

LEXICAL DENSITY OF READING MATERIALS USED IN *BAHASA INGGRIS* TEXTBOOK FOR 10TH GRADE STUDENT OF SENIOR HIGH SCHOOL

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Abstract:

The main purpose of this study is to analyze the reading materials in the textbook. Many researchers find that factor that influences difficulty in reading materials is lexical density. The aim of this study is to know how informative the text from 10 texts that include in genre text. The researcher used descriptive qualitative research. The procedure of collecting data, the researcher applied document technique. After analyze, noun gets 61,6% then following by verb 24,8%, adjective 10,1%, and adverb 3,5%. The lexical density of reading materials in the textbook are four texts gain medium level, three texts gain low level, and only a text that gains a high level. The researcher concludes that most of reading material in this textbook medium level of lexical density, which means that the reading materials in this textbook entitled Bahasa Inggris for 10th grade of Senior High School published by Kemendikbud 2016 are easy to understand and belong to the type of informative texts.

Keywords: Reading Materials, Lexical density, Textbook

1. Introduction

The textbook is specifically designed to meet the necessity of students, and textbooks provide an overview of the subjects to be studied. Textbooks also act as teacher assistants that make the teaching process easier (Hammersley-fletcher et al., n.d.).

In English there are four skills that student must be mastered those are Speaking, Writing, Reading, and Listening. We have to know that special for student must be master about reading skill without ignoring the other skills, because teacher will be delivering the material through reading (Apryl Manurung, 2019). From the reading material student will get so many information, but most of student feel that reading is difficult skill.

So far the government has made English as one of the mandatory lessons with the aim of becoming English for Second Language (ESL) for students who have not been successful. This happens because the government is more focused on English as a place for learning resources only. Do not consider English to be used as the lingua franca in our country. That causes one of the reasons our country is still so backward compared to other countries.

English in Indonesia has been introduced to students since 1994. English in Indonesia must be included in one of the subjects for the national exam. This is stipulated by the government in Government Act No. 23 of 2013. They understand their role is very important in education in order to achieve international standards. The development of English in Indonesian education includes teaching materials, methods of discussion and curriculum.

Delivering English material is not easy without textbooks. Textbooks have an important and dominating role during the teaching and learning process, because textbooks contain material that must be conveyed to students. In textbook there are the exercises, so students can evaluate themselves. Bacon in (Hartono, 2016) said that textbook is book that are designed and compiled by experts in certain fields so that the book can be used in classrooms complete with appropriate teaching facilities. Textbook used in Indonesia must be corresponding with the applicable curriculum. In this year 2013 curriculum is applicable curriculum which is student dominated the teaching and learning process, then teachers only as a facilitator.

This study only focused on lexical density to know the level of difficulty in each text from the textbook entitled *Bahasa Inggris* for 10th grade student of Senior High School. Lexical density first introduce by Jean Ure in 1971. It is talk about the complexity of the text by counting the content words and grammatical function

words. After the researcher gets the data, the researcher counting the lexical density using Ure's formula and get the result. From the result the researcher can determine the level of difficulty of the texts.

The researcher wants to analyze the lexical density level of reading material in student's textbook. Lexical density is about proportion of lexical words, lexical density in the form of total number of words in a text such as verb, noun, and adjective. It used to assess students' progress in learning language and to check how informative the texts they learn. Texts with lower lexical density are easily to understand (Hermawati Syarif, 2018).

Based on the explanation above, the writer will try to analyze the reading material in student's textbook with the entitled *Bahasa Inggris* for 10th grade student of Senior High School. There are several reason why the writer choose this book. First, this book is a book that is used by almost every school in this time. Second, this book already appropriate with applicable curriculum standard. Third, this book has reading materials that the writer will analyze. The writer will analyze the lexical density in each reading material, so we will know how much the difficulty in every reading comprehension and how much the informative in every texts there.

2. Review of Related Literature

2.1 Reading

Reading is activity to reciving and analyzing by the reader to get any iformation or message from the writer in the media writing such as book, novel, newspaper, etc. Reading also is a process of comunication between the writer to their readers. Reading must be do by student to get many information that they need. Without reading we cannot get any information in detaile.

Reading something without understanding is a useless thing. We cannot get everything we need if we just read some text without understand it including entertain, get explanation, or get the information. That's why reading need good balance, from eyes movement and understanding to get information and examine the information. In reading aslo need consentration so that we can save the information optimally. More often we read, we can build our reading ability and get information as much as we can (Wainwright, 2007:23).

