

**THE CORRELATION BETWEEN DISCOURSE QUALITY
AND READABILITY OF THE ENGLISH READING TEXTS USED
IN THE STATE ISLAMIC SENIOR HIGH SCHOOLS (MANs) JOMBANG**

THESIS

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HUMANITIES AND CULTURE FACULTY
THE STATE ISLAMIC UNIVERSITY OF MALANG
2008**

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THESIS

Presented to
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In partial fulfillment of requirement
for the degree of *Sarjana Sastra* (SS)

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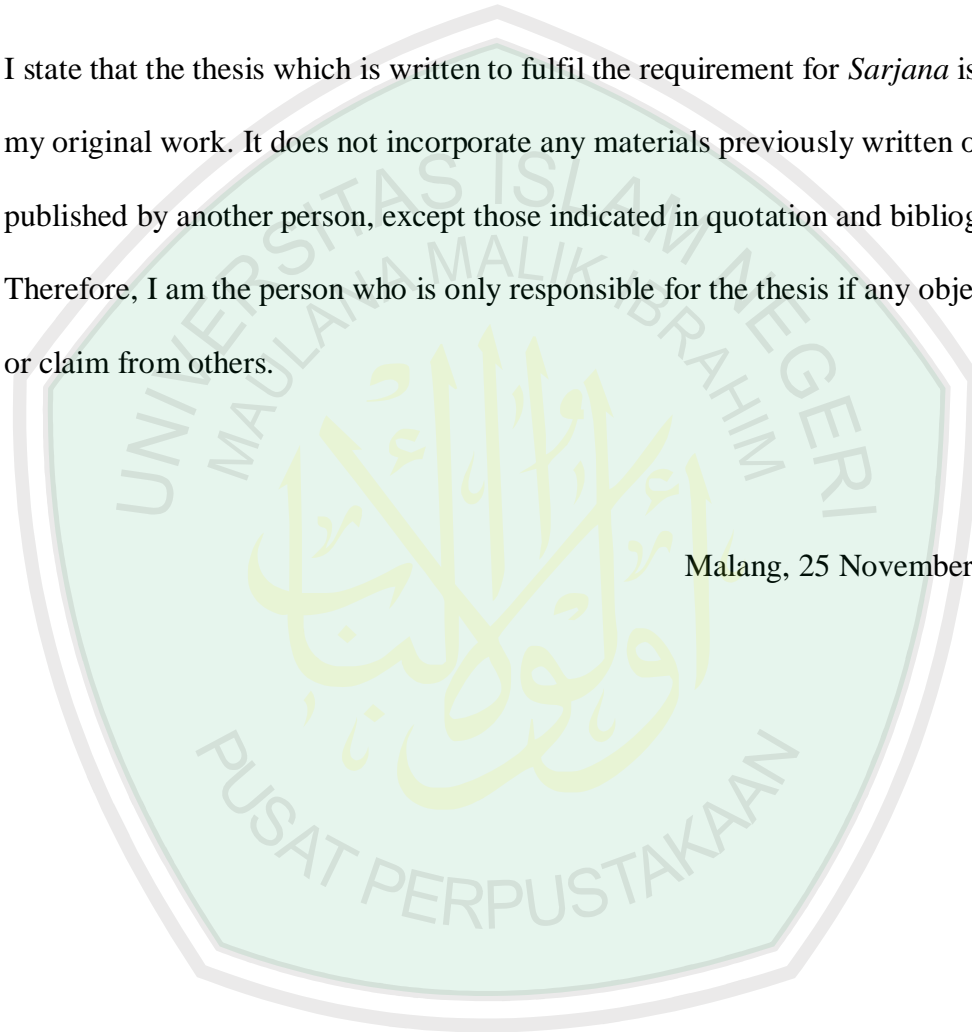
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MOTTO:

***DO THE BEST
TO GIVE THE BEST***



DEDICATION

My thesis is proudly dedicated to my dearest parents and grand parents:

M. Nur & Sri Utami and H. Nur Ali & Hj. Fatimah

All of my lecturers at UIN Malang, especially for my patient and kind advisor

Rina Sari, M.Pd.

And all of my friends who have supported and accompanied me in finishing my
thesis



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Thanks God, I can finish writing this thesis. *Sholawat* and *Salam* are always presented to my beloved Prophet Muhammad SAW, who has been Imam for me.

Furthermore, I would like to express my great appreciations to the following persons whose guidance, advice and assistance have taken an enormous part in the completion of this thesis. This thesis would never be completed without some contributions and supports from many people.

The greatest respect goes to my parents M. Nur and Sri Utami, My grand parents H. Nur Ali and Hj. Fatimah, who have provided me with good education. Your endless love, sacrifices, prayers, supports and advices always accompany me in my life.

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I also say thank you very much to the Head of *Mapenda Depag* Jombang and the Head Master of MAN Jombang MAN Rejoso, MAN 5 jombang, MAN Tambak Beras and MAN Denanyar who permitted me to do research there.

Malang, 25 November 2008

the writer

ABSTRACT

Prastyo, Hari. 2008. The Correlation between Discourse Quality and Readability of the English Reading Texts Used in the State Islamic Senior High Schools (MANs) Jombang. Advisor. Rina Sari, M.Pd. English Letters and Language Department. Humanities and Culture Faculty. The State Islamic University of Malang.

Key Words: Discourse Quality, Cohesion, Coherence, Readability, Reading Ease Formula, Spearman Rank

According to Boaz (in Samsuri, 1988:52) “the basic unit of language is sentence”. Nowadays discourse is the biggest nit of language. It must have message in it. However, people often misunderstand in catching the message because they ignore the position of discourse. Therefore, the position of discourse is very important. Consequently, it is very important to investigate the discourse quality of a language. Furthermore, the position of readable text is also important to understand a language. In this case, it is called as readability of the text.

This research aims to investigate the discourse quality of English reading texts and readability used in the state Islamic senior high schools. Besides that, the purpose of this research is also to investigate the correlation between discourse quality and readability of the English reading texts used in the state Islamic senior high schools Jombang.

The hypothesis of this research is (1) if the English reading texts have good quality, the readability of the texts will be good too and (2) if the English reading texts do not have good quality, the readability of the texts will not be good too.

the data sources of this research is English texts which are taken from some books used in the state Islamic senior high schools Jombang. There are ten state Islamic senior high schools in Jombang, while the researcher takes only five schools as sample. In determining the sample, he uses cluster sampling. The sampel covers five areas, they are MAN Rejoso Peterongan which represents schools in east area, MAN Denanyar which represents schools in west area, MAN Tambak Beras which represents schools in north area, MAN 5 which represents schools in south area and MAN Jombang which represents schools in center area. The researcher uses 4 books from those schools and 12 texts from those books. Furthermore, the data of this research is sentences which are taken from the data sources.

The result of this research is as follows: the average score of discourse quality is 87, 2. It means that the discourse quality of the texts is in *good* level. Then, the average score of readability is 54, 16. It means that the readability is in *fairly difficult* level. The last is H0 is received and H1 is refused. It means that there is no significant correlation between discourse quality and readability of the English Reading texts used in the state islamic senior high schools Jombang.

For the next researchers who concern to the readability, it is suggested that they investigate other factors which have correlation with readability of the text.

The factors which can be investigated are diction or word choice, grammar and word formation by using different method and in different area or even in the larger area in order to have better result. It is also suggested for the materials developers in order that they consider both discourse quality and readability of the text in developing the materials of the English.



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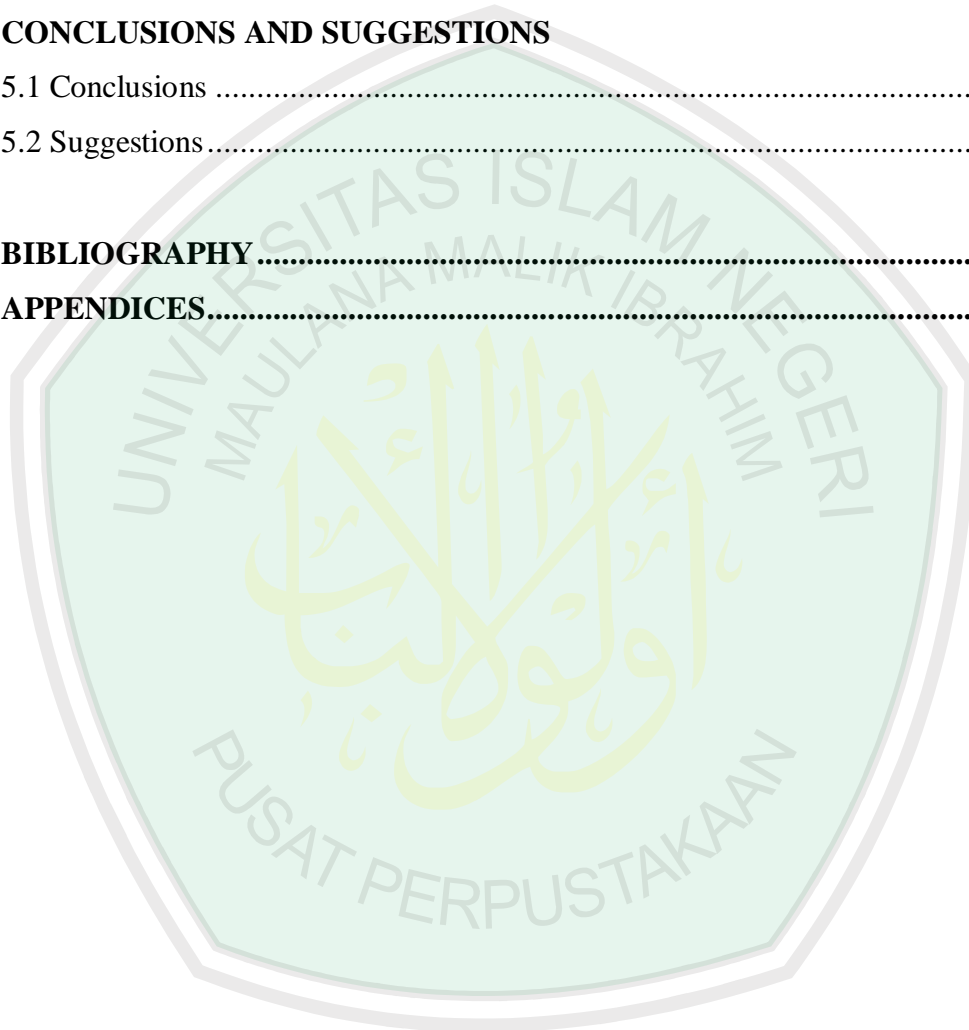
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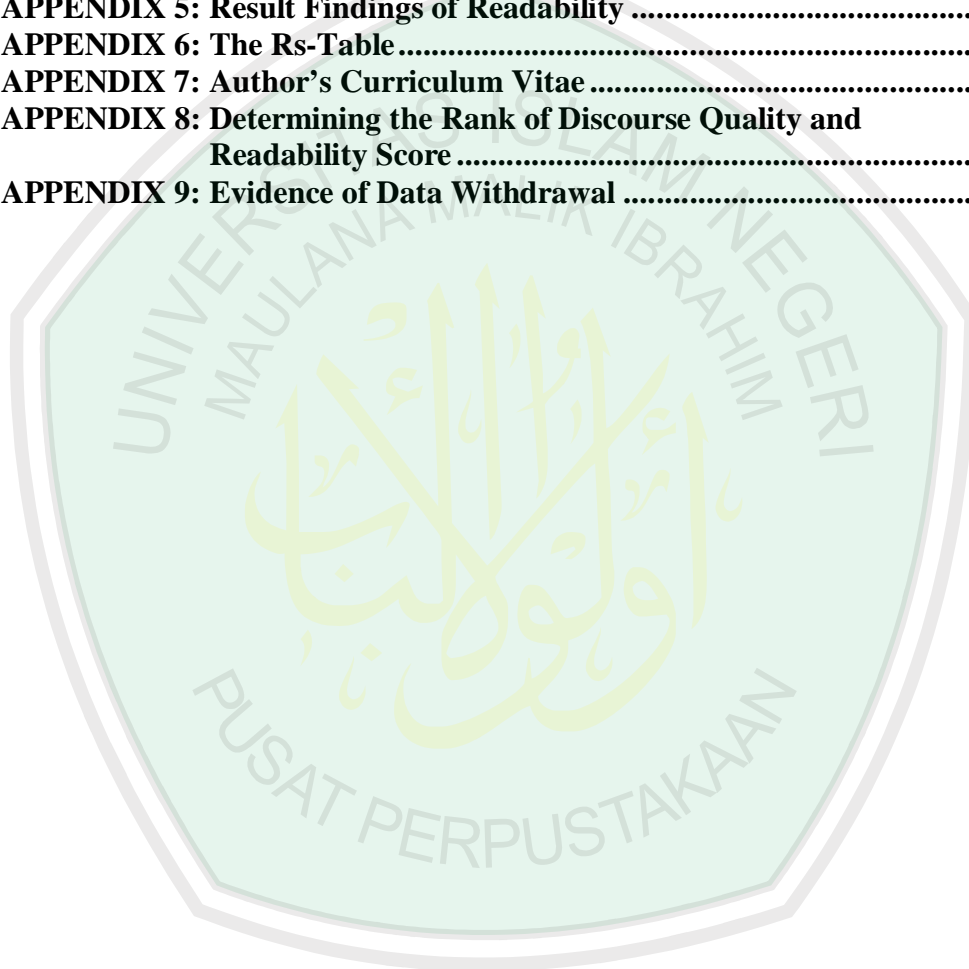
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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, problems of the study, objectives of the study, hypothesis, significances of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

The expression of “the basic unit of language is sentence, not words” was true in Boaz’s period because a word can establish a meaning without others (Boaz in Samsuri, 1988: 52). However, nowadays a bigger unit of language than sentence is called discourse.

According to Cook (in Rani, 2004: 5), discourse is the usage of language in communication, both oral and written. Due to the fact that discourse is as the usage of language in communication, so it is important to pay attention to the meaning of language as the message in that communication. However, people often misunderstand in catching a message of the communication because of ignoring the context which establishes the discourse.

Therefore, it is very important to take notice the position of discourse in language. Otherwise, we often misinterpret the language usage in communication. Consequently, it will appear new problem in communication, both in oral and written.

However, in this research, the researcher focuses his research on the written language than oral language because the usage of language in written

is more effective than in oral. Written language can be read by more people in different periods. Therefore, it is important to do research in written language.

Written language (text) always has message in it. Finding the message does not only need the ability to read and catch the meaning of each word, but also understand the context which establishes the text. It is named as readable text or readability of the text.

Readability of the text can be supported by some factors, they are quality of discourse, word choice, punctuation, grammar correctness, and so forth. In this research, the researcher focuses on the discourse quality, especially in cohesion and coherence because both of them can be measured easily because the researcher does not need the presence of the readers or the writers. While, others, like intentionality, acceptability, informativeness, situationality, intertextuality, is difficult to be measured because they need presence of the readers or the writers. Therefore, the researcher only uses cohesion and coherence in conducting this research to find out how the correlation between discourse quality and readability of the text is.

It is important to focus on the discourse quality because the position of discourse establishes the meaning of text, it is like what the researcher has stated above. In other words, readability of the text relates to the discourse quality.

In this research, the researcher studies English reading texts used in the learning process as the object of the research. The researcher gets the texts from some books used by some senior high schools in the English learning

process.

It is very important to study about English reading texts used in the learning process because recently there are many English reading texts used in the learning process. However, some students still have problems to understand the meaning of a text although they have understood the meaning of each word.

Therefore, this research is more useful when it focuses on English reading texts used in the learning process than other texts. However, the researcher does not take all of the texts used in the learning process of English. In this research, the researcher focus on English reading texts used in the learning process at the state Islamic senior high schools (MANs) Jombang. The researcher divides the books used in the learning process into two kinds, they are primary materials and supplementary materials. Primary materials are the books which are used as the primary source in the learning process. While supplementary materials are the books which are used as the additional source in the learning process.

MANs are chosen in this research because the researcher would like to help the teachers in the state Islamic senior high schools in selecting a good text in order that the students can understand the texts easily. Finally, the quality of students' understanding of the state Islamic senior high schools to the English texts will be able to compete with the students of public senior high schools. Furthermore, the state Islamic senior high schools are expected to be able to compete with other senior high schools in globalization era

because those schools can graduate many students who have good quality as human resources.

In the previous study, Roifah (2008) ever did research about discourse quality by the title "Quality of Discourse Developed by the Participants of Java Overland English Debate 2007". However, in her research, she focused only on the oral language. While in this research the researcher focuses on the written language that is English reading texts used in the English learning process.

Finally, based on the previous description, the researcher would like to investigate the correlation between discourse quality and readability of the text.

1.2 Problems of the Study

In this research, the researcher focuses on three problems, they are:

1. What is the discourse quality of the English reading texts used in the learning process in the state Islamic senior high schools of Jombang?
2. What is the readability of English reading texts used in the learning process in the state Islamic senior high schools of Jombang?
3. Is there any correlation between discourse quality and readability of the English reading texts used in the learning process in the state Islamic senior high schools of Jombang?

1.3 Objectives of the Study

This research has some objectives, they are:

1. To know the discourse quality of the English reading texts used in the the learning process in the state Islamic senior high schools of Jombang.
2. To know the readability of English reading texts used in the the learning process in the state Islamic senior high schools of Jombang.
3. To know the correlation between discourse quality and readability of the English reading texts used in the learning process in the state Islamic senior high schools of Jombang.

1.4 Hypothesis

1. If the English reading texts have good quality, the readability of the texts will be good too.
2. If the English reading texts do not have good quality, the readability of the texts will not be good too.

1.5 Significances of Study

This research has at least two main significances, theoretically and practically. Theoretically, this study is expected to be able to describe and develop knowledge of discourse quality and readability of text and also the correlation between the discourse quality and readability of the English reading text.

Practically, the result of this research is expected to be useful for the researcher himself to enrich knowledge about quality of discourse and readability of text. For the next researchers, it is hoped that this research will help them, especially for those who focus on readability of text. It is also hoped that this research will be useful for government institution in determining a policy which relates to English texts used in English learning. Besides that, it is also hoped that this research will be useful for the English teachers, especially in reading class, in teaching English using reading text and for whom develop teaching materials.

By having the result of this research, the teachers will have a guideline for selecting the texts used in the learning process. They will know whether the texts are good or not for the students. Finally, this condition will help the students to understand the text easily.

1.6 Scope and Limitation of the Study

The scope of this research is about the discourse quality and the readability of text. Meanwhile, the limitation of this research is that the researcher only focuses on English reading texts used in the learning process in the state Islamic high schools Jombang to answer the research problems.

