

REFERENCES

- Astridya, F. A. 2018. "Comparing the Lexical Richness between Narrative and Expository Writing in Indonesian Senior High School Students; A Case Study at SMAN 1 Lawang.". Undergraduate Thesis, Surabaya: Universitas Airlangga.
- Babbie, E. (2010). *The Practice of Social Research. 12th ed.* Belmont, CA: Wadsworth Cengage.
- Beers, S., & Nagy, W. (2009). Syntactic complexity as a predictor of adolescent writing quality: Which measures? Which genre? *Reading and Writing*, 22(2), 185–200. doi:10.1007/s11145-007-9107-5.
- Bibber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English.*
- Bulté, B., & Housen, A. (2014). Conceptualizing and measuring short-term changes in L2 writing complexity. *Journal of Second Language Writing*, 26, 42–65. doi:10.1016/j.jslw.2014.09.005
- Cobb, T. (2002). Web VocabProfile. Available at http://www.er.uqam.ca/nobel/r21270/cgi-bin/webfreqs/web_vp.cgi
- Cobb, T. (nd). VocabProfiler. Retrieved June 6, 2013, from <http://www.lexutor.ca/vp/>
- Cook, G. (1989). *Discourse.* Oxford: Oxford University Press.
- Connor, U. (1996). *Contrastive rhetoric.* Cambridge: Cambridge University Press.
- Coxhead, A.J. (2000) *A New Academic Word List.* TESOL Quarterly, 34(2). 213-238. Wellington, New Zealand: Victoria University of Wellington.
- Cheng, F. W. 2010. Finding Reasons for ESL/EFL Argumentative Writing. *THE JOURNAL OF ASIA TEFL* Vol. 7, No. 1, pp. 1-27.
- Crammond, J. G. (1998). The uses and complexity of argument structures in expert and student persuasive writing. *Written Communication*, 15(2), 230–268. doi:10.1177/0741088398015002004
- Dewi, R. 2016. "Lexical and Syntactic Complexities in Undergraduate Students' Research Articles and Their Correlations to Their Quality." *Jurnal Pendidikan Humaniora* 123-133

- East, M. (2006). The impact of bilingual dictionaries on lexical sophistication and lexical accuracy in tests of L2 writing proficiency: A quantitative analysis. *Assessing Writing*, 11(179-197).
- Ellis, R. (1993). The Methodology of Task-Based Teaching Rod. Retrieved from https://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf
- Ellis, R. 2010. *Understanding Second Language Acquisition*. Oxford University Press
- Hakim, F. 2014. Argument Structure in Learner Writing: A Corpus-Based Analysis Using Argument Mapping. *Kajian Malaysia*, Vol. 32, Supp. 1, pp. 45–77
- Halliday, M. (1989). *Spoken and written language*. Melbourne: Deakin University Press.
- Halliday, M., & Matthiessen, C. (2004). *An Introduction to Functional Grammar (3rd Ed.)*. Madison Avenue, New York. Hodder Headline Group
- Hinkel, E. (2002). *Second Language Writers' Text: Linguistic and Rhetorical Features*. Seattle University. New York. Routledge
- Horowitz, D. (1986). What professors actually require: Academic tasks for the ESL classroom *TESOL Quarterly*, 20(4), 445–462
- Hunt, K. (1983). Sentence combining and teaching of writing. In M. Martlew (ed.), *The psychology of written language: a developmental approach* (pp. 99-125). New York: Wiley.
- Hyland, K. 2003. *Second Language Writing*. New York. Cambridge University Press.
- Hynd, C. R., & Chase, N. (1991). The Relation Between Text Type, Tone, And Written Response. *Journal of Reasing Behavior*, 23(3).
- Johansson, V. (2008). *Lexical diversity and Lexical density in speech and writing: a development perspective*. Lund University, Dept. of Linguistics and Phonetics.
- Jozsef, H. 2001. *Advance Writing in English as Foreign Language: Corpus-based Study of Processes and Products*. University of Pecs. Lingua Franca Csport. ISBN 963 641 850 0

