

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Content Analysis

Content analysis as a research methodology has its origins in the 1950s study of mass media.¹ The terms of content analysis are explained by various experts. Cohen et al., describe that content analysis is the proses of summarizing and reporting written information, including its main points and messages.² Krippendorff states that it is a research method for generating valid conclusions regarding usage contexts from texts (or other significant material).³ Furthermore, Krippendorff and Weber points out that content analysis is a method of study that makes use of a set of steps to generate reliable conclusions from text.⁴ There is a similarity in the concept of defining content analysis according to Krippendorff and Weber. The concept of content analysis extends beyond word counts to a deeper analysis of language that attempts to classify various texts into useful categories with related meanings. As explained by Krippendorff, content analysis must answer questions in the form of why the text appears, what does the text mean, for whom is the text, and is it possible for the text to be analyzed to choose answers to questions that are appropriate to the context.⁵ In this case, the writer only relies on the available text to answer the research question. It can be concluded that content analysis is answering questions concerning a content of texts.

Content analysis has been used to examine all forms of communicative material, both structured and unstructured. It can be done with any transcribed material, from documents to interview transcripts, from media products to personal

¹ Marilyn Domas White and Emily E. Marsh, 'Content Analysis: A Flexible Methodology', *Library Trends*, no. 1 (2006): 1.

² Louis Cohen, et.al., *Research Methods in Education*, (New York: Routledge, 2007): 475.

³ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (Newbury Park, CA: Sage, 1980), 82.

⁴ Klaus Krippendorff and Robert Philip Weber, *Basic Content Analysis*, *Journal of the American Statistical Association*, (1987): 9.

⁵ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (Newbury Park, CA: Sage, 1980), 82.

interviews.⁶ For example, using content analysis as a method of analyzing textbooks. In textbooks, content analysis includes coverage of content, placement of time, size of textbook, time allocation, topic recognition methods and concept and procedure development, content repetition, technology use, and the characteristics of examples worked on.⁷ Based on Ezzy cited by Cohen et al., proposes that content analysis begins with a sample of texts (the units), describes the units of analysis (e.g., words, sentences), and the types to be used for analysis. The texts are then reviewed to code them and put them into types, and then totals and logs the amounts of words, codes, and types are done.⁸

According to Krippendorff, six questions should be addressed in any content analysis:

- 1) What data is analyzed?
- 2) How are they defined?
- 3) What population do they come from?
- 4) What is the context against which the data is analyzed?
- 5) What are the limits of the analysis?
- 6) What is the goal of the inferences?⁹

2. Reading Material

a. Definition of Reading

Reading is an activity to enhance new information or knowledge. Besides that, the benefits of reading in general are that it can improve intellectually to strengthen faith. As the word of Allah SWT in Surah Al-Alaq verses 1-5 regarding the command to read:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)

⁶ Louis Cohen, et.al., *Research Methods in Education*, (New York: Routledge, 2017), 476.

⁷ Ji-won Son and Jeri Diletti, 'What Matters? Research Trends in International Comparative Studies in Mathematics Education', *Research in Mathematics Education*, 2014: 11.

⁸ Douglas Ezzy, *Qualitative Analysis: Practice and Innovation* (London: Routledge, 2002), 83, cited by Louis Cohen, et.al. 476.

⁹ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*. (Newbury Park, CA: Sage, 1980) cited by Steve Stemler, 'An Overview of Content Analysis', *Practical Assessment, Research and Evaluation*, vol 7 (2000): 1.

إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم (٥)

“Read, ‘O Prophet,’ in the Name of your Lord Who created. Created humans from a clinging clot. Read! And your Lord is the Most Generous. Who taught by pen. Taught humanity what they knew not”.¹⁰

Reading is one of the 4 language skills, which plays a very significant role in understanding a text. Several researchers define reading in a different view. Setyoningsih define reading as a process of information among the reader, the text, and the context.¹¹ It indicates that in the process of reading there are 3 participants: the text, the writer of the text, and the reader.¹² Smith et al., they state that reading implicates the interaction of the reader’s abilities and cognitive functions with the linguistic features of a text.¹³ Furthermore, Grabe and Stoller explain reading as an evaluation process because the reader must determine whether the information is coherent and matches the intended purpose.¹⁴ They also stated that reading is a comprehending process. One of the aims of reading is to comprehend, or it can also be called a learning process. Aspects of reading must be clear whose purpose it is, for example in the academic field, the target is students, therefore the aims are as a way for students to learn new information through reading.