Reading material is written in paragraphs or text that must be read by student. After read the reading material student will answer some question about that. Reading material should be there in every chapter in student's

textbook and very important, because the material of reading is the thing will be discussed by teacher and student. Reading material also determines in-depth explanation of each chapter. Teaching reading to improve students english skill has been elaborated by Susanto (2019) in his research he explained about a syllabus design to enhance vocabulary and reading skills in computer assisted language learning. Susanto (2019) also stated about the teaching analysis of reading comprehension: a case of the eight grade students of SMP PGRI 01 Semarang

2.2 Textbook

There are three aspects of textbooks that are worth exploring such as their cultural, social, or textual elements (Dhani Aldila Putra, 2017). Textbook plays important factor in teaching and learning process, this study is about an analysis of reading materials in student's textbook entitled *Bahasa Inggris* that almost use in 10th grade student of Senior High School level. Without textbook it's really difficult for teacher in presenting materials and for student difficult to learn the materials by themselves. Textbook has function for student and teacher that is as learning tool, control device, guidelines, and teaching material.

Textbook contains a description of the material that is sought can meet the competency standard that is the curriculum. But the curriculum does not determine everything because the curriculum is flexible. Authors of learning books can make syllabus, materials, and learning methods according to their wishes, because they are not listed in the curriculum (Hartono, 2016:28-29).

Text can be spoken or written (Beverly A. Lewin, 2001). Text is an unit of matter that is consistent and suitable for its context. Everything we create from oral or written texts it was a text. From the text we make communication with others. Its because text has a message from speaker or writer to the listener or readers.

Text is the arrangement of words both verbally and in writing. From the text there is information for the readers and listener. And text made for explain the mean of something. A text is consider dense its contains many lexical world relative to the total number of world (Carmen Gregori-Signes, 2005)

Genre has a specific class of text which the characteristic of scientific community or professional group and distinguished from each other by certain features of vocabulary, form and style which are wholly function specific and conventional in nature. Alcaraz and Huges in. The idea of genre can help student to understand the way individuals use language to engage in particular

communicative situations and to employ this knowledge to help student create communicatively effective text.

Those are types of genre which often used in Senior High school book: (i) Descriptive text is described about something in detail. Descriptive text depicts about something in words the image of certain person, animal, thing, and location or place (Dr. Ngasbun Edgar, 2017:60). (ii) Narrative text based on life experience. Experience is something like what you do, feel, hear, see, or what we dream. This text focusing at character oriented. To make narrative text student have to using descriptive familiar language and dialogue. Some genres of text which fit to be classified as narrative text are: folktales, fantasy, diary novels, adventure, romance, etc (Dr. Ngasbun Edgar, 2017:22). (iii) Recount text is one of the kind of text in English wich retell about story, incident or experience of person in past time. In this text showing the author's memory of a series of events to the readers. They talk about detail information of event or chronological of insident based on time and place. The purpose of recount text is to entertein and give information to the readers, so there is no conflict in this text.

2.3 Lexical Density

Lexical density is determining the proportion of words in the text and showing the ratio of lexical items to grammatical items. If the lexical ratio consists of nouns, adjectives, adverbs, and verbs, while grammatical items consist of determiners, conjunctions, prepositions, auxiliary verbs, and several classes of verbs. Lexical density also puts words that are easy to understand. The aim of lexical solid analysis is to show the density of lexical steps in reading material in student books (Yulinda Pratiwi, 2018).

The concept of lexical density fist introduce by Jean Ure. She used the term, the lexical density and basic method find out the lexical density of the scripts and this method used to describe the percentage of lexical words (Kondal, 2015). In discourse analysis, the concept "lexical density" that suggested by Ure 1971 is used for drawing proportion lexical word or content word with total words in each oral or writing (Thida, 2018). Both of statements mean that concept of lexical density is introduce by Jean Ure. She used that concept to count the lexical word or content word in a text to know how much information in the text.

Another concept of lexical density is developed by Halliday, he said that lexical items are often called as content words. Technically, they can consist

of more than one word, for example: stand up, take over, cancel, and other phrasal verbs all function as a single lexical items. They are lexical because their function in lexical set not a grammatical system (Halliday, 1985: 65).

3. Research Methodology

3.1 Subject / Population and Sample

In qualitative data collection, purposeful sampling is used (Creswell, 2007:25). In conducting this research, the researcher took sample purposively. The sample are 10 reading texts from source of data in student's textbook with the title *Bahasa Inggris* for student 10th grade of Senior High School Published by Kemendikbud 2016.

3.2 Instruments

This research is focused on lexical density analysis of reading material in student's textbooks with the title *Bahasa Inggris* for student grade 10th of Senior High. The researcher will analyze based on lexical density rank with the outcome is several percent. Analyze the texts using lexical density showing how the text easy or difficult to read and showing how informative is the text.

