THE ANALYSIS OF LEXICAL DENSITY AND TEXT TYPES ON INDONESIAN SECONDARY EFL TEXTBOOK

SKRIPSI

Submitted in a Particular Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
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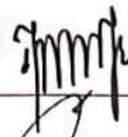
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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THE ANALYSIS OF LEXICAL DENSITY AND TEXT TYPES ON INDONESIAN SECONDARY EFL TEXTBOOK

ABSTRAK

EVI NURFITA SANTI, 1802050011, The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Textbook. Skripsi. English Education Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2023.

This study dealt with the analysis of Lexical Density and Text Types on Indonesian Secondary EFL Textbook. The objectives of this study is the textbook Junior High School. As the data, descriptive qualitative method was used in this study. I found 16 texts in the textbook for the ninth grade junior high school students. 5 texts are categorized as lower lexical density, 8 texts are categorized as moderate lexical density and 3 texts is labeled as higher lexical density. It means that the majority of the texts in the textbook are quite difficult to be understood by the students. The highest percentage of lexical density is 62,9%. It is "Fabric" and "Tax" which is categorized as descriptive text. This "Fabric" is which has 39 content words, 14 grammatical function words and the total of words is 62. meanwhile "Tax" is the text which has 73 content word and 23 grammatical word and a total of 116 words. On the opposite, the lowest percentage of lexical density is 23,2%. The text entitled "Family" is categorized as Descriptive text. it has 30 content words, 32 grammatical function words and the total number of the words is 129. Furthermore, it can be concluded that the high number of the words did not mean that the texts had high lexical density and the low number of the words was not the reason to classify the text as the low lexical density. The total number of words did not determine how appropriate the text was based on the lexical density analysis. Thus, commonly the reading texts found in textbook for the ninth grade junior high school students were in moderate percentage of lexical density. It means that the textbook are appropriate for the students to exercise the students' English skill especially reading.

Keyword: Lexical Density, Textbook Junior High School

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the expression of human communication through which knowledge, belief, and behavior can experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. It clearly show that language is a tool for communicating. It can be used in written or spoken to express ideas and wishes in social interaction. Spoken Language is called language for action, whereas written language is called language as reflection. Therefore, internationally, language is very important as Communication Bridge to get information and connect people all over the world in many life aspects.

English as an international language is used formally and informally in many fields, such as: social, politics, economics, culture, education, and many others. The person can use the language in verbal and also written form on the other hand, the language can be oral and in a symbol. The language is used to give and ask information in life. Similarly, Language is a way of communicating ideas and feeling (Hamawand, 2011). As a tool of communication, language is generally realized both in the form of oral and written, English is me out of many Language that is used across the globe.

English education in Indonesia itself has been developed in various ways. The development of English as the compulsory subject in Indonesia education

includes the teaching material, teaching method and curriculum. However, so far, the development of English subject has not reached its main goal which is to make the Indonesian students be able to acquire English for Second Language (ESL). This condition happens because the government seems to focus on English as the source of knowledge more than English as a lingua franca.

Meanwhile according (Gipayana, 2014) argues that in essence learning English is directed at improving the ability to communicate in spoken and written English of students, as well as fostering an appreciation of English literary works and the nation's own intellectual works.

As for the language learning approach is focused on the use of language (language skills). Jean Piaget (Swiss psychologist) stated that learning occurs when students' thought patterns/structures interact and adapt to their environment. Teachers are expected to be able to create a conducive learning environment so that students are active. The focus of the assessment is on the process approach (process assessment). Integrative, communicative and process approaches can be applied to language learning. By combining the four aspects of language skills, namely: listening, speaking, reading and writing.

Besides that in learning English the management of learning activities must be created by involving students directly. Students do not only receive theory alone, listen, take notes and do assignments or exercises. Such a learning model certainly does not develop the 4 aspects of students' abilities, because in learning English the four aspects (listening, reading, writing and speaking) can be trained and developed in one learning activity. For example, in learning to

reading, students are trained to develop reading skills with certain learning methods. In learning to reading, not only developing reading skills but also developing writing, listening and speaking skills.

In Indonesia, English is foreign language. Besides, it is a compulsory subject in formal education. Indonesian students start to learn English in elementary school, some of them are in kindergarten. However, the outcomes have not been satisfying. There are only a few students who are able to communicate fluently in English. In writing, they also make major mistakes in many aspects such as word choices and sentence structures. These common problems are not only faced by Indonesian students. But also by some other language learners around the world, in which English is still used as a foreign language (Lie, 2007).

Therefore the use of English textbook has a noteworthy eminence for both teachers and leaners. it does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanation and activities. On the side of the learners, it influences their attitudes and performances to the materials. It is a trust that when they like their textbook, they will engage actively in the classroom. (Harmer, 1998) states that the most important aspect of the textbook use is for teachers to try to engage learners with the content they are going classroom.

According to (Arends, 2012) textbook is a key component in most language programs. In some situation they serve as the basis for much of the language input that the learners receive and the language practice that occurs in

the classroom. It means that textbook plays an important role in helping the students learning and mastering all of the language components. The composition of each language skills and its practices should be balanced to help develop student's ability during the teaching and learning process. In other words, textbook will help teacher in conducting teaching and learning process and develop student's ability in learning language.

Therefore, a teacher has to be able to select and analyze the contents of textbook before they use it for teaching and learning process. In addition, a good textbook should not be too hard to be understood by student. Otherwise, it will not fulfill its purpose in delivering the materials. Textbooks with lower density are more easily to be understood compared with textbooks that the sentences are long and lexically dense.

One of the important things that can make the student hard or easy to understand English text is lexical density. It influences the ability of the students to comprehend the material. Some unfamiliar words influence the students' ability to realize the importance of the knowledgement that the lexical density in their reading texts will influence in learning English.

The common words of the majority of English textbooks for school learners are frequently used. It possibly makes the students difficult to understand the text. Understanding texts has relationship with the complexity of the text in which the complexity of written language is one of density: the density with which the information is presented. In this point, lexical density (LD) and nominal

group (NG) are the aspects needed to be researched as the assumption to answer the matter of difficulties in reading text.

Text complexity, which belongs to the textual element of the textbook, "could be considered one key element in determining the students' success in grasping the ideas contained in the textbooks" (Putra, D. A., & Lukmana, 2017). To make the measurement of text complexity even more accurate, the grammatical intricacy will also be measured. This quantification will allow us to get a better picture of text complexity because it measures a comparison between a clause complex appearances in a text with simple clauses.

According to (Halliday, 2014), "the written version is more complex in the of lexical density, while the spoken version is more complex in term of grammatical intricacy". Although grammatical intricacy tends to be used for the analysis of the complexity of spoken language as argued by Halliday, the measurement is still worth included in written text complexity because it can help us to know the complexity of the texts not only at the level of words but also at the level of clauses (Putra, D. A., & Lukmana, 2017).

Reading is one of the language skills in English that students need to acquire. They need to master reading skill because by reading students can obtain information they need, understand important messages and consequently improve their knowledge. In order to make the students comprehend those texts, the English teacher has to choose suitable and appropriate materials for their student. According to (Arends, 2012).

Lexical density is a common issue for language learners. It is undeniable that every language learner must have experienced its complexity both in writing and speaking. As (Hendrikse, R., & Zweel, 2010) suggested, language can be used to describe various complex phenomena. Meanwhile, they also said that language is considered as a complex phenomenon. The complexity of language in practice has been discussed by many experts, but in fact, language learners still find some difficulties to master the target language.

