COHESION IN READING TEXTS "BAHASA INGGRIS KELAS XI" PUBLISHED BY MINISTRY OF EDUCATION AND CULTURE

THESIS

submitted to State Institute of Islamic Studies of Jember
in partial fulfilment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

IAIN JEMBER

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STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
Faculty of Tarbiyah and Teacher Training
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i

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Has been approved by advisor

Prof. Dr. H. Moh. Khusnuridlo, M.Pd.
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ii

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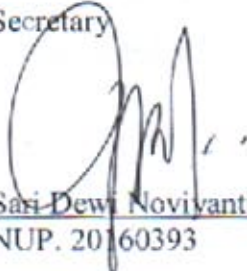English Education Department

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MOTTO

وَقُل رَّبِّ زِدْنِي عِلْمًا ۝

"…..and say: "My Lord, increase me in knowledge."[1]

"Membaca ialah upaya untuk merengkuh makna,
ikhtiar untuk memahami alam semesta.
Itulah mengapa buku disebut jendela dunia,
yang merangsang pikiran agar terus terbuka."[2]

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[1] Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Jakarta: Vhaya, 2013), 320.
[2] Najwa Shibah as Duta Baca Indonesia.

DEDICATION

This thesis is dedicated to:

My Family
Especially
My beloved parents
K.H. Sholehan Ar, Fadila and Abd. Wahed
My Soul-mate, Miftahul Jannah, S.Pd.
Thank you for everything you have done for me
I know you love me and proud of me
And for you Fikri,
You did an excellent job.

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بِسْمِ اللهِ الرَحْمَنِ الرَحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

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The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 16th of July 2019

The writer

ABSTRACT

Mudawamatul Fikriyah, 2019: *Cohesion in Reading Texts "Bahasa Inggris Kelas XI" Published by Ministry of Education and Culture*

One of the key skills in learning language is reading skill. To improve the reading skill of students, most teacher gave them reading text providing in the textbook as the main reference because a sequenced and varied reading text would develop the reading comprehension of students. In comprehending the text, students should not only understand the meaning but also the semantic patterns of lexical item and grammatical relationship. Hence, it was important to know whether the reading texts were appropriate with students' needs or not. In order to know about that, this research aimed to analyse the cohesion in the reading texts by using Halliday and Hasan's theory.

There was one research question in this research, it was: How is cohesion in reading texts "Bahasa Inggris Kelas XI" published by Ministry of Education and Culture?

The objective of this research was: To interpret the cohesion in reading texts "Bahasa Inggris Kelas XI" published by Ministry of Education and Culture.

To answer the research question, the researcher used descriptive qualitative as the approach in analysing the cohesion in the reading texts. Document analysis was used in collecting the data. The data of this research are reading texts in Enrichment Passage of English textbook entitling "Buku Bahasa Inngris Kelas XI". In analysing the cohesion, this research used coding scheme of Halliday and Hasan's theory.

After analysing the cohesion, the finding showed that all of the reading texts in Enrichment Passage applied all the types of both grammatical and lexical cohesion. The types found were reference, substitution, ellipsis, conjunction, reiteration and collocation. The author of every texts mostly used anaphoric way in referring back to show the semantic relation in the text. Moreover, all of the six reading texts were good because they applied both grammatical and lexical cohesion but not all the type were used in every reading text. Nevertheless, they were still categorised as highly cohesive text because they mostly used lexical cohesion to make the text more coherent.

TABLE OF CONTENT

viii

LIST OF TABLES

x

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CHAPTER I

INTRODUCTION

A. Research Background

In learning English, there are four important skills that must be mastered without ignoring each other. They are listening, reading, speaking and writing. Maxom stated that one of the key skills in learning the language is reading because it strengthens skill of the students obtained in speaking, listening and writing.[3] Moreover, the Holy Quran stated that reading was important skill should be mastered. It presented in Al-Alaq verse 1-5:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

> Meaning: "Read! In the name of the Lord, Who has created (1) Has created man from a clot (2) Read! And thy Lord is the most Bounteous (3) Who has taught by the pen (4) Has taught man that which he knew not (5)."[4]

That was the command to read the whole thing, such as text and the situation around. Quraish Shihab stated that meaning of the word "*Iqra*" was that human need to scrutinise the nature, people and ourselves including

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[3] Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Chichester: John Wiley & Sons, Ltd, 2009), 139.
[4] Departemen Agama RI, *Al-Qur'an,* 597.

1

written text both originating from God or not.[5]

Basically, in the process of teaching and learning, teacher gave students reading text to improve their reading skill. Nevertheless, most of students face difficulty in reading English text because of the difference between English language feature and their first language.[6] According to Harmer, reading text give splendid examples for English writing. It provides the fancy to make paragraph, sentence and text and it also give chance to study vocabulary, grammar and punctuation.[7] It would lead the students into better comprehension if the text was good and systematic. Hence, the teacher should give the suitable reading text for the students.

Choosing appropriate text was very important. Broughton, et. al. claimed that if the text is properly graded, sequenced and varied it will develop the reading comprehension of students.[8] Further, they stated that students should not only understand the meaning of every words, but they also needed to understand the semantic patterns of lexical item and the grammatical relationship.[9] Moreover Pearson and Johnson in Naziri stated that if students understand the cohesive device in formulating them in another way they will comprehend the text.[10] It meant that the cohesion in the text was important.

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[5] M. Quraish Shihab, *Tafsir Al-Misbah: Pesan, Kesan dan Keserasian Al-Qur'an* (Ciputat: Penerbit Lentera Hati, 2011), 455.
[6] Siti Solichatun, "Contents Analysisi of Reading Materials in *English on Sky* Textbook for Junior High School", (Thesis, IAIN Walisongo, Semarang, 2011), 2.
[7] Jeremy Harmer, *How to Teach English* (London: Addison Wesley Longman, 1998), 68.
[8] Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as Foreign Language,* (New York: Routledge, 2003), 102
[9] Ibid, 94.
[10] Mahnaz Naziri and John S. Rajeski, "Cohesive Device Frequency in English Textbook: Do they help or Hinder EFL Reading Comprehension?", *International Journal of Applied Linguistics & English Literature*, 3 (July 2014), 154.

Cohesion had a great role in the creation of text because it could provide continuity existing between one part to another. It would lead better comprehension due to it connected the semantic relation between the clauses and sentences in the text. It also allowed reader to read smoothly and they would not find any difficulties to understand what information that was delivered in the text. Cohesion could also reduce the confusion in understanding the texts because students were able to know how sentences or paragraphs were related in reading text of the textbook.

In addition, Kemendikbud stated that textbook was getting a great role in education as the main reference to achieve the goal of teaching and learning related with the implementation of the curriculum.[11] Further, Altay in Rizaldy claimed that textbook can be effectual if it can increase student capabilities in foreign language, give students the chance to improve their proficiency in conducting a good interaction with others and also stimulates teachers to employ it in a good way.[12]

From the explanation above, it could be told that textbook was main source or reference used by teacher providing activities, materials, and tasks which could helped students to increase their high level in thinking and it must be based on the current curriculum. However, all materials in textbook were good, it just depended on how the book differently was used by teacher. In order to know the quality of textbook, the teacher should be able to analyse

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[11] Menteri Pendidikan dan Kebudayaan, Peraturan Menteri Pendidikan dan Kebudayaan RI No. 8 tahun 2016 tentang Buku yang Digunakan oleh Satuan Pendidikan.
[12] Rizaldy Hanifa, "EFL Published Material: An Evaluation of English Textbook for Junior High School in Indonesia", *Advances in language and Literacy Studies*, 9 (March 2018), 166.

the material contained inside. The material presented in the textbook should be considerable and the language use should be comprehensible and served a good cohesive ties.

Based on those explanation, the researcher would like to analyse the reading text found in "Bahasa Inggris Kelas XI" textbook used in senior high school published by the Ministry of Education and Culture issued 2017. That book provided a passage named "Enrichment Passage" presenting some reading texts used by teacher as material for literacy. It presented a reading text for every chapter that could be used by students to enrich their knowledge. It was important to know whether the reading texts were appropriate with students' needs by analysing the cohesion in the reading texts based on Halliday and Hasan's theory.

B. Research Question

In analysing "Bahasa Inggris Kelas XI" textbook of senior high school published by the Ministry of Education and Culture, the researcher dealt with the text structure. The surface structure included the semantic pattern of grammatical and lexical relationship in the reading texts of the Enrichment Passage. Therefore, the analysis of the text structure could be done by analysing the cohesion in the text based on the Halliday and Hasan's theory. There was one question that the researcher would attempt to answer:

How is the cohesion in reading texts "Bahasa Inggris Kelas XI" published by the Ministry of Education and Culture?

C. Research Objective

Based on the research question, the objective in this research was:

To interpret the cohesion in reading texts "Bahasa Inggris Kelas XI" published by the Ministry of Education and Culture.

D. Research Significances

There were some research significances in this research which the researcher hoped it would be useful for:

1. The English teacher

   It will give contribution for the English teachers:

   a. To select the most suitable reading text in teaching and learning process.

   b. To use the result of this research as a feedback on their teaching activities

2. Other Researcher

   It will give some contributions for the other researchers:

   a. To know how this issue could be approached from a different point of view

   b. To add the existing literature for other researchers especially students of English department.

E. Definition of Key Terms

In this section, the researcher would like to clarify the meaning of the term used as follow:

1. Cohesion

   Cohesion was all about the relation of meaning in a text. It was used to link one part of a text to another part of the same text and had function as a tie to link one sentence to another for indicating the relation of the text.

2. Enrichment Passage

   Enrichment Passage was the passage providing a reading text in every chapter that could be used by students as material for literacy and to enrich their knowledge.

F. Research Method

1. Research Design

   In this research, researcher used qualitative method. According to Donal Ary qualitative research is a research searching an event to understand it by focusing on the holistic picture and the goal of qualitative research is in depth of understanding data.[13] Further, Lodico stated that in reporting the data, qualitative research explains in a narrative form.[14] It meant the data in this research was analysed and described in the form of description and identification or analysis of text.

   In addition, this research was categorised as qualitative because this research aimed to analyse on how the cohesion was used in reading texts of Enrichment Passage. This research used descriptive qualitative because

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[13] Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010) 29.

[14] Marguerite G Lodico, Dean T Spaulding and Katherine N. Voegtle, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Francisco: Jossey-Bass, 2010), 143.

the researcher explained the cohesion descriptively and it was designed to discover how cohesion used in the reading texts of Enrichment Passage by using Halliday and Hasan's theory.

2. Data and Source of Data

In conducting this research, the researcher took all the reading texts presented in the Enrichment Passage. There were six reading texts that were used as data of this research. Before analysing the texts, the researcher split them into sentences and there were three hundred and eighty nine sentences. The detail could be seen in the table below:

Table 1.1
The Detail of Reading Texts in Enrichment Passage as Data

No	Title	Page	Number of Sentences
1	The Enchanted Fish	117	82
2	Bullying: A Cancer That Must Be Eradicated	124	44
3	President Sukarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1955	130	33
4	Letter to God	146	101
5	The Last Leaf	154	94
6	Life and Times of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	161	35
	Total		389

Source: **Reading Texts in Enrichment Passage**

The source of data was an English textbook for senior high school entitling "Bahasa Inggris Kelas XI". The textbook was issued by *Pusat Kurikulum dan Perbukuan*, the Ministry of Education and Culture. The author was Makhrukh Basir. The textbook was published in 2017 and used Kurikulum 2013.

3. **Data Collection Technique**

In collecting the data, the researcher used document analysis. Ary stated that document analysis can be written or text-based artefact (textbook, novel and journal) or non-written record.[15] Documents were good source and stable data. They could provide a good descriptive information and could help a ground research in its context. It also referred to a wide range of written, physical, and visual material.

As mentioned in the data and source of data, the document that used in this research was Enrichment Passage in the English textbook entitling "Bahasa Inggris Kelas XI". It had six reading texts. The Enrichment Passage was a special passage because that passage only provided in textbook for eleven grade. The author of the textbook expected that Enrichment Passage could be used as a material for literacy and could enrich students' knowledge.

Moreover, there were two steps used in collecting the data. The first step was reading the English textbook entitling "Bahasa Inggris Kelas XI" for senior high school published by Ministry of Education and Culture. After reading the English textbook, the researcher selected the reading text that would be analysed. Therefore, the researcher chose reading text presented in Enrichment Passage.

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[15] Ary, Jacobs, Sorensen and Razavieh, *Introduction*, 442.

4. Data Analysis Technique

In this research, the data were analysed by using the theory of cohesion proposed by Halliday and Hasan. The theory would be used to analyse the relevance of the cohesive elements that were presented in the texts which contributed to the overall meaning of the texts. The data would be analysed in five steps that was done by the researcher.

Firstly, the researcher divided and numbered the texts into sentence. Secondly, the researcher put the raw data into analysis table based on Halliday and Hasan's theory. Thirdly, the researcher identified and classified cohesive ties within and between the sentences based on coding scheme of Halliday and Hasan's theory. Next, the researcher counted the frequencies of the occurring cohesive ties and then analysed the surface structure. The last step was the researcher drawn the conclusions after making the written report of the analysis.

5. Data Validity

This research used triangulation to examine the validity of the data. Based on Cohen et.al., triangulation is one of the key features of good research design.[16] There are four types of triangulation based on the early work of Denzin in Litosseliti, namely data, methodological, investigator and theoretical triangulation.[17] This research would be validated by using investigator triangulation.

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[16] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education, 6th Edition* (New York: Routledge, 2007), 141.
[17] Lia Litosseliti, *Research Methods in Linguistic*, (London: Continuum International Publishing Group, 2010), 34.

According to Silverman in Cohen et.al., investigator triangulation involves more than one observer and the data are discovered independently by more than one observer.[18] Further, Cohen et.al., explained that investigator triangulation referred to the use of more than one observers (participants) in research setting.[19] It meant, in collecting, analysing and interpreting the data were done by more than one researchers. It was used to avoid the researcher bias and convince that the data were valid and reliable.

By using this type of triangulation, the researcher invited two expert researchers to accomplish the research. Both of the expert researchers have had experience in doing research. The first expert researcher was represented by the researcher's advisor. For the second expert researcher was one of the lecturers of English Education department. The expert researchers were responsible to check the data, the analysis and the result that were done by the researcher. It was done to minimise personal bias of the research and assured that this research was objective, credible and defensible.

G. Structure of the Report

There were four chapters in this research and each chapter had several sub-chapters having relevance to each other. Generally, a research had three parts. They were initial part, core part and final part that would be explained as follows:

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[18] Cohen, Manion and Morrison, *Research,* 142.
[19] Ibid, 143.

The first was initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgment, abstract, table of content and list of table.

The second was core part that included:

1. **Chapter I** was introduction consisting of research background, research question, research objective, research significance, definition of key term, research methodology and structure of the report.

2. **Chapter II** was literature review which consisted of previous study and theoretical framework.

3. **Chapter III** was finding and discussion.

4. **Chapter IV** was conclusion and suggestions.

The third was final part including references, statement of authenticity of writing and appendixes consisting of research matrix, bibliography of researcher, declaration sheet, research journal, research instrument, data sheets of cohesion in "Enrichment Passage" and Reading texts in "Enrichment Passage".

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

This research was not the first study in analysing English textbook. There were some studies investigating an English textbook and they would be described as follows:

1. Hanita Masithoh and Sayyidatul Faddilah wrote an article entitled "Grammatical Cohesion Found in Recount Text of *Pathway To English* X Grade Curriculum 2013 General Program by Erlangga" published in 2017. The result of the research was to find out the grammatical cohesion in the textbook categorised as fair criteria because the percentage of the grammatical cohesion is 33%. There were three differences of their research with this research.

First, the aim of their research was to find out the grammatical cohesions in the reading text, whereas this research analysed both grammatical and lexical cohesion and also interpret them. Second, their research investigated the recount text in the reading text, while this research analysed all of the reading texts in the Enrichment Passage. Third, their research used an X grade English textbook published by Erlangga which was different from the textbook used in this research. The similarities were both studies investigated reading text of English textbook by analysing the cohesion.

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2. Siti Ulfah Herdiyani's thesis with the title was "Genre Analysis on Reading Passage of English Textbook *English in Focus* Based on the School-Based Curriculum" published in 2014. The result of the research showed that the *English in Focus* textbook presented all genres recommended by the School-Based Curriculum and also the characteristics of each genre (social function, generic structure, and grammatical features) but the distribution of the characteristics did not spread up well in all reading passage of the textbook.

There were two differences between this research and Hendriyani research. First, she investigated the genres in the reading text whereas this research analysed the cohesion in the reading text. Second, this research used the current curriculum while her research used the School-Based Curriculum. The similarity between this research and her research was the English textbook as the object of research.

3. Muhamad Zatoni wrote a thesis for S-1 degree of bachelor of Raden Intan Lampung State Islamic University entitled "The Readability Level of Reading Text in the English Textbook entitled *English on Sky 2* Used By the Eighth Grade Students of SMP Budaya Bandar Lampung in Academic year of 2017/2018" published in 2018. The purpose of his research was to know the readability level and student perception of reading text in English language textbooks used by the eighth grade student in the academic year 2017/2018. His research also used quantitative approach to analyse the data. The result of his research was that the readability of

reading text in *English on Sky 2 book* was not suitable for eighth grade students of junior high school.

The differences between this research and Zatoni research were the research objective, the textbook and the research approach. His research focused on finding the readability and student perception of reading text by using quantitative approach while this research focused on finding and analysing the cohesion in the reading text by using qualitative approach. This research also used English textbook for senior high school published by the Ministry of Education and Culture whereas his research used English textbook for junior high school published by Erlangga. The similarities was both of this research analysed the reading text of English textbook.

Table 2.1
Similarities and Differences of Previous Research

No	Research Tittles	Similarities	Differences
1	2	3	4
1	Article by Mashithoh and Fadlilah entitled Grammatical Cohesion Found in Recount Text of "Pathway To English" X Grade Curriculum 2013 General Program by Erlangga	• Analysing reading text of English textbook • Using Halliday and Hasan's theory	• Focusing on Grammatical Cohesion • Focusing on the recount text • Using English textbook grade X
2	Thesis by Herdiyani entitled Genres analysis on Reading Passage of English Textbook "English in Focus" Based on the School based-Curriculum	• Using English textbook • Analysing reading text	• Investigating the Genres in reading text • Using School-Based Curriculum

1	2	3	4
3	Zatoni thesis entitled "The Readability Level of Reading Text in the English Textbook entitled *English on Sky 2* Used By the Eighth Grade Students of SMP Budaya Bandar Lampung in Academic year of 2017/2018"	• Using English text book • Analysing reading text	• Investigating the readability of the reading text • Using quantitative approach

All of the researches that were explained above had their own ways to analyse the reading texts in the textbook. Hence, this research focused on analysing the reading text by investigating both the grammatical and lexical cohesion in the reading texts of Enrichment Passage based on Halliday and Hasan's theory.

B. Theoretical Framework

1. Cohesion

According to Halliday and Hasan, cohesion in the semantic one references to relations of meaning existing within the text.[20] It means cohesion that exists in the text is used to relate meaning in a text. It defines as a text because text is a unit of meaning. Further, Jabeen et.al. claimed that cohesion is the reference of a text having a range of meanings related to what is being spoken and written to its semantic environment.[21]

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[20]M.A.K, Halliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman, 1976), 4.
[21] Iqra Jabeen, Rabia Faiz, Asad Mehmood and Naveed Yousaf, "Cohesion and Semantic Understanding", *Academic Research International*, 6 (November, 2013), 139.

Cohesion is crucial to the interpretation of one to another, because it has semantic relation between an elements to another in the text.[22] It plays a special role to create a good and systematic text. It expressed the continuity existing between one part of text and another. Masetia et.al. explained that cohesion is a factor indicating whether the text is related well or merely a group of irrelevant sentence.[23]

Moreover, cohesion also may be found within and between sentences. Halliday and Hasan claimed sentence is an important unit for cohesion because it is the highest unit of grammatical structure. It also tends to decide the way in which cohesion is stated.[24] Masithoh and Fadlilah said that cohesion has a function to assure that sentences stick together and occur by two supporting elements that will be a good and understandable sentence.[25]

In addition, cohesion expresses partly through the grammar and vocabulary. Hasan and Halliday named it as grammatical and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis and conjunction. Meanwhile, the lexical cohesion includes repetition and collocation. The further explanation of cohesion type would be explain as follows.

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[22] Halliday and Hasan, *Cohesion*, 4.

