CHAPTER I
INTRODUCTION

A. Research Background

English is a crucial language to learn in current world if we want to communicate with others. Since English has been declared as a universal language, it is almost always used as a medium of human communication. Additionally, learning English will have an impact on high cultural behaviors like reading habits, healthy lifestyle habits, and others.[1] The importance of studying English as a booster of high cultural behaviors is positively impacted by this.

In learning, textbooks function as a guidebook or reference for students to support their activities in the learning process. Weninger describe textbooks as one of the most popular categories of educational materials in language teaching. Today's textbooks, particularly those created by international commercial publishers, frequently resemble magazines: they have a glossy cover, packed with images and other interesting visuals, and frequently include current popular cultural topics and genres like movies, blogs, and travel.[2] Essentially, textbooks serve to support students' educational needs. The information in the textbooks is intended to help students have a better knowledge of four different skills, such as: reading, speaking, listening, and writing. All four of these skills must be acquired without ignoring the others to have a solid comprehension of English. According to Sholichatun, most students thought reading skills were the most crucial of the four skills.[3] This is necessary because mastering reading is a foundation for learning all other skills.

One of an English textbook's contents is reading material. Reading is a task intended to help someone understand the text's meaning, which may be expressed openly or implicitly.[4] Understanding of reading material is very important, not only for understanding the text, but also for expanding learning, academic

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[1] Ayu Oktaviani, et.al., Survey Research About the Importance of English for Young Learners at Elementary Schools, *Linguistic, English Education and Art (LEEA) Journal*, no.2 (2019): 177.

[2] Csilla Weninger, 'Textbook Analysis', *The Encyclopedia of Applied Linguistics*, (2018): 1.

[3] Siti Sholichatun, 'Content Analysis of Reading Materials in English on Sky Textbook for Junior High School', (Thesis, IAIN Walisongo, 2011), 1.

[4] Radiatul Aslamiyah, et.al., 'An Analysis of Reading Materials in "Bahasa Inggris" Textbook for Vocational High School Students', *PROJECT (Professional Journal of English Education)*, no. 2 (2022): 396.

performance, and obtaining employment.[5] Comprehension of reading material is crucial in our social lives as well, because it is beneficial for reading emails, messages, and social media sites. Reading comprehension is a challenging task that requires for techniques from a variety of skills and abilities.[6] To understand reading material, readers should understand at least some of the word reading. The reader will struggle to understand the text's contents if all the words are incomprehensible.

Jane Oakhil, et.al in their book *"Understanding and Teaching Reading Comprehension, A handbook"* distinguish the main component in reading between two: word decoding and language comprehension.[7] Language comprehension refers to our capacity to comprehend words, phrases, and text.[8] All of these relate to lexical density of the text. Lexical density measures how much information can be obtained from a text by analyzing lexical items or content words.[9] The difficulty of a text is determined by the ratio of lexical to grammatical items in the text. Lexical items consist of noun, verb, adjective, and adverb. While grammatical items consist of conjunction, pronoun, determiner, finite verb, and some classes of adverb.[10] First-year senior high school students frequently receive reading material that are highly lexical, making it difficult for them to comprehend the text.[11] Therefore, by that statement, the writer interesting in researching about lexical density in a textbook, and to prove whether true or not highly lexical frequently come in the reading materials for tenth grade students. Thus, the writer chooses to examine an analysis of lexical density of reading materials in the

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[5] Jane Oakhill, et.al., *"Understanding and Teaching Reading Comprehension, A handbook"* (New York: Routledge, 2015). 1.

[6] Jane Oakhill, et.al., *Understanding and Teaching Reading Comprehension,* 1.

[7] Jane Oakhill, et.al., *Understanding and Teaching Reading Comprehension,* 2.

[8] Jane Oakhill, et.al., *Understanding and Teaching Reading Comprehension,* 2.

[9] Nafkhatul Miskiyah, *"Analyzing Lexical Density and Readability of Reading Texts in English Textbook Stop Bullying Now by Mahrukh Bashir"* (Thesis, IAIN Kudus, 2022), 2.

[10] Nurul Aulia, "Lexical Density Analysis And Its Function In Bbc News" (Thesis, Universitas Muhammadiyah Sumatera Utara, 2019), 2.

[11] Apryl Manurung and Kammer Tuahman Sipayung, 'An Analysis Lexical Density of Reading Text in SMA Imelda Medan', *JETAL: Journal of English Teaching & Applied Linguistic*, no. 1 (2019): 42

English textbook for tenth grade students. Basically, the length and level of difficulty of a text are typically influenced by the number of lexical items. The teacher can decide whether the reading text is suitable for the students' difficulty level or not through lexical density. So, the teacher can determine the right method or strategy that can be applied based on the complexity of the reading text.