¹⁰ The Noble of Quran, Quran.com, Al-Alaq verses 1-5, English Translation by Dr. Mustafa Khattab, <https://quran.com/96>, accessed on 31 March 2023.

¹¹ Setyoningsih, *Increasing Students’ Reading Ability by Brainstorming and Previewing*. (Yogyakarta: Idea Press Yogyakarta, 2010). 13.

¹² Siti Sholichatun. *Content Analysis of Reading Materials in English on Sky Textbook for Junior High School*. (Thesis, IAIN Walisongo, 2011), 7.

¹³ Reid Smith, et.al., ‘The Role of Background Knowledge in Reading Comprehension: A Critical Review’, *Reading Psychology*, no. 3 (2021): 215.

¹⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition*, (New York: Routledge, 2002), 12.

Based on the description above, it can be concluded that reading is a way to obtain an information from any kind of texts and to interpret the meaning of the text.

b. Reading Material

Reading is an activity to get information. While the material is a facility that supports the learning of a language. Muzairita in her research conclude that reading material is any text or passage that conveys specific messages or ideas to the reader through the practice of reading.¹⁵ Material generally functions as the major media in the learning process, as a tool used to establish and monitor the process of students in gaining information, as well as supporting other individual learning media. For teachers, materials play an important role in providing suitable material for students. Teachers can determine suitable material for students by analyzing the material available in the textbook. Selection of the suitable book for students can pay attention to aspects of the material presented, the evaluation provided, the language used, the structure and lexical of a text.¹⁶ Reading material can come from any source. However, it must be adjusted to who the students are. Examples of reading material can be textbook, magazines, poetry, recipes, menus, stories, articles, letters, advertisements, reports. And reference materials.¹⁷ Therefore, the teacher must prepare learning materials that are suitable for students and from the right sources.

c. The Purpose of Reading

According to Grabe and Stoller, the purpose of reading divided into 7 purposes, there are:

1. Reading to obtain basic knowledge

Basically, the purpose of reading is to obtain basic knowledge which is common in reading abilities. In reading to obtain, people classically scan the text for a exact word, or a specific piece of information, or a few characteristic phrases.

¹⁵ Muzairita, *'An Analysis of Reading Materials in Textbook "When English Rings a Bell"'* (Thesis, UIN Ar-Raniry Banda Aceh, 2020), 26.

¹⁶ Muzairita. *'An Analysis of Reading Materials in Textbook "When English Rings a Bell"'* (Thesis, UIN Ar-Raniry Banda Aceh, 2020), 26.

¹⁷ Jeremy Harmer. *How to teach English* (United State: Addison Wesley Longman, 1998). 69.

2. Reading to skim quickly
Almost the same as reading to obtain knowledge, reading to skim quickly becomes a useful skill in reading. By reading skimming, readers will easily guess where important information is in a text quickly. Then use basic reading comprehension skills on the text to form a general idea.
3. Reading to study from texts
Reading to study usually occurs in an academic context where a person wants to get some information from the text. Readers in reading to study usually read at a slower pace than general reading comprehension, this is useful as a strategy to help remember information.
4. Reading to integrate knowledge
Reading to integrate knowledge requires additional information to support, complement, or contradict each other, to accommodate information from various sources.
5. Reading to write some information (or gather data for writing)
Reading to write some information becomes part of reading to integrate because it requires reading skills needed to integrate information.
6. Reading to analyze texts
Reading to analyze text requires serious evaluation of the information read so that the reader can determine the information to be integrated and how to integrate it.
7. Reading for general comprehension
Reading for general comprehension can be said to be more complex than the actual assumption. Reading for general comprehension requires fast and automatic word processing, as well as skilled skills in compiling the general meaning of the main ideas, so reading for general comprehension is more suitable for readers who are fluent and skilled.

