	Academic text
1st 1,000	84.3%	82.3%	75.6%	73.5%
2nd 1,000	6%	5.1%	4.7%	4.6%
Academic	1.9%	1.7%	3.9%	8.5%
Other	7.8%	10.9%	15.7%	13.3%

Table 2 shows that the academic text has the smallest degree of the 1st 1,000 words level (73.5%) as well as the 2nd 1,000 words level (4.6%) and the highest degree of academic words levels (8.5%). From this, we may infer that the academic text is characterized by the high degree of academic words and the small degree of high frequency words.

Related to this, vocabulary can be an indicator to the quality of students' writing. "Richer vocabulary is characteristic of better language knowledge" (Nation, 1995:316). Lemouh (2008:168) also notices that "LFP are premised on the idea that learners' vocabulary acquisition occurs in relation to the frequency of occurrence of words". In other words, high frequency words tend to be acquired before low-frequency words. However, several studies on the relationship between lexical richness and the overall quality of students writing reveal different fact. Some researchers find a correlation between lexical richness and the overall quality of students' essay, but some others are not.

Engber (1995) found a moderately high positive correlation between lexical richness and the overall quality of essay written by intermediate to high-intermediate students who came from different cultural background that studied in Indiana University. The data gained were the 66 essays as the result of the timed essay portion of the IEP placement examination administered at the end of each 7-week session. The essays were holistically scored and then compared to the four measures of lexical richness, lexical variation (with or without lexical error included), error-free variation, percentage of lexical error, and lexical density. However, among those four measures, lexical variation when calculated without lexical error correlated moderately high (r = 0.57, p < .01) with the holistic score of students writing. Based on this finding, Engber (1995:150) concluded that the readers gave higher scores to writers who were able to use a variety of lexical resources correctly.

In contrast, no relationship was found between lexical richness and the overall quality of students essay in Lemmouh (2008) study. She used a different measure of lexical richness namely B2000 profile. It was a method to measure the lexical richness adopted from Laufer& Nation (1995), called LFP (Lexical Frequency Profile). Instead of calculating the relative proportion of words in the first 1,000 most frequent words, the second 1,000 most frequent words, academic words, and words that are not on any of the lists; she calculated only the proportion of academic words and words that are not on any of the lists, to indicate that her focus was to measure the advanced vocabulary.

B2000 profile was used to measure the lexical richness of 37 essays produced by advanced learners majoring in English at the Swedish university. The score of lexical richness derived from B2000 profile was then compared to the holistic scoring of students' essay. Related to the finding, Lemmouh (2008) explained that, no correlation was found because the majority of the essays' raters state that their assessment of essay quality is primarily based on content and grammar features rather than lexical features.

In addition, different from Engber (1995) and Lemmouh (2008) who investigated single genre of text, Sadeghi and Dilmaghani (2013) were interested in finding out whether lexical richness was sensitive to genres of writing, particularly three genres of texts: argumentative, narrative and descriptive. The subject of the study, 30 intermediate EFL learners that studying English at the Language Center of Urmia University, were asked to write essays in those three genres of writing. The lexical richness was measured using Richards and Malvern (1997) VocD model of lexical diversity, while the essays were scored both holistically and analytically by the researchers and a trained rater. They concluded that, among the three genres, a positive moderate correlation(r = 0.48) was found only in argumentative genre when scored analytically. They did not provide the reason of this finding but they suggested that the learners should pay more attention to the use of more varied vocabulary they will probably be able to increase the quality of their writings.

In summary, the studies on the relationship between lexical richness and the overall quality of students' composition do not provide enough support of the theory of vocabulary as the indicator of students' quality of writing. It needs to be clarified. Thus, the investigation on the relationship between lexical richness and the overall quality of students' writing is worth conducting.

This study aimed at describing the lexical richness of students' academic essay, particularly argumentative essay. To see whether lexical richness contributes to the quality of the whole essay, the researcher would like to investigate also whether there is relationship between lexical richness and the overall quality of argumentative essay written by English Department students' of Universitas Negeri Malang majoring in English Language and Literature (ELL).