This is in accordance with the idea proposed by (Kwapien, J., Drozdz, S., & Orczyk, 2010) that stated that the definition of linguistic complexity itself is still considered as an open issue in language. In addition, there is no rigid standard used to measure language complexity. (Rimmer, 2008) stated that the notion of language complexity has still become the central issue in literacy and language education (Varzaneh, M. M., & Darani, 2018).

Along with lexical density, it is necessary to quantify readability in a text to assist teachers in developing teaching materials that adhere to the teaching syllabus. By analyzing the text's readability level, the teacher can predict whether the text is complex, plain, or easy for the student. Dubay (2006) defines readability as the property of some text that makes them easier to read and comprehend than others. Analyzing readability enables you to determine the level of difficulty associated with a piece of text.

About the issue, To, (Fan, S., & Thomas, 2013) researched four English textbooks that focused on reading text. The research examines four texts from an English textbook do determine text's lexical density and readability, examines the

relationships between lexical density and are intended for upper secondary students. In term to readability, the readability of the text is proportional to its level. However, the highest level does not necessarily correspond to the highest readability, with a slight increase in lexical density and readability, and lexical density.

According to Curriculum 2013, text type that would be learned by junior high school students are only narrative, recount, descriptive, report, and procedure text. Narrative's social function is to tell stories (fairy-tale) or past events and entertain the readers. The generic structure of the text is orientation, complication, and resolution. Recount text is a text which retells events or experiences in the pat. Its purpose is either to inform or to entertain the readers. The generic structure is orientation, events, and reorientation.

Descriptive text is to describe a particular person, place, or thing. The generic structure is identification and description. Report text is a text which presents information about something as it is. It is as a result of systematic observation analysis. The generic structure is general classification and description. Procedure text is a text that is designed to describe how something is achieved through the sequence of action or steps.

The research focuses on the lexical density and text types on Indonesian secondary of Junior High Schools' EFL Textbook because the understanding of the sense (message) and the characteristics of English text books will make the students easy to comprehend the ideas of the texts. Its intended to know how lexical density and nominal groups in the English textbook of Junior High School.

The purpose of this study is to analyze the lexical density of English textbook for Junior High School. Therefore, the percentage of the difficult of the textbook is figured out. A textbook is needed to guide the teaching-learning process in the class. It plays an important role because textbook is used to convey the teaching materials to students, to facilitate the teaching-learning process (Ananda, 2017). It could be better if the teachers who use the textbook know the level of difficult of the textbook before giving it to the students. However, the teachers in Indonesian don't know how to determine the level difficult of a textbook. Hence, lexical density must be introduced to the teachers in Indonesian.

Every textbook has its strength and weakness, but there is always an appropriate or inappropriate one. A good textbook must be suited to the students' ability or level. In others words, a good one is a textbook that can be understand quite easy by the students (Nesia, B. H., & Ginting, 2014).

An English textbook is analyzed to find out whether it is good or not, the language difficult of the textbook is analyzed. The way to find the difficult of the textbook is analysis the lexical density of it. According to Thornbury and Slade (2006), lexical density is a term that is used in the analysis, According to (Halliday, 2014), lexical density is the ratio of lexical items (content words) to total running words or higher grammatical units, namely clauses. Lexical density serves as the reflective representative function of a written text. It is thus less active and spontaneous than spoken language, which tends to become a language in action.

According to Gunawan and Yusniaty (2021) who have researched and said that the English subject matter that is very difficult for students to learn/understand is English grammar/structure material. As many as 66% of respondents said grammar material in English confused them the most. because they find it difficult to compose or interpret sentences, phrases, words, clauses that they find difficult or the level of material in the book is not in accordance with their abilities.

Meanwhile, according to M.N Arifin, who has analyzed the feasibility of the content of English textbooks for junior high schools, the Ministry of Education and Culture publishers said this book was not interesting, did not integrate the cultural aspects in it and was not good enough because it complies with content standard provisions, including the ability to understand the purpose of the structure and linguistic elements of the recount text. procedure, narrative, descriptive, report. after being analyzed this book only presents a few texts. so even though there are still some aspects that are improved, this book is still worthy of being a textbook for class lessons.

As found in the textbook published by Ministry of Education and Culture the sentence is sometimes difficult to be understood for students at SMP SWASTA AL-HIKMAH MEDAN, for example:

"Yesterday was my busy day. I **would** have a **presentation.** I still **tried** to **memorize** about the materials while I was having breakfast. Then on the first **period.** My group was **having presentation. Fortunately**, everything ran well. And when I was having **lunch**, the teacher call me. She said that I had to follow

the **selection,** we **went** to city hall. I was still **trying** to understand what my teacher said before when **the committee called** my name. it was just the first interview that we had to be followed by all the **contestants.** After the school over, I was really **exhausted**". (P.47).

Words, Phrases, and Clauses that boldly typed above are not easy to be understood by the students. It is due to **would** is the past form of will to ask a more polite question, but some students don't understand that yet. **Presentation** is a form of the word phrase that is combined from present and ation. **Tried** used for past or past with the pronoun verb-2 which has the same meaning as **trying** with the verb-ing. **Went, called** is a form of verb-2 where students don't really understand the meaning of the pronoun. **Having, trying** is a form of the word with addition verb-ing. **Period, lunch, selection, committee, contestants, exhausted** is a word that is difficult for some students to understand because it is a words they rarely see and hear.

This topic has been widely studied across the country. However, the current ones have a different perspective by analyzing textbooks from local publishers. Therefore, the sentence in bold above is an example of text from a book published by Ministry of Education and Culture. This is difficult for junior high school students to understand because some words use second verbs, verb-ing, pronouns, and words that junior high school students have never seen and heard before.

B. Identification of The Problem

The problems of this research can be identified as follows:

1. The level of difficulty in the textbook based on its lexical density

2. Types of genre which has the highest lexical density found in the textbook

C. The Scope and Limitation

The scope of this research was focused of the level difficulty in the textbook based on its lexical density and types of genre which has the highest lexical density found in the textbook.

D. The Formulation of the Problem

Based on the Identification and background of the problem above, the researcher will formulate the problems in this research as follows:

1. How is the difficulty level based on lexical density found in Junior High School students' textbook?

2. What type of genre that has the highest lexical density found in junior high school students' textbook?

E. The Objective of the study

The Objectives of this research are follows:

1. To Determine the lexical density level in the reading texts found in textbook of Junior High School students published by Ministry of Education and Culture

2. To Ascertain types genre which has the highest lexical density found in the textbook.

F. The Significance of the Study

This study is expected to give significances theoretically and practically.

1. Theoretically, the result of this study might give information to the readers about lexical density, and the information can be used if the readers want to know the lexical density, and the information can be used if the readers want to know the lexical density of a text. The research might give a suggestion about good textbook based on the lexical density item in the texts.

2. Practically, the significances of this research are, first, the research knows the level of difficulty of the textbook by counting the lexical items in the text. Seconds, teacher are able to count the lexical density of a text to find out the difficulty of the text before giving it to the students to choose the right and suitable teaching-learning methods in the classroom.

