LEXICAL DENSITY FOUND ON THE BEGINNER STUDENTS' ENGLISH VOCABULARIES IN AR-RIDHO ISLAMIC BOARDING SCHOOL – CLASS EXPERIENCE IN TEACHING ENGLISH AS FOREIGN LANGUAGE

Rayhan Dimas Adhitya[1]**, M Alhafiz Dinanda**[2]**, T Silvana Sinar**[3]

Universitas Sumatera Utara

Email: rayhandimas71@gmail.com[1], hafizdinanda20@gmail.com[2], tengkusilvana@usu.ac.id[3]

ABSTRACT

The aim of this research is to Lexical Density found in the beginner student's English vocabularies while having a practice section. Lexical Density is a is a concept in computational linguistics that measures the structure and complexity of human communication in a language, which estimates the linguistic complexity either in a written or spoken composition from the functional words or grammatical units and content words, such as lexical units, lexemes. He also defined that this concept describes how dense information/idea is presented and realized by content words or lexical items, not by the function word or the grammatical items. This research uses Qualitative Descriptive Method because it deals with phenomenon. the tools namely "analyze my writing" provide way to input lexical items found in collected students' English vocabularies. The findings of this research are basic greeting, excuses, discussions, question and answers, and practices that contain lots of vocabularies and the percentages of Lexical Density are: 82.05% in spoken vocabularies and 100% in written vocabularies that spoken vocabularies consist of (15.38% Nouns, 7.69% Adjectives, 10.26% Verbs, 5.13% Adverbs, 2.56% Prepositions, 17.95% Auxiliary Verbs).

Keywords : *Lexical Density, Computational Linguistics.*

A. INTRODUCTION

Teaching English for students is important to guide them to learn English as an international language used by many that must be taught with effective method. Musial et al (2012) stated that teachers need to implement the transmitting and interpersonal skills to students' activity in the context of an educational institution. Both teacher and students certainly use their language as a tool of communication or exchanging of one information to others by sending or receiving messages. Kirchner & Fishburne (1998) stated that teachers need to employ a sense of humor, enthusiasm, a desire for learning, health and wellness, nonverbal qualities and be a role model to enhance students' mood. Neshila et al (2024) stated that to transmit knowledge to students need to employ systematic method to acquire students' effective learning that increases academic performance while teaching. Especially for teaching English, the teachers must concern to learning styles which are suitable for students. And also, it must look at the social skills between teacher and students so the knowledge can be constructed and shared in academic learning.

Both teachers and students are giving language to have English learning, such as teachers explain the today's material to be received for students who are studying English, and it tends to verbal communication, can be spoken or written language. The study of English is a process that is significant for both everyday life and different educational degrees. English is regarded as an international language with a big impact on commerce, science, technology, and worldwide communication. As a result, being fluent in English has become extremely valuable in today's world. Acquiring proficiency in English encompasses not just speaking abilities but also developing listening, reading, and writing capabilities. In English Learning,

there are many lexical items found in students vocabulary which must be analysed with Halliday's concept, Lexical Density.

Teacher must know whether a book or learning material can be said to be suitable as reading material for a certain age based on the results of lexical density concentration. Lexical density is the idea of measuring the density of a sentence. Lexical density is a way of counting the number of words and then dividing them by lexical items. Lexical density is a method for measuring the density of words contained in a sentence, especially in reading materials such as magazines. According to Halliday and Matthiessen (2004), "lexical density is a measurement that is the word content of a grammar or the function of words in a clause". To measure lexical density, it is important to distinguish between lexical elements and grammatical elements.

Lexical items are also known as content words, which refer to verbs, nouns, adjectives, and some classes of adverbs. Meanwhile, grammatical words include items such as prepositions, pronouns, conjunctions, auxiliary verbs, determiners, and articles. In spoken discourse, words tend to be spread widely across several clauses rather than packed tightly into individual clauses, which is more typical of written discourse.

From the brief explanation above, this study will conduct lexical density found on the Beginner Students' Boarding School which is focused on vocabulary that they have learned.