However, different from the previous researches, the researcher would like to apply the Lexical Frequency Profile (LFP) to measure the degree of lexical richness. To make it efficient, the researcher would take the benefit of corpus linguistics, Copleat Lexical Tutor v.6.2 to measure the degree of lexical richness. There were two considerations in choosing this corpus. First, it is developed based on the approaches to measure lexical richness proposed by Nation (2001) and Laufer and Nation (1995). Second, Copleat Lexical Tutor v.6.2. is suitable for this research since it helps the researcher to process the data quickly to make data analysis would be done effectively in term of time. The manual data processing procedure in which the researcher analyze and classify the word in a text one by one would take huge time and thus it is not effective. The processing time that the researcher might spend in calculating vocabulary profile using Web Vocabulary Profiler Classic V.4 was 0.51 seconds.

Since the holistic scoring provides little wash back into the writer's (in this case the student) further stages of learning, the researcher considered choosing analytic scoring so the researcher would get the data on what aspects the students were good and lack of when writing argumentative essay. "Scores in five or six major elements will help to call the writer's attention to areas of improvement... numerical scores alone, however, are still not sufficient for enabling students to become proficient writers" (Brown, 2004:246).

METHOD

The subject of this research was 42 English Department Students of Universitas Negeri Malang majoring in English Literature who started their study in the academic year 2011/2012. They were chosen as the subject of the research the Curriculum of English Department at the Universitas Negeri Malang supports their development of writing ability and therefore, enable the researcher to analyze the development of students' diction in writing argumentative essay. Based on the curriculum 2012 of Universitas Negeri Malang, the subject received sequential writing courses starting from the second semester, Paragraph Writing course, then the third semester, Essay Writing course, and after that fourth semester, Argumentative Writing course. The status of these courses is required, meaning that students have to take this course in certain semester in sequence. Therefore, we might infer that in the Argumentative Writing course students have learned how to make a good English composition from the previous courses. Thus, this is also good to measure the quality of students' diction in writing because students have been developed.

The 42 students came from two classes, namely G class and GG class, each class consisted of 21 students. They were taught by different lecturers, yet the lecturers shared the same course outline, thus different classes used the same material or sources and the students did the same task. The 42 argumentative essays were the exercise essay as a part of the assignment of the activity called "Independent Writing", session 12 and 13. In this activity both lecturers asked the students to write full composition of argumentative essay by selecting one of a given set issues such as additional hours for religion subject, the use of animal for medical testing , the future status of English as a global language, etc. The students developed an argumentative writing in the classroom, without any interfere from the researcher. At class they did outlining, revising, and finally collecting the draft to the lecturers. These sessions lasted in two meetings. After all essays were collected in the lecturers' file, the researcher then asked permission to the lecturers to copy the students' argumentative essays.

After the researcher finished collecting the 42 argumentative essays, it would be changed from handwriting to word (.doc) format so it would be applicable for the corpus linguistics (Web Vocabulary Profiler Classic V.4.) computation to measure the degree of LFP. Before entering the essays into the computer program, all words that were used correctly but misspelled were corrected and retained. Meanwhile, to obtain the overall quality of the essays' score, the researcher asked help from the two raters, Rater 1 and Rater 2, to score 42 argumenative essays.

These two sets of scores were then analyzed using statistical analysis, particularly Spearman correlation.

RESULTS AND DISCUSSION

The results of data analysis were highlighted in this section. The discussion would be broken down into two sections, the discussion of the degree of lexical richness (indicated by the degree of LFP) of ELL students' argumentative essays and the degree of corrrelation between lexical richness and overall quality of argumentative essays written by ELL students.