CHAPTER II

THE REVIEW OFLITERATURE

A. Theoritical Framework

The Theoretical framework is purposed to give concepts applied in this research. The researcher explanation about all of the theories that used to strengthen this reserch. So that, the readers understand the contents of this study well. This chapter discusses the theory of support in Research. It includes the concepts of Lexical Density and Text Types on Indonesian Secondary EFL textbook. And the explanation of each sub-topic is as follows:

1. Lexical Density

Lexical Density is a linguistic terminology used to define statistical measures that calculate the lexical richness of texts. (Sari, 2016) mentions that the level of lexical density presented in the English text plays a significant role to the students' understanding in addition, it is a technique used to asses students' overall progress within their learning (Daller, H., van Hout, R., &Treffers-Daller, 2003). (Johansson, 2008) stated that "lexical density is the term which is most often used for describing the proportion of content words (nouns, verb, adjective, and adverbs) to the total number of word". This is in line with the concept mentioned by (Vera, G. G., Sotomayor, C., Bedwell, P., Domínguez, A. M., & Jéldrez, 2016), who say, "lexical density refers to the quantity of content vocabulary present in a text". Lexical density itself is included in the lexical richness. (Šišková, 2012) suggests the there are three categories of the lexical

richness, namely lexical diversity (the measurement of the total different words employed in the text), sophistication (the measurement of the high level words employed in the text, and lexical density (the amount of content words presented in the text). Similarly, Ishikawa (2015, p. 2) claims that lexical density is the proportion of 'lexical' and 'open-class words' or content words. However, the distinguishes this measure in two distinctive concepts, namely 'an index of information-orientation' and 'lexical easiness'.

The concepts of language density commonly focusses on the various complexities produced from the development of word (Fan, S., & Thomas, 2013). This is also in accordance with the idea proposed by (Halliday, 2014) that lexical density is related the notion of lexical-grammar especially in the wording level of language. Meanwhile, (Kondal, 2015) states that lexical density (the total number of lexical items in a text) and lexical variety (the total number of different words in a text) are main concepts that can be attached to define lexical development.

Furthermore, there is a theory that says the longer the sentence would indicate the more difficult the sentence to understand (Islam, Z., Mehler, A., & Rahman, 2012). There are various measurement of lexical density. The measurement of lexical density was firstly initiated baited by (Ure, 1999), who stated that 'lexical density should be treated as the proportion of the number of lexical items per the number of running words". This formula was then developed by (Halliday, 2014).

Thus, it can be concluded that the level of lexical density can be obtained by calculating the number of content words which is divided by the total number

of words in a sentence. Content words are words that deliver a high information load, namely nouns, verbs, adjectives, and adverbs (Sholichatun, 2011). Content words are different from grammatical function words. Grammatical function words are classified into determiners. Pronouns, preposition, conjunctions, numerals, auxiliary verbs. (Sholichatun, 2011) stated that long and lexically dense sentences are more difficult to understand. Furthermore, (Hanafiah, R., & Yusuf, 2016) state that a text can be classified as a formal text when the proportion of the content words to the total words is proven to be lexically dance. On the other hand, sentences that have low lexical density are easier to understand.

2. Lexical Items

Lexical items or content words are those which contain the main semantic information in a text, and they are fallen into the four main lexical word classes: noun, verb, adjective, and adverb (Jeffries, 2006). According to (Thornbury, 2005), content words are words that carry a high information load such as noun, adjective, lexical verb and some adverbs. Moreover, (Halliday, 2014) defines lexical items as part of an open system rather than closed set because it is possible to new items can be added. In conclusion, lexical items or content words are part that carry high information in text and called as open classes in which new words can be added. These are parts of lexical items:

a) Nouns

is a word which names things and persons (Verspoor. M, & Sauter, 2000) The lists are like woman, man, book, desk, chair and so on. In linguistic, a noun is a

member of part of speech which can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.

b) Adjective

According to (Harmer, 1998) djective is a word that gives more information about a noun or pronoun. (Gelderen, 2002) says that adjective is a word that modifies a noun (beautiful, good, cheap) and describes qualities (proud, happy, excited). Moreover (Jeffries, 2006) states that the function of adjective are as the pre-modifier to the head noun in a noun phrase (a brilliant artist), and following an intensive verb as the complement of clause (the artist is brilliant).

c) Verb

is called as doing word. According to (Gelderen, 2002) verb is a lexical category which often expresses a state, act, event, or emotion. For example, go, work, stan, cut, etc.

d) Adverb

is a word that modifies a verb, adjective, or other adverb, e.g proudly (Gelderen, 2002). According to Johansson (2008:67) adverb that is counted as lexical items are all adverbs that derived from adjectives. For example Quickly, beautifully, slowly, happily, etc.

e) Grammatical Items

Gelderen (2002) says that grammatical categories do not contribute to the meaning of a sentence and merely as parts or as connector. While Halliday (1985) states that grammatical items are those that function in closed system because the new words are not easily added. In the English language

grammatical items include auxiliary verb, determine, pronoun, most preposition, conjunction, and some classes of adverb.

f) Auxiliary verb

is a verb that can not stand on its own but that helps (combines with) another verb. For example, 'be; (is, am, are, was, were), 'do' (does, did), and 'have or has', and the modal auxiliary verbs, shall, should, will, would, can, could, may, might, must or ought to.

g) Pronoun

According to (Harmer, 1998) pronoun is a word that is used to replace a noun or noun phrase. Pronoun is to substitute for more complex nouns and noun phrase in order to make the language more efficient and avoid repetition. For example, I, you, we, myself, himself, themselves.

h) Preposition

According to (Harmer, 1998)) preposition is a word which is used to show the way in which other words are connected. states preposition has similar meaning to subordinators because they link and show a meaning relationship. Preposition usually introduces dependent noun phrase. Preposition is a word that is indicating location (in place and time), direction and relationship. For example, under, on, in, at, in front of, beside, between, etc.

i) Determiner

According to Harmer (1998) determiner is article that belongs to a class of words. Determiner usually comes before a noun or at the beginning of a noun phrase. Then, says that determiner is a word that point of specifies. It is

situated before the noun head of the phrase, and before any adjective that may be in the noun phrase. For example a, an, the, etc.

j) Conjunction

is general term to describe a word that joins two or more words or sentence together Conjunction can be divided into coordination and subordinating is to join, or coordinate two or more clauses such as "and, or, and but" while subordinating conjunction is used to make clear that one unit or structure is less important grammatically than another (if, so, that, although).

k) Some Classes of Adverb

here means that adverbs which are not included in two kinds of adverb above. For example, here, there, now, then, always, etc.

3. Reading Text

Reading is among the required language skills that high school student in Indonesia have to master. It is a crucial component of the teaching and learning process for the other four skills because it comprises a more significant portion of the teaching syllabus for classroom instruction. In this regard, (Pearson, 2014) contend that reading is primarily concerned with developing appropriate and efficient comprehension strategies.

In order to reach the students' comprehension, teachers have to carefully select the reading text which are suitable for their students. However, selecting appropriate reading material for students remains a challenging task for teachers over decades, primarily for teaching EFL learners (see Arias, Lare, 1993; 2007;

Moffet, 1982; Rezaei Ghahroudi & Sheikh zadeh, 2017; Syunina, Yarmakeev, Shechter, Pimenova & Abdrafikova, 2017; Wheler & Wheler, 1948). In order to gain many benefits from the time spent reading, teachers have been attempting to find out reading materials that fit the students considering some criteria such as relevance, interest, and usefulness (Moffet, 1996). Therefore, reading material selection becomes among the primary tasks EFL teachers must fulfill before entering the class.

According to (Harmer, 1998), reading text provides opportunities to study vocabulary, grammar, punctuation and the way to construct paragraph, sentence and text. (Tiedemann, 2011) says. That reading text is a tool of reading, because it is an instrument that is used to read. The form may be in visual signs and symbols including written alphabetic text. So, reading text is a written text or passage that is used to read in order to vocabulary, grammar, and punctuation and the way to construct sentence, paragraph and text.

Textbook published by Ministry of Education and Culture is a textbook that is common used by some schools. It is used in the two semesters of teaching-learning process. The reading materials in the textbook are arranged well. The reading text is designed with pictures which can drag the students' interest to read. Some texts are written by giving a clear discussion or explanation of a particular genre that can help students to learn the social purpose, generic structure, and language features of the texts. The exercise of the reading texts are given in the various kinds. The students are asked to answer some question related to the text

and determine the generic structure of the texts. The designers arrange the questions interestingly that can facilitate the students to understand the text.

