

CHAPTER I

INTRODUCTION

A. Research Background

One of the most important media for assisting the teaching and learning process is textbooks. It is used by teachers as guidebooks to deliver material to students. Thomson said that textbook is a tool and stimulus for learning and teaching.² Furthermore, Bersyebah and Siti Aisah also said that textbook is an instruction manual or standard book that is created in compliance with the requirements of educational institutions.³ It can be interpreted that the textbook is a facility in the learning and teaching process and becomes the source of a teacher in conveying his/her knowledge.

Textbook is used in Indonesia as a medium and facilitates students to learn, and teachers should choose the appropriate one that relates to curriculum for their students in learning English. The English textbook is designed to improve students' English skills competency, such as, speaking, listening, writing, and reading. Materials in an English textbook usually covers all of these four things, such as conversation scripts, writing tasks, listening instruction, and reading text.⁴ The teacher must be able to help students improve the four language skills. And the English textbook plays an important role to help him/her developing students' language skills. Furthermore, the students can also learn English not only in classroom by themselves but also in their home.

Reading material is one content of an English textbook. Linse and Nunan describe reading is a skill set that requires the written words to make sense and drive meaning.⁵ Text means any string of language that is kept together in a coherent way by

² Thomson Heinle, *Designing Language Courses: a Guide for Teachers* (Canada: Kathleen Graves, 2000), 175.

³ Bersyebah Nesia and Siti Aisah, "Lexical Density of English Reading Texts for Senior High School," *Transform Journal of English Language Teaching and Learning* 3, No. 2 (2014): 5.

⁴ Bersyebah and Siti Aisah, "Lexical Density of English....." 1.

⁵ Linse and Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), 69.

context.⁶ Text is also used as a source of knowledge for students.⁷ There are many information that we can get from reading text. So, it is important for students to learn reading in order to understand texts in English. But reading is not just for understanding the text, as Harmer said, reading text offers learning opportunities about grammar, vocabulary, punctuation, how to arrange sentences and paragraphs.⁸

Understanding reading texts in English is not easy. Based on the interview with teacher of SMAN 1 Welahan, Mrs. Valuati Dewi, it was found that most students find it difficult in vocabulary and pronunciation when they must read and comprehend a text that has many paragraphs. It is because there are lots of unknown vocabulary for them.⁹ All of these relate to lexical density and readability of the text. Lexical density related to the amount of information in a text that can be analyzed by using lexical items or content words. It predicts the more we read lexical words in reading text, the more difficult the text is understandable.¹⁰ Text that has lower density is easier to understand. And readability relates to the level of ease or difficulty of a text, whether it is understandable and readable for the learners or not.¹¹ Therefore, lexical density and readability also influence the difficulty levels of the text.

The amount of information present in a text is measured by lexical density. It is important to consider in choosing reading text for students. Johansson stated that lexical density refers to the percentage of words in content to the number of words.¹² It refers to the number of function words per clause in

⁶ Susan Feez, "Text-Based Syllabus Design," *TESOL in Context* 9, No. 1 (1999), 11.

⁷ Apryl Manurung and Kammer Tuahman, "An Analysis Lexical Density of English Reading Text in SMA Swasta Imelda Medan," *JETAL* 1, No 1 (2019), 42.

⁸ Jeremy Harmer, *How to Teach English* (United State: Longman, 1998), 68.

⁹ Valuati Dewi, Whatsapp message to researcher, July 25, 2021.

¹⁰ Dian Sari, "Measuring Quality of Reading Materials in English Textbook: the Use of Lexical Density Method in Assessing Complexity of Reading Materials of Indonesias's Curriculum -13 (K13) English Textbook," *Journal of Applied Linguistics and Literature* 2, No. 2 (2016), 31.

¹¹ Yulianto, "An Analysis on Readability Level of Reading Texts for English Grade Students," *Journal of English for Academic* 6, No. 1 (2019), 83.

