

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

I. Analysis of Lexical Density

The focus of this research was on lexical density. It attempted to explain how lexical density is distributed across reading texts. To determine lexical density, this study counted the amount of content carrying lexical items as a proportion of the total number of words. The researcher used technique of marking different types of content carrying lexical items in the sentences. Each content word was given a different writing, such as bold for nouns, bold italic for adjectives, bold underline for verbs, and bold underline italic for adverbs.

Text 1

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

An email from Hannah

*Hello, Alia! **Let** me **introduce** myself. My name **is** Hannah.*

*I **know** your name from my friend, Caroline. She **told** me that you **sent** her an email telling her that you **would like** to **have** more pen pals from the US. I'd **really like** to **be** your E-pal. You **sound really** cool!*

*I guess I'd **better** tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two *half* sisters and I'm the *middle* child. My father died a few years ago so my mother runs the house and the family business. My father was a barista.*

*I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. I'm into animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My *favorite* subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.*

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 134 content carrying lexical items and 110 non-content carrying lexical items in text 1.

3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{134}{134+110} \times 100$$

$$\text{Lexical density} = \frac{134}{244} \times 100$$

$$\text{Lexical density} = 54,91\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*An Email from Hannah*" above was the part of the first reading text in *Bahasa Inggris* textbook. The text is the first reading text with functional genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The first reading text had lexical density: 54,91 percent or 0.54 (134 content carrying lexical items were divided by 244 total number of words).

Text 2

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

A letter from Saidah

Assalamu'alaikum **Alia,**

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

Im a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I attend an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

*My favorite subjects are social sciences. I like history very much; it helps me know more how *different* countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.*

As for hobbies, Im really into songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

Im really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when Im older, is to be a writer of science fiction books.

*I'd **really** **love** to **come** to **Indonesia** some **day**,
especially to the **magnificent Raja Ampat** in **Papua**. What
 about you, **do** you **want** to **visit** my **country**?*

Wassalam.

Cheers

Saidah

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 148 content carrying lexical items and 96 non-content carrying lexical items in text 2.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{148}{148+96} \times 100$$

$$\text{Lexical density} = \frac{148}{244} \times 100$$

$$\text{Lexical density} = 60,65\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*A Letter from Saidah*" above was the part of the second reading text in *Bahasa Inggris* textbook. The text is the second reading text with functional genre. The bold words were noun, bold

italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The second reading text had lexical density: 60,65 percent or 0.60 (148 content carrying lexical items were divided by 244 total number of words).

Text 3

1. Identifying which part of a sentence contains content carrying lexical item (noun, adjective, verb and adverb).

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans. Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a **preservation site**. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up-close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of

*the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these **chubby** monkeys **delicious**. At **night**, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.*

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 245 content carrying lexical items and 169 non-content carrying lexical items in text 3.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{245}{245+169} \times 100$$

$$\text{Lexical density} = \frac{245}{414} \times 100$$

$$\text{Lexical density} = 59,17\%.$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Tanjung Puting National Park*” above was the part of the third reading text in *Bahasa Inggris* textbook. The text is the first reading text with descriptive genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The third reading text had lexical density: 59,17 percent or 0.59 (245 content carrying lexical items were divided by 414 total number of words).

Text 4

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his *beloved* wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise)

that **form** the *intricate* designs. Its *central* dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an *octagonal* marble chamber adorned with carvings and semi-precious stones house the *false* tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of *magnificent* beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this *epic* monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 178 content carrying lexical items and 90 non-content carrying lexical items in text 4.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{178}{178+90} \times 100$$

$$\text{Lexical density} = \frac{178}{268} \times 100$$

$$\text{Lexical density} = 66,79\%$$

4. Analyzing data to determine the lexical density of a reading text based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*Taj Mahal*" above was the part of the fourth reading text in *Bahasa Inggris* textbook. The text is the second reading text with descriptive genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The first reading text had lexical density: 66,79 percent or 0.66 (178 content carrying lexical items were divided by 268 total number of words).

Text 5

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Batu city

If you **go** to **Batu city** in *East Java*, **do not forget** to **visit** **Cuban Rondo**. **Cuban Rondo** **is** a *must-see waterfall* because of it *spectacular scenery*. The first *amazing natural charm* to **enjoy** **is** the *huge greenish rock*. The *gigantic rock* and its *vegetation* that **surrounds** the *waterfal* **soar** high into the sky.