Lexical Richness of Students' Argumentative Essays

Lexical Frequency Profile (LFP) measured the degree of lexical richness based on the frequency of the words in the four categorization of words, the first 1,000 most frequent words, the second 1,000 most frequent words, academic words, and the words that not any on the three list. The distribution of those four types of words in the argumentative essay written by the subjects is shown in Table 3.

In general, the average students had the degree of percentage of the first 1,000 most frequent words as high as 83.38 %, the highest percentage was 90.56 % and the lowest percentage was 72.95 %, the second 1,000 as high as 4.41% with the maximun degree of percentage as 10.75% and the minimum percentage as 1.54 %, the academic words as high as 5.82% the highest percentage was10.83% and the lowest percentage was 1.84 %, and the words of list was as high as 6.42% the highest degree of percentage was 18.12% and the lowest percentage was 1.43%.

This finding is in line with Nation's (2000:279) finding that ESL students tended to use the 2,000 high frequency words above 80 % of the total words in their composition. This finding was shown in Table 3.1 that the subjects had a degree of percentage of 2,000 most frequent words as high as 87.79% (83.38% plus 4.41%). Similarly, in the degree of percentage of advanced vocabulary (the academic words plus words

off list), the Indonesian EFL learners (the subjects) had the degree of pectentage as 12.24% while ESL learners 12%, as can be seen in Table 4. Thus, the subjects have the same vocabulary profile as the ESL learners.

Compared to the native speakers that have the degree of percentage of the 2,000 most frequent 75% and the advanced vocabulary 25%, the conclusion could be made that, the subjects should be encouraged to use more advanced vocabulary and less use the 2,000 most frequent words.

The Correlation between Lexical Richness and Overall Quality of Students'Argumentative Essays

Since the data were not normally distributed (see Appendix 5), so the researcher used Spearman correlation to calculate the degree of relationship between lexical richness (as indicated by the degree of Lexical Frequency Profile) and the overall quality of the essay. The degree of corrrelation is shown in Table 5.

Table 5. showed that there was a small and not significant correlation (ñ = .18, sig = .23) between the degree of profile of advanced vocabulary and the overall quality of the argumentative essays written by the English department students majoring in English Language and Literature (the scatter plot diagram is shown in Figure 1). This result is contradictory to Nation's

Table 3. The Degree of Lexical Frequency Profile of Argumentative Essays Written by ELL Students

	1st 1,000	2nd 1,000	Academic Words	Words off list
Mean	83.38 %	4.41 %	5.82 %	6.42 %
Minimum	72.95 %	1.54 %	1.84 %	1.43 %
Maximum	90.56 %	10.75 %	10.83 %	18.12 %

Table 4. The Lexical Frequency Profile of the Native and Non-Native Speaker (Adopted from Nation (2000:279))

Learners	Percentage of words in the first 2,000 words (the sum of the peercentage the first and the second 1,000 most frequen words)	Percentage of words beyond the first 2,000 words (the sum of the percentage of academic words and the words off list)
18-year-old native speakers (Laufer, 1994)	75 %	25 %
Israeli university entrants (Laufer, 1994)	90 %	10 %
The same Israeli learners one semester later (Laufer, 1994)	87 %	13 %
ESL learners (Laufer and Paribakht, 1998)	88 %	12 %

Table 5. The Degree of Correlation between Lexical Frequency Profile and the Overall Quality of the Essay

			LFP	Overall Quality
Spearman's rho	LFP	Correlation Coefficient	1.000	.188
		Sig. (2-tailed)		.233
		N	42	42
	Overall Quality	Correlation Coefficient	.188	1.000
		Sig. (2-tailed)	.233	
		N	42	42

(2000:278) theory that vocabulary can be an indicator to the quality of students' writing, "Clearly vocabulary plays a significant role in the assessment of the quality of written work". The small and not significant correlation implied that diction had small contribution to the overall quality of the essay. It does not mean that diction should be neglected in writing. Diction is one of factors which contribute to the overall quality of an essay, meaning; there are many other factors that influence the overall quality of argumentative essay including organization, content, and text feature. All of these factors supported each other and cannot be separated, as can be seen in the example 1, 2, and 3 of data analysis, as follows (Table 5).

