

LEXICAL DENSITY ANALYSIS AND ITS FUNCTION IN BBC NEWS

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

NURUL AULIA

NPM: 1502050083



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Nurul Aulia
NPM : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lexical Density Analysis and Its Function in BBC News

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A⁻**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Dra. Hj. Svamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd, M.Hum
2. Drs. Ali Amran, M.Hum
3. Khairil, S.Pd, M.Hum

1. 

3. 

2. 

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Aulia
N.P.M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lexical Density Analysis and Its Function in BBC News

sudah layak disidangkan.

Medan, 20 September 2019

Disetujui oleh:

Pembimbing



Khairil, S.Pd., M.Hum

Diketahui oleh:

Dekan



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi



Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Nurul,Aulia. 1502050083. Lexical Density Analysis And Its Function in BBC News. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This study dealt with the analysis of Lexical Density Analysis and Its Function in BBC News. The objectives of this study is the BBC News online newspapers. These online newspapers were documented in April until May 2019 that consist 8 newspapers from 4 genre news . In this study, the researcher downloaded reading materials online newspapers found in the BBC News as the data. Descriptive qualitative method was used in this study. Lexical Density level as follows: : in text one was 0.40. in text two was 0.61. in text three was 0.63. in text four was 0.58. in text five was 0.61. in text six was 0.55. in text seven was 0.46. in text eight was 0.46. The lexical density level of the text had different level which is the reading texts had five text that content carrying lexical items dominant and three non content carrying lexical items. Suggestions for the students in the English department to learn more and more and understand more about the lexical density. From the analysis, researcher found that there were five texts from 8 texts that have dominant content carrying lexical item than non-content carrying lexical item.

Keywords : *Lexical Density, BBC News*

ACKNOWLEDGEMENTS



In the name of Allah, The Most Gracious and The Most Merciful. Firstly, the researcher would like to thank Allah SWT who has blessed and has given her chances in finishing her study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the bright era.

The researcher would like to thank her beloved parents, Rakiman and Rolianik Purba S.Pd for their love, prayer, and great support both material and moral before, during and after her study.

This research entitled “Lexical density analysis and its function in BBC News ” and it was written to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at University Muhammadiyah of North Sumatera. In writing this research, the researcher faced a lot of difficulties and problems but those did not stop her efforts to make a better one, and it is impossible to be done without helps from others. Therefore the researcher would like to thank:

1. Dr. Agussani, M. AP., as the rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nst, S.Pd.,M.Pd, the Dekan of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara

3. Mandra saragih, Spd., M.Hum, and Pirman Ginting, S.Pd., M.Hum, as the head and secretary of English Education Program of FKIP UMSU, who had allowed and guided the researcher to carry out the research.
4. Khairil, S.Pd.,M.Hum., who had given her guidance and valuable suggestions and advice to completethe ideas of ths research.
5. All of lecturers, especially those of English Education Program who had given their valuable knowledge during academic year in UMSU.
6. Muhammad Arifin,S.Pd., M.Pd., as head of library of UMSU who had allowed her to run the research in the library.
7. Her beloved young brother Ramadhandi and Mira Khoirunnisa who have given support,and pray, may Allah SWT blessing them.
8. Her beloved friends especially Ayuni Dwi Lestari, Hari Nuansyah, Dinda Dwi Lestari,Rahmadayani, Chindi Alistia F, Reyhana,and Nadya Andriani all of friends in boarding house “Kos alfalah 37” who always support her, you are a good listener for every problem her face, especially when she has to revise this study and re-start over and over again.
9. All of friends in Class VIII B Morning 2015-2019 who have given help and given support and motivation.

Wassalamu'alaikum Wr. Wb

Medan, September 2019

The Researcher,

NURUL AULIA
NPM: 1502050083

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLE	vi
LIST OF FIGURES	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study.....	1
B. The Identification of the Problems	3
C. The Scope and Limitation	3
D. The Formulation of the Poblems.....	3
E. The Objectives of the Study	4
F. The Significance of the Study.....	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework.....	5
1. Lexical Density	5
1.1.Content Carrying Lexical Items	8
1.2. Non-Content Carrying Lexical Items	11
2. Reading Text	15
3. Newspapers	16
4.BBC News.....	17

B. Relevant of The Study	17
D. Conceptual Framework	19
BAB III RESEARCH METHODOLOGY	22
A. Research Design	22
B. Source of Data	22
C. Techniques for Collecting Data	23
D. The Technique of Analyzing Data	23
CHAPTER IV DATA, DATA ANALYSIS	26
A. Data	26
B. Data Analysis	26
C. Discussion	44
CHAPTER V CONCLUSION AND SUGGESTIONS	46
A. Conclusion	46
B. Suggestion	47
REFERENCES	
APPENDICES	

LIST OF TABLE

Table 4.1 Distribution of the news in genre	26
Table 4.2 Lexical density level	29
Table 4.3 The level of dense vocabulary in text	39
Table 4.4 The row of the highest to lowest LD in texts of BBC News	41
Table 4.5 Distribution of Lexical Density	42

LIST OF FIGURE

2.1 Figure of Conceptual Framework	22
--	----

LIST OF APPENDICES

- Appendix 1 The analyse of BBC News Newspapers
- Appendix 1 Form K-1
- Appendix 2 Form K-2
- Appendix 3 Form K-3
- Appendix 4 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 5 Surat Pernyataan Bukan Plagiat
- Appendix 6 Surat Permohonan Izin Riset
- Appendix 7 Surat Keterangan Selesai Riset
- Appendix 8 Berita Acara Bimbingan Proposal
- Appendix 9 Berita Acara Bimbingan Skripsi

CHAPTER I

INTRODUCTION

A. The Background of the Study

Newspapers play an essential part in most human lives. It is one of the means of communication that is reasonably priced whereby status is not an obstacle for people to reach out each morning, to get hold of the daily paper to obtain current events of the day world wide. In this digital era, people are easier to gain information around the world by their gadgets freely. People not only rely on printed newspaper but also on online newspapers. In this case, one example of online newspapers that we can read is BBC News. BBC News is an operational business division (British Broadcasting Cooperation) which is responsible for the gathering and broadcasting and the latest news and current affairs.

BBC News is an online newspapers that contents use English. English is commonly used language speakers. Many countries use English their international language. English is used more than $\frac{3}{4}$ countries in the world, therefore to facilitate communication with foreigners we use English . The obstacles that occur in this world not all can speak English well. Reading is a very important skill for people in this modern era. It has been known that many books, articles, journals, and manuaks are published in English. If someone wants to read books and articles without waiting for translates in their native language for a long time, they have to be able to read them in English.

It takes time to translate them and when they are translated, the knowledge will not be so new anymore. Such as reading comprehension, every reader always finds difficulties in understanding a text such as as the BBC News online newspapers.

In the reading comprehension section, every reader especially the students at university usually gets difficulties in comprehending a long text or a dense text such as newspapers. When they found and newspapers with long and many paragraphs, they would get bored easily. They get difficulties in comprehending the text when getting bored. But in fact, the main point of difficult text is the lexical density of the text. However, the words of high frequency may hinder understanding, as understanding text related to another aspect that is complexity of text. The complexity of text is seen in Lexical Density. Nesia (2014) states that lexical density is a condition of the words proportion in the text. It shows the ratio of lexical items to grammatical items. Lexical items consist of noun, adjective, verb, verb, and some adverbs while grammatical items consist of determiner, pronoun, most preposition, conjunction, finite verb and some classes adverb. Lexical density shows the complexity of words within text. It describes the development of lexical in the written language.

So, the researcher analyzes BBC News published on television program. The researcher will analysis reading online newspapers for knowing the lexical density. The researcher has several reasons why to choose the BBC News online newspapers. The first is that the vocabulary is very difficult to understand, especially for the

collage student that do not know and understand English well. Second, the researcher wants to know the lexical density of reading online newspapers in BBC News.

Considering the explanation above, the researcher was interested in conducting a research on reading news entitles “Lexical Density Analysis and Its Function in BBC News “.

B. The Identification of the problem

Relating to the background above, the problems are identified below:

- 1.The Collage Students get difficult in reading BBC News
2. The Lexical Density of reading online newspapers

C. The Scope and Limitation

The study is limited to analyze the lexical density of reading online newspapers in BBC News that read in the internet by the application of BBC News; The number of content carrying words in a text as proportion of all words in the online newspapers will be considered as lexical density.

D. The Formulation of the Problem

From the identification and limitation of the problem above, the research problems were formulated as follows :

1. What is the lexical density level of the reading online newspapers found in BBC News ?
2. How is the lexical density distributed across in online newspapers ?

E. The Objectives of the Study

With reference to the research problems, the objectives of this study were:

1. To Determine the lexical density level in the reading online newspapers found in BBC News,
2. To Ascertain distribution of lexical density across the reading online newspapers found in BBC News.

F. The significance of the Study

The findings of this study are expected to be useful :

1. Theoretically, the findings of this study can contribute to the theory of language learning as a linguistic application. In addition, the findings can be a reference for further studies.
2. Practically,
 - a) To other researchers; it is recommended that study the further extended in lexical density in BBC News Newspapers how the context in a BBC News is complicated for readers to understand the news context.
 - b) For all readers, it was recommended to use the study as reference for understand the lexical density of BBC News especially in the news context.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter review the underlied theories of the present study as well as research findings dealing with density. This concept would lead to a better analysis of the variables chosen because it helps the researcher to limit the scope of the problems. Some references are explained in order to keep the coherence. To avoid misunderstanding and misperception, some terms are clarified.

1. Lexical density

Lexical density is a term that is used in text analysis. Introducing the concept of lexical density, Ure distinguished between words with lexical properties, and those without. Ure (1971) argued items that do not have lexical properties can be described “purely in terms of grammar”, meaning that such words (or items) possess a more grammatical-syntactic function than the lexical items. Ure concluded that a large majority of the spoken texts have a lexical density of under 40%, while a large majority of the written texts have a lexical density of 40% or higher. Previously, Johansson (2008) explained that density is the term most often used for describing the proportion of content

words (nouns, verbs, adjectives, and often also adverbs) to the total number of words. Halliday (1985) stated that kind of intricacy arises in the use of words. There are two ways of finding the lexical density: The ratio between the number of content words and the total number of running words. Lexical items were often called content words. Grammatical items were function words. If there were 12 lexical item and 8 grammatical items, this given the proportion of lexical items to the total as 12 out of 20, which has the lexical density of 60 percent or 0,6 and the ratio between the number of content words and the number of clauses. A more revealing measure lexical density is counting the number of lexical items as a ratio of the total number of clauses. For example, the following text Halliday(1985):

The basic “stuff” of living organisms is protoplasm. There is no set composition of this and it varies between one individual and the text.

Those sentences consist of:

Clause 1: 5 lexical items (basic, stuff, living, organism, protoplasm)

Clause 2: 2 lexical items (set, composition)

Clause 3: 2 lexical items (varies, individual)

The second technique is more precise in terms of the density. For instance, text consists of 9 lexical items and 3 clauses have mean lexical density of 3.0. Density has to do with how closely packed the information is. This is why the possibility of the item is important: a word of low probability carries more

information. But words are not packed inside other words; they are packaged in larger grammatical units in sentences, and their component parts. It is this package into larger grammatical structures that really determines the informational density of a passage of text. Besides that, Rahmansyah (2012) stated that the higher the lexical density of a text is the more information there is and the more difficult it is to understand by readers. If the text has more grammatical items than the lexical items, the text is categorized to the lower lexical density. On the contrary, if the text has more lexical items than the grammatical items, the text is categorized to the high lexical density.

The Halliday approach to the finding of lexical items is more practical in terms of determining the intricacy of the information in a text. It is clear that a clause can be identified within a clause complex. The function words are counted according to their frequency of occurrences, not on the basis of the same type of words. For instance, there can be many articles of “the”. This is not counted as one function word, but rather the frequencies determine the number. Therefore, in a text there can be 20 or more that is depending on its occurrences. One further implication of the lexical density is that one can identify whether the text tend to be spoken and written. In other words the lexical density is related to culture and ideology. This analysis concentrates on measuring lexical density of texts as well as on studying the system of transitivity and clause complexes. The main difficulty with calculating the lexical density is distinguishing lexical and grammatical items because of

Halliday (2004) defined that lexis and grammar form one system-lexicogrammar-and the moving between them is matter of delicacy. For the current research, the classification of grammatical and lexical items created by Eggins (2004) will be used. Content carrying words include nouns, verb, adjective, and adverb.

1.1.Content Carrying Lexical Items

Content that carries lexical items is content that contains main semantic information in the text, and falls into four main classes of lexical words: nouns, verbs, adjectives, and adverbs Jeffries (2006). Thornbury and Slade (2006) defined that content words are words that carry a lot of information such as nouns, adjectives, lexical verbs and some adverbs. In addition, Halliday (1985) defines lexical items as part of an open system rather than a closed set because maybe new items can be added. In conclusion, lexical items or content words are the parts that carry high information in the text and are referred to as an open class where new words can be added. This is the piece of content that carries lexical items / content words.

Content of words/content that carries lexical items are nouns, verbs, adverbs, and adjectives that have appropriate and significant lexical meaning.

1. Noun

Verspoor and Sauter (2000) defined that nouns are words that name objects, people, or places. Maybe names of people (Anne, Josh), names of

places (cities, countries), names of objects (laptops, hospitals), names of professions (teachers, police), names of animals (rabbits, cats)), names of abstract nouns (information, discoveries), names of activities (sports), names of days and months (weeks, years), names of subjects (English, mathematics), and family names (mother and father). Based on its meaning, concrete nouns can be divided into several classes, namely:

a) common noun is the name of a class of objects; it may name a mass of objects or a material.

Example: dog, flower, girl, doctor, teacher.

b) A proper noun is an individual name.

Example: John, Bill (a person), Indonesia, Mecca (a country), April July (a month).

c) A collective noun is name a group of persons, places, or things gathered together into a unit.

Example: people, number, nation, class.

2. Verbs

Verb is called as doing word. According to Gelderen, 2002 verb is a lexical category which often expresses a state, act, event, or emotion Verbs can be classified as to form and as to meaning.

a) Based on the form, verbs are divided into two, they are:

(1) A regular verb is one which forms its past indicative and past participle by addition the suffix –ed, or –d.

