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INDONESIAN EAP STUDENTS' VOCABULARY LEVEL AND SIZE: AN EMPIRICAL INVESTIGATION

Abstract *Vocabulary knowledge is important for all language learners including EAP learners. However, previous research that investigated EAP students' vocabulary knowledge is limited. To fill the gap, the study examined 128 Indonesian EAP students from two private universities in Indonesia. To gather its data, the study employed the Vocabulary Level Test of Webb et al. (2017) and the Vocabulary Size Test of Nation & Beglar (2007). The findings of the study found that the participants have not yet mastered the high frequency words as well as the mid-frequency words from 4000-5000 word-families. The finding also revealed that the mean scores and the range of the mean scores of the students' vocabulary size is big. The range was between 6000 and 10000. However, the students also informed that they made many guesses when completing the test. Collectively, the findings of the study imply that the previous learning of the participants has not yet facilitated them to learn important vocabulary from 1000 to 5000 word-families. They might have focused on learning words from low-frequency word lists. As a result, although they have a big vocabulary size, they might face problems when they try to understand some texts. The findings of the study are expected to increase English teachers' awareness in general, and EAP teachers' awareness specifically of the importance of facilitating their students to learn high frequency words.*

Keywords: vocabulary size, level, English, EAP

INTRODUCTION

English for academic purposes (EAP) programmes in Indonesia are context dependent. For example, the learning aim of English for Economics might be students' mastery of English grammar; however, the goal of the English for Chemistry programme might be students' high TOEFL score (Kusni, 2013). In the study of Poedjiastutie and Oliver (2017) some employers and teachers believe that reading is as an important skill to develop because there is a need for students to be able to read English journals and books to support them in their studies and when they write their thesis at the end of their studies. Although the objectives of these EAP programmes and the beliefs of the stakeholders are different, increasing students' vocabulary knowledge seems to be the answer to make sure the different goals to be attained. As previous studies have found that vocabulary knowledge correlate with reading comprehension; therefore, it is a significant predictor of reading comprehension (Laufer & Aviad–Levitzky, 2017; Li & Kirby, 2015; Schmitt et al., 2017) and a good predicator for L2 proficiency (Miralpeix & Muñoz, 2018). Vocabulary knowledge can also be used to predict students' performance in productive language skills (Kilic, 2019).

Although it is useful to know the vocabulary knowledge of our students so that we can predict their language ability, limited research on EAP students' vocabulary size and vocabulary level that focuses on high-frequency words is noticeable. Regarding the vocabulary size of EAP learners, an example is the study of Khodabakhshi et al. (2014) that investigated the vocabulary size of Iranian EAP students from three faculties (Engineering, Sciences, and Humanities) at the University of Kashan. The study found that the students of Engineering Faculty obtain the mean score which was 4593.75 or the highest mean score. The mean scores of the students from the Sciences Faculty and the humanities Faculty respectively were 3188 and 3432. In addition to that, the findings of the previous studies indicate that the high-frequency word knowledge of EAP students is inadequate. For example, Akbarian (2010)

investigated 112 Iranian EAP learner by measuring their receptive vocabulary knowledge. He found that only 24 % of the participants had acquired the first 2000 word-families. In other words, more than three-quarter of the students failed to master the words. In a similar vein, the study of Cheng and Matthews, (2018) that examined 167 Chinese EAP students found that they only knew about 77% of the most frequent 2000 word-families. Recently, Dang (2020) investigated the rates of high-frequency words that were present in academic spoken and written English as well as exploring 66 Vietnamese EAP students' vocabulary knowledge of the words. The findings show that despite the fact that a significant role of high-frequency words is present in academic spoken English, most participants in the study have not yet mastered the words.

In the Indonesian context, studies on EAP students' vocabulary knowledge seem to be absent. There are only a number of previous research projects that examined the vocabulary knowledge of Indonesian EFL learners who major in English. Also, most of them investigate either students' high frequency word knowledge, or their vocabulary size and do not examine both of them in a single study. The studies that examined EFL students' knowledge of high-frequency words revealed that most of the participants have not mastered high-frequency words. For example, the study of Kurniawan (2017) that examined 290 EFL undergraduates at UIN Raden Intan revealed that 11 students of the participants have not yet mastered 1000 word-level. Sudarman's and Chinokul's (2018) study, which examined EFL students at Kutai Kartanegara University also found that the participants have not yet mastered both 2000 and 3000 word-levels. Thus, the findings of these studies are similar to the findings of other studies with EAP students outside Indonesia.