Based on the explanation above, the writer would like to analyze the reading materials found in the *Esensi Bahasa Inggris* textbook for the 10th grade of senior high school, published by Mediatama. There are several reasons why the writer wants to analyze the textbook. First, *Esensi Bahasa Inggris* textbook for 10th grade senior high school by Mediatama is one of the books that is appropriate with the current curriculum, which is *Kurikulum Merdeka*. The writer chooses an English textbook that refers to *Kurikulum Merdeka* because, in 2023 the implementation of the *Kurikulum Merdeka* will be carried out in stages in Indonesia. The Massive Independent Curriculum *(Kurikulum Merdeka)* has been widely introduced by The Ministry of Education, Culture, Research, and Technology or Kemendikbudristek to every educational unit in Indonesia, the implementation of *Kurikulum Merdeka* has been regulated in the decree of the Minister of Education and Culture of Research and Technology number 162/M/2021 concerning *Sekolah Penggerak*. Therefore, it is important to choose an English textbook that refers to the *Kurikulum Merdeka* to be used as reference for teachers in determining an English textbook that is suitable for the abilities of their students. Second, it has many genres of reading material. Third, the writer wants to discover the level of reading texts by analyzing the lexical density in this English textbook. Therefore, the writer decided to examine the research entitled "A Content Analysis of Reading Materials in the English Textbook for Tenth Grade of Senior High School".

B. Research Focus and Scope

This research only emphases on analyzing lexical density in reading material. The reading material in question is a text reading contained in a reading material. For example, reading text contained in reading material is in the form of descriptive text. The writer uses *Esensi Bahasa Inggris* textbook for 10th grade senior high school by Mediatama. This book already refers to the *Kurikulum Merdeka*, which is in accordance with the current curriculum used in Indonesia. In this English textbook, there are 9 genres of reading texts and large numbers of reading texts. First, the writer determines the genre in

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each text. Then, the writer differentiates the lexical items and the grammatical items in the text. After that, counting the amount of lexical items and the grammatical items. Next, counting the number of lexical density by using the existing formula. Afterward, analyzing the data to find out the lexical density. And the last is discovering the lexical density distributed across reading material in the *Esensi Bahasa Inggris* textbook for the 10th grade of senior high school, published by Mediatama.

C. Research Questions

Based on the research background, there are some research questions as follows:
1. What kind of genre contained in the reading materials in the English textbook for 10th grade of Senior High School?
2. What is the lexical density level and its distribution across the reading materials in the English textbook for 10th grade of Senior High School?

D. Research Objectives

Based on the research questions above, the purpose of this study as follows:
1. To determine the kind of genre contained in the reading materials in the English textbook for 10th grade of Senior High School.
2. To find out the lexical density level and its distribution across the reading materials in the English textbook for 10th grade of Senior High School.

E. Research Significances

This research is projected to provide benefits for those in need, both theoretically and practically, including:
1. Theoretical Significance
   Theoretically, this research is expected to improve awareness and knowledge about the analysis of reading materials especially in analyzing lexical density in the English textbooks. Furthermore, this research can contribute as a reference in developing further research.
2. Practical Significance
   Practically, this research is supposed to be beneficial for:
   a. For writer
      This research is expected to enhance the experience of writer in the field of research. In addition, this research is expected

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to be able to provide contribution and suggestions for other researchers.

b. For teachers

This research is expected to be a reference for teachers in choosing appropriate English textbooks as learning media for students.

c. For students

This research is expected to be able to develop students' comprehension and ability to comprehend reading materials.

F. Organization of the Study

This is library research which has five chapters. Chapter I is introduction, Chapter II is literature review, Chapter III is research methodology, Chapter IV is research finding and discussion, Chapter V is conclusion and the last is references and appendices.

Chapter I (Introduction) consists of research background, research focus and scope, research questions, research objectives, research significance, and organization of the study.

Chapter II (Literature Review) consists of theories related to reading materials and lexical density, theoretical frameworks, and previous research related to this research.

Chapter III (Research Methodology) consists of research method, research subjects, data sources, instrument and data collection technique, and data analysis technique.

Chapter IV (Research Finding and Discussion) Research Finding contains data presentation based on the data analyzed. While the discussion contains findings related to the aim and literature.

Chapter V (Conclusions, Implications, and Recommendations) This chapter contains a summary of the major findings and all the research arguments. Besides that, it also contains recommendations for research that is being or will be studied.

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