The criteria of discourse needed in a text is cohesion and coherence. So, in binding the discourse quality, the researcher focuses only on cohesion and coherence because they can be measured based on the gramatical and semantical relationship.

1.7 Definition of the Key Terms

1. Discourse is combination of units of language including sounds, words, phrases, sentence which are related to each other in establishing the biggest unit of language to produce a meaning which is used in communication.
2. Discourse Quality is one of the characteristics of discourse which gives strong or weak identity. It consists of seven characteristics, they are cohesion, coherence, intentionality, acceptability, informativeness, situationality and intertextuality.
3. Readability is style of writing that can make readers easier to understand a text.
4. Madrasah Aliyah Negeri (MAN) is the state Islamic senior high schools which is under the Religion Department of Indonesian government.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about two topics, they are discourse quality and readability. In discourse quality, some sub topics are discussed, they are the concept of discourse, spoken and written discourse, and discourse quality itself.

Furthuremore, the readability is also discussed in this chapter. The researcher discusses about the concept of readability, some principles of readability and the approaches in measuring the readability.

2.1 Concept of Discourse

Discourse is the biggest unit of language after sentence. According to Cook (in Rani, 2004: 5), discourse is the usage of language in communication, both oral and written. While according to Crystal (1991:106), the definition of discourse is continuous stretch of language larger than a sentence, often continuing a coherent unit, such as a sermon, argument, jokes or narrative

Furthermore, Edmondson (1981:4) also argues about discourse, but he differentiates the discourse and the text, he said that “a text is a structure sequence of linguistics expression forming a unitary whole, and a discourse structured event manifests in linguistic (and other) behaviour.

Based on those definitions above, the researcher concludes that

discourse is the combination of language units (including sounds, words, phrases, sentences) which are related each other in establishing the biggest unit of language to produce a meaning which is used in communication, both in written and spoken.

2.2 Spoken and Written Discourse

Due to the fact that discourse is the usage of language in communication, so there are two discourses in language. They are spoken and written discourse. However, in this research, the researcher focuses only on the written discourse.

Before discussing about written discourse, the differences between the discourse and the text in language are discussed.

According to Schiffrin (2002:378), "text" as the linguistics content of utterance is the stable semantics meaning of words, expression and sentence, but not which words, expressions, and sentence are used.

While the definition of the discourse, which are delivered by some linguists above and reinterpreted by the researcher are combination of units of language (including sounds, words, phrases, sentence) which are related each other in establishing the biggest unit of language to produce a meaning which is used in communication.

Based on the definitions, the researcher concludes that discourse and text are almost the same. However, discourse focuses more on the relation among the units of the language and the language usage. In this research, the

researcher does not differentiate between the discourse and the text..

As it has been said that there are two kinds of discourse, they are spoken and written discourse. Spoken discourse happens in time, and must be produced and processed on line (Brown and Yule, 1989:123).

While, Edmondson (1981:5-6) argues that in interpreting the written discourse, the reader puts himself into the role of the idealized or intended reader to the writer was unity for and in the same time between the reader and the author react to the written discourse based on their own believe and knowledge themselves. In other words, both the reader and the writer have belief and knowledge in interpreting a discourse.

Based on the definitions of discourse above, the researcher concludes that written discourse does not only discuss about the form of language, but also tries to interprete the meaning of it based on our knowledge.

2.3 Discourse Quality

Before discussing more about discourse quality, the lexical meaning of discourse quality is discussed. For the first time, the word quality means a characteristic that is belonging to something; it can be good or bad. While discourse means a continuous stretch of language, larger than a sentence. So, the meaning of discourse quality is the characteristic that is belonging to the discourse, which gives strong or weak identity. To know whether the discourse quality is good or bad, the criteria of discourse should be understood first.

Furthermore, discourse analysis is the study of language, which discusses

about the language in use to communicate and felt to be coherent (Cook, 1989:6). Relates to the discourse analysis, Renkema (1993:34) presents seven criteria as the standard in discourse. So, to understand the discourse quality, the researcher observes and consider some points as are written below.

2.3.1 Cohesion

Cohesion is the connection which results the interpretation of a textual element depends on another element in the text. Edmondson (1981:5) points out that the use of cohesion is to indicate those devices by means of which texture is evidence in suprasentential stretch of language. This texture is applied in those features of a text, distinct from its structure. It is built the text not in random sequence of sentence. In other words, one sentence relates to other sentences.

The cohesive devices are also used to distinguish a text and non-text in text linguistics. A text is more theoretical constructed. It is deemed tounderly any concurrent instance of language in use. It is relevant to text grammar, which is used for analysis in spoken and written discourse, both across sentence and inside sentence itself. As what Halliday and Hasan (in Edmondson, 1981:14) points out that firstly, we should note that the phenomenon of cohesion justifies a distict level of text if and only if it can be established that cohesion across sentence boundaries is different in kind from cohesion inside a sentence. In sentences, to stand in a particular cohesive relation to each other is by virtue of the occurrence of a sentence connector, which relates them semantically.

Grimes (1980:113) states that a second relationship is fundamentally

independent of the cognitive set, these are cohesion relationship, which relate what is being said at the moment to what has already been said. While in written discourse, cohesion relationship, which relate what is being written at the moment to what has already been written. It has to do for introducing the next information and keeping the last information. It is the time for the reader to process the new information. In other words, it has to do with the way information mentioned in reading relates to information that is already available. One of the cohesive devices is lexical repetition. It marks discourse cohesion. Generally, cohesion is the grammatical relationship between parts of a sentence essential for its interpretation. This cohesion is used to get the syntactic unity of text.

Halliday and Ruquaiya (in Renkema, 1993:37-62) distinguish cohesion into five types. They are:

- A. Substitution: the replacement of word or sentence segment by a “dummy” word. The reader can fill in the correct element based on the preceding. There are three type of substitutions, they are: verb, noun, and clause.
- B. Ellipsis: the omission of a word or part of sentence is closely related to substitution. Ellipsis can be described as substitution by zero. There are three type of ellipsis, they are: nominal, verbal and clausal.
- C. Reference: the act of reffering to a preceding or following element, deals with a semantic relationship. The meaning of dummy word can be determined by what is imparted before or after the occurrence of the dummy word. In general, the dummy word is in pronoun.

- D. Conjunction: a relationship, which indicates how the subsequent sentence or clause should be linked to the preceding or the following sentence.
- E. Lexical Cohesion: does not deal with the grammatical and semantic connection but with connection based on the word used. There are two types, they are reiteration and collocation. Reiteration includes repetition, synonymy, hyponymy, metonymy and antonymy. While collocation deals with the relationship between words because these often occur in the same article with or without leads and are asked questions about the text after they had read it in order to determine the degree of information of assimilation.

2.3.2 Coherence

Coherence is the connection brought by something outside the text. This “something” is usually knowledge which a reader assumes to process. Coherence is the semantic relationship of the discourse, which is determined by the interpretation between propositions. Edmondson (1981:5) says that coherence refers to a well-formed text or discourse, and this will be equated with its interpretability. This coherence is increased by cohesive devices. So, cohesive device also influences this coherence. But it is not always every cohesive sentence is coherence. The more influence this coherence is the interpretability of sentence which involves the writer’s knowledge. It involves us to account for our intuition of coherence and it will guide us to make a produce coherence discourse.

To makes a stretches of language which is coherence and communicative, we also examine the structure of discourse both in terms of surface structure and

deep structure. We can find both of them in syntax. Both of them are required by the cohesiveness. Certainly that coherence can be influenced by the cohesiveness, but not the entire sentence which is coherent also cohesive. This coherence involves the connection between each statement by the knowledge of each writer. Researchers usually connect with the reason or any argument. It is relevant to Cook's opinion (1989:43) that to connect the knowledge with the language system people use reasoning, and pragmatic theories go some way towards explaining how people reason their way from the form to the function and thus construct coherence discourse from the language they receive. The success of discourse will be determined by this coherence. Then the coherence of the discourse is not always influenced by the structure, but is more involve to the knowledge, the interpretability, and how the text represent. As Edmondson (1981:14) states that this interpretability and the text represent will gain to the contextualization to the discourse. Interpretability is a matter of possible contextualization, and thus the notion of coherence with regard to a text is to be equated with its possible use as a discourse.

Schiffirin (2002:331) points out that texts are thus built from linguistic constituents that have formal relation to one another. This relationship between utterances will be interpreted as coherence discourse by virtue of the contexts when the text happened. In other words, coherence is the order of statements relates one another by sense. It is cleaving together between each utterance, the unity of each part the statement, connection or dependence, proceeding from the subordination of the parts of a thing to one principle or purpose, as in the parts of

a discourse. From some review before, it can be concluded that coherency is the main principle of organization postulated to account for the underlying functional connectedness.

2.3.3 Intentionality

Intentionality means that writer and speaker must have conscious intention of achieving specific goals with their message, for instance, conveying information or arguing an opinion. In this intentionality, the message has to be conveyed deliberately and consciously. Rambow (1993:21) states that the intentionality or communicative goals is needed in the computational work on text structure development and analysis.

Intentionality is very important to determine the success of conversation. It is usually used to perform something more than the reality. Cook (1989:31) states that usually we can observe this intentionality marked by the hyperbola, a way of making points more forcefully, rather than as lies. How meaning becomes more and more slippery as we move from one layer to the next is something, which human beings exploit to their advantage. In production, learners need to choose the words with most suitably realize their intention and this does not always entail the most closely related form.

Due to the fact that intentionality tends to the conversation, so in this case, the researcher does not use it for analysing the data. Moreover, intentionality is usually used to perform something more than reality because the language style used is hyperbola.

2.3.4 Acceptability

Acceptability concerns to the receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some uses or relevance for their receiver. It requires a sequence of sentences in order to be qualified as a text.

In this acceptability, the concept of grammaticality is not important. Therefore, the acceptability of the discourse is not always in grammaticality, but it depends on the context. The judgments about grammaticality or acceptability appear to depend on knowledge about what is normal in the real world. The contextualization of language in these ways allows its entry to support the constitutive relationship between action and knowledge.

Because the acceptability more concerns to the receiver's attitude, so it is somewhat difficult to be measured. So, acceptability is not used too for analyzing the data.

2.3.5 Informativeness

Informativeness is necessary in discourse. A text must contain new information. On widely accepted explanation is, the ordering of information is determined by the sender's hypothesis about what the receiver does and does not know. With this interpretation, Cook (1989:64) in his book divides information into two types, they are that which the sender thinks the receiver has already known which is called "given information", and that which the sender thinks the receiver has not already known which is called as "new information".

The concept of informativeness is that some new information which has to

be included in the discourse. In other words, it means that discourse analysis must be concerned with ways in which information is selected, formulated and conveyed or alternatively assumed to be known and share knowledge, taken for granted and not selected at all. Because of that it is not just whether statements are true or false, but also whether or not give information. It is to make the reader understand, what they know already, what they expect and what they inform. In the conversation process, the new information must be planned first. It will become the given-information for the reader, and referred to anaphorically.

As Cook stated that there are two kinds of information, they are given and new information. To know whether or not the information is new or given, it depends on the receivers. Therefore, the informativeness is not used in this research for analyzing the data.

2.3.6 Situationality

Situationality is essential to textuality. Therefore, it is important to consider the situation in which the text has been produced and deal with. Schiffrin (2002:365) said that interactional sociolinguistics and the ethnography of communication also view context as knowledge, and they, also, include knowledge of situation. It is a fact that language is really reflections real speaker in real context to accomplish a real goal. In this situation, people use natural language. The variations treat both text situation as optional contextual constraints on variants. Schiffrin (2002:364) said that context is a world filled by the people producing utterance: people who have social, cultural and identities, knowledge,

beliefs, goals, wants, and who interact with one another in various socially and culturally defined situations. The social circumstances help to define a particular act are incorporated into the description of 'what we know when we speak or write'.

Situationality is important in discourse, because a writing must be relevant to the context when the text was written. So, in other words, we can say that context is the situation during which they contribute information that can be used as available background knowledge. Situationality as the circumstances in which the remark is important concerns about the factors which make a text relevant to a situation of occurrence. In a written language, dialectical variation is usually much slighter than in the associated spoken language. Because of that Gleason (1955:318) said that sometimes speech differences may be so extreme that there is no mutual intelligibility, whereas the written language in the two areas is identical. Therefore, this situation is very nearly universal. However, researcher does not use it in analyzing the data because situationality tends to oral language.

2.3.7 Intertextuality

Intertextuality means that a sequence is related by form or meaning to other sequence of sentences. So, each of argument of statement must be related to all of arguments that have conveyed or next. It deals with Stubbs (1983:87) who states that in connected discourse, 'anything can follow anything'. However., Cook and Seidlhofer (1996:162) said that the interpretation of discourse requires the involving of contextual or schematic knowledge, to the extent that is necessary

for the purpose in hand. To connect knowledge with the language system, people use reasoning. The meaning of discourse is determined by semantics and grammatical meaning.

Eriyanto (2001:305) stated that intertextuality is a term in which a text or pronunciation is built by the text before, perceive each other and one of the part in that text anticipate the other. All of statements both in spoken and written are differentiated by the change of the speaker or writer and they refer to the speaker or writer before (another opinion in different text). Every statement is related by the communication. All of the statements based on another statement, either implicate or implicate. Here, each of word is evaluated, assimilated, pronounced, and expressed again in different forms. Each of statement or sentence relates to each other. In this intertextuality, as we do, it makes important choices between alternative versions of sentences; even though each one is correct itself. Then, in the success of sentence, the choice of statement or sentence is influenced by the sentence before; each one gives structure of text for the next. So, it would seem that this ordering of information is a formal connection between sentences in discourse. By the phenomenon, Cook (1989:110) explains that this intertextuality will also involve sensitivity to cohesion and the information structure of the clause that will refer to as recombination. This combination is involving the speaker's or writer's perception of the hearer's or reader's knowledge and interest, the function of the discourse and its topic, or in other words, we can say that this intertextuality is also influenced by the coherence of discourse.

Intertextuality is collaborative process, a joint effort between speaker or

writer and hearer or reader. The speaker or the writer, who will refer to the topic of speaking or writing, relies heavily on hearer or reader-feedback when the writer or the speaker build the part of the discourse. This can be both explicit (verbal and non-verbal) and implicit. In the context of interpreting, to the textual standard of intertextuality, is responsible for the evaluation of the text type. A typology of text type (the different text) in interpretation would be helpful for the interpreter. Because intertextuality consists of coherence and cohesion, so it is not used in this researched.

2.4 Readability

It is essential to refer to the theory of readability before going to further description of the research. This sub-topic begins with the basis of the research, that is the concept of readability. The next discussion is about various factor influencing it and some approaches to measure it through the factors.

2.4.1 Concept of Readability

Readability, as it is suggested by Hill (1979:190), is the condition of written or printed source which exerts notable influence upon the performance of the reader. According to Klare (1984:681), this condition refers to legibility of either handwriting and typography; ease of reading in terms of the interest value of writing; and ease of understanding owing to the style of writing.

In line with Hill, Sutaria (1965:68) discusses about readability in a broader sense by stating that:

Readability is defined as the sum total of all elements in a piece of material

that determines to what extent a group of reader can read easily and at a measurable speed, understanding and enjoy it. Applied to school book, it can be thought of as the presence of characteristic conducive to successful reading by the pupils for whom they are intended.

In other words, readability means how much of the ideas and the language presented in an extended reading text is comprehended by a reader, that determines his/her success in reading.

Today, when the term readability is used, it is usually interpreted as comprehensibility. Sutaria (1965:101), however, stresses that actually these two terms are not the same. According to her, readability is the quality that makes a book or passage easy to read and enjoy, whereas comprehensibility is the quality of that makes ideas understandable to particular audience, so comprehensibility is an element of readability.

Similarly, Lorge (in Hunnicut and William, 1958:184) distinguishes readability from the factors related to the reader by stating that:

What a person understands of the material he reads depend upon his general reading ability and the readability of the text he is reading. His reading ability, moreover, depends upon his intelligences, education, environment, interest, and purpose reading. The readability of a text depends upon the kind and the number of ideas it expresses, upon the vocabulary and its style and upon format and typography.

From their explanations above, we see that both the factors on the text and the factors on the reader determine the success in understanding the ideas in reading text. Since the factors on the reader are more difficult to measure objectively rather than the factors on the text, so that attention is often paid to the readability.

The study of readability is an active research area. The early readability

study which began in 1923 tends to concentrate on vocabulary aspects, such as difficulty, diversity, and range. It was developed by Lively and Pressey based on Torndike's book: *The Teacher's word Book*. (Klare, 1984:684). This formula, then, become the basis of the other formula which also concentrated on vocabulary aspects.

In subsequent period of readability studies, investigation was concentrated on a greater variety of factors, including vocabulary, syntax, interest, organization, etc. Lorge (in Hunnicut and William, 1958:185), for example, proposes vocabulary load, sentence structure and style, and interest as the factors of readability. He further describes the three factors in detail. In vocabulary load the usual measures are: (1) Number of running words, (2) Percentage of different words, (3) Percentage of different infrequent, hard, uncommon words, (4) Percentage of polysyllabic words, (5) Vocabulary diversity, (6) Number of abstract words, and (7) Number of affixed morphemes (prefixes, inflectional ending, etc). the basis of one or measure of sentence structure or style are: (1) Percentage of prepositional phrases, (2) percentage of indetermine clauses, (3) number of simple sentence, and (4) Average sentence length. And the basis measures of human interest are: (1) Number of personal pronouns, (2) Number of words expressing human interest, (3) percentage of colorful words, (4) Number of words of representing fundamental life experience, and (5) Number of words representing fundamental life experience, and (6) Number of words usually learned early in life.

Gray and Leary as quoted by Lorge (in Hunnicut and William, 1958:186)

choose five variables to predict readability. They are: (1) the number of different words, the percentage of uncommon words, (2) the relative number of personal pronouns, (3) the relative number of prepositional phrases, and (4) the average sentence length.

On the other hand, Lorge (in Hunnicut and William, 1958:186) prefers to use simpler formula than the complex one. According to him, the predictive power of the more complex formula is not always better than the simpler one. He further states that several researchers have the same opinion as him in which they criticize the inclusion of interest value in Flesch's first formula. The use of formula with two variables as the factors: vocabulary load and sentence construction, ever since, because more widespread. This is supported by Dale and Chall (Spache in Hunnicut and William, 1958:19) who have reviewed the relationship of the various elements to reading difficulty. They find that the best prediction of reading difficulty is obtained from a number of difficult words and average sentence length. The kinds of formula which used these factors are RE Flesch, Fog Index, Smog Index, Fry Estimation, and Dale Chall formula.

