

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English has four skills to learn, those are listening, reading, writing and speaking. Those skills are important to be mastered without ignoring each other. For most of English as language learners, reading has important role because by reading, the students will be able to understand the reading materials that want to learn. Reading is considered as an effective mean to acquire information from many literature sources. Through this step, it can develop the memory, comprehension, and more knowledge for example when the people study textbook, article, short story, and even a novel

Textbook is one sources that very important because it provides information and knowledge for students. As the source of knowledge, text book has an important role in teaching learning process. When the student get difficultly to understand the content of the textbook especially in reading text, the student will be hard to get the knowledge of the text book. Textbook usually consist of reading text content with some genre of English text that the students have to understand the text. In English subject usually facilitate text to improve their knowledge about reading material to improve the students' need.

Nowdays, every student should be able to understand every reading materials in text book which is covered in the curriculum of unit level of

education. In curriculum, reading materials should be relevant to the students need. One of the students' needs is to understand or comprehend the text based on the situation given in teaching reading .

Teaching reading in classroom, usually there are some long text or dense text which make students are hard to understand the content of the text and understand the information about text and some of students tend to be bored when the reading text are too long because the student have not understand the content of the text. It can make teaching learning process can not go well. Actually, the difficult text must have more lexical density because the more lexical density especially lexical items. Density is mean with which the information is presented.

Ure (1971:445) stated that lexical density is a number of lexical item as the proportion of running words. Futhermore, Halliday explain that lexical items are major content word which carry information. He states that written language displays a much higher ratio of lexical items than spoken language. It means that the complexity of spoken language is in grammatical configuration while the written language or text is in lexical configuration. That why density becomes one the reason that makes the student gets difficulties in comprehending the text.

The density of text is often unavaliable for the students' level. Sometimes, the students who are at the first level of Senior High School get a text that has most lexical items which make the students difficult to understand the text. The amount of lexical items in a text can influence the lenght of a text and measure the level of difficulty the student has. The lexical item are known as an open system in which one word can have more than one meaning.

Based on the writer experience in Teacher Training Practice (PPL) of English teacher at SMA SWASTA IMELDA MEDAN, the writer found some information in teaching and learning process. Most of the student faced the difficulties to understand the text because they are lack of vocabulary. The students cannot define some vocabularies or wrong to define the vocabulary in reading materials, it effected students' reading assignment result become badly. In addition, the writer found that the teacher were not checked the reading materials in textbook yet, whether the reading materials are suitable for the students or not, they just teach them following the text book and based the change of curriculum from KTSP to K13. So the writer will analyze the book that using by student in the school

The porportion between the lexical item and grammatical items in the text certainly will determine the difficulty of text. Through the lexical density of the text, teacher can know whether the text is easy or difficult for the students. So, the teacher can decide which appropriate strategy can be applied in reading text based on the complexity of the words especially lexical items to make the students learn the book easily, because the easy text is formed with more grammatical while the difficult text is formed with more lexical items.

Based on the explanations above, and analysis of english text book ”*“Bahasa Inggris”* published by Kemendikbud, the writer conclude that lexical density is intresting to be analyzed, because the writer see the students still face the difficulties to understand the text on their text book. Therefore, this research entittled ***“An Analysis lexical density Of English Reading Text in SMA SWASTA IMELDA MEDAN ”***.

1.2 The Problem of the Study

Based on the background above, the problems of the study are formulate as the following :

1. How is Lexical Density for lexical items presented in the Reading Text of “*Bahasa Inggris*” book in Second Grade of SMA SWASTA IMELDA MEDAN?
2. What kind of Lexical items is dominant in reading text of “ *Bahasa Inggris*” book in second grade of SMA SWASTA IMELDA MEDAN?

1.3 The Objective of the Study

Based on formulation of the study above, the objectives of the study are :

1. To find out the lexical density categories for lexical items which presented in reading text of “ *Bahasa Inggris* “ textbook of second grade of SMA SWASTA IMELDA MEDAN.
2. To find out kind of lexical items which dominant in reading text of “ *Bahasa Inggris*” textbook of the second grade of SMA SWASTA IMELDA MEDAN.

1.4 The Scope of the Study

In order to reach expected goal, the writer limited the problems on the following terms

1. English textbook displays, reading, writing, listening and speaking materials. The limitation of this study is only on reading materials.

The study is focussed on analyzing lexical density for lexical items for reading materials the second grade of SMA SWASTA IMELDA MEDAN.

2. English text book “ *Bahasa Inggris* “ which used of two semesters directly in academic year 2018/2019

1.5 The Significances of the Study

In conducting this study, the writer hopes that study has benefit theoretically and practically to the readers.

1. Theoretically

- 1) A new perspective in teaching reading text especially of analyzing Lexical Density in the textbook by consider to the criteria of a good book,
- 2) Can be used as an alternative in teaching reading to understand the good Lexical Density in reading materials.