In Junior High School, there are some kinds of genre. They are narrative, recount, descriptive, report, and procedure. Those are genre that has most complexity of words especially the lexical items.

4. Text Types of Reading

According to (Rotter, W and Bendl, 1998) there are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote spoof, new item. In this study, according to Curriculums 2013, text types that would be learned by Junior High School students are only narrative, recount, descriptive, report, and procedure text.

Narrative's social function is to tell stories or past events and entertain the readers. The generic structure of the text is orientation, complication, and resolution. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or entertain the readers. The generic structure is orientation, events, and reorientation.

Descriptive text which function to describe a particular person, place, or thing. The generic structure is identification and description. Report text is a text which presents information about something as it is. It is as a result of systematic observation analysis. The generic structure is general classification and description. Procedure is a text that is designed to designed to describe how something is achieved through the sequence of actions or steps.

5. Textbook

Textbook is a manual of instruction or standard book in any branch of study which is produced according to the demands of educational institutions. The textbook has been well-known to play a key role in the process of learning at school. It can determine the materials to be taught and also can help teachers decide the way they teach (Putra, D. A., & Lukmana, 2017).

According to (Mukundan, J., Nimehchisalem, V., & Hajimohammadi, 2011), textbook plays a crucial role in learners' success or failure in their academic program. Moreover, (Palincsar A.S. & Brown, 2001) added that even when teachers prefer not to teach from the textbook, it still plays a significant role in determining the curriculum. According to (Ardini, 2010) textbook is crucial component in education. The models of teaching and learning are applied into a textbook.

Moreover, (Syafitri, N., Sada, C., 2014) state that textbook has an important role for teacher to explain more detail and for students to learn easily. So, textbook is a manual of instruction that provides texts and learning task to help teacher and students in teaching and learning process.

The use of English textbook has a noteworthy eminence for both teacher and learners. It does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanation and activities. On the side of the learners, it influences their attitudes and performance to the material. It is a truth that when they like their textbook, they will engage actively in the classroom. (Harmer, 1998) states that the most important aspect of

the textbook use is for teachers to try engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom.

Cunning worth (1995) identifies a textbook as a resource in presenting the material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing. In short, a textbook is useful assist teachers in applying the curriculum because it is based on curriculum needed and as guidance in and providing the opportunity for learners to learn.

B. Previous Relevant Studies

There are many studies which examined language complexity. The previous studies showed different results. (Nesia, B. H., & Ginting, 2014) decided that study deals with the lexical density especially the lexical items which formed in the reading texts of Look Ahead textbook and the type of genre which has the highest lexical density of the reading texts. She found that in the result of analysis that the lexical items that formed in narrative texts are noun and verb, explanation texts are noun and verb, discussion texts are noun and verb, and review texts are noun, adjective, and verb. This means that narrative, explanation, and discussion texts are formed by two lexical items, they 19 are noun and verb while review texts are formed by 3 lexical items, and they are noun, adjective, and verb. So, the explanation text is the most difficult text to be comprehended in the textbook.

(Pratiwi, 2014) analyzed the English textbooks by describing the lexical density and nominal group connected with the text comprehending. The average of the lexical density of the 15 reading texts is categorized medium between 4 and 4.9, meaning that the most reading texts are easy enough to be comprehended by the students. While the highest lexical density is 5.77 difficult to be comprehended, the lowest lexical density is 3.03 easy to be comprehended. Then, the highest nominal groups are 47 and the lowest nominal groups are 18. This study shows that the number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor. The data is analyzed by using (Halliday, 2014) theory to find out lexical density and nominal group of the textbook.

(Hidayat, 2015) in analyzing textbook of English for Islamic studies, He found that seven texts in the textbook were in the low lexical density category, six texts are in the normal category and one text is in the high lexical density categories. From the articles reviewed, it can be seen that the previous researcher had not analyzed the textbook used for senior high school students. To fill this gap, this study was conducted to analyze the lexical density of textbook for the tenth grade senior high school to know how the lexical density in textbook were and which text were appropriate or not appropriate to use for the students.

Ngan and Thao (2016) examined the lexical density and readability of non-English majored freshmen's writing in Vietnamese context. The data were collected from 26 non-English majored freshmen's written products, using two

methods in calculating lexical density and readability from Ure and Flesch. The study indicated Digital Repository Universitas Jember 11 that written products were low lexical density and still need to enhance their writing skill with more complex grammar and vocabulary.

Sholichatun (2011) studied reading material in English on sky textbook for junior high school. She applies content analysis of reading material in English on sky textbook because it is one of the genre that must be mastered by 9th year students of junior high school. The data collected from reading texts found in English on sky textbook, there are 10 reading texts which are categorized into different kinds of text and the result of the researched showed that there are three genres which are used in English on sky textbook 9th grade of junior high school. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that the reading texts are quite lexical densities. Therefore, the text is not difficult to understand and suitable for students Based on the previous studies above have the similar object of this study. They analyzed the Lexical density of English Textbook. This study also analyzed the lexical density of reading text in English Textbook. However, the theory of lexical density in this study similarities with the solichatun's paper. But The differences among the previous studies with this study is using textbooks that are widely used by schools in Medan with local published by Ministry of Education and Culture.

C. Conceptual Framework

The concepts of language density commonly focuses on the various complexities produced from the development of word (Fan, S., & Thomas, 2013). This is also in accordance with the idea proposed by (Halliday, 2014) that lexical density is related the notion of lexical-grammar especially in the wording level of language. Meanwhile, (Kondal, 2015) states that lexical density (the total number of lexical items in a text) and lexical variety (the total number of different words in a text) are main concepts that can be attached to define lexical development. Furthermore, there is a theory that says the longer the sentence would indicate the more difficult the sentence to understand (Islam, Z., Mehler, A., & Rahman, 2012).

There are various measurement of lexical density. The measurement of lexical density was firstly initiated baited by (Ure, 1999), who stated that 'lexical density should be treated as the proportion of the number of lexical items per the number of running words". This formula was then developed by (Halliday, 2014).

Thus, it can be concluded that the level of lexical density can be obtained by calculating the number of content words which is divided by the total number of words in a sentence. Content words are words that deliver a high information load, namely nouns, verbs, adjectives, and adverbs (Sholichatun, 2011). Content words are different from grammatical function words.

Grammatical function words are classified into determiners. Pronouns, preposition, conjunctions, numerals, auxiliary verbs. (Sholichatun, 2011) stated that long and lexically dense sentences are more difficult to understand. Futhermore, (Hanafiah, R., & Yusuf, 2016) state that a text can be classified as a

formal text when the proportion of the content words to the total words is proven
to be lexically dance. On the other hand, sentences that have low lexical density
are easier to understand.