The vocabulary in the sample of argumentative essays below had been marked up to show which words are in the 1,000 most common words of the English language (not marked), in the second 1,000 (underlined), in the academic words (**bold**), and not in any of these lists (*italics*).
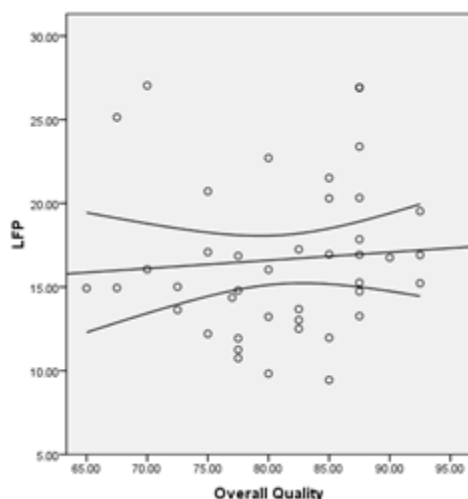
Figure 1. The Scatter Plot Diagram of Correlation between Lexical Richness (LFP) and Overall Quality of Students' Argumentative Essay

Example 1
Topic: There are Already Enough Hours of Religion Subject
Indonesian minister of religion has suggested that there should be more hours for school religion subject. Religion subject that used to be given two hours in one week will be four hours a week. This suggestion gets good **response** from some people who think that students need more lesson that given their good moral values. However in my point of view adding more hours to school religion subject is not needed for the students.
The first reason why additional hours for religion subject is not needed is that adding more time in religion subject will not directly make the students have a better understanding and *comprehending* in religious subject. This on the other hand can increase *radicalism* if the contents are not managed well. The teacher should not only be **expert** in that subject but he can also give and find teaching **method** that suits the value of the country itself. When a good value is taught with the wrong **method** it can be a *boomerang* for the **input.** It can cause *fanaticm* and also *radicalism* some **aspects** that can cause *radicalism* are the *heterogeneous* of race religion and *ethnics.*And those things need to be considered so that we can find a good solution to arrange a good *curriculum. Islamic Azyumardi Azra* also thought the same, he said that adding more time in religion subject would not **automatically** make the students have better moral value. Religion subject also cannot make the students avoid violence action such as students fight. Besides he said that government should be more careful because more time in religion subject can **create** the *radicalism* among students.

This is the excerpt of the argumentative essay number 14. This essays got a score 85, from both rater for the overall quality of the essay. In short, the overall quality of this essay was good. The organization received the perfect score, 5, from both raters, while the content, text features, and language received almost perfect score, that was 4, from both raters.

However, this essay lack of advanced vocabulary; among the 551 words, the 90.56% (499 words) were the first 1,000 most frequent words, 3.09% (17 words) were the second 1,000 most frequent words, 3.09% (17 words) were the academic words, and

3.27 (18 words) were the off list words. The strength of this essay was the effective use of the first 1,000 most frequent words that made the reader easy to catch the ideas or arguments.Thus, the appropriate used of the first 1,000 most frequent words supported the text organization, text features as well as the content aspect.

From the point of view of accuracy, there were several words or phrases that were not appropriately used, for instance "moral values", "given", "behavior", and "transformed".

> This suggestion getsgood response from some people who think that students need more lesson that given their good <u>moral values</u>. (paragraph 1, sentence 3).

> People who are agree that there should be additional hours for school religion subject say that it is good to build a better habit of the students and make the student have a better <u>behavior.</u>(paragraph 5, sentence 1).

> One important thing that must be considered first is giving the students the materials that consist of good values that can be <u>transformed</u> in their daily life. (paragraph 5, sentence 3).