2. Practically

- 1) For teachers : The result of the study can be useful for the teachers in teaching reading to choose the appropriate strategy or media for the text based on the complexity of lexical density in the text.
- 2) For other researchers : this study can useful for the other researcher about lexical density because it will be affected students' ability in learning English.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explanation of the related materials. The writer presents the discussion in some theories related to this study in order to strengthen this study.

2.2 Reading

Reading is one of skill that should be mastered in teaching learning, because reading effective to get information from many literature sources. Reading has significantly improved the quality of human life because people can to get as much useful and new information as possible, to enrich the knowledge through inspiring ideas, and to gain a deeper understanding on many things that happen in the world. Reading is one tool to get message or information and important thing of the teacher's job.

According to Harmer (1998:68) " reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of language sticks in the student minds as part of the process language acquisition, and if the reading text is especially interesting and engaging".

Linse & Nunan (2005 : 69) stated that reading is set of skills that involves making sense and deriving meaning form the printed word. In order to read,

reader must be able to decode (sound out) the printed code and also comprehend what the reader read.

Reading may also be defined as a process in which readers learn something from what the reader read and involved it in academic context as a part of education (Grabe, 2009 : 5). Learning happens when there is a change in mind from unknown thing to the known one. As a reading in learning the reader try to interpreting, synthesizing, evaluating, and selecting the information.

The writer concludes that reading is process to transfer information from a text and building the meaning to understand the information that improve the knowledge of reader.

As a skill, reading is one of important skills that has to be mastered by students in Senior High School to enable the students' master reading activity. The teacher should provide materials in teaching learning process. The teaching materials which are suggested by curriculum. Reading materials are not only suitable with the topic but also good reading for students.

In reading section,the students reading material usually consist of text and exercise. Text is used as source of information for students while answering the exercise. The exercise made to masure the students' comprehension of the content of the text. It is usually in the form of questions. The measurement depends on the teacher creates the score based on the amount of the question and the difficulty of each question.

2.2.1 Text

In teaching learning process the reader often found that the lesson presented in the form of text. Text is source of information to reader doing . Knapp and Witkins (2005: 14) stated that text can be a thing in it self that can be recorded, analyzed, and discussed. Moreover, text can be defined as a original word of something written, printed, or spoken, in contrast to a summary or paraphrase.

Widdowson (2004:8) says that text is its product. Texts can come in all shapes and sizes: they can correspond in extent with any linguistic unit: letter, sound, word, sentence, combination of sentences. Moreover text or discourse is a stretch of language that may be longer than one sentence and how sentences combine to form texts (Salkie, 1995 :9) .

From explanations above, the writer concludes that text is the form of word, sentences, and paragraph is used to communicate the thought, ideas and fact in daily life.

In learning teaching reading material is usually in form of text which use to teach reading like pronouncing words, comprehending the context of the text ,getting the vocabulary and also understanding of grammar. Through the text, the students can get information and knowledge. The text usually provides in some form types of text

2.2.2 Types of Text

Based on generic structure and language feature dominantly used, text are divided into several types. According to Pardiyono (2007 : 31) there are several types of text in writing they are: narrative, explanation, recount, descriptive, report, exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genre.

1. Narration

According to Siahaan and Shinoda (2008:73) narration is any written english text in which the writer wants to amuse, entertain people, and deal with actual experience in different ways.

The generic structure are :

- 1) Orientation : Sets the scene and introduce the participans.
- 2) Sequence of events: Consistof the detail activities which start from introduction ,conflic and climax.
- 3) Resolution : The crises is resolved, for better or for worse.
- 4) Code : Tells the moral lesson from the story.

According to Knap and Watkins (2005:221), the language features of narration text are :

- 1) The use of action verb when sequencing people and events in time and space .

For example : one day the man and his song *went collecting* fire wood. They *saw a* golden tree.

- 2) The use of temporal connectives when sequencing people and events in time and space.

Example : we *then* looked at some games and equipment. *After that*, we caught the train back to marrickville.

- 3) Rhythm and repetition are often used to create particular effects.

Example : *riding*. The boy went *riding* across the wintry moor.

2. Explanation

Pardiyono (2007:125) defines explanation text as a text which explain the process of forming the natural or social phenomenon. The purposes of explanation text are to explain why an object exists as it is or to describe how an object works and also to describe the process involved in the information or working of an object or phenomenon. Explanation text is to say “ why “ and “ how” of the forming the phenomenon . The text has generic structure as follows.

- 1) General statement : starting the phenomenon issues which are explained.
- 2) Sequence of explanation : starting a series of steps which explain the phenomenon .
- 3) Closing (optional) : starting a conclusion or statement about what has been explained.

Language features of explanation text are :

- 1) Using simple present
- 2) Using abstract noun (no visible noun)
- 3) Using passive voice
- 4) Using action verb

- 5) Containing explanation of the process

3. Discussion

Discussion is a text which presents a problematic discourse. The problem will be discussed from different points of view. It presents pro and contra opinions on certain issues. The purpose of the discussion text is to present different opinions or arguments on a particular issue or topic. The generic structures of the text are (Pardiyono, 2007:189).