[23] Leti Masetia N, M. Zaini Miftah and Aris Sugianto, "Cohesive Devices (CDS) in Expository Essay Written by Indonesian Students of English as a Foreign Language (EFL)", *Premise Journal*, 2 (October, 2017), 54.

[24] Halliday and Hasan, *Cohesion*, 8.

[25] Hanita Masithoh and Sayyidul Fadlilah, "Grammatical Cohesion Found in Recount Text of "Pathway To English" X Grade Curriculum 2013 General Program By Erlangga", *Jurnal Vision*, 1 (2017), 112.

a. Grammatical Cohesion

McCarthy explained that grammatical cohesion is a surface marking of semantic links between and within sentences.[26] Grammatical cohesion uses grammatical elements to express the semantic links in a text. There are four types of grammatical cohesions. They include reference, substitution, ellipsis and conjunction. Every type will be elaborated in the following explanation.

1) Reference

Gerot and Wignel in Masithoh explained that reference has relation with the textual meaning that refers to formulation in presenting and detecting the identity of participant through the text.[27] It is the most important feature that produces cohesion in any discourse.[28] It is also more linguistic matter and refers to the ability of some words to refer to others in earlier or later part of the text.

According to Halliday and Hasan reference is the connection between one element to other in the text by referring to which it is interpreted.[29] It can be cohesive when two or more expression in the text refer to the same person, thing or idea. Moreover, Bloor and Bloor explained that characteristic of cohesive reference is the item referred to may be indicated by means of pronoun,

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[26] Michael McCarty, *Discourse Analysis for Language Teachers*, (Cambridge: Cambridge University Press, 1991), 34.
[27] Masithoh and Fadlilah, *Grammatical*, 112.
[28] Iqra, Rabia, Asad and Naveed, *Cohesion*, 139.
[29] Halliday and Hasan, *Cohesion*, 308.

demonstrative or comparative.[30] The item that is being referred to should have the same or similar semantic properties, e.g. similar part of speech.

For Example:

(1:1) three blind mice, three blind mice. See how **they** run! See how **they** run![31]

"They" is implicit. Its identity is clear referring to *"three blind mice".*

In referencing other item in the same context, reference to situation is the prior form of reference, and that reference to another item within the text is a secondary or derived form of the relation. There are special terms for situational reference namely exophora or exophoric and endophoric. These terms direct the hearer or reader to look elsewhere for their interpretation.

Based on Brian, exophoric reference means that the situation of the item that is being referred to is in the outside of the text.[32] The interpretation looks outside of the text. It is about context of the situation. It is the external elements that are used to distinguish whether it is a text or a sequence or unrelated sentence. On the other hand, endhophoric has two types which are anaphora and cataphora. Anaphora looks back in the text for the interpretation. It makes the cohesive chain by referring back to preceding sentence.

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[30] Thomas Bloor and Mariel Bloor, *the Functional Analysis of English: A Hallidayan Approach 2ⁿᵈ Edition,* (London: Arnold, 2004), 93.
[31] Halliday and Hasan, *Cohesion*, 31.
[32] Brian Paltridge, *Discourse Analysis: An Introduction*, (London: Continuum, 2006). 132

Meanwhile, cataphoric describes an item which refers forward to another word or phrase used in the next text.

Moreover, there are three types of reference, namely personal, demonstrative and comparative reference.

a) Personal Reference

Personal reference is using 'first person', second person', and 'third person' as the item referring to the participants.[33] It is dependent on the use of personal pronoun. The term person consists of impersonal meaning and non-personal that are related to the speech situation. Personal reference includes personal pronoun, possessive pronoun and possessive identifies.

For Example:

(1:2) Tony saw **him** at once, at the end of the corridor. His father had been missing for thirty years, but Tony still knew the shape of **him**.[34]

"Him" in the first and second sentence refers to *"His father"*. This kind of personal reference is expressed through pronoun.

b) Demonstrative Reference

Based on Halliday and Hasan, demonstrative reference is reference to the location, on scale of closeness.[35] It depends on the use of determiners and adverb. It also can be functioned as head, modifier and adjunct. *"Here"* and *"There"* are related to

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[33] Iqra, Rabia, Asad and Naveed, *Cohesion*, 140.
[34] Lesley Jeffries, *Discovering Language: the Structure of Modern English*, (USA: Palgrave Macmillan, 2006), 183.
[35] Halliday and Hasan, *Cohesion*, 37.

the place, while *"Now"* and *"Then"* are related to time. Further, *"This"* and *"That"* refer to singular participant, whereas *"These"* and *"Those"* refer to plural participant.

For Example:

(1:3) To see how it works, type VER and press Enter. You will see **this** on your screen: MS-DOS Version 6.00.[36]

"This" forms a cohesive tie with the message *"MS-DOS Version 6.00"*. Type used in that sentence is near and singular participant.

c) Comparative Reference

Bloor and Bloor stated that comparative reference is indirect reference by means to identity or similarity.[37] The things that are being compared are the quantity and the quality. The comparison used a particular class of adjectives and adverb. To forge links with previously mentioned entities, comparative reference uses adjective like *"same"*, *"other"*, *"identical"*, *"better"*, *"more"* or their adverbial counters parts *"identically"*, *"similarly"*, *"less"*, and so on.

For example:

(1:4) The war scenes in the film were **so terrifying** that many of audience left.[38]

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[36] Thomas and Meriel, *the Function*, 94.
[37] Ibid, 37.
[38] Halliday and Hasan, *Cohesion*, 85.

"So terrifying" refers to *"the war scenes in the film"*. It compares the quality of the scene with the interesting of audience.

2) Substitution

Based on Oriji and Ghane substitution is used to substitute one word to another that the function is to avoid repeating the same word in a text.[39] It is often carried by pronouns and auxiliary verb *"do"*. It is defined as a replacement of an item with another one. The item that is being substituted should have the same grammatical class.

In addition, substitution is different from reference. The distinction between substitution and reference is that substitution is a relation in the wording rather than in the meaning. Substitution is a relation between linguistic items, while reference is a relation between meanings.

For example:

(2:1) Reference
   Would you like this cake? I bought **it** this morning.
(2:2) Substitution
   Would you like this cake? Or do you prefer the other **one**?[40]

In the case of reference in (2:1), *"this cake"* and *"it"* refers to the same object. While, in (2:2) *"one"* does not refer to the same object as the word *"cake"* in the question. *"One"* refers to a

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[39] Mohammad Reza Oroji and Azam Ghane, "The Investigation of Cohesive Ties in English Book 3 of Irian High School", *Procedia: Social and Behavior Sciences*, (2014), 145.
[40] Thomas and Mariel, *the Functional*, 95.

different cake. It replaces the other *'cake'*, so that the group *'the other one'* means *'the other cake'*.

As a grammatical relation, substitution is defined grammatically rather than semantically. It has relation in the wording instead of the meaning and should be based on the grammatical function of the substitute item. It can be function as a noun, verb or clause. Junxin claimed that the effect of substitution is to highlight the main meaning, to avoid duplication, and maintain close relationship between different components.[41] Further, there are three types of substitution. They are nominal, verbal and clausal substitution and each type has its own set of substitute words.

a) Nominal Substitution

Nominal substitution can stand in place of nominal group and Head nouns by using *"one", "ones"* and *"same"*. The substitute *"one"* or *"ones"* functions as the head of nominal group and the substituted item should be in the same position and function in spite of different in number. In other hand, *"the same"* represents an entire nominal group (whole sentence).

For example:
(2:3) Sarah thought he had behaved appallingly. We all thought **the same**.[42]
"The same" refers to *"he had behaved appallingly"*.

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[41] Junxin Li, "the Application and Significance of Discourse Cohesion and Analysis in Practical Teaching Foreign Language", *Academy Publisher*, 8, (August, 2013), 1393.
[42] Lesley, *Discovering*, 185.

b) Verbal Substitution

"Do" is the verbal substitution as Head of verbal group that its position is always final in the group. *"Do"* may substitute either for a verb or a verb plus certain other elements in the clause representing action, event, or relation. Other verbal substitutions are *"do so", "can do", "can", "does", "did"* and *"done"*.

For example:

(2:4) 'We met in Brazil. Do you remember?'
'Yes, we must have **done**'[43]

"Done" here stands in place of *"met in Brazil"*.

c) Clausal Substitution

Clausal substitution substitutes the entire clauses. The words used in clausal substitution are *"so"* and *"not"*. There are three environments which clausal substitution take place, these are report, condition and modality. It may take either positive form expressed by *"so"* or negative form stated by *"not"*. Moreover, there is no substitution in interrogative and imperative sentence. Clausal substitution only exits in declarative sentence. It does not proceed in the verb of *'wonder', 'order'* or *'ask'*.

For example:

(2:5) Dave said he'd mend the computer. Kiran did **so**.[44]

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[43] Thomas and Meriel, *the Functional*, 96.

The word *"so"* is substitution of *"he'd mend the computer"* in the preceding sentence. It replaces the substitution for the whole clause within sentence.

3) Ellipsis

McCarthy explains that ellipsis is the omission of elements normally needed by the grammar to be raised.[45] It means that ellipsis is establishing semantic relation by using grammatical elements. It can be regarded as substitutions by zero implying nothing that is inserted into the slot. It lets speaker/writer deletes noun, verb, or clause following presupposed element. There are three type of ellipsis. They are nominal, verbal and clausal ellipsis.

a) Nominal Ellipsis

Nominal ellipsis permits the omission of Head noun within the nominal group. Nominal ellipsis lifts word positioning as pre-modifier to Head. Modifier is combined with another structure which consists of the elements deictic, numerative, epithet, classifier and qualifier. Ellipsis is purely textual and grammatical relation. They hold the words and structures rather than relating through their meaning.

For example:

(3:1) Four other Oysters followed them, and yet another four **(E)**.[46]

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[44] Lesley, *Discovering*, 185.
[45] Michael, *Discourse*, 53.
[46] Halliday and Hasan, *Cohesion*, 148.

The ellipsis is marked by (E) that omits the position of *"Oysters"*.

b) Verbal Ellipsis

Verbal ellipsis is ellipsis within a verbal group. Verbal group presuppose one or more word from previous verbal group that does not fully express its semantic features.

For example:

(3:2) Have you been swimming? Yes I **have**
(3:3) what have you been doing? **Swimming**.[47]

The verbal ellipsis are *"have"* and *"swimming"*. It can be interpreted as *'I have been swimming'*.

c) Clausal Ellipsis

Clausal ellipsis includes the omission in the modal and prepositional element. In English, clause consists modal and prepositional elements. Modal element consists of subject and the finite element in the verbal group. Whereas, propositional elements consists the reminder of the verbal group and any complement or adjunct.

For example:

(3:4) Get up quickly and open the door. If you don't **(E)**, they will break it down.[48]

The clause *"open the door"* is omitted in the second sentence.

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[47] Halliday and Hasan, *Cohesion*, 167.
[48] Thomas and Meriel, *the Functional*, 97.

4) Conjunction

According to Halliday and Hasan conjunction is the term utilised to elaborate the cohesive tie between clauses or part of text in such way as to indicate a meaningful relationship between texts.[49] Further McCarthy explained that conjunction does not set off a search forward or backward for its referent, but it does presupposed a textual connection.[50] Conjunction has a semantic role characterised in which way the new information links to the preceding sentence. It allows the reader to sense this process as the linking of ideas, events or other phenomena.

In addition, the function of conjunction is to indicate that sentences are linked to another one. However, the focus is not semantic relation, but to relate linguistic elements that occurs in the sequence. There are four types of conjunction. They are additive adversative, clausal and temporal. Each type relates sentences in different way based on its actual meaning and has different signal word.

a) Additive

Additive conjunction contributes to give additional information without changing information in the previous phrases or clauses. It structurally appears and coordinates each other. It also depends on the structure of sentence.

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[49] Thomas and Meriel, *the Functional*, 97.
[50] Michael, *Discourse*, 56.

For example:

(4:1) she's intelligent. **And** she's reliable.[51]

The word *"and"* expresses that there is a relation between the first sentence and the next one. The two sentences represent how the relation is gained in this particular additive relation.

b) Adversative

The basic meaning of adversative conjunction is contrary to expectation. The connection in the adversative relation is obtained by contrasting expectation with the preceding sentence. The expectation may be derived from the content of what is being said or from communication process.

For example:

(4:2) He showed no pleasure at hearing the news. **Instead** he looked even gloomier.[52]

The word *"instead"* connects the sentences by correcting the meaning from the previous sentence and it clearly expresses that there is contradiction in terms of expectation.

c) Causal

Clausal conjunction includes the specific ones of result, reason and purpose. It represents cause and consequence implying one clause becoming a cause and the other one is the consequence.

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[51] Michael, *Discourse*, 58.
[52] Halliday and Hasan, *Cohesion*, 254.

For example:

(4:3) There is a severe shortage of mathematics teachers in Britain and America. **As a consequence** of this, far too many people leave school without any interest in pursuing the study of subjects like engineering that rely on mathematical concepts.[53]

The word *"as a consequence of this"* connects the two sentences by means of showing the causal relation. The first sentence is the consequence occurring because the effect of shortage of mathematic teachers.

d) Temporal

Temporal conjunction is the relationship of time sequence within the sentence. It presents when events in text are related in the same occurrence. It can occur to the way of referring by pointing the forward in one sentence by using words such as: *"first"*, *"first of all"* and *"to begin with"*.

For example:

(4:4) Judith was really late for her French class. **Anyway**, Joel said that he'd been on a bus that had broken down.[54]

The word *"anyway"* correlates the first to second sentence by means of resumptive way. The sentences might work as a text even without the conjunction (*anyway*), but it works as a marker for the hearer to link the two statements.

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[53] Thomas and Meriel, *the Functional,* 98.
[54] Lesley, *Discovering*, 186.

b. Lexical Cohesion

Halliday and Hasan stated that lexical cohesion is the cohesive effect attained by the choice of vocabulary.[55] It means the selection of lexical items will relate to the choices that have gone before and cause the reader to make connections between sentences in a text. There will be lexical cohesion as long as there is some kind of semantic link between the items in adjacent or nearby the sentences. There are two type of lexical cohesion, these are reiteration and collocation.

1) Reiteration

Reiteration is a form of lexical cohesion which involves the repetition, synonym, superordinate and general word of lexical item to establish the semantic links. Repetition means to rewrite the same word in another position as the item being written. Qingshun stated that repetition had an important part in construction of text by using a relevant repetition devices a paragraph can be integrated into a text coherent in meaning.[56]

The second type is synonym. Synonym includes the word having similar meaning to the word that is previously mentioned. Superordinate is establishing semantic relation by using the word having general class from the word that is being referred. General word refers to the most general category from the word being

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[55] Halliday and Hasan, *Cohesion*, 274.
[56] Qingshun He, "A study of Lexical Cohesion Theory in Reading Comprehension", *International Journal of English Linguistics*, 6, (November, 2014), 144.

referred. In addition, reiteration links two occurrences of the related items and having the same referent.

For example:

(5:1) what we lack in newspaper, is what we should get. In a word, a 'popular' **newspaper** may be the winning ticket.
(5:2) Accordingly… I took leave, and turned to the ascent of the peak. **The climb** is perfectly easy…
(5:3) Henry's bought himself new Jaguar. He practically lives in the **car**.[57]

The example (5:1) is clearly repetition. The word *"newspaper"* is repeated in the second sentence. For the next example (5:2) *"climb"* refers back to *"ascent"* which is a synonym. In the (5:3) *car* refers back to *"the Jaguar"*, and *"car"* is a superordinate of *"Jaguar"*.

2) Collocation

Pursuant to Bloor and Bloor "collocation covers two or more words which can be said to 'go together' in the sense of frequency of the occurrence".[58] It does not depend on any semantic relationship. It refers to tendency of the common occurrence. Tendency means that it is derived from the same lexical environment. The lexical environment is the occurrence of the item in the context of related lexical item that provides cohesion and gives to the passage the quality of text. Related lexical items are related in the linguistic system.

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[57] Halliday and Hasan, *Cohesion*, 278.
[58] Thomas and Meriel, *the Functional*, 100.

For example:

(5:4) Why does this little **boy** wriggle all the time? **Girls** don't wriggle.[59]

From that example, the word *"boy"* and *"girls"* refer to the opposite context which the boy always wiggles and the girls are not.

2. Textbook

    a. Definition of Textbook

    Textbook is a book used by students in the school containing some materials of certain subject. As a main component, textbook is used to convey the framework of material based on current curriculum. According to Hanifa, textbook is one of teaching references used by teacher providing activities, materials, and tasks which helps students to increase their high level of thinking. Materials used for teaching and learning process in the classroom are mostly found in textbook.[60] It is one of media in teaching and learning process. It can be an instrument and guideline in teaching and learning.

    Furthermore, Douglas stated that textbook is the most obvious and most common form material support for language instruction.[61] The material in textbook should help teacher in conducting teaching and learning process and developing students' ability in learning

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language. The material presented in the textbook should be meaningful and the language used should be comprehensible.

Hence, textbook is important for teacher and students in order to facilitate teaching and learning process because it contains some particular materials dealing with the current curriculum, teacher needs and students' needs.

b. The role of English Textbook

As the main references in teaching and learning process in the class, textbook has some roles in teaching English. Based on Cunningsworth, there are seven roles of textbook that will be elaborated below:[62]

1) As the reference for spoken and written material

2) As the resource of activities in practicing and interacting communicatively for learner.

3) As the source of linguistic aspect such as grammar, vocabulary, pronunciation, etc.

4) As the resource for classroom language activity in giving stimulation and ideas.

5) As a syllabus

6) As the reference for students to learning by themselves

7) Giving teacher lacking experience in getting confident

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[62] Alan Cunningsworth, *Choosing Your Coursebook*, (New York: Macmillan Heinemann, 1995) 7.

Based on the explanation above, the role of textbook in learning and teaching process is very helpful because it contains the instruction of material for teacher and it can support the students to learn whenever and wherever they want.

3. Reading Text

Reading text is a tool of reading, because it is an instrument used to read. Reading text generally refers to reading material that is in the form of paragraph or text. According to Harmer reading text gives splendid examples for English writing and also provides the fancy to make paragraph, sentence and text and chances to study vocabulary, grammar, punctuation.[63] It means, reading text is a written text used to read in order to study vocabulary, grammar and punctuation and the way to construct paragraph.

Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons. It can be used to improve and build up reading skill of the students. There are four criteria of good reading text based on Sacha Antony Berardo, these are fits with teaching learning purpose, fits with student ability and needs, challenging, and able to develop student competency.[64]

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[63] Harmer, *How to Teach,* 68.
[64] Sacha Antony Berardo, *The Use of Authentic Materials in the Teaching of Reading*, (England: The reading Matrix, 2006), 63.

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CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher described the finding and discussion of grammatical and lexical cohesion found in six texts presented in Enrichment Passage of senior high school textbook entitling "Bahasa Inggris Kelas XI". The first section was finding, including the types and the analysis of cohesion used in the texts. The second one was discussion that described interpretative data analysis according to the finding that related to research focuses.

A. Finding

In the Enrichment Passage of English textbook entitling "Bahasa Inggris Kelas XI", there are six reading texts as the data in this research. These data were analysed by using the grammatical and lexical cohesion of Halliday and Hasan's theory. The researcher analysed the data after breaking every text into sentence. The following table showed the types of cohesion found in the six reading texts after being analysed:

Table 3.1
Cohesion Found in the Reading Texts of Enrichment Passage

No	Cohesion	Text						Total
		1	2	3	4	5	6	
Number of Cohesive Ties in Grammatical Cohesion								
1	Reference	127	58	35	125	105	53	503
2	Substitution	0	0	1	1	4	0	6
3	Ellipsis	3	0	1	3	3	1	11
4	Conjunction	57	57	27	26	51	33	236
Number of Cohesive Ties in Lexical Cohesion								
5	Reiteration	156	78	52	107	128	53	574
6	Collocation	2	0	0	1	1	1	5
Total								1.335

Source: the Researcher Analysis in 2019

34

From that table, there are one thousand three hundred and thirty five cohesive ties found in six reading texts in Enrichment Passage. There are two reading texts, the fourth and the fifth, that use all of the types of grammatical and lexical cohesion. Besides, the other texts use incomplete grammatical and lexical cohesion. The dominant cohesion found is reiteration of lexical cohesion, while collocation is the least cohesion used in the text. Moreover, the analysis of every reading text would be explained bellow:

1. First Text

    The first text entitling "Can Greed Ever Be Satisfied" had eighty two sentences and had three hundred and forty five cohesive ties. This text used both grammatical and lexical cohesion. They were reference, ellipsis, conjunction, reiteration and collocation. The frequently used was reiteration of lexical occurring one hundred and fifty six times. Besides that, reference of grammatical cohesion was in the second rank by appearing one hundred and twenty seven times.