Example: describe, described, described.

(2) An irregular verb is one that does not form its past indicative and past participle by adding –ed, or –d.

Example : drink, drank, drunk : sing, sang, sung

b) Based on the meaning, verbs are divided into two, they are:

(1) A transitive verbs are verbs that express an action and require one or more objects.

Example: learn, buy, sell, write, bring.

(2) An intransitive verbs are verbs that express an action and do not require object(s)

Example: walk, learn, drive, run, lie, work.

3. Adjective

Adjectives are words used to describe or modify a person, place, or thing. Harmer (1998) defined that adjectives are words that provide more information about nouns or pronouns. Gelderen (2002) argued that data Attributes are words that modify nouns (beautiful, good, and inexpensive) and describe qualities such as for example (proud, passionate, and happy). In addition, Jeffries (2006) defined that the adjective function is as a pre-modifier for the main noun in the noun phrase (brilliant artist), and follows intensive verbs as a complement to the clause (brilliant artist)

4. Adverbs

Adverbs are words that change verbs, adjectives, or other adverbs, for example now Gelderen (2002). Johansson (2008) clarified that adverbs

calculated as lexical items are adverbs derived from adjectives. Adverb types can be divided into six types:

a) Adverb behavior

Example: beautiful, bad, slow, weak, slow.

b) Description of the place and direction

Example: close, there, east, here, in Medan.

c) Adverb of time

Example: ago, from, now, last, once, since, then, today.

d) Adverbs of frequency

Example: always, never, often, sometimes, usually.

e) Adverbs of degree

Example: indeed, of course, rather, in fact, really, too, very.

f) Adverbs of modality

Example: likely, maybe, perhaps, possibly, probably, unlikely.

1.1. Non-Content Carrying Lexical Items

Egins (2004) stated that non – content carrying lexical items include proposition, conjunction, auxiliary verbs and pronouns.

1. Proposition

Jeffries (2006) argues that the proposition always introduces a phrase that consists of itself and a noun phrase and the meaning of the whole

phrase usually indicates some circumstance in which the action of the clause is occurring or the context of a previous noun phrase.

Example:

- The tiger came *into the room*
- The cat *in the garden* wasn't hers

Moreover, Gelderen (2002) adds propositions often express place or time (at, in, on, before), direction (to, from, into, down), or relation (of, about, with, like, as, near).

Example:

With their books *about* linguistics, they went *to* school.

2. Conjunction

G.David Morley(2000) clarifies that conjunction have been seen as grammatical connectors and are classified into two subtypes : coordinating and subordinating conjunction. Coordinating conjunctions, also called coordinators or linkers, link units of equal grammatical status , primarily clause with clause (main with main, or subordinate with subordinate) and phrase with phrase. Subordinating conjunctions, also called Subordinators, introduce subordinate clauses and join or bind clauses of unequal grammatical status, for example a subordinate clause with a main clause, one subordinate with another subordinate clause which is immediately superordinate. Coordinating conjunction consist of (both . . .) and, but, (either . . .)or, (neither . . .).Subordinating conjunctions are

much more numerous and include , for example, after, although, as, because, before, since, until, unless, whether while, when, where, that, so that, in order that , etc. Example :

- Bill eats the bread and maya drinks

-Josh asks because he has no ideas

Jeffries (2006) defined that the coordinating conjunctions in English consist of a small, three –word set: *and*, *but*, *or*, which between them cover the logical possibilities of adding equal units together or contrasting them.

Example:

- I like John. I like Andy. → I like John *and* Andy
- He was firm. He was nice. → He was firm *but* nice.
- Were you awake? Were you asleep? → were you awake *or* asleep?

3. Auxiliary verb

Jeffries (2006) argues that auxiliary verbs are so called because they support the lexical verbs by introducing some of the regular meanings that are needed by all verbs, such as tense. The auxiliary verbs are made up of the modals (may, must, might and soon), have (perfective) and be (progressive and passive).

Example:

- She *will* be coming
- Jane *has* been hurt

- Dave *might* find it

Gelderen (2002) stated that the auxiliary functions to help another verb but does not itself contribute greatly to the meaning of the sentence.

4. Pronoun

Jeffries (2006) argues that Pronouns, although a grammatical class, function syntactically in similar ways to the noun class because they can be subjects, objects and complements.

Example:

In the following passage the pronouns are underlined:

My sister and her family went to Malta for their holiday. **She** said **they** wanted to have a relaxing time with sun and sea, but **they** found that the hotel was miles inland, **it** didn't have a pool and the weather could be cloudy in August.

Now see what happens to the passage when the pronouns are replaced by the full nouns and noun phrases they substitute for:

My sister and her family went to Malta for their holiday. **My** sister said **my** sister **and her** family wanted to have a relaxing time with sun and sea, but **my** sister **and her** family soon found that the hotel was miles inland, the hotel didn't have a pool and the weather could be cloudy in August.

Moreover, Gelderen (2002) argues that Personal pronouns, such as I, me, she, he and it, are seen as grammatical categories by many. The reason is that they don't mean very much: they are used to refer to phrases already mentioned. The pronouns can be divided according to number into singular and plural and according to person into first, second, and third person.

For example, I and me are first person singular, and we and us are first person plural. The second person pronoun you issued both as singular and as plural. Third person singular pronouns he, she, and it are further divided according to gender, but the third person plural they are not.

2. Reading text

Tiedemann (2011) argues that reading text is a tool of reading, because it is an instrument that is used to read. The form may be in visual signs and symbols including written alphabetic text. Harmer (1998) decided that reading text provides opportunities to study vocabulary, grammar, punctuation and the way to construct paragraph, sentence and text. So, reading text is a written text that is used to read in order to study vocabulary, grammar, and punctuation and the way to construct sentence, paragraph and text. Siahaan and Shinoda (2008) decided that define text as a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse.

Suswati (2014) defined text as a stretch of language either in speech or in writing that is semantically and pragmatically coherent in its real-world context.

3. Newspapers

Newspapers (Hornby:2008) are issued daily or weekly, with news, advertisements, etc. It is so nice to read newspaper for several people as their hobbies. General interest newspapers typically publish news articles and feature articles on national and international news as well as local news.

The news included political events and personalities, business and finance, crime, severe weather, and natural disasters; health and medicine, science, and technology; sports; and entertainment, society, food and cooking, clothing and home fashion, and the arts (<http://en.wikipedia.org/wiki/Newspaper>). Most newspapers now publish online as well as in print. The online versions are called online newspapers or news sites. An online newspaper is the online version of a newspaper (http://en.wikipedia.org/wiki/Online_newspaper). Online newspapers are much like hard-copy newspapers and have the same legal boundaries, such as laws regarding libel, privacy and copyright, also apply to online publications in most countries.

In Indonesia, there are some online newspapers which are published in English, such as BBC News, CNN, The Jakarta Post, The Jakarta Globe, etc.

4. BBC News (British Broadcasting Corporation)

BBC news is an operational business division of the British Broadcasting Corporation (BBC) responsible for the gathering and broadcasting of news and current affairs. There are 4 genres news (Family and Education, Science and Entertainment) in BBC News.

B. Relevant of the Study

Pratiwi (2014) analyzed the English textbooks by describing the lexical density and nominal group connected with the text comprehending. The average of the lexical density of the 15 reading texts is categorized medium between 4 and 4.9, meaning that the most reading texts are easy enough to be comprehended by the students. While the highest lexical density is 5.77 difficult to be comprehended, the lowest lexical density is 3.03 easy to be comprehended. Then, the highest nominal groups are 47 and the lowest nominal groups are 18. This study shows that the number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor. The data is analyzed by using Halliday's (1985) theory to find out lexical density and nominal group of the textbook.

Nesia's (2014) decided that study deals with the lexical density especially the lexical items which formed in the reading texts of *Look*

Ahead textbook and the type of genre which has the highest lexical density of the reading texts. She found that in the result of analysis that the lexical items that formed in narrative texts are noun and verb, explanation texts are noun and verb, discussion texts are noun and verb, and review texts are noun, adjective, and verb. This means that narrative, explanation, and discussion texts are formed by two lexical items, they are noun and verb while review texts are formed by 3 lexical items, and they are noun, adjective, and verb. So, the explanation text is the most difficult text to be comprehended in the textbook.

Sholichatun (2011) studied reading material in English on sky textbook for junior high school. She applies content analysis of reading material in English on sky textbook because it is one of the genre that must be mastered by 9th year students of junior high school. The data collected from reading texts found in English on sky textbook, there are 10 reading texts which are categorized into different kinds of text and the result of the researched showed that there are three genres which are used in English on sky textbook 9th grade of junior high school. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that the reading texts are quite lexical densities. Therefore, the text is not difficult to understand and suitable for students. Based on the previous studies above have the similar object of this study. They analyzed the Lexical

density of English Textbook. This study also analyzed the lexical density of reading text in *Bahasa Inggris* Textbook. However, the theory of lexical density in this study similarities with the solichatun's paper. But The differences among the previous studies with this study is using BBC News by reading online newspaper.

C. Conceptual Framework

Gadget is a small tool such as a machine that has a particular function, but is often thought of as a novelty. Newspaper plays an essential part in most human lives. It is one of the means of communication that is reasonably priced whereby status is not an obstacle for people to reach out everyday, to get hold of the daily paper to obtain current events of the day worldwide. In this digital era, people are easier to gain information around the world by their gadget freely. People not only rely on printed newspaper but also on online newspaper. In this case, one example of online newspapers that we can read is BBC News. Reading text is a tool of reading because it is an instrument that is used to read. It can be found in Newspaper, textbook, magazine, novel, etc. As one of the reading activity, newspaper is important role for the reader to know about the world can get everywhere by gadget. In the study, the online newspaper which is used is *BBC News*. There are 4 genres of 4 genres news (Family and Education ,Science and Environment, Entertainment and Arts, Health). Reading text also provides

opportunities to study language; vocabulary, grammar, punctuation, and the way how we conduct sentence, paragraph and text. So the reader should be able understand and to comprehend every reading online newspaper in the BBC News which showed in the internet . Though, the most of the reader especially the readers from asian countries who use mother tongue have difficulties comprehending text. One of the important things that can make the readers hard or easy to understand online newspapers complexity of text. It possibly to make the readers difficult to understand the text. Understanding text has relationship with the complexity of the text which is the complexity of the sentence in reading texts can be called lexical density. The lexical density is the number of the lexical items. The main point of difficult text is lexical density of text which is more lexical item the text has the more difficult the text. If text is formed in grammatical configuration, the text is not too difficult while if the text is formed in lexical configuration the text is categorized in difficult text. The lexical items consist of noun, verb, adjective, adverb, while the grammatical items consist of conjunction, auxillary verb, proposition, pronoun. In this study, to measure lexical density in text is used Eggins formula. A large majority of the spoken texts have a lexical density of under 40% and a large majority of the written texts have a lexical density of 40%.

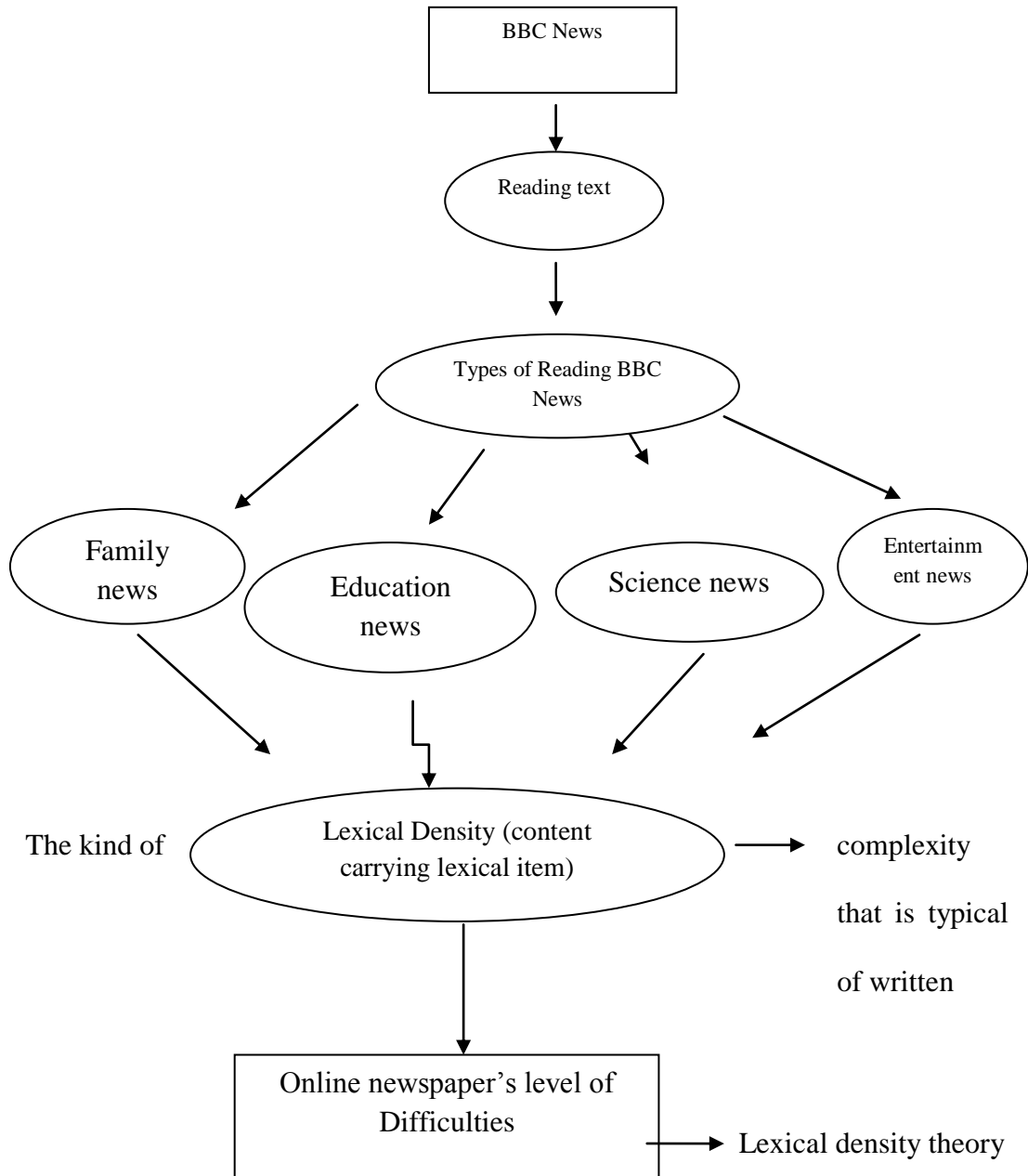


Figure (2.1) of Conceptual Framework

words and the total number of running words. Lexical items were often called content words. Grammatical items were function words. If there were 12 lexical item and 8 grammatical items, this given the proportion of lexical items to the total as 12 out of 20, which has the lexical density of 60 percent or 0,6 and the ratio between the number of content words and the number of clauses. Amore revealing measure lexical density is counting the number of lexical items as a ratio of the total number of clauses. For example, the following text Halliday(1985):

The basic “stuff” of living organisms is protoplasm. There is no set composition of this and it varies between one individual and the text.