- 1) Issue : Containing a statement and preview about a social issue or social problem .
- 2) Arguments for : Containing opinions or arguments to support that one point is agreeing .
- 3) Arguments against : Containing opinions or arguments to support that one point is disagreeing.
- 4) Recommendation : It is used to tell how to solve an issue by concerning the arguments for and against .

The language features of discussion text are :

- 1) The use of relating verb /to be : is, am, are, etc.
- 2) The use of linking verb: feel, hope, believe, etc.
- 3) The use of additive, contrastive and causal connection : similarly, on the one hand, however, etc.
- 4) The use of modalities : Must, should, could, may, etc.
- 5) The use of adverbial of manner : Deliberately, hopefully, etc.
- 6) The use of conjunction /transition : Although, even, if, etc.

4. Review

Review is a text that presents critical evaluation of performance ,or production like book, movie, concert, or vidio game. The communicative purpose of review text is to give critical view of a performance or production or to evaluate the quality of books and other work art (Pardiyono 2007: 313). The generic structures of review text are explained as follows :

- 1) Title : identifies the subject of the review briefly in some interesting way.
- 2) Identification : consists of the explanation of reveiwer about what to do related to the title.
- 3) Summary and evaluation : consist of the summary of the book and is followed by the opinion of the reviewer to evaluate the content or the quality of the book.
- 4) Author and publisher : tell the author and publisher .

The language features of review text are :

- 1) The use of complex and compound sentences.
- 2) The use adjectives and phrases of appraisal .
- 3) The use of metaphorical expressions
- 4) The use of noun phrases.

5. Report text

Report is a text which presents information about something. It is as a result of systematic observation and analysis

6. Descriptive text

Descriptive text is the clear of description of people, place, objects, or event using appropriate details.

Generic structure descriptive text are :

- 1) Identification : it is introduce a particular person, thing, or place
- 2) Description : describing physical appearance, quality,behavior or, etc.

Language features of descriptive text :

- 1) Using simple present tense
- 2) Using action
- 3) Using adverb
- 4) Using special technical terms

7. Recount Text

Recount is a text which tells about event or experiences in the past. Its purpose is either to inform or entertain audience.

The generic structure recount text are :

- 1) Orientation : introducing the participants, place, and time
- 2) Events : describing series of event that happened in the past
- 3) Re orientation : it is optional, stating personal comment of the writer to the story

Language features of recount text :

- 1) Introducing personal participant: I, my group, etc

- 2) Using chronological connection : first, then, etc
- 3) Using linking verb : was, were, saw, heard, etc
- 4) Using action verb : look, go, run, etc
- 5) Using simple past tense

8. Procedures Text

Procedure text is that shows a process in order or teaches on how to make something completely.

The general structure procedures text are :

- 1) Goal : states what is to be done
- 2) Materials : listed in order of use, includes items needed to complete task.
- 3) Method : a series of steps
- 4) Evaluation : how the success of the procedure can be tested

9. News Items Text

News items is a text which inform reader about events of the day. The events are considered newsworthy important. Basically news items text tries to answer the 5 W and 1 H questions: what, who, when, where, why and how relating to the newsworthy.

Generic structures of news item are :

- 1) Newsworthy event
- 2) Background events
- 3) sources

10. Anecdote Text

It is to share with others and account of an unusual or amusing incident. It is the generic structure :

- 1) abstract : signals the retelling of unusual incident.
- 2) orientation : sets the scene
- 3) crises : provides details of unusual incident
- 4) reaction : reaction to crises
- 5) coda : optional reflection on or evaluation of the accident

11. Spoof

Spoof is written to retell event with a humorous twist. Type of this text in the form of a story or fairy tale that aims to entertain the reader, only add the element of fun or something unexpected.

The generic structure of spoof text are :

- 1) Orientation
- 2) Events
- 3) Twists

The language features of spoof

- 1) Using past tense
- 2) Using action verb
- 3) Using adverb
- 4) Chronologically arranged

12. Exposition text

Exposition text is a text that presents one side of an issue. The purpose of exposition is to persuade the reader or listener by presenting one side argument about the case or the case against.

The generic structure are :

- 1) Thesis : introducing the topic and indicating the writer's point of view.
- 2) Argument : explaining the argument to support the writer's position.
- 3) Reiteration : restating the writer's point of view to strengthen the thesis.

It can concludes that there are twelve types of text. It have function in the text.

2.3 Text Book

In teaching and learning, there are some media which is used to facilitate the teacher and student in the process of teaching and learning. One of them is a textbook. Textbook is a manual of instruction or standard book in any branch of study which is produced according to be demands of educational institutions. Ur (1999:79) says that text book provides text and learning task which are likely to be of an appropriate level for most of the class. According to Ardini (2014:1), textbook is crucial component in education. The models of teaching and learning are applied into a textbook.

Moreover, Syafitri, Sada, and Sumarni (2014:2) state that textbook has an important role for teacher to explain more detail and student to learn easily.