    Furthermore, there were three types of grammatical cohesion used in the text. They were reference, ellipsis and conjunction. Reference was the most cohesion type used in the text by occurring one hundred and twenty seven times. In the second rank, there was conjunction that appeared fifty seven times. Thus, ellipsis was the least cohesion type that occurred only three times. In addition, reference was a semantic relation in the text between one item to another and the item referred to should have the same semantic characteristic or level.

There were two types of reference found in the text, namely personal and demonstrative reference. Personal reference was the most cohesion used by appearing eighty times. There were four types of personal reference found by using its words *"he", "his"* and *"him"* that referred to "the Fisherman" and "Enchanted Fish", *"she"* and *"her"* referring to "Fisherman's Wife", *"it"* that referred to the things, and the last was plural by using its words *"they"* and *"their"* referring to "the Fisherman and His Wife". Here the data that used personal reference:

Data 1:1

When the fisherman went home to **his** wife, **he** told **her** everything that had happened and how, on hearing **it** speak, **he** had let **it** gone.

In that data, the words *"he"* and *"his"* were personal reference that referred to *"the fisherman"* in the preceding phrase. While, *"her"* referred to *"the fisherman's wife"* and *"it"* referred to *"the fish"* that had met by the fisherman explained in the previous sentence and the object in that conversation. All of the personal reference above used backward pointing (anaphoric way) in referring back to the person or object.

Further, demonstrative reference occurred forty seven times in the text by using definite article *"the"* and near demonstrative *"this"* and *"here"*. It could be seen in the data below:

Data 1:2

Everything went fine for a while, and then one day the fisherman's wife said, *"Husband, there is not enough room for us in **this** cottage, go back to the fish and tell him to make me an emperor."*

The word *"this"* in that data was a demonstrative reference representing to where the cottage stayed by them was. The data above used *"this"* to point place that was close to the speaker or the place that the speaker stayed in.

Other grammatical cohesion found was conjunction. There were four types of conjunction used in the text. First was additive represented by *"and"* that occurred thirty eight times. The second was adversative appearing four times and using its word *"but"*. The third was causal using its word *"so"* occurring six times and the last type appearing five times was temporal represented by its word *"then"*. The data that were indicated as conjunction were as follows:

Data 1:3

She does not like living in our little hut, **and** *wants a snug little cottage."* *"Go home,* **then***"* said the fish, *"She is already in the cottage!"* **So** the fisherman went home, **and** saw his wife standing at the door of a nice cottage.

That data used additive, temporal and causal. In the first and the last sentence, the author used the word *"and"* to continue the action in the preceding clause. While, the second sentence used temporal type represented by *"then"* followed by causal in the last sentence by using its simple word *"so"*. All of them was used to connect the clause and sentences.

The last type of grammatical cohesion found in the text was ellipsis. It was the least type that occurred only three times. In the text, there were two types of ellipsis, namely verbal and causal ellipsis. It meant the author

chose to omit the verbal and clause in the text. The data below was categorised as verbal ellipsis:

Data 1:4

"Didn't you ask it for anything?" said the wife. *"No, **I didn't**, what should I have asked for?"* replied the fisherman.

It could be seen that there was omission in the second sentence in the data above. The omitted verbal was *"ask it for anything"*.

On the other hand, there were two types of lexical cohesion used in the text, namely reiteration and collocation. The text used all of the types of reiteration such as repetition, synonym or near-synonym, superordinate and general word but didn't use the type of collocation. Repetition was the dominant cohesive ties used in this text. It appeared one hundred and forty three times. They would be shown in the data below:

Data 1:5

There once was a **fisherman** who lived with his wife in the small hut close by the seaside. The **fisherman** used to go fishing every day.

From that data, it was clearly seen that the word *"fisherman"* repeated twice. The author used the same word to ease the students in understanding the meaning without employing the structure in the text.

The second type of reiteration used was synonym or near-synonym occurred six times in the text that could be seen in the data below:

Data 1:6

You should have asked for a nice and **cosy** cottage. Now go back and ask the fish that we want a **snug** little cottage.

The word *"cosy"* in the first sentence was reiterated by using its synonym *"snug"* in the next sentence.

Other type used was superordinate. This type of lexical cohesion occurred six times by using word that was more general than the word having been mentioned before. The data below were classified as superordinate:

Data 1:7

The **fisherman** went up to her and said, *"Wife, are you an emperor?" "Yes"* said she, *"I am an emperor." "Ah"* said the **man**, as he gazed upon her, *"what a fine thing it is to be an emperor!"*

The first sentence was connected to the second one by using the word *"fisherman"* changed into *"man"*. It was called superordinate.

The last type of lexical cohesion found in the text was general word. This text used it only once. It would be presented in the data below:

Data 1:8

At this though she was very angry and wakened her husband, and said, *"Husband, go to the fish and tell him I must to be a **Lord of the sun and the moon**"…. "Why don't you just go and ask the fish to make me **the Lord of everything**?"*

The phrase *"Lord of everything"* was the general word of *"Lord of the sun and the moon"*.

From explanation above, the first reading text were applied both grammatical and lexical cohesion but not all the type were used. There were five types of cohesion used namely reiteration, reference, conjunction, ellipsis and collocation. By applying five cohesion types, the degree of cohesiveness in the first text was in the middle level. In

addition, as the type frequently applied, reiteration caused the first reading text not monotonous because the text used varieties of lexical cohesive device. It meant that the first reading text used a varied vocabulary.

2. Second Text

In the second text entitling "Bullying: A Cancer That Must be Eradicated" was found both grammatical and lexical cohesion. Types of grammatical cohesion used were reference and conjunction. While, lexical cohesion was reiteration. The dominant cohesion aspect occurred in the text was reiteration. It appeared seventy eight times in the text by using the types of repetition and synonym or near-synonym. Here the data that were classified as repetition:

Data 2:1

The issue of **bullying** has been a problem for years but recently it got limelight from news media when a few cases were reported. **Bullying** affects the children both psychologically and physically.

The words *"bullying"* in first and second sentence were repetitions of the preceding sentence. The author chose the same word in order to ease student in comprehending the reading text. They also used to emphasise the grand topic in this text.

The second type of reiteration used was synonym or near-synonym. It used the words having similar or near similar meaning to relate the meaning in the text. It appeared fifteen times in the text. Besides, both repetition and synonym were used to help students to enhance their

vocabulary. The following data showed the type of synonym or near-synonym:

Data 2:2

It is estimated that hundreds of children **miss** school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in severe circumstances, they **stop** studying altogether.

In that sentence, "*miss*" was reiterated using its near-synonym *"stop"* in the previous clause.

On the other hand, there were two types of grammatical cohesion used in the text. They were reference and conjunction. Reference was the most grammatical cohesion found in the text by appearing fifty eight times and the conjunction was ranked in the second position by occurring twenty seven times as the least cohesion used in the text.

Reference had three types that all of them were found in this text. First, personal reference was the most grammatical cohesion found by appearing forty nine times. It used its word such as *"he"* and *"his"* referring to "Sherry" as the student who got bullied, *"she"* and *"her"* were used to exchange "Kiki", "Dinda" and "Julie" as the students who got bullied. While *"it"* was used to refer to the main topic of the text that was "Bullying" and the last were *"they"*, *"them"* and *"their"* used to replace some people. The following data was an instance of personal reference found in the reading text:

Data 2:3

> Julie, a 10-year-boy, fifth grade students, states that **her** first two years of elementary school were traumatic experience. **She** sadly remembers being cruelly bullied by **her** male classmates because **she** was overweight.

In data above, the author used implicit anaphoric way to refer back the words *"her"* and *"she"* to *"Julie"* as the subjects in the sentence. It could be told that personal reference was used to build the semantic relation between and within sentences. To know what *"he"* and *"she"* refer to, students should read the preceding clause. In examining whether *"her"* and *"she"* return to *"Julie"*, the students could associate the first and the last sentence because both sentences were adjacent sentence and have same context.

Moreover, demonstrative reference appeared eight times by using its words such as *"this", "these"* and *"that"*. While, comparative reference was the least cohesion found in the text by emerging only two times by utilising its word *"other"*. The following would be presented the data categorised as demonstrative reference found in the reading text:

Data 2:4

> **These** are few cases out of hundreds of similar cases and the number is increasing over the time.

"These" was the demonstrative reference that positioned as a Head. The data above used *"these"* to refer back to some cases that were explained in the preceding sentence.

In addition, the other type of grammatical cohesion occurred in the text was conjunction. There were some types found namely additive, causal and temporal. Additive as the most conjunction type found appeared thirteen times by utilising its words *"and"* and *"or"*. Causal of conjunction was found seven times by using its words *"because", "so"* and *"therefore"*. The last conjunction appearing two times was temporal with its words *"then"* and *"next time"*. Here was the data that categorised as conjunction:

> Data 2:5
>
> Also the people who get bullied are either unwilling to report it **because** they feel it will "make a big deal". **Or** worse, they are so scared that they don't trust anyone **and** do not want to share their plight with anyone.

The data above used some types of conjunction that were additive and causal. First, the word "*because*" showed the reason why people who get bullied did not want to report their problem. Second, the word "*or*" indicated the other reason why people who get bullied were averse to apprise it. In the last sentence, the word "*and*" gave the reader addition information about the reason.

Based on the analysis above, the second text was the least text that used only three types of cohesion. They were reference conjunction and reiteration. It meant that the second text was lack of the quantity both grammatical and lexical cohesion and degree of cohesiveness was classified in the low level. Furthermore, the low cohesion would

potentially cause comprehension problem because the cohesive ties were too implicit in the text.

3. Third Text

There were five types of cohesion occurring in the third text entitling "President Sukarno of Indonesia: Speech at Opening of the Bandung Conference, April 18, 1955". They were reference, substitution, ellipsis, conjunction and reiteration. The dominant cohesion used was lexical cohesion namely reiteration that occurred fifty three times. On the other hand, grammatical cohesion was in the second position with its most type appearing was reference that emerged thirty five times. Other type found was conjunction that appeared twenty six times while substitution and ellipsis were least than others that showed up only once.

In this reading text, the author only used reiteration of lexical cohesion in establishing the semantic relation. Repetition, synonym or near-synonym and general word were types of reiteration found in this text. Repetition was the dominant lexical cohesion type used by occurring forty seven times which could be shown in the following data:

Data 3:1

Yes, we are living in the world of **fear**. The life of man today is corroded and made bitter by **fear**. **Fear** of the future, **fear** of hydrogen bomb, **fear** of ideologies.

The word *"fear"* repeated five times. *"Fear"* in the second and the last sentences were repetition that referred back to *"fear"* in the preceding

sentence. By using the same word, students could be easily to comprehend the reading text by inferring the topic of the paragraph.

Moreover, the third text also used synonym and near-synonym utilizing the word having similar meaning to the word being referred. It appeared four times. The following data was categorised as synonym or near-synonym:

Data 3:2

And I beg on you do not think of colonialism only in the classic **form**, which we of Indonesia, and our brothers in different part of Asia and Africa knew. Colonialism has also its modern **dress**, in the form of economic control, intellectual control, and actual physical control by small but alien community within the nation.

From data above, the word *"dress"* referred back to *"form"*, of which was near-synonym that alluded about colonialism. Synonym of the words *"dress"* and *"form"* were used to determine the semantic relation between the sentences.

The last reiteration type of lexical cohesion used was general word. General word was the least reiteration used that occurred once. The following would be presented the data found in reading text:

Data 3:3

Man has learned to control of the scourges, which one threatened him.… It is the subordination of everything of well-being of **mankind**.

"Mankind" in that data was the general word of *"man"* in the first sentence.

The other type of cohesion found in the text was grammatical cohesion. There were four types of grammatical cohesion found. They were reference, conjunction, ellipsis and substitution. Reference as the dominant grammatical cohesion types occurred thirty five times. It employed only in anaphoric way. This text used all of the reference type such as personal, demonstrative and comparative reference.

Personal reference that occurred eighteen times was expressed by the words *"he", "his"* and *"him"* that replaced the word "Man" as the object in the text. While, the words *"it"* and *"its"* were used to refer to thing that related to the topic and the last word was *"their"*. The data below showed personal reference used in the third reading text:

Data 3:4

Colonialism has also its modern dress, in the form of economic control intellectual control, and actual physical control by small but alien community within the nation. **It** is a skillful and determined enemy, and **it** appears in many guises. **It** does not give up **its** loot easily.

That data used singular of neuter of reference. It was obvious that the data above was categorised as the personal reference because *"it"* and *"its"* in that data referred to the same thing *"colonialism"*. The data above used anaphoric way in referring back to its referential meaning.

Whereas, demonstrative reference expressed by the word *"this" "that", "those"* and *"the"* appeared ten times. While comparative reference was the least grammatical cohesion found that occurred seven

times. The following data showed the demonstrative reference used in this reading text:

Data 3:5

We are often told, "Colonialism is dead". Let us not deceived or even shouted by **that**.

The demonstrative reference in data above was *"that"*. It used anaphoric way to refer back to its referent. *"That"* in the last sentence was referred back to the *"Colonialism is dead"* in the preceding sentence.

The other grammatical cohesion found was conjunction. It was placed in the second rank that occurred twenty six times. There were three types of conjunction found in the text. They were additive, adversative and causal. Additive was the most conjunction found and represented by its word *"and"*. While, adversative occurring four times used its words *"but"* and *"rather"*. The last was causal as the least conjunction discovered only once with its word *"because"*. The data below was an instance of conjunction used in the third reading text:

Data 3:6

Perhaps **now**, more than at any moment in the history of the world, society, government **and** statesmanship need to be based upon the highest code of morality **and** ethics. **And** in a political term, what is the highest code of morality?

"Now" in the first sentence was used continuative type of conjunction. It gave students information of a phenomenon that time. The data above also used additive type of conjunction represented by *"and"*. It was used to complete the sentences.

The third type of grammatical cohesion found in the text was nominal substitution that appeared once by using its word *"one"*. It was used to substitute the word *"scourges"* which would be described in the data below:

Data 3:7

Man has learned to control of the scourges, which **one** threatened him.

From the data above, *"one"* was used to replace the word *scourges* in the second clause.

The last type was ellipsis of indefinite nominal found in the text by occurring once and employing its word *"many"* which would be shown as the following:

Data 3:8

But today, we are faced with a situation where well-being of mankind is not always the primary consideration. **Many** who are in the place of high power think, rather, of controlling the world.

From that data above, it was known that there was omission in the second sentence. The omission was *"well-being of mankind"* after the word *"many"*.

From analysis above, the third text applied five cohesion types namely reference, substitution, ellipsis, conjunction and reiteration. It could be conclude that the quantity of cohesion in the third text both grammatical and lexical cohesion were lack. Nevertheless, this text was in the middle level and was still categorised as good text.

4. Fourth Text

"Letter to God" was the fourth reading text that was analysed by the researcher. It had two hundred and eighty eight cohesive ties found in one hundred and one sentences. The most dominant cohesion type used was grammatical cohesion with its type namely reference. The second dominant cohesion used was reiteration of lexical cohesion. Hence, this text in determining the semantic relation was employed the structure of the text instead vocabulary.

As the dominant grammatical cohesion, reference occurred one hundred and twenty five times with its types were personal and demonstrative reference. The first item of personal reference used was *"he"* referred back to "Rancho", "the Postman" and "the Postmaster". The second one was *"it"* that referred to the things that related to the main character in the reading text. The last was *"they"* that replaced the position of "the Boys", "Rancho and His Wife" and "the Workers". The personal reference could be seen in the following data:

Data 4:1

All through the morning, Rancho kept scanning the sky for signs of rainfall and was quite confident that **it** would be rain. *"You know woman, now we are finally going to get some rain"*. **His** wife, who busy preparing food, replied: *"Yes, God willing"*.

There were two personal references in that data. The first was *"it"* in the first sentence that referred back to "the situation that would happen after scanning the sky" that were talking about by Rancho and his wife. While,

"his" in the second paragraph was personal reference referred back to *"Rancho"*.

The other reference found in the text was the demonstrative reference that used its words *"the"* and *"this"* which would be presented in the following data:

> Data 4:2
>
> Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of rice. *"Oh my God!* **This** *can't be happening,"* he thought.

The word *"this"* in the second sentence was demonstrative reference that referred back to the whole sentence in the preceding sentence.

Furthermore, substitution was the second grammatical used in the reading text. There was one sentence that was indicated as substitution in the text by using the type of verbal substitution that would be explained in data below:

> Data 4:3
>
> He wanted to open the letter but his job ethics stopped him from **doing so**.

The last phrase in the sentence was verbal substitution using *"doing so"* to replace the phrase *"to open the letter"* in the previous clause.

The third type of grammatical used in the text was ellipsis. Nominal and verbal ellipsis were the types of ellipsis that were employed in the text. There was one nominal ellipsis and two verbal ellipses. The following data was categorised as verbal ellipsis:

Data 4:4

He always help people in any way **he could**.

This text omitted a clause *"help people"* in the last sentence.

As the last type of grammatical cohesion found, conjunction used its three types in the text, namely additive, adversative and clausal. The most type of conjunction used was additive that emerged thirty two times representing by *"and"* and *"or"*. While, adversative occurring thirty three times was in the second rank with its words *"only", "but", "however"* and *"instead"*. The last was causal that appeared only six times by utilising its word *"so", "because"* and *"otherwise"*. The following would be presented the data found in the fourth reading text:

Data 4:5

He put the letter inside the envelope **and** dressed it to "God, 7th Heaven" **and** placed a stamp on it **and** dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious **because** he had never seen a letter addressed to God.

There were four conjunction words in that data used to connect the action. In the first sentence, additive was noticed three times representing by *"and"* that was used to continue the action of the subject. The word *"because"* was causal conjunction connected two clauses by means of indicating the causal relation in the sentence.

On the other hand, there were one hundred and eight lexical cohesions used in the text. It divided into repetition, synonym or near-synonym, general word and collocation. The most cohesion used in the

text was repetition. It used ninety nine repetitions in the whole text. The following would be presented the data classified as repetition:

Data 4:6

> *"Always remember we have **God**. I am sure He will help us."* All through the night, Rancho kept on thinking how to **ask** for help from **God**. "***God*** *knows everything but I think I should write to Him, and* ***ask*** *directly what I want."*

In that data, there were two words that were repeated, they were *"God"* repeating three times and *"ask"* that occurred two times. Both had same referent as what it was presupposing.

The second type of lexical used was synonym or near-synonym. There were eight synonyms or near-synonyms found in the text which would be described in data below:

Data 4:7

> Rancho was very happy as he looked his field, "*Ah! Now my **harvest** is going to be wonderful."* He started dreaming about all the things he will be doing once he sells the **crops**.

The word *"crops"* in the last sentence referred back to *"harvest"* in the first one. It was obvious that they were synonym.

The author of this text also used the other type of lexical cohesion namely general word occurring in one sentence that would be shown as the following:

Data 4:8

> But, this time please, God don't send it through the mail, because the **people** working here in the post office all are bunch of thieves.

The word *"people"* was a general word of "the Postman or someone who worked in the post office" that had been mentioned in the preceding sentence.

The fourth text could be categorised as one of the best text because it applied all of the six types of cohesion. Despite, the quantity of every type was different. The use of all the types of cohesion made the students easier to understand the context and the sentences were well arranged.

5. Fifth Text

The fifth text analysed was "The Last Leaf". It had two hundred and eighty three sentences having all the type of cohesion. The most cohesion type found was reiteration as the type of lexical cohesion that occurred one hundred and twenty eight times. In the second rank, there was reference of grammatical cohesion that appeared one hundred and five times followed by conjunction occurring forty two times. On the other hand, the other three types of cohesion, namely substitution, ellipsis and collocation were the least cohesion used in the text.

There were four types of lexical cohesion used in the text. They were repetition, synonym or near-synonym, superordinate and collocation. The first lexical cohesion was repetition as the most cohesion types used in the whole text. It appeared one hundred and twelve times in the text. The following would be presented the data discovered in the reading text:

Data 5:1

Sue was distressed by this news and didn't know what to do to help **Johnsy**. She went into the workroom and cried and then she

swaggered into **Johnsy**'s room with her drawing board, whistling ragtime.