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┌─────────────────────┐
│      Textbook        │
└─────────────────────┘
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      ╭──────────╮
      │ Reading  │
      │   text   │
      ╰──────────╯
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      ╭──────────╮
      │Short Story│
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│ Lexical density theory│
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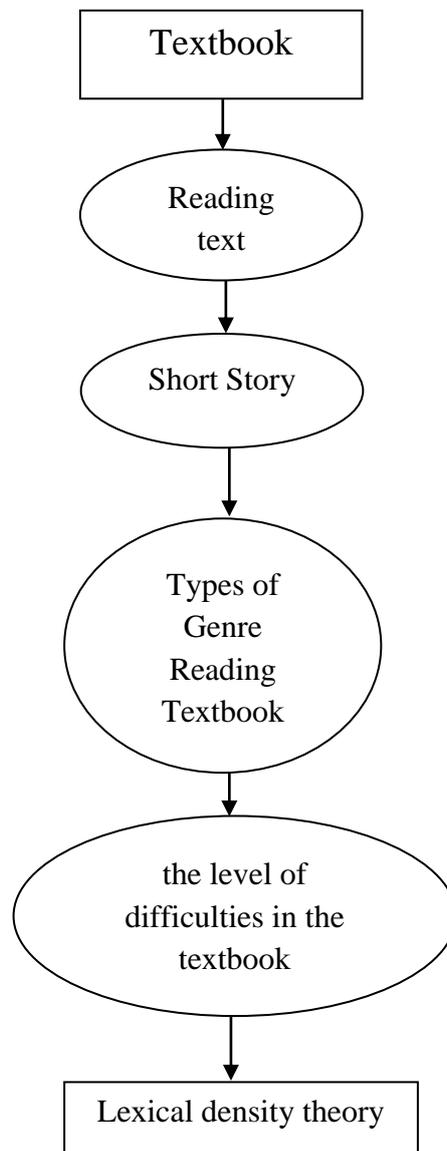
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study concerned with the analysis of content the textbook. Issued by the government. In conducting the research, descriptive qualitative research was applied. (Quinn Patton, M., & Cochran, 2007) defined that qualitative research is characterized by its aims, which related to understanding some aspect of social life, and its methods which (in general) generated words, rather than numbers, as data for analysis. It means that do describing, identifying and analyzing the text are the way to analyze the data of study. The descriptive research means that the data of this study are described or explained.

The document of this research was an English textbook published by Ministry of Education and Culture. The research selected the sentences presented in the textbook. After that, the research analyzed the sentences based on the theories of lexical density, focused on analyzing material such as reading text within its own content or text types lexical density in the textbook.

B. Source of Data

In this research, the source of data was reading texts found in a textbook for the Junior High School published by Ministry of Education and Culure. This study was analyze the words and genre types in all reading texts found in the textbook in order to find out lexical density percentage.

C. Techniques for Collecting Data

In this study, the researcher will use documentation study or qualitative document (Creswell. 2014) which focused on analyzing the text. This research will employ within the scope of documentation will be used to collect the data. The documents itself will be in the form of reading texts Published by Ministry of Education and Culture in Junior High School.

Research data will be collected through the following steps:

1. Collect references related to research.

2. Read 9th grade junior high school textbooks.

3. Determine the type of text in short stories in junior high school books.

4. Look at the difficulty level of the short story in each word.

5. Determine the level of lexical density in the text book in each word of the short story, including at high, moderate, and low levels.

D. The Techniques Analyzing Data

In analyzing the data, the writer was use content analysis as the technique. (Ary, D., Jacobs, L. C., & Razavieh, 2010) claimed that content analysis is foccused on analyzing and interpreting recorded material such as textbook within its own content. Then the collected and classified data was be analyzed, including the lexical density of the reading text found. For this research, lexical density was be measured by using Ure's method. The steps was follow:

1. Reading each texts in textbook Published by Ministry of Education and Culture in Junior High School.

2. Finding the words which belong to content words or grammatical function words in each text.

3. Marking the words which included in content word in bold letter and marking the words which included in grammatical function word in italic letter.

4. Counting the total of lexical items and the total of grammatical function word.

5. Counting the proportion of lexical density by using Ure's method as follows:

   Lexical density = the number of content word x 100

   Total Words

6. Concluding the proportion of lexical density based on the level of difficult according (Sholichatun, 2011b). High Lexical density is around 60-70%, moderate lexical density measures is around 50-60%, and low lexical density is around 40-50%.

7. Analyzing the data to know the lexical density of reading texts in textbook Junior High School Published by Ministry of Education and Culture.

8. Concluding the reading text whether they are appropriate or not based on lexical density analysis.

9. Represented the result in the table

No	Title of Reading Text	Genre	Page	Content Words	Grammatical Words	Total Number of Words	Lexical Density	Category of lexical Density
1								
2								
3								
4								
5								

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study concentrated to lexical density. It tried to describe about the lexical density level of the textbook in junior high school, how is the lexical density distributed across the textbook in junior high school.

B. Data Analysis

There are 16 short stories classified based on the 5 genres that have been found during analysis, found in a ninth grade junior high school textbook:

Table 4.1
Analysis Table of Lexical Density of Reading Texts in Textbook,
"Bahasa Inggris" in a Ninth Grade Junior High School.

No	Title of Reading Texts	Genre	Page	Content Words	Grammatical Words	Total Number of Words
1	How to cook Rice	Procedure Text	71-72	72	42	132
2	The Golden Start-Fruit Tree	Narrative Text	140-141	207	104	528
3	Fabrics	Descriptive Text	158	39	14	62
4	Chickens	Report Text	158	72	28	124
5	Cows and Bulls	Report Text	159	51	34	99
6	Buffalo	Descriptive Text	166	68	43	117
7	Bat	Descriptive Text	167	76	24	125
8	Dragonfly and Damselfly	Report Text	174	50	23	92

9	Grasshopper	Descriptive Text	175	32	14	62
10	Fish	Report Text	175	49	33	120
11	Materials	Descriptive Text	177	54	27	142
12	Sponge	Report Text	178	25	11	60
13	Wood	Descriptive Text	179	62	19	118
14	Tax	Descriptive Text	183	73	23	116
15	Family	Descriptive Text	186	30	32	129
16	Neighborhood	Report Text	186	49	22	96

The book discusses genres based on types of stories such as family, environment, places, plants, animals, objects and ingredients and how to cook. Based on the table, the researcher found four genres in the book which discussed family, environment, science, and entertainment news. There are 8 reading texts in the science genre, one reading text in the family genre, 1 deep reading text environmental genre, and 7 reading texts in the entertainment news genre. They decided based on the researcher's knowledge in deciding the language features of the text.

Lexical density was calculated by the (Ure, 1999) he lexical density of a text was calculated by expressing the number of content word lexical items in a text as a proportion of all the lexical items in the text. Content word lexical items included nouns, the main part of verbs, adverbs, adjectives. Grammatical word lexical items included prepositions, conjunctions, auxiliary verbs, pronouns. Lexical items were words in a text.

Details of the level of lexical density for each text in the junior high school

book following table:

Table 5.3
Lexical Density Level

Aspect Text	Lexical Density (LD)	Category of Lexical Density
Text 1	54,5 %	Moderate
Text 2	39,2 %	Low
Text 3	62,9 %	High
Text 4	58 %	Moderate
Text 5	51,5 %	Moderate
Text 6	58,1 %	Moderate
Text 7	60,8 %	High
Text 8	54, 3 %	Moderate
Text 9	51,6 %	Moderate
Text 10	40,8 %	Low
Text 11	38 %	Low
Text 12	41,6 %	Low
Text 13	52,5 %	Moderate
Text 14	62, 9 %	High
Text 15	23,2 %	Low
Text 16	51 %	Moderate

From the table above, it could be seen that:

Text 1:

HOW TO COOK RICE

1. **Measure rice with** *the* **measuring cup**. Then, **rinse** *the* **rice thoroughly using other container.**

2. **Put** *the* **rinsed rice** in *the* **pan** *and* **add water** *to the* **recommended scale** or *to* your **personal taste**.

3. **Soak** *the* **rice** in **water** at **least** *for* 30 **minutes.**

4. **Place** *the* **pan into** *the* **body**. **Make** sure *the* **pan settles properly**.

5. **Close** *the* **lid firmly**.

6. **Plug** in *and* **press** *the* **switch**. *The* **light indicating "COOK"** will be on. *The* **cooking** will **start immediately**.

