

CHAPTER I

INTRODUCTION

A. Background of the Study

ELT textbooks are essential to the teaching - learning activities. It is a component that the majority of teachers use in the classroom on a regular basis. According to Yulianti (2011), a textbook is a teaching and learning instrument made up of topic-specific information that is neatly structured in written form. It provides knowledge and information for students. Without a doubt, textbooks are the most commonly used teaching materials in foreign language classrooms. As a result, it's critical that textbooks include important language and cultural elements and are tailored to students' needs, cultural backgrounds, and linguistic proficiency levels. As a result, helping teachers choose the best ones for their classes is critical (Radi-Bojani & Topalov, 2016). It has been proven that textbooks significantly aid in the teaching and learning of English. Then, in today's world, English teachers consult English textbooks for material to teach students.

The four skills that must be learned in English are listening, reading, writing, and speaking. Reading is one of the most important skills for students to learn because it allows them to understand the materials they are studying. By reading the passage, students gain knowledge and information (Sholichatun, 2011). Reading is a good way to get information from a variety of literature sources, such as a textbook, an article, a short story, or even a

novel. It has the ability to improve memory, comprehension, and knowledge. Moreover, through this step, the students also get vocabulary and grammar.

As Allah stated in surah Al-'Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

This verse affirms that reading has a special place in the quran. We are ordered to seek knowledge by reading in order to find out what we did not know before. Reading is an important part of discovery. This is one way that leads mankind to glory and keeps mankind away from ignorance.

One of the features of a textbook is reading material. Reading materials are often text-based and are used to teach reading skills such as pronouncing words, comprehending text content, learning vocabulary, and understanding grammar. It is available in a variety of formats known as genres. Narrative, descriptive, report, explanation, recount, procedure, exposition, discussion, review, anecdote, news item and spoof are all examples of reading texts. Which all of the texts that have already been explained are arranged according to the curriculum.

In reading section, students usually find a long text with many paragraph. They may find obstacles in comprehending the text. Students may read for an extended period of time but retain little information. Vocabularies learned in the reading section aren't always applicable in real life. As a result of the unfamiliar vocabularies found in the text, it is difficult for them to comprehend the material's content. Students, on the other hand, will be unable

to deduce the text's moral message if they are unable to comprehend the meaning of what they read. They might be unaware of the text's genre's elements and characteristics. Teachers who want to select appropriate reading materials should consider each of these factors. If teachers are successful in selecting a variety of proper materials, students will regard reading as a pleasurable and worthwhile activity. If the passage chosen is inappropriate for whatever reason, the chances of that particular lesson's success are significantly reduced. The most crucial factors in selecting reading process are the students' preferences, demands, and basic knowledge. Other text-related factors include authenticity, relevance, and content (Arias, 2007). Evidently, one of the things that influences the ability of the student to comprehend English text is lexical density.

Lexical density is defined by Ure (1971) as the number of lexical items divided by the proportion of running words or the total number of words. Content carrying lexical items includes nouns, verbs, adjectives, and adverbs. Furthermore, according to Halliday, lexical items are major content words that contain more information.

Lexical density is a determinant of the difficulty of words within a text (Nesia & Ginting, 2014). It simply indicates that the bigger the amount of lexical items within a text, the more difficult it is for students to comprehend. Build upon the lexical density of the text, the teacher will be able to determine whether the material is simple or challenging for the students. As a result, the teacher will be able to choose which proper material and technique

to use in reading to help students learn the book more effortlessly. Depends on the intricacy of the words, particularly lexical items, the complex text contains more lexical items, whereas the simple text contains more grammatical items. As a result, the researcher decided to look for lexical density, particularly lexical items within school textbook.

Several related studies have been undertaken to investigate lexical density. Firstly, the research conducted by Ridha Ramadhan (2017) that attempted to characterize the lexical density and grammatical complexity of written and spoken texts. Thus, the study's findings revealed that written texts have a high lexical density but a low grammatical complexity, while spoken texts have a low lexical density but a high grammatical complexity. Secondly, the study that was done by Nurul Aulia (2019), The goal of this study is to determine the lexical density level in reading online newspapers found in BBC News, as well as the distribution of lexical density across those newspapers. According to the study's findings, five texts out of eight have more content-carrying lexical items than non-content-carrying lexical items. Lastly, the study entitled Lexical Density of English Textbook of Second Year of Senior High School that was done by Astri Hartati Pratiwi (2014). The goal of the study was to determine the lexical density and nominal groups of 15 English reading texts. Furthermore, the number of lexical density is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor, rather than the number of nominal groups.