*The **top** of the **rock** bends inward so that when we stand close to the **waterfal**, we will feel as if we were inside of a **gigantic** cave or a **Bowl Giant**. The **greatness** of the **nature** will make you feel very **small** and **price** God The second scenery to enjoy is the **charm** of the **waterfall** itself. From the **top** of the **soaring** rock, **huge** amount of water continuously falls down, splash on the **large black** stones at the **bottom** of the **waterfall**, and forms a **shallow small** lake and **stream**. The **water** in the lake and **stream** **crystal clear** and **icy cold**. The **wind** that blow the **falling** water and the **splash** produce **millions** of **tiny** droplets of water. The **wind** can blow your boat.*

*The droplets covers the **small** lake and **visitors** in **mist**. Yes, you will get **wet**. But you can go to the **mall**. When the **sunlight** shine through the **cold tiny** droplets, you will see **rainbows** on the **earth**, not in the **sky**, that seems **close** enough to you the scenery is **breathhtaking**. End the **trip** with something that can **warm** you up. In the **rest** area, you can buy **roasted** **sweet** **corns**. If that is not **enough**, you can also buy **drinks** **hot** **delicious** and **meatball** soup **hot**. When you go home, leave nothing in the **area** but your **footsteps** and bring home only your **memory** **unforgettabel** about the **beautiful** **Cuban Rondo** **Waterfall**.*

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 169 content carrying lexical items and 127 non-content carrying lexical items in text 5.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{169}{169+127} \times 100$$

$$\text{Lexical density} = \frac{169}{296} \times 100$$

$$\text{Lexical density} = 57,09\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*Batu City*" above was the part of the fifth reading text in *Bahasa Inggris* textbook. The text is the third reading text with functional genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The fifth reading text had lexical density: 57,09 percent or 0.57 (169 content carrying lexical items were divided by 296 total number of words).

Text 6

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

VISITING NIAGARA FALLS

Niagara Falls is *the collective* name for three waterfalls that cross the *international* border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is Cave of the Winds. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is Maid of the Mist Boat Tour. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is Niagara Adventure Theater. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

*Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and *philosophical* apparatus.*

The fifth point of interest is Niagara's Wax Museum of History. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures

of **Julia Roberts, Princess Diana** and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the **American and Canadian Falls**. The tours start from **downtown**, next to the **entrance** to the **Rainbow Bridge**, and open from **9am** to **dusk** when **weather permits**. The tours operate every **day** from **second weekend in May** until **October 31st**.

The **Niagara Falls** are renowned both for their **beauty** and as a **valuable source of hydroelectric power**. Managing the **balance** between **recreational, commercial, and industrial uses** has been a **challenge** for the **stewards** of the falls since the **19th century**.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 302 content carrying lexical items and 185 non-content carrying lexical items in text 6.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{302}{302+185} \times 100$$

$$\text{Lexical density} = \frac{302}{487} \times 100$$

$$\text{Lexical density} = 62,01\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*Visiting Niagara Falls*" above was the part of the sixth reading text in *Bahasa Inggris* textbook. The text is the fourth reading text with descriptive genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The sixth reading text had lexical density: 62,01 percent or 0.62 (302 content carrying lexical items were divided by 487 total number of words).

Text 7

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Cancellation of JYJ Concert in Singapore

by **faith & D Entertainment** on **Monday**, March 28, 2011 at 5:19 am

Dear Fans and Media

This **is** an *official* announcement to **inform** everyone that we have **just** been **notified** by **Cjes Entertainment**, the **artiste** agency of **JYJ** that they **have decided** to **cancel** **JYJ World Tour Concert** in **Singapore** which **is scheduled** on **23 April 2011** at **Singapore Indoor Stadium**.

*It is with **utmost regret** that we have to accept this cancellation notice from the **artiste agency** at this point in time. We have submtited the **final plans** for stage, seating and ticketing for the agency's approval so as to proceed with the **official announcement** on ticket sale. These plans are in accordance with the regulations required by the **authorities** in **Singapore** and the budget allocated for the **concert**. It is most **unfortunate** that the plans are not approved by **CJes** and their decision is to cancel the concert. We respect the agency's decision and, with **great regret**, we are **unable** to change their mind but to accept this **unforeseen** circumstance that is beyond our **control**. We understand the **disappointment** as well as the **inconvenience** caused due to the **cancellation** and we sincerely apologize - especially to the **fans of JYJ***

The Management

Faith & D Entertainment

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 111 content carrying lexical items and 104 non-content carrying lexical items in text 7.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{111}{111+104} \times 100$$

$$\text{Lexical density} = \frac{111}{215} \times 100$$

$$\text{Lexical density} = 51,62\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Cancellation of JYJ Concert in Singapore*” above was the part of the seventh reading text in *Bahasa Inggris* textbook. The text is the third reading text with functional genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The seventh reading text had lexical density: 51,62 percent or 0.51 (111 content carrying lexical items were divided by 215 total number of words).