2.4.2 Principles of Readability

The readability of the text is very important for a reader. In this case, Hackos and Stephens (in DuBay, 2004:6) proposed the guideline of readability, they argued as follows:

Many expert, through much research, have compiled golden rules of documentation writing. These rules apply regardless of medium:

- Use short, simple, and familiar words
- Avoid jargo

- Use culture-and-gender-netral language
- Use correct grammar, punctuation, and spelling
- Use simple sentences, active voice, and present tense
- Use simple graphic elements such as bullets lists and numbered steps to make information visually accessible

If the guideline is used to measure the readability of the text, it is called as subjectivity in measurement of readability because the researcher judges whether a text readable or not.

However, the researcher wants to get the valid data in this research. So, in discussing readability, he discusses about approaches to measure a readable text to know some approaches in measurement of readability.

2.4.3 Approaches in Measurement of Readability

To know whether a piece of writing in reliable to a particular group of reader is not a simple work since it involves not only that piece of writing but also the person who deals with it. Hill (1979:190) proposes approaches to assess readability in addition to the use of formula. They are: (1) the reader rating: the reaction of readers to the material concerned by involving their subjectivity; (2) the reader performance criteria: the measurement of comprehension by means of an objective test or cloze testing procedure, (3) the performance on criteria materials: the measurement of the readability of materials by comparing with the criterion set of reading selection.

Fry (1990:596) has another opinion about how to measure readability. According to him, readability can be measured by means of subjective judgment, try out on a sample audience, and readability formula can be used when it is

important to determine the difficulty level of passages although subjective judgment and try out should not be abandoned.

Schulz (1982:10) gives three ways to measure the readability of reading materials. They are instructor's judgment, comprehension testing by cloze procedure, and statistical readability formula.

From the explanation above, the researcher concludes that there are three ways to measure a readable text, they are judgement, testing by cloze procedure and statistical readability formula. In this research, the researcher uses only statistical readability formula to find the valid data based on the statistic data.

2.4.3.1 Statistical Readability Formula

There are quite a lot of readability formulas which range from the simplest to the most intricate one. The invention of readability formulas has made it possible to predict whether a given text is easy or difficult to understand before the actual reading activity. The use of readability formula for estimating the reading difficulty of passage is supported by Lorge's statement (in Hunnicut and William, 1958:187) that the formula as an estimate not only as a rigorous determination, the futher suggested that readability formulas be critically used. They should not be accepted as true measures of readability, but as approximation of difficulty. So by using the readability formula, the researcher tries to minimize the subjectivity in measuring the readability.

The formula's component varies from formula to formula. Readability formula can be defined as a productive device that uses counts of word and

sentence variables in a piece of text to provide objective index of difficulty.

The device is predictive because it typically uses the counts themselves to predict how well readers will understand the writing. No readers and no testing are needed to get the index value. Formula are typically predictive in another sense: they are employed with text samples to predict overall scores for the entire work.

Many formula are available for use nowadays, and the most common one are discussed in the following sections.

1) **The Dale Chall Formula**

The formula is intended for upper-grade and adult level materials. It is based on two counts: average sentence length and percentage of unfamiliar words (i.e. those not appearing on the Dale list of 3,000 words). The list, according to Dale and Chall, represents words that are known in reading by at least 80% of the children in grade 4. When those 80% children knew the words, that word was included in the list (in Hunnicut and William, 1958:205). The formula can be stated as:

$$X_{c 50} = .1155X_1 + .0596X_2 + 3.2672$$

Where $X_{c 50}$ = Reading grade score of a pupil who could answer one half of the test questions on passage of that level.

X_1 = Dale Score (Percentage of words not on Dale list)

X_2 = Average sentence length in words

The-Dale Chall raw scores can be converted into corrected grade-level scores which range from approximately fourth and below grade to sixteenth grade (college graduate).

2) The Fry Readability Graph

According to Hill (1979:194) the Fry Graph is more accurately described as an application aid than other formulas. The readability graph provides some components which simplify calculations of the formula variables.

The Fry graph requires three 100-words passage from the beginning, middle, and end of the book and count the average number of syllables, the average number of sentence. The number of sentence in each of three passages are counted to the nearest 0.1 of a sentence. Then the three total are added and divided by three, the answer is the average number of sentence length per 100-words for the reading materials.

The Fry readability formula has been one of the most widely used formula. The user simply count the number of syllables and word per sentence in a hundred word passage in a give text and enter the graph to obtain the readability grade score.

3) Reading Ease (RE) Formula

Reading ease formula was developed by Rudolf Flesch in the early 1940's. it has been one of the most frequently employed in evaluating materials for mature

readers. It is considered among the most accurate formulas not requiring a special word list (Hill, 1979:193). So that, this formula is used by the researcher in this research.

This formula measures length: the longer the words and sentence, the harder the passage to read. Like most readability formula, it involves the sampling of 100-words samples. The formula of reading ease is:

$$RE = 206.84 - (0.85 \times wl) - (1.02 \times sl)$$

Where RE = Reading ease

wl = Number of syllables per 100 words

sl = Average number of words per sentence

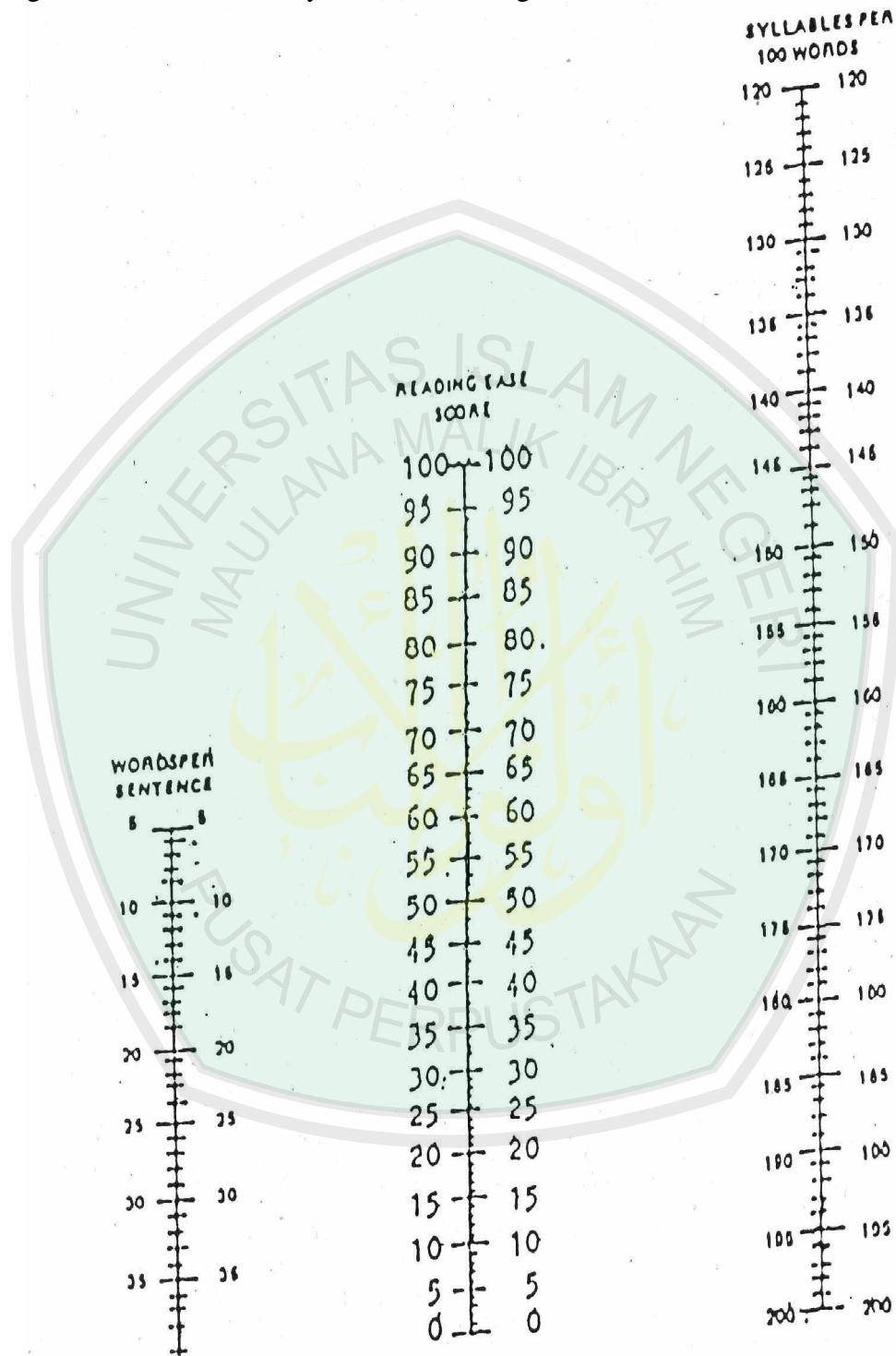
The step of this formula are:

- 1 Count each word in the text up to 100. After 100th word, put a mark. Count as one word letters, number, symbols, contraction, hyphenated word, abbreviations, figures and their combination that are surrounded by white space.
- 2 Count the number of syllables as they are pronounced. If a word has two accepted pronunciation, use the one with fewer syllables. Count the number of syllables in symbols and figures according to the way they are normally read aloud.
- 3 Count each sentence which has full unit of speech marked off by a period, colon, semicolon, dash, question mark or exclamation point. In a 100-word sample, the 100-word mark will usually fall in the middle of the sentence. Count such a sentence as one of those in the sample, if the 100-word mark falls after more than half of the words in it; otherwise disregard it.

- 4 Figure the average number of word per sentence. Divide the number of words (100) by the number of sentences.
- 5 Find the average sentence length and word length of the text on th readability chart. Take a ruler and connect the two figures. The intersection of the ruler with the center column shows the readability score of the text. The following figure can make understand easier:



Figure 2.1 The Readability Chart of Reading Ease ®



© Adopted from Hafni (1981:21). Which is adopted from Burmeister (1978:36). Reading Strategies for Middle and Secondary School Teachers. Reading, Mass.: Addison-Wesley

Besides the readability chart, the Reading Ease Formula could also be used to determine the readability score. So the researcher will use Reading Ease Formula in this research.

The Reading Ease score will put the text on a scale between 0 (practically unreadable and 100 (easy for any literate person). To interpret the Reading Ease Score, the following table can be used.

Table 2.2 the Reading Ease Score:®

Reading Ease Score	Style	School Level
90 – 100	Very Easy	5 th Grade
80 – 89	Easy	6 th Grade
70 – 79	Fairly Easy	7 th Grade
60 – 69	Standard	8 th and 9 th Grade
50 – 59	Fairly Difficult	10 th to 12 th Grade (High School)
30 – 49	Difficult	College
0 – 29	Very Difficult	College Graduate

® Taken from Hafni, 1981:22

4) SMOG Grading

Another formula delivering a general estimate of readability is SMOG Grading. Like many readability formulas, it samples word sentence length. The SMOG estimates, however, are better employed with more sophisticated literature. The formula is:

SMOG Grade: $3 + \text{the square root of the polysyllable count.}$

In applying this formula, the user needs more accurations in calculating the number. Rather than other formulas, this formula is most difficult to use, in terms of its calculations. Therefore, the researcher does not use this formula in this research.

5) FOG Index

FOG index requires sentence length and difficult word to measure readability. The difficult word determined by counting every word of three or more syllables. Like RE Formula, FOG index involves the sampling of 100 word samples. The formula of FOG index is:

$$RGL = 0.4 (Sl + Dw)$$

Where RGL = Reading Grade Level
Sl = Average number of word per sentence
Dw = Difficult word

The formula shows that the bigger Sl and Dw, the higher RGL. And the Higher RGL, the more difficult the text.

In this research, this formula is not used because the researcher thinks that it is more difficult to choose three or more syllables rather than count the number of syllables in a text.

Based on the previous description about readability formula, the researcher concludes that Reading Ease Formula is suitable formula used in conducting this research because it is most accurate formula and frequently employed in evaluating materials for mature readers.

2.5 Previous Studies

Researches which focus on readability of a text has been done many times. Besides readability, discourse quality also has been researched by some researchers. One of the researchers who researched the discourse quality is Roifah

(2008). Her research title is “Quality of Discourse Developed by the Participants of Java Overland English Debate 2007”.

However, her research is different from this research. The difference can be found in the focus of the research. Her research was focused on Quality of Discourse that was developed by Participants of Java Overland English Debate 2007. It means that she focused on spoken language. While, this research is focused on written language.

The data of her research is the result of the debate transcription which is taken from “Java Overland English Debate 2007”. It means that the data source is the Java Overland English Debate 2007. The data was analysed by using the criteria of standard discourse by Renkema. While, the data of this research is numeral data which is taken from the English Reading Texts as the data sources.

The result of her research is quality of discourse developed by the participants of Java Overland English Debate 2007 and it has fulfilled all of the criteria of good discourse.

Furthermore, there are also other researchers who study about the readability. Utami (1997) was one of the researchers who researched readability. Her research is “Readability Level of Reading Texts in English for Senior High School Book I for the First Year by Depdikbud”.

Her research was focused on the relative ease or difficulty of the text. While, my research is focused on the relation between readability of the text and discourse quality.

Then, the population of her research is reading text in English for Senior High

School book I by Depdikbud and the data sample was taken by using the proportional random sampling system. The instrument of the research to take the data of readability is Reading Ease Formula and cloze test. While, the data sources of this research is English reading texts used in the third year of senior high school at MANs Jombang by using cluster sampling.

The result of her research is both texts (comprehension text and reading-for-enjoyment text) are readable for the intended students. The graduation is good enough, the reading comprehension texts are more difficult than the others. Reading-for-enjoyment texts are appropriate since the students can read the text independently without assistance. Whereas, reading comprehension texts are not appropriate, they are too easy for them.

Another person who has researched the readability is Arimurti (2000). Her research is “Readability of the Text Prepared by the Malang English Service Broadcasters of RRI Malang”.

Her research was focused on broadcasters' writing ability. The data sources is the news written text produced by the news writers of Malang English News Service of RRI Malang who are also the speakers of the program. The news text was the news text broadcast in three months, from August to October 1999.

The data of written text are taken from the document of RRI Malang's office. The instrument of data withdrawal is Flech Reading Ease Formula. The result of her research is majority of the texts, approximately 58,3% are very difficult to be understood. However, she discusses only the readability, while this research discusses two variable, they are readability and discourse quality.

CHAPTER III

RESEARCH METHOD

This chapter discuss about the research method consisting of research design, population and sample, data collection and data analysis.

3.1 Research Design

In conducting this research, the researcher uses mix method, qualitative and quantitative, with correlational research. It is a research which is used to know the correlation between a variable to another variable. In this research, the researcher has two variables, they are discourse quality and readability. Therefore, it is suitable that the researcher uses this correlational research. In this case, the researcher tries to investigate the correlation between first variable and second variable.

3.2 Population and Sample

3.2.1 Population

The population of this research is English reading texts used in learning process in state Islamic senior high schools (MANs) Jombang. There are 10 state Islamic senior high schools (MANs) in Jombang. In this research, he takes sample of the schools based on the area. Therefore, The researcher takes 5 schools as representative schools. The schools are MAN Rejoso Peterongan which represents schools in east area, MAN Denanyar which

represents schools in west area, MAN Tambak Beras which represents schools in north area, MAN 5 which represents schools in south area and MAN Jombang which represents schools in center area.

After observing those schools, the researcher finds 4 books which are used by those schools. In other words, the schools chosen use one or more of those books in English learning process. The following table is the list of the books and the number of the texts in each books as the population of this research:

No	Title	Writer (s)	Year	City and Publisher	Number of text
1	English 3 Grade XII Science and sosial Programme	1. Desmal Dardjis 2. Sophian Fanany 3. Aisyah Anwar	2005	Jakarta: PT Bumi Aksara	18
2	Look A Head Bool 3 An English Course for Senior High School Students Year XII (SMA&MA) Language Science and Sosial	1.Th.M.Sudarwati 2.Eudia Grace	2005	Jakarta:Erlangga	14
3	Aspirasi, Bahasa Inggris (LKS)	Suwati, S.Pd		Pustaka Manggala	40
4	Brilliant Bahasa Inggris SMA XII (LKS)	1.Rockie Farizqi, SS 2.Dudi Sudiana, S.Pd.		PT Temprina Media Grafika (Jawa Pos Group)	7
The Amount					79

3.2.2 Sample

The sample of this research is taken by using Cluster Sampling, it is used because the population is different among the others. Cluster sampling is the technique of sample withdrawal which is done by taking the representative of population member of each area (Riduwan, 2004:60).

Since the population of this research is texts from some books, so the representative of population is taken from each book. Then, the samples got from each book are combined to be cluster sampling.

In order to make the sample taken can be representative, the researcher uses a formula from Yamana (in Riduwan, 2004:65) in withdrawing the sample. The formula can be stated as follows:

$$n = \frac{N}{N.d^2 + 1}$$

Where: n : The Sample Sum
 N : The Population Sum
 d² : Determined *Presisi*

Because the population is less than 100, so the *presisi* is 50%. The following is the sample of each book:

1. The first book entitles: *English 3 Grade XII Science And Sosial*

Programme:

$$n = \frac{N}{N.d^2 + 1} = \frac{18}{(18).(0,5)^2 + 1} = \frac{18}{(18).(0,25) + 1} = \frac{18}{5,5} = 3,27 = 3 \text{ texts}$$

2. The second book entitles *Look A Head Bool 3 An English Course for Senior High School Students Year XII (SMA&MA) Language Science and Social:*

$$n = \frac{N}{N.d^2 + 1} = \frac{14}{(14) \cdot (0,5)^2 + 1} = \frac{14}{(14) \cdot (0,25) + 1} = \frac{14}{4,5} = 3.11 = 3 \text{ Texts}$$

3. The third book entitles: *Aspirasi, Bahasa Inggris (LKS):*

$$n = \frac{N}{N.d^2 + 1} = \frac{40}{(40) \cdot (0,5)^2 + 1} = \frac{40}{(40) \cdot (0,25) + 1} = \frac{40}{11} = 3.63 = 4 \text{ Texts}$$

4. the forth book entitles: *Brilliant Bahasa Inggris SMA XII (LKS):*

$$n = \frac{N}{N.d^2 + 1} = \frac{7}{(7) \cdot (0,5)^2 + 1} = \frac{7}{(7) \cdot (0,25) + 1} = \frac{7}{2,75} = 2.54 = 2 \text{ Texts}$$

So the cluster sampel is $3 + 3 + 4 + 2 = 12$. Based on the formula, the representative sample of this research is 12. So, the texts taken as sample are 12 texts.