The words, "given" was better to be replaced by the word "developed" which meant "to (cause something to) grow or change into a more advanced, larger or stronger form" (CALDC-third edition). The word "moral" could be used to replace the phrase "moral values". The word "behavior" was actually acceptable, yet, the more appropriate one was "demeanor" which meant "a way of looking and behaving" (CALDC-third edition). The last, considering the context of the sentence, the word "transformed" was not appropriate, the more appropriate one is "applied" since the meaning is "to make use of something or use it for a practical purpose" (CALDC-third edition).

From the point of view of clarity, there were three points that were not clearly explained, the first was the "school responsibilities" in the sentence "This will also help those institutions to be actively doing their <u>responsibilities</u>.", in the previous sentences the writer did not mention what responsibilities did the school had to hold.Second, in the sentence "Third reason is that students that follow the local religion will be the victims.", the writer did not give further explanation why the students become victims, and what victims were they, were not clearly explained. Third, in the sentence "And in the end they will be forced to move and follow the <u>formal</u> religion." The term formal religion was also not explained by the writer.

Example 2
Topic: Children under 6 years old should not be given too many courses outside the school

Since the <u>competition</u> in <u>education</u> is getting higher, forcing children to have knowledge and experience as much as they can is becoming a **trend** nowadays. Outside the school children still have to take many courses in order to make them good enough in school.By giving such kind of courses <u>parents</u> think that their children will have enough ability to **create** a good life in the future.On the other hand, it is not the best way to do.taking too much courses does not **guarantee** the children will have a good mark in school. Moreover, it can make a bad **impact** if they do it because <u>parents</u> force them to take that course.Therefore <u>parents</u> should think wisely if they want to send their children in such kind of courses.

Putting children in too many courses can cause *fatigue*.In the other words children feel **physically** <u>tired</u> because they had worked too hard.They do not have much time to take a rest after school because they have to go to courses in the afternoon. They also have to study or doing their *homework* at night because they still have to go to school in the following day.*Guntur Ismail*, the leader of *Federasi Serikat Guru Indonesia*, said,"Do not give children a <u>tight</u> **schedule**, if they feel too <u>tired</u> because of taking too much courses they will difficult to **concentrate** in following the learning activities in school". Consider that children are in the learning **phase,** not to compete in the *olympiad*.

This is the excerpt of the essay number 30. The language aspect got a perfect score, 5, from both raters, meaning that in terms of grammar, vocabulary and language this essay was really good. This was supported by its degree of lexical richness. Although it received the same score as the essay no 14, this essay contained the high degree of the first 1,000 most frequent words and richer degree of the second 1,000 most frequent words, the academic words, and the off list words than the essay in the example 3. With the length of 702 words, 88.03% (618 words) were the first 1,000 most frequent words, 4.7% (33 words) were the second, 1,000 most frequent words, 2.14% (15 words) were the academic words, and 5.13% (36 words) were the off list words.

The writer made the efective use of words in almost all categories of word, not only in the first 1,000 most frequent words. Therefore, the organization, content, and the text features of this text also got almost perfect score, 4, from both raters. To illustrate, in the fourth paragraph in which it only consisted three words that were in the second 1,000 most frequent words, and five off list words, and the remaining were the first 1,000 most frequent words, the writer can explain

clearly his or her opinion and his or her refutation. The reader would easily catch his or her ideas.

From the point of view of accuracy, there were several words and phrases that were not used appropriately, such as the words or phrases "higher", "create a good life", "go""given", and "not valuable".

> Since the competition in education is getting **higher**, forcing children to have knowledge and experience as much as they can is becoming a trend nowadays. (paragraph 1, sentence 1).

> By giving such kind of courses, parents think that their children will have enough ability to **create a good life** in the future. (paragraph 1, sentence 3).

> They do not have much time to take a rest after school because they have to **go** to courses in the afternoon. (paragraph 2, sentence 2).

> There are more important development that has to be **given** to the children including built the imagination. (paragraph 4, sentence 4).