The author repeated the word *"Johnsy"* in the text. It was clear that it was kind of repetition of lexical cohesion.

The second lexical cohesion was synonym or near-synonym. It appeared nine times in the text. It was expressed by using its word that had similar meaning with the word having been mentioned which would be described in the data below:

Data 5:2

"Dear, dear!" said Sue, learning her worn face down to the pillow, "think of me if you won't think of yourself. What would I do?" but Johnsy did not **answer.**

The word *"answer"* was synonym of the word *"replied"* that was used in the previous paragraph.

Superordinate was the third lexical cohesion used by appearing six times. It used words that were more general than the word having been mentioned before. It can be seen in the following data:

Data 5:3

When it was light enough, **Johnsy** commended that the shade be raised. The ivy leaf was still there. "I've been foolish **girl**, Su," said Johnsy.

"Girl" in that data referred back to *"Johnsy"*. It meant the word *"girl"* was a superordinate of the *"Johnsy"*.

The last type was collocation. It was the least lexical cohesion appeared in the text by occurring two times that would be shown in the following:

Data 5:4

> "She is very **sad** and has no desire to live. Someone must make her **happy** again".

"Sad" and *"happy"* were connected by particular type of oppositeness. There was obvious semantic relationship between them and they also had the same referent. It meant that data above was categorised as collocation.

Whereas, the fifth reading text used also one hundred and fifty four cohesive ties of grammatical cohesion. This text used all the types of grammatical cohesion namely reference, substitution, ellipsis and conjunction. Reference was the dominant grammatical cohesion found in the text by appearing one hundred and five times followed by conjunction in the second position by occurring forty two times. The least type of grammatical cohesion found in the text were substitution and ellipsis that were only used four and three times.

Personal, demonstrative and comparative reference were types of reference found in the text. The dominant reference used was personal reference appearing sixty eight times by using its words *"he", "his", "him"* that referred back to "Mr Behrman" and "the Doctor", *"she"* and *"her"* replacing the main character in the reading text namely "Johnsy" and "Sue", *"it"* and *"its"* that referred to the things around the character, and the last words were *"they", "them"* and *"their".* The following would be explained data found in the fifth text:

Data 5:5

> The icy finger of Pneumonia also touch Johnsy. **She** was very ill, lying in **her** bed and not moving at all. A doctor visited **her** every day but Johnsy was not getting better.

That data used feminine singular of personal reference. The words *"she"* and *"her"* referred anaphorically to *"Johnsy"* who got Pneumonia in the first sentence. While, in the last sentence, the author used cataphoric way to replace *"Johnsy"*. The author repeated the word *"Johnsy"* in the last clause to make sure that personal reference *"she"* and *"her"* were the pronouns for *"Johnsy"*.

Furthermore, this text also used demonstrative reference. It was found thirty two times in the text with its most types used was definite article *"the"* that occurred seventeen times followed by far demonstrative reference *"that"* and *"there"* appearing ten times. The least type was near demonstrative reference that emerged two times by using its word *"this"* and *"here"*. Here the data that used demonstrative reference:

Data 5:6

> In November, it was very cold and it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one **here** and **there** with his icy fingers.

From that data above, there were two demonstrative references, they were *"here"* and *"there"*. The words *"here"* referred back to *"the city"* while *"there"* referred back to another city.

The last reference found in the text was comparative reference. It was found only five times in the whole text which will be shown in the following data:

Data 5:7

"They're falling **faster** now. Three days ago there were almost a hundred.

Data above used particular comparison of comparative reference. It compared the way how the ivy leaves fell.

Conjunction was the second type of grammatical cohesion found in the text. It occurred forty two times. There were three types found in the text. They were additive, adversative and temporal conjunction. Additive was the most conjunctions used in the text by employing its word *"and"* that occurred twenty five times. The following data was instance of conjunction found in the fifth text:

Data 5:8

And then they found a lantern, still lighted, **and** ladder that had been dragged from its place, **and** some scratched brushes, **and** a palate with green **and** yellow colours mixed on it, **and**- look out the window, dear at the last leaf of the ivy on the wall.

The words *"and"* was the conjunction used in that data to continue the illustration of the story.

Further, adversative was the second type of conjunction in the text. It appeared six times with using its words *"but"* and *"only"* which would be described in the data below:

Data 5:9

Old Behrman was a painter who lived on the ground floor of the same building. He was sixty years old and had always dreamed of painting a masterpiece, **but** unfortunately till now he was not able to fulfill his dream.

The adversative conjunction could be found in the second paragraph by using its word *"but"*. The meaning of *"but"* was as against from one fact to another fact, however the clause still related to each other.

The last conjunction type found was temporal emerging seven times that was represented by *"then"* and *"next "*. The text also used other conjunction that occurred four times by using the word *"now"*. Here the data that was categorised as temporal:

Data 5:10

In there, they peered out the window fearfully at the ivy vine. **Then** they looked each other for a moment without speaking.

From that data, the relation from one sentence to other was expressed by its simplest form *"then"*.

The other grammatical cohesion used was substitution. It appeared four times in the text. All of them were nominal substitution represented by the word *"one"* which could be seen in the following:

Data 5:11

"Leaves on the ivy nine. When the last **one** falls, I must go, too. I've known that for three days. Didn't the doctor tell you?"

The nominal substitution presented in the second sentence. It used its word *"one"* to substitute *"leaves on the ivy nine"*.

The least types of grammatical cohesion used was ellipsis. There were two types of ellipsis found. They were verbal and clause ellipsis. The dominant ellipsis was causal that appeared two times followed by verbal ellipsis occurring once that could be shown in data below:

Data 5:12

"She wants to paint a picture of Bay of Naples." "**Painting**!" said the doctor. That won't help her"

The word *"painting"* in the second sentence was verbal ellipsis. It omitted the preceding sentence *"she wants to paint a picture of Bay of Naples"*.

The fifth reading text was applied all types of cohesion. It meant that the fifth reading text was categorised as the best text in the Enrichment Passage. By using all of the type of grammatical cohesion, the relation between and within sentences well organised. While the use of lexical was making the students easier to grasp the main idea in the text.

6. Sixth Text

In this last text analysed by the researcher entitling "Life and Times of KI HAJAR DEWANTARA (Raden Mas Surwadi Suryaningrat", there were thirty five sentences. This text utilised both grammatical and lexical cohesion. Reference and reiteration were the dominant cohesion aspect that were occurred in the text. They appeared fifty three times in the text. Hence, to establish the semantic relation within and between sentences, this text used vocabulary and grammar to relate the meaning from one sentence to another.

Further, there were three types of grammatical cohesion found in the text. They were reference, ellipsis and conjunction. Reference was the dominant grammatical cohesion used appearing fifty three times. Whereas, conjunction was placed in the second rank that occurred thirty three times followed by ellipsis that emerged only once.

As the most grammatical cohesion found, reference used all of its types, namely personal, demonstrative and comparative reference. First, personal reference was represented by the words *"he" "his", "him"* that referred to Ki Hajar Dewantara. Whereas, *"it"* that occurred only once referred back to education of Ki Hajar Dewantara. Here the data of personal reference found in the sixth text:

Data 6:1

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. **His** given name was Raden Mas Suwardi Suryaningrat which late changed to renounce his connection with the royal family. **He** transformed himself into an activist, columnist, politician and pioneer of education in Indonesia.

The word *"his"* in the second sentence was personal reference that acted as the possessive pronoun. It could be seen that the data above used anaphoric way to refer back because the author mentioned the name in the first sentence and used possessive pronoun *"his"* in the next sentence. While, *"he"* in the third sentence was a pronoun functioning as Head. Both were instances of personal reference that referred back to *"Ki Hajar Dewantara"*.

The second type of personal reference found in the text was demonstrative reference. It occurred seven times. There were two types of demonstrative used in the text they were near demonstrative reference and definite article. The near demonstrative reference were represented by *"this"* and *"these"*, while definite article used its word *"the"*. The following would be presented the data discovered in this reading text:

Data 6:2

He played a leading role in establishing *"National Onderwijs Institut Taman Siswa"* in 1922. **This** institution was established to educate native inonesians during colonial times.

"This" in second sentence of that data was categorised as demonstrative reference. *"This"* referred to the *"National Onderwijs Institut Taman Siswa"*.

Comparative reference was the last type of grammatical cohesion found in the text. It only appeared two times. It was the least reference types used in the text which would be shown below:

Data 6:3

He believed that education is very important and the **most** important means of freeing Indonesians from the clutches of colonisation.

From that data above, it used kind of superlative. *"Most important"* was used to tell that freeing Indonesians from the colonist was the first thing to do. It was used superlative to show the comparative reference.

Further, Conjunction was the last grammatical cohesion type used in the text that ranked in the second place. It appeared thirty three times. There were four types found in the text. The first was additive that

emerged twenty seven times by utilising the words *"and"* and *"thus"*. The following would be explained one by one:

Data 6:4

The development of good character should be the heart **and** soul of education, **and** should dominate the spirit of teaching.

The word *"and"* linked two same concepts of how to develop a good character through education. It was kind of additive type of conjunction.

The second one were adversative and temporal occurring two times in the text. While causal as the least conjunction types used appeared once. *"But"* was adversative used in the text, whereas causal utilised its word *"so that"* and temporal employed its words *"eventually"* and *"then"* to connect the clause or sentence in the text.

Data 6:5

He got his primary education from ELS (Europeesche Lagere School) **then** he continued his education at Stovia (Java Medical School) **but**, due to health reasons he couldn't finished it.

That data used the type of adversative and temporal of conjunction. *"Then"* was temporal conjunction used to relate between two successive clauses. While, *"but"* was kind of adversative conjunction that was used to explain that Ki Hajar Dewantara could not continue his education because of his health.

The least grammatical cohesion used was ellipsis. Nominal ellipsis was grammatical cohesion found in the text. It only appeared once which could be shown in the following data:

Data 6:6

He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were **both** important in the early development of the *pergerakan*, the *"movement"* that grew up with an ascent of Indonesian national political consciousness.

In that data, the author omitted *"Budi Utomo and the Indiesche" Party* after the word *"both"*.

On the other hand, this text used reiteration and collocation of lexical cohesion and they appeared fifty three times. There were three types of reiteration found, namely repetition, synonym or near-synonym and general word. The most reiteration found was repetition that occurred forty four times which would be described in the following data.

Data 6:7

As Ki hajar Dewantara believed that character was not merely a theoretical **concept**, but a practical **concept**, he embodied his vision in his school, Taman Siswa.

The author repeated *"concept"* twice but both had different meanings. The first *"concept"* was a theoretical concept while the second concept was a practical concept.

The second type of reiteration found was synonym or near-synonym. There were eight words that had its synonym or near-synonym. It could be seen in the data below:

Data 6:8

He was a great man who spent his whole life serving his **people** and country.

In that data, the author used the word *"people"* to replace the word *"Indonesians"* as its synonym in the preceding sentence. Both of them referred to people of Indonesia.

The last type of reiteration was general word. There was one sentence that indicated general word that could be seen in the following data:

Data 6:9

Education, by definition, means guiding **student** lives in a strong foundation of good character, so that they would be civilised **humans** of the highest moral fibre, thus lying the foundation of a great nation without distinction of religion, ethnicity, customs, economic, and social status.

The *"humans"* was general word of *"student"* in the previous clause.

Collocation was the last type of lexical cohesion used that occurred once in the text that could be shown in the data below:

Data 6:10

He **started** writing for newspaper and eventually all his writings were focused on Indonesia patriotism, thus anti Dutch…. He was **exiled** between 1913 and 1919 following the publication of two of his articles: *"Als ik eens Naderlander"* (If I were Dutchman) and *"Een voor allen en allen voor een"* (One for all and all for one).

The words *"started"* and *"exiled"* did not have correlation in meaning, but they occurred in the same context that happened to Ki Hajar Dewantara. That was why they exemplified as the collocation.

Based on the analysis above, the sixth reading text applied five types of cohesion. They were reference ellipsis, conjunction, reiteration and collocation. The characteristic of text having high level of cohesion was how many types of cohesion were used. It meant that the sixth reading

text was in the middle level because this text only used five types of cohesion.

After analysing six reading texts, it could be explained that they contained both grammatical and lexical cohesions in each reading text. Grammatical cohesion consisted of reference, substitution, ellipsis and conjunction. Whereas, the lexical cohesion included reiteration and collocation. The most dominant type of cohesion used was lexical cohesion with its type was repetition followed by reference of grammatical cohesion.

B. Discussion

This section discussed based on the finding that had been explained before. It consisted of two major points according to the type of cohesion, namely grammatical cohesion and lexical cohesion that would be explained as follows:

1. Grammatical Cohesion

Grammatical cohesion was the first type of cohesion that used grammar to determine the semantic relation between and within the sentence. It had four types. They were reference, substitution, ellipsis and conjunction. The most dominant grammatical cohesion found was reference followed by conjunction, ellipsis and substitution.

a. Reference

In the text that had been analysed, the way of referring was varied. These texts did not only use anaphoric way to show the semantic relation in the text but also cataphoric way. However, the six

reading texts mostly used anaphoric way in determining the semantic relation. It was used to ease the comprehension of students in reading the text.

Further, there were three types of grammatical cohesion found. They were personal, demonstrative and comparative reference. The most dominant applied was personal reference followed by demonstrative reference and comparative reference.

1) Personal Reference

In the six reading texts, there were three hundred and sixteen instances of personal reference. It meant that the six reading texts applied three hundred and sixteen cohesive ties of personal reference in the texts. The authors of each text mostly used anaphoric by means the name of someone or thing came first and then used the item of personal reference in the other sentence.

The data 5:1 was an instance of applying the personal reference. That data used both anaphoric and cataphoric way in referring back and forward to the girl. It could be seen that the author of that text mentioned the girl; *"Johnsy"* in the first sentence and used the item of personal reference *"she"* and *"her"* in the next sentence. The way in referring was called anaphoric.

As mentioned before, the data 5:1 was also used cataphoric way. It could be found in the last sentence of that data. In the last sentence the author mentioned the name after personal reference

"her". It was used to inform the reader that the personal reference applied in that text was used to replace the girl namely *"Johnsy"*.

2) Demonstrative Reference

Demonstrative reference was in the second position in the most type of reference found. The words *"this"*, *"these"*, *"that"* and *"those"* were demonstrative reference that mostly occurred anaphorically to thing that had been mentioned before. On the other hand, another demonstrative reference such as the definite article *"the"* functioned to specify a thing or person was used in the reading texts.

The data 2:4 was exemplified of demonstrative reference. That data used the word *"these"* to refer back to some cases explained in the text. In that data, *"these"* was positioned as Head.

3) Comparative Reference

The least type used was comparative reference. There were fourteen sentences classified as comparative reference that were applied in the second, third, fifth and sixth reading texts. Most of comparative references used were particular comparisons such as comparative and superlative. The texts also used the words *"other"*, *"such"* and *"more"* to compare the similar or different between the things. The data 5:7 was represented as comparative reference by using particular reference. That data used

comparative adjective *"faster"* to compare the way a thing fell down.

b. Substitution

Substitution was the least cohesion found in the text. It was used to avoid the need to use the same words too many times. It only appeared six times in the third, fourth and fifth texts. The dominant substitution used was nominal substitution in the third and fifth texts. It meant that the authors of the text used substitutions to replace the nominal group with its item *"one"*. While, the least substitution was verbal substitution appearing once in the fourth text. It used the item *"doing so"* to exchange the verbal group in the sentence which could be found in the data 4:3.

c. Ellipsis

The third type of reference namely ellipsis was applied in the first, third, fourth, fifth and sixth texts. There were three types of ellipsis used in the five texts, namely nominal, verbal and clausal. The most types used were verbal and clausal. It meant that the author tended to omit the verbal and clause to show the relation between sentences.

On the other hand, nominal ellipsis was the least ellipsis found. It used its words *"many", "any"* and *"both"* to establish that there were relation within and between the sentences. The data 6:6 was categorised as ellipsis. It could be seen when the author missed the

phrase *"Budi Utomo and the Indiesche"* after the word *"both"*. The author used *"both"* because it referred to two sets or nominal group such as *"Budi Utomo and the Indiesche"*.

d. Conjunction

The last type of grammatical cohesion found in the texts was conjunction. It was in the second position as the most cohesion types used in the texts. The use of conjunction was to connect ideas between and within the sentences. There were four types of conjunction found, namely additive, adversative, causal and temporal.

Moreover, the first type was additive that was used its words *"and", or"* and *"thus"*. Adversative was the second types presented by the words such as *"but", "rather", "only" "however"* and *"instead"*. While, causal was represented by *"so", "because", "therefore", "otherwise"* and *"so that"*. The last type was temporal employed the words *"then", "next", "next time"* and *"eventually.* In addition, there was other type of conjunction that was found in the text by using its word *"now"* that could be found in the data 3:6.

In the data 3:6 there were two types of conjunction used. They were additive by using its word *"and"* and continuatives by employing the word *"now"*. The word *"and"* in that data were used to coordinate the structure of each clause. While, the word *"now"* was used to give a new information about the phenomenon that time. It was clear that both were classified as type of conjunction.

2. Lexical Cohesion

Lexical cohesion was the second type of cohesion used in the text. It was used to determine semantic relation by using vocabulary. There were two types of lexical cohesion. They were reiteration and collocation.

a. Reiteration

Based on the finding that had been explained, reiteration was the most dominant cohesion used in the six reading texts. It was employed the selection of vocabulary that had the same or similar meanings to determine the cohesiveness in the text by referring back to lexical item that have been mentioned. Reiteration did not only the repetition of the same lexical items, but also the occurrence of a related item such as repetition, synonym or near-synonym, superordinate and general word that could be found in the reading text.

1) Repetition

Repetition was the most type of reiteration found in the texts. It also the most dominant cohesion used in the six reading texts. It appeared five hundred and seven times. Repetition was an important part in constructing the texts. By using appropriate repetition items, a text would be coherent in meaning. It meant that to establish the semantic meaning, it employed the same vocabulary or repeated the words that had been used before.

Moreover, it could be said that the authors of the six reading texts were often to repeat the same noun and verb. They were

often to use the same words in order to ease the students in reading and comprehending the text because students did not require to utilise context or structure to understand the meaning or idea in the text. The data 2:1 was represented as repetition. That was obvious that the author repeated the word *"bullying"* twice and it had the same referent.

2) Synonym or Near-synonym

The second type was synonym or near-synonym. It occurred fifty times in the six reading texts. It meant the authors of each text used the words having same or near similar meaning. It was also used to enrich student vocabularies by using the synonym of the words. The data 1:6 was classified as instance of synonym. The author replaced the word *"cosy"* with *"snug"* in the next sentence. *"Snug"* and *"cosy"* were synonyms. Hence the data 1:6 was classified as a type of synonym.

3) Superordinate

Superordinate was in the third position in reiteration by appearing fourteen times. It could only be found in the first, fifth and sixth text. To establish the semantic relation, it used words that had higher level or more general than the words that had been used before. The example data of superordinate in reading text was the data 1:7. The word *"man"* referred back to *"fisherman"*.

It was classified as superordinate type because *"man"* was superordinate of *"fisherman"*.

4) General Word

The least type of reiteration was general word that occurred three times in the first, fourth and sixth text. General word employed the most general word related to the previous words having been mentioned. The data 6:9 was exemplified as type of general word. The author used the general noun *"humans"* to replace the word *"students"* in the preceding clause. The data 6:9 was categorised as type of general word because they were accompanied by a reference item.

b. Collocation

The last and the least cohesion type used was collocation. It employed the lexical item that did not have the same or similar meaning. Instead, it used the same context with the item mentioned before. It could only be found in the first, fourth, fifth and sixth texts. The data 5:4 were an instance data of collocation. The words *"happy"* and *"sad"* were antonyms. There were obviously systematic relationship between *"happy"* and *"sad"*. Those data was classified as collocations because they had the same referent and they were related by a particular type of oppositeness.

Based on the result above, the researcher found out that all six reading texts applied the grammatical and lexical cohesion. By using both grammatical

and lexical cohesion, the texts could be easier to be understood and comprehended. Nevertheless, the six reading texts did not use all the type. There were only two reading texts using all of the type of cohesion. They were the fourth and the fifth reading text. Besides, the other texts were used incomplete type of grammatical and lexical cohesion. There were six types of cohesion used in the reading texts.