3.3 Data Collection

3.3.1. Discourse Quality

In collecting the data of Discourse Quality, the researcher uses standard in discourse by Renkema (1993:35-37). In this research, the researcher investigated each sentence of the texts by using standard in discourse. Then he gave check of each sentence whether or not the sentence swits with the standard in discourse proposed by Renkema. If the sentence swits with the standard in discourse, it means that the sentence is good. On the contrary, if

the sentence does not suit with the standard discourse, it means the sentence is not good.

After investigating all of the sentences in the texts, the researcher classified the sentence based on the result of the investigating. After finding the result of the investigating, he counted the percentage of the good sentences. The result of the percentage shows the discourse quality of a text. This steps are applied on each texts investigated. Then, to interpret the percentage of discourse quality, the following table can be used:

Percentage	Numeral	Quality
0 % - 29 %	0 – 29	Very Bad
30 % - 49 %	29 – 49	Bad
50 % - 59 %	50 – 59	Fairly Bad
60 % - 69 %	60 – 69	Standard
70 % - 79 %	70 – 79	Fairly Good
80 % - 89 %	80 – 89	Good
90 % - 100%	90 – 100	Very Good

3.3.2 Readability

While, in collecting the data of readability, the researcher uses Reading Ease Formula. In using this formula, the researcher does some steps which has been stated in Chapter II.

The most important thing before collecting the data of readability is to find word length and sentence length. Because both of them are used in applying the formula of Reading Ease (*See Appendix 4*).

3.4 Data Analysis

After obtaining the data from the two variables, the next step that the researcher did was analyzing the data. In analyzing the data, the researcher used Spearman Rank Correlation Method by Carl Spearman. This method was used to measure the degree of relationship between two variables; those are dependent and independent variable.

The formula used is as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

r_s = Correlation Score of Spearman Rank
d^2 = Different between the ranking in each part
n = the Amount of rank pair for spearman (spearman ($5 > n > 30$) $5 > n > 30$)

The formula above is used to analyze the data of discourse quality and readability of the text to find the relation between them. However, before using the formula, researcher made a table to help him in clasifying the data. After getting all the data, the researcher applied the formula to find the correlation between the discourse quality and readability of the English reading texts.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses about the findings of the data. The first discussion is about the data presentation of discourse quality. In this discussion, the researcher analyzes the texts to find the discourse quality. The second discussion, he analyzes the readability text. At last, he discusses the correlation between discourse quality and readability.

4.1 Research Findings

4.1.1 Discourse Quality

As the researcher stated above, in investigating the data, he uses standard in discourse by Renkema (1993:35-37). There are 12 texts in this research as the sample and the sentences in those texts are analyzed sentence by sentence by using the standard in discourse by Renkema. The sentences are analyzed to know whether or not they are cohesive or coherent. The following are the findings of the research referring to cohesion and coherence.

1. Cohesiveness

The 1th text: *Petroleum Product*

Sentence 1. *Petroleum products, such as gasoline, kerosene, home heating*

oil, residual fuel oil and lubricating oils, come from one source – crude oil found below the earth's surface, as well as under large bodies of water, from a few hundred feet below the surface to as

deep as 25,000 feet into the earth's interior.

The above sentence is cohesive because it has “reference”, that is *Petroleum products*.

Sentence 2: *Sometimes crude oil is secured by drilling a hole through the earth, but more dry holes are drilled than those producing oil.*

The above sentence is cohesive because it has “conjunctions”, they are *sometimes, but*; it also has “reference”, that is *crude oil*; “noun substitution”, that is *those*.

Sentence 3: *Pressure at source or pumping forces crude oil to the surface.*

The above sentence is cohesive because it has “clausal ellipsis”, that is *earth's* is omitted in word *surface*.

Sentence 4: *Crude oil wells flow at varying rates, from ten to thousands of barrels per hour.*

The above sentence is cohesive because it has “reference”, that is *crude oil*.

Sentence 5: *Petroleum products vary greatly in physical appearance: thin, thick, transparent, or opaque.*

The above sentence is cohesive because it has “reference”, that is *petroleum products* and also it has “lexical cohesion of synonymy”, that is *thin* is similar to *thick*.

Sentence 6: *Their chemical composition is made up of only two elements: carbon and hydrogen, which from compounds called hydrocarbons.*

The above sentence is cohesive because it has “reference”, that is *their ...* and it has “substitution”, that is *which from*.

Sentence 7: *Other chemical elements found in union with the hydrocarbons are few **and** are classified as impurities.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 8: *Trace elements are also found, **but these** are of such minute quantities that they are disregarded.*

The above sentence is cohesive because it has “conjunction”, that is *but*; “reference”, that is *these*.

Sentence 9: *The combination of carbon **and** hydrogen forms many thousands of compounds **which** are possible **because of** the various positions **and** varied joining of these two atoms in the hydrocarbon molecule.*

The above sentence is cohesive because it has “substitution”, that is *which*; “conjunctions”, they are *because of*, *and*.

Sentence 10: *The various petroleum products are refined **from** the **crude oil** by heating **and** condensing the vapours.*

The above sentence is cohesive because it has “conjunctions”, they are *from*, *and*; and “reference”, that is *crude oil*.

Sentence 11: ***These** products are the so-called light oil, such as gasoline, kerosene **and** distillate oil.*

The above sentence is cohesive because it has “reference”, that is

these; and “conjunction”, that is and.

Sentence 12: *The residue remaining after the light oils are distilled is known as heavy or residual fuel oil **and** is used mostly for burning under boilers.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 13: *Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, **some of which** are used to upgrade **and** increase the octane rating of various types of gasoline.*

The above sentence is cohesive because it has “substitution”, that is *some of which*; and “conjunction”, that is *and*.

The 2nd Text: *Cheating with Mobile Phone*

Sentence 1: *As police expand their investigation into cheating in the state-run college entrance exam by the use of mobile phones, people deplore the low morality among the growing generation **and** many also condemn the absurdity of the current education system **that** drove students to do **such a thing**.*

The above sentence is cohesive because it has “conjunctions”, they are *As*, *and*; “substitutions”, they are *such a thing*, *that*.

Sentence 2: *Strong blame should also be laid on local authorities **who** failed to prevent such a misdeed, long anticipated in the overdeveloping information technology environment of this country.*

The above sentence is cohesive because it has “substitution”, that is *who*.

Sentence 3: *About 100 students in Gwangju have been “confirmed” as having been involved in the cheating, some transmitting the answer, **some** receiving **them**, and **others** coordinating the illicit communications outside testing places.*

The above sentence is cohesive because it has “ellipsis”, that is *some*; “conjunction”, that is *and*; “references”, they are *them*, *others*.

Sentence 4: *It is unfortunate **that** dishonest means were used by students **who** wanted to get a higher score in the state test and enter a college that is beyond **their** academic ability.*

The above sentence is cohesive because it has “conjunction”, that is *that*; “substitution”, that is *who* and “reference”, that is *their*.

Sentence 5: ***But** what dismays us is that such scandals as this **and** other scandals will continue to take place around us until **and unless** the nation is freed **from** its obsession **with** college diplomas.*

The above sentence is cohesive because it has “conjunctions”, they are *but*, *and*, *unless*, *with*, *from*.

The 3rd Text: Investment

Sentence 1: *President Susilo Bambang Yudhoyono has introduced three economic strategies for the banking sector, **namely** (i) an*

*average economic growth rate of 6,5 percent in five years, (ii) creation of macroeconomic stability to drive the real **and** business sectors **and** (iii) fulfilment of people's basic rights.*

The above sentence is cohesive because it has “conjunctions”, they are *namely, and*.

Sentence 2: *Investment is necessary **if** you wish to achieve a growth level of about 5 percent.*

The above sentence is cohesive because it has “conjunction”, that is *if*.

Sentence 3: *It has also been generally accepted **that** investment plays a major role in promoting a nation's welfare.*

The above sentence is cohesive because it has “reference”, that is *it* and “conjunction”, that is *that*.

Sentence 4: *Regarding, the development undertakings, there may be a debate on the purpose **and** targets of these undertakings.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 5: *This debate may also touch on the limits of growth **and** the adoption by Third World countries of the Western model of development or industrialization.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 6: *Investment, however, is not usually touched on in this debate,*

especially **with** regard to the role **it** plays in modernization **and** industrialization effort.

The above sentence is cohesive because it has “conjunctions”, they are *with, and*; “reference”, that is *it*.

Sentence 7: *Theoretically, we are familiar **with** consumption-led growth **and** export-led growth.*

The above sentence is cohesive because it has “conjunctions”, they are *theoretically, with, and*.

Sentence 8: *The bottom line, **however**, is **that** economic growth is based on whether or not there are investment activities.*

The above sentence is cohesive because it has “conjunctions”, they are *however, that*.

Sentence 9: *If a country fails to maintain investment growth at a certain level, for example, to counter its population growth or the growth of its labour force or even migration to the cities, this country will first undergo economic stagnation **and then** economic decline.*

The above sentence is cohesive because it has “conjunctions”, they are *if, and then*.

Sentence 10: *When the economy plunges, this country will face a host of problems other than the inability to carry out capital-generating activities.*

The above sentence is cohesive because it has “conjunction”, that is *when*.

Sentence 11: *Even the capital in hand will drop **because** it cannot be maintained **and** augmented.*

The above sentence is cohesive because it has “conjunctions”, they are *even, because*.

The 4th Text: *the Shepherd’s Boy*

Sentence 1: *There was once a young shepherd boy **who** tended his sheep at the foot of a mountain near a dark forest.*

The above sentence is cohesive because it has “substitution”, that is *who*.

Sentence 2: *It was rather lonely for **him** all day, **so** **he** thought upon a plan by **which** **he** could get a little company **and** some excitement.*

The above sentence is cohesive because it has “references”, they are *it, him, he* and “conjunctions”, they are *so, which, and*.

Sentence 3: ***He** rushed down towards the village calling out, “Wolf, Wolf,” **and** the villagers came out to meet **him**, **and** some of them stopped with **him** for a considerable time.*

The above sentence is cohesive because it has “references”, they are *he, him, some of them* and “conjunction”, that is *and*.

Sentence 4: *This pleased the boy so much **that** a few days afterwards **he** tried the same trick, **and** again the villagers came to his help.*

The above sentence is cohesive because it has “conjunctions”, they are *that, a few days afterwards, and*; “reference”, that is *he*.

Sentence 5: ***But** shortly after this a Wolf actually did come out **from** the*

forest, **and** began to worry the sheep, **and** the boy of course cried out, "Wolf, Wolf," still louder than before.

The above sentence is cohesive because it has "conjunctions", they are *but*, *shortly after this*, *from*, *and*.

Sentence 6: *But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help.*

The above sentence is cohesive because it has "conjunctions", they are *but*, *and*; "substitution", that is *who*.

Sentence 7: *So the Wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said: "A LIAR WILL NO BE BELIEVED, EVEN WHEN HE SPEAKS THE TRUTH."*

The above sentence is cohesive because it has "conjunctions", they are *so*, *and*, *when*, *even*.

The 5th Text: *Breaking the Ice in Britain*

Sentence 1: *What is the most difficult thing for an overseas student in Britain?*

The above sentence is cohesive because it has "conjunction", that is *for*.

Sentence 2: *Many will say that it is breaking the ice with British people.*

The above sentence is cohesive because it has "ellipsis", that is *many* and "conjunction", that is *with*.

Sentence 3: *Unlike Americans who are open and friendly, British are*

reserved.

The above sentence is cohesive because it has “conjunction”, that is *unlike* and “substitution”, that is *who*.

Sentence 4: *They are quiet people, **don't** like introducing on another person's personal space **and** they value privacy very much.*

The above sentence is cohesive because it has “reference”, that is *they*; “ellipsis”, that is ...*don't* and “conjunction”, that is *and*.

Sentence 5: *They are not very generous **with their** smiles.*

The above sentence is cohesive because it has “references”, they are *they*, *their...* and “conjunction”, that is *and*.

Sentence 6: *In Indonesia friendliness is expressed by smiles.*

The above sentence is not cohesive because there is no cohesion types in it.

Sentence 7: *You are always surrounded by people **who** do not hesitate to give you big smiles.*

The above sentence is cohesive because it has “substitution”, that is *who*.

Sentence 8: *Yet, there are some topics **that** can almost guarantee success in opening a conversation **with** a British.*

The above sentence is cohesive because it has “conjunctions”, they are *yet*, *with* and “substitution”, that is *that*.

Sentence 9: *One is the weather.*

The above sentence is cohesive because it has “ellipsis”, that is

one....

Sentence 10: *If you say “It’s freezing (very cold) outside,” followed by “Winter came soon early this year,” this will usually elicit at least a smile from another person.*

The above sentence is cohesive because it has “conjunctions”, they are *if, followed by, from* and “references”, they are *it, this*.

Sentence 11: *You may hear, “What is the weather like in your country?”*

The above sentence is not cohesive because there is no type of cohesion in it.

Sentence 12: *To which you can reply, “Always warm and usually sunny”.*

The above sentence is cohesive because it has “conjunctions”, they are *to which, and*.

Sentence 13: *The British are often envious of people who come from places with pleasant weather.*

The above sentence is cohesive because it has “substitution”, that is *who* and “conjunction”, that is *with*.

Sentence 14: *When the sun does actually appear, people are tempted to stay outside.*

The above sentence is cohesive because it has “conjunction”, that is *when*.

Sentence 15: *They use the fine weather as an excuse to abandon their work.*

The above sentence is cohesive because it has “references”, they are *they, their...* and “conjunction”, that is *as*.

Sentence 16: *“It’s too nice to stay inside” is the explanation.*

The above sentence is cohesive because it has “reference”, that is *it*.

Sentence 17: *Foot ball (soccer) **and** cricket (a kind of game) are very popular in Britain **and these** are popular conversation topics.*

The above sentence is cohesive because it has “conjunction”, that is *and*; “reference”, that is *these*.

Sentence 18: *There are always plenty of things to say about these sports concerning the teams, the players **and** the matches themselves.*

The above sentence is cohesive because it has “conjunction” that is *and*.

Sentence 19: *Reserved **as** they may seem, the British are very hospitable.*

The above sentence is cohesive because it has “conjunction”, that is *as*.

Sentence 20: *When you buy **them** a drunk, **they** will insist on paying for the next.*

The above sentence is cohesive because it has “conjunction”, that is *when* and “references”, they are *they*, *them*.

Sentence 21: *Making a friend or friends **among** British, **even** during the first week is impossible.*

The above sentence is cohesive because it has “conjunctions”, they are *among*, *even*.

Sentence 22: *You need time to understand **what** they are saying; they don’t*

always speak **with** standard pronunciation.

The above sentence is cohesive because it has “conjunctions”, they are *what, with*.

Sentence 23: *hile, Indonesians **and** the foreigners have usually trained **our** ears (listening comprehension) to standard pronunciation.*

The above sentence is cohesive because it has “conjunctions”, they are *while, and*; “substitution” that is *our*.

The 6th Text: The Controversy of Harnessing Solar Energy

Sentence 1: *We often hear **about** solar car, solar heating **or** solar batteries.*

The above sentence is cohesive because it has “conjunctions”, they are *about, or*.

Sentence 2: ***But** will solar energy ever be a major source of energy **for** industrial societies?*

The above sentence is cohesive because it has “conjunctions”, they are *but, for*.

Sentence 3: *The solar energy is cheaper **than** any other fossil fuel **because** we can get the abundant source **from** the sun.*

The above sentence is cohesive because it has “conjunctions”, they are *than, because, from*.

Sentence 4: *In sunny desert areas, 50% of the sun’s radiation **that** reaches the ground could be used to produce electricity **for** businesses **and** industry, to provide heat, light **and** hot water **for** homes.*

The above sentence is cohesive because it has “substitution”, that

is *that* and “conjunctions”, they are *for*, *and*.

Sentence 5: *Experimental solar ponds can produce hot water to drive generators.*

The above sentence is not cohesive because there is no type of cohesion.

Sentence 6: *Unfortunately, we can't yet power our homes entirely on sunlight.*

The above sentence is cohesive because it has “conjunctions”, they are *unfortunately*, *on*.

Sentence 7: *Solar energy can only be exploited in bright light.*

The above sentence is cohesive because it has “conjunction”, that is *in*.

Sentence 8: *Its greatest potential, therefore is in hot countries that have clear skies for most of the year.*

The above sentence is cohesive because it has “reference”, that is *its* and “conjunctions”, they are *therefore*, *for*.

Sentence 9: *While most houses are not always in the sunniest part of the world.*

The above sentence is cohesive because it has “conjunction”, that is *while*.

Sentence 10: *In addition, to harness the solar power, solar cells are very cheap to run, but relatively expensive to buy and many people can't afford it.*

The above sentence is cohesive because it has “conjunctions”, they are *in addition, but, and*.

Sentence 11: *Needless to say that solar energy is a useful **and** non-polluted source of energy.*

The above sentence is cohesive because it has *conjunction*, that is *and*.

Sentence 12: ***Nevertheless**, solar cells, the main important device to harness the sun’s energy are still very expensive.*

The above sentence is cohesive because it has “conjunction”, that is *nevertheless*.

The 7th Text: Malin Kundang

Sentence 1: *A long time ago, in a small village near the beach in west Sumatra, lived a woman **and** her son, Malin Kundang.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 2: *Malin Kundang’s father had passed away when he was a baby and he had a hard life with his mother.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 3: *Malin Kundang was a healthy, diligent, **and** strong child.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 4: ***He** usually went to the sea to catch fish **and** bring **them** to his*

*mother **or** sold them in the town.*

The above sentence is cohesive because it has “references”, they are *he, them* and “conjunctions”, they are *and, or*.

Sentence 5: *One day, **when** malin Kundang was sailing as usual, **he** saw a merchant’s ship **that** was being raided by a small band of pirates.*

The above sentence is cohesive because it has “conjunction”, that is *when*; “reference”, that is *he* and “substitution”, that is *that*.

Sentence 6: ***With** his bravery **and** power, Malin Kundang defeated the perates.*

The above sentence is cohesive because it has “conjunctions”, they are *with, and*.

Sentence 7: *The merchant was happy **and** asked Malin Kundang to sail **with** him.*

The above sentence is cohesive because it has “conjunctions”, they are *and, with*, and “reference”, that is *him*.

Sentence 8: *Malin Kundang agreed.*

The above sentence is not cohesive because there is no type of cohesion.

Sentence 9: *Many years later, Malin Kundang became a wealthy merchant, **with** a huge ship, loads of trading goods, a large crew **and** a beautiful wife.*

The above sentence is cohesive because it has “conjunctions”,

they are *with, and*.

Sentence 10: *During **his** journey, his ship landed on a beach.*

The above sentence is cohesive because it has “reference”, that is his...