3. Textbook

a. Definition of Textbook

Textbooks have an important role in the teaching and learning process. It helps the teacher as teaching material in explaining the material to be delivered. According to Richards cited by Dharma and Aristo, he states that a textbook is one of the instructional tools that is used to enhance learning by stimulating cognitive processes and

giving learners a framework and progress to follow.¹⁸ In its use, textbooks play a role in supporting the implementation of the existing curriculum.¹⁹ Not only that, but textbooks are also used to target and shape instruction, communicate information, give homework, provide scaffolding for student activities, assist and mentor instructors, and more generally control behavior in a variety of ways.²⁰ In the textbook, there is a choice of content and order of topics according to certain standards and fulfilling the indicators according to the predetermined curriculum. The presentation of content in the textbook is usually in the form of material presented, assignments for students, and instructions provided for teaching teachers.²¹

In learning process, obviously there are learning tools and materials used. However, of the various existing learning tools, textbooks remain the learning tools that have the most dominant influence on students.²² To prove that, in realizing the 2013 curriculum in Indonesia, textbooks have become one of the aspects that have succeeded in realizing the 2013 curriculum in Indonesia.²³ Rosyida in his research concluded that teachers believe that book selection is very important to ensure books are suitable for students. Besides that, the teachers suggest to analyze the textbook to find out the content and the quality of the textbook's contents.²⁴

¹⁸ Yokie Prasetya Dharma, et.al., 'An Analysis of English Textbook Relevance to the 2013 English Curriculum', *Journal of English Educational Study*, no. 1 (2018): 24.

¹⁹ Yokie Prasetya Dharma, et.al., 'An Analysis of English Textbook Relevance to the 2013 English Curriculum', 24.

²⁰ Thomas Illum Hansen, *The Palgrave Handbook of Textbook Studies* (New York: Palgrave Macmillan, 2018), 369.

²¹ Yokie Prasetya Dharma, et.al., 'An Analysis of English Textbook Relevance to the 2013 English Curriculum', 24.

²² R. Eric Landrum, et.al., 'Assessments of Textbook Usage and the Relationship to Student Course Performance', *College Teaching*, no. 1 (2012): 17.

²³ Yokie Prasetya Dharma, et.al., 'An Analysis of English Textbook Relevance to the 2013 English Curriculum', 25.

²⁴ Elvira Rosyida, 'Teachers' Perceptions Toward the Use of English Textbook', *English Education: Jurnal Tadris Bahasa Inggris*, no. 1 (2016): 43.

b. Advantages and Disadvantages of Textbook

According to Thomson, there are advantages and disadvantages in using textbooks.

Some advantages of using textbooks:

- (a) The textbook provides a syllabus for the material to be taught.
- (b) Textbooks provide various visuals, reading materials, various activities, etc. Thus, saving the teacher's time in finding the material needed.
- (c) The textbook provides several tools for assessing student learning. Including tests and evaluations.
- (d) Textbooks provide supporting materials, such as teacher's instructions, worksheets, CDs, videos, etc.

Some disadvantages of using textbook:

- (a) The content and examples provided in the textbook may not be in accordance with the material being taught.
- (b) Too much focus on many aspects of language.
- (c) Available material may be out of date.
- (d) Activities in the textbook may be boring.²⁵

4. Text

a. Definition of text

Text has become part of our life, especially when communicating with people. By speaking a few words, we have created a text. Processing words and making them a message to readers and listeners is define as a text.²⁶

According to Luxemburg, et al., cited by Wibisono, text is defined as a language expression which according to content, syntax, and pragmatics is a unit.²⁷ Based on the Luxemburg's definition, Wibisono concluded that three things must be present in a text, namely content, syntax, and pragmatics.²⁸ Which the contents of a text are related to each other.

²⁵ Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), 174.

²⁶ Siti Sholichatun, '*Content Analysis of Reading Materials in English on Sky Textbook for Junior High School*', (Thesis, IAIN Walisongo, 2011), 12.

²⁷ Luxemburg, et al., '*Pengantar Ilmu Sastra*', translation by Dick Hartoko (Jakarta: PT Gramedia Pustaka Utama, 1984), 86, cited by Radna Tulus Wibisono, '*Kohesi Bahasa Prancis dan Bahasa Indonesia*' (Thesis: Universitas Negeri Yogyakarta, 2019), 10.