3.3 Data Analysis Procedure

The researcher analyzed this research used the lexical density of the reading text. The data from student's textbook entitled *Bahasa Inggris* for 10th grade. For this research, lexical density will be measured by:

1. Identifying the content word and grammatical function in sentence
2. Counting the number of content words and grammatical function
3. Counting the portion of the lexical density by using Ure's formula (Apryl Manurung, 2019:43):

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

4. Analyzing the data of lexical density and collect to the table and find the level of each texts

4 Finding

4.1 Sub Findings

This book has three genres; those are descriptive, recount, and narrative. The reading materials appear in every chapter, but not all text include in genre texts. The researcher must be analyzed the text which include in genre text only.

This is the list of reading texts and its genre which contain in chapter 4, 5, 8, 9, 10, 11, 12, 13, and 4:

Table 1
Reading Teks and Its Genres

No	Title of Reading Text	Genre	Chapter	Page
1.	Tanjung Putting National Park	Descriptive	4	53
2.	Taj Mahal	Descriptive	4	58
3.	Visiting Niaga Falls	Recount	5	72
4.	Meeting My Idol	Recount	8	110
5.	Hero's Day	Recount	9	123
6.	B.J. Habibie	Recount	10	134
7.	Cut Nyak Dhien	Recount	11	145
8.	Issumboshi	Narrative	12	157
9.	The Legent of Malin Kundang	Narrative	13	172
10.	Strong Wind	Narrative	14	183

4.2 Sub Findings

There are nine units reading materials wick were analyze by the researcher. Total of the reading texts was 10 texts from student English texbook entiteled "Bahasa Inggris" 10th grade student of Senior High School. The researcher analyze almost all text wick include in genre text

Table 2**The Recapitulation Lexical Items**

No	Title	Types of lexical items				Total lexical items
		N	V	Adj	Adv	
1.	Tanjung Putting National Park	150	42	25	17	234
2.	Taj Mahal	89	25	33	14	161
3.	Visiting Niaga Falls	117	28	18	5	168
4.	Meeting My Idol	83	49	19	8	159
5.	Hero's Day	105	34	10	6	155
6.	B.J.Habibie	220	41	7	6	274
7.	Cut Nyak Dhien	219	80	7	4	310
8.	Issumboshi	146	101	28	8	283
9.	The Legend of Malin Kundang	103	51	32	4	190
10.	Strong Wind	95	83	39	4	221
Total		1327	534	218	76	2155
Presentage		61,6%	24,8%	10,1%	3,5%	

The explanation for table number 2 the researcher found out that were 21155 content word in the ten text which divided into: the presentage of all the texts for noun was 61,6%, verb was 24,8%, and adjective was 10,1%, and adverb was 3,5%. Its mean that noun as always dominate in every texts then followed by verb, adjective and the last was adverb.

4 Discussion

1.1 Genre

The reading materials appear in every chapter, but not all text include in genre texts. The researcher must be analyzed the text which include in genre text only and genre text appeared in chapter 4, 5, 8, 9, 10, 11, 12, 13, and 14. In chapter 4 taking theme "Which One is Your Best Gateway". Chapter 5 talked about "Let's Visit Niagara Falls". Chapter 8 this book discussed about "My Idol". Then, in chapter 9 this book told about "The Battle of Surabaya". In chapter 10 provides about recount text this book also talked about "B.J.

Habibie”. Not really difference from chapter 10, chapter 11 talked about “Cut Nyak Dien”. In chapter 12 talk about “Issumboshi” this chapter teach student to not be unconfident person. The next, chapter 3 discussed about “Malin Kundang”. In this chapter told us to not allow insubordinate our parents. Then the last chapter is chapter 14 which discussed about “Strong Wind”.

The most genres in this book is recount texts with the total 5 texts, then continued by narrative text with the total 3 texts, and last is descriptive text with the total 2 texts.

1.2 Lexical Density

The lexical density of each text were be calculated by differentiate the class of words (noun, verb, adjective, adverb) into content words and grammatical function words.

In the text 1, the following calculation result as follows:

$$\textit{Lexical density} = \frac{\textit{number of lexical items}}{\textit{total number of word}} \times 100\%$$

$$\textit{Lexical density} = \frac{234}{234 + 179} \times 100\%$$

$$\textit{Lexical density} = \frac{234}{413} \times 100\%$$

$$\textit{Lexical density} = 56,7\%$$

This text is categorize medium level because get the result under 60% that is 56,7%. It’s mean for the student this is not really difficult to learn. For student of Senior High School they must be learn more difficult than Junior high School, so this step is good for them to start learn English more harder than before.

In the text 2, the following calculation result as follows:

$$\textit{Lexical density} = \frac{\textit{number of lexical items}}{\textit{total number of word}} \times 100\%$$

$$\textit{Lexical density} = \frac{161}{161 + 104} \times 100\%$$

$$\textit{Lexical density} = \frac{161}{265} \times 100\%$$

$$\textit{Lexical density} = 60,8\%$$

This text categorize high level because get the result more than 60% that is 60,8%. The text is difficult enough for student to understand it. There are many

lexical words in this text, which makes this text categorize informative text. Student will find the text difficult to learn, but their level must increase.