Text 8

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Announcement

Mc master mini-mid school

We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The *new* seven week term will begin on

Tuesday, March 3, 2015 with classes held on March 24, March 31, April 7, and April 14, 2015.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to reoster as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted when spots become available.

With registration fees participants receive:

A reserved spot in the McMaster Mini-Med School Class 2015

An ‘official’ Mini-Med School tote bag

An ‘official’ Mini-Med School Clipboard and Pen

An ‘official’ Mini-Med School Stadium blanket

An ‘official’ Mini-Med School travel book light

A Mc Master Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

<http://www.medportal.ca/minimed/index.html>

Or register online by visiting

www.fhs.mcmaster.ca/conte

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 121

content carrying lexical items and 72 non-content carrying lexical items in text 8.

3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{121}{121+72} \times 100$$

$$\text{Lexical density} = \frac{121}{193} \times 100$$

$$\text{Lexical density} = 62,69\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Mc Master Mini-Med School*” above was the part of the eighth reading text in *Bahasa Inggris* textbook. The text is the fourth reading text with functional genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The eighth reading text had lexical density: 62,69 percent or 0.62 (121 content carrying lexical items were divided by 193 total number of words).

Text 9

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that *bright* and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even *crazier*; they sang along with him throughout the song. Of course, I did too. I couldn't

take my eyes off this **amazing** singer who **had released** three albums. When he **was finished** with the song, the host **announced** that it **was** time for autographing the memorabilia. I **prepared** my CDs and **began** to **stand** in the line. When I **arrived** at the table, I **was** speechless. It **was** unreal just **seeing** him that close. I **thought** it **was** **really** cool **seeing** him like that because he **really** just **felt** like a normal person, which **was** awesome. He **asked** my name so that he could **write** it on the CD to **say** “To Mia, **Love** Afgan”. He **was** also very **friendly**, so I **didn't** **feel** too nervous when I **had** a chance to **take** pictures with him. He **was** just an amazing person. That **was** one of the **best** days in my **personal** life history.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 192 contents carrying lexical items and 181 non-content carrying lexical items in text 9.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{192}{192+181} \times 100$$

$$\text{Lexical density} = \frac{197}{373} \times 100$$

$$\text{Lexical density} = 52, 81\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*Meeting my Idol*" above was the part of the ninth reading text in *Bahasa Inggris* textbook. The text is the first reading text with recount genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The ninth reading text had lexical density: 52,81 percent or 0.52 (192 content carrying lexical items were divided by 373 total number of words).

Text 10

1. Identifying which part of a sentence contains content words carrying lexical items (noun, adjective, verb and adverb).

Heroes day

*On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The *bloody* battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-*

known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.W.S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended

the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 182 content carrying lexical items and 140 non-content carrying lexical items in text 10.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{182}{182+140} \times 100$$

$$\text{Lexical density} = \frac{182}{322} \times 100$$

$$\text{Lexical density} = 56,52\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa*

Inggris textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Heroes Day*” above was the part of the tenth reading text in *Bahasa Inggris* textbook. The text is the second reading text with recount genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The tenth reading text had lexical density: 56,52 percent or 0.56 (182 content carrying lexical items were divided by 322 total number of words).

Text 11

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

B. J. HABIBIE

Bacharuddin Jusuf Habibie known as B. J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R. A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie’s father died.

Following his father’s death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie

received a degree in engineering in Germany, giving him the title Diplom-Ingenieur.

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused. Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmitt on the

development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company. In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 309

content carrying lexical items and 208 non-content carrying lexical items in text 11.

3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{309}{309+208} \times 100$$

$$\text{Lexical density} = \frac{309}{517} \times 100$$

$$\text{Lexical density} = 59,76\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*B. J. Habibie*" above was the part of the eleventh reading text in *Bahasa Inggris* textbook. The text is the third reading text with recount genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The third reading text had lexical density: 59,76 percent or 0.59 (309 content carrying lexical items were divided by 517 total number of words).

Text 12

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

CUT NYAK DHIEEN

Cut Nyak Dhien *was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.*

Cut Nyak Dhien *was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.*

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.

In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on

June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and

then she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her *small* army until its **destruction** in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 331 content carrying lexical items and 263 non-content carrying lexical items in text 12.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{331}{331+263} \times 100$$

$$\text{Lexical density} = \frac{331}{594} \times 100$$

$$\text{Lexical density} = 55,72\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Cut Nyak Dhien*” above was the part of the twelfth reading text in *Bahasa Inggris* textbook. The text is the fourth reading text with recount genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The twelfth reading text had lexical density: 55,72 percent or 0.55 (331 content carrying lexical items were divided by 594 total number of words).