The research problem that should be solved in this research are:
1. What particular place, time, object, and data will the writer focus on?
2. How are lexical densities found in Teaching English as Foreign Language?

B. METHOD

This research chose Qualitative Descriptive Method. Sugiyono (2013) stated that this method serves as the primary data source, emphasizing the researcher's role as the key instrument and focuses on gathering data expressed in words, rather than numerical data, with the goal of understanding how theories are manifested in various phenomena and their significance to individuals in their natural context. In other words, the data are analyzed empirically or by means of observation or experience rather than theory or pure logic.

1. Data

Data is taken from the students' English vocabularies in Ar-Ridho Islamic Boarding School in the morning at 10.00 AM while having practice section. The writer found that there are:

1) Cultural greetings and responses

How are you? = apa kabar?, fine = baik, thank you = terima kasih, sir = bapak, excuse me = permisi, are you ready = apakah kalian siap? what is your name? = siapa namamu? My name is … = nama saya …, Have you finished? Apakah kalian sudah selesai?, Do you have a question? = Apakah kalian ada pertanyaan? yes = iya, no = tidak, not yet = belum siap, what the meaning of… = apa arti dari… , see you next time = sampai jumpa di lain hari.

2) Basic translation 1 (things that they see in the classroom)

Teacher = guru, lecturer = dosen, student = santri/siswa, name = nama, translate = terjemahan, whiteboard = papan tulis, spidol = marker, finish = selesai, book = buku, table = meja, pen = pulpen, pencil = pensil, eraser = penghapus.

3) Basic translation 2 (parts of body)

Head = kepala, fingers = jari; nail = kuku, hair = rambut; feet = kaki; nose = hidung; ears = telinga; mouth = mulut; lips = bibir; eyes = mata.

4) Basic translation 3 (other translations they they don't know the meanings)

Give = memberikan, receive = menerima, black = hitam, white = putih, big = besar, small = kecil, skin = kulit, hole = lubang, thick = tebal, thin = tipis, car = mobil, bike = sepeda motor, plane = pesawat, train = kereta api, money = uang, fan = kipas, clock = jam dinding,

bag = tas, clock = jam dinding, floor = lantai clothes = pakaian.

2. Data Source

The sources of data are from students' English vocabulary as raw data, recorded by using smartphone as a proof that teachers as researchers have microteaching to gather some needed data. In video, there are details of class experience, English learning, conversation, linguistic features, and the focus of the writers' objective is their lexical density related to words, language, or a vocabulary which form basic elements of a language lexicon and find how tightly or closely together some word is packed. To measure lexical density found in a language, the writers should know how many keywords are packed into a sentence.

3. Tools of Gathering Data

The writers used smartphone to record this microteaching and find some lexical density in the video, so the format of videos are certainly in MP4. The writers also used whiteboard as a media to have English learning, and other tools like marker, eraser, book, etc. For students, they used notebook, pencil, and eraser as concrete tools, but the most necessary thing from the students is their verbal language, can be spoken or written especially when they have some exercise. Such as introduce their identity in front of the classroom, do some dialogue, translate English to Indonesia, listen and repeat, etc.

4. Data Analysis

The English vocabulary as concrete data are analysed based on lexical density by Halliday (1985). To measure the items of lexical density should follow the rules as in:

Lexical Density = $\dfrac{\text{The Number of Lexical Word}}{\text{The Total Number of Word}}$

To assist the writers' lexical density analysis, the tools namely 'analyze my writing' (https://www.analyzemywriting.com/) provide way to input lexical items found in collected students' English vocabularies. Based on the previous study that the writer have read, The data of analysis of lexical density are mostly in the percentage format, then the writer briefly describe to data found in students' English vocabularies.

C. FINDING AND DISCUSSION

Findings

Teachers as the writers have a private class with Ar-Ridho Islamic Boarding School students in Medan Selayang district in the morning. The students lack of English knowledge, so that teachers provide simple lesson that can be understood to them. Before analyzing the Lexical Density found in the students' English vocabularies, the writers made details of class experience.