²⁸ Radna Tulus Wibisono, '*Kohesi Bahasa Prancis dan Bahasa Indonesia*', (Thesis, Universitas Negeri Yogyakarta, 2019), 10.

A text identified consists of a collection of words that form into sentences, then into paragraphs. Texts must be formed with sentences that are continuous, cohesive, and coherent according to the context of the situation. Text has various forms and types. The purpose of text in general is to convey information to the reader. Then, the information to be received by the reader must be in accordance with the type of text.

b. Genre of the Text

The higher order of the text is called genre. Mahsun defines genre as a type of text that serves as a reference so that a text can be made more effective.²⁹ The effectiveness in question is related to the accuracy of social goals, the selection and arrangement of text elements, as well as the use of grammatical elements.

In this research, the writer only discusses texts taught for 10th grade of Senior High School, in the Esensi Bahasa Inggris textbook by Mediatama publishers based on the *Kurikulum Merdeka*, namely, narrative text, descriptive text, procedure text, analytical exposition text, recount text, and report text. There is an explanation of some types of genres:

(a) Narrative text

Narrative text is a text that is chronological in nature, that is text that tells an event in a coherent and interconnected manner. The general purpose of this text is to amuse and interest the reader. This text presents a narrative that has problems and creates conflict, but slowly the conflict will decrease and end sadly or happily. The generic structure of narrative text consists of:

- 1) Orientation: the introduction of the character, when and where the events occur.
- 2) Complication: this section is an initial description of the emergence of problems faced by the main character.

²⁹ Mahsun, *'Teks Pembelajaran Bahasa Indonesia Kurikulum 2013'*, (Jakarta: Raja Grafindo Persada, 2014), cited by Khusnul Fatonah and Gunawan Wiradharma, *'Pemetaan Genre Teks Bahasa Indonesia Pada Kurikulum 2013 (Revisi) Jenjang Sma'*, *Kementrian Pendidikan Dan Kebudayaan, 2013*, (2018), 6.

- 3) Resolution: this section contains problem solving from the main character, either a happy ending or a sad ending.
 - 4) Reorientation: this section is the closing section. Usually contains moral values, advice, and lessons that can be taken.
- (b) Descriptive text

Descriptive text is a text that describes something, either a person, thing, event, or place. The purpose of this text is to describe a person or object. The generic structure of descriptive text consists of:

- 1) Identification: contains the introduction of the character or object to be described.
- 2) Description: contains a clear explanation regarding the appearances, features, characteristics, and others related to the object being described.

- (c) Procedure text

Procedure text is a text that describes how something is to do through a series of steps. The purpose is to make the reader understand how to make or operate something through sequential steps. The generic structure of this text is:

- 1) Aims: the purpose of the text
- 2) Materials: tools and materials used
- 3) Steps: contains steps on how to do something

- (d) Analytical exposition text

Analytical exposition text is a text that is used to explain a writer's view of an issue. This text also be called as argumentative text. The goal is to convince the reader that the topic presented is an important topic to discuss. The generic structure of this text consists of:

- 1) Thesis: this section reveals the main topic and point of view of the author.
- 2) Arguments: this section states opinions to strengthen the main topic.
- 3) Reiteration: this section presents a reaffirmation of the writer's view on the main topic.

- (e) Hortatory exposition text

Hortatory Exposition is a type of text or persuasive oral material, often used to explain whether something is not permissible to do. The generic structure of the text is:

- 1) Thesis
 - 2) Arguments
 - 3) Recommendation
- (f) Recount text
- Recount text is a text that retells events or events in the past. The purpose of this text is to deliver information about an event to the reader. The generic structure of this text is:
- 1) Orientation: character recognition, location, time, etc.
 - 2) Series of events: series of events experienced by the characters.
 - 3) Reorientation: the conclusion of the whole story.
- (g) Report text
- Report text is a report text that presents something real. The purpose of this text is to provide various kinds of information to the reader about an object from the text. The generic structure of this text is:
- 1) Title
 - 2) General classification: general statements that provide information on related objects.
 - 3) Description: describes the situation or condition of the phenomena that occur.
- (h) Fiction text
- Fiction text is a text that created from imagination or made-up story to entertain people. The generic structure of this text is:
- 1) Introduction
 - 2) Problem
 - 3) Solution
- (i) Non-fiction text
- Non-fiction text is a text created from the facts and reality. It is used to entertain people based on the facts. The generic structure of this text is:
- 1) Description
 - 2) Sequence or chronological order
 - 3) Compare and contrast
 - 4) Cause and effect
 - 5) Problem and solution³⁰