> Because the ability to read something is **not valuable** if the children do not understand the main idea of what they have read (*www parenting co id*). (paragraph 4, sentence 5).

The adjective words "higher" was not suitable if we considered the context of the sentence. It is better be replaced with the word "intense" which meant "extreme". The phrase "create a good life" was not an appropriate expression to express the meaning of the hope for the better life in thr future, the more appropriate one is "make a better life". The word "go" was better replaced with the word "attend", since the word "attend" is a formal expression which meant "be present in a event, place, etc". The word "given" is better to be replaced by the word "considered", and the phrase "to the children" should be deleted". The last, the phrase "not valuable" was not appropriate for the context of the sentence, the more appropriate one is "not nedded". It was better to express the idea that children is not yet needded the ability to read.

In the second paragraph, it was interesting that the writer made the effective used of the second 1,000 most frequent word "tired" and "tight", the academic word "physically, schedule", "concentrate", and "phase", and the offlist words "fatigue" the proper noun "Guntur Ismail" and "Federasi Serikat Guru Indonesia" that support the clarity of meanings and ideas in the text since these words were related to each other.

Example 3
Topic: Madurese Culture Stereotype

Most people **assume** that *Madura* people is *harshimpolitegrim* and *rebellious*. That *stereotype* or **assumption** begins from a long **tradition** of *Madura ethnics*. That **phenomenon occurred** because of an argument with another person is *duel*. They often **resolve** their problems in a way *carok*, to **resolve** a **legal** *dispute* in a way of *deadly duel* that led to the death. Besides it is because of the **principle** of the madura people is *ango pote tolang etembheng pote matah* which means that it is better with white bone instead of white eyes the meaning of that statement is that it is better to die than to bear the shame. Because of the **principle** that makes the **community** members of *madura* become *temperamental* no wonder if there is **conflict** dishonest *seizure* of the land in *madura* or the *descent* of *Madura* people in east *java* and *kalimantan* that will lead to an action in a way of *duel which* the weapon is *sickle* even in a time of the crime action uses the *sickle*. That condition that make the **community** members of *Java Kalimantan Sulawesi Sumatra* and *Irian* **assume** *Madura ethnics* is *harshimpolitegrim* said rudely and all their badness. **Eventually** not every *Madura* people is *harshim polite* and so on actually *Madura* people has the soft manner polite in their behavior and speaking and also not *quarrelsome*.

This is the excerpt of text number 27, which got scores of 70 from the two raters. The overall quality of the essay was below the mean score, thus the overall quality of this essay was not really good. The content and the text feature aspects received a middle score, 3, from both raters. This score indicated that in terms of content and text features this text cotained an argument but weak. It can be seen from the excerpt above that the writer did not provide strong evidences of his or her opinion. Besides, the topic was not good enough for argumentative genre since it talked about sensitive issue, that is culture, particularly about Madurese behavior. It is hard to describe people behavior.

However, from the point of view of lexical richness, this text was good. It consisted of 1087 words, 72.95% (793 words) were the first 1,000 most frequent words, 3.31% (36 words) were the second most frequent words, 5.61% (61 words) were the academic words, 18.12% (197 words) were the off list words. What we should carefully noticed was that this text had the high degree of off list words, especially the proper noun related to the Madurese culture. Although this text was rich in off list words, it got low score. This was because the writer used many proper nouns to describe the Madurese ethnic, including the history rather than to elaborate more about her opinion, other people's view, and her refutation. Thus, it seemed that

the writer lost focus, her essay more into descriptive essay rather than argumentative. The topic itself also influenced the essay, the topic about culture was not a good one for argumentative essay since there is no wrong and right in culture. All culture is unique, we cannot debate about culture.

However, from the point of view of accuracy, there were many words or phrases that were not used properly, "soft manner","moment", "means", "braveness", "wickedness", "hard character", "cultural", and "respecfulness".

> Eventually, not every Madura people is harsh, impolite, and so on. Actually, Madura people has the **soft manner**, polite in their behavior and speaking, and also not quarrelsome. (paragraph 1, last sentence).