Regarding previous studies that examined Indonesian EFL students' vocabulary size, the findings of these studies showed that averagely the students' mean scores are between 5000 and 8700. For example, the average vocabulary size of the EFL students in the study of Umam (2016) was 5873 word-families. The highest and the lowest scores of the participants in the study respectively are 8800 and 2800 word-families. Another study of Kusumarasdyati and Ramadhani (2018) which examined 216 EFL students from the first to the fourth years found that the mean scores of vocabulary size of the first to the fourth-year participants respectively were 5425, 5641.8, 5987.8, and 6141.3 word-families. A study of Romadloni (2019) that researched the vocabulary size of 242 EFL students found that the average vocabulary size for 2015-2018 batch respectively were 6519.78, 7028.13, 7040.91 and 8202.33 word-families. In other words, the previous studies found that averagely the students have a quite high vocabulary size. Although having a big vocabulary size is important, Clark and Ishida (2005) argue that it is important to pay attention to high-frequency words and we cannot learn "any random 5000 words" (p. 227).

A number of previous studies have found that certain vocabulary size has to be reached to make sure comprehension take place. Nation's (2006) argues that learners should know respectively 9000 word-families to be able to read English novels, 8000 word-families to comprehend English newspapers, 6000 word-families to understand English movies for children, and 7000 word-families to understand spoken English. Also, 98% threshold is needed for learners to comprehend various types of texts (Nation, 2006). Nurmukhamedov (2017) states that when a learner masters 95% of a text, it means that she might not know 1 word out of 20 in the text; however, if she masters 98% of a text, she will only not know 1 word out of 50.

A number of previous studies found that high-frequency words are important. A recent study of Noreillie et al. (2018) revealed that knowing the 1st 1000 and the 2nd 1000 most frequent word-family are crucial for L2 learners because they respectively equal 91% and 97% coverage of a text. The study of Peters and Webb (2018) stated that when someone wants to understand 90% of the running words in the documentary, he needs to have 90% coverage of the most frequent 2000 words. The study of Dang et al. (2017) found that 70% of the most frequent words in academic spoken English are from high-frequency words. The finding of the study of Nurmukhamedov's (2017) also corroborates

the study of Dang et al. (2017). Nurmukhamedov (2017) explains that before teachers use TED Talks presentations, they need to ensure that their students have mastered the first 2000 word-families because these words together with plus "proper nouns and marginal words, account for 92.17% coverage of the TED Corpus" (p.781) that he examined.

Moreover, in the study of Masrai (2019) high and mid-frequency words were also found as important elements for L2 reading comprehension. The study of Liu and Chen (2019) also found that students need to master 3000 word families to reach 95% coverage of TED talks and know 6000 word families to reach their 98% coverage. Their findings indicate that to understand TED talks well, learners need to know high and mid-frequency vocabulary words.

Taken together, the findings of the previous studies that have been reviewed suggest that to be able to comprehend texts well, not only do EAP students need to have a big vocabulary size, but they must have a good knowledge of high and mid-frequency words. Thus, having a big vocabulary size, but not yet mastering high-frequency words will be ineffective. Also, as mentioned earlier, no studies have attempted to measure Indonesian EAP students' vocabulary level and size in the same study. Therefore, the present research project aimed to fill this gap. The study investigated the students' vocabulary level as well as their vocabulary size. While the former was to know which frequency bands are required the most attention in the students' learning later on, the latter was to identify learners' lexical readiness. Specifically, the study examined vocabulary level and size of Indonesian learners who enrolled in EAP programmes at two private universities in Indonesia. The research questions are as follows: (1) To what extent do Indonesian EAP students master high and mid-frequency words (4000-5000)?; (2) What is the vocabulary size of Indonesian EAP students?

METHODS

In total, there are 128 students participated in the study. They were second-semester students at two private universities in Indonesia. 54 students were from A University (pseudonym). They were majoring in Management. 74 students were from B University (pseudonym). They were majoring in Business Administration.

In this research project, two vocabulary tests were employed as instruments for collecting data. The first instrument was the vocabulary level test (VLT) of Webb et al. (2017). Nation and Waring (2019), suggest that the test is an appropriate test for assessing students' vocabulary level. This test was employed to get information about students' vocabulary level (1000-5000). When creating VLT, Webb et al. (2017) used the British National Corpus and Corpus of Contemporary American English (COCA). In the test, each level (1000-5000) has 10 clusters. The students had to match the given definitions with three correct words (see Figure 1). The tests can be accessed in the following link https://vuw.qualtrics.com/jfe/form/SV_6Wrb5aUvXjIAs6h?Q_JFE=qdg.