There are various types of English textbooks published in Indonesia by various publishers. The author used an English textbook that has been updated to reflect the new curriculum that was implemented in 2013. It is *Bahasa Inggris* textbook for senior high schools for 2013 curriculum 2017 revised, by the Ministry of Education and Culture of Indonesia. The content and learning activities in this book were created to help students achieve the four core competencies (KI) in the 2013 Curriculum: spiritual attitude, social attitude, knowledge, and skills. In other word, It is expected that the book will be able to implement the 2013 Curriculum especially in English classes. In order to achieve the four core competencies, teachers analyze the lexical density of the reading text to determine how informative and difficult the material is. Teachers will be able to choose the best reading materials for their students as a result.

Bahasa Inggris textbook are used by most of schools in Indonesia. Exactly, at the X grade. Senior high school is a very advanced level of education. It's also due to the abundance of information. Students in Senior High School should be able to communicate in English. As a result, they require an English textbook that is ready and appropriate for them. As a result, they are able to communicate in English, both verbally and in writing, in order to gain access to information. In particular, when reading a text, students are able to comprehend the text and gain knowledge. The teacher will be able to determine whether or not the text is informative and challenging for the students by examining the lexical density of the text. As a

result, teachers can select appropriate reading materials for their students based on their needs.

Based on explanation earlier related to previous studies and the importance of lexical density in English language learning, especially when the teacher need to found an appropriate reading material for their students, the researcher was interested making the research related to the lexical density in English textbooks.

B. Research Question

In this study, the researcher formulates research question into:

1. How is lexical density distributed across reading texts from the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for Grade X of Senior High School?
2. What type of genre which contained the most dominant content carrying lexical items in the reading texts of *Bahasa Inggris* textbook in Grade X of Senior High School published by the Ministry of Education and Culture of Indonesia?

C. Objectives of the Study

This study attempted to answer the following questions based on the research question:

1. The distribution of lexical density especially the lexical items across reading text in *Bahasa Inggris* textbook in Grade X of Senior High School published by the Ministry of Education and Culture of Indonesia.

2. The type of genre which contained the most dominant content carrying lexical items on the reading text in *Bahasa Inggris* textbook in Grade X of Senior High School published by the Ministry of Education and Culture of Indonesia.

D. Significant of the Study

This study's findings are expected to be used both theoretically and practically:

1. Theoretically
 - a. This research will help all researchers and readers gain a better understanding of lexical density in reading texts.
 - b. As a resource for other researchers interested in conducting similar research.
2. Practically
 - a. The findings of this study can help English teachers choose textbooks or other reading materials that are appropriate for students in the process of learning and teaching, as well as determining which effective reading strategy can be used in reading text based on the complexity of the words, particularly lexical items, to aid students in learning the book more effortlessly.
 - b. This study could aid English textbook authors in better organizing reading passages. It must be tailored to the students' abilities. As a result, students will be able to comprehend the text depends on their abilities.

E. Definition of Key Terms

To help clarify the key terms used in this study, some definitions are provided:

1. Lexical Density

In content analysis, the term "lexical density" is used. The total number of words is divided by the number of content words to arrive at this figure. Simply put, lexical density is a metric for assessing the amount of information contained in a text (Didau, 2013). In this study, the degree of lexical density on a text affects a student's ability to understand an English text.

2. Reading Text

Ginting and Nesia (2014) define reading text as a written passage intended to teach vocabulary, grammar, and punctuation. As a result, the reading texts used in this research are from a "*Bahasa Inggris*" textbook. The book contains 15 reading texts that are divided into various categories. There are various types of texts, including descriptive, functional, recount, and narrative.

3. Textbook

A textbook, according to Brown (2000), is a type of media that contains subject-specific information that is well-organized and useful to teachers and students in written form. Furthermore, the textbook used in this study is the *Bahasa Inggris* textbook for senior high schools for the

2013 curriculum 2017 revised from the Ministry of Education and Culture of Indonesia.