³⁰ Yuni Prihartanti and Febriana Ernawati, *Esensi Bahasa Inggris untuk SMA/MA/SMK Kelas X (Fase E)*, (Surakarta: CV Mediatama, 2022), 176.

5. Lexical Density

The concept “lexical density” is used in the text analysis and content analysis.³¹ Ure in 1971 introduced the concept of lexical density for the first time.³² He distinguished lexical density between words with lexical items and those without lexical items.³³ Therefore, John defines lexical density is a statistical indicator of the relative frequency of lexical and grammatical words in a passage of text.³⁴ Additionally, according to Halliday’s formula, the number of lexicalized items (lexemes) in the clause determines lexical density.³⁵ Then, lexical density of a text can be determined by expressing the percentage of all the words in the text or phrase that are content-carrying words.

Lexical terms may also be referred to as content words or information words. It means when the lexical density increase, the text becomes more informative, but more complicated. Meanwhile, when the lexical density decreases, the text will be easily understood by readers because of the minimal information conveyed. A text that has many lexical items will be difficult to understand compared to one that has few lexical items. The number of lexical items in a text will affect the level of difficulty of students' understanding. According to Ure, most written texts have a lexical density of at least 40%, compared to most spoken texts, which have a lexical density of less than 40%.³⁶ Ure’s statement is in accordance with Halliday who stated that spoken language has low lexical density (fewer high content words, but more clauses), while written language has high lexical density

³¹ Dian Sari, ‘Measuring Quality of Reading Materials in English Textbook: The Use of Lexical Density Method in Assessing Complexity of Reading Materials of Indonesia’s Curriculum – 13 (K13) English Textbook Dian Sari’, *Joall (Journal of Applied Linguistics & Literature)*, no. 2 (2018): 31.

³² Nafkhatul Miskiyah, “Analyzing Lexical Density and Readability of Reading Texts in English Textbook *Stop Bullying Now* by Mahrukh Bashir”, (Thesis: IAIN Kudus, 2022), 8.

³³ Victoria Johansson, ‘Lexical Diversity and Lexical Density In Speech and Writing: A Developmental Perspective’, *Working Papers in Linguistics*, no. 53 (2008): 65.

³⁴ John Flowerdew, ‘*Discourse in English Language Education*’, (New York: Routledge, 2010), 29.

³⁵ M. A. K. Halliday, *Language and Education*, ed. Jonathan J. Webster (New York: Continuum, 2007), 104.

³⁶ Victoria Johansson, ‘Lexical Diversity and Lexical Density In Speech and Writing: A Developmental Perspective’, *Working Papers in Linguistics*, 53 (2008): 65.

(fewer clauses, but more high content words).³⁷ But, it depends on the amount of bound morphology in the text. By a lot of bound morphology, it will display lexical items with a higher percent.

Lexical density is linguistically related to content words or lexical items. As it is known that according to its function English vocabulary can be categorized into lexical items and grammatical items. Lexical items have meaning and referent. It consists of verbs, adjectives, nouns, and adverbs. While the grammatical items have a function in the formation of English grammar. Grammatical items consist of pronouns, numerals, conjunctions, determiners, auxiliary verbs, and prepositions.³⁸

Table 2.1
Formula for Calculating Lexical Density³⁹

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

a. Lexical Items (Content Words)

The term “content words” refers to any nouns, verbs, adverbs, and adjectives with appropriate and meaningful lexical meaning.

(a) Noun

Setyoningsih defines noun as a word which names a person, place, or thing.⁴⁰ She also elaborates that we can recognize noun by its characteristic *the*, *a*, or *an* in front of them.

For example: The *dress*, an *artist*, a *computer*, the *balloon*.