¹² Victoria Johansson, *Lexical Diversity and Lexical Density in Speech and Writing: a Developmental Perspective* (Lund University, Dept. of Linguistic and Phonetics, Working Papers 53, 2008), 65.

lexical material.¹³ Lexical density is used in any text to calculate the proportion of lexical items to the grammatical items. The lexical items or also known as a content words consist of verb, noun, adverbs, and adjective. While the grammatical items or functional words consist of preposition, conjunction, auxiliary verb, determiner, pronoun, and numerals.¹⁴ The teacher can find out that the text is challenging for the students or vice versa using lexical density, and he/she can prepare the strategy that is suitable to teach the reading material.

Readability is the other factor affecting reading difficulty. Quoted from Soyibo in Yulianto research said that the degree of readability depends on the complexity of the text and the length of the sentences.¹⁵ There are several formulas that can be used to determine readability. One of them is Flesch Reading Ease Formula. It measures the text's index score depending on the number of characters, the syllables, and the sentences.¹⁶ The score of Flesch Reading Ease Formula start from 0-100, the scale of 0 it means very difficult and 100 is easy. The text is more difficult to read if the score is low, and vice versa.¹⁷ Therefore, it is important to identify the level of readability and determine the appropriate text for students, so it can minimize the difficulty of reading process.

There have been some researches about lexical density and readability before. Different variable, method for collecting data, and types of reading text it can make the different result. In 2017, Gading Saraswati attempted to research on contents analysis of reading material in tenth grade. She used genre of the text to analyze lexical density and readability. Moreover, she used close test to analyze the readability and find out that 78,17% of the readability that has been established belongs to

¹³ David Nunan, *Introducing Discourse Analysis* (England: Penguin Group. Ltd, 1993), 11.

¹⁴ Siti Solichatun, "Content Analysis of Reading Materials in English on Sky Textbook for Junior High School" (publish dissertation, UIN Walisongo, 2011), 17.

¹⁵ Yulianto, "An Analysis on Readability Level of Reading Texts....." 83.

¹⁶ William H. DuBay, *The Principles of Readability* (California: Costa Mesa, 2004), 21.

¹⁷ William H. DuBay, *The Principles of Readability* (California: Costa Mesa, 2004), 21.

independent level.¹⁸ Furthermore, in 2019 Daw Thida conducted study about lexical density and readability in writing by post graduate. It found that the written text with lexical density score more than 50% are fairly difficult to read.¹⁹ From the interesting examples above, they prove that lexical density and readability can measure the difficulty of a text.

Based on the description, the researcher is going to analyze the lexical density and readability of the reading texts in English textbook “Stop Bullying Now” by Makhruh Bashir. There are some reasons why she wants to analyze this textbook. First, it is a book recommended by government and is appropriate with the current curriculum. Second, it has a special part for reading material only. And the last is to find out the level of reading texts through the lexical density and the readability in this English textbook. Therefore, she decided to analyze the research entitled “Analyzing Lexical Density and Readability of Reading Texts in English Textbook Stop Bullying Now by Mahrugh Bashir.”

B. Research Focus and Scope

This research focuses on analyzing lexical density and the level of readability of the reading text in English textbooks “Stop Bullying Now” for eleventh grade. This textbook is revised in 2017 by Ministry of Education. In this English textbook there are 11 reading texts, five texts in eight chapters and six ones in the enrichment part. First, the researcher will analyze lexical density using Ure’s formula, then Flesch Reading Ease formula for measuring the level of readability. By applying these formulas, we will know the suitability of the English textbook for students in eleventh grade of Senior High School.

C. Research Questions

Based on the research background above, there are some research questions as follows:

¹⁸ Gading Saraswati, “A Content Analysis of Reading Materials on Contextual English Textbook for the Tenth Grade of Senior High School,” (publish dissertation, IAIN Surakarta, 2017), 10.

¹⁹ Daw Thida, “Lexical Density and Readability of Students’ Writing,” *International Journal of Science and Research (IJSR)* 8, No. 9 (2019), 893.

1. What is the lexical density of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir?
2. What is the level of readability of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir?
3. How is the relevance of lexical density and readability to the grade level of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir?

D. Research Objectives

Based on the formulation of the problem above, it can be seen the purpose of this study as follows:

1. To know the lexical density of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir.
2. To find out the level of readability of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir.
3. To point out the relevance of lexical density and readability to the grade level of reading texts in English textbook “Stop Bullying Now” by Mahrukh Bashir.