Those sentences consist of:

Clause 1: 5 lexical items (basic, stuff, living, organism, protoplasm)

Clause 2: 2 lexical items (set, composition)

Clause 3: 2 lexical items (varies, individual)

The second technique is more precise in terms of the density. For instance, text consists of 9 lexical items and 3 clauses have mean lexical density of 3.0. Density has to do with how closely packed the information is. This is why the possibility of the item is important: a word of low probability carries more information. But words are not packed inside other words; they are packaged in larger grammatical units in sentences, and their component parts. It is this package into larger grammatical structures that really determines the informational density

of a passage of text. Besides that, Rahmansyah (2012) stated that the higher the lexical density of a text is the more information there is and the more difficult it is to understand by readers. If the text has more grammatical items than the lexical items, the text is categorized to the lower lexical density. On the contrary, if the text has more lexical items than the grammatical items, the text is categorized to the high lexical density.

The Halliday approach to the finding of lexical items is more practical in terms of determining the intricacy of the information in a text. It is clear that a clause can be identified within a clause complex. The function words are counted according to their frequency of occurrences, not on the basis of the same type of words. For instance, there can be many articles of “the”. This is not counted as one function word, but rather the frequencies determine the number. Therefore, in a text there can be 20 or more that is depending on its occurrences. One further implication of the lexical density is that one can identify whether the text tend to be spoken and written. In other words the lexical density is related to culture and ideology. This analysis concentrates on measuring lexical density of texts as well as on studying the system of transitivity and clause complexes. The main difficulty with calculating the lexical density is distinguishing lexical and grammatical items because of Halliday (2004) defined that lexis and grammar form one system-lexicogrammar-and the moving between them is matter of delicacy. For the current research, the classification of grammatical and lexical items created by Eggins (2004) will be used. Content carrying words include nouns, verb, adjective, and adverb.

1.1.Content Carrying Lexical Items

Content that carries lexical items is content that contains main semantic information in the text, and falls into four main classes of lexical words: nouns, verbs, adjectives, and adverbs Jeffries (2006). Thornbury and Slade (2006) defined that content words are words that carry a lot of information such as nouns, adjectives, lexical verbs and some adverbs. In addition, Halliday (1985) defines lexical items as part of an open system rather than a closed set because maybe new items can be added. In conclusion, lexical items or content words are the parts that carry high information in the text and are referred to as an open class where new words can be added. This is the piece of content that carries lexical items / content words.

Content of words/content that carries lexical items are nouns, verbs, adverbs, and adjectives that have appropriate and significant lexical meaning.

1. Noun

Verspoor and Sauter (2000) defined that nouns are words that name objects, people, or places. Maybe names of people (Anne, Josh), names of places (cities, countries), names of objects (laptops, hospitals), names of professions (teachers, police), names of animals (rabbits, cats)), names of abstract nouns (information, discoveries), names of activities (sports), names of days and months (weeks, years), names of subjects (English, mathematics), and family names (mother and father). Based on its meaning, concrete nouns can be divided into several classes, namely:

- a) common noun is the name of a class of objects; it may name a mass of objects or a material.

Example: dog, flower, girl, doctor, teacher.

- b) A proper noun is an individual name.

Example: John, Bill (a person), Indonesia, Mecca (a country), April July (a month).

- c) A collective noun is name a group of persons, places, or things gathered together into a unit.

Example: people, number, nation, class.

2. Verbs

Verb is called as doing word. According to Gelderen, 2002 verb is a lexical category which often expresses a state, act, event, or emotion Verbs can be classified as to form and as to meaning.

- a) Based on the form, verbs are divided into two, they are:

- (1) A regular verb is one which forms its past indicative and past participle by addition the suffix –ed, or –d.

Example: describe, described, described.

- (2) An irregular verb is one that does not form its past indicative and past participle by adding –ed, or –d.

Example : drink, drank, drunk : sing, sang, sung

- b) Based on the meaning, verbs are divided into two, they are:

- (1) A transitive verbs are verbs that express an action and require one or more objects.

Example: learn, buy, sell, write, bring.

(2) An intransitive verbs are verbs that express an action and do not require object(s).

Example: walk, learn, drive, run, lie, work.

3. Adjective

Adjectives are words used to describe or modify a person, place, or thing. Harmer (1998) defined that adjectives are words that provide more information about nouns or pronouns. Gelderen (2002) argued that data Attributes are words that modify nouns (beautiful, good, and inexpensive) and describe qualities such as for example (proud, passionate, and happy). In addition, Jeffries (2006) defined that the adjective function is as a pre-modifier for the main noun in the noun phrase (brilliant artist), and follows intensive verbs as a complement to the clause (brilliant artist)

4. Adverbs

Adverbs are words that change verbs, adjectives, or other adverbs, for example now Gelderen (2002). Johansson (2008) clarified that adverbs calculated as lexical items are adverbs derived from adjectives. Adverb types can be divided into six types:

a) Adverb behavior

Example: beautiful, bad, slow, weak, slow.

b) Description of the place and direction

Example: close, there, east, here, in Medan.

c) Adverb of time

Example: ago, from, now, last, once, since, then, today.

d) Adverbs of frequency

Example: always, never, often, sometimes, usually.

e) Adverbs of degree

Example: indeed, of course, rather, in fact, really, too, very.

f) Adverbs of modality

Example: likely, maybe, perhaps, possibly, probably, unlikely.

1.1. Non-Content Carrying Lexical Items

Eggs (2004) stated that non – content carrying lexical items include proposition, conjunction, auxiliary verbs and pronouns.

1. Proposition

Jeffries (2006) argued that the proposition always introduces a phrase that consists of itself and a noun phrase and the meaning of the whole phrase usually indicates some circumstance in which the action of the clause is occurring or the context of a previous noun phrase.

Example:

- The tiger came *into the room*

- The cat *in the garden* wasn't hers

Moreover, Gelderen (2002) added propositions often express place or time (at, in, on, before), direction (to, from, into, down), or relation (of, about, with, like, as, near).

Example:

***With** their books **about** linguistics, they went **to** school.*

2. Conjunction

G.David Morley(2000) clarified that conjunction have been seen as grammatical connectors and are classified into two subtypes : coordinating and subordinating conjunction. Coordinating conjunctions, also called coordinators or linkers, link units of equal grammatical status , primarily clause with clause (main with main, or subordinate with subordinate) and phrase with phrase. Subordinating conjunctions, also called Subordinators, introduce subordinate clauses and join or bind clauses of unequal grammatical status, for example a subordinate clause with a main clause, one subordinate with another subordinate clause which is immediately superordinate. Coordinating conjunction consist of (both . . .) and, but, (either . . .)or, (neither . . .).Subordinating conjunctions are much more numeorus and include , for example, after, although, as, because, before, since, until, unless, whether while, when, where, that, so that, in order that , etc.

Example :

- Bill eats the bread and maya drinks

-Josh asks because he has no ideas

Jeffries (2006) defined that the coordinating conjunctions in English consist of a small, three –word set: *and*, *but*, *or*, which between them cover the logical possibilities of adding equal units together or contrasting them.

Example:

- I like John. I like Andy. → I like John ***and*** Andy
- He was firm. He was nice. → He was firm ***but*** nice.
- Were you awake? Were you asleep? → were you awake ***or*** asleep?

3. Auxiliary verb

Jeffries (2006) argued that auxiliary verbs are so called because they support the lexical verbs by introducing some of the regular meanings that are needed by all verbs, such as tense. The auxiliary verbs are made up of the modals (may, must, might and soon), have (perfective) and be (progressive and passive).

Example:

- She ***will*** be coming
- Jane ***has***been hurt
- Dave ***might*** find it

Gelderen (2002) stated that the auxiliary functions to help another verb but does not itself contribute greatly to the meaning of the sentence.

4. Pronoun

Jeffries (2006) argued that Pronouns, although a grammatical class, function syntactically in similar ways to the noun class because they can be subjects, objects and complements.

Example:

In the following passage the pronouns are underlined:

My sister and her family went to Malta for their holiday. She said they wanted to have a relaxing time with sun and sea, but they found that the hotel was miles inland, it didn't have a pool and the weather could be cloudy in August.

Now see what happens to the passage when the pronouns are replaced by the full nouns and noun phrases they substitute for:

Mysister and her family went to Malta for their holiday. My sister said mysister and herfamily wanted to have a relaxing time with sun and sea, but my sister and her family soon found that the hotel was miles inland, the hotel didn't have a pool and the weather could be cloudy in August.

Moreover, Gelderen (2002) argued that Personal pronouns, such as I, me, she, he and it, are seen as grammatical categories by many. The reason is that they don't mean very much: they are used to refer to phrases already mentioned. The

pronouns can be divided according to number into singular and plural and according to person into first, second, and third person.

For example, I and me are first person singular, and we and us are first person plural. The second person pronoun you is used both as singular and as plural. Third person singular pronouns he, she, and it are further divided according to gender, but the third person plural they are not.

2. Reading text

Tiedemann (2011) argues that reading text is a tool of reading, because it is an instrument that is used to read. The form may be in visual signs and symbols including written alphabetic text. Harmer (1998) decided that reading text provides opportunities to study vocabulary, grammar, punctuation and the way to construct paragraph, sentence and text. So, reading text is a written text that is used to read in order to study vocabulary, grammar, and punctuation and the way to construct sentence, paragraph and text. Siahaan and Shinoda (2008) decided that define text as a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Suswati (2014) decided text is a stretch of language either in speech or in writing that is semantically and pragmatically coherent in its real-world context.

2. Newspapers

Newspapers (Hornby:2008) writes issued daily or weekly, with news, advertisements, etc. It is so nice to read newspaper for several people as their hobbies. General interest newspapers typically publish news articles and feature articles on national and international news as well as local news.

The news included political events and personalities, business and finance, crime, severe weather, and natural disasters; health and medicine, science, and technology; sports; and entertainment, society, food and cooking, clothing and home fashion, and the arts (<http://en.wikipedia.org/wiki/Newspaper>).

Most newspapers now publish online as well as in print. The online versions are called online newspapers or news sites. An online newspaper is the online version of a newspaper (http://en.wikipedia.org/wiki/Online_newspaper). Online newspapers are much like hard-copy newspapers and have the same legal boundaries, such as laws regarding libel, privacy and copyright, also apply to online publications in most countries.

In Indonesia, there are some online newspapers which is published in English, such as BBC News, CNN, The Jakarta Post, The Jakarta Globe, etc.

3. BBC News (British Broadcasting Corporation)

BBC news is an operational business division of the British Broadcasting Corporation(BBC) responsible for the gathering and broadcasting of news and

current affairs. There are 4 genres news (Family and Education ,Science and Entertainment) in BBC News.

B. Relevant of the Study

Pratiwi (2014) analyzed the English textbooks by describing the lexical density and nominal group connected with the text comprehending. The average of the lexical density of the 15 reading texts is categorized medium between 4 and 4.9, meaning that the most reading texts are easy enough to be comprehended by the students. While the highest lexical density is 5.77 difficult to be comprehended, the lowest lexical density is 3.03 easy to be comprehended. Then, the highest nominal groups are 47 and the lowest nominal groups are 18. This study shows that the number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor. The data is analyzed by using Halliday's (1985) theory to find out lexical density and nominal group of the textbook.

Nesia's (2014) decided that study deals with the lexical density especially the lexical items which formed in the reading texts of *Look Ahead* textbook and the type of genre which has the highest lexical density of the reading texts. She found that in the result of analysis that the lexical items that formed in narrative texts are noun and verb, explanation texts are noun and verb, discussion texts are noun and verb, and review texts are noun, adjective, and verb. This means that narrative, explanation, and discussion texts are formed by two lexical items, they

are noun and verb while review texts are formed by 3 lexical items, and they are noun, adjective, and verb. So, the explanation text is the most difficult text to be comprehended in the textbook.

Sholichatun (2011) studied reading material in English on sky textbook for junior high school. She applies content analysis of reading material in English on sky textbook because it is one of the genre that must be mastered by 9th year students of junior high school. The data collected from reading texts found in English on sky textbook, there are 10 reading texts which are categorized into different kinds of text and the result of the researched showed that there are three genres which are used in English on sky textbook 9th grade of junior high school. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that the reading texts are quite lexical densities. Therefore, the text is not difficult to understand and suitable for students. Based on the previous studies above have the similar object of this study. They analyzed the Lexical density of English Textbook. This study also analyzed the lexical density of reading text in *BahasaInggris* Textbook. However, the theory of lexical density in this study similarities with the solichatun's paper. But The differences among the previous studies with this study is using BBC News by reading online newspaper.