The writer concludes that textbook is the materials that will be taught by teacher to student based the student's need to give knowledge in teaching learning. So text book is the tools to provide text for learning teaching process. Text book in Indonesia has various kind that are published by some publisher. The writer used the text book " *Bahasa Inggris* " for second grade of SMA SWASTA IMELDA

2.3.1 English Text Book For Senior High School

English is an interesting language to be learner because of the unique ways in acquiring. Harmer (1998 :117) states that good English textbook have a range of reading and listening material and workbook. Textbook have dependable teaching sequence and offer teacher something to fallback on when the textbook run out of ideas. Textbook must be measuring that allows it to look forward and back, giving chance, to prepare for what is coming to review what the book have done. Moreover, the appearance of textbook can be criteria for a good textbook. The book tend to be much colorful that can make the student enjoy looking at the visual material in front of them.

The senior high school is a high level of student in the school. As the high level of information or topic of English language to be mastered. For the students of Senior High School, the English text book should be ready and appropriate for them be able to get involved in communication of using English, spoken as well as written in accessing information in this global information in this global

information age students who are fluent in English have a good chance to get work or continue the study to university. A good skill in English can enter people to around the world.

2.3.2 The Important Role of Text Book in the Classroom

In the teaching learning process, text book is a kinds of instructional materials that used in learning and support the process teaching learning in classroom between student and teachers. Cunningsworth (1995 : 7) mentions the roles of materials in the textbook in language teaching, these include following:

1. A resource for presentation materials (spoken and written),
2. A resource of activities for learners practice and communicative interaction,
3. A reference source for learners on grammar, vocabulary, pronunciation, and so on,
4. A source of stimulation and ideas for classroom activities
5. A syllabus (where they reflect learning objectives that have already been determined),
6. A support for less experienced teachers who have yet to gain in confidence.

A textbook is important to supporting teaching instrument in the classroom so the student understand when the teacher teaching in classroom using the textbook. The teacher can choose the appropriate textbook in teaching learning.

2.3.2 Criteria of Good Book

When the teacher open a page in their textbook , Teacher have to decide whether is should be used with their class. Harmer (1998:119) in his book “*how to teach English* “states some consideration that the teacher should do in choosing their textbook. Here are some considerations to choose a textbook.

- 1) Price : The text book is not to expensive. So, the students can afford it and the teacher can pay for the teacher’s book or tapes
- 2) Availability : The course should be available. It must be published in two semesters.
- 3) Layout and design : The textbook is attractive. The teacher can feel comfortable with it .
- 4) Methodology : There must be good balance between study and activation.
- 5) Skills : The book cover the four language skills (reading, writing, speaking, and speaking) adequately. The language of reading and listening text is appropriate. The speaking and writing task are likely to engage the students’ interest.
- 6) Syllabus : the syllabus of is appropriate for the students. It covers the language point that the teacher would expect. They are in right order. The reading and listening texts increase in difficulty as the book progress.
- 7) Topic : The book contain a variety topic. The teacher respond to them well. The topic are not too adult or too childish

8) Stereotyping : The book does not display conscious or unconscious racism or sexism.

9) Teacher's guide : There is a good teachers' guide. It offers alternative to lesson procedures. It may contain a statement of intention which the teacher and students feel happy with.

2.3.3 English Text Book “ BAHASA INGGRIS”

English text book “ *Bahasa Inggris*, revised 2017” is an English text book revised edition that published by Ministry of Education and Culture (kemendikbud) for student's book that had revised in 2014. It is published by keeping and curriculum center of ministry Education and Culture of Indonesia

In the student book is provided based themes and it is begun by showing the aims of students each chapter based on the basic competences. Each material is compiled based on scientific approach that consist some steps, observing and questioning, collecting information , associating , and communicating.

2.3.4 Criteria Textbook Evaluation

According to Cunningsworth (2015 : 4) proposes four criterias for evaluating textbooks, particularly coursebooks.

1. They should correspond to learner's need. They should match the aims and objectives of language learning program.
2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method"
4. They should have a clear role as a support for learning, like teacher, they mediate between the target language and the learner.

2.4 Lexical Density

Lexical density is a term that is used in the text analysis. The lexical density is a measure to find out how many lexical items such as nouns, verbs, adjectives, and adverbs used in the text. Thornbury and Slade (2006:44) state that lexical density is a measure of the ratio of the text's content word to its function words. It is quite different with Johansson (2008:65) in his article states that lexical density is the term which is most often used for describing the proportion of content word (noun, verb, adjectives and adverb) to the total number of words.

In line with Alami,et.al (2003: 5366) define lexical density as a percentage of the number of lexical words in the analyzed text to the total number of words in the analyzed text. Based on explanations above lexical density is a measure of text that is known from the percentage of the content word or lexical item in the analyzed text.