Furthermore, the most dominant cohesion type found in the six reading texts was reiteration by using its type namely repetition. Whereas, reference of grammatical was ranked in the second position followed by conjunction, ellipsis, substitution and collocation. It meant that the authors of every text preferred to use vocabulary than grammatical in establishing the semantic relation. It also could be told that the texts were considered to be highly cohesive texts.

According to Junxin, if text contained thick lexical cohesion it would be regarded to have high cohesion.[65] Lexical cohesion could assist the students in comprehending the text if they are in the equal language level.[66] By using more lexical cohesion in the text, the semantic relation could be more implicit. Oroji and Ghane stated that the more lexical cohesion was used, the more coherent text was.[67] Moreover, the selection of vocabulary could make the students easier in comprehending the text. It also could be used to emphasise the ideas of the text and enhanced students' vocabulary.

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[65] Junxin, *the Application*, 1394.
[66] Qingshun, *A study,* 149.
[67] Mohammad Reza Oriji and Azam Ghane, *the Investigation*, 146.

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CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis in previous chapter, the conclusion would be drawn as follow:

There were six types of cohesion found in the six reading texts presented in Enrichment Passage of English textbook entitling "Buku Bahasa Inggris Kelas XI". They were reference, substitution, ellipsis, conjunction, reiteration and collocation. In applying the cohesion type, the author of every texts mostly used anaphoric way in referring back to show the semantic relation. Moreover, all of the six reading texts were good because they applied both grammatical and lexical cohesions but not all the types were used in every reading text. Nevertheless, they were still categorised as highly cohesive texts because they mostly used lexical cohesion to make the texts more coherent. By using more lexical cohesion in the texts, the semantic relation could be more implicit and it also could make the students easily to comprehend the texts.

B. Suggestions

After drawing conclusion, the researcher presents some suggestions directing to the other researchers who are interested in same research, the teachers who want to use the textbook and the authors who composed and chose the reading texts in the textbook entitling "Buku Bahasa Inggris Kelas XI".

1. For other researchers, the researcher suggests them to investigate more specific device of cohesion and in deeper, further and better technique more than this research. They also can use this research as reference in doing related research in another object.

2. For English teachers, the researcher expects that this research can be consideration in choosing the appropriate text in teaching reading. However, "Buku Bahasa Inggris Kelas XI" still can be used in the class in enriching the students, but teacher can use another additional reading text applying all of the type of cohesion. The researcher also expects that this research can give new perception about how cohesion can be a strategy in making the students comprehend the text.

3. For authors or textbook developers, the researcher hopes that this research can give contribution in selecting or arranging the reading text that would be included in the textbook. The researcher also asks the author to replace the reading texts that did not apply all of the types of cohesion to reading text that used all of the types of cohesion.

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AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name	: Mudawamatul Fikriyah
NIM	: T20156073
Study Program/ Major	: Tadris Bahasa Inggris/Language Education
Faculty	: English Education Department
Institution	: IAIN Jember

Hereby declares that the content of the thesis entitled **"Cohesion in Reading Texts "Bahasa Inggris Kelas XI" Published by Ministry of Education and Culture"** is the result of my research / work, except in the part referred by the source.

Jember, 01st August 2019

Stated by

Mudawamatul Fikriyah
NIM. T20156073

Appendix 1: Research Matrix

Title	Variable	Indicator	Research Methodology	Research Question

Cohesion in Reading Texts "Bahasa Inggris Kelas XI" Published by Ministry of Education and Culture	Content in reading texts of Enrichment Passage on "Bahasa Inggris SMA/MA Kelas XI" of senior high school focusing on cohesion	1. Grammatical Cohesion
		   a. References
		   b. Substitution
		   c. Ellipsis
		   d. Conjunction
		2. Lexical Cohesion
		   a. Reiteration
		   b. Colocation
			Research Design :
			
			Qualitative Research
			
			Research Data :
			
			Reading texts in EFL Textbook of Enrichment Passage on "Bahasa Inggris Kelas XI" published by Ministry of Education and Culture
			
			Data Collection Technique:
			
			➢ Document analysis
			
			Data Analysis:
			
			➢ Cohesion analysis based on Halliday and Hasan
				1. How is cohesion in the reading texts "Bahasa Inggris SMA/MA Kelas XI" published by Ministry of Education and Culture?

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Appendix 2: Bibliography of the Researcher

Mudawamatul Fikriyah was the youngest child of two children born in March 23rd 1997 in Jember. She was a lovely daughter from couple of Alm. K.H. Sholehan Ar. and Fadila. Her first school was TK Dewi Masyithoh 76 graduated in 2003. Then, she continued her education at MI Ibnu Khlodun graduated in 2009, MTs Ibnu Kholdun graduated in 2012 and the last was MA Ibnu Kholdun graduated in 2015. After finishing her study in the school, she wanted to be an English teacher. Hence, she took the English Education Department of Faculty of Tarbiyah and Teacher Training at State Institute of Islamic Studies of Jember to achieve her dream.

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SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

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NUP   : 20160394
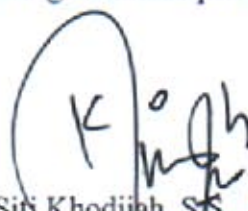
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menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Mudawamatul Fikriyah dalam penelitian yang berjudul "Cohesion in Reading Text "Bahasa Inggris Kelas XI" published by Ministry of Education and Culture".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 11 Juli 2019

Yang membuat pernyataan

Siti Khodijah, S.S., M.Pd.

NUP. 20160394

Appendix 4: Research Journal

Collected the Data from Note-Taking Strategy

No	Things to do	Time	Notes
1	Dividing the data	April 15th 2019	• Dividing every paragraph in the text into sentence • Numbering the sentence. • There were three hundred and eighty nine sentences in six reading texts as the data. • Putting the data having been numbered in the table of coding scheme
2	Identifying and classifying the data	April 18th 2019	• Identifying every sentences based on coding scheme of Halliday and Hassan's theory of cohesion • Classifying the data after being identified
3	Counting the data	May 9th 2019	• Counting the occurring of cohesive ties in every reading text. • There were 1.335 cohesive ties in six reading texts.
4	Analysing the data	May 13th 2019	• Analysing every cohesive ties in every text based on theory to know what type of cohesion used in the six reading texts was. • There were six types of cohesion found in the texts • Interpreting how the type of cohesion used in the texts.
5	Reporting the data	May 21st 2019	• The researcher described the data found to know how cohesion in reading text was.
6	Validating the data	June 25th 2019	• The researcher asked the advisor and of the English lecturer to check the data and the analysis
7	Concluding	July 12nd 2019	• The researcher concluded the data based on the result of data analysis.

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Appendix 5: Research Instrument

Coding Scheme Based on Halliday and Hasan's Theory

Type of Cohesion			Coding Scheme			
Grammatical Cohesion						
1	**Reference**		**R**			
	A. Personal			I		
	1. Singular, masculine	he, him, his			a	
	2. Singular, feminine	she, her, hers			b	
	3. Singular, neuter	it, its			c	
	4. Plural	they, them, their, theirs			d	
	B. Demonstratives			II		
	1. Demonstrative, near	this/ these, here			a	
	2. Demonstrative, far	that/those, there, then			b	
	3. Definite article	The			c	
	C. Comparatives			III		
	1. Identity	same, identical			a	
	2. Similarity	similar(ly), such			b	
	3. Difference	different, other, else,			c	
	4. Comparison,	more, less, as many; ordinals			d	
	5. Comparison, quality	as+ adjective; comparatives and superlatives			e	
2	**Substitution**		**S**			
	A. Nominal			I		
	1. for noun Head	one/ones			a	
	2. for nominal Complement	the same			b	
	3. for Attribute	So			c	
	B. Verbal			II		
	1. for verb	do, be, have			a	
	2. for process	do the same/likewise			b	
	3. for proposition	do so, be so			c	
	4. verbal reference	do it/that, be it/that			d	
	C. Clausal			III		
	1. positive	So			a	
	2. negative	Not			b	
3	**Ellipsis**		**E**			
	A. Nominal			I		
	1. Deictic as Head				a	
	a) Specific Deictic	possessive, demonstrative, the				1
	b) Non-specific	each, every, both, all, some				2
	c) Post-deictic	other, some, different				3
	2. Numerative as Head				b	

a) Ordinal	first, second, third				1
b) Cardinal	one, two three				2
c) Indefinite	much, many, most				3
3. Epithet as Head				c	
a) Superlative					1
b) Comparative					2
c) Others					3
B. Verbal			II		
1. Lexical ellipsis (from right)				a	
a) Total (all items omitted except first operator)					1
b) Partial (lexical verb only omitted)					2
2. Operator ellipsis (from left)				b	
a) Total (all items omitted except lexical verb					1
b) Partial (first operator only omitted)					2
C. Clausal			III		
1. Propositional				a	
a) Total (all prepositional element omitted)					1
b) Partial (some complement or Adjunct present)					2
2. Modal ellipsis				b	
a) Total (all modal element omitted)					1
b) Partial (subject present) (rare)					2
3. General ellipsis				c	
a) WH- (only WH- element present)					1
b) Yes/no (only item expressing polarity resent)					2

	c) other (other single clause element present)					3
4	**Conjunction**		C			
	A. Additive			I		
	1. Simple				a	
	a) Additive	and, and also				1
	b) Negative	nor, and...not				2
	c) Alternative	or, or else				3
	2. Complex, emphatic				b	
	a) Additive	furthermore, add to that				1
	b) Alternative	alternatively				2
	3. Complex, de-emphatic	by the way, incidentally			c	
	4. Apposition				d	
	a) Expository	that is, in other words				1
	b) Exemplificatory	e.g., thus				2
	5. Comparison				e	
	a) Similar	likewise, in the same way				1
	b) Dissimilar	on the other hand, by contrast				2
	B. Adversative			II		
	1. Adversative				a	
	a) Simple	yet, through, only				1
	b) + „and"	But				2
	c) Emphatic	however, even so, all the same				3
	2. Contrastive	in (point of) fact, actually			b	
	3. Contrastive				c	
	a) Simple	but, and				1
	b) Emphatic	however, conversely, on the other hand				2
	4. Correction				d	
	a) Of meaning	instead, on the contrary, rather				1
	b) Of wording	at least, i mean, or rather				2
	5. Dismissal				e	
	a) Closed	if any/ either case				1
	b) Open-ended	in any case, anyhow				2
	C. Causal			III		
	1. General				a	
	a) Simple	so, then, therefore				1
	b) Emphatic	consequently				2
	2. Specific				b	
	a) Reason	on account of this				1
	b) Result	in consequence				2
	c) Purpose	with this mind				3

3. Reversed clausal	far, because			c	
4. Clausal, specific				d	
a) Reason	it follows				1
b) Result	arising out of this				2
c) Purpose	to this end				3
5. Conditional				e	
a) Simple	Then				1
b) Emphatic	in that case, in such an event				2
c) Generalized	under the circumstances				3
d) Reversed polarity	otherwise, under other circumstances				4
6. Respective				f	
a) Direct	in this respect, here				1
b) Reversed polarity	otherwise, apart from this, in other respects				2
D. Temporal		IV			
1. Simple			a		
a) Sequential	then, next				1
b) Simultaneous	just then				2
c) Preceding	before that, hitherto				3
2. Conclusive	in the end			b	
3. Correlatives				c	
a) Sequential	first...then				1
b) Conclusive	at first/originally/formerly...finall y/now				2
4. Complex				d	
a) Immediate	at once				1
b) Interrupted	Soon				2
c) Repetitive	next time				3
d) Specific	next day				4
e) Durative	meanwhile				5
f) Terminal	until then				6
g) Punctiliar	at this moment				7
5. Internal temporal				e	
a) Sequential	then, next				1
b) Conclusive	finally, in conclusion				2
6. Correlatives				f	
a) Sequential	first…next				1
b) Conclusive	in the first place...to conclude with				2
7. Here and now				g	
a) Past	up to now				1
b) Present	at this point				2
c) Future	from now on				3

	8. Summary	To sum up, to resume			h	
	E. Other	now, of course, will anyway, surely, after all	V			
Lexical Cohesion						
1	**Reiteration**		**Rt**			
	A. Same item or repetition			I		
	B. Synonym or near synonym			II		
	C. Superordinate			III		
	D. General item or general words			IV		
2	**Collocation**		**Co**			

Filename:	Appendix 5_CBAC2A
Directory:	C:\Users\ASUS\AppData\Local\Temp
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Subject:	
Author:	FIKRY
Keywords:	
Comments:	
Creation Date:	3/19/2019 9:52:00 PM
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Number of Words:	838
Number of Characters:	3,777

Appendix 6: Data Sheets of Cohesion in "Enrichment Passage"

The Cohesion Type Found in the Six Reading Texts

First Text

Title : Can Greed Ever Be Satisfied?
Page : 117-119

No	Sentences	No of Ties	Cohesive Items	Type	Presupposed Item
1	There once was a fisherman who lived with his wife in a small hut close by the seaside.	1	His	RIa	Fisherman
2	The fisherman used to go fishing every day.	1	The Fisherman	RIIc RtI	A fisherman fisherman
3	One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of sudden his float was dragged away deep into the water.	6	He His (4x) And	RIa RIa CIa1	The fisherman The fisherman -
4	He quickly started to reel in his line and managed to pull out a huge fish.	3	He His And	RIa RIa CIa1	The fisherman The fisherman -
5	"*Wow! This will feed us for days.*"	1	This	RIIa	A huge fish
6	Much to his surprise, the fish started to talk and said, "*Pray, let me live!*	5	His The Fish Started And	RIa RIIc RtI RtI CIa1	Fisherman A Fish A huge fish Started -
7	*I am not a real fish; I am an enchanted prince.*	1	Fish	RtI	Fish
8	*Put me in the water again, and let me go!*	4	The Water And Let Go	RIIc RtI CIa RtI RtI	Water Water - Let Go
9	*Have mercy o' kind fisherman.*"	1	Fisherman	RtI	Fisherman

10	The astonished fisherman quickly threw him back, exclaiming, ”*I don't want to hurt a talking fish!*	4	The	RIIc	A Astonished fisherman	
			Fisherman	RtI	The fisherman	
			Him	RIa	Enchanted prince	
			A talking fish	RtII	Enchanted prince	
11	*Go on! Go where you come from.*"	2	Go (2x)	RtI	Go	
12	When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go in.	14	The	RIIc	Fisherman	
			Fisherman	RtI	Fisherman	
			Went	RtI	Go	
			His	RIa	Fisherman	
			Wife	RtI	Wife	
			He (2x)	RIa	Fisherman	
			Her	RIb	Fisherman's wife	
			He			
			And	CIa	-	
			It (2x)	RIc	Enchanted prince	
			Let	RtI	Let	
			Go	RtI	Go	
13	"*Didn't you ask it for anything?*" said the wife.	4	It	RIc	Enchanted prince	
			Said	RtI	Said	
			The	RIIc	A wife	
			Wife	RtI	Fisherman's wife	
14	"*No, I didn't, what should I have asked for?*" replied the fisherman.	4	I didn't	EIIb2	I didn't ask for anything	
			The	RIIc	A fisherman	
			Fisherman	RtI	Fisherman	
			Asked for	RtI	Ask for	
15	"*I am surprise you didn't realise what you should have asked for.*	2	Surprise	RtI	Surprise	
			Asked for	RtI	Asked for	
16	*We live very wretchedly here, in this nasty and dirty hut.*	5	Live	RtI	Lived	
			Here	RIIa	-	
			This	RIIa	-	
			Hut	RtI	Hut	
			And	CIa1	-	

17	*We are poor and I am so miserable.*	1	And	CIa1	-
18	*You should have asked for a nice cosy cottage.*	2	Asked for Cottage	RtI RtII	Asked for Hut
19	*Now go back and ask the fish that we want a snug little cottage*", said his wife.	11	Now Go And Ask The Fish Snug Cottage Said His Wife	CV RtI CIa1 RtI RIIc RtI RtII RtI RtI RIa RtI	- Go - Asked A fish Enchanted prince Cosy Cottage Said Fisherman Fisherman's wife
20	The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to middle of the sea and said	13	The Fisherman This But He Went Seashore His Boat Went The And Said	RIIc RtI RIIa CIIc1 RIa RtI RtII RIa RtI RtI RIIc CIa1 RtI	A fisherman Fisherman - - Fisherman Went Seaside Fisherman Boat Went Sea - Said
21	*"O enchanted beautiful fish!*	1	Enchanted beautiful fish!	RtI	Enchanted fish
22	*Hear my plea!*				
23	*My wife wants not what I want*	1	Wife	RtI	Fisherman's wife
24	*And she won't give up till she has her own will*	4	And She (2x) Her	CIa1 RIb RIb	- Fisherman's wife Wife
25	*So come forth and help me!"*	2	So Come And	CIIIa1 RtI CIa1	- Come -

26	The fish immediately came swimming to him, and said, "*Well, what is her will?*	9	The	RIIc	Fish
			Fish	RtI	Enchanted prince
			Came	RtI	Come
			Him	RIa	Fisherman
			And	CIa1	-
			Said	RtI	Said
			Well	CV	-
			Her	RIb	Fisherman's wife
			Will	RtI	Will
27	*How can I help your wife?"*	2	Help	RtI	Help
			wife	RtI	Fisherman's wife
28	*"Ah!"* said the fisherman, "*she says that when I had caught you, I ought to have asked you for something before I let you go.*	8	Said	RtI	Said
			The	RIIc	Fisherman
			Fisherman	RtI	Fisherman
			She	RIb	Fisherman's wife
			Say	RtI	Said
			Asked for	RtI	Asked for
			Let	RtI	Let
			Go	RtI	Go
29	*She does not like living in our little hut, and wants a snug little cottage."*	8	She	RIb	Fisherman's wife
			Little (2x)	RtI	Little
			Hut	RtI	Hut
			And	CIa1	-
			Wants	RtI	Wants
			Snug	RtI	Snug
			Cottage	RtI	Cottage
30	*"Go home, then,"* said the fish, *"She is already in the cottage!"*	9	Go	RtI	Go
			Home	RtI	Home
			Then	CIVa1	-
			Said	RtI	Said
			The	RIIc	Fish
			Fish	RtI	Enchanted Prince
			She	RIb	Fisherman's wife
			The	RIIc	A cottage
			Cottage	RtI	Cottage

31	So the fisherman went home, and saw his wife standing at the door of a nice cottage.	10	So	CIIIa1	-
			The	RIIc	Fisherman
			Fisherman	RtI	Fisherman
			Went	RtI	Went
			Home	RtI	Home
			And	CIa1	-
			His	RIa	Fisherman
			Wife	RtI	Fisherman's wife
			Nice	RtI	Nice
			Cottage	RtI	Cottage
32	*"Come in, come on in!*	1	Come	RtI	Come
33	*Look at the beautiful cottage we have."*	4	Look at	RtI	Looking at
			The	RIIc	A cottage
			Beautiful	RtII	Nice
			Cottage	RtI	Cottage
34	Everything went fine for a while, and then one day the fisherman's wife said, *"Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor."*	12	Went	RtI	Went
			And then	CIVa1	-
			The	RIIc	Fisherman's wife
			Fisherman's wife	RtI	Fisherman's wife
			Said	RtI	Said
			Husband	RtIII	Fisherman
			This	RIIa	Cottage
			Cottage	RtI	Cottage
			The	RIIc	Fish
			Fish	RtI	Fish
			And	CIa1	-
			Him	RIa	The fish
35	*"Wife,"* said the fisherman, *"I don't want to go to him again.*	5	Wife	RtI	Wife
			Said	RtI	Said
			The	RIIc	Fisherman
			Fisherman	RtI	Fisherman
			Him	RIa	The fish
36	*Perhaps he will be angry.*	1	He	RIa	The fish
37	*We ought to be happy with what the fish has given us and not be greedy."*	3	The	RIIc	Fish
			Fish	RtI	Fish
			And	CIa1	-
38	*"Nonsense!"* said the wife;	3	Said	RtI	Said
			The	RIIc	Wife
			Wife	RtI	Wife