C. Conceptual Framework

Gadget is a small tool such as a machine that has a particular function, but is often thought of as a novelty. Newspaper plays an essential part in most human lives. It is one of the means of communication that is reasonably priced whereby status is not an obstacle for people to reach out everyday, to get hold of the daily paper to obtain current events of the day worldwide. In this digital era, people are easier to gain information around the world by their gadget freely. People not only rely on printed newspaper but also on online newspaper. In this case, one example of online newspapers that we can read is BBC News. Reading text is a tool of reading because it is an instrument that is used to read. It can be found in Newspaper, textbook, magazine, novel, etc. As one of the reading activity, newspaper is important role for the reader to know about the world can get everywhere by gadget. In the study, the online newspaper which is used is *BBC News*. There are 4 genres of 4 genres news (Family and Education ,Science and Environment, Entertainment and Arts, Health). Reading text also provides opportunities to study language; vocabulary, grammar, punctuation, and the way how we conduct sentence, paragraph and text. So the reader should be able understand and to comprehend every reading online newspaper in the BBC News which showed in the internet . Though, the most of the reader especially the readers from asian countries who use mother tongue have difficulties comprehending text. One of the important things that can make the readers hard or easy to understand online newspapers complexity of text. It possibly to make the readers difficult to understand the text. Understanding text has relationship with

the complexity of the text which is the complexity of the sentence in reading texts can be called lexical density. The lexical density is the number of the lexical items. The main point of difficult text is lexical density of text which is more lexical item the text has the more difficult the text. If text is formed in grammatical configuration, the text is not too difficult while if the text is formed in lexical configuration the text is categorized in difficult text. The lexical items consist of noun, verb, adjective, adverb, while the grammatical items consist of conjunction, auxiliary verb, proposition, pronoun. In this study, to measure lexical density in text is used Eggins formula. A large majority of the spoken texts have a lexical density of under 40% and a large majority of the written texts have a lexical density of 40%.

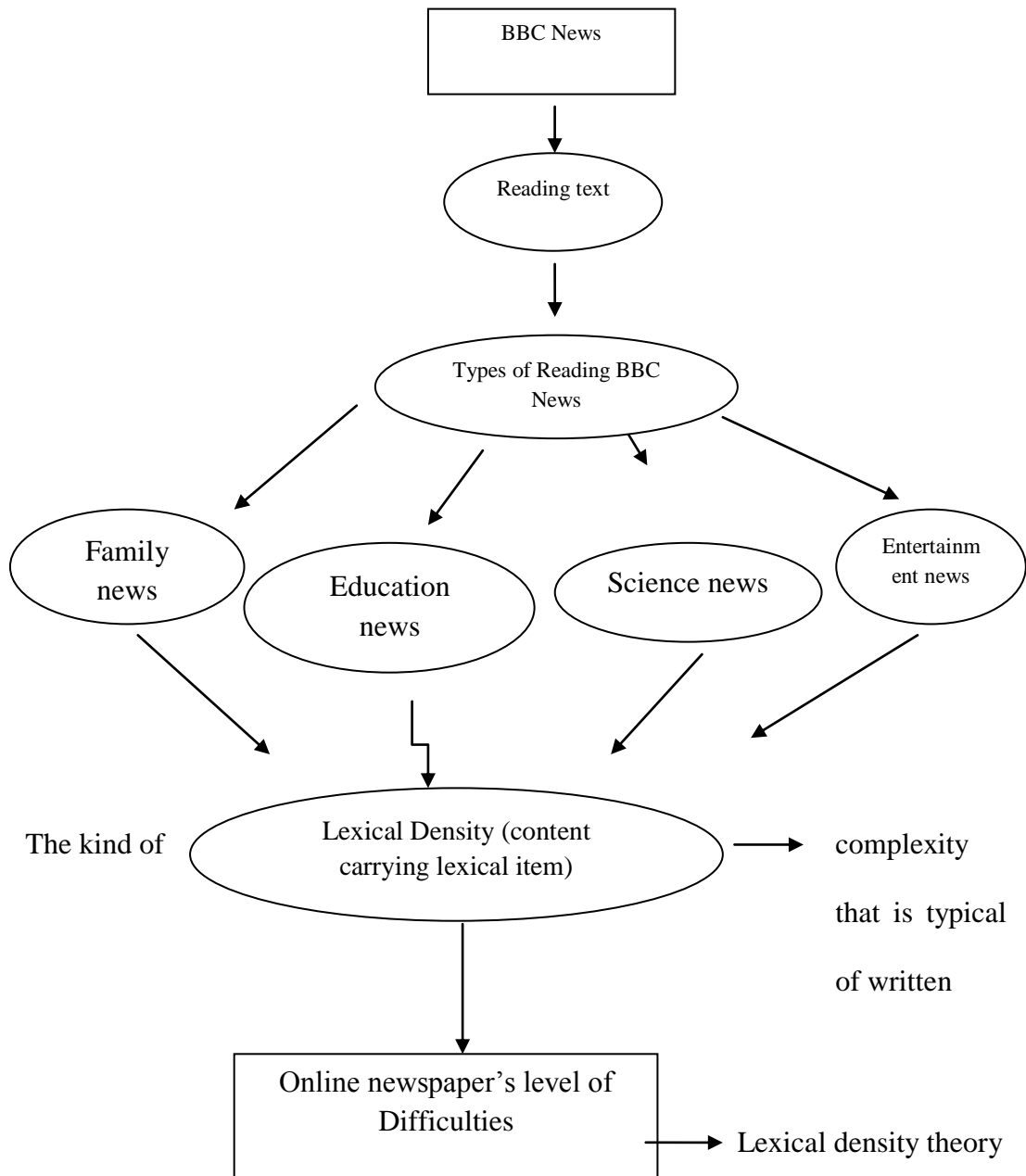


Figure (2.1) of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was concerned with analyzing the content of an online newspapers, in this case was reading online newspaper in BBC News, with the quality of the news .In conducting the research, descriptive qualitative research was applied. Patton and Cochran (2012) defined that qualitative research was characterized by its aims, which related to understanding some aspect of social life, and its methods which (in general) generated words, rather than numbers, as data for analysis. It means that to describing, identifying and analyzing the text are the way to analyze the data of study. The descriptive research means that the data of this study are described or explained.

Ary, Jacobs, and Razavieh (2002) stated that Content analysis was focused on analyzing material such as reading text within its own content. . Related to this theory, the content of BBC News analyzed based on the lexical density.

B. Source of Data

The object of this study is the BBC News online newspapers. This Online newspaper was written by BBC News (British Broadcasting Corporation). The data of this study are lexical density of the reading online newspapers which was found in *BBC News*. The Researcher analyzed BBC News online newspapers by application of BBC News. These online newspapers were discussed in April until

May 2019 that consist 8 newspapers from 4 genre news . In conducted this study, the researcher took reading online newspapers found in the BBC News as the data.

C. Techniques for Collecting Data

The technique of collecting the data were done as follows; Reading the online newspapers by application of BBC News ; choosen the genre online newspapers; Printed the online newspapers and analyzing lexical density of the content carrying lexical items on reading online newspapers BBC News. In this reasearch analyzed 8 reading news. The data were collected by took 8 online newspapers from 4 genres news (Family, Education ,Science and Entertainment) in BBC News.

D. The Technique of Analizing Data

After collecting the data, it analyze by performing descriptive analysis. To analyze how many texts in every genre, the researcher did some steps as follows:

1. Read the online newspapers by the application of BBC News;
2. Classified news in BBC News online newspapers;
3. Counted many text in every genre that found in *BBC News* in online newspapers and putting every title of the online newspapers;
4. Represented the result in the table.

Table 3.1. Distribution of the News in Genre.

No.	Genre	Title of news	Date of Published	Total Number of the article
1.	Family			
2.	Education			
3.	Science			
4.	Entertainment			

In order to analyze the Lexical Density of the texts, the researcher would use the followed steps of the Eggins Formulas:

1. Identified the content carrying Lexical Items in an online newspapers.
2. Classified the content carrying lexical items (adverb, noun, adjective, and adverb) into Eggin's theory.
3. Labeled the content carrying Lexical Items with italic written.
4. Counted the content carrying Lexical Items in the newspapers.
5. Calculated the total number lexical items in an newspapers.
6. Applied the formula Eggins to know the data.

$$LD = \frac{\text{Number of Content Carrying Lexical Items in newspapers}}{\text{Total Number of Lexical Items in newspapers}}$$

7. Analyzed the data to know Lexical density of the newspapers in BBC News.

CHAPTER IV
DATA, DATA ANALYSIS

A. Data

This study concentrated to lexical density. It tried to describe about the lexical density level of the text in BBC News newspapers, how is the lexical density distributed across the texts in BBC News.

B. Data Analysis

There were 8 newspapers that classified by 4 genres that have been found during the analysis. They were commonly implicated of newspapers in BBC News that published in the application of BBC News :

Table 4.1

Distribution of the News in Genre

No	Genre	Title of the newspapers	The date of published	Total number of the newspapers
1.	Family News	Parents find out about primary school places	April, 15 th 2019	2
		Four out of 10 teachers plan to quit, survey	April, 16 th 2019	

		suggests		
2.	Education	Labour pledges to scrap primary Sats if elected	April, 16 th 2019	2
	News	More female teachers report upskirting, says union	April, 21 st 2019	
3.	Science	Hundreds of thousands of viruse in oceans	April, 26 th 2019	2
	News	Nasa's Insight lander 'detects first Marsquake'	April, 23 rd 2019	
4.	Entertainment News	Real Housewives star Teresa Giudice asks Trump for deportation help.	April 26 th 2019	2
		Games of thrones' coffee cup and 6 other TV and film bloopers.	May, 7 th 2019	
Total				8

In the BBC News newspapers, the news discusses genres based on types of news such as family, education, government, Science, Entertainment, politics, health, environment, economy, business, fashion, as well as athletic events or unusual things. Based on the table, the researcher found four

genres in the BBC News Newspaper that have promoted family, education, science, and entertainment news. There were two reading text in family news genre, two reading text in educational genre, two reading text in science news genre, and two reading text in entertainment news genre. They decide based on the researcher's knowledge in deciding the language features of the text.

Lexical density was calculated by the Eggins formula (2004). The lexical density of a text was calculated by expressing the number of content carrying lexical items in a text/sentence as a proportion of all the lexical items in the text/sentence. Content carrying lexical items included nouns, the main part of verbs, adverbs, adjectives. Non-content carrying lexical items included prepositions, conjunctions, auxiliary verbs, pronouns. Lexical items were words in a text.

For example : *When I had a holiday in Malaysia last month, I stayed in a small but comfortable hotel. The room was very beautiful although it was not very big. The colour of the wall was cream, so it felt warm inside. The curtains were arranged beautifully. The furniture was nice too. The room has a sofa and a small TV set.*

Based on paragraph above had six sentences and nine clauses. It also had thirty three content carrying lexical items and fifty eight lexical items. They meant that the ratio between content carrying lexical items and all the words would determine the lexical density of the in the newspapers.

The details of the lexical density level for each text in newspapers as the following table:

Table 4.2.
Lexical Density Level

Aspect (texts)	LD
Text 1	0.40
Text 2	0.61
Text 3	0.63
Text 4	0.58
Text 5	0.61
Text 6	0.55
Text 7	0.46
Text 8	0.46

From the table above, it could be seen that :

Text 1 : *Parents **find out** about **primary school places***

(By Sean CoughlanBBC News family and education correspondent. 15 April 2019)



Image copyright THINKSTOCK

*Families in England will **find out** on Tuesday whether their children have got into their **preferred primary schools**.*

*Last year about one in 10 families **missed out** on their **first choice** - but 98% **got** one of their top three *places*.*

***Primary schools** have **added** 636,000 *extra places* since 2010 to **meet rising numbers** - but that **demographic** bulge is now **moving** on to *secondary*.*

*Head teachers' leader Paul Whiteman **said securing** a place can "**feel like** a **battle** for parents".*

*More than 600,000 *families* will **find out** where they have been **offered** a *school place* for the *autumn*.*

The paragraph above was the part of the second reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The second newspapers had lexical density : 0.40 (222 content carrying lexical items were divided by 551 lexical items).

Text 2 : *Four out of 10 teachers **plan** to **quit**, survey **suggests***

(By Hannah RichardsonBBC News Family Education Reporter in Liverpool.16

April 2



Image copyrightGETTY IMAGESImage captionThe Department for Education

says it is investing in teacher recruitment

Where do you **see** yourself in five *years' time*? **No longer working** in education, 40% of *UK teachers surveyed* by a *teachers' union* **replied**.

It may sound like a **clichéd** interview question, but the *National Education Union* **says** that the **answer** is *evidence* of a "*culture of **fear***" in *schools*.

The paragraph above was the part of the first reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The first newspapers had lexical density : 0.61 (297 content carrying lexical items were divided by 481 lexical items).

Text 3 : *Labour pledges to scrap primary Sats if elected*

(By Hannah Richardson BBC News Education Reporter in Liverpool. 16 April 2019)



Jeremy Corbyn has pledged that Labour would scrap formal tests in primary schools in England, known as Sats.

The *tests left children in floods of tears or vomiting with worry*, he told members of the *National Education Union in Liverpool* to **loud whoops and cheers.**

He **said** it would **free up schools struggling** with **funding cuts** and **congested classrooms**, and **help teacher recruitment and retention.**

The **move means school league tables based** on the *tests* would be **ended** too.

"We **need to prepare children** for life, not *just exams*," he **said** to a *hall of cheering teachers*

Members of the **teaching union** have **called for primary school tests** to be **ditched** for *many* years and **gave the Labour leader a standing ovation.**

The paragraph above was the part of the third reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The third newspapers had lexical density : 0.63 (267 content carrying lexical items were divided by 421 lexical items).

Text 4 : ***More female teachers report upskirting, says union***

By Katherine Sellgren BBC News education reporter in Belfast

- 21 April 2019



Martin campaigned after becoming a victim of upskirting at a gig in London in 2017. ***Schools must do more to protect female teachers following an "enormous growth" in the number of reports of upskirting, a teachers' union says.*** The *NASUWT* union also ***says*** it was ***aware*** of cases of ***upskirting*** - where ***pictures*** are ***taken*** without ***permission*** ***under a skirt*** - ***involving pupils aged 14,***

with "some as young as 11".The *union* **says** *head teachers* should **consider** **banning** *mobile phones* in *school* and **filling** in **open** *stairwells* to **protect** both *staff* and *pupils*More female teachers report upskirting, says union

The paragraph above was the part of the fourth reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The fourth newspapers lexical density : 0.58 (295 content carrying lexical items were divided by 505 lexical items)

Text 5 : *Hundreds of thousands of viruses in oceans*

By Helen BriggsBBC News

26 April 2019



The Tara sampled the *global* ocean in a 2009-2013 expedition

The oceans contain almost 200,000 *different* viral populations, **according** to the *latest count*.

Marine *viruses* were **found** from *the surface down* to 4,000m *deep* and from the *North* to the *South Pole*.

Though **most** are *harmless* to humans, they can **infect marine** life, **including** whales and crustaceans.