Moreover Halliday (1985: 63) gives more detail explanations about the lexical density. He defines lexical density as a number of lexical items as the proportion of the number of running words. He refers to use lexical items than lexical words because they may consist of more than one word, for example stand

up, take over, call of, and other phrasal verb all function as single lexical items. He explains the distinction between lexical item and grammatical items. Lexical items are often called content words as open system. They are called as open system because it is possible to add new members into the class membership like door is in contrast with gate and screen, also window, wall, floor, ceiling. For grammatical items, they are often called as closed system. They can not add any words or items for example, the personal pronoun him contrast on one with he, his on another dimension with me, you, her, it, us, them and one. There is no more item in these classes. Next, grammatical items may have only one or two letters. Whereas lexical items require a minimum of three.

A text with high proportion of content words has high information than a text with a high proportion of function words. Nesia in her journal article (2014 : 6) states that the higher the lexical density of the 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 lexical items, the text is categorized to the lower lexical density

The writer concludes that lexical density is the percentage of content words that use in any spoken and written that give information for reader or hearer. The sentence that use more long a lexical density are more difficult to understand. The text with lower density are more easily understood while if the text has more lexical items than grammatical items, the text is categorized to the high lexical density. Moreover, Sholichatun (2011:25) as quoted by Nesia in a journal article states that a high lexical density measures of around 60–70%, quite lexical

density measures of around 50-60%, and a lower lexical density measures of around 40-50%.

In general, the greater the lexical density of a text, the more content heavy it is more 'unpacking' it takes to understand, texts with low lexical density are easier to understand. Or low numbers of lexical words result in easy-to-understand writing. If the number of lexical words is too low, writing becomes meaningless and vague. Balanced lexical density is approximately 50 percent. This means that half of each sentence is made up of lexical words and half of functional words. A low density text will have less than 50:50 ratios and a high-density text will have more than 50:50.

According to Ure (1971:445) a word is only orthographic, and lexical items such as "turn out" is counted as two separated word: " turn" is a lexical word , while " out " is a non lexical word. It can be regarded that lexical word belong to the open class and non lexical word belong to the close class. In addition to that the method is used to described the percentage of lexical words. All the word are calculated and a single word in the text is treated as an orthographic word and the total number of lexical word are arranged in a relation to each other to accomplish lexical density.

There are two ways to measure lexical density in a text. Those are from Halliday's formula and Ure's formula. It can be expressed either by the proportion of the number of content word per total words (Ure' formula) or as a ration of amount of lexical words per clause (Halliday'formula), but the writer prefer uses Ure's formula because he makes the formula is easy and clealy to calculate.

Another reason is Ure's formula actually provide the index of the lexical density measurement clearly. Ure's formula (1971:445) as follows :

$$\text{Lexical density} = \frac{\text{number of conten word}}{\text{total number of word}} \times 100 \%$$

The Example to measuring lexical density :

Redefining a Moral Education, a Must

As **obedience** has been **perceived** as of **greater important** than **creativity**, this kind of **obedience** has **lead** to **hypocrisy** and **crimes** among **bureaucrats**. **Corruption, collusion, and nepotism** are **prevalent** in all **level** of the **bureaucracy**. The **pronouncement** of the **Satya Prasetya Korpri (Civil servant seven statement of allegiance)** in the **ceremony** in the **seventeenth** of each **month** has been **ritual lip service** in the **bureaucracy**. It is **high time** to **question** the **relevance** of this **monthly ceremony, especially in university circle**. From this we **learn** that **moral education** should be **redefined** so as **heal** the **ills** of the **society** and the **bureaucrat** in **particularly** if **KKN continues** as its **current level**, it could **reach** such a **state** the **whole moral establishment** would be in **jeopardy**.

Public moral education should **manifest** in all **professions** and **layers** of **society**, from **school children, bureaucrats and professionals**. Furthermore, we **notice** that **violence, brawling, drugs, ecstasy, and alcoholism** are **entering** our **school**, where **vicious teenagers** can **vitiate** any **attempt** by **teachers** to **control** and **educate** them. This **alone** **proves** that some of **compulsory moral education** is **needed urgently**.

(Taken from Journal content analysis of the lexical density of the English for Islamic studies textbook of Iain Raden Intan Lampung 2015/2016)

From the example above, the word bold are lexical items and the other refers to grammatical items.

Counting the portion of lexical density by employing the following formula:

$$\text{Lexical density} = \frac{\text{number of conten word}}{\text{total number of word}} \times 100 \%$$

$$\begin{aligned} \text{Lexical density for lexical items} &= \frac{95}{182} \times 100\% \\ &= 52.1\% \end{aligned}$$

The example above is an analysis lexical density based Ure's formula. The sentence that use more long a lexical density are more difficult to understand. And text with lower density are more easily understood. While, if the text has more lexical items than grammatical items, the text is categorized to the high lexical density. And the writer will use the Ure's method to calculate data in "Bahasa Inggris" text book of SMA SWASTA IMELDA MEDAN because it suitable to calculating the lexical item.