39	*"The fish will do it very willingly, I know.*	3	The Fish It	RIIc RtI RIIc	Fish Fish -
40	*Go along and try!"*	1	And	CIa1	-
41	With a heavy heart the fisherman went to the middle of the sea and said	5	The Fisherman Went And Said	RIIc RtI RtI CIa1 RtI	Fisherman Fisherman Went - Said
42	*"O enchanted beautiful fish!*	1	Enchanted beautiful fish	RtI	Enchanted fish
43	*Hear my plea!*				
44	*My wife wants not what I want*	1	Wife	RtI	Fisherman's wife
45	*And she won't give up till she has her own will*	4	And She (2x) Her	CIa1 Rib RIb	- Fisherman's wife Wife
46	*So come forth and help me!"*	2	So Come And	CIIIa1 RtI CIa1	- Come -
47	*"What would she have now?"* said the fish.	5	She Now Said The Fish	RIb CV RtI RIIc RtI	Wife - Said Fish Fish
48	*"Ah!"* said the fisherman, *"she wants be an emperor."*	6	Said The Fisherman She Wants Emperor	RtI RIIc RtI RIb RtI RtI	Said Fisherman Fisherman Wife Wants Emperor
49	*"Go home"* said the fish	3	Said The Fish	RtI RIIc RtI	Said Fish Fish
50	*"She is an emperor already"*	2	She Emperor	RIb RtI	Wife Emperor
51	So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two	9	So He Went Home And	CIIIa1 RIa RtI RtI CIa1	- Fisherman Went Home -

	yards high.		He	RIa	Fisherman
			His	RIa	Fisherman
			Wife	RtI	Wife
			Her	RIb	Wife
52	And on each side of her stood her guards and attendants in a row.	4	And (2x)	CIa1	-
			Her	RIb	Wife
			Her	RIb	Wife
53	The fisherman went up to her and said, *"Wife, are you an emperor?"*	8	The	RIIc	Fisherman
			Fisherman	RtI	Fisherman
			Went	RtI	Went
			Her	RIb	Wife
			And	CIa1	-
			Said	RtI	Said
			Wife	RtI	Wife
			Emperor	RtI	Emperor
54	*"Yes"* said she, *"I am an emperor."*	4	Yes	EIIIc2	-
			Said	RtI	Said
			She	RIb	Wife
			Emperor	RtI	Emperor
55	*"Ah!"* said the man, as he gazed upon her, *"what a fine thing it is to be an emperor!"*	7	Said	RtI	Said
			The	RIIc	Man
			Man	RtIII	Fisherman
			He	RIa	Man
			Her	RIb	Wife
			It	RIc	-
			Emperor	RtI	Emperor
56	*"Husband"* said she, *"it is good to be an emperor."*	5	Husband	RtIII	Fisherman
			Said	RtI	Said
			She	RIb	Wife
			It	RIc	-
			Emperor	RtI	Emperor
57	They were happy for a while.	2	They	RId	Fisherman and his wife
			Happy	RtI	Happy
58	Then a time came when she was not able to sleep all night for she was thinking what she should ask next.	5	Then	CIVa1	-
			She (3x)	RIb	Wife
			Next	CIVa1	-
59	At last, as she was about to fall asleep, morning broke, and the sun rose.	2	She	RIb	Wife
			And	CIa1	-

60	"*Ha!*" thought she, as she woke up and looked at it through the window, "*after all I cannot prevent the sun from rising.*"	4	She (2x) And It	RIb CIa1 RIc	Wife - The sun
61	At this thought she was very angry and wakened her husband, and said, "*Husband, go to the fish and tell him I must be Lord of the sun and the moon.*"	13	This She Angry And (3x) Her Said Husband (2x) The Fish Him	RIIa RIb Co CIa1 RIb RtI RtIII RIIc RtI RIa	- Wife Prevent - Wife Said Fisherman Fish Sfish Fisherman
62	The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed.	7	The Fisherman But The Thought Him He	RIIc RtI CIIc1 RIIc RtI RIa RIa	Fisherman Fisherman - Thought Thought Fisherman Fisherman
63	"*Alas, wife!*" said he, "*cannot you be happy with being such a powerful emperor?*"	4	Wife Said He Emperor	RtI RtI RIa RtI	Wife Said Fisherman Emperor
64	"*No,*" said she, "*I am very uneasy as long as the sun and the moon rise without my permission.*	7	No Said She The moon And The sun Permission	EIIIc2 RtI RIb RtI CIa1 RtI Co	- Said Wife The moon - The sun Prevent
65	*Go to the fish at once!*"	2	The Fish	RIIc RtI	A fish Fish
66	"*I don't think this is a good idea,*" said the fisherman but his wife wouldn't listen to him.	8	This Said The Fisherman But His Wife	RIIa RtI RIIc RtI CIIc1 RIa RtI	- Said Fisherman Fisherman - Fisherman Wife

			Him	RIa	Fisherman
67	*"Why don't you just go and ask the fish to make me the Lord of everything?"* she said.	7	Go And The Fish Make The Lord of everything	RtI CIa1 RIc RtI RtI RIIc RtIV	Go - Fish Fish Make A lord Lord of the sun and the moon
68	Then the man went shivering with fear.	4	Then The Man Went	CIVe1 RIIc RtIII RtI	- Man Fisherman Go
69	As he was going down to the shore a dreadful storm arose.	3	He Going Shore	RIa RtI RtII	The man Went Seashore
70	The trees and the very rock shook and the sky became black with stormy clouds.	3	And (3x)	CIa1	
71	There were great black waves, swelling up like mountains with crowns of white foam upon their heads.	1	Their	RId	Great black waves
72	Unfortunately, the fisherman didn't have any choice, so he got onto his boat and road to the middle of the sea and cried out as loud as he could:	8	The Fisherman So He His And (2x) He	RIIc RtI CIIIa1 RIa RIa CIa1 RIa	Fisherman Fisherman - Fisherman Fisherman - fisherman
73	*"O enchanted beautiful fish!*	1	Enchanted beautiful fish	RtI	Enchanted beautiful fish
74	*Hear my plea!*				
75	*My wife wants not what I want*	1	Wife	RtI	Fisherman's wife
76	*And she won't give up till she has her own will*	4	And She (2x) Her	CIa1 RIb RIb	- Fisherman's wife Wife
77	*So come forth and help*	3	So	CIIIa1	Come

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
	me!"		Come And	RtI CIa1	-
78	*"What would she have now?"* said the fish	5	She Now Said The Fish	RIb CV RtI RIIc RtI	Wife - Said Fish Fish
79	"*I am truly ashamed of my wife's greed but I can't do anything.*	1	Greed But	RtI CIIc1	Greed -
80	*She wants to be a Lord of the sun and the moon.*	2	She Lord the sun and the moon	RIb RtI	Wife Lord the sun and the moon
81	"*Go home,"* said the fish, "*to your small hut."*	4	Said The Fish Hut	RtI RIIc RtI RtI	Said Fish Fish Hut
82	And it is said that they live there to this very day.	4	And It They There	CIa1 RIc RId RIIb	- - Fisherman and his wife Small hut

Second Text
Title   : Bullying: A Cancer That Must Be Eradicated
Page   : 124-126

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
1	A tragic end to an education that had barely begun -13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly.	3	Her (2x) Because	RIb CIIIc	Kiki's classmates -
2	They had accidently discovered her humble background, her father being a street vendor.	3	They Her Her	RId RIb RIb	Kiki's classmates Kiki's humble background Kiki's father
3	In another case, 15-year-	1	It	RIc	Being teased

	old Dinda could not take it anymore.				
4	She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.	8	She (2x) Left School Because Constantly Teased Her	RIb RtII RtI CIIIc RtII RtII RIb	Dinda Stopped School - Relentlessly Make fun Dinda's classmates
5	And in yet another, more recent case, some senior students of junior high school took seven junior students, and subjected them to violent beatings.	3	And Junior high school Them	CIa1 RtI Rid	- Junior high school Seven junior students of junior high school
6	Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen.	2	The His	RIIc RIa	Junior students Sherry's abdomen
7	He is extremely scared to go to school.	2	He School	RIa RtI	Sherry School
8	Julie, a 10-year-boy, fifth grade students, states that her first two years of elementary school were traumatic experience.	1	Her	Rib	Julie's experience in elementary school
9	She sadly remembers being cruelly bullied by her male classmates because she was overweight.	5	She (2x) Bullied Classmates Because	Rib RtII RtI CIIIc	Julie Teased Classmates -
10	They used to call her *Sumatran elephant. Baboon, gentong* and many other names.	4	They Her And Other	RId RIb CIa1 RIIIc	Male classmates of Julie Julie - Difference epithet
11	These are few cases out of hundreds of similar cases and the number is	4	These Cases And	RIIa RtI CIa1	Bullying cases Cases -

	increasing over the time.				
12	In Indonesia, bullying exist in every form, from teasing to extreme abuse.	1	Bullying	RtI	Bullying
13	Even though incidents of bullying are common, unfortunately it is not seen as a major problem.	2	Bullying It	RtI RIc	Bullying Bullying
14	A recent survey conducted by the National Child Protection Commission has shown that more than half of bullying indicated go society.	1	Bullying	RtI	Bullying
15	Also the people who get bullied are either unwilling to report it because they feel it will "make a big deal".	4	They Because It (2x)	RId CIIIc RIc	The people who get bullied - Bullying
16	Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone.	6	Or They (2x) Scared And	CIa3 RId RtI CIa1	- The people who get bullied Scared -
17	The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.	6	Bullying Problem But It Cases Reported	RtI RtI CIIa2 RIc RtI RtI	Bullying Problem - The issue of bullying Cases Report
18	Bullying affects the children both psychologically and physically.	3	Bullying And	RtI CIa1	Bullying -
19	It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in	14	It Children Miss School Mistreated Students And	RIc RtI RtII RtI RtII RtI CIa1	Bullying Children Stop School Get bullied Students -

	severe circumstances, they stop studying altogether.		Cases Other They (2x) Or Severe Stop	RtI RIIIc RId CIa3 RtII RtI	Cases Different students Hundreds of children - Extreme Stop
20	Children should not be living in constant fear.	3	Children Living Fear	RtI RtI RtI	Children Live Fear
21	They shouldn't be afraid.	2	They Afraid	RId RtII	Children Scared
22	On the contrary, they should look forward to every of school and enjoy school life.	4	On the contrary They School And	CIId1 RId RtI CIa1	- Children School -
23	According to research, bullying has always existed in Indonesian society, but it has come to due to the recent proliferation of media technologies.	5	Bullying Existed But It Media	RtI RtI CIIc1 RIc RtI	Bullying Exist - Bullying Media
24	Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil.	5	Bullying Prevalent Society It This	RtI RtII RtI RIc RIIa	Bullying Common Society - The social evil
25	There should be campaigns to increase awareness.				
26	Everyone should be working together, against it, to stop it.	4	Everyone It (2x) Stop	RtI RIc RtI	Everyone Bullying Stop
27	It is distressing to see our children being isolated from society because they are treated badly.	7	It Children Isolated Society Because They Treated badly	RIc RtI RtII RtI CIIIc RId RtII	- Children Scared Society - Children Mistreated

28	I am of the opinion that no one has any right to harass or make people feel inferior.	3	Harass Make People	RtII RtI RtI	Teased Make People
29	No one should have that kind of power.	2	No one That	RtI RIIb	No one The power of harassing or making people feel inferior
30	These children are our future and we should make every possible effort to stop bullying.	6	These Children And Make Stop Bullying	RIIa RtI CIa1 RtI RtI RtI	Children Children - Make Stop Bullying
31	I would like to point out that bullying is everyone's problem and responsibility.	1	Bullying	RtI	Bullying
32	If you condone bullying in any way, shape or form, it means you are taking part in it, whether it is directly or indirectly, by being silent.	4	Bullying It It (2x)	RtI RIc RIc	Bullying (to) condone bullying in any way Bullying
33	The majority of people agree that we have to work together toward eliminating this problem.	5	People Agree Work together This Problem	RtI RtII RtI RIIa RtI	People Condone Working together The bullying problem Problem
34	Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end.	4	People Taunting It But	RtI RtII RIc CIIc1	People Teased Taunting someone -
35	Minor taunts can create a lot of pain and suffering.	2	Create And	RtII CIa1	Make -
36	While it may seem innocent, the cumulative effect could be highly	1	It	RIc	Minor taunts

	damaging.				
37	In addition to that, as the pain increases, each instance cuts a little deeper which eventually become a sore.	3	That The pain	RIIa RIc	Highly damaging A pain created from bullying
38	It is highly possible that bullying might happen in your school, so it is the liability of every student to protect their classmates and try to stop bullying.	10	It Bullying (2x) School It Student Their Classmates And Stop	RIc RtI RtI RIc RtI RId RtI CIa1 RtI	Bullying Bullying School Bullying Student Students' classmates Classmates - Stop
39	If it doesn't work, then you should inform your teachers or your parents.	2	It Then	RIc CIVa1	Protecting their classmates and try to stop bullying -
40	No many of us think of stopping it.	2	Stopping It	RtI RIc	Stop Bullying
41	As long as it doesn't happen to us, why should we get involved, why should we bother?	2	It Happen	RIc RtI	Bullying Happen
42	But the time has come for us to be actively involved in eradicating bullying.	5	But The time Involved Eradicating Bullying	CIIa2 RIIc RtI RtI RtI	- Time to stop bullying Involved Eradicated Bullying
43	So, next time, if you see someone getting bullied, would you try to stop it or let it happen?	9	So Next time Someone Getting bullied Stop It (2x) Or Happen	CIIIa1 CIVd3 RtI RtI RtI RIc CIa3 RtI	- - Someone Get bullied Stop Bullying - Happen

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
44	Remember, bullying is everyone's problem; therefore, everyone has to be the part of the solution.	3	Bullying Everyone's problem Therefore	RtI RtI CIIIa1	Bullying Everyone's problem -

Third Text

Title   : President Sukarno of Indonesia: Speech at Opening of the Bandung Conference, April 18, 1955.
Page   : 130-131

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
1	This twentieth century has been period of terrific dynamistic.	1	This	RIIa	Twentieth century
2	Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years.	3	More (2x) And	RIId CIa1	- -
3	Man has learned to control of the scourges, which one threatened him.	2	Him One	RIa SIa	Man Scourges
4	He has learned to consume distance.	2	He Learned	RIa RtI	Man Learnerd
5	He has learned to project his voice and his picture across oceans and continents.	6	He Learned His (2x) And (2x)	RIa RtI RIa CIa1	Man Learned Man -
6	He has learned how to make dessert bloom and the plants of the earth increase their bounty.	4	He Learned And Their	RIa RtI CIa1 RId	Man Learned - The plants of the earth
7	He has learned how to release the immense forces locked in the smallest particles of matter.	3	He Learned Smallest	RIa RtI RIIIe	Man Learned -

8	But has man's political marched hand-in-hand with his technical and scientific skill?	3	But His And	CIIc1 RIa CIa1	- Man's technical -
9	The answer is No!				
10	The political skill of man has been far outstripped by technical skill.	5	Political Skill (2x) Man Technical skill	RtI RtI RtI RtI	Political Skill Man Technical skill
11	The result of this is fear.	1	This	RIIa	-
12	And man gasps for safety and morality.	3	And (2x) Man	CIa1 RtI	- Man
13	Perhaps now, more than at any moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethnics.	6	Now World And Highest And Morality	CV RtII CIa1 RIIIe CIa1 RtI	- Earth - - - Morality
14	And in a political term, what is the highest code of morality?	5	And Political The Highest Code of morality	CIa1 RtI RIIc RIIIe RtI	- Political Highest code of morality - Code of morality
15	It is the subordination of everything of well-being of mankind.	2	It Mankind	RIc RIV	The highest code of morality Man
16	But today, we are faced with a situation where the well-being of mankind is not always the primary consideration.	3	But The Mankind	CIIc1 RIIc RtI	- Well-being of mankind Mankind
17	Many who are in places of high power think, rather, of controlling the world.	4	Many Rather The World	EIb3 CIId1 RIIc RtI	Many well-being mankind - World World
18	Yes, we are living in a	2	World	RtI	World

	world of fear.		Fear	RtI	Fear
19	The life of man today is corroded and made bitter by fear.	4	Man And Made Fear	RtI CIa1 RtI RtI	Man - Make Fear
20	Fear of the future, fear of hydrogen bomb, fear of ideologies.	3	Fear (3x)	RtI	Fear
21	Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men act to act foolishly, to act thoughtlessly, to act dangerously.	11	This Fear Greater Danger Because It Drives Men Act (3x)	RIIa RtI RIIIe RtI CIIIc RIc RtII RtI RtI	Fear Fear - Danger - Danger Made Man Act
22	All of us, I am certain, are united by more important things than those which superficially divide us.	2	More Those	RIIId RIIb	- Fears
23	We are united, for instance, by a common detestation of colonialism in whatever form it appears.	1	It	RIc	Colonialism
24	We are united by a common detestation of racialism.	2	United Common detestation	RtI RtI	United Common detestation
25	We are united by a common detestation to preserve and stabilise peace in the world.	4	United Common detestation The World	RtI RtI RIIc RtI	United Common detestation World World
26	We are often told, "Colonialism is dead".	1	Colonialism	RtI	Colonialism
27	Let us not deceived or even soothed by that.	1	That	RIIb	"Colonialism is dead"
28	I say to you colonialism is not dead, as long as vast areas of Asia and Africa are unfree.	3	Colonialism Dead And	RtI RtI CIa1	Colonialism Dead -

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
29	And, I beg on you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew.	5	And (3x) Colonialism Form	CIa1 RtI RtI	- Colonialism Form
30	Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation.	10	Colonialism Its Dress The Form Control (3x) And But	RtI RIc RtII RIIc RtI RtI CIa1 CIIc1	Colonialism Colonialism Form Form Form Control - -
31	It is a skillful and determined enemy, and it is appears in many guises.	5	It (2x) And (2x) Guises	RIc CIa1 RtII	Colonialism - Form
32	It does not give up its loot easily.	2	It Its	RIc RIc	Colonialism Colonialism
33	Wherever, whenever, and how ever it appears, colonialism is an evil thing, and one which must be eradicated from the earth.	6	And (2x) It Appears Colonialism Earth	CIa1 RIc RtI RtI RtII	- Colonialism Appears Colonialism World