And scientists are *only* just **starting** to **understand** how these *tiny organisms* **play** a role in the *life* and *chemistry* of the seas.

Researchers at Ohio State University **drew up** a *global* map of *marine* viruses **based** on seawater samples from *nearly 80 sites* **around** the world. Their viral **tally** is *almost* **12-fold higher** than *previous estimates*.

- Can you *spot ocean plastic* from *space*?
- The *vast scale* of life beneath our feet
- **Blue planet** to **get even bluer**

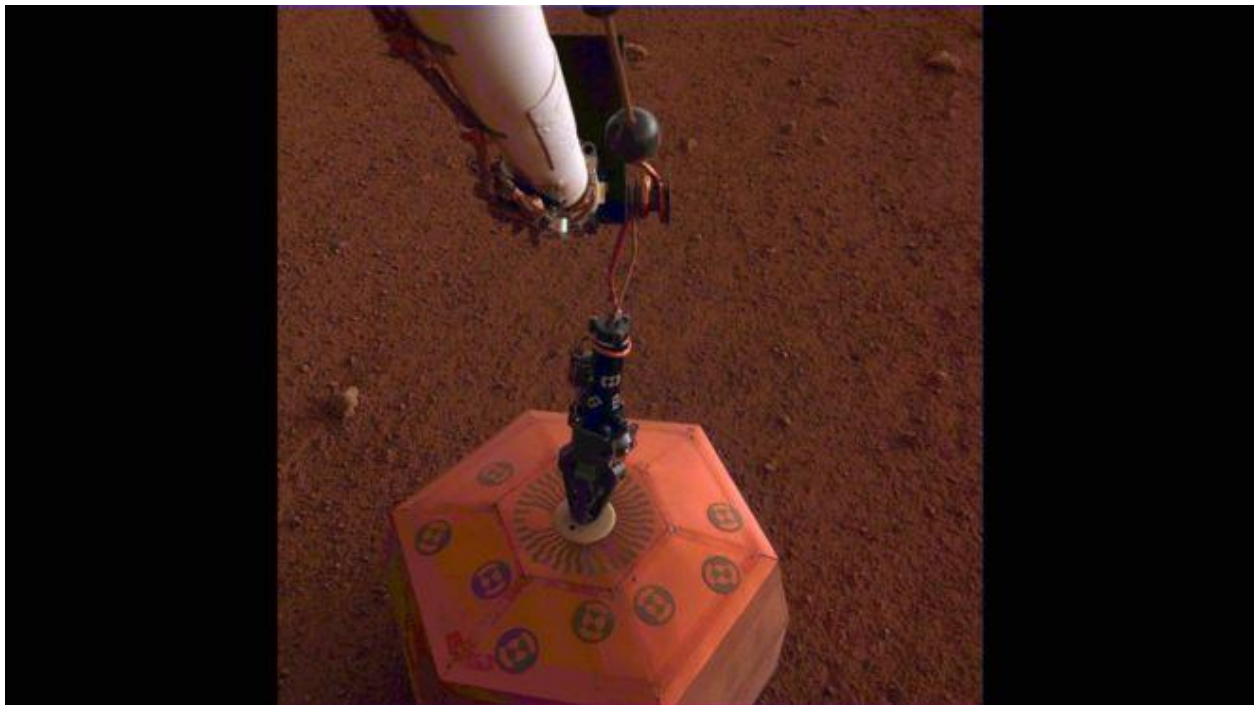
They were **surprised** to **find** that the *viruses* **fell** into *just five groups* **based** on their *location* and *depth*.

The paragraph above was the part of the fifth reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The fifth newspaper had lexical density : 0.61 (217 content carrying lexical items were divided by 354 lexical items).

Text 6 : *Nasa's InSight lander 'detects first Marsquake'*

By Jonathan Amos BBC Science Correspondent

23 April 2019



The sensors were developed in France and the UK sensors were developed in France and the UK

The *American space agency's InSight lander* **appears** to have **detected** its ***first seismic event*** on *Mars*.

The ***faint rumble*** was **picked up** by the **probe's sensors** on 6 April - the 128th *Martian day*, or *sol*, of the *mission*.

It is the ***first seismic signal*** **detected** on the *surface* of a ***planetary body*** other than the *Earth* and its *Moon*.

The paragraph above was the part of the sixth reading text in newspapers.

The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items.

The sixth newspapers had lexical density : 0.55 (397 content carrying lexical items were divided by 717 lexical items).

Text 7 : US & Canadaselected

Real Housewives star Teresa Giudice **asks** Trump for *deportation help*

- 26 April 2019



Gia Giudice (centre) launched the petition to halt the deportation of her Italian father (right) Gia Giudice (centre) launched the petition to h
 launched the petition to halt the deportation of her Gia Giudice (centre)
 launched the petition to halt the deportation of her Italian father
 (right) Italian father (right)

*The family of a US reality television star are **appealing** to President Trump to **intervene** in a deportation case.*

*The husband of Teresa Giudice, **known** for the series *Real Housewives* of New Jersey, has been **ordered** to be **sent back** to his **native** Italy.*

*Joe Giudice, who also B on the show, **arrived** in the US when he was a baby but **never** **became** a citizen.*

The paragraph above was the part of the seventh reading text in newspapers. The italic words were noun, bold words were

verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The seventh newspapers had lexical density : 0.46 (235 content carrying lexical items were divided by 503 lexical items).

Text 8 : *Games of Thrones' coffee cup* and 6 other TV and film bloopers

By Alex Taylor entertainment reporter, BBC News

7 May 2019

- *This article contains spoilers for Game of Thrones season eight, episodes three and four*

After the bruising *Battle of Winterfell*, the celebratory *banquet scene* in this weekend's *Game of Thrones episode* **made perfect sense**.

Choosing to toast the demise of the *Night King* with a cup of **real-world branded** coffee, however, certainly did not. *Eagle-eyed viewers* **spotted** a coffee cup on the **table** in the **great hall**, as *Mother of Dragons Daenerys Targaryen* **sat**, more appropriately, with goblet in hand. **Responding** to **fevered** social media reaction, the show's producers **admitted** the error in a good **humoured tweet** on *Sunday night*. While the coffee cup (since reportedly digitally removed from HBO's *streaming service*) is the most **recent high-profile example** of a **modern item** **making** its way to a different time and place, it is certainly not the first.

The paragraph above was the part of the eighth reading text in newspapers. The italic words were noun, bold words were verb, underlined italic words were adverb and bold italic words were adjective in the content carrying lexical items. The eighth newspapers had lexical density : 0.46(298 content carrying lexical items were divided by 637 lexical items).

1. The lexical density level in the reading text

The lexical density in the text was the proportion between content carrying lexical items and the number of lexical items. This level of LD showed that contained a large /narrow number of vocabulary words. If the number of content carrying lexical items was more dominant than non-content carrying lexical items, it meant that the text had large number of vocabulary words.

Table 4.3.

The Level of Dense Vocabulary in a Text

Text	Content Carrying Lexical Items	Non-Content Carrying Lexical Items	Total Number Lexical Items	Level of Dense Vocabulary	LD
Text 1	222	329	551	Narrow	0.40
Text 2	297	187	484	Large	0.61
Text 3	267	154	421	Large	0.63
Text 4	295	210	505	Large	0.58
Text 5	217	137	354	Large	0.61
Text 6	397	320	717	Large	0.55
Text 7	235	268	503	Narrow	0.46
Text 8	298	339	637	Narrow	0.46

The level of lexical density in the first text contained a narrow number of vocabularies, which had 222 content carrying lexical items and 329 non carrying lexical items. The level of lexical density in the second text contained a large number of vocabularies, which had 297 content carrying lexical items and 187 non carrying lexical items. The level of lexical density in the third text contained a large number of vocabularies, which had 267 content carrying lexical items and 154 non carrying lexical items. The level of lexical density in the fourth text contained a large number of vocabularies, which had 295 content carrying lexical items and 210 non carrying lexical items. The level of lexical density in the fifth text contained a large number of vocabularies, which had 217 content carrying lexical items and 137 non carrying lexical items. The level of lexical density in the sixth text contained a large number of vocabularies, which had 397 content carrying lexical items and 320 non carrying lexical items. The level of lexical density in the seventh text contained a narrow number of vocabularies, which had 235 content carrying lexical items and 268 non carrying lexical items. The level of lexical density in the eighth text contained a narrow number of vocabularies, which had 298 content carrying lexical items and 339 non carrying lexical items.

There are four texts that have more content that carries lexical items than non content that carries lexical items and there are three texts that have more content that carries lexical density than content that carries lexical items.

The levels of content that content carrying lexical items and non content carrying lexical items had the same total number vocabulary in the texts of BBC News newspapers were equal.

Table 4.4.

The Row of the Highest to Lowest LD in text of BBC newspapers

Aspect (Text)	Title Text	Lexical Density
Text 3	Labour pledges to scrap primary sats if elected	0.63
Text 2	Four out of 10 teachers plan to quit, survey suggests	0.61
Text 5	Hundreds of thousands of viruses in oceans	0.61
Text 4	More female teachers report upskirting , says union	0.58
Text 6	Nasa's Insight lander 'detect first Marsquake	0.55
Text 8	Games of thrones' coffee cup and 6 other tv and film bloopers.	0.46
Text 7	Real housewives star Teresa Giudice asks Trump for deportation help	0.46
Text 1	Parents find out about primary school places	0.40

Table above showed that the highest lexical density level was 0. 63 in the third text entitle "Labour pledges to scrap primary sats if elected" in education

news text and there two the lowest level lexical density were 0.40 in the first text entitle “ Parents find out about primary school places” in family news text.

2. Distribution of lexical density in the reading text

There were 8 reading which analyzed the lexical density by Eggins Formula (2004). The lexical density in each texts referred to high and low. If the text had more content carrying lexical items than non content carrying lexical items so the text was high lexical density. The details of the distribution of lexical density for each text as the following table below:

Table 4.5.

Distribution of Lexical Density

Aspects (Text)	Title Text	Lexical Density
Text 1	Parents find out about primary school places	0.40
Text 2	Four out of 10 teachers plan to quit, survey suggests	0.61
Text 3	Labour pledges to scrap primary sats if elected	0.63
Text 4	More female teachers report upskirting , says union	0.58
Text 5	Hundreds of thousands	0.61

	of viruses in oceans	
Text 6	Nasa's Insight lander 'detect first Marsquake	0.55
Text 7	Real housewives star Teresa Giudice asks Trump for deportation help	0.46
Text 8	Games of thrones' coffee cup and 6 other tv and film bloopers.	0.46

Table above showed that the lexical density in the reading text as follows: text 1 entitled "Parents find out about primary school places " was 0.40, text 2 entitled ""Four out of 10 teachers plan to quit, survey suggests" was 0.61, text 3 entitled" Labour pledges to scrap primary sats if elected" was 0.63, text 4 entitled "More female teachers report upskirting , says union" was 0.58, Text 5 entitled "Hundreds of thousands of viruses in oceans" was 0.61, text 6 entitled "Nasa's Insight lander 'detect first Marsquake" was 0.55, text 7 entitled "Real housewives star Teresa Giudice asks Trump for deportation help" was 0.46 and text 8 entitled "Games of thrones' coffee cup and 6 other tv and film bloopers" was 0.46

C. Discussion

The definition of Lexical density related to the number of content carrying lexical items to the number of words in a text. To determine the lexical density level by analyzing the proportion between content carrying lexical item and non - content carrying lexical item. If in a text had more content carrying lexical items than non-content carrying lexical items, so the text contained large vocabulary on the contrary.

BBC News was equal lexical density. It was contrast to Pratiwi (2014) in her paper analyzes the Newspapers of BBC News by describing the lexical density and nominal group connected with the text comprehending. The number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor. Contrast to Nesia (2014) in her the lexical density especially the lexical items which formed in the reading texts of Look Ahead textbook and the type of genre which has the highest lexical density of the reading texts. So, the explanation text is the most difficult text to be comprehended in the textbook. And as contrast as to thesis' sholichatun (2011) in entitle reading material in English on sky textbook for junior high school. In his thesis were found that The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that the reading texts are quite lexical densities. So, the text is not difficult to understand and suitable for students.

In this study, the researcher has found that *BBC News* was different lexical density. The texts were found in newspapers had different vocabulary.

Based on Ure (1971) theory to support Eggins (2004) theory are a large majority of the spoken texts have a lexical density of under 40% while a large majority of the written texts have a lexical density of 40% or higher. Besides that, there were some factors that affect the difficulty of understanding English texts. The dense of lexical in a text always bring some difficulties to the reader's ability in understanding a text. But it contrasts from the analysis and finding. The lexical density level of the text had different level which is the reading texts had five text that content carrying lexical items dominant and three non content carrying lexical items. So the readers quite difficult understand the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzed the data and elaborated the findings, conclusions were drawn as the following:

1. Lexical Density level as follows: Text 1 was 0.61. Text 2 was 0.40. Text 3 was 0.63. Text 4 was 0.58. Text 5 was 0.61. Text 6 was 0.55. Text 7 was 0.46. Text 8 was 0.46. Lexical density level of texts was equal.
2. The distribution of lexical density in reading text in *BBC News* newspapers as follows: text 1 entitled “Four out of 10 teachers plan to quit, survey suggests” was 0.40, text 2 entitled “Parents find out about primary school places ” was 0.61, text 3 entitled” Labour pledges to scrap primary sats if elected” was 0.63, text 4 entitled “More female teachers report upskirting , says union” was 0.58, Text 5 entitled “Hundreds of thousands of viruses in oceans” was 0.61, text 6 entitled “Nasa’s Insight lander ‘detect first Marsquake” was 0.55, text 7 entitled “Real housewives star Teresa Giudice asks Trump for deportation help” was 0.46 and text 8 entitled “Games of thrones’ coffee cup and 6 other tv and film bloopers” was 0.46.

B. Suggestion

In relation to the conclusions, suggestions are staged as the following

1. It is suggested that BBC News composition has balances between content carrying lexical items and non-content carrying lexical items of lexical density, in order the students in the university can understand about the reading the text in newspapers.
2. It is also suggested to Contains of BBC News that it is given to students who contain balanced types because they are not too easy or difficult for readers to understand.
3. It suggested for the other researcher to use this dtudy as a reference in conducting further research in lexical density in reading text.