2.4.1 Lexical Items

Lexical item or content words are those contain the main semantic information in a text, and there are four main lexical word classes : noun adjective, verb , adverb (Jeffries, 2006:83). According to Thornbury and Slade (2006: 83), content word are word that carry a high information load such as noun, adjective, lexical verb and some adverbs. Moreover, Halliday (1985: 63) defines lexical items as an open part system rather than closed set because it is possible to new items can be added. In conclusion lexical items or content word are part of lexical items.

1. Noun

Noun is a word which names things and person stated by Verspoor and Sauter (2000: 88). The list are like a woman, man, book, desk, chair, and so on. In linguistic, a noun is a member of part of speech which can occur as the main word in the subject of a clause, the object of a preposition. Noun can be classified into :

- 1) Proper noun is name for a particular person or thing. They are usually capitalized in English.

Example : Mark (person), Great Britain, the Netherlands (Country), March, April (month)

- 2) Common noun refers to person and things by their general name.

Example : boy, girl, country, idea

- 3) Countable noun refers to things that are clearly ‘ bounded ‘ and are seen as separate things.

Example : house, bicycle, bag.

- 4) Uncountable noun is also called a mass noun. It refers to things that consist of a whole group of separate (small) items.

Example : furniture , water, sugar

- 5) Collective noun is person or groups consisting of more than one individual or entity .

Example : class, audience, people, nation.

2. Adjective

According to Harmer (1998: 43) adjective is a word that gives more information about noun or pronoun. Gelderen (2002:14) says that adjective is a word that modifies a noun (beautiful, good, cheap) and describes qualities (proud , happy, excited)

3. Verb

Verb is the part of speech which expresses action being or state being. Verb can be classified as to form and as to meaning .

4. Adverb

Adverb is a word that modifies a verb, adjective or other adverbs, e.g proudly (Gelderen (2002:14). According to Johansson (2008 : 67) Adverb is counted as lexical items are all adverb that derived from adjectives .

2.3.1 Grammatical Items

Gelderen (2002: 17) states “ the function of grammatical items is to make lexical categories fit together “ the main grammatical items are auxiliary verb, modals, pronoun,preposition, determiner and conjunction. Moreover, he defines that it is hard to define grammatical categories in terms of meaning because it have very little. It shows that those grammatical items only functioned to complete the lexical items to form meaningful clause.

1. Auxiliary verb

It can not stand on it is own but that helps (combines with) another verb. For example ,” be “ (is ,am ,are ,was, were) , “do “ (does ,did) and “have or has” and the modal auxiliary verb, shall, should, will, would, can, could, may, might, must or ought to.

2. Pronoun

According to Frank (1972 : 20) Pronoun is as” a word that takes the place of a noun “ is applicable to some types of pronoun bit not to others.

According to Harmer (1998:42) Pronoun is a word that use to replace a noun or noun phrase. Pronoun is to subsitute for more complex nouns and noun phrase in order to make the language more efficient and avoid repetition.the types of pronoun are :

1) Personal pronoun : It refers to people or things.

Example : I, You,She.They

2) Demonstrative pronoun : It has a pointing sense.

Example : this ,that ,these,those

3) Possesive pronoun : It is related to personal pronoun and expresses “ownership”.

Example : mine, yours , its ,hers.

4) Reflexive pronoun is combination of self with one of the personal pronouns or with the impersonal pronoun one .

Example : my self, your self, him self

5) Indefinite pronoun : it is word like someone and some body that begins with some, every, any, no, etc. Which refer too a quantity and are like vague numerals.

Example : Nothing,anyone ,another

3. Preposition

Preposition is classified as a part of speech in traditional grammar. According to Harmer (1998:44) preposition is a word which is used to show the way in which other words are connected. Jeffries (2006:99) state the preposition has similiar meaning to subordinators because they link and show meaning relationship. Preposition usually introduces dependent noun phrase. Preposition is a word that is indicating, location (in place and time), direction and relationship (Gelderen ,2002:16) . The types of preposition are :

- 1) Indicating location : at, in, on, under.
- 2) Indication direction : to, into, towards
- 3) Indication relationships : with, between, among, of

4. Determiner

According to Harmer (1998:45) Determiner is article that belongs to a class of words. Determiner usually comes before noun or at the beginning of a noun phrase. Then, Gelderen (2002:17) says that determiner is a word that point or specifies. It is situated before the noun head of the phrase and before any adjectives that may be in the noun phrase. The kind of determiners are :

- 1) Article : a,an,the
- 2) Possesive adjective : my, your, his, her
- 3) Quantifier : some, any, many, few
- 4) Numeral : one, sixteen, second, first

2.5 Previous Research

There are several studies related to this research which are useful in their references as data for supporting the research's thesis. The studies that are explained below have relationship with this thesis.

Herljimsi Nesia (2014) in her research entitled *lexical density of english reading text for senior high school “ look ahead text book for twelfth grade students. Published by erlangga.* The objective of her study was to find out lexical density especially the lexical items which form in the reading text of look Ahead textbook . It means that the researcher only analyze one of part in lexical density. The other objective of the researcher was to find out the type of genre which has highest lexical density in textbook. She used descriptive qualitative reasearch design to help her in analyzing data. Whereas, In this study the writer will analyze the lexical density of Senior high school from the “*Bahasa Inggris* “ published by the kemendikbud. In this study, the writer will analyze lexical density for lexical items The writer will use the mixed method . This study uses the document and interview as data triangulation to make validity measures that make data is valid.