7. When *the* **rice** is **cooked**, *the* **switch** will **move up** *the* **keep warm**, *and the* **light indicating "WARM"** will be on. After *the* **switch moves up, leave** *the* **lid closed** *for the* at **least** 15 **minutes** *to* **steam** *the* **rice fully, scoop** *and* **mix** *the* **rice well**.

8. **Unplug**.

The text above is part of the type of text procedure text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 42 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. which have density of 72 words (multiplied by 100 divided by the number of words in the entire text). so the total lexical density in the text is 54.5%. and included in the moderate text category. means that the text is quite difficult to understand junior high school students.

Text 2:

THE GOLDEN STAR-FRUIT TREE

*A*long **time ago**, there was *a* **rich old man living** in Vietnam. He had two **sons**. They had very **different attitudes**. *The* **older** brother was very **greedy**, *but the* **younger** brother was very **kind**. When *the* old man **died**, *the* brothers **divided** his father's **wealth into** two parts. *The* big brother **took almost** everything. He

gave his **younger** brother only *a* **small piece** *of* **land**, with *a* **star-fruit tree** in **front** of it. *The* **younger** brother did not **mind**. *From the* on he **lived** there *and* **made** his **living only** *by* **selling star fruits** *from the* **tree**.

Unfortunately, *a* very **big raven often came** *and* **ate all** *the* **ripe fruits**. At first, he was **too afraid** of *the* **raven**, *and* did not know what *to do*. *But* one day he **dared** *to* **approach** *the* **raven**. He **begged** *to* it not eat *the* **fruits**. "If you eat the fruit, *I* will have **nothing** *to* **sell** *to the* market, *and* my family will **starve**."

Surprisingly *the* **raven** was not angry. He **replied**, "*I* need *the* fruits too. *Can I have* them *and* **I'll pay** *to* you with **gold**. **Bring** *a* 1-meter long bag, *and* **I'll bring to place full of gold** *and* you **can fill the bag full with gold**." *The* **younger** brother then **told** his **wife** *to* **make** 1-meter **long bag**. When *the* **bag** was **done**, he **climbed** on *the* **raven's back** *and* they **flew** *to a* **place full** of **gold**. He **filled** *the* **bag full** with **gold**, *and* then **flew back home** on *the* **raven's back**. *From the* on, *the* **younger** brother *and* his family **could live happily** in **luxury** On *the* **commemoration** of his father's **death,** he **invited** his **older** brother *to* come *to* his house. **Thinking** that his brother **had** *a* **poor** house, *the* big brother **refused** *to* come. *But* because his **younger** brother **insisted**, he *and his* **wife finally decided** *to* come. When they got *to the* **younger** brother's house, they were surprised *to* see that he was now very **rich**.

He **asked** his **younger** brother how he had got all his **wealth**, *and the* **younger** brother was happy *to* tell him *the* **truth**. Then*, the* **greedy** brother *and* his **wife offered** *the* **younger** brother *to* **trade** all *their* **fortune** for *the* **star-fruit tree**. *The* **younger** brother **gladly accepted** *the* **offer. Soon** *the* older brother *and*

his family **moved** *to the* house with *the* **star-fruit tree.** When *the* **raven** came for *the* **star fruits**, *the* older brother **made** *the* **same plea**. As **expected,** t*he* **raven told** him *to* **bring** *a* 1-meter long *a* bag.

Because he's was **greedy**, he **asked** his **wife** *to* **make** *a* **much longer bag**. When *the* **bag** was *the* **bag done**, he **climbed** on **the raven's back** *and* then they **flew** to the **place full** of **gold**. He **filled** *the* **big bag with gold**. He **also brought some gold** in his **pockets.** On *the* **way home**, *the* **load soon became too heavy** for **the raven**. **Unabl**e *to* **hang** *on, the* **raven swayed**, *and th*e **greedy** brother **fell straight down** *the to the* **sea** with his **bag** *and* **pockets full** of **gold**. He **sank** very **fast down** *the* **sea**. *The* **older died** because of his **greediness**.

The text above is part of the type of text Narrative text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 104 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. which have density of 207 words (multiplied by 100 divided by the number of words in the entire text). so the total lexical density in the text is 39,2%. and included in the low text category. means that the text is easy to understand for junior high school.

Text 3:

FABRICS

Fabrics *are* **used around** *the* house *to* make **clothes, curtains, towel** *and* **furniture coverings. Fabrics such as cotton, linen, wool** *and* **silk** *are* **made from natural fibres**, which come *from* **plants** *and* **animals**. **Fabrics** *can* **also** be

made of **plastic**, or *a* **mixture** of **plastic** *and* **natural fibres. Fabrics** *have* **different properties.** *For* **example**, some *are* **tough, while others wear away quickly**.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 14 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 39 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 62,9%. and included in the High text category. means that the text is diffiuclt to understand for junior high school.

Text 4:

CHICKENS

Chickens *are* **kept** as **farm animals all over** *the* **world**. They *are* **related** *to* **wild birds** that were **tamed** by **humans over** 4,000 **years ago**. **Chicken s***can* **fly** *for* **short distances**, but they **prefer** *to* **walk** *or* **run**.

Farmyard chickens eat seed s*and* **small insects**. They will **also peck grain** that is **sprinkled** on *the* **ground**. On some **big farms, however, hens** *are* **fed** on special **food** *and* **kept** in **small cages**.

Male chickens *are* **called cockerel s***and have* **large crests** on *their* **head** s*and* **ruff** of **long feathers round** *their* **necks**. They **often make** *a***loud crow**, **especially** at **daybreak. Female chickens** are **called hens**. They *are* **smaller** and **less colorful** than **cockerels. Hens** *are* **kept** *for* **both** *their* **meat** *and their* **eggs**.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 28 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 72 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 58%. and included in the moderate text category. means that the text is quite difficult to understand junior high school students.

Text 5:

COWS AND BULLS

Female cattle *are* **called cows** *and the* **males** *are* **called bulls**. They *are* **kept** on **farms all over** *the* **world** *for their* **meat, called beef,** *and for their* **milk**. We **also use** *their* **hides (skin)** *to* **make leather shoes** *and* **clothes**.

Female cattle that *are* **reared** *for their* **milk** *are* **called dairy cows**. **Twice** *a* day *they are* **brought** in *from the* **fields** *to* be **milked**. Special **machines suck** *the* **milk** *form the* **cow's udder**.

Although they *are* not **clever animal**, **cattle** *are* very strong. In **many parts** of *the* **world**, they *are* **used** *to* **pull plough s***and* **carts**.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 34 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of

51 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 51,5%. and included in the moderate text category. means that the text is quite difficult to understand junior high school students.

Text 6:

BUFFALO

Buffalo *are* **big, strong, dark-colored mammals with huge horn**s. **African buffalo live** in **herd** of **several hundred-usually near water**, as they love *to* **wallow** *in* **mud**. **African buffalo** *have* very **bad tempers**, so **humans** *have* **never managed** *to* **tame** them. **Water buffalo** *are* **found** *in the* **wetter are as** *of* **Asia**. **Few** *are* **found** *in the* **wild now** *and* they *are* **mostly kept** as **farm animals**. **Water buffalo** *have* **been domesticated** *for* 3,000 **years**. They *are* **used** *to* **pull carts** *and* **ploughs**, *but they can* be **kept** *for their* **meat**, **milk**, *and* **hide**s. **Only** *a* **few survive** in *the* **wild** in **Asia**, *but* **buffalo** *are* **released** *to* **run free** in *the* **swamps** *of the* **Northern Territory** of **Australia**.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 43 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. which have density of 68 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 58,1%. and included in the moderate text

category. means that the text is quite difficult to understand junior high school students

Text 7:

BAT

Bat s*have* **big ears**, **furry bodies** *and* **wings like leather**. They *are* **nocturnal mammals**. This **means** they sleep *in* **caves** *and* **attics during** *the* **day** *and* **fly out** *to* **feed** *at* **night-time**.