Setyoningsih also distinguish noun among 7 types of nouns, namely:

³⁷ M. A. K. Halliday, *Language and Education*, ed. Jonathan J. Webster (New York: Continuum, 2007), 77.

³⁸ Soepriatmadji Liliek, ‘*Lexical Density dan Grammatical Intracacy Materi Bacaan Pada Buku Bahasa Inggris Kelas 6 SD Liliek Soepriatmadji*’ (Universitas Stikubank), 2010: 48.

³⁹ Nafkhatul Miskiyah and Taranindya Zulhi Amalia, ‘Analyzing Lexical Density and Readability of Reading Texts in English Textbook “Stop Bullying Now” by Mahrukh Bashir’, *Journal of English Teaching and Learning Issues*, no. 1 (2022): 41.

⁴⁰ Setyoningsih, ‘*Bahasa Inggris I (Structure)*, (Kudus: IAIN Kudus, 2009), 7.

- 1) Proper nouns
Proper nouns are nouns which name specific people or places. Proper nouns do not only cover people or places, but they also include names of days, months, organizations, religions, institutions, historical documents, adherents, and holy texts.
Example: John, May, Saturday, Paris.
 - 2) Common nouns
A common noun is a noun that generally refers to a person, place, or thing. When it starts a sentence, it is typically written in capital letters.
Example: Coffee shop, Waiter, Jeans, Chair, Country.
 - 3) Concrete nouns
A concrete noun is a noun that refers to everything that can be perceived through a physical sense, including touch, sight, taste, hearing, and smell.
Example: The *student* handed the *books* to the *teacher*.
 - 4) Abstract nouns
A term that does not include all the senses, such as touch, sight, taste, hearing, and smell, is referred to as abstract noun.
Example: culture, beauty, justice, love, hate.
 - 5) Countable nouns
A noun containing both a singular and plural form is called a countable noun, and it refers to anything that can be counted.
Example: table, books, weekend, aunt's library.
 - 6) Non-countable nouns
A non-countable noun is one that does not have a singular or plural form and indicates an uncountable object.
Example: oxygen.
 - 7) Collective nouns
A collective noun is a noun naming a group of things, animals, or person.
Example: class, crew, audience, committee.
- (b) Adjectives
- An adjective is a part of speech that uses describing or identifying phrases to change a noun or pronoun. It is

frequently described as a word that describes or provides additional details about nouns and pronouns.⁴¹

Types of Adjectives

1) Determiners

Determiners contain of a small group of structure words without characteristic form.

2) Descriptive adjectives

Descriptive adjectives represent a characteristic, such as size, age, or color.

(c) Adverbs

Adverb is a part of speech that modify verbs, adjectives, clauses, sentences, and other adverbs; in other words, they add details to a verb, an adjective, or another verb.⁴²

5 Types of Adverbs:

1) Adverbs of Manner

Example: beautifully, well, carefully, quietly.

2) Adverbs of Place

Example: there, here, everywhere, somewhere, anywhere.

3) Adverbs of Time

Example: afterwards, before, next week, yet, still.

4) Adverbs of Frequency

Example: always, sometimes, often.

5) Adverbs of Degree

Example: almost, quiet, nearly, just, hardly, barely.

(d) Verbs

Verbs are words that describe an act or state of being.⁴³

Verb divided into two categories, as follows:

1) Action verbs

Action verbs are words that express activity or action.

Example: give, drive, drink, fly, read.

2) Linking verbs

A linking verb links a noun or adjective that renames or describes the subject of a phrase.

Example: Izza is in *love with Zayn*.

⁴¹ Setyoningsih, 'Bahasa Inggris I (Structure), (Kudus: IAIN Kudus, 2009), 27.

⁴² Setyoningsih, 'Bahasa Inggris I (Structure), (Kudus: IAIN Kudus, 2009), 35.

⁴³ Setyoningsih, 'Bahasa Inggris I (Structure), (Kudus: IAIN Kudus, 2009), 41.

3) Helping or Auxiliary Verbs

Before action or connecting verbs, helping verbs are used to offer details about possible results.