- Kalantari & Gholami. 2017. Lexical Complexity Development from Dynamic Systems Theory Perspective: Lexical Density, Diversity, and Sophistication. *International Journal of Instruction Vol.10, No.4 pp. 1-18*
- Laufer, B., & Nation, P. (1995). Vocabulary size and use: Lexical richness in L2 written production. *Applied Linguistics*, 16(3), 307–322. doi:10.1093/appl/16.3.307
- Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, 33, 623-636.
- Lu, Xiaofei. (2012). The relationship of lexical richness to the quality of ESL learners' oral narratives. *The Modern Language Journal*, 96(2), 190-208.
- McCarthy, P., & Jarvis, S. (2013). *Vocabulary knowledge: Human ratings and automated measures*. Amsterdam: John Benjamins.
- McNamara, D. S., Crossley, S. A., & McCarthy, P. M. (2010). Linguistic Features of Writing Quality. *Written Communication*, 27(1), 57–86. doi:10.1177/0741088309351547
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Bristol, UK: Multilingual Matters.
- Ovtcharov, V., Cobb, T., & Hallter, R. (2006). La richesse lexicale des productions orales: mesure fiable du niveau de compétence langagière. *Canadian Modern Language Review*. 63(1). <https://doi.org/10.3138/cmlr.63.1.107>
- Pritomo. (2012). *Lexical Richness in Teacher Talk of Non Native English Teacher in the Foreign Language Classroom*. Universitas Negeri Malang.
- Qin, J., & Karabacak, E. (2010). The analysis of Toulmin elements in Chinese EFL university argumentative writing. *System*, 38(3), 444–456. doi:10.1016/j.system.2010.06.012
- Qin, W., & Uccelli, P. (2016). Same language, different functions: A cross-genre analysis of Chinese EFL learners' writing performance. *Journal of Second Language Writing*, 33, 3–17. doi:10.1016/j.jslw.2016.06.001
- Read, J. (2000). *Assessing vocabulary*. Oxford: Oxford University Press
- Schmitt, N., & Schmitt, D. (2013). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. *Language Teaching*.

- Silva. 1990. Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implication. *TESOL QUARTERLY*. Vol. 27
- Šišková, Z. (2012). Lexical Richness in EFL Students' Narratives. *University of Reading language Studies Working Papers*, 4, 26-36. Retrieved from http://www.readingconnect.net/web/FILES/english-language-and-literature/elal_LSWP_Vol_4_Siskova.pdf
- Sony and Munir. 2015. "Rhetorical Development in Indonesian EFL Students' Argumentative Essays.". *Jurnal Mahasiswa Unesa Vol 3 No 2*, Surabaya: Universitas Negeri Surabaya
- Thomas, D. (2005). *Type-token ratios in One Teacher's Classroom talk: An Investigation of Lexical Complexity*.
- Toulmin, S., 1958. *The Uses of Argument*. Cambridge University Press, Cambridge.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.
- Wolfe-Quintero, Inakagi, K, & Kim, H. (1998). *Second language development in writing: Measures of fluency, accuracy, and complexity*. Honolulu: University of hawai'i. Second Language Teaching and Curriculum Center.
- Wolff, D. (2002). Second language writing: a few remarks on psycholinguistic and instructional issues. *Learning and Instruction*, 10(1), 107–112
- Wu, Su-Yueh, and Donald L. Rubin. "Evaluating the Impact of Collectivism and Individualism on Argumentative Writing by Chinese and North American College Students." *Research in the Teaching of English* 35, no. 2 (2000): 148-78. www.jstor.org/stable/40171513.
- Yoon, H. (2018). The Development of ESL Writing Quality and Lexical Proficiency: Suggestions for Assessing Writing Achievement. *LANGUAGE ASSESSMENT QUARTERLY*. 387-405. Routledge. <https://doi.org/10.1080/15434303.2018.1536756>
- Yu, G. (2010). Lexical diversity in writing and speaking task performances. *Applied Linguistics*, 31, 236-259.