Sentence 11: *The villagers recognized **him and** the news ran fast through out of the town.*

The above sentence is cohesive because it has “reference”, that is *him* and “conjunction”, that is *and*.

Sentence 12: *Malin Kundang became a rich man **and** now he is here.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 13: *His mother, in deepful sadness after years of loneliness, ran to beach to meet her beloved son again.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 14: ***When** his mother came, Malin Kundang was in front of his well-dressed wife, his crew, **and** his own gloriness refused to meet that old, poor, **and** dirty woman.*

The above sentence is cohesive because it has “conjunctions”, they are *when, and*.

Sentence 15: *Three times, she begged Malin Kundang **and** three times she yelled at him.*

The above sentence is cohesive because it has “conjunction”, that

is *and*.

Sentence 16: *finally, Malin Kundang said to her, “Enough the old woman! I have never had a mother like you, a dirty **and** peasant!”*

The above sentence is cohesive because it has “conjunctions”, they are *finally, and*.

Sentence 17: *Then he ordered his crew to set sail.*

The above sentence is cohesive because it has “conjunction”, that is *then*.

Sentence 18: *Enraged, she cursed Malin Kundang **so that** he would turn into stone **if** he didn’t apologize.*

The above sentence is cohesive because it has “conjunctions”, they are *so that, if*.

Sentence 19: *But Malin Kundang just laughed **and** set sail.*

The above sentence is cohesive because it has “conjunctions”, they are *but, and*.

Sentence 20: *In the quiet sea, suddenly a thunderstorm came.*

The above sentence is not cohesive because there is no type of cohesion.

Sentence 21: *His huge ship was racked **and** it was too late **for** Malin Kundang to apologize.*

The above sentence is cohesive because it has “conjunctions”, they are *and, for*.

Sentence 22: *He was thrown by the wave out his ship, landed on a small*

island, **and** suddenly turned into stone.

The above sentence is cohesive because it has “conjunction”, that is *and*.

The 8th Text: A Brief Summary of Biomass Power Plant

Sentence 1: *Biomass is the matter usually thought as garbage.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 2: *Some of them are just stuff lying around, dead trees, tree branches **or** wood chip.*

The above sentence is cohesive because it has “reference”, that is *some of them* and “conjunction”, that is *or*.

Sentence 3: *Your trust, paper products **that** can't be recycled into other paper products **and** other thousand waste are normally to be sent to the dump.*

The above sentence is cohesive because it has “substitution”, that is *that* and “conjunction”, that is *and*.

Sentence 4: *How does a power plant can change **from** biomass **into** useful electricity?.*

The above sentence is cohesive because it has “conjunction”, that is *from...into*.

Sentence 5: *Firstly, by compositing materials, **such as** wood **and** leaves, are mixed together in a big truck.*

The above sentence is cohesive because it has “conjunctions”,

they are *firstly, such as, and*.

Sentence 6: *The truck brings the waste **from** factories **and from** farms **to** a biomass power plant.*

The above sentence is cohesive because it has “conjunctions”, they are *from...to, and*.

Sentence 7: *Here, the biomass is dumped into a huge hopper.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 8: ***Then**, they are decomposed to produce methane, a kind of gas similar to the natural gas.*

The above sentence is cohesive because it has “conjunction”, that is *then*.

Sentence 9: *Pipelines are put into the hopper **and** the methane gas can be collected.*

The sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 10: ***Then**, it is used in power plant to turn turbiness **or** generators.*

The above sentence is cohesive because it has “conjunctions”, they are *then, or*.

Sentence 11: *Turbines **or** generators **then** produce electricity.*

The above sentence is cohesive because it has “conjunctions”, they are *or, then*.

Sentence 12: *The electricity products can be used to fulfil daily need of*

electricity of a single domestic family.

The above sentence is not cohesive because it does not have type of cohesion.

The 9th Text: Cigarettes, Smokers, and smoking

Sentence 1: *Smoking is a bad habit **that** is very hard to break.*

The above sentence is cohesive because it has “substitution”, that is *that*.

Sentence 2: *Smokers are everywhere.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 3: *Many people smoke just to socialize, **but** many others are too addicted to quit.*

The above sentence is cohesive because it has “conjunction”, that is *but*.

Sentence 4: *A cigarette is like a toxin hypermarket.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 5: *You can find many kind of toxin in it: acetone, carbon monoxide, tar, arsenic, ammonia, hydrogen cyanida, **and** toluene.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 6: *The tar itself contains more than 43 substances **that** can cause*

cancer.

The above sentence is cohesive because it has “substitution”, that is *that*.

Sentence 7: *Scientists say **that when** we are smoking, we put more than 4.000 kinds of toxic materials **into** our body.*

The above sentence is cohesive because it has “conjunctions”, they are *that, when, into*.

Sentence 8: *However, many smokers believe **that** a cigarette **with** low tar is less dangerous.*

The above sentence is cohesive because it has “conjunctions”, they are *however, that, with*.

Sentence 9: *And so is a filtered cigarette.*

The above sentence is cohesive because it has “conjunction”, that is *and*; “ellipsis”, that is *so....*

Sentence 10: *But the problem is one cigarette is never enough **for** addicted smokers.*

The above sentence is cohesive because it has “conjunctions”, they are *but, for*.

Sentence 11: *Another myth about smoking is **that** it can **not only** make **them** awake **but also** raise their inspiration.*

The above sentence is cohesive because it has “conjunctions”, they are *another..., that, not only...but also* and “reference”, that is *them*.

Sentence 12: *This is contrary to the findings of research in California **which***

show **that** smoker's ability to think is lower than **that** of non smokers.

The above sentence is cohesive because it has "substitutions", that is *which*, the second *that* and "conjunction", that is the first *that*.

Sentence 13: *Smoking is indeed a serious social problem **in** our country.*

The above sentence is cohesive because it has "conjunction", that is *in*.

Sentence 14: *The government keeps reminding **that** smoking is dangerous, **not only** for smokers themselves **but also** for other people in surroundings (passive smokers).*

The above sentence is cohesive because it has "conjunctions", they are *that*, *not only...but also*.

Sentence 15: ***But** the warnings don't seem to get any response.*

The above sentence is cohesive because it has "conjunction", that is *but*.

The 10th Text: Part time Jobs

Sentence 1: *Some high school **and** college students have part time jobs.*

The above sentence is cohesive because it has "conjunction", that is *and*.

Sentence 2: *They do **them** at different time, before school, after school, **and** at weekend.*

The above sentence is cohesive because it has "references", they are *they*, *them* and "conjunction", that is *and*.

Sentence 3: *Some people believe this is good.*

The above sentence is not cohesive because it does not have type of conjunction.

Sentence 4: *By doing part time jobs students earn money, **and** therefore learn to be independent.*

The above sentence is cohesive because it has “conjunction”, they are *by, and*.

Sentence 5: *They help themselves and **their** families financially.*

The above sentence is cohesive because it has “references” they are *they, their...*

Sentence 6: *They appreciate **for** it, value of money more than students **who** just ask their parents for it.*

The above sentence is cohesive because it has “reference”, that is *they*; “conjunction”, that is *for*, and “substitution”, that is *who*.

Sentence 7: *Some people, **however**, thinks **that** students should not work.*

The above sentence is cohesive because it has “conjunctions”, they are *however, that*.

Sentence 8: *They believe **that** students have two full time jobs already, growing up **and** going to school.*

The above sentence is cohesive because it has “references”, that is *they*, and “conjunctions”, they are *that, and*.

Sentence 9: *According to **them**, part time jobs make students can not study well.*

The above sentence is cohesive because it has “reference”, that is *them*.

Sentence 10:*They tend to lose their tempers easily.*

The above sentence is cohesive because it has “reference”, that is *they*.

Sentence 11:*They also tend to fall asleep in class, and when they do, their classmates usually make fun of them.*

The above sentence is cohesive because it has “references”, they are *they, their..., them* and “conjunctions”, they are *and, when*.

Sentence 12:*Acoording to this people, education more important than money.*

The above sentence is cohesive because it has “substitution”, that is *this people*.

Sentence 13:*Students should not do part time jobs.*

The above sentence is not cohesive because it does not have type of cohesion.

The 11th Text: Three Levels of Government

Sentence 1:*In Australia there are three levels of government, the federal government, state governments, and local governments.*

The above sentence is cohesive because it has “conjunction”, that is and.

Sentence 2:*All of these levels of government are necessary.*

The above sentence is not cohesive because it does not have type

of cohesion.

Sentence 3: *This is so for a number of reasons.*

The above sentence is not cohesive because it does not have type of cohesion.

Sentence 4: *First, the federal government is necessary for the big things.*

The above sentence is cohesive because it has “conjunctions”, they are *first, for*.

Sentence 5: *They keep the economy in order and look after things like defense.*

The above sentence is cohesive because it has “reference”, that is *they* and “conjunction”, that is *and*.

Sentence 6: *Similarly, the state governments look after the middle sized things.*

The above sentence is cohesive because it has “conjunction”, that is *similarly*.

Sentence 7: *For example, they look after law and order, preventing things like vandalism in schools.*

The above sentence is cohesive because it has “conjunction”, that is *and*.

Sentence 8: *Finally, local governments look after the small things.*

The above sentence is cohesive because it has “conjunction”, that is *finally*.

Sentence 9: *They look after things like collecting rubbish, otherwise everyone would have diseases.*

The above sentence is cohesive because it has “reference”, that is *they* and “conjunction”, that is *otherwise*.

Sentence 10:*Thus, for the reasons above, we can conclude **that** the three levels of government are necessary.*

The above sentence is cohesive because it has “conjunction”, they are *thus, that*.

The 12th Text: Iraqi Bombing Victim

Sentence 1:*A bomb injured Mohamed Haytham Saleh’s left eye **when** U.S. **and** Iraqi forces clashed in his hometown of Fallujah in 2003.*

The above sentence is cohesive because it has “conjunctions”, they are when, and.

Sentence 2:*Mohamed underwent surgery at a local hospital, **but** his condition only went worse.*

The above sentence is cohesive because it has “conjunction”, that is *but* and “reference”, that is *his....*

Sentence 3:*Later **his** father tried to obtain international help **for** further treatment.*

The above sentence is cohesive because it has “reference”, that is *his...*and “conjunction”, that is *for*.

Sentence 4:*After various effort, Mohamed was able to get his eye operated in Japan sponsored by the Roteractors and regained his eye-sight.*

The above sentence is cohesive because it has “conjunction”, that is *after various effort*.

Sentence 5: *To help Mohamed, **his** father asked for assistance to a Japanese freelance journalist working in the region.*

The above sentence is cohesive because it has “reference”, that is *his...*

Sentence 6: *The reporter, Shinsuje Hashida, contacted an acquaintance, Hitosugi, **who** helped organize a drive for donations **with** Roteractors.*

The above sentence is cohesive because it has “substitution”, that is *who* and “conjunction”, that is *with*.

Sentence 7: *Later, Hashida’s wife, Yukiko provided further links **after** Hashida was killed in an attack near Baghdad.*

The above sentence is cohesive because it has “conjunction”, that is *after*.

Sentence 8: *Meanwhile the media coverage surrounding Hashida’s death thrust Mohamed’s story **into** the national spotlight, **and** donations began to pour **it**.*

The above sentence is cohesive because it has “conjunctions”, they are *meanwhile, into, and*; “reference”, that is *it*.

Sentence 9: *Mohamed **and** his father arrived at Tokyo’s Narita International airport in 2004 to a crowd of reporters.*

The above sentence is cohesive because it has “conjunction”, that

is *and*; “reference”, that is *his*.

Sentence 10: *The local Roteractors tended to **their** needs, **while** Mohamed had surgery **and** received follow-up care.*

The above sentence is cohesive because it has “reference”, that is *their...*, “conjunctions”, they are *while, and*

Sentence 11: ***When** he returned home the next month, **his** vision was fully restored.*

The above sentence is cohesive because it has “conjunction”, that is *when* and “reference”, that is *his*.

2. Coherence

The 1th text by the title: *Petroleum Product*

Sentence 1: *Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel oil and lubricating oils, come from one source – crude oil found below the earth’s surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25,000 feet into the earth’s interior.*

The above sentence is coherent because it has *proposition*, that is more explanation about the position of petroleum products.

Sentence 2: *Sometimes crude oil is secured by drilling a hole through the earth, but more dry holes are drilled than those producing oil.*

The above sentence is coherent because it shows the knowledge of the writer.

Sentence 3: *Pressure at source or pumping forces crude oil to the surface.*

The above sentence is not coherent because it does not have any *reasoning* that follows the statement. Furthermore, at the first of the sentence the writer did not give any conjunction to connect with the statement before.

Sentence 4: *Crude oil wells flow at varying rates, from ten to thousands of barrels per hour.*

The above sentence is not coherent, because the explanation given is not complete. It should be given explanation about the maximal number of crude oil produced per hour. However, the statement only gives us the minimal number of it.

Sentence 5: *Petroleum products vary greatly in physical appearance: thin, thick, transparent, or opaque.*

The above sentence is coherent, because it gives us detail information that shows the knowledge.

Sentence 6: *Their chemical composition is made up of only two elements: carbon and hydrogen, which form compounds called hydrocarbons.*

The above sentence is coherent, besides it has *reference* it also has *detail information*, that is *carbon and hydrogen*; and *additional information*, that is *hydrocarbon*.

Sentence 7: *Other chemical elements found in union with the hydrocarbons are few and are classified as impurities.*

The above sentence is not coherent, because the writer only writes

other chemical elements

Sentence 8: *Trace elements are also found, but these are of such minute quantities that they are disregarded.*

The above sentence is not coherent because it does not have any explanation about *trace elements*. However, the writer puts the word in this paragraph.

Sentence 9: *The combination of carbon and hydrogen forms many thousands of compounds which are possible because of the various positions and varied joining of these two atoms in the hydrocarbon molecule.*

The above statement is coherent because it has *reasoning*.

Sentence 10: *The various petroleum products are refined from the crude oil by heating and condensing the vapours.*

The above sentence is coherent because it has more explanation about the way the petroleum products refined.

Sentence 11: *These products are the so-called light oil, such as gasoline, kerosene and distillate oil.*

The above is coherent because it has detail information that shows the knowledge.

Sentence 12: *The residue remaining after the light oils are distilled is known as heavy or residual fuel oil and is used mostly for burning under boilers.*

The above sentence is coherent because it has detail information

that shows the knowledge.

Sentence 13: *Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, some of which are used to upgrade and increase the octane rating of various types of gasoline.*

The above sentence is coherent because it shows the function of rearranging the chemical structure of hydrocarbons.

The 2nd Text by the Title: *Cheating with Mobile Phone*

Sentence 1: *As police expand their investigation into cheating in the state-run college entrance exam by the use of mobile phones, people deplore the low morality among the growing generation and many also condemn the absurdity of the current education system that drove students to do such a thing.*

The above sentence is coherent because it has opening clause in starting the argument by using a reason, that is *as police expand....*

Sentence 2: *Strong blame should also be laid on local uthorities who failed to prevent such a misdeed, long anticipated in the overdeveloping information technology environment of this country.*

The above sentence is coherent because it has *reasoning*, that is *..failed to prevent....*

Sentence 3: *About 100 students in Gwangju have been “confirmed” as having been involved in the cheating, some transmitting the answer, some receiving them, and others coordinating the illicit communications*

outside testing places.

The above sentence is coherent because it relates to the previous statement.

Sentence 4: *It is unfortunate that dishonest means were used by students who wanted to get a higher score in the state test and enter a college that is beyond their academic ability.*

The above sentence is coherent because it has good argument.

Sentence 5: *But what dismays us is that such scandals as this and other scandals will continue to take place around us until and unless the nation is freed from its obsession with college diplomas.*

The above sentence is not coherent because it does not have good argument.

The 3rd Text by the Title: *Investment*

Sentence 1: *President Susilo Bambang Yudhoyono has introduced three economic strategies for the banking sector, namely (i) an average economic growth rate of 6,5 percent in five years, (ii) creation of macroeconomic stability to drive the real and business sectors and (iii) fulfilment of people's basic rights.*

The above sentence is coherent because it consists of knowledge.

Sentence 2: *Investment is necessary if you wish to achieve a growth level of about 5 percent.*

The above sentence is not coherent because it does not have any reason.

Sentence 3: *It has also been generally accepted that investment plays a major role in promoting a nation's welfare.*

The above sentence is not coherent because there is no reason or knowledge given.

Sentence 4: *Regarding, the development undertakings, there may be a debate on the purpose and targets of these undertakings.*

The above sentence is not coherent because it does not have semantic relationship with the previous statement.

Sentence 5: *This debate may also touch on the limits of growth and the adoption by Third World countries of the Western model of development or industrialization.*

The above sentence is coherent because it has semantic relationship with the previous statement. The sentence *this debate* has relation with the sentence before *there may be debate..*

Sentence 6: *Investment, however, is not usually touched on in this debate, especially with regard to the role it plays in modernization and industrialization effort.*

The above sentence is coherent because it has semantic relationship with the previous statement. The phrase *on this debate...* relates to the sentence before which discusses about the debate.

Sentence 7: *Theoretically, we are familiar with consumption-led growth and export-led growth.*

The above sentence is not coherent because it starts new argument

by using the theory.

Sentence 8:*The bottom line, however, is that economic growth is based on whether or not there are investment activities.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about the investment which relates to the topic.

Sentence 9:*If a country fails to maintain investment growth at a certain level, for example, to counter its population growth or the growth of its labour force or even migration to the cities, this country will first undergo economic stagnation and then economic decline.*

The above sentence is coherent because it has an argument which supports the statement before.

Sentence 10:*When the economy plunges, this country will face a host of problems other than the inability to carry out capital-generating activities.*

The above sentence is coherent because it has semantic relationship with previous statement. This sentence discusses about the condition of economic, it is like the sentence before.

Sentence 11:*Even the capital in hand will drop because it cannot be maintained and augmented.*

The above sentence is coherent because it still continues the argument before.

The 4th Text: *the Shepherd's Boy*

Sentence 1: *There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest.*

The above sentence is coherent because it has semantic relationship with the title.

Sentence 2: *It was rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement.*

The above sentence is coherent because it has semantic relationship, that is forest – lonely.

Sentence 3: *He rushed down towards the village calling out, "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for a considerable time.*

The above sentence is coherent because it has semantic relationship with the statement before.

Sentence 4: *This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to his help.*

The above sentence is coherent because it has semantic relationship, that is ...*same trick* means tricks which are in third sentence.

Sentence 5: *But shortly after this a Wolf actually did come out from the forest,*

and began to worry the sheep, and the boy of course cried out, "Wolf, Wolf," still louder than before.