Bat *are the* **only mammals** that *can* **fly**. They *are* very **fast** *and* **acrobatic**. When they **chase after insects**, they **twist** *and* **turn** *in* **mid-air**. **Bats use sound** *to* **catch insects** *in the* **darkness**. They **send out high-pitched squeals** that **human cannot hear**. *The* **echoes** that **bounce back tell** *the* **bats exactly where** they **will find** *their* **prey**.

Flying foxes, *or* **fruits bats**, *are* **large bats** that live *in* **tropical Africa** *and* **Asia**. They **mainly eat fruit**. **Flying foxes** *are* **important** because they help *to* s**pread** *the* **pollen** *and* **seed** *of* **many plants**.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 24 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives, which have density of 76 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 60,8%. and included in the High text category. means that the text is difficult to understand for junior high school.

Text 8:

DRAGON AND DAMSELFLY

Dragon flies *are the* **fastest flying insects**. They **swoop over** *the* **streams** *and* **ponds** up *to* 90 kilometers per **hour**. **Damselflies** *have* **longer**, **thinner bodies** *and are* **more delicate**, with *a* slow, **fluttering flight**. *The* **wings** *of the* **damselfly** *are* **almost transparent**. They **shimmer** as *the* **damselfly** **searches** *for* **small insect** *to* **eat**.

Dragonflies *and* **damselflies live near water**. They **lay** *their* **eggs** *on* **plants**. When they **hatch**, *the* **young ones**, **called nymphs**, come out *of the* **eggs**. They **feed** on **other water creatures**, *and* after two **years** *the* **nymphs grow into adults**.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 23 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives, which have density of 50 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 54,3%. and included in the moderate text category. means that the text is quite difficult to understand junior high school students.

Text 9:

GRASSSHOPER

Grasshoppers *are* **insects** that **prefer** *to* **hop** on *their* **long back legs rather** than **fly**. **Male's 'sing'** *to* **attract mates-grasshoppers** do this *by* **rubbing** back **legs** together.

Grasshopper s*have* very **strong muscles** in *their* **long back legs** *and an* **amazing spring** in *their* **knees**. *The* **grasshopper** *can* **jump** 12 times its **own length**-this would be like *a* **child jumping over** *a* house.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 14 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 32 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 51,6%. and included in the moderate text category. means that the text is quite difficult to understand junior high school students.

Text 10:

FISH

Fish live in **saltwater** *and* **freshwater** all **over** *the* **world**. They come in **many different shapes** *and* **sizes**, *but* **most** *are* **covered** *in* **scales** *and have* **strong fins** *for* swimming. *A* fish's **scales all lie** in *the* **same direction** *to* help *the* fish **slip through** water.

Like us, fish **need oxygen** *to* live. *But* **instead** *of* **breathing air**, they **absorb** *the* **oxygen** *in* water. Water **enters** the **mouth** *and* is **swept over** *the* **gills**. *The* **oxygen passes** *from the* water **into tiny blood vessels** in *the* **gills**.

Fish often swim in groups **called shoals**. One **reason t**hey do this is *for* **protection**. Many fish together *can* **confuse** a **predator**. This make it **hard** *for the* **predator single out***a* fish.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 33 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 49 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 40,8%. and included in the Low text category. means that the text is easy to understand for junior high school.

Text 11:

MATERIALS

Our **world** is **made** up of **many different materials**. **Metals** come *from* **rocks**. **Wood** comes *from* **trees**. Plastics *and* glass *are* **made** in **factories**. **Ceramics** *are* **made** of **mud** *and* **clay**. **Most fabrics** *are* **made** of **parts** of **plants** *or* **animals**. We use all these **materials** *to* **build our homes** *and to* make he **things** we use every day.

A **material** that **soaks** up water well is said *to* be **absorbent**. *A* **material** that **resists** water is said *to be* **waterproof**. **Tissues** *are* **made** of *a* special **absorbent paper**.

Some **material**, **such as metal**, **feel cold** when you **touch** them because they draw *the* **heat** *from* your hand. They *are* said *to* be good **thermal conductors**. **Other materials**, **such as wood**, **feel warm** *to the* **touch**. They do not draw **heat** *from* your hand *and are* said *to* be good **thermal insulators**.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 27 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 54 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 38%. and included in the Low text category. means that the text is easy to understand for junior high school.

Text 12:

SPONGE

There *are* **different types** of **sponges**. Some **sponges** *are* natural *and* come *from* **animals** that live in **warm seas**. **Most sponges found** in *the* house *are* **made** *of* **rubber**. **Sponge absorbs** water well. Water is **held** in **tiny holes inside** *a* **sponge**. It will **only** come out when *the* **sponge** is **squeezed**. *The* best **sponges mop** up **lots** *of* water.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 11 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 25 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 41,6%. and included in the Low text category. means that the text is easy to understand for junior high school.

Text 13:

WOOD

Wood is *a* **natural materials**. It comes *from the* **trunk s***and* **branches** of **trees**. **Different trees produce different kind of wood**. Some **woods**, **such as oak**, *are* very **hard**. 3 Others, such as **balsa**, *are* very **soft**. **Most wood** *are* **light enough** *to* **float** *but* some, **such as ebony**, **sink**. **Wood** has *a* **distinctive smell**. When you hit it with *a* **hammer**, it has *a* **distinctive sound**.

Some **wood**, **such as ebony**, *are* so **hard** that it is **almost impossible** *to* **saw** or **knock** a **nail into** them. **Balsa wood** is so **soft** you *can* **easily break** it with your **fingers**. **Different woods** *are* **chosen** *to* make **different types of furniture**, **depending** on how **strong** *the* **furniture need** *to* be.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 19 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of

62 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 52,5%. and included in the Moderate text category. means that the text is quite difficult to understand junior high school students.

Text 14:

TAX

Responsible citizens *and* **companies pay tax regularly**. **Tax** is money that is **paid** *to the* **government**. There *are* **different kinds of tax**: **income tax**, **property tax**, **service tax**, **sales tax**, *and* so on. **Tax** is **also paid** on goods *and* **services**. People **pay tax according** *to their* **income** *and* **business pay tax according** *to their* **profits**. *The* money that *the* **government gets** *from* **tax is often called tax prayers**' money. **With tax-prayers** money *the* **government** *can* do **many useful programs** that **benefit** *the* **citizens**. *The* **government** *can* **build** *and* **maintain roads**, **public transportation**, **health-care system**, **education, sanitation**, **public safety**, *and* so on. Good **public services** *can* **only be realized** if people *and* **business companies pay tax**.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 23 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 73 words (multiplied by 100 divided by the number of words in the entire text).So

the total lexical density in the text is 62,9%. and included in the High text category. means that the text is difficult to understand for junior high school.

Text 15:

FAMILY

A family is *a* group of people who live together in *the* same house *a* **complete** family **consists** of **parent s***and* one or more children it is **called** *a* **nuclear** family in many **countries** *a* family *can* be **extended** *to* **include relatives** such as grandparents uncles aunts cousins **nephews** *and* **nieces living** together **under** *the* same house this big family is **called** *an* **extended** family *the* **members** of *a* family share *the* **house work** *and* take care *to* **each** other with *the* family we **feel safe** *and* happy *to* go **home means** *to* **return** *to* our family in **order** *to have a* **rest** *to* watch tv *to* eat together *and to* share **happiness** *and* **sadness** with each other with our family we **grow up** *to* be **healthy** *and* **useful individuals**.