REFERENCES

- Eggins, S. 2004. *An Introduction to Systemic Functional Linguistic*. London: MPG Books
- Gelderen, E.V. 2002. *An Introduction to the Grammar of English: Syntactic arguments and socio – historical background*. Amsterdam: Company
- Halliday, M. A.K. 1985. *Spoken and written Language*. Geelong Vic: Deakin University Press
- Halliday, M A.K., and Matthiessen, C. 2004. *An Introduction to Functional Grammar (3rd ed)*. London: Arnold
- Jeffries, L. 2006. *Discovering Language*. England: Macmillan Distribution Ltd.
- Johansson, V. 2008. *Lexical Diversity and Lexical Density in Sppech and writing: a Developmental Perspective*. Working Press: Lunenburg
- Morley, G.D.2000. *Syntax in Functional Grammar: An Introduction to Lexicogrammer in Systemic Linguistics*. London: Continuum
- Nesia, B.H. 2014. *Lexical Density of English Reading Texts for Senior High School*. Unpublished Thesis: English Applied Linguistics Post Graduate Studies State university of Medan.
- Pratiwi, A.H.2014. *Lexical Density of English Textbook of Second Year of Senior High School*. Unpublished Thesis. Semarang: English Applied Linguistics Post Graduate Studies Dian Nuswantoro University
- Pangaribuan, H.2015 *Lexical Metaphor in Headline News of the Jakarta Post*. Unpublished Thesis. Medan: English Language and Literature Department Faculty of Language and Arts. State University of Medan
- Rahmansyah, H. 2012. *Grammatical Intricacy and Lexical Density of the SMA Student's Textbook*. Unpublished Thesis. Medan: English Applied Linguistics Post Graduate Studies State University of Medan

Sholichatun, S. 2011. *Content Analysis of Reading Material in english on sky textbook for junior high school*. Semarang: Tarbiyah Faculty Walisongo State Institute for Islamic Studies

Tiedeman, J.P. 2011. *New Literacies, New contexts?A Theoretical Definition of Reading Context*. Unpublished Thesis. Tennessee: Faculty of the Graduate School of Vanderbilt University

Ure, J. (1971). Lexical density and register differentiation. In G .E. Perren& J. L .M .Trim (Eds.).*Applications of linguistics: Selected Papers of the Second International Congress of Applied Linguistics (pp.443-452)*. Cambridge: Cambridge University Press.

<http://en.m.wikipedia.org/wiki/gadget> (Accessed on March, 2nd 2019, 20:10 WIB)

<http://en.wikipedia.org/wiki/Newspaper>(Accessed on April, 23rd 2019,17:46 WIB)

http://en.wikipedia.org/wiki/Online_newspaper (Accessed on April, 16th 2019, 21:46 WIB)

Parents **find out** about **primary school places**

By Sean Coughlan BBC News family and education correspondent

- 15 April 2019



Image copyright THINKSTOCK

Families in England will **find out** on Tuesday whether their children have **got** into their preferred **primary schools**.

Last year about one in 10 families **missed out** on their first choice - but 98% **got** one of their top three places.

Primary schools have **added** 636,000 **extra places** since 2010 to **meet rising numbers** - but that **demographic bulge** is now **moving on** to **secondary**.

Head teachers' leader Paul Whiteman **said securing** a place can "**feel like** a **battle** for parents".

More than 600,000 families will **find out** where they have been **offered** a school place for the autumn.

Big regional differences

The *national picture* on applications will not be **known** until *June*, but the **chances** of **getting** a first-choice place have been **improving** in *recent years* - up from 88% in 2014 to 91% in 2018.

But **last year**, about 2% did not **get** an **offer** on their three top preferences or any of the schools they named.

- Top tips on **choosing** a **primary school**
- Wealthier families do **better out** of school **appeal system**
- **Population boom** moves from **primary** to **secondary**

There are **big** regional variations each year - with authorities such as the *East Riding of Yorkshire, Northumberland and Rutland* **having more** than 97% of families **getting** their first preferences.

But the **lowest success rates** **tend** to be in *London*, with only 68% of families in *Kensington and Chelsea* and 77% in *Camden* **getting** their first choice last year.

A population boom had **put pressure** on places - but that has **peaked** and this year's application numbers could **show a downward trend**.

For the **past decade**, primary schools have been **building extra** classrooms as pupil numbers rose by about 15% **between** 2009 and 2018, up to 4.7 million.

The **size** of the **average primary school** grew by an **extra 42 places**, but this has not been spread evenly, with some **expanding very significantly** and with some areas **still struggling** to **meet demand**.

'Anxious wait'

Mr Whiteman, **general secretary** of the National Association of Head Teachers, **called** for a more **joined-up** "national strategy" to **ensure enough** places.

Otherwise, he said, "the **annual anxious wait** for families will **continue**".

Mr Whiteman **warned** of a "**haphazard**" approach to expansion, so that "**new school places** are not always being **commissioned** in the areas they are most **needed**".

School standards minister Nick Gibb **said** standards **had risen** and the **primary school sector** was "**unrecognisable** from a generation ago".

He **said** 87% of **primary schools** were now judged **good** or **outstanding**, and the use of **phonics** lessons had **improved children's reading**.

"What this means in **practice** is that even in instances where parents aren't **getting** the news they **hoped** for *today*, the likelihood is that their child will be **attending** a school which will **provide** a first-class education," **said** Mr Gibb.

But the *New Schools Network*, which **promotes free schools**, **said** too many children would **still** be **heading** for schools which were below the **rating** of "**good**".

"**Finding out** which **primary school** your child is **going** to should be a time of excitement, but today nearly 100,000 families will **find out** their child is **being sent** to a school that isn't **good enough**," **said** the group's director, **Luke Tryl**.

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

$$= \frac{222}{551}$$

$$\text{LD} = 0.40$$

Four out of 10 teachers plan to quit, survey suggests

By Hannah Richardson BBC News Education Reporter in Liverpool

- 16 April 2019



Image copyrightGETTY IMAGES Image captionThe Department for Education says it is investing in teacher recruitment

Where do you see yourself in *five years' time*? **No longer working** in education, 40% of UK teachers surveyed by a teachers' union replied.

It *may sound like* a **clichéd** interview question, but the National Education Union says that the **answer** is *evidence* of a "culture of **fear**" in schools.

Its **survey** of 8,600 members **found** *most* of those *leaving* **blamed** "**huge workloads** and **excessive accountability**".

Education Secretary Damian **Hinds** has **promised** to **tackle** the *workload* issue.

One *teacher*, who **responded** to the *union's State of Education survey* published at its **annual** conference in *Liverpool*, **said**: "**Working** 70 hours a week for *many* years has **meant** my *health* and *family life* have **suffered**."

"I am **getting** out before the *job kills* me."

'No life any more'

Another unnamed respondent said: "My job is **no longer** about *children*. It's about a 60-hour week with **pressure** to **push children's data** through."

More than **half** of respondents **said** their work-life **balance** had **got worse** in the **past year**, with one *teacher saying:* "With a **young family**, and **despite working part-time**, I have **come to realise** that a *job in education* is not **conducive** to *family life*."

- Abuse of teachers **leading** to 'millions' in **compensation**
- Teachers to be **offered cash** to **stay** in school
- Teachers **tired** of **pointless emails**

Another **said:** "My *personal life* doesn't **exist** any more."

And the *outlook* was **negative** for a **substantial minority** of **new teachers**, with some 26% of those who **had** been in the *job* between *two and five years*, **saying** that they **plan to quit** the *classroom altogether* in *five years' time*.

'Biggest threats'

NEU joint general secretary Kevin Courtney said: "The government is **doing a far better job** of **driving teachers out** of the *profession* than they are **solving** the **issue** of **excessive workload**."

He **said** that the **main problem** was one of **excessive accountability**, **adding:** "So **long** as the **main drivers** of a **performance-based** system are still in place, *schools* will **continue** to be in the grip of **fear**, **over-regulation** and a **lack of trust**."

Mr Hinds has **acknowledged** that **long hours** and **red tape** are among the "**biggest threats**" to **recruiting** and **retaining staff**.

A *spokesperson* for the Department for Education **said reducing teacher workload** was a **key part** of its *retention and recruitment strategy*.

"We have **worked** with *school leaders* and *teachers* to **create** a *workload reduction toolkit*, which **provides practical advice** and **resources** that *schools* can **use** rather than **creating new ones** from **scratch**," he **added**.

"We are also **tackling excessive data burdens** in *schools*; **simplifying** the **accountability system** to **target** the **associated burdens** and **working** with *Ofsted* to **ensure staff workload** is **considered** as **part** of a *school's inspection judgement*."

Recruitment targets for *teachers* have been **missed** in *England* for **five years** in a row.

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

$$= \frac{297}{484}$$

$$\text{LD} = 0.61$$

Labour pledges to scrap primary Sats if elected

By Hannah Richardson BBC News Education Reporter in Liverpool

16 April 2019



Jeremy Corbyn has pledged that Labour would scrap formal tests in primary schools in England, known as Sats.

The tests **left** children in **floods** of **tears** or **vomiting** with **worry**, he **told** members of the *National Education Union* in *Liverpool* to loud **whoops** and **cheers**.

He **said** it would **free up** schools **struggling** with **funding cuts** and **congested classrooms**, and **help** teacher recruitment and retention.

The **move** means school league tables **based** on the tests would be **ended** too.

"We **need** to **prepare** children for *life*, not just *exams*," he **said** to a *hall* of **cheering teachers**

Members of the **teaching union** have **called** for **primary school tests** to be **ditched** for many years and **gave** the *Labour leader* a **standing ovation**.

'Test-driven'

They **have long argued** that the **high-stakes nature** of the **tests skews children's education**, and **turns primary schools into exam factories**.

Mr Corbyn **told members** the next **Labour government** would **end the Sats** all pupils have to sit at **seven and 11**, the **results** of which are **used to hold schools to account**.

- Do Sats really matter - and if so, to whom?
- School league tables and Sats
- Sats for seven-year olds **scrapped**

Instead, **Labour** would **introduce alternative assessments** which would be **based** on "the **clear principle** of **understanding the learning needs** of every child."



Jeremy Corbyn says a Labour government would scrap Sats tests in England's primary school

Jeremy Corbyn **says** a **Labour government** would **scrap Sats tests** in England's **primary schools**

The **government** has already said it is **phasing out** Sats for pupils **aged seven**, and instead it wants to **bring in** a new **baseline assessment** for reception classes.

Reacting to the **announcement**, **joint general secretary** of the **NEU**, **Dr Mary Bousted**, **said Mr Corbyn** recognised the **damage** a **test-driven** system does to **children and schools**.

"We **look forward** to the **return** of a **broad** and **balanced curriculum** and to the **rekindling** of the **spirit** of creativity in our **schools**."

Head teachers' leaders also **welcomed** **Labour's announcement**.

*Paul Whiteman, leader of the National Association of Head Teachers, **said** children's progress could be **measured** through "everyday teacher assessment and classroom tests", while Julie McCulloch, director of policy at the Association of School and College Leaders **called** Sats "**flawed**", with a new approach "long overdue".*

*Schools Minister Nick Gibb **said abolishing** Sats "would be a **terrible retrograde step**" which would "**undo** decades of improvement in children's **reading** and **maths**".*

*"Labour **plan** to **keep** parents in the dark.*

*"They will **prevent** parents from **knowing** how **good** their child's school is at **teaching** maths, reading and **writing**," **said** Mr Gibb.*

*But Mr Whiteman **said** Sats **do** not **tell** teachers or parents anything they **do** not already **know** about their child.*

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

$$= \frac{267}{421}$$

$$\text{LD} = 0.63$$

More female teachers report upskirting, says union

By Katherine SellgrenBBC News education reporter in Belfast

21 April 2019



Martin campaigned after becoming a victim of upskirting at a gig in London in 2017. **Schools must do more to protect female teachers following an "enormous growth" in the number of reports of upskirting, a teachers' union says.** The NASUWT union also says it was **aware** of cases of **upskirting** - where **pictures** are **taken** without **permission** under a **skirt** - **involving pupils aged** 14, with "**some** as young as 11". The **union says** head teachers should **consider banning mobile phones** in school and **filling in open stairwells** to **protect** both **staff** and **pupils**. On 12 April, **upskirting became a criminal offence in England and Wales**. This **followed** a **campaign led** by Gina Martin, who **became a victim of upskirting** at a **music festival in London in 2017**. **Offenders now face up to two years in prison for taking a photo or video under someone's clothing**. The NASUWT, which is **meeting** for its **annual conference in Belfast** over the **Easter weekend**, **says** often **victims** are **unaware** that the abuse has **taken place**. "**Talking to members about it, the thing they find the most difficult is that quite often they don't know that this has happened** - the **video** has been **out** there and then it is **drawn** to their **attention**," **said general secretary Chris Keates**. "Then they **think**, if I **go** and **report** it, is that **going** to make it **worse** because it will **draw attention** to the **fact** that the **video** is there."