Details of Class Experience

No	Class Experience	Principles
01	Teachers had an introduction to students who were attending the class. They also were listening to what teachers say by using native language, Bahasa Indonesia.	The orientation are teachers, which means students in here are listening to teachers. Some students might feel new to the basic English, thus they hardly understand at first. The initial thing to make them comfortable is listening to the teachings.

02	There are 2 teachers who are attending the class. Before starting the class, as a classic opening the teacher 1 asked "Apa kabar semua?" The students compactly replied "Baik", "Alhamdulillah baik", "Baik sir". After that, teacher 1 ordered them to say in English "How are you?" Some of them replied "Fine" or "Alhamdulillah I'm fine, thank you" and the rest were imitating to their friends' answer.	As a beginner, the students initially need to focus on teacher's question. Some of them seems that they lack of English as foreign language, then in order to answer my question correctly, they imitate their friends' answer. The purpose of this greeting is to know how to respond teacher's greeting correctly, even though there are some mistakes and it is still forgivable.
03	After greeting in both Bahasa Indonesia and English Language, Teacher 1 guided them to introduce themselves in English. First, teacher one asked "Are you ready?" all student answered "yes, sir". Second, Teacher 1 use native language to guide students by saying "Siapa namamu?" then in English "What is your name?". Student must answer "My name is …" So that 16 students must follow the same rules.	In this section, Teacher 1 ordered them to use grammatical form Syntactically [NP + V] = [(Pro+N) + (Aux+N)] in details: ("My" is a pronoun, "Name" is a noun), ("is" is an auxiliary verb, and their names are nouns). It certainly focuses on grammatical structure while introducing their names in the class. However, this method forced student to answer not only understandable, but they must concern at the form to answer my question correctly. Thus, some student especially never heard of English subject can't answer the question based on rules.
04	To increase the grammar translation, students have to do question and answer, one group contains of 2 people. The first student asked "What's your name?" The second student must answer the question based on rules given "My name is …"	Question and answer are an interactive way to increase the grammar translation because they can ask and answer with the right rules. It seems that this way is pretty easy to follow and they slowly memorized the forms. If the students would like to ask his friend's name, he must ask "What's your name" and I the student want to answer or tell his name, he must answer "My name is …"
05	After question-and-answer section has been done, teacher 2 looked the circumstance of class and focused on students' media to study. Teacher 2 uses native language and then followed by English language. The media that the students use included: Guru = teacher, santri = student papan tulis = whiteboard, spidor = marker, penghapus = eraser, buku = book.	These familiar words for the students are translated into English as foreign language. The purpose of this section is to make them easily know the media that they use to learn something in English. The media are pretty simple, so that they can memorize this vocabulary one by one.
06	Some students have memorized English vocabularies, but the rest of them still didn't know what kinds of things. Thus, the teachers used gesture and took a media by using right hand to pointed and defined what things that teachers mentioned in English before.	It is useful to confirm the thing that they see, hear, and feel in the classroom.