Fourth Text

Title   : Letter to GOD
Page   : 146-149

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
1	Rancho's house – the lone house in the entire valley – was on the crown of a low hill.				
2	From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the	2	And It	CIa1 RIc	- The rapid flowing stream

	red kidney bean flowers.				
3	Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.	5	It (3x) But However	RIc CIIc1 CIIc2	Ripe corn - -
4	All through the morning, Rancho kept scanning the sky for signs of rainfall and was quite confident that it would rain.	4	Rancho Rainfall And It	RtI RtI CIa1 RIc	Rancho Rainfall - Sky
5	"*You know, woman, now we are finally going to get some rain.*"	2	Now Rain	CV RtI	- Rain
6	His wife, who was busy preparing food, replied: "*Yes God willing*."	3	His Wife Yes god willing	RIa RtII CIIIc2	Rancho Woman -
7	As soon as Rancho's family, his wife and sons sat for dinner, just as he had predicted big drops of rain started failing.	6	Rancho His Wife And He Rain	RtI RIa RtI CIa1 RIa RtI	Rancho Rancho Wife - Rancho Rain
8	In the northeast, huge clouds were covering the sky like a blanket.	2	The Sky	RIIc RtI	A sky Sky
9	The air had smell of rain combined with the smell of fresh earth.	1	Rain	RtI	Rain
10	The atmosphere at that time was absolutely heavenly.				
11	The boys left their food on pretext of getting one thing and another.	2	Boys And	RtII CIa1	Sons -
12	All they wanted was to get wet and play in the rain.	2	They And	RId CIa1	The boys -
13	Rancho was very happy as he looked his field, "*Ah! Now my harvest is*	4	Rancho He His	RtI RIa RIa	Rancho Rancho Rancho

	going to be wonderful."		Now	CV	-
14	He started dreaming about all the things he will be doing once he sells the crops.	4	He (3x) Crops	RIa RtII	Rancho Harvest
15	Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice.				
16	*"Oh my God! This can't be happening,"* he thought.	2	This He	RIIa RIa	*S.15* Rancho
17	*"NO!! NO!! I will be destroyed,*		No (2x)		
18	*This is no rain, it is a hailstorm.*	2	This It	RIIa RIc	*S.15* *S.15*
19	*I hope it will pass soon."*	1	It	RIc	Hailstorm
20	But in front of his family, he kept a strong front and said, *"I am sure it will pass soon, don't worry."*	5	But His He And It	CIIc1 RIa RIa CIa1 RIc	- Rancho Rancho - Hailstorm
21	Unfortunately it didn't.	1	It didn't	EIIa2	It didn't pass soon
22	The hailstorm lasted the whole night.	2	The Hailstorm	RIIc RtI	A hailstorm Hailstorm
23	It destroyed the entire field of his precious crops.	3	It His Destroyed	RIc RIa RtI	Hailstorm Rancho Destroyed
24	Everything looked so white as If someone had thrown sacks of pearls all over the place.				
25	Rancho and his wife were worried to death.	4	Rancho And His Wife	RtI CIa1 RIa RtI	Rancho - Rancho Wife
26	Everything they had was destroyed and they had no inkling as to what they	5	They (3x) Destroyed And	RId RtI CIa1	Rancho and wife Destroyed -

	will do.				
27	The boys asked them, "*What are we going to do?*	2	The Boys Them	RIIc RtI RId	Boys Boys Rancho and wife
28	*Everything is destroyed.*	1	Destroyed	RtI	Destroyed
29	*We don't even have few pieces of corn or beans.*	3	Corn Or Beans	RtI CIa3 RtI	Corn - Beans
30	*Does this mean we are going to die of hunger?"*	1	This	RIIa	*S.29*
31	Rancho said, "*My sons, nobody dies of hunger.*	2	Rancho Sons	RtI RtII	Rancho Boys
32	*Always remember we have God.*				
33	*I am sure he will help us."*	1	He	RIa	God
34	All through the night, rancho kept on thinking how to ask for help from God.	3	Rancho Help God	RtI RtI RtI	Rancho Help God
35	"*God knows everything but I think I should write to Him and ask directly what I want."*	4	God But Him And	RtI CIIa2 RIa CIa1	God - God -
36	Rancho was thankful for the day his parents had sent him to school.	3	Rancho His Him	RtI RIa RIa	Rancho Rancho Rancho
37	Even though he wasn't interested in studies, he had grudgingly learnt to read and write.	2	He (2x)	RIa	Rancho
38	So he took out paper and a pen and started writing.	3	So He And	CIIa1 RIa CIa1	- Rancho -
39	Rancho Lucas	1	Rancho Lucas	RtII	Rancho
40	The Violent Hill				
41	Argentina				
42	18th May 1999				
43	Dear God	1	God	RtI	God
44	Hi				
45	I am writing this letter to	2	This	RIIa	Letter

	you out of extreme urgency, otherwise I wouldn't have disturbed you.		Otherwise	CIIIf2	-
46	You know about the recent hailstorm in my place.	1	The Hailstorm	RIIc RtI	A hailstorm Hailstorm
47	Well, it has destroyed me.	3	Well It Destroyed	CV RIc RtI	- Hailstorm Destroyed
48	Everything in my farm was destroyed.	2	Farm destroyed	RtII RtI	Field Destroyed
49	My corn and kidney beans were almost ready and all it needed was a rainfall but instead of rainfall came a storm.	6	Corn Kidney beans And It But Instead	RtI RtI CIa1 RIc CIIc1 CIId1	Corn Kidney beans - Hailstorm - -
50	If it has lasted for a short period it will have been OK, but unfortunately it lasted for an entire night.	4	It (3x) But	RIc CIIc1	Hailstorm -
51	It has put me at serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed.	6	It God That And Now It	RIc RtI RIIa CIa1 CV RIc	Hailstorm God Farm - - Farm
52	Nothing is left.				
53	If I leave it like this, my family will die of hunger, since we will not have anything to eat.	2	It This	RIc RIIa	Farm Completely destroyed
54	I can't sit still and do nothing about it.	2	And It	CIa1 RIc	- *S. 53*
55	I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest.	2	And (2x) Field	CIa1 RtII	- Farm
56	So dear God, please help	4	So	CIIIa1	-

			Dear	RtI	Dear
	me.		God	RtI	God
			Help	RtI	Help
57	I know you will not disappoint me.				
58	Sincerely Yours				
59	Rancho, the Former	1	Rancho	RtI	Rancho
60	He put the letter inside the envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox.	9	He The Letter And (3x) It (3x)	RIa RIIc RtI CIa1 RIc	Rancho A letter Letter - Envelope
61	The workers at the post office were preparing the letters to mail when they came across the letter addressed to God.	6	The (2x) Letter (2x) They God	RIIc RtI RId RtI	A letter Letter The workers God
62	The postman who came across this letter became curious because he had never seen a letter addressed to God.	7	Postman This Letter Because He Addressed to God	RtII RIIa RtI CIIIc RIa RtI RtI	Workers Letter Letter - Postman Addressed to God
63	He wanted to open the letter but his job ethics stopped him from doing so.	7	He The Letter But His Him Doing so	RIa RIIc RtI CIIc1 RIa RIa SIIc	Postman Letter Letter - Postman Postman Opening the letter
64	He decided to take the letter to the postmaster.	3	He The Letter	RIa RIIc RtI	Postman Letter Letter
65	The postmaster was a very nice and kind gentleman.	3	The Postmaster And	RIIc RtI CIa1	Postmaster Postmaster -
66	He always helped people in any way he could.	3	He Helped	RIa RtI	Postmaster Help

			He could	EIIa1	He could help people
67	When the postman gave him the letter, he looked at it and said, *"it takes a man with strong faith to start a communication with God.*	10	The Postman Him The Letter He It And It God	RIIc RtI RIa RIIc RtI RIa RIc CIa1 RIc RtI	Postman Postman The postmaster Letter Letter Postmaster The letter - - God
68	*I wish I had such strong faith"*				
69	After much thought, he decided to read the letter and perhaps reply it.	5	He The Letter And It	RIa RIIc RtI CIa1 RIc	Postmaster Letter Letter - The letter
70	He opened Rancho's letter.	3	He Opened Rancho	RIa RtI RtI	Postmaster Opened Rancho
71	Little did he know that replying the letter would need more than good intention, a pen and paper.	4	He The Letter And	RIa RIIc RtI CIa1	Postmaster Letter Letter -
72	Rancho needed a lot of money but the postmaster didn't have any.	5	Rancho But The Postmaster Any	RtI CIIc1 RIIc RtI EIa1	Rancho - Postmaster Postmaster Any money
73	Since he had already decided to help Rancho, he decided to give part of his salary, and he ask his friends and co-workers to contribute.	11	He (3x) Decided (2x) Help Rancho His (2x) And (2x)	RIa RtI RtI RtI RIa CIa1	Postmaster Decide Help Rancho Postmaster -
74	But it was impossible for him to collect 100 pesos.	3	But It Him	CIIc1 RIc RIa	- - postmaster
75	He was happy that at least	2	He	RIa	Postmaster

	70 pesos were collected.		Collected	RtI	collect
76	So he put the money in an envelope and sign it as "God" and asked the postman to deliver it to Rancho's house.	11	So	CIIIa1	-
			He	RIa	Postmaster
			The	RIIc	Money
			Money	RtI	Money
			And (2x)	CIa1	-
			It	RIc	Envelope
			The	RIIc	A postman
			Postman	RtI	Postman
			It	RIc	Envelope
			Rancho's house	RtI	Rancho's house
77	When the postman arrived at Rancho's house and delivered the letter to him, Rancho was exhilarated beyond means.	8	The	RIIc	A postman
			Postman	RtI	Postman
			Rancho's house	RtI	Rancho's house
			And	CIa1	-
			The	RIIc	Letter
			Letter	RtI	Letter
			Him	RIa	Rancho
			Rancho	RtI	Rancho
78	And he kept repeating Thank you God!	2	And	CIa1	-
			He	RIa	Rancho
79	Thank you God!				
80	I know you wouldn't let me down.				
81	Rancho had very strong faith in God.	2	Rancho	RtI	Rancho
			God	RtI	God
82	He was not surprised when he opened the envelope.	4	He (2x)	RIa	Rancho
			The	RIIc	Envelope
			Envelope	RtI	Envelope
83	But as he was counting the money, he became very angry.	5	But	CIIc1	-
			He	RIa	Rancho
			The	RIIc	Money
			Money	RtI	Money
			Angry	Co	Exhilarated
84	God couldn't have made a mistake in sending the money.	3	God	RtI	God
			The	RIIc	Money
			Money	RtI	Money
85	So he took out paper and wrote to God again.	5	So	CIIIa1	-
			He	RIa	Rancho
			Took out	RtI	Took out

			And	CIa1	-
			God	RtI	God
86	Then he placed a stamp on it and put it in the mailbox.	6	Then	CIVa1	-
			He	RIa	Rancho
			It	RIc	Letter
			And	CIa1	-
			The	RIIc	Mailbox
			Mailbox	RtI	Mailbox
87	When the postman took the letter out, he immediately took it to the postmaster.	9	The	RIIc	Postman
			Postman	RtI	Postman
			The	RIIc	Letter
			Letter	RtI	Letter
			He	RIa	Postman
			Took	RtI	Took
			It	RIc	Letter
			The	RIIc	Postmaster
			Postmaster	RtI	Postmaster
88	The postmaster quickly open the letter and everyone in the office gathered around him wanting to know what Rancho wrote to God.	9	The	RIIc	Postmaster
			Postmaster	RtI	Postmaster
			Open	RtI	Open
			The	RIIc	Letter
			Letter	RtI	Letter
			And	CIa1	-
			Him	RIa	Postmaster
			Rancho	RtI	Rancho
			God	RtI	God
89	Rancho Lucas	1	Rancho Lucas	RtI	Rancho Lucas
90	The Violent Hill	1	The Violent Hill	RtI	The Violent Hill
91	Argentina	1	Argentina	RtI	Argentina
92	18th May 1999				
93	Dear God	1	Dear God	RtI	Dear God
94	I am very grateful to you for sending the money.	2	The Money	RIIc RtI	Money Money
95	I knew you wouldn't let my family go hungry.				
96	Of the money you sent me, I only received 70 pesos.	2	The Money	RIIc RtI	The Money
97	Please sent me the rest.				

98	I really need the money.	2	The Money	RIIc RtI	The Money
99	But, this time please, God don't send it through the mail, because the people working here in the post office all are a bunch of thieves.	6	But God It The Mail Because people Here	CIIc1 RtI RIc RIIc RtI CIIIc RtIV RIIa	- God The money A mail Mail - Postman In the post office
100	Sincerely yours				
101	Rancho, the farmer.				

Fifth Text
Title : The Last Leaf
Page   : 154-156

No	Sentences	No of Ties	Cohesive Items	Type	Presupposed Item
1	Many artist live in Greenwich village in New York city.				
2	Sue and Johnsy, two artists, also lived there in a studio apartment.	3	Lived Artists There	RtI RtIII RIIb	Live Sue and Johnsy Greenwich village
3	Their room were at the top of an old building in Greenwich village.	3	Their Greenwich village Old building	RId RtI RtIII	Sue and Johnsy Greenwich village Studio apartment
4	In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers.	8	It (2x) The city One Here And There His	RIc RtIII SIa RIIa CIa1 RIIb RIa	Greenwich village Greenwich village - - - Another village Pneumonia
5	The icy finger of	5	The	RIIc	An icy finger

	Pneumonia also touch Johnsy.		Icy finger Pneumonia Touch Johnsy	RtI RtI RtI RtI	Icy finger Pneumonia Touching Johnsy
6	She was very ill, lying in her bed and not moving at all.	3	She Her And	RIb RIb CIa1	Johnsy Johnsy's bed -
7	A doctor visited her every day but Johnsy was not getting better.	5	Doctor Her But Johnsy Better	RtI RIb CIIc1 RtI RIIIe	Doctor Johnsy - Johnsy -
8	One morning, the doctor spoke to Sue outside Johnsy's room.	3	The Doctor Sue	RIIc RtI RtI	A doctor Doctors Sue
9	"I can't help her," said the doctor.	3	Her The Doctor	RIb RIIc RtI	Johnsy A doctor Doctor
10	"She is very sad and has no desire to live.	3	She And	RIb CIa1	Johnsy -
11	Someone must make her happy again.	2	Her Happy	RIb Co	Johnsy Sad
12	What is she interested in?"	1	She	RIb	Johnsy
13	"She is an artist," Sue replied.	2	She Sue	RIb RtI	Johnsy Sue
14	"She wants to paint a picture of Bay of Naples."	1	She	RIb	Johnsy
15	"Painting!" said the doctor.	4	Painting Said The Doctor	EIIb1 RtI RIIc RtI	- Said A doctor Doctor
16	"That won't help her!"	3	That Help Her	RIIb RtI RIb	Painting Help Johnsy
17	Sue was distressed by this news and didn't know what to do to help Johnsy.	5	Sue This And Help Johnsy	RtI RIIa CIa1 RtI RtI	Sue The news - Help Johnsy
18	She went into the workroom and cried and	7	She (2x) And (2x)	RIb CIa1	Sue -

	then she swaggered into Johnsy's room with her drawing board, whistling ragtime.		Then Johnsy's room Her	CIVa1 RtI RIb	- Johnsy's room Sue's drawing board
19	Johnsy lay silently in her bed with her face towards the window.	5	Johnsy Lay Her Her Bed	RtI RtI RIb RIb RtI	Johnsy Lying Johnsy's bad Johnsy's face Bed
20	Sue stopped whistling, thinking Johnsy was asleep.	3	Sue Whistling Johnsy	RtI RtI RtI	Sue Whistling Johnsy
21	Sue arranged her broad and began drawing to illustrate a magazine story.	3	Sue Her And	RtI RIb CIa1	Sue Sue -
22	As Sue was sketching a figure of a hero, an Idaho cowboy, she heard a low sound, several time repeated.	4	Sue Sketching Idaho cowboy She	RtI RtII RtIII RIb	Sue Illustrate Hero Sue
23	She went quickly to the bedside.	2	She Went	RIb RtI	Sue Went
24	Johnsy's eyes were open wide.	1	Johnsy	RtI	Johnsy
25	She was looking out the window and counting-counting backwards.	4	She The Window And	RIb RIIc RtI CIa1	Johnsy A window Window -
26	"Twelve" she said, and a little later "eleven"; and then "ten" and "nine"; and then "eight" and "seven", almost together.	7	She Said And (3x) Then (2x)	RIb RtI CIa1 CIVa1	Johnsy Said - -
27	Sue looked out of the window wondering what was there to count.	6	Sue Looked out The Window There Count	RtI RtI RIIc RtI RIIb RtI	Sue Looking out A window Window Out of the room Counting
28	There was only a bare,	2	There	RIIb	Out of the room

	dreary yard to be seen, and the blank side of the brick house twenty feet away.		And	CIa1	-
29	An old, old ivy nine, gnarled and decayed at the roots, claimed half way up the brick wall.	3	And Old ivy nine Brick wall	CIa1 RtIII RtII	- Old Brick house
30	The cold breath of autumn had stricken its leaves from the vine until it skeleton branches clung, almost bare, to the crumbling bricks.	2	Its It	RIc RIc	Old ivy nine Old ivy nine
31	"What is it dear?" asked Sue.	2	It Sue	RIc RtI	Old ivy nine Sue
32	"Six," said Johnsy, in almost a whisper.	2	Said Johnsy	RtI RtI	Said Johnsy
33	"They're falling faster now.	3	They Faster Now	RId RIIIe CV	Old ivy nine - -
34	Three days ago there were almost a hundred.				
35	My head ached when I was counting them but now it's easy.	5	Them Counting But Now It	RId RtI CIIc1 CV RIc	Old ivy nine Count - - Counting them
36	There goes another one.	2	One Goes	SIa RtII	Another old ivy nine Falling
37	There are only five left now.	2	There Only Now	RIIb CIIa1 CV	Old ivy nine - -
38	"Five what dear? Tell me"	1	Five what dear?	EIIIc1	-
39	"Leaves on the ivy nine.	3	Leaves on the ivy nine	EIIIc3	S. 38
40	When the last one falls I must go, too.	2	One Falls	SIa RtII	Leaves Goes
41	I've known that for three days.	1	That	RIIb	-

42	Didn't the doctor tell you?"	3	The Doctor Tell	RIIc RtI RtI	Doctor Doctor Tell
43	"Oh I never heard of such nonsense," complained Sue, with magnificent scorn.	1	Sue	RtI	Sue
44	"What have old ivy leaves to do with your getting well?	1	Old ivy leaves	RtII	Old ivy nine
45	Try to sleep," said Sue.	2	Said Sue	RtI RtI	Said Sue
46	"I must call Behrman up to be my model for the old hermit miner.				
47	I'll not be gone a minute.				
48	Don't try to move 'till I come back."				
49	Old Behrman was a painter who lived on the ground floor of the same building.	3	Old Behrman Lived	RtII RtI	Behrman Lived
50	He was sixty years old and had always dreamed of painting a masterpiece, but unfortunately till now he was not able to fulfill his dream.	7	He (2x) And Painting But His Now	RIa CIa1 RtI CIIc1 RIa CV	Old Behrman - Painting - Old Behrman's dream -
51	Sue found Behrman in his dimly lighted apartment sitting in his chair.	4	Sue Behrman His (2x)	RtI RtI RIa	Sue Behrman Behrman
52	She told him of Johnsy's condition.	3	She Told Him	RIb RtI RIa	Sue Tell Behrman
53	Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.	4	Old Behrman His His	RtI RIa RIa	Old Behrman Old Behrman's red eyes Old Behrman's contempt and

					derision
			And	CIa1	-
54	Johnsy was sleeping when they went upstairs.	2	Johnsy They	RtI RId	Johnsy Sue and old Behrman
55	Sue pulled the shade down to the windowsill, and mentioned Behrman into the other room.	4	Sue And Behrman Other	RtI CIa1 RtI RIIIc	Sue - Behrman -
56	In there they peered out the window fearfully at the ivy vine.	6	There They The Window The Ivy nine	RIIb RId RIIc RtI RIIc RtI	In other room Sue and Behrman Window Window Ivy nine Ivy nine
57	Then they looked each other for a moment without speaking.	2	Then They	CIVa1 RId	- Sue and Behrman
58	A persistent, cold rain was falling, mingled with snow.	1	Falling	RtI	Falling
59	When Sue awoke from an hour's sleep the next morning, she found Johnsy with dull, wide-open eyes staring at the drawn green shade.	4	Sue Next morning She Johnsy	RtI CIVd4 RIb RtI	Sue - Sue Johnsy
60	"Pull it up; I want to see," she ordered, in a whisper.	2	It She	RIc RIb	Green shade Johnsy
61	Wearily Sue obeyed.	1	Sue	RtI	Sue
62	"It is the last one," said Johnsy.	4	It One Said Johnsy	RIc SIa RtI RtI	The leaf leaf Said Johnsy
63	It will fall today, and I shall die at the same time."	4	It Fall Die And	RIc RtI RtI CIa1	The leaf Falling Go -
64	"Dear, dear!" said Sue, learning her worn face down to the pillow, "think of me, if you won't think	5	Dear (2x) Said Sue Her	RtI RtI RtI RIb	Dear Said Sue Johnsy's worn

					face
65	What would I do?"				
66	But Johnsy did not answer.	3	But Johnsy Answer	CIIc1 RtI RtII	- Johnsy Replied
67	The leaf stay on the vine all day.	4	The Leaf The Vine	RIIc RtI RIIc RtI	Leaf Leaf Vine vine
68	That night, there was more wind and rain.	3	That More And	RIIb RIIId CIa1	- (Than other night) -
69	When it was light enough, Johnsy commended that the shade be raised.	4	It Johnsy The Shade	RIc RtI RIIc RtI	That night Johnsy Shade Shade
70	The ivy leaf was still there.	1	There	RIIb	On the vine
71	"I've been foolish girl, Sue," said Johnsy.	4	Girl Sue Said Johnsy	RtIII RtI RtI RtI	Johnsy Sue Said Johnsy
72	"I wanted to die but the last leaf stayed on the vine to teach me a lesson.	6	Die But The last leaf Stayed The Vine	RtI CIIc1 RtI RtI RIIc RtI	Die - The last leaf Stay Vine Vine
73	Please bring me some soup now."	1	Now	CV	-
74	"You know Sue, someday I hope to paint the Bay of Naples.	3	Sue Paint The Bay of Naples	RtI RtI RtI	Sue Paint The Bay of Naples
75	The doctor visited the girls in the afternoon.	2	The Doctor Girls	RIIc RtI RtIII	A doctor Doctor Sue and Johnsy
76	"Take a good care of your friend," he said.	2	He Said	RIa RtI	The doctor Said
77	"She is going to get well.	1	She	RIb	Johnsy
78	Now, I have to go	2	Now	CV	-

	downstairs.		Downstairs	RtII	Ground floor
79	I have to visit Mr. Behrman.	2	Visit Mr. Behrman	RtI RtI	Visited Old Behrman
80	He has pneumonia too.	2	He Pneumonia	RIa RtI	Mr. Behrman Pneumonia
81	I must send him to the hospital."	1	Him	RIa	Mr. Behrman
82	The next day, the doctor said to Sue: "She is out of danger.	6	The next day The Doctor Said Sue She	CIVd4 RIIc RtI RtI RtI RIb	- A doctor Doctor Said Sue Johnsy
83	You won.				
84	Nutrition and care now-that's all."	2	Now That	CV RIIb	- Nutrition and care
85	And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf.	5	And That Sue Johnsy Lay	CIa1 RIIb RtI RtI RtI	- Afternoon Sue Johnsy Lay
86	"I have something to tell you dear," she said.	4	Dear Tell She Said	RtI RtI RIb RtI	Dear Tell Sue Said
87	"Mr. Behrman died of pneumonia today in the hospital.	5	Mr. Behrman Died Pneumonia The Hospital	RtI RtI RtI RIIc RtI	Mr. Behrman Die Pneumonia A hospital Hospital
88	He was ill only two days.	2	He Ill	RIa RtI	Mr. Behrman Ill
89	The janitor found him the morning of the first day in his room downstairs helpless with pain.	3	Him His Downstairs	RIa RIa RtI	Mr. Behrman Mr. Behrman' room Downstairs
90	His shoes and clothing were wet through an icy	3	His	RtI	Mr. Behrman's shoes and