Figure 1 A sample question from VLT

	game	island	mouth	movie	song	yard

land with water all around it	X		
part of your body for eating and talking		x	
piece of music			x

The test result was measured using the cutting points that Webb et al. (2017) recommended. Thus, the cutting point for mastering 1000 to 3000 word-level was set 97 % or it is similar to 27 correct answers out of 30 questions and for mastering 4000 and 5000 word-levels was set at 80% or it is similar to 24 correct answers out of 30 questions.

The second test was the vocabulary size test (VST) of Nation & Beglar (2007). This test is widely used test with many bilingual versions. However, there is no bilingual version in Indonesian. Thus, this study used its English monolingual version. The test has two versions: 14000 (A) or 20000 (B). Unlike the VLT contains words from COCA and BNC, the VST only consists word lists from BNC. The VST format was a four-option multiple-choice with an additional "I don't know" choice that can be chosen if the text takers have never seen the word before. The question example is, for example: "Write: Please write it here. Then, it has to be matched with one of these choices: make words on paper; cut into pieces; make something better; move to a new place; and I don't know.

The A and B tests respectively contain 140 and 100 questions. The tests can be accessed in the following link https://my.vocabularysize.com/. When counting the results of the tests, the correct answers in the former was multiplied by 100 and the correct answers in the latter was multiplied by 200. Thus, 50 correct answers in A test equal 6000 words, but in B test equal 12000 words. Also, when doing the test, the students were also asked to count how many "I don't know" option they made and how many guesses they made. The information was valuable for interpreting the data.

RESULT AND DISCUSSION

In this research project 128 EAP students from two private universities in Indonesia completed two vocabulary tests: Vocabulary Level Test (VLT) and Vocabulary Size Test (VST). The following section will present the results and then discuss them respectively.

Table 1 and Table 2 respectively present the results of the vocabulary level test at A University AU) and B University (BU) that answered the first research question about EAP learners' receptive vocabulary knowledge. Overall, the findings from both universities show that the students' mean scores of 1000-5000 word-levels have not reached the cutting points (97%-100% for the first 3000 word-level and 80%-100% for the next 2000 word-levels). It can also be noticed that the higher the word level is, the bigger standard deviation of the students' mean scores of AU and BU is. In other words, the higher the word level is, the wider the students' vocabulary knowledge range is.

Also, it can be seen that only one of BU's students has mastered 1000- 5000 word-levels and none of AU's students has mastered all the levels. There are more students who have mastered each level (1000-5000 word-levels) in BU than in AU. Regarding the high-frequency words in 1000-2000 word-levels, the cutting points for passing the 1000 to 2000 word-level only are from 97% to 100%. The findings show that about 16% of AU's students have mastered the first 1000 word-level and less than 2% of AU's students have acquired the second 1000 word-level. The results of BU's students are better. Almost 60% of BU's students have mastered the first 1000 word-families and about 16% of their students have mastered the second 1000 word-families. Also, none of AU's students has mastered 3000 word-families and only about 4% of BU's students have mastered the level. It means that most of the students of both universities failed to master this level. The higher the word-level is, the lower the mean score of the students' VLT scores of AU is. However, it is different from the mean score of the students of BU. At BU the lowest mean score is in 3000 word-families.

Table 1 and Table 2 respectively also show the results of mid-frequency words that the students of AU and BU have and have not mastered. The

cutting points for the 4th 1000 word-families and the 5th 1000 word-families are from 80% to 100%. As it can be seen, at AU there are more students have mastered the 5th 1000 word-families (about 14%) than the 4th 1000-word-families (about 9%), while at BU the percentage of the students who have mastered both levels is the same (50%).