E. Research Significances

This study is expected to provide significances and contribute theoretically and practically:

1. Theoretical Significance

Theoretically, this research is expected to add knowledge especially in reading text. Furthermore, it is also expected to be a reference in developing English in Education Department.

2. Practical Significance

Practically, this research is significant for:

- a. The teacher can choose the most appropriate English textbook to assist them in teaching process and improving their knowledge.
- b. The students' comprehension and skill of English reading texts will increase, and they will be able to properly comprehend the context of the reading text.
- c. For Educational institutions, this research is expected to provide a reference and good contribution in improving educational quality.

F. Definition of Key Terms

In order to prevent misconceptions and to have the same idea, the researcher tries to describe several terms relevant to this research:

1. Lexical Density

Lexical density is the measurement of total number of lexical items (content words) as a proportion of total words. Lexical density is used measuring how informative the text is. There are two categories of lexical density, they are lexical items (noun, verb, adjective, adverb), and grammatical items (auxiliary verb, pronoun, preposition, determiner, conjunction, and numerals).²⁰

2. Readability

Readability is used to determine the text level. It was analyzed to assess the difficulty of writing and to estimate the degree of reading in understanding the text.²¹ Flesch Reading Ease Formula is used to assessing the readability of the text. This formula is calculated based on the index score on sentence length and the number of syllables per word. The scale position starts from 0-100. 0 means very difficult and 100 is very easy.²²

3. Reading Text

Reading is a process by which a reader translates the written material into knowledge that they can comprehend.²³ Reading text is a tool or instrument in the form writing that has a message and meaning. In this research the reading text refers to the English textbook “Stop Bullying Now” revised in 2017 for eleventh grade of senior high school.

4. English Textbook Entitled “Stop Bullying Now” by Mahrukh Bashir

²⁰ Michael Stubbs, *Words and Phrases: Corpus Studies of Lexical Semantics* (Oxford: Blackwell Publishing, 2002), 40.

²¹ Barbara Woods, Giana Moscardo and Tanya Greenwood, “A Critical Review of Readability and Comprehensibility Test,” *Journal of Tourism Studies*, 9 (1998), 51.

²² William H. DuBay, *The Principles of Readability* (California: Costa Mesa, 2004), 21.

²³ William Grabe and Federicka L. Stoller, *Teaching and Researching: Applied Linguistics in Action* (London and New York: Routledge Taylor & Francis Group, 2013), 3.

Textbook is a book used in school to teach certain subject and as a media for learning and teaching process.²⁴ The researcher using the English textbook "Stop Bullying Now" by Mahrukh Bashir. It is for eleventh grade of senior high school. This textbook is published by the Ministry of Education and Culture in 2017 which has fulfilled curriculum 2013. The total chapters are eight and there are enrichment parts too. And the researcher only focuses on the reading texts.

G. Organization of the Study

This is library research which has five chapters. Chapter I is introduction, chapter II is review of related literature, chapter III is research methodology, chapter IV is research finding and discussion, and chapter V consists of conclusion, implications, and recommendations. The last is bibliography and appendices.

Chapter I (Introduction) describes the research background, research focus and scopes, research questions, research objectives, research significances, definition of key terms, and organization of the study.

Chapter II (Review of Related Literature) will describe theoretical basis related to the study about lexical density and readability, theoretical framework, and the review of the previous researches that are relevant to the study.

Chapter III (Research Methodology) that describes the research design of the study, such as types and approaches, research subject, data sources, data collection technique, and data analysis technique.

Chapter IV (Finding and Discussion) concern with the discussion of the research finding based on data analysis. It discusses about the suitability of the text by analyzing lexical density and the level of readability of English textbook "Stop Bullying Now" for second grade of senior high school.

Chapter V (Conclusions, Implications, and Recommendations) is the last part of this study. This chapter summarizes the major findings and all arguments of the

²⁴ Oxford English Dictionary fourth edition (Oxford: Oxford University Press, 2015), 459.

research. The implications for language teaching and learning. Also the recommendations for future research and current practice.