The above sentence is coherent because it has semantic relationship, that is *this* means the event which happens in forth sentence.

Sentence 6: *But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help.*

The above sentence is coherent because it has semantic relationship, that is...*twice before*...means the tricks which happen before.

Sentence 7: *So the Wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said: "A LIAR WILL NO BE BELIEVED, EVEN WHEN HE SPEAKS THE TRUTH."*

The above sentence is coherent because it has semantic relationship, that is *a liar*... means a liar in the story above.

The 5th Text: *Breaking the Ice in Britain*

Sentence 1: *What is the most difficult thing for an overseas student in Britain?*

The above sentence is coherent because it has semantic relationship with the title.

Sentence 2: *Many will say that it is breaking the ice with British people.*

The above sentence is coherent because it has semantic relationship, that is as the answer of sentence number one|.

Sentence 3: *Unlike Americans who are open and friendly, British are reserved.*

The above sentence is not coherent because it does not have semantic relationship because it does not talk about America.

Sentence 4: *They are quiet people, don't like introducing on another person's personal space and they value privacy very much.*

The above sentence is not coherent because it still has ambiguity, whether *they*...refers to American or British.

Sentence 5: *They are not very generous with their smiles.*

The above sentence is not coherent because it still has ambiguity (whether *they*...refers to American or British).

Sentence 6: *In Indonesia friendliness is expressed by smiles.*

The above sentence is not coherent because it does not have semantic relationship, that is the topic talks about British, not Indonesia.

Sentence 7: *You are always surrounded by people who do not hesitate to give you big smiles.*

The above sentence is not coherent because it does not have semantic relationship, that is the subject *you* makes confused because there is no reference.

Sentence 8: *Yet, there are some topics that can almost guarantee success in opening a conversation with a British.*

The above sentence is coherent because it swits with the topic, that

is *British*.

Sentence 9: *One is the weather.*

The above sentence is coherent because it has semantic relationship, that is *one* which refers to *some topics*.

Sentence 10: *If you say "It's freezing (very cold) outside," followed by "Winter came soon early this year," this will usually elicit at least a smile from another person.*

The above sentence is coherent because it has a knowledge of the writer, that is an example of the stimuli and respond given.

Sentence 11: *You may hear, "What is the weather like in your country?"*

The above sentence is coherent because it has knowledge of the writer, that is an example of the respond of British.

Sentence 12: *To which you can reply, "Always warm and usually sunny".*

The above sentence is coherent because it has knowledge of the writer, that is a suggestion a respond given to the British.

Sentence 13: *The British are often envious of people who come from places with pleasant weather.*

The above sentence is coherent because it has knowledge of the writer, that the culture of British.

Sentence 14: *When the sun does actually appear, people are tempted to stay outside.*

The above sentence is coherent because it has knowledge of the

writer.

Sentence 15:*They use the fine weather as an excuse to abandon their work.*

The above sentence is coherent because it has the knowledge of the writer.

Sentence 16:*"It's too nice to stay inside" is the explanation.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 17:*Foot ball (soccer) and cricket (a kind of game) are very popular in Britain and these are popular conversation topics.*

The above sentence is coherent because it has semantic relationship. This sentence discusses a popular topic to make breaking ice in Britain.

Sentence 18:*There are always plenty of things to say about these sports concerning the teams, the players and the matches themselves.*

The above sentence is coherent because it consists of knowledge of the writer.

Sentence 19:*Reserved as they may seem, the British are very hospitable.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 20:*When you buy them a drunk, they will insist on paying for the next.*

The above sentence is coherent because it has semantic relationship because it swits with te topic.

Sentence 21: *Making a friend or friends among British, even during the first week is impossible.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 22: *You need time to understand what they are saying; they don't always speak with standard pronunciation.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 23: *While, Indonesians and the foreigners have usually trained our ears (listening comprehension) to standard pronunciation.*

The above sentence is not coherent because it does not have semantic relationship.

The 6th Text: The Controversy of Harnessing Solar Energy

Sentence 1: *We often hear about solar car, solar heating or solar batteries.*

The above sentence is coherent because it has semantic relationship with the title.

Sentence 2: *But will solar energy ever be a major source of energy for industrial societies?*

The above sentence is coherent because it has semantic relationship. This sentence discusses about the solar. It is like in the sentence before.

Sentence 3: *The solar energy is cheaper than any other fossil fuel because we can get the abundant source from the sun.*

The above sentence is coherent because it has semantic relationship and consists of knowledge of the writer.

Sentence 4: *In sunny desert areas, 50% of the sun's radiation that reaches the ground could be used to produce electricity for businesses and industry, to provide heat, light and hot water for homes.*

The above sentence is coherent because it consists of the knowledge of writer.

Sentence 5: *Experimental solar ponds can produce hot water to drive generators.*

The above sentence is coherent because it has semantic relationship. It discusses about alternative energy, it is like the sentence before.

Sentence 6: *Unfortunately, we can't yet power our homes entirely on sunlight.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 7: *Solar energy can only be exploited in bright light.*

The above sentence is coherent because it has semantic relationship because it discusses the usage of solar energy.

Sentence 8: *Its greatest potential, therefore is in hot countries that have clear skies for most of the year.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 9: *While most houses are not always in the sunniest part of the*

world.

The above sentence is coherent because it has semantic relationship because it discusses the possibility of alternative energy like in the sentence before.

Sentence 10:*In addition, to harness the solar power, solar cells are very cheap to run, but relatively expensive to buy and many people can't afford it.*

The above sentence is coherent because it has semantic relationship because it is as additional explanation of the sentence before.

Sentence 11:*Needless to say that solar energy is a useful and non-polluted source of energy.*

The above sentence is coherent because it has semantic relationship because it still discusses about solar energy.

Sentence 12:*Nevertheless, solar cells, the main important device to harness the sun's energy are still very expensive.*

The above sentence is coherent because it has semantic relationship because it discusses about the alternative energy.

The 7th Text: Malin Kundang

Sentence 1:*A long time ago, in a small village near the beach in west*

Sumatra, lived a woman and her son, Malin Kundang.

The above sentence is coherent because it has semantic relationship the title.

Sentence 2: *Malin Kundang's father had passed away when he was a baby and he had a hard life with his mother.*

The above sentence is coherent because it has semantic relationship.

Sentence 3: *Malin Kundang was a healthy, diligent, and strong child.*

The above sentence is coherent because it has semantic relationship.

Sentence 4: *He usually went to the sea to catch fish and bring them to his mother or sold them in the town.*

The above sentence is coherent because it has semantic relationship.

Sentence 5: *One day, when malin Kundang was sailing as usual, he saw a merchant's ship that was being raided by a small band of pirates.*

The above sentence is coherent because it has semantic relationship.

Sentence 6: *With his bravery and power, Malin Kundang defeated the pirates.*

The above sentence is coherent because it has semantic relationship.

Sentence 7: *The merchant was happy and asked Malin Kundang to sail with him.*

The above sentence is coherent because it has semantic relationship.

Sentence 8: *Malin Kundang agreed.*

The above sentence is coherent because it has semantic relationship.

Sentence 9: *Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, a large crew and a beautiful wife.*

The above sentence is coherent because it has semantic relationship.

Sentence 10: *During his journey, his ship landed on a beach.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 11: *The villagers recognized him and the news ran fast through out of the town.*

The above sentence is coherent because it has semantic relationship.

Sentence 12: *Malin Kundang became a rich man and now he is here.*

The above sentence is coherent because it has semantic relationship.

Sentence 13: *His mother, in deepful sadness after years of loneliness, ran to beach to meet her beloved son again.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 14: *When his mother came, Malin Kundang was in front of his well-dressed wife, his crew, and his own gloriness refused to meet that old, poor, and dirty woman.*

The above sentence is coherent because it has semantic

relationship.

Sentence 15: *Three times, she begged Malin Kundang and three times she yelled at him.*

The above sentence is coherent because it has semantic relationship.

Sentence 16: *finally, Malin Kundang said to her, "Enough the old woman! I have never had a mother like you, a dirty and peasant!"*

The above sentence is coherent because it has semantic relationship.

Sentence 17: *Then he ordered his crew to set sail.*

The above sentence is coherent because it has semantic relationship.

Sentence 18: *Enraged, she cursed Malin Kundang so that he would turn into stone if he didn't apologize.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 19: *But Malin Kundang just laughed and set sail.*

The above sentence is coherent because it has semantic relationship.

Sentence 20: *In the quiet sea, suddenly a thunderstorm came.*

The above sentence is coherent because it has semantic relationship.

Sentence 21: *His huge ship was racked and it was too late for Malin Kundang*

to apologize.

The above sentence is not coherent because it does not have semantic relationship.

Sentence 22:*He was thrown by the wave out his ship, landed on a small island, and suddenly turned into stone.*

The above sentence is coherent because it has semantic relationship.

The 8th Text: A Brief Summary of Biomass Power Plant

Sentence 1:*Biomass is the matter usually thought as garbage.*

The above sentence is coherent because it has semantic relationship.

Sentence 2:*Some of them are just stuff lying around, dead trees, tree branches or wood chip.*

The above sentence is coherent because it has semantic relationship. It still discusses about biomass.

Sentence 3:*Your trust, paper products that can't be recycled into other paper products and other thousand waste are normally to be sent to the dump.*

The above sentence is not coherent because it has semantic relationship.

Sentence 4:*How does a power plant can change from biomass into useful electricity?.*

The above sentence is not coherent because it does not have

semantic relationship.

Sentence 5: *Firstly, by compositing materials, such as wood and leaves, are mixed together in a big truck.*

The above sentence is coherent because it has detail information like phrase *such as...*

Sentence 6: *The truck brings the waste from factories and from farms to a biomass power plant.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 7: *Here, the biomass is dumped into a huge hopper.*

The above sentence is coherent because it has semantic relationship with the sentence before. *Here* means the condition in the sentence before.

Sentence 8: *Then, they are decomposed to produce methane, a kind of gas similar to the natural gas.*

The above sentence is coherent because it has semantic relationship in explaining the steps.

Sentence 9: *Pipelines are put into the hopper and the methane gas can be collected.*

The above sentence is coherent because it has semantic relationship because it is a part of the steps.

Sentence 10: *Then, it is used in power plant to turn turbiness or generators.*

The above sentence is coherent because it has semantic relationship

as the part of the steps.

Sentence 11: *Turbines or generators then produce electricity.*

The above sentence is coherent because it has semantic relationship as the result of the steps done.

Sentence 12: *The electricity products can be used to fulfil daily need of electricity of a single domestic family.*

The above sentence is coherent because it has semantic relationship. It discusses the function of electricity product got from the steps which are explained before.

The 9th Text: Cigarettes, Smokers, and smoking

Sentence 1: *Smoking is a bad habit that is very hard to break.*

The above sentence is coherent because it has semantic relationship with the topic.

Sentence 2: *Smokers are everywhere.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 3: *Many people smoke just to socialize, but many others are too addicted to quit.*

The above sentence is coherent it has semantic relationship with the sentence before, the phrase *people smoke* means *smokers*.

Sentence 4: *A cigarette is like a toxin hypermarket.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about the cigarette which the

people smoke.

Sentence 5: *You can find many kind of toxin in it: acetone, carbon monoxide, tar, arsenic, ammonia, hydrogen cyanida, and toluene.*

The above sentence is coherent because it has detail information as the knowledge of the writer.

Sentence 6: *The tar itself contains more than 43 substances that can cause cancer.*

The above sentence is coherent because it consists of the knowledge of the writer.

Sentence 7: *Scientists say that when we are smoking, we put more than 4.000 kinds of toxic materials into our body.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about the toxin in the cigarette.

Sentence 8: *However, many smokers believe that a cigarette with low tar is less dangerous.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about tar which is so dangerous when it is low. This sentence is as opposites of the sentence before.

Sentence 9: *And so is a filtered cigarette.*

The above sentence is coherent because it has semantic relationship in the form of additional explanation.

Sentence 10: *But the problem is one cigarette is never enough for addicted smokers.*

The above sentence is coherent because it has semantic relationship. This sentence is as opposite of the sentence before.

Sentence 11: *Another myth about smoking is that it can not only make them awake but also raise their inspiration.*

The above sentence is not coherent because it does not have semantic relationship.

Sentence 12: *This is contrary to the findings of research in California which show that smoker's ability to think is lower than that of non smokers.*

The above sentence is coherent because it consists of the knowledge which refused the assumption in the sentence before.

Sentence 13: *Smoking is indeed a serious social problem in our country.*

The above sentence is coherent because it has semantic relationship. This sentence still discusses about the dangerous of cigarette.

Sentence 14: *The government keeps reminding that smoking is dangerous, not only for smokers themselves but also for other people in surroundings (passive smokers).*

The above sentence is coherent because it has semantic relationship. This sentence justifies the sentence before.

Sentence 15: *But the warnings don't seem to get any response.*

The above sentence is coherent because it has semantic relationship. The warning in this sentence means the warning which is given by the government in the sentence before.

The 10th Text: Part time Jobs

Sentence 1: *Some high school and college students have part time jobs.*

The above sentence is coherent because it has semantic relationship with the title.

Sentence 2: *They do them at different time, before school, after school, and at weekend.*

The above sentence is coherent because it has semantic relationship. It explains the sentence before.

Sentence 3: *Some people believe this is good.*

The above sentence is coherent because it has semantic relationship. *This* means part time jobs as like in the previous sentence.

Sentence 4: *By doing part time jobs students earn money, and therefore learn to be independent.*

The above sentence is coherent because it has semantic relationship.

Sentence 5: *They help themselves and their families financially.*

The above sentence is coherent because it has semantic relationship. This sentence justifies the sentence before about part time jobs for the students.

Sentence 6: *They appreciate for it, value of money more than students who just ask their parents for it.*

The above sentence is coherent because it has semantic relationship. It is as additional explanation about the beneficial of part time jobs.

Sentence 7: *Some people, however, thinks that students should not work.*

The above sentence is coherent because it has semantic relationship. This sentence refuses the opinion of some people which is shown in the previous sentence.

Sentence 8: *They believe that students have two full time jobs already, growing up and going to school.*

The above sentence is coherent because it gives reasoning for the sentence before.

Sentence 9: *According to them, part time jobs make students can not study well.*

The above sentence is coherent because it has semantic relationship. This sentence is as additional explanation that part time job is not good.

Sentence 10: *They tend to lose their tempers easily.*

The above sentence is coherent because it has semantic relationship. This sentence shows the dangerous of part time jobs for the students.

Sentence 11: *They also tend to fall asleep in class, and when they do, their*

classmates usually make fun of them.

The above sentence is coherent because it has semantic relationship. It is an additional explanation of the negative effect of part-time jobs.

Sentence 12: *According to these people, education is more important than money.*

The above sentence is coherent because it has arguments from the writer.

Sentence 13: *Students should not do part-time jobs.*

The above sentence is coherent because it has a semantic relationship as the conclusion from the sentence before.

The 11th Text: Three Levels of Government

Sentence 1: *In Australia there are three levels of government, the federal government, state governments, and local governments.*

The above sentence is coherent because it has detailed information.

Sentence 2: *All of these levels of government are necessary.*

The above sentence is coherent because it has an argument from the writer.

Sentence 3: *This is so for a number of reasons.*

The above sentence is coherent because it has reasoning.

Sentence 4: *First, the federal government is necessary for the big things.*

The above sentence is coherent because it has a semantic relationship which relates to the level of the government.

Sentence 5: *They keep the economy in order and look after things like defense.*

The above sentence is coherent because it consists of the knowledge of the writer.

Sentence 6: *Similarly, the state governments look after the middle sized things.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about the level of the government.

Sentence 7: *For example, they look after law and order, preventing things like vandalism in schools.*

The above sentence is coherent because it has detail information.

Sentence 8: *Finally, local governments look after the small things.*

The above sentence is coherent because it has semantic relationship. This sentence discusses about level of government.

Sentence 9: *They look after things like collecting rubbish, otherwise everyone would have diseases.*

The above sentence is coherent because it consists of the knowledge of the writer.

Sentence 10: *Thus, for the reasons above, we can conclude that the three levels of government are necessary.*

The above sentence is coherent because it has semantic relationship as the conclusion of the sentence before.

The 12th Text: Iraqi Bombing Victim

Sentence 1: A bomb injured Mohamed Haytham Saleh's left eye when U.S. and Iraqi forces clashed in his hometown of Fallujah in 2003.

The above sentence is coherent because it has semantic relationship with the title.

Sentence 2: Mohamed underwent surgery at a local hospital, but his condition only went worse.

The above sentence is coherent because it has semantic relationship. The word his condition refers to the condition of Haytham at the first sentence.

Sentence 3: Later his father tried to obtain international help for further treatment.

The above sentence is coherent because it has semantic relationship. This sentence the treatment given for the victim at the previous sentence.

Sentence 4: After various effort, Mohamed was able to get his eye operated in Japan sponsored by the Roteractors and regained his eye-sight.

The above sentence is coherent because it has semantic relationship. This sentence show the the effect of the treatment given at the previos sentence.

Sentence 5: To help Mohamed, his father asked for assistance to a Japanese fleelance journalist working in the region.

The above sentence is coherent because it has semantic relationship. This sentence has additional information about the treatment for the victim.

Sentence 6:*The reporter, Shinsuje Hashida, contacted an acquaintance, Hitosugi, who helped organize a drive for donations with Roteractors.*

The above sentence is coherent because it has semantic relationship. This sentence shows that there is an assistance given by the journalist as Haytham's father hoped at the previous sentence.

Sentence 7:*Later, Hashida's wife, Yukiko provided further links after Hashida was killed in an attack near Baghdad.*

The above sentence is coherent because it has semantic relationship. This sentence is connected with the word later.

Sentence 8:*Meanwhile the media coverage surrounding Hashida's death thrust Mohamed's story into the national spotlight, and donations began to pour it.*

The above sentence is coherent because it has semantic relationship. This sentence is connected by the two victims, they are Haytham and Hashida.

Sentence 9:*Mohamed and his father arrived at Tokyo's Narita International airport in 2004 to a crowd of reporters.*

The above sentence is coherent because it has semantic relationship. This sentence gives the detail information about the time and place.

Sentence 10:*The local Roteractors tended to their needs, while Mohamed had surgery and received follow-up care.*

The above sentence is coherent because it has semantic relationship. This sentence shows the treatment given for Haytham.

Sentence 11:*When he returned home the next month, his vision was fully restored.*

The above sentence is coherent because it has semantic relationship. It is as the end of the sentence of the whole story.

Those are the results findings of this research in discourse quality in term of cohesiveness and coherence. To make easier in understanding of the findings, the researcher makes a summary of these findings ([see appendix 3](#)).