Girsang (2018) in her research *entitled lexical density and grammatical intricacy of reading materials in english focus textbook for first grade of junior high school. Published by Depdiknas.* The main point in this research is the objective of her study was to find out the lexical density and grammatical intricacy in reading materials based on reading text focus on first grade of junior high school texbooks and the researcher also which one are dominant form lexical density and grammatical intricacy in textbook. She used qualitative approach

research design to help her in analyzing the data. The previous research only focus in first semester, whereas in this study, the writer will focus to analyze the lexical density because the writer want to know the text book is appropriate to the students. And the writer will take the first and second semester of Senior High School .

The contribution for both of research from the both of previous research are this study will analyze the Senior high school that had used K13 and both of book in previous research still analyze KTSP book. Because nowadays the goverment had suggest to use K13 book. Then, the writer will analyze the lexical density for lexical items because it is have relation in text to make the good information from the text.

Based on explanations above, those researchers gave the information to the writer. It helped the writer how about this study especially in analyzing the lexical density for lexical items. After See the previous researchers, this study explained a glance about the design which aims to investigate the compatible of “*Bahasa Inggris*” textbook of SMA SWASTA IMELDA MEDAN. The research design use the mixed research design and content documentary analysis.

2.6 Conceptual Frame Work

Text book is component to do teaching learning process. So the teacher must know to select the text book and follow a set curriculum namely K13 nowadays. The selection of English text book that is how the relavant to the Senior High School student’s needs and level of learning. Futhermore a text in English book should be appropriate with students’ comprehending while reading text.

The density of text is often unavaliable for the students' level. Some times the students second grade of Senior High School get confused with the text that have most lexical items which make the students' difficult to understand it. The result can show the difficulty of the text by showing which one is dominant whether lexical item (content word) or grammatical items. Lexical items or content word carry high information such as verb, noun, adjective, and adverbs. While grammatical items relate into word into sentence such as auxiliary verb, pronoun, determiner, some classes of adverb and conjunction.

Every text in text book is written into in genre which every text book has more of genre. In text, the sentence in every paragraph is written with difference complexity of words in which there are two kinds of words namely content word and lexical items and function word or grammatical items. The development of words in a text is known as lexical density. Reading text is one kind of genre that needs to know the complexity and development of words within it in order to anticipate the difficulty and boring during reading the text. That is why by numbering the lexical density of the text, the teachers can examine the texts, know the lexical density of the text and adapt the text into the students' needs and ability.