07	Teachers listed additional vocabulary on the whiteboard based on the things that they faced. There are: Nama = name, terjemahan = translate, papan tulis = whiteboard, spidol = marker, guru = teacher, dosen = lecturer, santri = student, selesai = finish, buku = book, meja = table, pulpen = pen, pensil = pensil, penghapus = eraser.	To increase and memorize English vocabularies for students, these lists are useful for them because of common things that they use in Islamic Boarding School.
08	Teachers encouraged students by doing some quiz in front of the class that they must answered the vocabulary based on the list correctly.	Do a little exercise for students is good to slowly make English is not hard to be learned.
09	Teachers invited student to listen and repeat to the list of vocabulary on the whiteboard. The students answered them loudly.	Repeating the vocabularies together encourages student to memorize things that they have seen, heard, and felt.
10	Particularly, some students are either understood or might forget to what both teachers' lesson. Then teachers re explain to students about what they have learned, and teachers are giving examples and also use gestures to make understandable examples. As like teacher 1 show a 'marker' in front of the classroom. Teacher mentions this thing and students must repeat to what teacher said. It is also applying to other vocabularies.	To assist their English learning, stimulus variations are helpful to increase not only memorization but also understandings.
11	Also, teacher 2 give other vocabularies related to human body for students. There are: head = kepala, fingers = jari; nail = kuku; hair = rambut; feet = kaki; nose = hidung; ears = telinga; mouth = mulut; lips = bibir; eyes = mata. The method is the same as number 05 - 09	Repeating the vocabularies together encourages student to memorize things that they have seen, heard, and felt.
12	Before closing the class, teacher ask some questions to students. And teacher also added other vocabularies that they need to know the translation by asking "Do you have a question, my dear student?", ordering student to write Indonesian words on the whiteboard, then teacher translated them in English, and also some students prefer ask "Sir, what the meaning of…" The Vocabularies that they've asked are were mentioned below: Give = memberikan, receive = menerima, black = hitam, white = putih, big = besar, small = kecil, tall = tinggi, short = pendek, skin = kulit, hole = lubang, thick = tebal, thin = tipis, car = mobil, bike = sepeda motor, plane = pesawat, train = kereta api, money = uang, fan = kipas, bag = tas, clock = jam,	Students in Islamic boarding school are not allowed to use smartphone until holiday. It seems that they lack of references in vocabularies. So that teacher took some times and answer the meaning in English.

floor = lantai, clothes = pakaian. After the question had been done, both teachers did a closure with 'dua' to the gratefully students and say "Dear students, hopefully we can use English to communicate with your teachers, friends, family, and so on. Thank you for your attention, and see you next time!	

Based on the class experience, the writers also found that there are many vocabularies that will be measure based on the dense:

1. Cultural greetings and responses

How are you? = apa kabar?, fine = baik, thank you = terima kasih, sir = bapak, excuse me = permisi, are you ready = apakah kalian siap? what is your name? = siapa namamu? My name is … = nama saya …, Have you finished? Apakah kalian sudah selesai?, Do you have a question? = Apakah kalian ada pertanyaan? yes = iya, no = tidak, not yet = belum siap, what the meaning of… = apa arti dari… , see you next time = sampai jumpa di lain hari.

2. Basic translation 1 (things that they see in the classroom)

Teacher = guru, lecturer = dosen, student = santri/siswa, name = nama, translate = terjemahan, whiteboard = papan tulis, spidol = marker, finish = selesai, book = buku, table = meja, pen = pulpen, pencil = pensil, eraser = penghapus.

3. Basic translation 2 (parts of body)

Head = kepala, fingers = jari; nail = kuku, hair = rambut; feet = kaki; nose = hidung; ears = telinga; mouth = mulut; lips = bibir; eyes = mata.

4. Basic translation 3 (other translations they they don't know the meanings)

Give = memberikan, receive = menerima, black = hitam, white = putih, big = besar, small = kecil, skin = kulit, hole = lubang, thick = tebal, thin = tipis, car = mobil, bike = sepeda motor, plane = pesawat, train = kereta api, money = uang, fan = kipas, clock = jam dinding, bag = tas, clock = jam dinding, floor = lantai clothes = pakaian

Discussion

The writer took English language as object to be analyzed based on lexical density found by Students' English Vocabulary as data (Noted: N = Nouns; Adj = Adjectives; V = Verbs; Adv = Adverbs; Prep = Prepositions; Pro = Pronouns; Aux = Auxiliary Verbs

Table 1: Total of Lexical density found in students' English vocabularies

No	Kind of vocabularies	N	Adj	V	Adv	Prep	Pro	Aux	Total
1	Cultural greetings and responses	15.38%	7.69%	10.26%	5.13%	2.56%	23.08%	17.95%	82,05%
2	Basic translation 1 (things that they see in the classroom)	83.33%	0%	16.67%	0%	0%	0%	0%	100,00%
3	Basic translation 2 (parts of body)	100%	0%	0%	0%	0%	0%	0%	100,00%
4	Basic translation 3 (other	54.55%	36.36%	9.09%	0%	0%	0%	0%	100,00%

translations they they don't know the meanings)								