4.1.2 Readability

As researcher stated in chapter III that he uses Reading Ease (RE) Formula to find the data of readability. However, he needs to know word and sentence length in operating the formula. So, the first step that he does is to find the word and sentence length (*see appendix 4*). The following is the findings:

Text 1:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 151) - (1,02 \times 25)$$

$$206,84 - 128,35 - 25,5$$

$$52,99$$

Text 2:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 178) - (1,02 \times 33,3)$$

$$206,84 - 151,3 - 33,97$$

$$21,57$$

Text 3:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 178) - (1,02 \times 25)$$

$$206,84 - 151,3 - 25,5$$

$$30,04$$

Text 4:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 125) - (1,02 \times 25)$$

$$206,84 - 106,25 - 25,5$$

$$75,09$$

Text 5:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 155) - (1,02 \times 12,5)$$

$$206,84 - 131,75 - 12,75$$

$$62,34$$

Text 6:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 169) - (1,02 \times 16,7)$$

$$206,84 - 143,65 - 17,03$$

$$46,16$$

Text 7:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 130) - (1,02 \times 20)$$

$$206,84 - 110,5 - 20,4$$

$$75,94$$

Text 8:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 143) - (1,02 \times 14,3)$$

$$206,84 - 121,55 - 14,59$$

$$70,7$$

Text 9:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 160) - (1,02 \times 12,5)$$

$$206,84 - 136 - 12,75$$

$$58,09$$

Text 10:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 140) - (1,02 \times 11,1)$$

$$206,84 - 119 - 11,32$$

$$76,52$$

Text 11:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 165) - (1,02 \times 12,5)$$

$$206,84 - 140,25 - 12,75$$

$$53,84$$

Text 12:

$$RE = 206,84 - (0,85 \times wl) - (1,02 \times sl)$$

$$206,84 - (0,85 \times 192) - (1,02 \times 16,7)$$

$$206,84 - 163,2 - 17,03$$

$$26,61$$

Those are the results findings of this research in readability of the text. To make easier in understanding of the findings, the researcher makes a summary of these findings (*see Appendix 5*).

4.1.3 Discourse Quality and Readability

This sub-topic, the researcher discusses the relation between Discourse Quality and Readability. In this research, he has 12 texts as sample with 5% significant level. Then, the data of discourse quality in this research is symbolized with (X). Furthermore, the data of readability is symbolized with (Y).

In this case, the research does some steps to answer the research problem number 3.

1st Step: to make H_1 and H_0 in sentence form:

H_1 : There is significant relationship between discourse quality and readability of the English reading text.

H_0 : There is no significant relationship between discourse quality and readability of English reading text.

2nd Step: to make H_a and H_o in statistic form:

$H_1: r_s \neq 0$

$H_0: r_s = 0$

3rd Step: to make a help table to count the rank:

No	Text Number	X	Y	R_x	R_y	d	d^2
1	1	85	53	8	8	0	0
2	2	90	22	4,5	12	-7,5	56,25
3	3	82	30	10	10	0	0
4	4	100	75	1,5	3	-1,5	2,25
5	5	74	62	12	5	7	49
6	6	87	46	6,5	9	-2,5	6,25
7	7	84	76	9	1,5	7,5	56,25
8	8	75	71	11	4	7	49
9	9	87	58	6,5	6	0,5	0,25
10	10	92	76	3	1,5	1,5	2,25
11	11	90	54	4,5	7	-2,5	6,25
12	12	100	27	1,5	11	-9,5	90,25
Total							$\Sigma d^2=318$

Note:

X = Discourse Quality Score

Y = Readability Score

R_x = Rank of Discourse Quality (See Appendix 8)

R_y = Rank of Readability (See Appendix 8)

$$D = R_x - R_y$$

4th Step: finding count r_s by the formula as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$r_s = 1 - \frac{(6) \cdot (318)}{12(144 - 1)}$$

$$r_s = 1 - \frac{1908}{1716}$$

$$r_s = -0,11$$

5th Step: finding score of r_s - table of Spearman:

By $\alpha = 5\%$ (0,05) and $n = 12$, so r_s - table is 0,591 (See Appendix 6)

Then the researcher compares between r_s - count and r_s - table. If r_s - count is smaller than r_s - table, H_0 is received and H_1 is refused. On the contrary, if r_s - count is bigger than r_s - table, H_0 is refused and H_1 is received. While, in this research, r_s - count is -0,11 and r_s - table is 0,591. therefore, r_s - count is smaller than r_s - table or $-0,11 < 0,591$, so, H_0 is received and H_1 is refused.

4.2 Discussion

After analyzing the data and classifying them based on the discourse quality and readability, the researcher discusses the data in this sub-topic.

As the researcher has stated that the data of this research are sentences which are taken from some texts. The texts are taken from four books which are

used in English learning process at the state Islamic senior high schools. The number of the whole texts is 79 texts. While, in this case, the researcher only takes 12 texts as sample. Cluster sampling is used in taking the sample of the text. While, in order that the number of the sample is representative, the researcher uses a formula from Yamana (in Riduwan, 2004:65).

In investigating the data of the research, researcher divides the investigating to be three steps. The first step is to find the discourse quality of the English reading texts. The second is to find the readability of the English reading texts. The last is to know the correlation between discourse quality and readability.

4.2.1 Discourse Quality

In investigating the discourse quality, the researcher classifies the result based on the score (*see appendix 3 in term of discourse quality*). After investigating the data, the researcher knows that the discourse quality of the English reading texts used in learning process at the state Islamic senior high schools are varying. The following are the findings:

There are 12 texts in this research and two of them have *fairly good* level. They are text number 5 and 8. Text number 5 has score 74 and text number 8 has score 75. these kind of texts are somewhat suitable applied in English learning process because it is still in the level of *fairly good*, in other words, these kind of texts are not too bad.

Then there are five texts which have *good* level. They are text number 1, 3, 6, 7 and 9. Text number 1 has score 85, text number 3 has score 82, text number 6

has score 87, text number 7 has score 84, and text number 9 has score 87. Most of the score got in each group of the texts are more than 80. It means that the level of discourse quality of this group is good. The qualities of these texts are better than the texts before. It can be seen through the result of the score.

The last has five texts which have *very good* level. They are text number 2, 4, 10, 11 and 12. Text number 2 has score 90, text number 4 has score 100, text number 10 has score 92, text number 11 has score 90, and text number 12 has score 100. These kinds of texts are the best quality, so that the level of those texts have *very good* level.

Based on the investigating, most of the texts are in *good* and *very good* level, while there are only two text which have *fairly good* level. It means that most of the text used in learning process at the state Islamic senior high schools have good quality. It justified with the average score got from the discourse quality. The score got is 87, 2 (*See Appendix 3*). This score means that most of the texts used in English learning process at the state Islamic senior high schools in Jombang are in *good* level.

4.2.2 Readability

This sub-topic discusses about the readability. It is like in discourse quality, in investigation of readability, the researcher has 12 texts. There are five groups of the text in readability based on the findings of this research. The first is *fairly easy* text. This group has four texts. They are text number 4, text number 7, text number 8, and text number 10. Text number 4 has score 75, 09, text number 7 has

score 75, 94, text number 8 has score 70, 7 and text number 10 has score 76, 52. Those texts are somewhat easy to be understood because the score is among 70-79.

The next group is *very difficult* text. It has two texts, they are text number 2 which has score 21, 57 and text number 12 which has score 26, 61. Those texts are very difficult to be understood because the score is among 0-29.

The third group is *fairly difficult* texts. In this group, there are three texts. They are text number 1, text number 9 and text number 11. text number 1 has score 52, 99, text number 9 has score 58, 09 and text 11 has score 53, 84. those texts are somewhat difficult to be understood because the score is among 50-59.

The forth group is *difficult* text. this group of the text has two texts, they are text number 3, and text number 6. Text number 3 has score 30, 04 and text number 6 has score 46, 16. then, the last group is *standard* text. It has only one text, that is text number 5 which has score 62, 34.

Based on the findings above, the researcher takes the average of the readability score, that is 54, 16 (*See Appendix 5*). This score means that the level of readability of English reading texts used in English learning process at state Islamic senior high schools (MANs) Jombang is *fairly difficult* and it is suitable for the students at the grade of 10th to 12th.

4.2.3 Discourse Quality and Readability

Based on the analysis by using Spearman rank Correlation, the researcher found the score of r_s - *count* that is -0, 11 and the score of r_s - *table* which has $\alpha = 0, 05$ (5%) and $N = 12$ is 0, 591. it can be seen that r_s - *count* is smaller than r_s - *table* or $-0, 11 < 0, 591$.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter comes as the last part of this study, which consists of conclusions and suggestions. The conclusions are taken from the result of this research. While, suggestions are given for the government institution, teachers who are teaching English, and the next researchers who focus on readability.

5.1 Conclusions

Based on the data sources which consist of 12 texts, the discourse quality of the text used in the English learning at state Islamic senior high schools (MANs) Jombang is good and the score is 87, 2 (See Appendix 3).

Furthermore, readability of the text which is found in this research is on the level of 10th to 12th grade. The score got is 54, 16 (See Appendix 5). It means that the readability of the text used in English learning at state Islamic senior high schools is fairly difficult and those texts are suitable for the students in the 10th to 12th grade.

While, the correlation between discourse quality and readability can be seen through the comparison between $r_s - count$ and $r_s - table$. Furthermore, the score of $r_s - count$ is -0, 11 and $r_s - table$ is 0, 591, it means that $r_s - count$ is smaller than $r_s - table$ or $-0, 11 < 0, 591$. It shows that H_0 is received and H_1 is refused. In other words, the result of this research is there is no significant correlation between discourse quality and readability of the English reading text.

5.2 Suggestions

After conducting this research, the researcher found that there is no significant relation between Discourse Quality and readability of the text used in English learning at state Islamic senior high schools Jombang.

For the government who is taking the policy in determining English text used in state Islamic senior high schools or who permits for the publisher to sell their book publication, the researcher suggests in order that the government does not only select the books based on the discourse quality, but also the readability because the two things, discourse quality and readability, have no significant relationship.

For the teachers who teach reading class, it is suggested that they find a text which has a good readability and also good discourse quality in order that the text can be understood easily by the students.

For the next researcher who concerns to the readability, it is suggested that they investigate other factors which may have relation with the readability. The factors are such as diction or word choice, grammar and word formation by using different method and in different area or even in a larger area in order to have better result. It is also suggested for the materials developers in order that they consider both discourse quality and readability of the text in developing the materials of the English.

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APPENDIX 1: THE TEXTS USED IN THE RESEARCH

The 1th text by the title: *Petroleum Product*

Petroleum products, such as gasoline, kerosene, home heating oil, residual fuel oil and lubricating oils, come from one source – crude oil found below the earth's surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25,000 feet into the earth's interior. Sometimes crude oil is secured by drilling a hole through the earth, but more dry holes are drilled than those producing oil. Pressure at source or pumping forces crude oil to the surface.

Crude oil wells flow at varying rates, from ten to thousands of barrels per hour. Petroleum products vary greatly in physical appearance: thin, thick, transparent, or opaque. Their chemical composition is made up of only two elements: carbon and hydrogen, which form compounds called hydrocarbons. Other chemical elements found in union with the hydrocarbons are few and are classified as impurities. Trace elements are also found, but these are of such minute quantities that they are disregarded. The combination of carbon and hydrogen forms many thousands of compounds which are possible because of the various positions and varied joining of these two atoms in the hydrocarbon molecule.

The various petroleum products are refined from the crude oil by heating and condensing the vapours. These products are the so-called light oil, such as gasoline, kerosene and distillate oil. The residue remaining after the light oils are

[®] the mark of 100th word which is used to find the number of syllables

distilled is known as heavy or residual fuel oil and is used mostly for burning under boilers. Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, some of which are used to upgrade and increase the octane rating of various types of gasoline.

(taken from English 3 Grade XII science and social programme (2005) page 17)

The 2nd Text by the Title: *Cheating with Mobile Phone*

As police expand their investigation into cheating in the state-run college entrance exam by the use of mobile phones, people deplore the low morality among the growing generation and many also condemn the absurdity of the current education system that drove students to do such a thing. Strong blame should also be laid on local authorities who failed to prevent such a misdeed, long anticipated in the overdeveloping information technology environment of this country.

About 100 students in Gwangju have been “confirmed” as having been involved in the cheating, some transmitting the answer, some receiving them, and others coordinating the illicit communications outside testing places.

It is unfortunate that dishonest means were used by students who wanted to get a higher score in the state test and enter a college that is beyond their academic ability.

But what dismays us is that such scandals as this and other scandals will continue to take place around us until and unless the nation is freed from its obsession with college diplomas.

(taken from English 3 Grade XII science and social programme (2005) page 44)

The 3rd Text by the Title: *Investment*

President Susilo Bambang Yudhoyono has introduced three economic strategies for the banking sector, namely (i) an average economic growth rate of 6,5 percent in five years, (ii) creation of macroeconomic stability to drive the real and business sectors and (iii) fulfilment of people's basic rights.

Investment is necessary if you wish to achieve a growth level of about 5 percent. It has also been generally accepted that investment plays a major role in promoting a nation's welfare.

Regarding, the development undertakings, there may be a debate on the purpose and targets of these undertakings. This debate may also touch on the limits of \uparrow growth and the adoption by Third World countries of the Western model of development or industrialization. Investment, however, is not usually touched on in this debate, especially with regard to the role it plays in modernization and industrialization effort.

Theoretically, we are familiar with consumption-led growth and export-led growth. The bottom line, however, is that economic growth is based on whether or not there are investment activities.

If a country fails to maintain investment growth at a certain level, for example, to counter its population growth or the growth of its labour force or even migration to the cities, this country will first undergo economic stagnation and then economic decline.

When the economy plunges, this country will face a host of problems other than the inability to carry out capital-generating activities. Even the capital in

hand will drop because it cannot be maintained and augmented.

(taken from English 3 Grade XII science and social programme (2005) page 111)

The 4th Text: *the Shepherd's Boy*

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement. He rushed down towards the village calling out, "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to his help. But || shortly after this a Wolf actually did come out from the forest, and began to worry the sheep, and the boy of course cried out, "Wolf, Wolf," still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help. So the Wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said: "A LIAR WILL NO BE BELIEVED, EVEN WHEN HE SPEAKS THE TRUTH."

(Taken from look A Head An English Course for Senior High School Students Year 12 (SMA&MA) Language Science and Social (2005) page 36)

The 5th Text: *Breaking the Ice in Britain*

What is the most difficult thing for an overseas student in Britain? Many

will say that it is breaking the ice with British people.

Unlike Americans who are open and friendly, British are reserved. They are quiet people, don't like introducing on another person's personal space and they value privacy very much. They are not very generous with their smiles. In Indonesia friendliness is expressed by smiles. You are always surrounded by people who do not hesitate to give you big smiles.

Yet, there are some topics that can almost guarantee success in opening a conversation with a British. One is **the weather**.

If you say "It's freezing (very cold) outside," followed by "Winter came soon early this year," this will usually elicit at least a smile from another person. You may hear, "What is the weather like in your country?" To which you can reply, "Always warm and usually sunny". The British are often envious of people who come from places with pleasant weather.

When the sun does actually appear, people are tempted to stay outside. They use the fine weather as an excuse to abandon their work. "It's too nice to stay inside" is the explanation.

Foot ball (soccer) and cricket (a kind of game) are very popular in Britain and these are popular conversation topics. There are always plenty of things to say about these sports concerning the teams, the players and the matches themselves. Reserved as they may seem, the British are very hospitable. When you buy them a drink, they will insist on paying for the next. Making a friend or friends among British, even during the first week is impossible. You need time to understand what they are saying; they don't always speak with standard pronunciation. While,

Indonesians and the foreigners have usually trained our ears (listening comprehension) to standard pronunciation.

(Taken from look A Head An English Course for Senior High School Students Year 12 (SMA&MA) Language Science and Social (2005) page 94)

The 6th Text: The Controversy of Harnessing Solar Energy

We often hear about solar car, solar heating or solar batteries. But will solar energy ever be a major source of energy for industrial societies? The solar energy is cheaper than any other fossil fuel because we can get the abundant source from the sun.

In sunny desert areas, 50% of the sun's radiation that reaches the ground could be used to produce electricity for businesses and industry, to provide heat, light and hot water for homes. Experimental solar ponds can produce hot water to drive generators.

Unfortunately, we can't yet power our homes entirely on sunlight. Solar energy can only be exploited in bright light. Its greatest potential, therefore is in hot countries that have clear skies for most of the year. While most houses are not always in the sunniest part of the world. In addition, to harness the solar power, solar cells are very cheap to run, but relatively expensive to buy and many people can't afford it.

Needless to say that solar energy is a useful and non-polluted source of energy. Nevertheless, solar cells, the main important device to harness the sun's energy are still very expensive.

(Taken from look A Head An English Course for Senior High School Students Year 12 (SMA&MA) Language Science and Social (2005) page 120)

The 7th Text: Malin Kundang

A long time ago, in a small village near the beach in west Sumatra, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby and he had a hard life with his mother.

Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish and bring them to his mother or sold them in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship that was being raided by a small band of pirates. With his bravery and power, Malin Kundang defeated the pirates. The merchant was happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, a large crew and a beautiful wife. During his journey, his ship landed on a beach. The villagers recognized him and the news ran fast through out of the town. Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to beach to meet her beloved son again.

When his mother came, Malin Kundang was in front of his well-dressed wife, his crew, and his own gloriness refused to meet that old, poor, and dirty woman. Three times, she begged Malin Kundang and three times she yelled at him. finally, Malin Kundang said to her, "Enough the old woman! I have never had a mother like you, a dirty and peasant!" Then he ordered his crew to set sail.

Enraged, she cursed Malin Kundang so that he would turn into stone if he didn't apologize. But Malin Kundang just laughed and set sail.

in the quiet sea, suddenly a thunderstorm came. His huge ship was racked and it was too late for Malin Kundang to apologize. He was thrown by the wave out his ship, landed on a small island, and suddenly turned into stone.

(Taken From Aspirasi Bahasa Inggris untuk SMA / MA (LKS) Page 11)

The 8th Text: A Brief Summary of Biomass Power Plant

Biomass is the matter usually thought as garbage. Some of them are just stuff lying around, dead trees, tree branches or wood chip. Your trust, paper products that can't be recycled into other paper products and other thousand waste are normally to be sent to the dump. How does a power plant can change from biomass into useful electricity?

Firstly, by compositing materials, such as wood and leaves, are mixed together in a big truck. The truck brings the waste from factories and from farms to a biomass power plant. Here, the biomass is dumped into a huge hopper.