- **Upskirting now a crime** after **campaign**
- **Pupil guilty in teacher upskirting case**
- **Teachers call for upskirting law change**

Ms Keates said the union had **seen** "**an enormous growth** in the number of **women contacting us**". "We haven't **had** a case of **upskirting** in **primary schools** - it's been

secondary schools. We've **had** it in all *age* ranges. We've had some 14-year-olds and we've **had** some as *young* as 11." She **said** *banning mobile phones* was the **best** way to **protect** *staff*, as **well** as *pupils*. "*Taking the mobile phones off pupils when they come into school* is the **best** way to **go** because it **ensures** the **health** and **safety** and **protection** of *everybody - pupils and teachers*," she **said**. **No open staircases** Ms Keates **said** new **school building designs** should not **include open stairwells**, to **protect privacy** and **dignity**. "It's **just simple** things, **like** when *schools* are being **rebuilt**, **putting open stairs up**, that *kind* of thing that *people* don't **think** about when they are **doing** these **wonderful designs on buildings** - *things* that can be an *invasion* of privacy." *A lot of places now*, even **just in work places outside schools**, are **blocking** those *kind* of stairs as **well**. "**Earlier** this year, the **NASUWT supported** two of its *members* in *Northern Ireland* who were the *victims* of **upskirting** by a *pupil*. In *February*, an 18-year-old boy was **found guilty** of **committing acts of outraging public decency**, **after** he **took** five *pictures* of two *female teachers* at *Enniskillen Royal Grammar School* in 2015 and 2016 when he was 14 and 15. **Speaking** about the *case* to *union members gathered* in *Belfast*, Ms Keates **praised** the "*courage and determination*" of the two *women*, **saying** they **had done** a "**great service**" not just for *women teachers* in *Northern Ireland*, but for *women generally*. "I cannot **begin** to do **justice here** to the **strength** and **courage** of our *members* who have **shown magnificent resolve** at every *stage* of a **long** and **difficult** *process*." **Upskirting** is a **serious assault**. **Upskirting** is a **vile** and **deplorable** form of **sexual harassment** and **objectification** of *women*." She **added**: "*The NASUWT intends* to **use** this *victory* as a *basis* to **campaign** for the **necessary legislation here** [*in Northern Ireland*] for **protection** not only from **upskirting** but also from all *forms* of **image abuse**."

$$\begin{aligned}
 \text{LD} &= \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}} \\
 &= \frac{295}{505} \\
 \text{LD} &= 0.58
 \end{aligned}$$

Hundreds of thousands of viruses in oceans

By Helen BriggsBBC News
26 April 2019



The Tara sampled the global ocean in a 2009-2013 expedition

The oceans contain almost 200,000 ***different*** viral populations, ***according*** to the ***latest*** count.

Marine ***viruses*** were ***found*** from *the surface* ***down*** to 4,000m ***deep*** and from the *North* to the *South Pole*.

Though ***most*** are ***harmless*** to humans, they can ***infect marine*** life, ***including*** whales and crustaceans.

And *scientists* are ***only*** just ***starting*** to ***understand*** how these ***tiny*** organisms ***play*** a role in the *life* and *chemistry* of the seas.

Researchers at Ohio State University ***drew up*** a ***global*** map of ***marine*** viruses ***based*** on seawater samples from ***nearly*** 80 sites ***around*** the world. Their viral ***tally*** is ***almost*** 12-fold ***higher*** than ***previous*** estimates.

- Can you *spot ocean plastic* from space?
- The ***vast*** scale of *life* beneath our feet
- ***Blue*** planet to ***get*** ***even*** bluer

They were ***surprised*** to ***find*** that the *viruses* ***fell*** into ***just five*** groups ***based*** on their *location* and ***depth***.

"When we **examined** the *genes* of the *viruses* in **each** of those *communities*, we **found** evidence of **genetic adaptation** to the **different zones** of the *ocean*," **said** researcher Ann Gregory, **now** of KU Leuven in Belgium.

The **second surprise** was that the *Arctic Ocean* **had** lots of **different types** of **viruses**. It **had** been **thought** that *hotspots* for *microbial diversity* would be at the *equator*

What do *viruses* do in the oceans?

The *world's oceans* are **teeming** with *viruses*, yet we are at the *edge* of our **understanding** on how they **impact ocean health** and *function*.

Among **previous discoveries** are "**giant**" **marine viruses**, which can **infect green algae**.

A *litre of seawater* **typically** contains **billions** of *viruses* - the **vast majority** of which **remain unidentified**. In the **latest dataset**, 90% of the *populations* could not be **classified** to a **known group**.

Better knowledge of *ocean viruses* is **important** because of their **influence** on other **marine microbes**, **including bacteria and fungi**.

Viruses have an **impact** on **all other tiny marine organisms**, **such** as *plankton*, which **produce more** than **half** of the *oxygen* we *breathe* and **absorb** *carbon dioxide* from the *atmosphere*.

"**Without microbes**, the Earth, its *oceans*, and **even** our *human bodies* **come** to a **halt**," **said** Matthew Sullivan of *Ohio State University*. "Our *lab* is **helping** researchers **finally** 'see' the **hidden viruses** that **infect** these *microbes*."

The **study** is **reported** in the *journal Cell*. **Most** of its *data* **comes** from the *Tara Oceans expedition* (2009-2013) **using** the 36m aluminium-hulled *research schooner, Tara*.

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

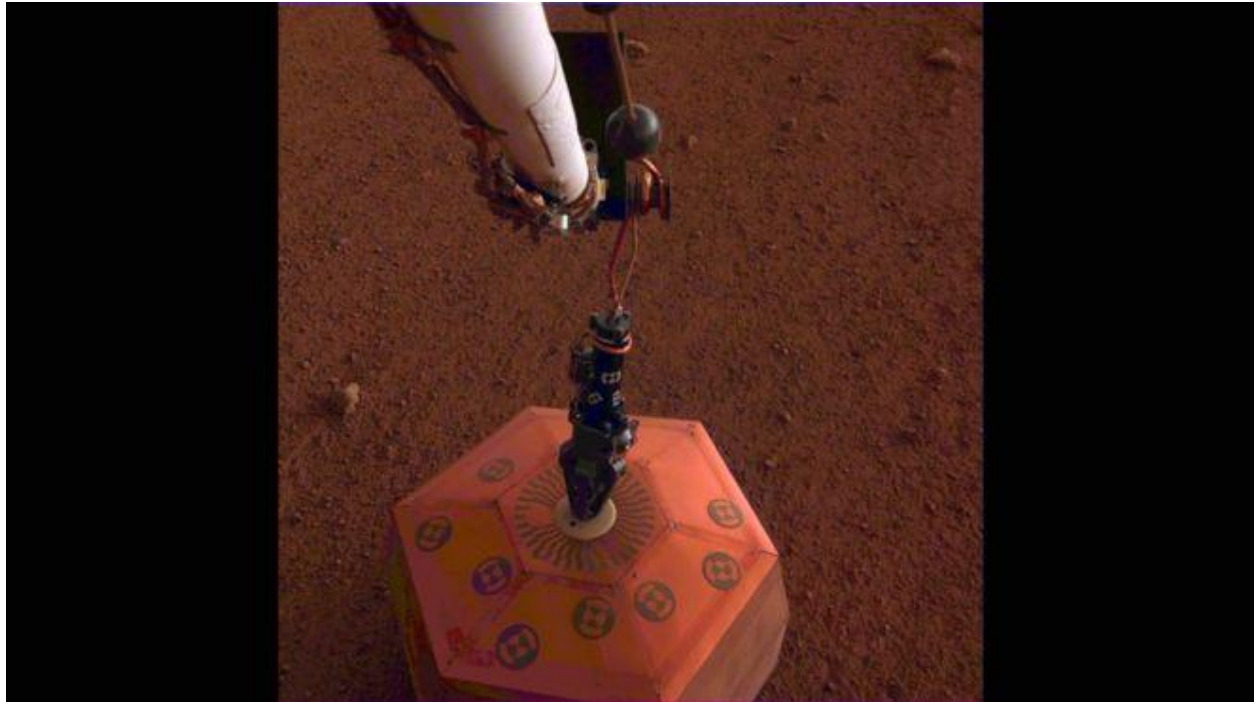
$$= \frac{217}{354}$$

$$\text{LD} = 0.61$$

Nasa's InSight lander 'detects first Marsquake'

By Jonathan Amos BBC Science Correspondent

23 April 2019



The sensors were developed in France and the UK sensors were developed in France and the UK

The American space agency's InSight lander **appears** to have **detected** its **first seismic event** on Mars.

The **faint** rumble was **picked up** by the **probe's sensors** on 6 April - the 128th *Martian day*, or *sol*, of the *mission*.

It is the **first seismic signal detected** on the *surface* of a **planetary body** other than the *Earth* and its *Moon*.

Scientists **say** the *source* for this "Marsquake" could either be *movement* in a **crack inside** the *planet* or the **shaking** from a **meteorite impact**.

Nasa's InSight **probe touched down** on the **Red Planet** in **November last year**.

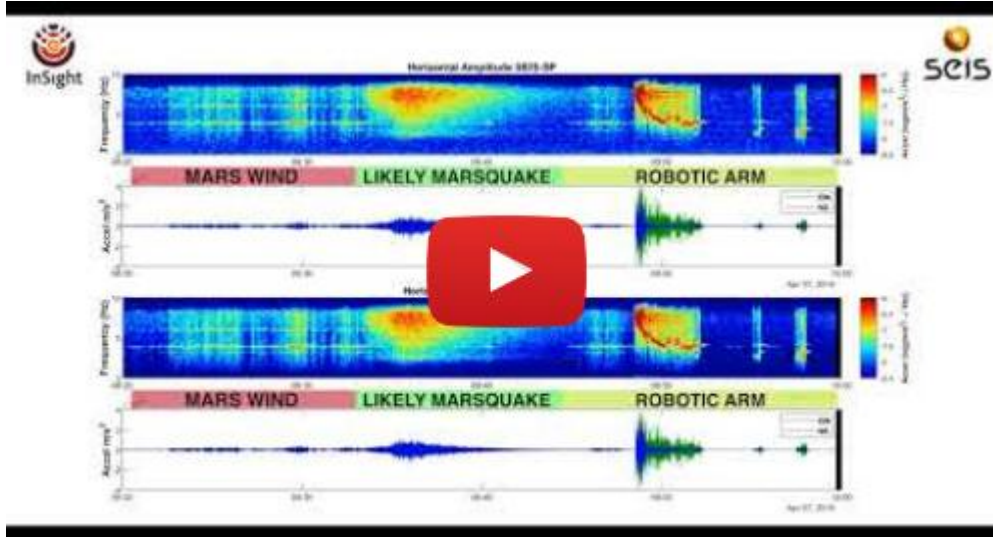
It **aims** to **identify multiple** quakes, to **help build** a *clearer picture* of Mars' **interior structure**.

Researchers can then **compare** this with *Earth's internal rock layering*, to **learn** something new about the **different** ways in which these *two worlds* have **evolved** through the *aeons*.

- **Probe deploys 'Marsquake' instrument**

- Mars rover named after Rosalind Franklin

Interestingly, InSight's scientists say the character of the rumble reminds them very much of the type of data the Apollo sensors gathered on the lunar surface.



Image

Copyright NASA Jet Propulsion Laboratory NASA JET PROPULSION LABORATORY

Report

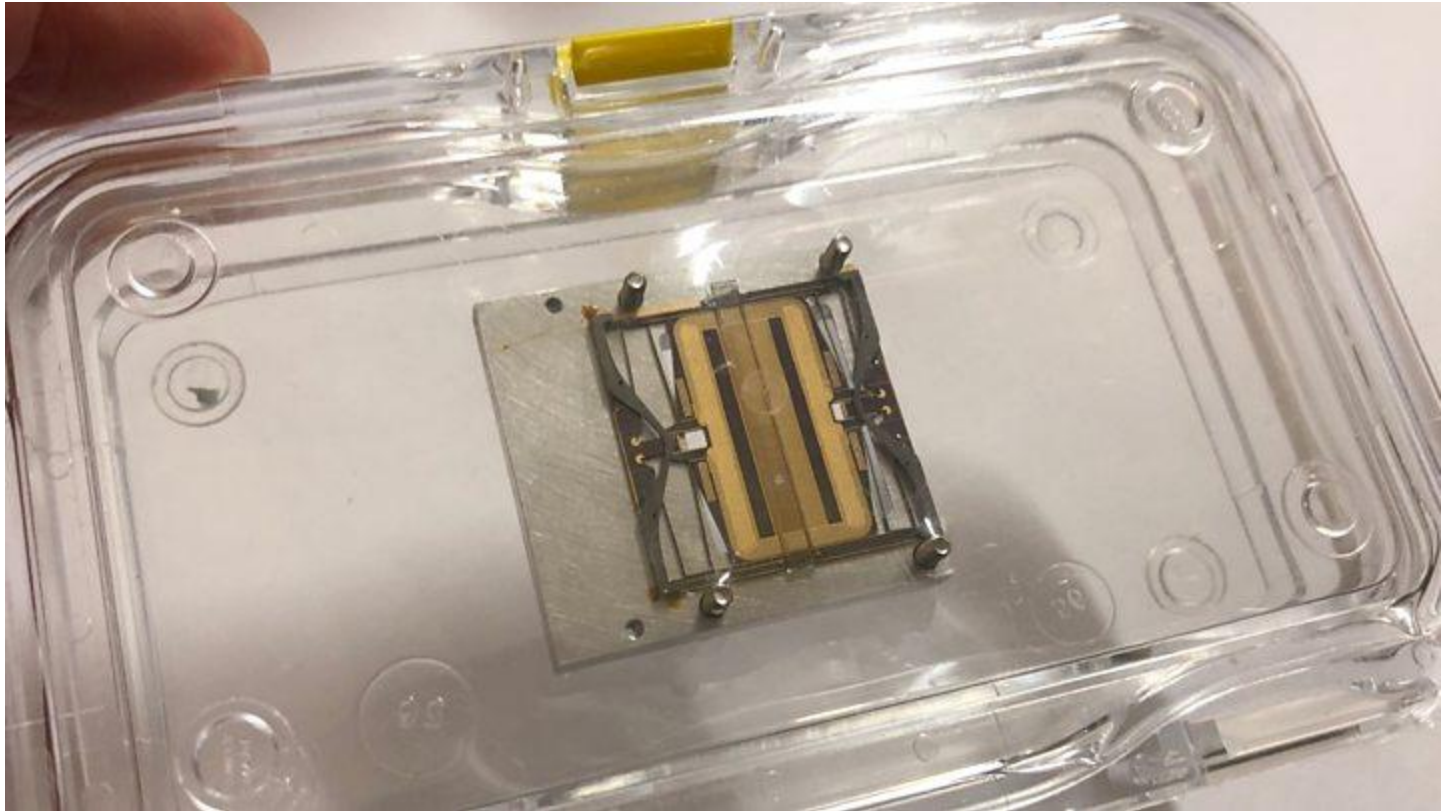
The vibrations picked up by InSight's sensors are made audible in this video, and record three different types of signal. (1) The wind on Mars; (2) the reported 6 April event; and (3) the movement of the probe's robot arm as it takes photos.

Astronauts installed five seismometers that measured thousands of quakes while operating on the Moon between 1969 and 1977.

InSight's seismometer system incorporates French (low-frequency) and British (high-frequency) sensors. Known as the Seismic Experiment for Interior Structure (SEIS), the instrument was lifted on to the Martian surface by the probe's robotic arm on 19 December.