Example: Peter *is* (helping verb) *going* (main verb) to Qatar.

b. Grammatical Items

Grammatical items serve a purpose in the development of English grammar. It is divided into 6 parts, namely, pronouns, numerals, conjunctions, determiners, auxiliary verbs, and prepositions.

(a) Pronouns

According to Setyoningsih, pronouns is a word those functions as a noun.⁴⁴

Types of pronouns:

1) Personal pronouns

This kind of pronouns is referring to a person.

Example: he, she, it, you, they, we, I.

2) Possessive adjectives

Possessive adjectives are always used as adjective first to modify some noun.

Example: my, our, your, his, her, their.

3) Possessive pronouns

It refers to a specific person, people, or things.

Example: mine, yours, his, hers, ours.

4) Reflexive pronouns

It highlights to some person or things stated in the sentence.

Example: myself, himself, yourself, herself, ourselves.

(b) Auxiliary Verbs

Auxiliary verb appears before the main verb in a sentence to modify the meaning of the main verb.

Example: be, have, do, shall, should, would, could, may, must.

(c) Prepositions

The preposition itself is a type of word that is written in front before writing nouns, verbs, adverbs, and other types of words.⁴⁵

⁴⁴ Setyoningsih, *Bahasa Inggris I (Structure)*, (Kudus: IAIN Kudus, 2009), 19.

Example: after, at, for, over, into, onto, across, behind, during, because of, etc.

(d) Conjunction

Conjunctions are words or groups of words that function to join two words, phrases, clauses, or paragraphs.⁴⁵

Example: however, although, furthermore, after all, finally, and, also, so, yet, etc.

(e) Determiners

Determiners contain of a small group of structure words without characteristic form.

Example: the, a, an, some, few, all, more.

(f) Numeral

a. Cardinal: four, twenty-five.

b. Ordinal: fourth, twenty fourth.