Table 1 Vocabulary level of students at A University

Cutting point	A University (AU) Vocabulary level (N: 54)									
	Level 1000		Level 2000		Level 3000		Level 4000		Level 5000	
	F	%	F	%	F	%	F	%	F	%
100%	3	5.56	0	0	0	0	0	0	0	0
97%	6	11.11	1	1.85	0	0	0	0	0	0
>80 - <97%	28	51.86	10	18.52	4	7.4	4	7.4	7	12.96
80%	4	7.4	3	5.56	1	1.85	1	1.85	1	1.85
< 80 %	13	24.07	40	74.07	49	90.75	49	90.75	46	85.19
Total	54	100	54	100	54	100	54	100	54	100
Mean	84.52		65.05		50.28		49.7		45.7	
SD	11.77		19.72		19.92		24.78		24.78	

Pass all levels/ cutting points: 0

Table 2 Vocabulary level of students at B University

Cutting point	B University (BU) Vocabulary Level (N: 74)									
	1000		2000		3000		4000		5000	
	F	%	F	%	F	%	F	%	F	%
100%	20	27	5	6.76	1	1.35	1	1.35	5	6.76
97%	24	32.5	7	9.46	2	2.71	5	6.75	5	6.76
>80 - <97%	28	37.8	39	52.7	17	22.97	25	33.79	22	29.72
80%	0	0	9	12.16	17	22.97	6	8.11	5	6.76
< 80 %	2	2.7	14	18.92	37	50	37	50	37	50
Total	74	100	74	100	74	100	74	100	74	100
Mean	94.75		83.64		72.54		75.23		76.69	
SD	5.40		12.75		16.99		19.16		20.24	

Pass all levels/ cutting points: 1 person

Table 3 presents the vocabulary size of AU's and BU's students. Overall, the students' mean score was above 6000. The highest mean score was 10707.3. Although the mean score is high, the standard deviation (SD) was also high. It means that the range of students' vocabulary knowledge is high. The big vocabulary size difference can be seen clearly in the highest score and the lowest score in each group. The highest and the lowest scores in AU's groups correspondingly were 12400 and 1000 (for students who answered 100 questions) and 9400 and 1600 (for students who answered 100

questions). The highest and the lowest scores in BU's groups correspondingly were 16400 and 2297 for students who answered 100 questions) and 12400 and 4700 for students who answered 100 questions). The percentages of students' guesses and their "I don't know" answers are quite high. The highest guesses percentage was 36.83% and the highest "I don't know" answer percentage was 23.75%.

Table 3 Vocabulary size of students

University	AU (N:54)				BU (N:74)			
Number of questions	100 questions		140 questions		100 questions		140 questions	
Vocabulary size	F	%		%	F	%	F	%
≥10000	3	12.5	0	0	17	62.96	13	27.66
9000-9999	5	20.84	4	13.33	1	3.7	10	21.28
8000 – 8999	3	12.5	5	16.67	4	14.82	7	14.9
7000 – 7999	3	12.5	2	6.67	1	3.7	8	17.02
6000 – 6999	1	4.16	6	20	3	11.12	5	10.63
5000 – 5999	0	0	4	13.33	0	0	3	6.39
4000 –4999	5	20.84	3	10	0	0	1	2.12
3000-3999	2	8.34	3	10	0	0	0	0
2000-2999	1	4.16	2	6.67	1	3.7	0	0
1000-1999	1	4.16	1	3.33	0	0	0	0
Total	24	100	30	100	27	100	47	100
Mean	7066.66		6150		10707.3		8651.06	
SD	3051.96		2277.89		3229.60		1893.56	
Highest score	12400		9400		16400		12200	
Lowest score	1000		1600		2297		4700	
Mean of guessing answers	36.83	36.83%	40.07	28.62%	16.89	16.89%	23.87	17.05%
Mean of "I don't know"	23.75	23.75%	24.27	17.14%	14.26	14.26%	14.53	10.37%

After presenting the findings, the following paragraphs will discuss them. First, regarding the vocabulary level, the findings of this study clearly indicate that only one of BU's students has mastered 1000- 5000 word-levels and none of AU's students has mastered all the levels. Most of the participants failed to master the high-frequency words (the 1st 1000 word-families and the 2nd 1000 word-families). These findings are similar to the findings of the previous studies (Akbarian, 2010; Cheng & Matthews, 2018; Dang, 2020) with EAP students from other countries as well as with the EFL students in Indonesia in the studies of Kurniawan (2017) and, Sudarman and Chinokul (2018). Also, the fact that none of AU's students has mastered 3000 word-families and only about 4% of BU's students have mastered the level is alarming. Knowing limited words from most frequent the first 1000 word-families to the third 1000 word-families will cause the students have a comprehension problem. As Noreillie et al. (2018) found that knowing the 1st 1000 and the 2nd 1000 most frequent word-family are crucial for L2 learners because they respectively equal 91% and 97% coverage of a text. In the same line, Nation (2006) states that 86 % of the running words in the texts is from the 1st 1000 word-families and the 2nd 1000 word-families and the students need 98% threshold to be able read a wide range of texts. The findings of the study corroborate the argument of Akbarian, (2010, p. 399) that, "the low vocabulary proficiency level of all of our

ESP/EAP learners raises a great concern for their academic future and a formidable challenge for the language instructors".