Both parts of the system observed the 6 April signal, although it wasn't possible to extract any information to make a more definitive statement about the likely source or the distance from the probe to the event.

"It's probably only a Magnitude 1 to 2 event, perhaps within 100km or so. There are a lot of uncertainties on that, but that's what it's looking like," said Prof Tom Pike, who leads the British side of the seismometer package.



Media caption Prof Tom Pike: "The signal had a startling similarity to what's been seen with Moonquakes"

The UK high-frequency sensors are cut from silicon

*Dr Bruce Banerdt is Nasa's chief scientist on the InSight mission. He added: "This particular Marsquake - the **first one** we've **seen** - is a very, very small one. In fact, if you **live** in *Southern California like* I do, you wouldn't even **notice** this *one* in your day-to-life. But since *Mars* is so quiet, this is something that we're **able** to **pick up** with our instrument."*

- **Listen** to *Bruce Banerdt describe* the first **detected Marsquake**

The *team* is **investigating** three other *signals picked up* only by the low-frequency sensors - on 14 *March* (Sol 105), 10 *April* (Sol 132) and 11 *April* (Sol 133). However, these were even *smaller* than the Sol 128 event, and the *InSight scientists* do not have the *confidence* yet to **claim** them as **real seismic events**.

The InSight lander

Robotic arm
Places instruments including seismometers on the surface.

Instrument monitoring camera

Temperature & wind sensors

Solar panels

Seismometers

RISE antenna
Measures the wobble of Mars' North Pole as it orbits the sun which will give clues on the planet's iron-rich core.

Heat flow probe
burrows 5m (16ft) underground to measure temperature.

The **probe's prime mission** is **set to run** for *two Earth years* - a **little more** than one *Martian year*.

Given the *time taken* to **make** this **first detection**, it might **suggest** *InSight* should **record** another *dozen* or so **seismic signals** in the initial **operating period**, **explained** *Prof Pike*.

"When you've **got** one, you don't **know** whether you were just **lucky**, but when we **see** *two* or *three* we will have a **better idea**," the **Imperial College London researcher** told BBC News.

"Of course, if the other *three* are **confirmed** then we could be **looking at quite a large number of detections over** the next *two years*."

SEIS was **developed** and **provided** for *InSight* by the *French space agency (CNES)*.

The *UK Space Agency* **funded** the £5m *British involvement*. Sue *Horne*, the *UKSA's head of space exploration*, **commented**: "*Thanks to the Apollo missions of the 1960s we know that Moonquakes exist*. So, it's **exciting to see the Mars results coming in, now indicating the existence of Marsquakes which will lead to a **better understanding** of what's below the surface of the **Red Planet**."**

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

$$= \frac{397}{717}$$

$$\text{LD} = 0.55$$

US & Canada selected

Real Housewives star Teresa Giudice **asks** Trump for *deportation help*

• 26 April 2019

- Share this with Facebook
- Share this with Messenger
- Share this with Twitter
- Share this with Email

• Share



Gia Giudice (centre) launched the petition to halt the deportation of her Italian father (right) Gia Giudice (centre) launched the petition to h launched the petition to halt the deportation of her **Gia Giudice (centre) launched the petition to halt the deportation of her Italian father (right)** Italian father (right)

*The family of a US reality television star are **appealing** to President Trump to **intervene** in a deportation case.*

*The husband of Teresa Giudice, **known** for the series *Real Housewives* of New Jersey, has been **ordered** to be **sent back** to his **native Italy**.*

*Joe Giudice, who also B on the show, **arrived** in the US when he was a *baby* but **never** **became** a *citizen*.*

He recently completed a 41-month federal prison stint over a multi-million dollar fraud case.

Upon his release, the 46-year-old was immediately transferred to a US Immigration and Customs Enforcement (ICE) detention centre in Pennsylvania.

Under US law, permanent residents who commit crimes of "moral turpitude" are eligible for deportation.

Mr Giudice was jailed over a raft of fraud charges originally levelled at the couple back in 2013.

Prosecutors accused them of 41 offences, including wire-fraud and fraud involving a bankruptcy filing. The couple admitted their guilt in 2014.

Both were given jail-time to be served concurrently, so they were able to maintain custody of their four daughters.

Teresa served 11-months of a 15-month prison sentence back in 2015 and has since returned to public life.



Giuseppe "Joe" Giudice (front left) was born in Saronno, Italy

The "Real Housewives" reality franchise, which debuted in 2006, focuses on the glamorous lives of wealthy women and their families.

It has nine editions in the US and spin-offs around the world.

Appeal for help

A *petition*, **launched earlier** this week, **asks** for the *presidents help* to **stop** the **deportation**.

The couple's **eldest** daughter *Gia*, 18, **created** the **appeal titled "STOP the Deportation of Joe Giudice"**.

It is **signed** off on *behalf* of the whole family and *already* has *more* than 60,000 *signatures*.

The *change.org page* **describes** the *girls' father* as "our **handyman, our confidant, our cheerleader, our challenger** and *most importantly our protector*".

"He **knows** *nothing of Italian culture, laws, societal norms*, he has no **immediate** family and will not be able to **secure work** in this **foreign land**," the *petition says*.

"We **request** that our *President, Donald J Trump*, review our *petition* and *pardon* my *father* to **relieve** him of this *life sentence* the *courts* are **bestowing** on him..."

Teresa, who has **starred** in the *reality TV show Celebrity Apprentice* **alongside** Mr *Trump*, **shared** the **appeal** to her 1.6 million *Instagram followers* on **Thursday**.

Skip Instagram post by teresagiudice
Report End of Instagram post by teresagiudice

She **reposted** a *photograph showing the couple* with their *children* *alongside* the *hashtag #BringJoeHome*.

On *Thursday* it was **announced** Mr *Giudice* had been **issued** with a **temporary stay** on his *deportation*.

"We are **happy** that the *court* has *granted* us a **temporary stay**," the *family's lawyer, James Leonard Jr*, **told** local *media*.

He **said** Mr *Giudice's immigration lawyers* "are doing *everything they can*" to **bring** him **home, adding** "we are *extremely grateful* for all of their *efforts*."

$$\begin{aligned} \text{LD} &= \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}} \\ &= \frac{235}{503} \\ \text{LD} &= 0.46 \end{aligned}$$

Games of Thrones' coffee cup and 6 other TV and film bloopers

By Alex Taylor entertainment reporter, BBC News
7 May 2019

This article contains spoilers for Game of Thrones season eight, episodes three and four

After the bruising *Battle of Winterfell*, the celebratory *banquet scene* in this weekend's *Game of Thrones* episode **made perfect sense**.

Choosing to toast the demise of the *Night King* with a cup of **real-world branded** coffee, however, certainly did not. Eagle-eyed viewers spotted a coffee cup on the **table** in the **great hall**, as *Mother of Dragons* Daenerys Targaryen **sat**, more appropriately, with *goblet in hand*. **Responding to fevered social media reaction**, the show's producers **admitted** the error in a good **humoured tweet** on *Sunday night*. While the coffee cup (since reportedly digitally removed from HBO's **streaming service**) is the most **recent high-profile example** of a **modern item making** its way to a different time and place, it is certainly not the first.

Gladiator's gas cylinder (2000)

Ridley Scott's Roman epic - **fronted** by a **vengeful, best actor-winning** Russell Crowe - dominated awards season. But it has since also **found bloopers fame**.

During a battle in the *Colosseum*, a horse-drawn chariot flips over onto its side, **revealing** a gas cylinder.

A quite remarkable technological feat given that the movie is *set* in 180AD and *stainless steel gas cylinders* weren't **invented** until the 1800s.

Braveheart's Ford Mondeo (1995)

The **sight** of US actor Mel Gibson **playing** Scottish independence hero William Wallace **raised** more than a **few eyebrows** at the time of the film's release.

But that was not as **surprising** as the appearance of a Ford Mondeo in a horseback battle against English invaders.

Talk about horsepower...

Downton Abbey's plastic bottle (2014)

Producers of the period drama were **left red-faced** after a modern plastic bottle **appeared** in a **promotional photo** for a **forthcoming series** in 2014.

Perched on a mantelpiece *behind* Hugh Bonneville and Laura Carmichael, the bottle was **spotted** by eagle-eyed fans when the image was **posted** on Instagram.

Plastic bottles were not in *wide* B in the UK *until* the 1960s - 36 years after the series of *Downton* took place.

Although *later* **deleted** from *Instagram* and the *ITV* **press** site, the internet *never* **forgets**, no matter what the year...

Indiana Jones' faulty geography (1981-2008)

Steven Spielberg might be the visionary *behind* some of the **best-loved** films of the last 40 years, but it **seems** he wouldn't be much **help** in a geography **test**.

His Indiana Jones series - starring Harrison Ford - includes glaring map reading errors.

Its opening instalment, Raiders of the Lost Ark, set in 1936, sees a plane fly over a map that includes Thailand and Jordan.

But there's a problem. Thailand was **called** Siam *until* 1939, while Jordan was **known** as Transjordan *until* 1949.

And Spielberg's cartography did not **improve** *before* 2008's **fourth** instalment *Kingdom of the Crystal Skull*, which shows a plane **flying** over Belize in 1957, at which time it was *still* **known** as *British Honduras*.

Back to the Futuristic guitar (1985)

The inclusion of an anachronism in *Back to the Future* - a film about time **travel** - **feels** as head-spinning as it does **fitting**.

Its opening instalment sees era-hopping 1980s teen Marty McFly, played by Michael J Fox, travel back to 1955, ultimately filling in on guitar at his parents' high school dance.

McFly shocks the **crowd** by **playing** power chords *during* a performance of Chuck Berry's Johnny B Goode. "I **guess** you guys aren't **ready** for that yet," he **tells** the **bewildered** teens. "But your kids are gonna love it."

Prophetic words, as the guitar McFly is **using** is an Gibson ES-345, which was not **introduced** *until* 1958.

Mad Men's Saturday Night Football (2010)

Famed for its *historical* accuracy, Matthew Wiener's **long-running** US advertising drama *Mad Men* did not *quite* **manage** to **maintain** a *spotless* record.

News anchor-turned-TV sleuth Brian Williams **used** his *NBC* blog to *point out* that its **brooding** lead Don Draper *simply* would not have been able to **watch** a *night-time* NFL game on TV *in 1964*.

That's because prime-time football didn't **start** *until* 1970.

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items In text}}{\text{Total Number Of Lexical Items In Text}}$$

$$= \frac{298}{637}$$

$$\text{LD} = 0.46$$



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nurul Aulia
NPM : 1502050083
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK=3,69

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Lexical Density Analysis and Its Function in BBC News	
	Speech Function in the Second Presidential Debate 2019	
	Politeness Strategies in the Second Presidential Debate 2019	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 21 Maret 2019
Hormat Pemohon,

Nurul Aulia

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurul Aulia
NPM : 1502050083
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Lexical Density Analysis and Its Function in BBC News

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Khairil, S.Pd., M.Hum *ACC 29/04-2019*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 27 April 2019
Hormat Pemohon,

Nurul Aulia
Nurul Aulia

Keterangan

- Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1076 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nurul Aulia
N P M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Lexical Density Analysis and Its Function in BBC News.

Pembimbing : Khairil, S.Pd, M.Hum

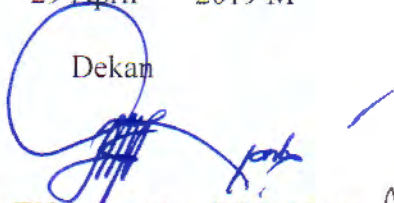
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H
29 April 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

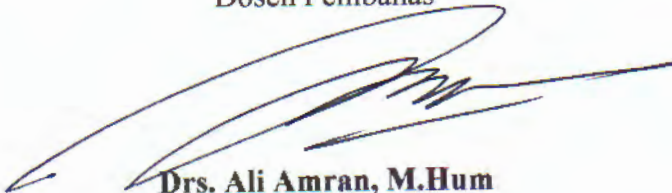
Nama Lengkap : Nurul Aulia
N.P.M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Lexical Density Analysis and Its Function in BBC News

Pada hari Senin tanggal 13 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 23 Mei 2019


Disetujui oleh:

Dosen Pembahas



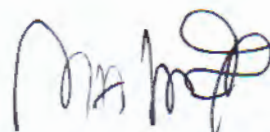
Drs. Ali Amran, M.Hum

Dosen Pembimbing



Khairil, S.pd, M.Hum

Diketahui oleh
Ketua Program Studi,



Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nurul Aulia
N.P.M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Lexical Density Analysis and Its Function in BBC News

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 23 Mei 2019

Hormat saya

Yang membuat pernyataan,



Nurul Aulia

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 9617 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Dzulqaidah 1440 H
15 Juli 2019 M

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di-
Tempat

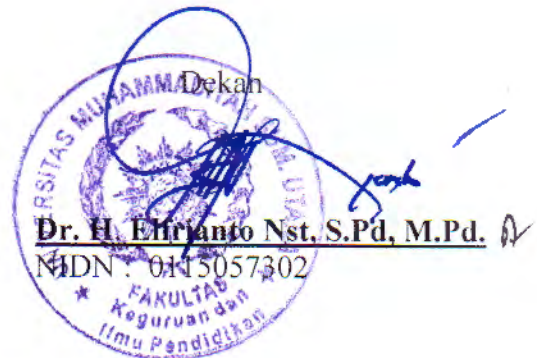
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nurul Aulia
N P M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Lexical Density Analysis and Its Function in BBC News.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: **3645**/KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Nurul Aulia
NPM : 1502050083
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Lexical Density Analysis and Its Function in BBC News"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Muharram 1441 H
21 September 2019 M

Kepala UPT Perpustakaan,









Muhammad Arifin, S.Pd, M.Pd



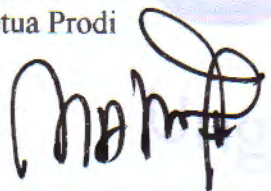
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurul Aulia
N.P.M : 1502050083
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lexical Density Analysis and Its Function in BBC News

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13/9/2019	Appendix 1	
14/9/2019	Chapter I	
	Chapter II	
	Chapter III	
20/9/2019	Chapter IV	
	Chapter V	
	ref.	
	Final	


Medan, 20 September 2019

Diketahui oleh:
Ketua Prodi



(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing



(Khairil, S.Pd, M.Hum)