These data shows that there are percentages based on lexical found in students' English vocabularies, number 1 used spoken languages and number 2 used written languages. Hypothetically, these vocabularies are mostly lexical density because the proportion of lexical items. And according to findings, Spoken or written vocabularies makes different percentages because not all features are lexical. Thus, the lexical density found in a number 1 is 82,05% in total and the rest of them are certainly 100%. Also, number 1 has various compositions with the total 82,05%: (15.38% Nouns, 7.69% Adjectives, 10.26% Verbs, 5.13% Adverbs, 2.56% Prepositions, 17.95% Auxiliary Verbs). The Cultural greetings and responses are easy to be understood, so that lexical density can be found very simple. For the rest of them, the difference is about position because words are not only Noun, but also other parts of speech. Even though there are some different calculations, the total is certainly the same: 100%.

The details of vocabularies are listed below:

Table 2: details of vocabularies

Kind of vocabularies	Words/Sentences	N	Adj	V	Adv	Prep	Pro	Aux
1 Cultural greetings and responses	• How are you?	0%	0%	0%	0%	0%	33.33%	33.33%
	• Fine.	0%	100%	0%	0%	0%	0%	0%
	• Thank you.	0%	0%	50%	0%	0%	50%	0%
	• Sir.	100%	0%	0%	0%	0%	0%	0%
	• Excuse me.	50%	0%	0%	0%	0%	50%	0%
	• Are you ready?	0%	33.33%	0%	0%	0%	33.33%	33.33%
	• What is your name?	25%	0%	0%	0%	0%	25%	25%
	• My name is.	33.33%	0%	0%	0%	0%	0%	33.33%
	• Have you finished?	0%	33.33%	0%	0%	0%	33.33%	33.33%
	• Do you have a question?	20%	0%	0%	0%	0%	20%	40%
	• Yes.	0%	0%	0%	0%	0%	0%	0%
	• No.	0%	0%	0%	0%	0%	0%	0%
	• Not yet.	0%	0%	0%	100%	0%	0%	0%
	• What the meaning of.	0%	0%	25%	0%	25%	25%	0%
	• See you next time.	25%	25%	25%	0%	0%	25%	0%
2 Basic translation 1 (things that they see in the classroom)	• Teacher.	100%	0%	0%	0%	0%	0%	0%
	• Student.	100%	0%	0%	0%	0%	0%	0%
	• Name.	100%	0%	0%	0%	0%	0%	0%
	• Translate.	0%	0%	100%	0%	0%	0%	0%
	• Whiteboard.	100%	0%	0%	0%	0%	0%	0%
	• Marker.	100%	0%	0%	0%	0%	0%	0%
	• Finish.	0%	0%	100%	0%	0%	0%	0%
	• Book.	100%	0%	0%	0%	0%	0%	0%
	• Table.	100%	0%	0%	0%	0%	0%	0%
	• Pen.	100%	0%	0%	0%	0%	0%	0%
	• Pencil.	100%	0%	0%	0%	0%	0%	0%
	• Eraser.	100%	0%	0%	0%	0%	0%	0%
3	• Head.	100%	0%	0%	0%	0%	0%	0%