Text 13

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

Issumboshi

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. “Please give us a child,” they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, “Waa! Waa!”

They looked and saw a crying baby who looked just like a little finger. “This child must be a gift from God. Thanks to God!” “We will call this child ‘Issumboshi’,” they said.

*They raised Issumboshi with much care, but Issumboshi never grew bigger. “Hey, Issumboshi, do you want to be eaten by a frog?” Issumboshi was always being bullied by the children of the village and often went home feeling *unhappy*. Grandmother would make some *big* rice balls and encourage him. “Eat a lot, and grow up quickly,” Grandmother said.*

One day, Issumboshi said, “I will go to the capital to study and become a high

person. Then I will come back.” Grandfather and Grandmother were worried about him, but Issumboshi’s mind would not be changed. At once they began to prepare for his trip.

*Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in *high* spirits.*

“I’m going now,” Issumboshi said.

*“Is he safe? With *such* a small body?” Grandfather and Grandmother asked as they saw him off.*

*Issumboshi went on the trip with a *big* wish in a small body.*

At last Issumboshi reached the capital city and anchored under the bridge.

Then he climbed up to the railing and viewed the town.

“There is a fine palace over there. I shall ask them at once.” At long last Issumboshi arrived at the palace.

“Excuse me, but I want to meet the feudal lord.” The lord came to the door, “What? Who’s there?” “Here I am, at your feet.”

“Oh. How small! Why do you want to meet me?” “Please let me be your retainer.”

“I wonder if your very small body can do anything.”

“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. It would be good if you became the Princess’s man.”

“Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm.

“I will defend you upon my life,” said Issumboshi. The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons

appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon’s stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer. “Do you want me to stab your eyes, too?” Issumboshi asked. “Please, don’t. This is the magic hammer that will grant you a wish. I give it to you, so please spare me.” And saying this, he ran off in a hurry. “Thank you, Issumboshi. You have saved my life,” the Princess said. “Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The Princess waved it and asked, “May Issumboshi become big!” And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 367

content carrying lexical items and 307 non-content carrying lexical items in text 13.

3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{367}{367+307} \times 100$$

$$\text{Lexical density} = \frac{367}{674} \times 100$$

$$\text{Lexical density} = 54,45\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text "*Issumboshi*" above was the part of the thirteenth reading text in *Bahasa Inggris* textbook. The text is the first reading text with narrative genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The thirteenth reading text had lexical density: 54,45 percent or 0.54 (367 content carrying lexical items were divided by 674 total number of words).

Text 14

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his

mother came near him, Malin Kundang who was with his *beautiful* wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he *kept* refusing to do it and *yelling* at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a *dirty* and *ugly* woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. *Finally*, feeling *enraged*, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. *Suddenly* a thunderstorm came in the *quiet* sea, wrecking his *huge* ship. He was thrown out to a *small* island. It was really too late for him to avoid his curse; he had turned into a stone.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 236 content carrying lexical items and 180 non-content carrying lexical items in text 14.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{236}{236+180} \times 100$$

$$\text{Lexical density} = \frac{236}{416} \times 100$$

$$\text{Lexical density} = 56.73 \%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*The Legend of Malin Kundang*” above was the part of the fourteenth reading text in *Bahasa Inggris* textbook. The text is the second reading text with narrative genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The fourteenth reading text had lexical density: 56,73 percent or 0.56 (236 content carrying lexical items were divided by 416 total number of words).

Text 15

1. Identifying which part of a sentence contains content carrying lexical items (noun, adjective, verb and adverb).

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself ___(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day. Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, “Do you see him?”

Each girl would answer, “Oh, yes! I see him!”

Then Strong Wind’s sister would ask, “What is he pulling his sled with?”

And then the girls would answer, “with a _____(2)” or “with a wooden pole.”

Then Strong Wind’s sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____(3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and ____ (4). The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind’s sister asked them, “Do you see him?”

“Oh, yes! I see him!” Each of them answered.

“What is his bow made out of?” asked Strong Wind’s sister. “Out of iron,” answered one. “Out of wood” answered the other. “You have not see him,” said Strong Wind’s sister. Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."

"What is his____(6) made of?" asked Strong Wind's sister.

"The rainbow," answered the girl.

"And what is the bowstring made of?" asked Strong Wind's sister.

"Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth.

"You really have seen him," said Strong Wind's sister. Then the sister washed the girl, and all the burns went away. Her hair grew _

(7) and black again. The sister dressed the girl in____(8) clothes.