With respect to the second research question about the vocabulary size of the Indonesian EAP students in this study, averagely the students had above 6000 vocabulary size and the biggest mean score was about 10000. The former is almost similar to the mean score of the third year students in the study of Kusumarasdyati and Ramadhani (2018). The latter is higher than the mean score found in these previous studies (Kusumarasdyati & Ramadhani, 2018; Romadloni, 2019; Umam, 2016).

Based on the results of the two vocabulary tests, it is noticeable that despite the high mean score of the students' vocabulary size, only one student has mastered the first 2000 high-frequency words and the first 3000 mid-frequency words. It suggests that although the students have a big vocabulary size, they might still have a problem in comprehending texts. Thus, it is important to make sure that students will be able to learn frequent vocabulary in their learning. As argued by Sun and Dang (2020, p.2), if learners have a great coverage of high-frequency words would recognize "a considerable percentage of words in various kinds of discourses (e.g., movies, television programs, newspapers, and general conversation)" and improve their comprehension quickly. Also, Clark and Ishida (2005) argue that it is important to pay attention to high-frequency words and we cannot learn "any random 5000 words" (p. 227). In other words, it is crucial to sequentially learn words from the most frequent word list to the least frequent one. Also, Dang (2020) observed that A number of EAP courses tend to neglect the learning words of high-frequency word lists but focus more on vocabulary for academic word lists. It should not be the case. As revealed in the study of Dang (2020, p.155) "high-frequency words is essential for comprehending academic spoken English".

Students who have not yet mastered the most frequent 3000 can learn the words from graded readers and after they have mastered the words, they can take advantage of English language television programs for their vocabulary input (Sun & Dang, 2020). As revealed by the study of Feng and Webb (2019) extensive viewing might have a positive result on vocabulary growth. Also, using graded readers with an audio-assisted material can also relatively enlarge vocabulary learning gains (Webb & Chang, 2015). Previous studies in Japan (Hagley, 2017) and in America (Ro, 2016) showed that EAP students' can benefit from reading graded reader. The finding of a recent study in Indonesia also has shown that graded readers are beneficial to increase Indonesian students' vocabulary (Hadiyanto, 2019). Besides that, the study of Dang et al. (2020) suggests that it will be useful to learn words from the (British National Corpus / Corpus of Contemporary American English 2000) than other high-frequency wordlist for second language (L2) learners.

Except for the one student who has mastered all the words from the 1st until the 5th 1000 word-levels, the rest of the participants are not yet ready to learn English from TED talks. As Nurmukhamedov (2017) explains that students have to master the first 2000 word-families plus proper nouns and marginal words before they can learn from TED Talks presentations. In the same vein, Liu and Chen (2019) also argue that students need to master 3000 word families to reach 95% coverage of TED talks.

In addition to that, the participants of the current study made many guesses when completing the VST. Thus, their high vocabulary size mean score seems to suggest their partial knowledge of low-frequency words, as explained by Nguyen and Nation (2011) that learners might be able to correctly guess the meaning of the less frequent-used words in VST when they have obtained partial knowledge of words.

CONCLUSION

To conclude, the present findings of the current study showed that most of the EAP students have not yet mastered the high frequency words as well as the mid-frequency words from 4000 to 5000 word-families in the Vocabulary Level Test. The mean score of the students'

vocabulary size is big; however, they also informed that they made many guesses when completing the Vocabulary Size test. Taken together, the findings indicate that the students' previous learning has not yet facilitated them to learn important vocabulary from 1000 to 5000 word-families and that the students' high vocabulary sizes might be due to their vocabulary learning that focuses on low-frequency word lists and their impartial vocabulary knowledge of the low-frequency words. The impartial knowledge enabled them to make correct guesses in the VST. Consequently, despite the big vocabulary size, the students might have difficulties in understanding texts.