Basic translation 2 (parts of body)	• Fingers.	100%	0%	0%	0%	0%	0%	0%
	• Nails.	100%	0%	0%	0%	0%	0%	0%
	• Hair.	100%	0%	0%	0%	0%	0%	0%
	• Feet.	100%	0%	0%	0%	0%	0%	0%
	• Nose.	100%	0%	0%	0%	0%	0%	0%
	• Ears.	100%	0%	0%	0%	0%	0%	0%
	• Mouth.	100%	0%	0%	0%	0%	0%	0%
	• Lips.	100%	0%	0%	0%	0%	0%	0%
	• Eyes.	100%	0%	0%	0%	0%	0%	0%
4 Basic translation 3 (other translations they they don't know the meanings)	• Give.	0%	0%	100%	0%	0%	0%	0%
	• Receive.	0%	0%	100%	0%	0%	0%	0%
	• Black.	0%	100%	0%	0%	0%	0%	0%
	• White.	0%	100%	0%	0%	0%	0%	0%
	• Small.	0%	100%	0%	0%	0%	0%	0%
	• Big.	0%	100%	0%	0%	0%	0%	0%
	• Tall.	0%	100%	0%	0%	0%	0%	0%
	• Short.	0%	100%	0%	0%	0%	0%	0%
	• Skin.	100%	0%	0%	0%	0%	0%	0%
	• Hole.	100%	0%	0%	0%	0%	0%	0%
	• Thick.	0%	100%	0%	0%	0%	0%	0%
	• Thin.	0%	100%	0%	0%	0%	0%	0%
	• Car.	100%	0%	0%	0%	0%	0%	0%
	• Bike.	100%	0%	0%	0%	0%	0%	0%
	• Plane.	100%	0%	0%	0%	0%	0%	0%
	• Train.	100%	0%	0%	0%	0%	0%	0%
	• Money.	100%	0%	0%	0%	0%	0%	0%
	• Fan.	100%	0%	0%	0%	0%	0%	0%
	• Clock.	100%	0%	0%	0%	0%	0%	0%
	• Bag.	100%	0%	0%	0%	0%	0%	0%
	• Floor.	100%	0%	0%	0%	0%	0%	0%
	• Clothes.	100%	0%	0%	0%	0%	0%	0%

D. CONCLUSION

The lexical density of this research is primarily focused on the learning activity conducted with students from Ar-Ridho Islamic Boarding School in Medan Selayang. The primary word category seen in the learning activity is noun, accounting for 54.5% of the total. This is due to English not being the primary subject taught in that particular institution. An effective approach to instructing students who lack focus in English is to provide them with knowledge and visually demonstrate concepts. Most of the nouns in this study refer to objects located within or near the classroom. While nouns are the dominant choice, 17 percent of the lesson also uses adjectives to enhance their expression. According to the data presented above, word-for-word is the most prevalent since it is perceived as being more comprehensible. Only 19% of the sentences consist of more than one word, and even those are considered fundamental in English

REFERENCES

Alghamdi, E. A., Gruba, P., Masrai, A., & Velloso, E. (2023). The use of lexical complexity
for assessing difficulty in instructional videos. Language Learning & Technology, 27(1), 1–
21.https://hdl.handle.net/10125/73524
Al-Wahy, A. S. (2017). Towards a methodology for measuring lexical density in Arabic. International
Journal of Arabic Linguistics, 3(1), 1-33.
Aswani, A., Perangin-angin, A. B., & Aswani, A. (2023). Lexical density in Children's Storybook.

LingPoet: Journal of Linguistics and Literary Research, 4(3), 50-58.

Abu-Rabiah, E. (2023). Evaluating L2 vocabulary development features using lexical density and lexical diversity measures. LLT Journal: A Journal on Language and Language Teaching, 26(1), 168-182.

Bacha, N. N., & Khachan, V. (2023). A Corpus-Based Lexical Evaluation of L1 Arabic Learners' English Literary Essays. International Journal of Arabic-English Studies, 23(2), 415-442.

Balkir, N. B., Celik, H., & Cepni, G. (2023). Lexical Complexity in ELT Students' Essays across Genres and over the Course of Time. The Reading Matrix: An International Online Journal, 23(1).

Chen, H. (2023). A lexical network approach to second language development. Humanities and Social Sciences Communications, 10(1), 1-9.

Eggins, S. (2004). An Introduction to Systemic Functional Linguistics. 2nd edition. London: Continuum.

Djeribiai, A. (2016). Chomsky's generative transformational grammar and its implications on language teaching.

Elgobshawi, A. E., & Aldawsari, M. (2022). Lexical Density as Improvement Indicator in the Written Performance of EFL Majors. International Journal of English Language and Literature Studies, 11(4), 181-190.