Strong Wind came and the girl became his wife.

The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the

aspen tree *always*_____(9) *with* **fear** *wherever* *he* **comes** *near*,
because they **know** *he* **remembers** *their*_____(10) *and* **meanness**.

2. Both the amount of content carrying lexical items and the number of non-content carrying lexical items are tallied. There were 286 content carrying lexical items and 253 non-content carrying lexical items in text 15.
3. Using the formula below, to know the proportion of lexical density:

$$\text{Lexical density} = \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

$$\text{Lexical density} = \frac{286}{286+253} \times 100$$

$$\text{Lexical density} = \frac{286}{539} \times 100$$

$$\text{Lexical density} = 53,06\%$$

4. Analyzing data to determine the reading text's lexical density based on the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised.

The text “*Strong Wind*” above was the part of the fifteenth reading text in *Bahasa Inggris* textbook. The text is the third reading text with narrative genre. The bold words were noun, bold italics words were adjective, bold underline words were verb and bold underline italic words were adverb in the content carrying lexical items. The fifteenth reading text had lexical density: 53,06 percent or

0.53 (286 content carrying lexical items were divided by 539 total number of words).

Table 4.1

The distribution of Lexical Density provided in “Bahasa Inggris” textbook for grade X of Senior High School published by the Ministry of Education and Culture of Indonesia for 2013 curriculum.

Text	Title of Reading Text	LD
Text 1	An email from Hannah	0.54
Text 2	A letter from Saidah	0.60
Text 3	Tanjung Puting National Park	0.59
Text 4	Taj Mahal	0.66
Text 5	Batu City	0.57
Text 6	Visiting Niagra Falls	0.62
Text 7	Cancellation of JYJ Concert in Singapore	0.51
Text 8	Mc Master Mini-Med School	0.62
Text 9	Meeting My Idol	0.52
Text 10	Heroes Day	0.56
Text 11	Bj Habibie	0.59
Text 12	Cut Nyak Dhien	0.55
Text 13	Issumboshi	0.54
Text 14	The Legend of Malin Kundang	0.56
Text 15	Strong Wind	0.53

Table 4.2

The Row from the Most Dominant to the Least Dominant Content Carrying Lexical Items Based on Genre

Text	Title of Reading Text	Genre	LD
Text 4	Taj Mahal	Descriptive	0.66
Text 8	Mc Master Mini-Med School	Functional (Announcement)	0.62
Text 6	Visiting Niagra Falls	Descriptive	0.62
Text 2	A letter from Saidah	Functional	0.60
Text 11	Bj Habibie	Recount	0.59
Text 3	Tanjung Puting National Park	Descriptive	0.59
Text 5	Batu City	Descriptive	0.57
Text 14	The Legend of Malin Kundang	Narrative	0.56
Text 10	Heroes Day	Recount	0.56
Text 12	Cut Nyak Dhien	Recount	0.55
Text 1	An email from Hannah	Functional	0.54
Text 13	Issumboshi	Narrative	0.54
Text 15	Strong Wind	Narrative	0.53

Text 9	Meeting My Idol	Recount	0.52
Text 7	Cancellation of JYJ Concert in Singapore	Functional (Announcement)	0.51

Based on table 4.2 The Row from the Most Dominant to the Least Dominant Content Carrying Lexical Items Based on Genre showed that the most dominant content carrying lexical items is the fourth text, which entitled “*Taj Mahal*” with descriptive genre. The least dominant content carrying lexical items is the seventh text, which entitled “*Cancellation of JYJ Concert in Singapore*” with functional genre.

B. Discussion

According to Halliday (2005), the lexical density of a sentence is a measure of how closely lexical items (content words) are packed into the grammatical structure. A text is classified as difficult to understand if it contains more content carrying lexical items than grammatical items (non-content carrying lexical items).

Based on a lexical density analysis of fifteen texts from the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised, the text is classified as simple-to-understand if it contains more non-content carrying lexical items than content carrying lexical items. All of the reading texts in the Ministry of Education and Culture of Indonesia's *Bahasa Inggris* textbook for X grade of Senior High School, 2013 curriculum 2017 revised, contain more lexical items than non-content carrying lexical items. Based on findings with Ure's

(1971) formula, it can be said that the reading text in this textbook were to be quite difficult to comprehend.

The level of readability for students in English subjects is determined by the quality of the reading text, as well as lexical density and lexical variation. Textbooks with texts that are either too difficult to understand or too easy to understand can cause delays in the teaching and learning process, resulting in lower student outcomes (Sujatna et al., 2021). A text's lexical density is a major factor in how difficult it is for readers to comprehend it.