The current study has some limitations. Although the study involved participants from two universities, both universities are private universities and the students belonged to a similar field which is economics. As mentioned previously in the study, that EAP programmes in Indonesian universities are context dependent. Thus, should future studies involve participants from different faculties at private and public universities, the findings will yield rich information for EAP stakeholders. Also, this study only tested the students' receptive vocabulary knowledge. The future research projects can include both receptive and productive vocabulary tests to get a complete picture of the students' vocabulary knowledge. As argued by Michel and Plumb (2019) vocabulary assessment is complex; therefore, it is very crucial to investigate it with multiple perspectives and modalities. All in all, despite the limitations that the study has, the findings of the study are expected to make EAP teachers aware of the importance of facilitating their students to learn high frequency words and encourage them to inform their students that it is ineffective to learn words randomly. Therefore, when learning new words, it is crucial for them to pay attention to the frequency level of words.

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Outlook

[Humaniora] Submission Acknowledgement

From Supria, M.Sc. <humaniora@binus.edu>
via ojs.binus.local
Date Thu 16/04/2020 8:46 AM
To Fenty Lidya Siregar <fenty.siregar@outlook.com>

Fenty Lidya Siregar:

Thank you for submitting the manuscript, "English students' vocabulary size and level at a Private University in West Java, Indonesia" to Humaniora. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
https://journal.binus.ac.id/index.php/Humaniora/author/submission/6388
Username: fenezia

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Supria, M.Sc.
Humaniora

Humaniora
http://journal.binus.ac.id/index.php/Humaniora

Outlook

[Humaniora] English students' vocabulary size and level at a Private University in West Java, Indonesia

From Mrs. Dewi Novianti <dnovianti@binus.edu>
via ojs.binus.local

Date Tue 21/04/2020 5:59 PM

To Fenty Lidya Siregar <fenty.siregar@outlook.com>

Cc supria@binus.edu <supria@binus.edu>; asundjaja@binus.edu <asundjaja@binus.edu>; humaniora@binus.edu <humaniora@binus.edu>

7 attachments (3 MB)

6388 Format Evaluation Form.docx; 6388_UKM_English Students Vocabulary.docx; ENGLISH STUDENTS' VOCABULARY SIZE AND LEVEL AT A PRIVATE UNIVERSITY IN WEST JAVA, INDONESIA.pdf; Guidelines_Humaniora_2019_AMS.pdf; HOW TO SUBMIT YOUR REVISED ARTICLE.pdf; JOURNAL PUBLISHING PROCESS-ENG_AUTHOR.pdf; Template Jurnal_2 kolom-ENG-Satu Abstrak (Humaniora).dotx;

Dear Mr./ Mrs. Fenty Lidya Siregar,

Thank you for sending us the manuscript. According to the guideline, you need to revise it in accordance with the form and guideline attached in this e-mail.

We also have to inform you that since 1 April 2017, a new policy of format review revision has been approved and it states that the format revision would be done only in three correspondences, if the writer fails to revise the revision, the editorial board would decline the article.

Please kindly send the revision in one week since receiving this e-mail so it can be proceeded to the review process.

Thank you.
Regards,
Dewi Novianti
Journal Publication Officer

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Outlook

[LC] INDONESIAN EAP STUDENTS' VOCABULARY LEVEL AND SIZE: AN EMPIRICAL INVESTIGATION

From Mrs. Dewi Novianti <dnovianti@binus.edu>
via ojs.binus.local

Date Tue 2/06/2020 3:05 PM

To Fenty Lidya Siregar <fenty.siregar@outlook.com>

Cc asundjaja@binus.edu <asundjaja@binus.edu>; supria@binus.edu <supria@binus.edu>; lingua@binus.edu <lingua@binus.edu>

3 attachments (387 KB)

6465 Format Evaluation Form 2019 Rev2.docx; 6465_UKM_INDONESIAN EAP STUDENTS Rev2.docx; JOURNAL PUBLISHING PROCESS-ENG_AUTHOR.pdf;

Dear Mrs. Fenty Lidya Siregar,

Thank you for your revision, your article will go to the next process of content review, which will be done by 2 or 3 reviewers from Indonesia and/or International.

The content review would involve correspondence of our editor to the reviewer from Indonesia and/or international and this process is different to the format review process that only involves our internal staff.

It is really difficult to predict the duration of time that would take to get the result of content review due to other activities of our reviewers. Therefore, the duration of time of format review may not be the benchmark for content review (Please read Journal Publication Process on our first e-mail).