Fadhil, A., Gunawan, W., & Wirza, Y. (2023). Lexical density in EFL Indonesian textbooks: A comparative analysis. JALL (Journal of Applied Linguistics and Literacy), 7(1), 121-136.

Gowenlock, A., Rodd, J. M., & Norbury, C. (2024). A Comparison of Lexical Features in Child-Directed Television and Child-Directed Speech.

Halliday, M. A. K., &Matthiessen. (2004). An Introduction to Functional Grammar (3rd Eds.). London: Cambridge. Edward Arnold.

Halliday, M. A. K. (1985). Spoken and written language. Deakin University. Victoria. Deakin University Press.

Halliday, M. A. K. (1994). Spoken and written modes of meaning. Media texts: Authors and readers, 7, 51-73.

Halliday, & Martin. (1985). HALLIDAY, M. A. K.; MARTIN, J. R. (eds.) Writing Science: Literacy and Discursive Power. Bristol/London: The Falmer Press, 1993. https://www.academia.edu/21703203/HALLIDAY_M_A_K_MARTIN_J_R_eds_Writing_Science_Literacy_and_Discursive_Power_Bristol_London_The_Falmer_Press_1993

Halliday, M. A. K., Cermakova, A., Teubert, W., & Yallop, C. (2004). Lexicology and corpus linguistics. A&C Black.

Harefa, Y. (2009) Foundation Course In Eglish Teaching Methods.

Hashemi, M., & Azizinezhad, M. (2011). Teaching English to children: A unique, challenging experience for teachers, effective teaching ideas. Procedia-Social and Behavioral Sciences, 30, 2083-2087.

Johansson, V. (2009). Developmental aspects of text production in writing and speech. Travaux de l'Institut de Linguistique de Lund, 48. Lund: Lund University.

Kirchner, G. (1978). Physical Education for Elementary School Children. An Illustrated Program of Activities for Kindergarten to Grade Six.

Laufer, B. and P. Nation. (1995). 'Vocabulary size and use – lexical richness in L2 written production,' Applied Linguistics 16: 307–22. doi.org/10.1093/applin/16.3.307

Lipka, L. (2010). An outline of English lexicology: lexical structure, word semantics, and word-formation (Vol. 3). Walter de Gruyter.

Liu, C. (2024). A Contrastive Study of Lexical Cohesive Devices in Financial Academic Paper Abstracts.

Musial, M; Pradere, F; & Tricot, A (2012). How to design a teaching course. Brussels: De Boeck. ISBN 978- 2-8041-6936-7.

Nkhobo, T., & Chaka, C. (2023). Student-Written Versus ChatGPT-Generated Discursive Essays: A Comparative Coh-Metrix Analysis of Lexical Diversity, Syntactic Complexity, and Referential Cohesion. International Journal of Education & Development using Information &

Communication Technology, 19(3).

Ranney, S. (2012). Defining and teaching academic language: Developments in K-12 ESL. Language and Linguistics Compass, 6(9), 560-574. https://doi.org/10.1002/lnc3.354

Sari, D. (2016). Measuring Quality Of Reading Materials In English Textbook: The Use Of Lexical Density Method In Assessing Complexity Of Reading Materials Of Indonesia's Curriculum – 13 (K13) English Textbook Dian Sari. JOALL (Journal of Applied Linguistics and Literature), 1(2), Article 2. https://doi.org/10.33369/joall.v1i2.4177.

Saville-Troike, M., & Barto, K. (2017). Introducing second language acquisition. Cambridge University Press.

Susoy, Z. (2023). Lexical Density, Lexical Diversity and Academic Vocabulary Use: Differences in Dissertation Abstracts. Acuity: Journal of English Language Pedagogy, Literature and Culture, 8(2), 198-210.

Ure, J. (1971). Lexical density: A computational technique and some findings. Talking about text, 27-48.

Xin, W. E. N. G. (2024). An Exploration of Strategies to Enhance EFL Students' Academic Writing Capabilities from a Nominalization Perspective. US-China Education Review, 14(3), 226-232.