Conceptual Framework Lexical Density of Reading Materials in Textbook

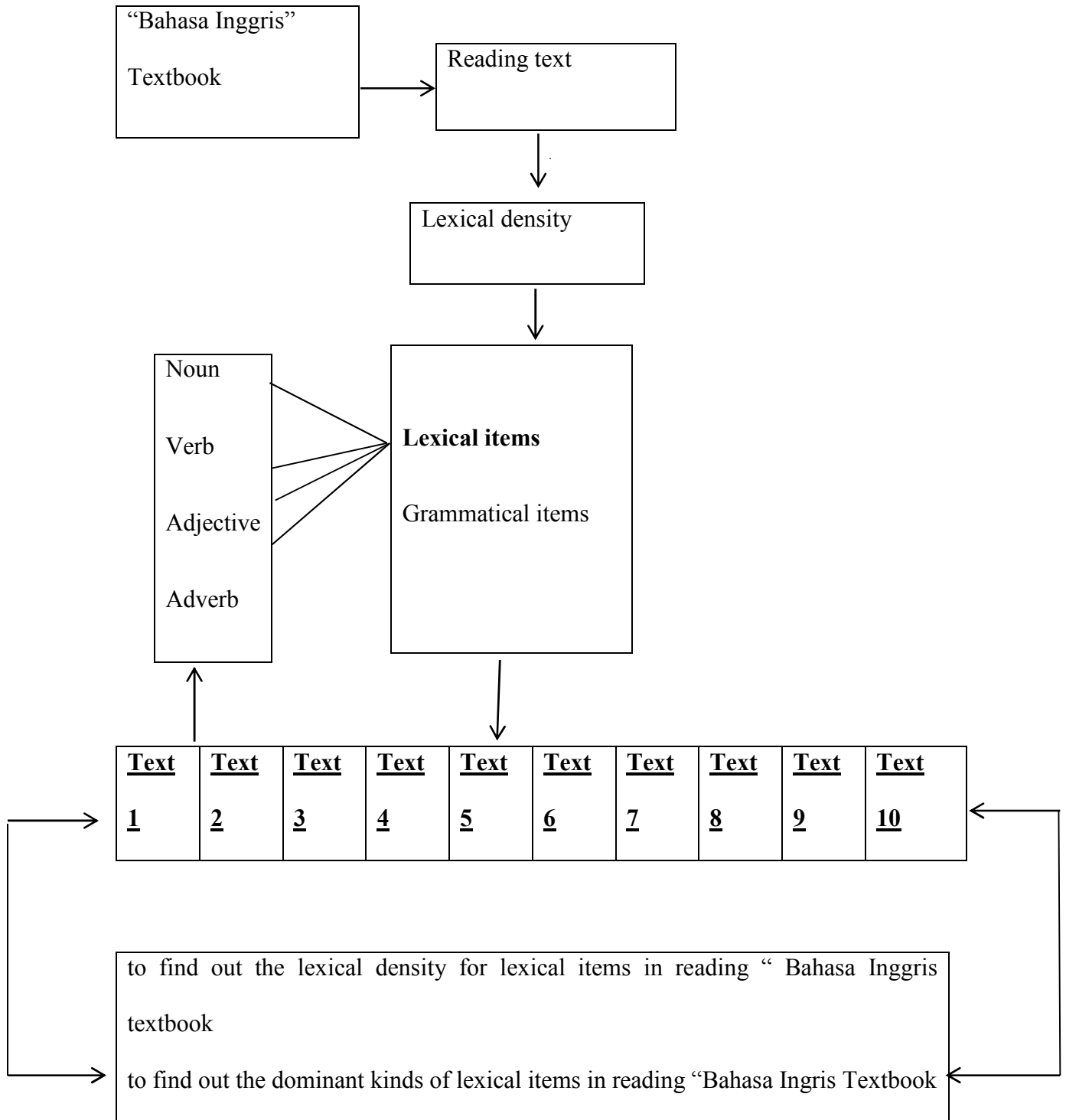


Figure 2.6 Conceptual Framework An Analysis of Lexical Density of SMA SWASTA IMELDA MEDAN (Apryl Manurung:2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting the study, the writer used mixed method. According Creswell (2009: 23) “ mixed method is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two form of data , the using distinct design that may involve philosophical assumption and theoretical framework. This study applied mixed methods which combine both quantitative and qualitative study. In mixed method , the writer used the explanatory sequential design to collect the data. It consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results

3.2 The Data and Sources of Data

Data is a piece of descriptive information which refers to represent condition, ideas or objects that exist in varieties or form. The data of this study were taken from reading book of SMA SWASTA IMELDA MEDAN for the second grade which was used as the source data in academic year 2018/2019. The textbook was published by kemendikbud revisi 2017. It was consisted ten reading text in two semesters.

3.3 Technique of Data Collection

In collecting data , the writer chose the reading text book before analyzing the lexical density on reading text focus on textbook for second grade of Senior High

School. The writer was analyzed reading text in first and second semester on textbook.

In doing the study, the writer needed some references that related to the study. There would aimed to help the writer in analyzing the data. The data was collected by doing :

1. Looking for any materials related with this study from internet
2. Looking for book related to the study from library
3. Looking for any thesis related to the study from library

3.4 The Procedures of Data Collection

The procedures of collecting data is :

- 1) Reading : the first the writer read the English textbook “ Bahasa Inggris” published by Kemendikbud.
- 2) Classifyng : The next steps classified the text based title of the text (passage)
- 3) Deciding : in deciding the writer decided the text that was analyzed

3.5 Procedures of Analyzing Data

In analyzing the data, the writer used text analysis or discourse analysis as the technique. Here, the data that was collected, classified then analyzed, the analysis included the lexical density of reading text for this study, lexical density measured by .

- 1) Selecting the text
- 2) Identifying lexical density which word belong to the lexical items (noun,adverb,adjective,adverb)

- 3) Counting the lexical items (content word)
- 4) Counting the total words
- 5) Applying Formula the Percentage of data
- 6) Determining the density of the text used by following :
 1. Lexical density of the text has a high lexical density of around 60-70%
 2. Normal lexical density measures of 50-60%
 3. Low lexical density measures around 40-50%
- 7) Drawing the conclusion. The analyzing data is to know the lexical density in reading text based on the English in “ Bahasa Inggris” for second grade SMA IMELDA MEDAN.

The formula that use to know the lexical density , as following :

$$lexical\ density = \frac{\text{number of lexical item}}{\text{total number of words}} \times 100\%$$

Actually there are some formula to measure proportion of lexical density in text. It can be expressed either by proportion of content word per total word (Ure,1971) or as ration of the amount lexical words per clause (Halliday,1985), but the writer used Ure’s formula because he makes the formula easy to calculate.

3.6 Data Triangulation

Data triangulation is most complex of qualitative research. There are some part of triangulation techniques namely : interview , transcript, recording , vidio data,or information for documents. Through this technique, the writer was

collected the data by using document to analyzed the lexical density in textbook and interview to ask the teacher about the textbook.

The data was collected at the first and second semester. The writer looked some book related to the study to collect the data. The book helped the writer to analyze the lexical density in the "*Bahasa Inggris*" textook.