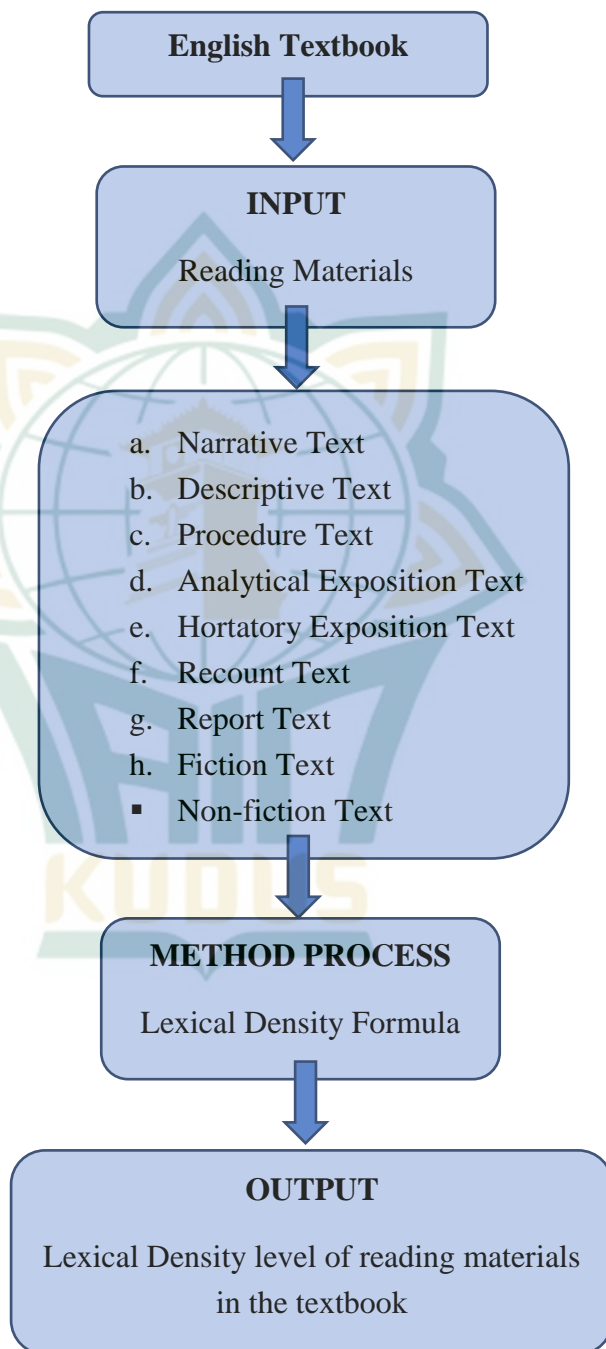
B. Theoretical Framework

In learning a language, 4 main skills must be mastered, i.e., reading, writing, speaking, and listening. From those 4 skills, reading is the main skill that must be learned to master other skills. By reading, obviously we can get various information from written material. One of the reading materials is the textbook. The textbook provides a variety of readings which include visuals, reading materials, activities, and others. Textbooks function as guidebooks for teachers and students in supporting teaching and learning process. To plan good learning activities, the teacher must choose the appropriate textbook for students at the suitable level. One example is to pay attention to the reading materials in the textbook, whether the reading materials are easy to understand or according to the level of difficulty of students or not. To get the answer to this question, a lexical density analysis must be carried out in a textbook. This is completed to determine the level of lexical density in a reading material by implement the lexical density formula.

⁴⁵ Mien Kasmini and Siwi Kadarmo, *'Pocket Book Grammar'* (Jakarta: Cmedia, 2016), 257.

⁴⁶ Mien Kasmini and Siwi Kadarmo, *'Pocket Book Grammar'* (Jakarta: Cmedia, 2016), 277.

Figure 2.1
Theoretical Framework



INPUT : The writer chooses a textbook in which there are various genres of reading material.

METHOD : For each text, a number of lexical items are counted, consisting of nouns, verbs, adverbs, and adjectives. The result is calculated by dividing the total number of words and multiplied by 100.

OUTPUT : The result is the writer can determine the level of lexical density in reading materials.

C. Previous Study

1. Content Analysis of Reading Materials in *English on Sky* Textbook for Junior High School.

This research was conducted by Siti Sholihatun. This study aims to find out the various genres of reading materials in the *English on Sky* textbook for 9th grade of Junior High School published by Erlangga. Besides that, she also examined the level of lexical density in the reading text in the textbook. Her research approach used descriptive qualitative which used library research in content analysis. Data is collected from reading texts in English on sky textbook. She found 10 reading texts which were categorized into procedure text, report text, and narrative text. From her research, she concluded that the lexical density level in *English on Sky* Textbook is around 50% -60%. It means the reading text in the textbook is not too difficult, suitable for students, and easy to understand. The similarity with this research is both use content analysis as research approaches and use the same formula in determining the level of lexical density.

2. Lexical Density Analysis and Its Function in BBC News.

Nurul Aulia conducted the study to examine the lexical density in BBC News. The writer used descriptive qualitative research which describes, analyzes, and identifies research data. Research data taken from BBC News Online newspapers which consists of 8 newspapers from 4 news genres. In BBC News, she found types of news consisting of family, government, science, education, health, politics, and other things. She calculated lexical density level using Eggins formula. After analyzing the lexical density of the text, she concluded that the level of content words and grammatical function in BBC News Newspaper has the same and equivalent number of vocabulary words. The similarity between this research and the writer's research is in the theory of lexical density. While the difference is this study analyzes English textbooks.

3. **Analyzing Lexical Density and Readability of Reading Texts in English Textbook Stop Bullying Now by Mahrukh Bashir.**

This study was carried out by Nafkhatul Miskiyah to find out the Lexical Density and Readability Level of reading text in the English textbook “Stop Bullying Now” by Mahrukh Bashir. She also found the relevance between lexical density and readability of text reading to the appropriate classes. Her research took a descriptive qualitative method based on library research. She collects data from various sources, such as journals, books, and various documents related to the research. To analyze the data, she used the Ure formula to determine the lexical density level, and the Flesch Reading Ease Formula to determine the readability level. The finding, states that 8 texts are categorized as having a lexical density of more than 50%, and 3 other texts are categorized as having a low level of lexical density. Based on her research, the reading texts in these textbooks is categorized at a standard level and is more suitable for students in grades 8-9. The similarity with this research is the use of the same method, namely library research which is taken from books, journals, and other documents. The difference is that writer’s study analyzes more deeply only on lexical density.