Thank you.
Regards,
Dewi Novianti
Journal Publication Officer

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_____

Editor in Chief

Lingua Cultura
http://journal.binus.ac.id/index.php/lingua

Outlook

RE: menanyakan tanggal terbit Humaniora dan artikel yg direview di Lingua Cultura

From Dewi Novianti <dnovianti@binus.edu>
Date Tue 7/07/2020 2:18 PM
To FENTY SIREGAR <fenty.siregar@outlook.com>

Dear Bu Fenty,

Ohh maaf Bu, saya kira artikel yang di Humaniora. Untuk artikel Ibu yang di Lingua masih di reviewer Bu. Jika nanti reviewer sudah selesai mereview akan diinfokan kembali.
Terima kasih.

Regards,
Dewi Novianti
Journal Publication Officer

From: FENTY SIREGAR <fenty.siregar@outlook.com>
Sent: Tuesday, July 07, 2020 2:14 PM
To: Dewi Novianti <dnovianti@binus.edu>
Subject: Re: menanyakan tanggal terbit Humaniora dan artikel yg direview di Lingua Cultura

Dear Ibu Dewi,

Maaf Bu jadi artikel saya yang saya masukan ke Lingua Cultura juga sedang dalam proses editing? Pertanyaan saya yag pertama emang mengenai artikel yang di Humaniora. Pertanyaan saya yang setelah itu mengenai artikel saya yang awal bulan lalu masuk proses review di Lingua Cultura. Ibu sudah menjawab mengenai pertanyaan yang pertama. Email ibu yang selanjutnya apa jawaban untuk pertanyaan saya yang kedua atau pertama?

Terima kasih.

Salam,
Fenty

From: Dewi Novianti <dnovianti@binus.edu>
Sent: Tuesday, 7 July 2020 6:47 PM
To: fenty.siregar@outlook.com <fenty.siregar@outlook.com>
Subject: RE: menanyakan tanggal terbit Humaniora (July)

Dear Ibu Fenty,

Saat ini artikelnya sedang dalam proses editing Bu.

Terima kasih.

Regards,
Dewi Novianti
Journal Publication Officer

From: fenty.siregar@outlook.com <fenty.siregar@outlook.com>
Sent: Monday, July 06, 2020 5:29 AM
To: Dewi Novianti <dnovianti@binus.edu>
Subject: RE: menanyakan tanggal terbit Humaniora (July)

Dear Ibu Dewi,

Terima kasih infonya Bu. Saya mau tanya juga mengenai artikel saya yang di lingua yang sedang direview. Sepertinya dulu ibu juga yang mengemail saya mengenai hal ini. Belum ada kabar lagi yah dari reviewer mengenai hal ini Bu?

Terima kasih.

Salam
Fenty

On 3/07/2020 13:21, Dewi Novianti <dnovianti@binus.edu> wrote:

> Dear Bu Fenty,
>
> Kemungkinan cetak Humaniora edisi Juli di akhir Juli/Agustus , Bu.
>
> Terima kasih.
>
> Regards,
>
> Dewi Novianti
>
> Journal Publication Officer
>
> ---
>
> **From:** FENTY SIREGAR <fenty.siregar@outlook.com>
> **Sent:** Friday, July 03, 2020 9:43 AM
> **To:** Dewi Novianti <dnovianti@binus.edu>
> **Subject:** menanyakan tanggal terbit Humaniora (July)
>
> Bu Dewi,
>
> Saya ingin menanyakan perihal Humaniora yang edisi Juli. Rencananya akan terbit tanggal berapa?
>
> Terima kasih.
>
> Salam,

> Fenty

Outlook

RE: menanyakan tanggal terbit Humaniora (July)

From Dewi Novianti <dnovianti@binus.edu>
Date Tue 7/07/2020 1:47 PM
To fenty.siregar@outlook.com <fenty.siregar@outlook.com>

Dear Ibu Fenty,

Saat ini artikelnya sedang dalam proses editing Bu.

Terima kasih.

Regards,
Dewi Novianti
Journal Publication Officer

From: fenty.siregar@outlook.com <fenty.siregar@outlook.com>
Sent: Monday, July 06, 2020 5:29 AM
To: Dewi Novianti <dnovianti@binus.edu>
Subject: RE: menanyakan tanggal terbit Humaniora (July)

Dear Ibu Dewi,

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Terima kasih.

Salam
Fenty

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