> And it still adheres to this **moment** that Madura people is harsh, always duel and all their badness. (paragraph 2, sentence 2).

> Actually, some people who think so **means** that they do not know and understand about the history of the Carok tradition from Madura. (paragraph 2, sentence 3).

> After Pak Sakerah who was a foreman of a tea garden that had a **braveness** to take a fight to the Dutch colonial to defend poor community caught and killed. (Paragraph 2, sentence 5).

> The sickle used by him is a symbol of resistance againts the Dutch in defense the poor community, while for the Dutch is a symbol of the hero and **wickedness**. (paragraph 2, sentence 10).

> Even, a person who doesn't come from Indonesia has a positive view about the **cultural** of Madura. (paragraph 4, sentence 5)

> Madura people is a type of person who is hardworking tenacious loyal and polite so here the respectfulness **tradition** can be meant as a form of respectfulness to the teacher who have given a valuable knowledge to the students.(paragraph 4, last sentence)

The phrase "soft manner" is not appropriate to describe a person who is polite, nice, and friendly, the more appropriate one is the phrase "good manner". The word "moment" is not suitable to express the action that "happening now", the more suitable one was the phrase "until present". The words "means" indicated the adjective to describe people who had negative view on Madurese people. Since "means" was not an adjective, the correct word was "mean". The word "braveness" was considered error since the noun form of brave was "bravery", and also in the word "wickedness" was not a right noun form of the base word "bad", the right wordwas "badness", the word "respectability" was the correct word to replace the word "respecfulness". Besides, the word "cultural" was not correct to express the phrase that explain the way of life of Madurese People, the right one is "culture".

From the point of view of clarity, the writer made the effective use of adjective words that were listed in the off list words, such as in the last paragraph, the adjective word *harsh, impolite,rebellious* and *quarrelsome* were effective to describe the stereotype of Madurese People. Also, the adjective words *hardworking*, *tenacious* and *glorify* were also suitable to describe the positive side of Madurese People. Thus, the effective use of off-list words could make the text more alive.

CONCLUSION AND SUGGESTION

Conclusion

It is demonstrated in the Example 1 and 2 that richer advanced vocabulary contributed to the overall quality of the text, but on the other hands, richer advanced vocabulary did not contribute to the overall quality of the text as in Example 3. Therefore, it explains that there is correlation between lexical richness and overall quality of students' argumentative essay, but it is small and not significant. There might be another factor related to the diction that support the overall quality of the text. In the context of argumentative text written by EFL students, Nation's (2000:278) theory that vocabulary can be an indicator to the quality of students' writing, "Clearly vocabulary plays a significant role in the assessment of the quality of written work", need to be revised. Related to this, further research with bigger population is needed to be conducted.

Suggestion

The findings of this research is expected to be useful for the lecturers, students, and future researchers. Firstly, for the lecturers, they have to encourage the students to use more advanced vocabulary in their writing than to use the first and the second 1,000 most frequent words. The teachers could design the tasks that enable the students to make the effective use of advanced vocabulary in writing.

Secondly, for the students, it is important to practice to use advanced vocabulary more in writing so the students have the experiences how to use certain words effectively in writing, especially to use vocabulary in the right context. Besides, when the students have decided to write a text based on certain topic, they have to pay more attention on the certain technical words, academic words, and proper noun related to the topic rather than to use direct translation from their first language, or to repeat the same words all the time. This requires knowledge on that certain vocabulary items that they may get from reading academic texts, newspapers, magazines, etc.

Thirdly, for the future researchers, the finding may reveal different facts in different genres of text, age of students, different methods of writing score, method in writing an essay, therefore it needs further investigation by the future researcher under these issues. Besides, since the errors and inappropriateness use of words can influence the quality of writing, it needs further investigation on the relationship between error and inappropriateness that the students frequently did in writing and the overall quality of essay.

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