In the text 3, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{177}{177 + 290} \times 100\%$$

$$\text{Lexical density} = \frac{177}{467} \times 100\%$$

$$\text{Lexical density} = 37,9\%$$

This text is categorized very low level because it gets only 37,9%. Text is categorized low level when it gets under 50%. This text is very easy for student, not like text 2 this text is longer but the vocab is very easy to understand. This chapter will be passed by student easily.

In the text 4, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{161}{161 + 195} \times 100\%$$

$$\text{Lexical density} = \frac{161}{356} \times 100\%$$

$$\text{Lexical density} = 45,2\%$$

This text is categorized low level, because the result of lexical density get under 50% that is 45,2%. This result means that the text is easy for student to understand. The text is not really long so it's not too hard for student to learn it.

In the text 5, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{169}{169 + 149} \times 100\%$$

$$\text{Lexical density} = \frac{161}{318} \times 100\%$$

$$\text{Lexical density} = 53,1\%$$

This text is categorized medium level, because the lexical density has the result under 60%. This text get 53,1% it's mean that not really difficult for

student to understand. This text is categorizing informative texts. so it's help student to improve their vocab.

In the text 6, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{292}{292 + 206} \times 100\%$$

$$\text{Lexical density} = \frac{292}{498} \times 100\%$$

$$\text{Lexical density} = 58,6\%$$

This text is categorizing medium level, because this text gets under 60%. This text has 58,6% of lexical density. It's mean that this text not really difficult for student 10th student of Senior High School. This text also categorizes informative text.

In the text 7, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{332}{332 + 259} \times 100\%$$

$$\text{Lexical density} = \frac{332}{591} \times 100\%$$

$$\text{Lexical density} = 56,2\%$$

This text categorizes medium level. The percentage of lexical density in this text under 60%, that is 56,2%. It means this text categorizing not really difficult to understand it. And this text categorizes informative text, because there are so many vocabs must be learned by student.

In the text 8, the following calculation result as follows:

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

$$\text{Lexical density} = \frac{283}{283 + 381} \times 100\%$$

$$\text{Lexical density} = \frac{283}{664} \times 100\%$$

$$\text{Lexical density} = 42,4\%$$

Text 8 categorize low level, it's because get under 50%. This text get only 42,4% that's way categorizing low level. With this categorize student must be easy to understand and learn about this text.

In the text 9, the following calculation result as follows:

$$\textit{Lexical density} = \frac{\textit{number of lexical items}}{\textit{total number of word}} \times 100\%$$

$$\textit{Lexical density} = \frac{190}{190 + 208} \times 100\%$$

$$\textit{Lexical density} = \frac{190}{398} \times 100\%$$

$$\textit{Lexical density} = 47,7\%$$

This text categorizes low level, because it's only get 47,7%. The lexical density is categorizing low level when it gets under 50%. When the text is categorizing low level, it's mean that the text easy for student 10th grade of Senior High School.

In the text 10, the following calculation result as follows:

$$\textit{Lexical density} = \frac{\textit{number of lexical items}}{\textit{total number of word}} \times 100\%$$

$$\textit{Lexical density} = \frac{221}{221 + 328} \times 100\%$$

$$\textit{Lexical density} = \frac{221}{549} \times 100\%$$

$$\textit{Lexical density} = 40,3\%$$

This is text categorize low level. It's because the lexical density of this text gets only 40,3%. The text which get under 50% are categorize low level. It's mean this text easy for student to understand and learn it.

5 Conclusion

The analysis reported in chapter four which has been discussed previously has given us a description of the result of this study. Here the researcher will present some conclusions based on the statements of the problem of this research. Those are:

This book contains three genres those are descriptive, recount, and narrative. Most of them are recount text for about five texts. Two of them are descriptive texts and the last the researcher found three narrative texts. Every chapter has reading comprehension or reading materials, but only nine chapters that have reading text that including genre text that is in chapters 4, 5, 8, 9, 10, 11, 12, 13, and 14.

In table 4 tell that most of the text is easy to do. It's mean that the book category quite informative book, it's proper for the student in grade 10th. It because they are still adapt to Senior High School, their level of difficulty must be increase step by step in their lesson than in Junior High School. It helps the student to develop their skill in understanding the text and their vocab must be increased too, so in this book, they got long enough for the reading materials. However, not all text is category low level. Some of them are quite difficult to understand because four of the texts have a medium level of lexical density. And another one is a category high level but it was informative text and it can help the student to learn about new vocabs. With this variation level, the book category good book to learn and also suitable for the syllabus. So, the textbook can use by the teacher for the teaching-learning process.

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