			And	CIa1	clothing
	cold.		Icy cold	RtI	-
					Icy cold
91	They couldn't imagine where he had been on such a dreadful night.	3	They	RId	The janitor
			He	RIa	Mr. Behrman
			Such	RIIIb	-
92	And then they found a lantern, still lighted, and ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and – look out the window, dear at the last leaf of the ivy leaf on the wall.	16	And (5x)	CIa1	-
			Then	CIVa1	-
			They	RId	The janitor
			Its	RIc	Place of ladder
			It	RIc	Palette
			Look out	RtI	Looked out
			The	RIIc	A window
			Window	RtI	Window
			Dear	RtI	Dear
			The last leaf	RtI	The last leaf
			The ivy leaf	RtI	The ivy leaf
			The wall	RtI	The wall
93	Didn't you wonder why it never fluttered or move when the wind blew?	1	It	RIc	The last leaf of the ivy leaf
94	Ah, darling, it's Behrman's masterpiece – he painted it there the night that the last leaf fell."	7	Darling	RtII	Dear
			It (2x)	RIc	The last leaf of the ivy leaf
			He	RIa	Mr. Behrman
			There	RIIb	On the vine
			The last leaf	RtI	The last leaf
			Fell	RtI	Fall

Sixth Text

Title   : Life and Times of KI HAJAR DEWANTARA (Raden Mas Suwardi Suryaningrat)

Page   : 161-162

No	Sentences	No. of Ties	Cohesive Items	Type	Presupposed Item
1	The development of good character should be the heart and soul of education, and	2	And (2x)	CIa1	-

	should dominate the spirit of teaching.				
2	This was the philosophy the "Father of Education" in Indonesia, Ki Hajar Dewantara.	1	This	RIIa	-
3	The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.	6	He Teaching Character And (3x)	RIa RtI RtI CIa1	Ki Hajar Dewantara Teaching Character -
4	Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilised humans of the highest moral fibre, thus lying the foundation of a great nation without distinction of religion, ethnicity, customs, economic, and social status.	8	Education Good character So that They Highest Thus And Humans	RtI RtI CIIIa1 Rid RIIIe CId2 CIa1 RtIV	Education Good character - Student Highest moral fibre - - Students
5	Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889.	1	Ki Hajar Dewantara	RtI	Ki Hajar Dewantara
6	His given name was Raden Mas Suwardi Suryaningrat which he late changed to renounce his connection with the	5	His (2x) He The Royal family	RIa RIa RIIc RtI	Ki Hajar Dewantara Ki Hajar Dewantara A royal family Royal family

	royal family.				
7	He transformed himself into an activist, columnist politician and pioneer of education for Indonesia.	4	He And Education Indonesia	RIa CIa1 RtI RtI	Ki Hajar Dewantara - Education Indonesia
8	He fought for the rights of Indonesians during the Dutch and Japanese colonial eras.	3	He And Eras	RIa CIa1 RtII	Ki Hajar Dewantara - Times
9	He was born into an aristocratic family that granted him the privilege of free access of education of his choice.	6	He Born Aristocratic family Him Education His	RIa RtI RtII RIa RtI RIa	Ki Hajar Dewantara Born Royal Family Ki Hajar Dewantara Education Ki Hajar Dewantara
10	He got his primary education from ELS (Europeesche Lagere School) then he continued his education at Stovia (Java Medical School) but, due to health reasons he couldn't finished it.	8	He (3x) His (2x) Then But It	RIa RIa CIVa1 CIIa2 RIc	Ki Hajar Dewantara Ki Hajar Dewantara - - Ki Hajar Dewantara education at Stovia
11	He started writing for newspapers and eventually all his writings were focused on Indonesia patriotism, thus anti Dutch.	7	He And Eventually His Indonesia Thus Dutch	RIa CIa1 CIVe RIa RtI CId2 RtI	Ki Hajar Dewantara - - Ki Hajar Dewantara writings Indonesia - Dutch
12	He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both	3	He And Both Indonesian	RIa CIa1 EIa2 RtI	Ki Hajar Dewantara - *Budi Utomo* and the Indiesche Party Indonesian

	important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness.				
13	He was exiled between 1913 and 1919 following the publication of two of his articles: "*Als ik eens Naderlander*" (If I were a Dutchman) and "*Eén voor allen en allen voor één*" (One for all and all for one).	6	He Exiled And (2x) His Dutchman	RIa Co CIa1 RIa RtII	Ki Hajar Dewantara Started - Ki Hajar Dewantara's articles Dutch
14	He used his time in exile to learn more about education and obtained Europeesche certificate.	5	He His Education And Obtained	RIa RIa RtI CIa1 RtII	Ki Hajar Dewantara Ki Hajar Dewantara Education - Got
15	Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia.	5	His He And Educational Indonesia	RIa RIa CIa1 RtI RtI	Ki Hajar Dewantara Ki Hajar Dewantara - Educational Indonesia
16	He believed that education is very important and the most important means of freeing Indonesians from the clutches of colonisation.	7	He Education Important And Most Indonesians Concepts	RIa RtI RtI CIa1 RIIIe RtI RtII	Ki Hajar Dewantara Education Important - - Indonesians Philosophy
17	He played a leading	1	He	RIa	Ki Hajar Dewantara

	role in establishing "*National Onderwijs Institut Taman Siswa*" in 1922.				
18	This institution was established to educate native Indonesians during colonial times.	4	This Established Indonesians Colonial times	RIIa RtI RtI RtII	*National Onderwijs Institut Taman Siswa* Establishing Indonesians Colonial eras
19	This institution was based on these principle	3	This Institution These	RIIa RtI RIIa	*National Onderwijs Institut Taman Siswa* Institution Some following principles
20	1. *Ing Ngarsa Sung Tuladha* (the one in front sets example)				
21	2. *Ing Madya Mangun Karsa* (the one in the middle build spirit and encouragement).	1	And	CIa1	-
22	3. *Tut Wuri Handayani* (the one at back give support)				
23	As Ki Hajar Deantara believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa.	10	Ki Hajar Dewantara Believed Character Concept (2x) But And He His (2x)	RtI RtI RtI RtI CIIc1 CIa1 RIa RIa	Ki Hajar Dewantara Believed Character Concepts - - Ki Hajar Dewantara Ki Hajar Dewantara
24	The central goal of Taman Siswa	6	Taman Siswa	RtI	Taman Siswa

			Character building Patriotism And (2x) The	RtI RtI CIa1 RIIc	Character building Patriotism - A nation
	emphasized character building, including traits such as patriotism and love for the nation and a sense of national identity.				
25	His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character.	6	His Vision Indonesians Free And Good character	RIa RtI RtI RtI CIa1 RtI	Ki Hajar Dewantara Vision Indonesians Freeing - Good character
26	He continued writing but his writings took a turn from politics to education.	6	He Writing His Writings But Education	RIa RtI RIa RtI CIIc1 RtI	Ki Hajar Dewantara Writing Ki Hajar Dewantara Writings - Education
27	These writing later laid the foundation of Indonesian education.	2	These Writing	RIIa RtI	Writing of education Writing
28	Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan.	6	And (2x) His Taman Siswa He	CIa1 RIa RtI RIa	- Ki Hajar Dewantara Taman Siswa Ki Hajar Dewantara
29	After independence, he was given the office of Minister of Education and Culture.	3	Independence He And	RtI RIa CIa1	Independence Ki Hajar Dewantara -
30	For his efforts in pioneering education for the masses, He	7	His Education He	RIa RtI RIa	Ki Hajar Dewantara Education Ki Hajar Dewantara

	was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day.		Father of Indonesian education And His	RtII CIa1 RIa	Father of education - Ki Hajar Dewantara
31	His portrait was on the 20,000 rupiah note till 2002.	1	His	RIa	Ki Hajar Dewantara
32	He was officially confirmed as a National Hero of Indonesia by the 2nd president of Indonesia on 28th November 1959.	1	He	RIa	Ki Hajar Dewantara
33	Ki Hajar Dewantar passed away on 26th April 1952 at the age of 69 years.	1	Ki Hajar Dewantara	RtI	Ki Hajar Dewantara
34	His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta.	1	His	RIa	Ki Hajar Dewantara's wife
35	He was a great man who spent his whole life serving his people and country.	4	He His (2x) And People	RIa RIa CIa1 RtII	Ki Hajar Dewantara Ki Hajar Dewantara - Indonesians

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Appendix 7: Reading texts in "Enrichment Passage".

First Text

B Reading Activity

The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

Figure E.1 The fisherman talking to the fish

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"

The fish immediately came swimming to him, and said, "Well, what is her will? How can I help your wife?" "Ah!" said the fisherman, "she says that when I had caught you, I ought to have asked you for something before I let you go. She does not like living in our little hut, and wants a snug little cottage." "Go home, then," said the fish, "She is already in the cottage!" So the fisherman went home, and saw his wife standing at the door of a nice trim little cottage. "Come in, come on in! Look at the beautiful cottage we have." Everything went fine for a while, and then one day the fisherman's wife said, "Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor." "Wife," said the fisherman, "I don't want to go to him again. Perhaps he will be angry. We ought to be happy with what the fish has given us and not be greedy." "Nonsense!" said the wife; "The fish will do it very willingly, I know. Go along and try!" With a heavy heart the fisherman went to the middle of the sea and said:

"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"

"What would she have now?" said the fish. "Ah!" said the fisherman, "she wants to be an emperor." "Go home," said the fish; "She is an emperor already."

So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two yards high. And on each side of her stood her guards and attendants in a row. The fisherman went up to her and said, "Wife, are you an emperor?" "Yes", said she, "I am an emperor." "Ah!" said the man, as he gazed upon her, "What a fine thing it is to be an emperor!" "Husband," said she, "it is good to be an emperor." They were happy for a while.

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. "Ha!" thought she, as she woke up and looked at it through the window, "after all I cannot prevent the sun from rising." At this thought she was very angry, and wakened her husband, and said, "Husband, go to the fish and tell him I must be Lord of the sun and the moon." The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. "Alas, wife!" said he, "cannot you be happy with being such a powerful emperor?"

"No," said she, "I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea," said the fisherman but his wife wouldn't listen to him. "Why don't you just go and ask the fish to make me the Lord of everything?" she said.

Then the man went shivering with fear. As he was going down to the shore a dreadful storm arose. The trees and the very rocks shook and the sky became black with stormy clouds. There were great black waves, swelling up like mountains with crowns of white foam upon their heads. Unfortunately, the fisherman did not have any choice, so he got onto his boat and rowed to the middle of the sea and cried out as loud as he could:

"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"

"What does she want now?" said the fish. "I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. "Go home," said the fish, "to your small hut." And it is said that they live there to this very day.

(Adapted from Grimm Brothers, 1812. "The fisherman and his wife")

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Second Text

Bullying:
A cancer that must be eradicated

Note:
All names have been changed to protect the privacy of those involved, especially the victims.

A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on her abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates

STOP BULLYING NOW
STAND UP • SPEAK OUT

because she was overweight. They used to call her Sumatran elephant, baboon, genttong and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia, bullying exists in every form, from teasing to extreme abuse. Even though incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by the National Child Protection Commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because they feel it will "make a big deal". Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone (http://www.asianewsnet.net/news-34263.html). The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.

Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in severe circumstances, they stop studying altogether (http://www.bullyingstatistics.org/content/facts-on-bullying.html).

Children should not be living in constant fear. They shouldn't be afraid. On the contrary, they should look forward to every day of school and enjoy school life. According to a research, bullying has always existed in Indonesian society, but it has come to surface due to the recent proliferation of media technologies (Craig, 2009). Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness. Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly. I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power. These children are our future and we should make every possible effort to stop bullying.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form, it means you are taking part in it, whether it is directly or indirectly, by being silent. The majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end. Minor taunts can create a lot of pain and suffering. While it may seem innocent, the cumulative effect could be highly damaging. In addition to that, as the pain increases, each

instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your school, so it is the liability of every student to protect their classmates and try to stop bullying. If it doesn't work, then you should inform your teachers or parents.

Not many of us think of stopping it. As long as it doesn't happen to us, why should we get involved, why should we bother? But the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So, next time, if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore, everyone has to be the part of the solution.

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Third Text

B Reading Activity

President Sukarno of Indonesia:

Speech at the Opening of the Bandung Conference, April 18, 1955

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of the scourges, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make the desert bloom and the plants of the earth increase their bounty. He has learned how to release the immense forces locked in the smallest particles of matter.

Picture 4.3 Sukarno giving speech

But has man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! The political skill of man has been far outstripped by technical skill. The result of this is fear. And man gasps for safety and morality.

Perhaps now, more than at any other moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethics. And in political terms, what is the highest code of morality? It is the subordination of everything to the well-being of mankind. But today, we are faced with a situation where the well being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of the future, fear of hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men to act foolishly, to act thoughtlessly, to act dangerously.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

We are often told, "Colonialism is dead." Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

And, I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation. It is a skillful and determined enemy, and it appears in many guises. It does not give up its loot easily. Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth. ....

Source:

(Excerpt taken from Africa-Asia Speaks from Bandung, (Djakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)

Picture 4.4 Asia Africa Conference

Fourth Text

B Reading Activity

Letter to GOD

Rancho's house – the lone house in the entire valley – was on the crown of a low hill. From the pinnacle of the hill, one could see the rapid flowing stream and next to it vast fields of ripe corn in between the red kidney bean flowers. Looking at it one could predict that it was going to be good harvest but it needed a rainfall, however brief.

Picture 4.5 Angelic envelope/God

All through the morning, Rancho kept scanning the sky for signs of rainfall and he was quite confident that it would rain. "You know, woman, now we are finally going to get some rain." His wife, who was busy preparing food, replied: "Yes, God willing."

As soon as Rancho's family, his wife and sons, sat for dinner, just as he had predicted big drops of rain started falling. In the northeast, huge clouds were covering the sky like a blanket. The air had the smell of rain combined with the smell of fresh earth. The atmosphere at that time was absolutely heavenly. The boys left their food on pretext of getting one thing and another. All they wanted was to get wet and play in the rain.

Rancho was very happy as he looked at his field, "Ah! Now my harvest is going to be wonderful." He started dreaming about all the things he will be doing once he sells the crops. Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice. "Oh my God! This can't be happening," he thought. "NO!! NO!! I will be destroyed. This is no rain, it is a hailstorm. I hope it will pass soon." But in front of his family, he kept a strong front and said, "I am sure it will pass soon, don't worry."

Unfortunately it didn't. The hailstorm lasted the whole night. It destroyed the entire field of his precious crops. Everything looked so white as if someone had thrown sacks and sacks of pearls all over the place.

After much thought, he decided to read the letter and perhaps reply it. He opened Rancho's letter. Little did he know that replying the letter would need more than good intention, a pen and paper. Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute. But it was impossible for him to collect 100 pesos. He was happy that at least 70 pesos were collected. So he put the money in an envelope and signed it as "God" and asked the postman to deliver it to Rancho's house.

When the postman arrived at Rancho's house and delivered the letter to him, Rancho was exhilarated beyond means. And he kept repeating Thank you God! Thank you God! I knew you wouldn't let me down.

Rancho had very strong faith in God. He was not surprised when he opened the envelope. But as he was counting the money, he became very angry. God couldn't have made a mistake in sending the money. So he took out paper and wrote to God again. Then he placed a stamp on it and put it in the mailbox. When the postman took the letter out, he immediately took it to the Postmaster. The Postmaster quickly opened the letter and everyone in the post office gathered around him wanting to know what Rancho wrote to God.

> Rancho Lucas
> The Violet Hill
> Argentina

20th May 1999
Dear God

I am really grateful to you for sending the money. I knew you wouldn't let my family go hungry. Of the money you sent me, I only received 70 pesos. Please send me the rest. I really need the money. But, this time please, God don't send it through the mail, because the people working here in this post office are all a bunch of thieves.

Sincerely yours
Rancho, the farmer

(Inspired from "Una carta a Dios" by Por Gregorio López y Fuente)

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Fifth Text

The Last Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.

"I can't help her," the doctor said. "She is very sad and has no desire to live. Someone must make her happy again. What is she interested in?"
"She is an artist," Sue replied. "She wants to paint a picture of Bay of Naples."
"Painting!" said the doctor. "That won't help her!"

Sue was distressed by this news and didn't know what to do to help Johnsy. She went into the workroom and cried and then she swaggered into Johnsy's room with her drawing board, whistling ragtime. Johnsy lay silently in her bed with her face towards the window. Sue stopped whistling, thinking Johnsy was asleep.

Sue arranged her board and began drawing to illustrate a magazine story. As Sue was sketching a figure of a hero, an Idaho cowboy, she heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting – counting backwards.
"Twelve," she said, and a little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.
Sue looked out of the window wondering what was there to count. There was only a bare, dreary yard to be seen, and the blank side of the brick house

Figure: 5.8 Cover of the last leaf

twenty feet away. An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.
"What is it, dear?" asked Sue.
"Six," said Johnsy, in almost a whisper. "They're falling faster now. Three days ago there were almost a hundred. My head ached when I was counting them but now it's easy. There goes another one. There are only five left now."
"Five what, dear? Tell me."
"Leaves on the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"
"Oh, I never heard of such nonsense," complained Sue, with magnificent scorn. "What have old ivy leaves to do with your getting well? Try to sleep," said Sue. "I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'til I come back."

Old Behrman was a painter who lived on the ground floor of the same building. He was sixty years old and had always dreamed of painting a masterpiece, but unfortunately till now he was not able to fulfil his dream. Sue found Behrman in his dimly lighted apartment sitting in his chair. She told him of Johnsy's condition. Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the windowsill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. When Sue awoke from an hour's sleep the next morning, she found Johnsy with dull, wide-open eyes staring at the drawn green shade.
"Pull it up; I want to see," she ordered, in a whisper. Wearily Sue obeyed.
"It is the last one," said Johnsy. It will fall today, and I shall die at the same time."
"Dear, dear!" said Sue, leaning her worn face down to the pillow. "Think of me, if you won't think of yourself. What would I do?" But Johnsy did not answer. The leaf stayed on the vine all day. That night, there was more wind and rain. When it was light enough, Johnsy commanded that the shade be raised. The ivy leaf was still there.
"I've been a foolish girl, Sue," said Johnsy. "I wanted to die but the last leaf stayed on the vine to teach me a lesson. Please bring me some soup now." "You know Sue, some day I hope to paint the Bay of Naples."

The doctor visited the girls in the afternoon. "Take good care of your friend," he said. "She is going to get well. Now I have to go downstairs. I have to visit Mr. Behrman. He has pneumonia too. I must send him to the hospital."

The next day, the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all." And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf. "I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

(Adapted from The Last Leaf by O. Henry, 1907)

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Sixth Text

Life and Times of
Ki Hajar Dewantara
(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Figure 6.9 Ki Hajar Dewantara (Source: Kemendikbud)

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).

He was exiled between 1913 and 1919, following the publication of two of his articles: *"Als ik eens Nederlander"* (If I ware a Dutchman) and *"Eén voor allen en allen voor één"* (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from the clutches of colonization. He played a leading role in establishing *"National Onderwijs Institut Taman Siswa"* in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets examples).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support) (indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid the foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan (asrirahayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day. His portrait was on the 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

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