Then, they are decomposed to produce methane, a kind of gas similar to the natural gas. Pipelines are put into the hopper and the methane gas can be collected. Then, it is used in power plant to turn turbiness or generators.

Turbines or generators then produce electricity. The electricity products can be used to fulfil daily need of electricity of a single domestic family.

(Taken From Aspirasi Bahasa Inggris untuk SMA / MA (LKS) Page 34)

The 9th Text: Cigarettes, Smokers, and smoking

Smoking is a bad habit that is very hard to break. Smokers are everywhere. Many people smoke just to socialize, but many others are too addicted to quit.

A cigarette is like a toxin hypermarket. You can find many kind of toxin in it: acetone, carbon monoxide, tar, arsenic, ammonia, hydrogen cyanide, and toluene. The tar itself contains more than 43 substances that can cause cancer. Scientists say that when we are smoking, we put more than 4.000 kinds of toxic materials into our body.

However, many smokers believe that a cigarette with low tar is less dangerous. And so is a filtered cigarette. But the problem is one cigarette is never enough for addicted smokers.

Another myth about smoking is that it can not only make them awake but also raise their inspiration. This is contrary to the findings of research in California which show that smoker's ability to think is lower than that of non smokers.

Smoking is indeed a serious social problem in our country. The government keeps reminding that smoking is dangerous, not only for smokers themselves but also for other people in surroundings (passive smokers). But the warnings don't seem to get any response.

(Taken From Aspirasi Bahasa Inggris untuk SMA / MA (LKS) Page 67)

The 10th Text: Part time Jobs

Some high school and college students have part time jobs. They do them at different time, before school, after school, and at weekend. Some people believe this is good. By doing part time jobs students earn money, and therefore learn to be independent. They help themselves and their families financially. They appreciate for it, value of money more than students who just ask their parents for

it.

Some people, however, think that students should not work. They believe that students have two full-time jobs already, growing up and going to school. According to them, part-time jobs make students can't not study well. They tend to lose their tempers easily. They also tend to fall asleep in class, and when they do, their classmates usually make fun of them. According to these people, education is more important than money. Students should not do part-time jobs.

(Taken From Aspirasi Bahasa Inggris untuk SMA / MA (LKS) Page 77)

The 11th Text: Three Levels of Government

In Australia there are three levels of government, the federal government, state governments, and local governments. All of these levels of government are necessary. This is so for a number of reasons.

First, the federal government is necessary for the big things. They keep the economy in order and look after things like defense. Similarly, the state governments look after the middle-sized things. For example, they look after law and order, preventing things like vandalism in schools. Finally, local governments look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases.

Thus, for the reasons above, we can conclude that the three levels of government are necessary.

(Taken From Brilliant Bahasa Inggris SMA XII (LKS) Page 10)

The 12th Text: Iraqi Bombing Victim

A bomb injured Mohamed Haytham Saleh's left eye when U.S. and Iraqi forces clashed in his hometown of Fallujah in 2003. Mohamed underwent surgery at a local hospital, but his condition only went worse. Later his father tried to obtain international help for further treatment. After various effort, Mohamed was able to get his eye operated in Japan sponsored by the Roteractors and regained his eye-sight.

To help Mohamed, his father asked for assistance to a Japanese fleelance journalist working in the region. The reporter, Shinsuje Hashida, contacted an acquaintance, Hitosugi, who helped organize a drive for donations with Roteractors. ﷻ Later, Hashida's wife, Yukiko provided further links after Hashida was killed in an attack near Baghdad.

Meanwhile the media coverage surrounding Hashida's death thrust Mohamed's story into the national spotlight, and donations began to pour it.

Mohamed and his father arrived at Tokyo's Narita International airport in 2004 to a crowd of reporters. The local Roteractors tended to their needs, while Mohamed had surgery and received follow-up care. When he returned home the next month, his vision was fully restored.

(Taken From Brilliant Bahasa Inggris SMA XII (LKS) Page 20)

APPENDIX 2: EVIDENCE OF THESIS CONSULTATION



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Judul Skripsi : The Correlation between Discourse Quality and Readability of the English Reading Texts Used in the State Islamic Senior High Schools (MANs) Jombang

No	Tanggal	Materi	Tanda Tangan
1	07 Maret 2008	Pengajuan Judul	
2	24 Maret 2008	Pengajuan Proposal	
3	03 April 2008	ACC Proposal	
4	16 April 2008	Seminar Proposal	
5	22 April 2008	Konsultasi Bab I	
6	29 April 2008	Revisi Bab I	
7	06 Mei 2008	Konsultasi Bab I	
8	13 Mei 2008	Revisi Bab I & Konsultasi Bab II	
9	27 Mei 2008	ACC Bab I & Revisi Bab II	
10	28 Agustus 2008	Konsultasi Bab II	
11	09 September 2008	ACC Bab II & Konsultasi Bab III	
12	16 September 2008	Revisi Bab III	
13	23 September 2008	Konsultasi Bab III & Konsultasi Bab IV	
14	07 Oktober 2008	Revisi Bab III & Revisi Bab IV	
15	14 Oktober 2008	ACC Bab III & Konsultasi Bab IV	
16	21 Oktober 2008	Revisi Bab IV	
17	04 November 2008	Konsultasi Bab IV	
18	11 November 2008	Revisi Bab IV & Konsultasi Bab V	
19	17 November 2008	Konsultasi Bab IV & Revisi Bab V	
20	20 November 2008	Revisi Bab IV	
21	24 November 2008	ACC Bab IV & Bab V	
22	25 November 2008	ACC Keseluruhan	

Malang, 25 October 2008
Dekan Fakultas Humaniora dan Budaya

DR. H. Dimjati Ahmadin, M.Pd.
NIP 150 035 072

APPENDIX 3: RESULT FINDINGS OF DISCOURSE QUALITY

1. COHESION

Text 1:

Text 2:

<i>Sentence Number</i>	<i>Cohesion</i>			<i>Sentence Number</i>	<i>Cohesion</i>	
	<i>Yes</i>	<i>No</i>			<i>Yes</i>	<i>No</i>
1	√			1	√	
2	√			2	√	
3	√			3	√	
4	√			4	√	
5	√			5	√	
6	√			Percentage	100%	0%
7	√					
8	√					
9	√					
10	√					
11	√					
12	√					
13	√					
Percentage	100%	0%				

Text 3:

Text 4:

<i>Sentence Number</i>	<i>Cohesion</i>			<i>Sentence Number</i>	<i>Cohesion</i>	
	<i>Yes</i>	<i>No</i>			<i>Yes</i>	<i>No</i>
1	√			1	√	
2	√			2	√	
3	√			3	√	
4	√			4	√	
5	√			5	√	
6	√			6	√	
7	√			7	√	
8	√			Percentage	100%	0%
9	√					

10	√				
11	√				
Percentage	100%	0%			

Text 5:

Text 6:

Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5		√
6		√	6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
11		√	11	√	
12	√		12	√	
13	√		Percentage	91,7%	8,3%
14	√				
15	√				
16	√				
17	√				
18	√				
19	√				
20	√				
21	√				
22	√				
23	√				
Percentage	91,3%	8,7%			

Text 7:

Text 8:

Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1		√
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	

6	√			6	√	
7	√			7		√
8		√		8	√	
9	√			9	√	
10	√			10	√	
11	√			11	√	
12	√			12		√
13		√		Percentage	75%	25%
14	√					
15	√					
16	√					
17	√					
18	√					
19	√					
20		√				
21	√					
22	√					
Percentage	86,4%	13,6%				

Text 9:

Text 10:

Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3	√		3		√
4		√	4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
11	√		11	√	
12	√		12	√	
13	√		13		√
14	√		Percentage	84,6%	15,4%
15	√				
Percentage	86,7%	13,3%			

Text 11:

Text 12:

Sentence Number	Cohesion		Sentence Number	Cohesion	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3		√	3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
Percentage	80%	20%	11	√	
			Percentage	100%	0%

2. COHERENCE

Text 1:

Text 2:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3		√	3	√	
4		√	4	√	
5	√		5		√
6	√		Percentage	80%	20%
7		√			
8		√			
9	√				
10	√				
11	√				
12	√				
13	√				

Percentage	69,2%	30,8%			
-------------------	--------------	--------------	--	--	--

Text 3:

Text 4:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3		√	3	√	
4		√	4	√	
5	√		5	√	
6	√		6	√	
7		√	7	√	
8	√		Percentage	100%	0%
9	√				
10	√				
11	√				
Percentage	63,6%	36,4%			

Text 5:

Text 6:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3		√	3	√	
4		√	4	√	
5		√	5	√	
6		√	6		√
7		√	7	√	
8	√		8		√
9	√		9	√	
10	√		10	√	
11	√		11	√	
12	√		12	√	
13	√		Percentage	83,3%	16,7%
14	√				
15	√				
16		√			
17	√				
18	√				

19		√			
20	√				
21		√			
22		√			
23		√			
Percentage	56,5%	43,5%			

Text 7:

Text 8:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3		√
4	√		4		√
5	√		5	√	
6	√		6		√
7	√		7	√	
8	√		8	√	
9	√		9	√	
10		√	10	√	
11	√		11	√	
12	√		12	√	
13		√	Percentage	75%	25%
14	√				
15	√				
16	√				
17	√				
18		√			
19	√				
20	√				
21		√			
22	√				
Percentage	81,8%	18,1%			

Text 9:

10:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2		√	2	√	
3	√		3	√	

4	√			4	√	
5	√			5	√	
6	√			6	√	
7	√			7	√	
8	√			8	√	
9	√			9	√	
10	√			10	√	
11		√		11	√	
12	√			12	√	
13	√			Percentage	100%	0%
14	√					
15	√					
Percentage	86,7%	13,3%				

Text 11:

Text 12:

Sentence Number	Coherence		Sentence Number	Coherence	
	Yes	No		Yes	No
1	√		1	√	
2	√		2	√	
3	√		3	√	
4	√		4	√	
5	√		5	√	
6	√		6	√	
7	√		7	√	
8	√		8	√	
9	√		9	√	
10	√		10	√	
Percentage	100%	0%	11	√	
			Percentage	100%	0%

3. DISCOURSE QUALITY OF THE TEXTS

Text Number	Cohesion	Coherence	Discourse Quality	FIX SCORE	Meaning
-------------	----------	-----------	-------------------	-----------	---------

1	100%	69,2%	84,6%	85	Good
2	100%	80%	90%	90	Very Good
3	100%	63.6%	81,8%	82	Good
4	100%	100%	100%	100	Very Good
5	91,3%	56,5%	73,9%	74	Fairly Good
6	91,7%	83,3%	87,5%	87	Good
7	86,4%	81,8%	84,1%	84	Good
8	75%	75%	75%	75	Fairly Good
9	86,7%	86,7%	86,7%	87	Good
10	84,6%	100%	92,3%	92	Very Good
11	80%	100%	90%	90	Very Good
12	100%	100%	100%	100	Very Good
AVERAGE			87,1%	87,2	Good

**APPENDIX 4: WORD AND SENTENCE LENGTH USED IN READING
EASE FORMULA**

Text Numbe r	wl	sl
1	151	25
2	178	33, 3
3	178	25
4	125	25
5	155	12, 5
6	169	16, 7
7	130	20
8	143	14, 3
9	160	12, 5
10	140	11, 1
11	165	12, 5
12	192	16, 7

APPENDIX 5: RESULT FINDINGS OF READABILITY

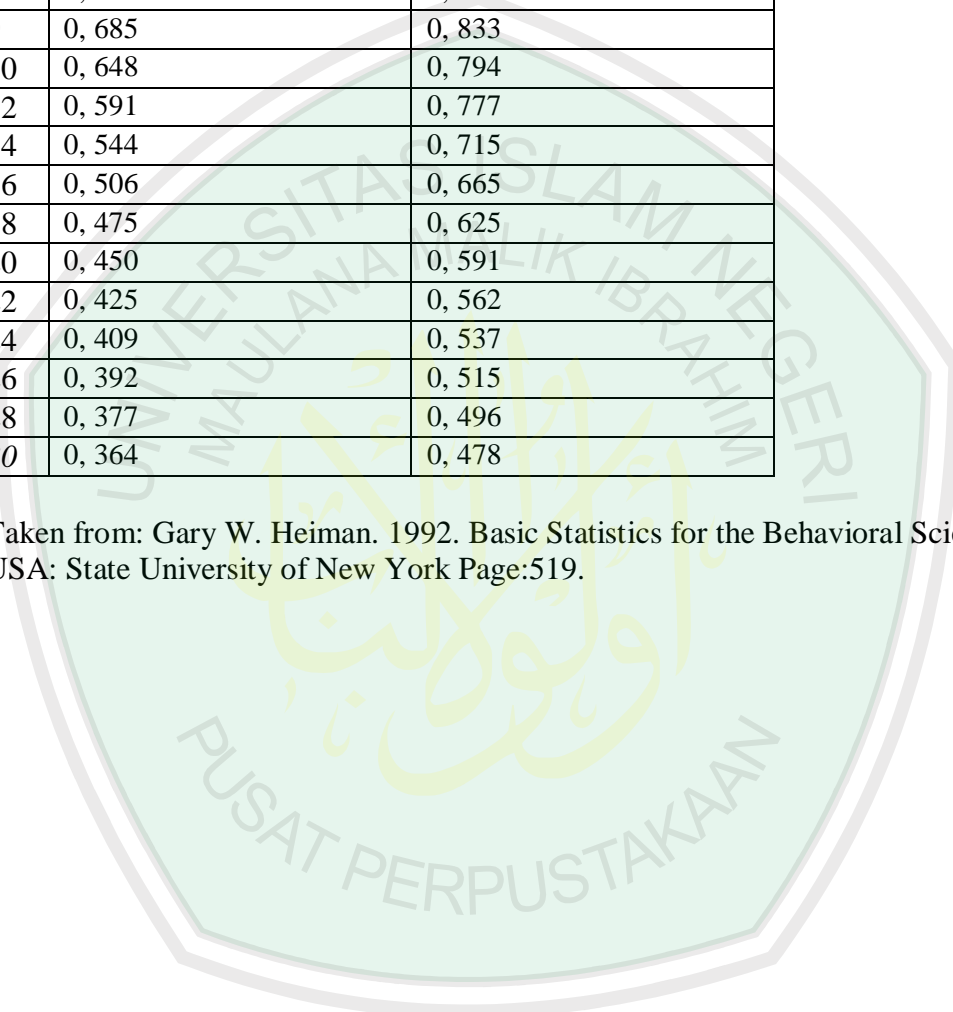
READABILITY SCORE OF THE TEXTS

Text Number	wl	sl	Score		Level	Style
			CS	FS		
1	151	25	57	52, 99	10 th to 12 th Grade	Fairly Difficult
2	178	33, 3	26	21, 57	College Graduate	Very Difficult
3	178	25	32	30, 04	College	Difficult
4	125	25	78	75, 09	7 th Grade	Fairly Easy
5	155	12, 5	63	62, 34	8 th to 9 th Grade	Standard
6	169	16, 7	47	46, 16	College	Difficult
7	130	20	79	75, 94	7 th Grade	Fairly Easy
8	143	14, 3	72	70, 7	7 th Grade	Fairly Easy
9	160	12, 5	59	58, 09	10 th to 12 th Grade	Fairly Difficult
10	140	11, 1	77	76, 52	7 th Grade	Fairly Easy
11	165	12, 5	56	53, 84	10 th to 12 th Grade	Fairly Difficult
12	192	16, 7	27	26, 61	College Graduate	Very Difficult
Total			674	649, 89		
Average			53, 91	54, 16	10th to 12th Grade	Fairly Difficult

APPENDIX 6: The Rs-Table

N	A = 0, 05	A = 0, 01
5	1, 000	-
6	0, 886	1, 000
7	0, 786	0, 929
8	0, 738	0, 881
9	0, 685	0, 833
10	0, 648	0, 794
12	0, 591	0, 777
14	0, 544	0, 715
16	0, 506	0, 665
18	0, 475	0, 625
20	0, 450	0, 591
22	0, 425	0, 562
24	0, 409	0, 537
26	0, 392	0, 515
28	0, 377	0, 496
30	0, 364	0, 478

Taken from: Gary W. Heiman. 1992. Basic Statistics for the Behavioral Sciences.
USA: State University of New York Page:519.



APPENDIX 7: AUTHOR'S CURRICULUM VITAE

Curriculum Vitae

Name : Hari Prastyo
Nick Name : Burhanul Arifin
Place/Date of Birth : Jombang / August 15, 1986
Address : Dsn. Badas Rt/RW: 02/02 Ds. Badas Kec. Sumobito Kab.
Jombang
Sex : Male
Religion : Islam
Nationality : Indonesia
Occupation : Student
E-mail : harrylinguist@yahoo.com
Phone Number : 085646455856

Formal Education Background

- | | | |
|------------------------------|---------|-------------|
| 1. RA Bustanul Ulum | Jombang | 1990 - 1992 |
| 2. MI Bustanul Ulum | Jombang | 1992 – 1998 |
| 3. MTs Mamba'ul Ulum | Jombang | 1998 – 2001 |
| 4. MA Mamba'ul Ulum | Jombang | 2001 – 2004 |
| 5. UIN Maulana Malik Ibrahim | Malang | 2004 – 2008 |

Informal Education Background

PP. Darul Falah Jombang : 1999 – 2004
Effective English Course (EEC) Jombang : 2002
PP. Miftahul Huda Malang : 2006 -2007

2008

Malang, 20 Oktobert

Hari Prastyo

APPENDIX 8: Determining the Rank of Discourse Quality and Readability Score

Discourse Quality

No	Score of Discourse Quality	Ranking Process	Ranking
1	100	(1+2):2 = 1, 5	1, 5
2	100		1, 5
3	92	-	3
4	90	(4+5):2 = 4, 5	4, 5
5	90		4, 5
6	87	(6+7):2 = 6, 5	6, 5
7	87		6, 5
8	85	-	8
9	84	-	9
10	82	-	10
11	75	-	11
12	74	-	12

Readability

No	Score of Readability	Ranking Process	Ranking
1	76	(1+2):2 = 1, 5	1, 5
2	76		1, 5
3	75	-	3
4	71	-	4
5	62	-	5
6	58	-	6
7	54	-	7
8	53	-	8
9	46	-	9
10	30	-	10
11	27	-	11
12	22	-	12

APPENDIX 9: Evidence of Data Withdrawal

It consists of some references from state Islamic senior high schools which are used as sample. They are:

1. *MAN Rejoso Peterongan Jombang*
2. *MAN 5 Jombang*
3. *MAN Tambak beras Jombang*
4. *MAN Denanyar Jombang*
5. *MAN Jombang*