The text above is part of the type of text Descriptive text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 32 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 30 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 23,2%. and included in the Low text category. means that the text is easy to understand for junior high school.

Text 16:

NEIGHBORHOOD

A **neighborhood** is *a***social community within** *a* city, **town** or **village** *a* **neighborhood** is **made** up of **families** who live **near each other as neighbors** there is *a* lot of **face-***to***-face interaction among** them **neighborhood** *have* many **benefits** *for the* **members** *a* **strong** *and* **closely related neighborhood** is *a* **safe environment** *for the* children *to* **grow up** mothers *and* girls *can* **also learn certain skills like cooking** *and* **knitting from each other** with **little** or no money there *are* many **enjoyable neighborhood activities too** like sports *and* **celebration neighborhoods also protect** *the* **families** *from* **crimes**.

The text above is part of the type of text report text. Words in italics are words included prepositions, conjunctions, auxiliary verbs, pronouns that have grammatical words and a density of 22 words. Words in bold are content words included nouns, the main part of verbs, adverbs, adjectives. Which have density of 49 words (multiplied by 100 divided by the number of words in the entire text). So the total lexical density in the text is 51%. and included in the Moderate text category. means that the text is quite difficult to understand junior high school students.

The level of lexical density in the first text has a moderate vocabulary, which has 72 content words and 42 grammatical words. The level of lexical density in the second text has low vocabulary, which has 207 content words and 104 grammatical words. The level of lexical density in the third text has a high vocabulary, which has 39 content words and 14 grammatical words. the level of

lexical density in the fourth text contains a moderate amount of vocabulary, which has 72 content words and 28 grammatical words. the level of lexical density in fifth place contains a moderate amount of vocabulary, which has 51 content words and 34 grammatical words. the level of lexical density in the sixth text contains a moderate amount of vocabulary, which has 68 content words and 43 grammatical words. The level of lexical density in the seventh text contains a high amount of vocabulary, which has 76 content words and 24 grammatical words. The level of lexical density in the eighth text contains a moderate amount of vocabulary, which has 50 content words and 23 grammatical words. the level of lexical density in the ninth place contains a moderate amount of vocabulary, which has 32 content words and 14 grammatical words. The level of lexical density in the tenth text contains a low number of vocabulary words, which have 49 content words and 33 grammatical words. The level of lexical density in the eleventh text contains a low number of vocabulary words, which have 54 content words and 27 grammatical words. The level of lexical density in the twelfth text contains a moderate amount of vocabulary, which has 25 content words and 11 grammatical words. the level of lexical density in the thirteenth place contains a moderate amount of vocabulary, which has 62 content words and 19 grammatical words. the level of lexical density in the fourteenth order the text contains a high amount of vocabulary, which has 73 content words and 23 grammatical words. The level of lexical density in the fifteenth text contains a low number of vocabulary words, which has 30 content words and 32 grammatical words. the level of lexical

density in the sixteenth place contains a moderate amount of vocabulary, which has 49 content words and 22 grammatical words.

There are 3 texts with high lexical categories so that the text is difficult for students to understand. there are 8 texts with the lexical category being in the sense that students are also quite difficult to understand the text. And there are 5 texts with low category. Each text has its own level of difficulty, such as the number of content words, grammatical words and the total vocabulary in each type of text which is different and not the same as in the "Ministry of Education and Culture" textbook.

Table 4.3
The Row of the Highest to Lowest LD in the Textbook

Text	Title Text	Lexical Density
Text 3	Fabrics	62,9%
Text 14	Tax	62,9%
Text 7	Bat	60,8%
Text 6	Buffalo	58,1%
Text 4	Chickens	58%
Text 1	How to cook rice	54,5%
Text 8	Dragonfly and Damselfly	54,3%
Text 13	Wood	52,5%
Text 9	Grasshopper	51,6%
Text 5	Cow and Bull	51,5%
Text 16	Neighborhood	51%
Text 12	Sponge	41,6%
Text 10	Fish	40,8%
Text 2	The golden start-fruit tree	39,2%
Text 11	Materials	38%
Text 15	Family	23,2%

C. Research Finding

After analyzing the data, It was found that 16 texts in the textbook for the ninth grade junior high school students. 5 texts are categorized as lower lexical density, 8 texts are categorized as moderate lexical density and 3 texts is labeled as higher lexical density. It means that the majority of the texts in the textbook are quite difficult to be understood by the students. The highest percentage of lexical density is 62,9%. It is "Fabric" and "Tax" which is categorized as descriptive text. This "Fabric" is which has 39 content words, 14 grammatical function words and the total of words is 62. meanwhile "Tax" is the text which has 73 content word and 23 grammatical word and a total of 116 words. On the opposite, the lowest percentage of lexical density is 23,2%. The text entitled "Family" is categorized as Descriptive text. it has 30 content words, 32 grammatical function words and the total number of the words is 129. Furthermore, it can be concluded that the high number of the words did not mean that the texts had high lexical density and the low number of the words was not the reason to classify the text as the low lexical density. The total number of words did not determine how appropriate the text was based on the lexical density analysis. Thus, commonly the reading texts found in textbook for the ninth grade junior high school students were in moderate percentage of lexical density. It means that the textbook are appropriate for the students to exercise the students' English skill especially reading.

D. Discussion

Lexical Density is a linguistic terminology used to define statistical measures that calculate the lexical richness of texts. (Johansson, 2008) tated that "lexical density is the term which is most often used for describing the proportion of content words (nouns, verb, adjective, and adverbs) to the total number of word". different from grammatical function words are classified into determiners. Pronouns, preposition, conjunctions, numerals, auxiliary verbs. (Sholichatun, 2011) stated that long and lexically dense sentences are more difficult to understand. Furthermore, (Hanafiah, R., & Yusuf, 2016) state that a text can be classified as a formal text when the proportion of the content words to the total words is proven to be lexically dance. On the other hand, sentences that have low lexical density are easier to understand.

English Textbook Junior High School published by Ministry of Education and Culture was equal lexical density. (Nesia, B. H., & Ginting, 2014) decided that study deals with the lexical density especially the lexical items which formed in the reading texts of Look Ahead textbook and the type of genre which has the highest lexical density of the reading texts. contrast (Pratiwi, 2014) analyzed the English textbooks by describing the lexical density and nominal group connected with the text comprehending. This study shows that the number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor. contrast (Hidayat, 2015) in analyzing textbook of English for Islamic studies. He found that seven texts in the textbook were in the low lexical density

category, six texts are in the normal category and one text is in the high lexical density categories. contrast Ngan and Thao (2016) examined the lexical density and readability of non-English majored freshmen's writing in Vietnamese context. The data were collected from 26 non-English majored freshmen's written products, using two methods in calculating lexical density and readability from Ure and Flesch. The study indicated Digital Repository Universitas Jember 11 that written products were low lexical density and still need to enhance their writing skill with more complex grammar and vocabulary. and as contrast (Sholichatun, 2011) studied reading material in English on sky textbook for junior high school. She applies content analysis of reading material in English on sky textbook because it is one of the genre that must be mastered by 9th year students of junior high school. The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that the reading texts are quite lexical densities. Therefore, the text is not difficult to understand and suitable for students Based on the previous studies above have the similar object of this study.

In this study, the researcher has found that textbook junior high school published by Ministry of Education and Culture was different lexical density. The texts were found in textbook had different vocabulary. Based on (Ure, 1999) theory are a large majority of the spoken texts have a lexical density of under 40% while a large majority of the written texts have a lexical density of 40% or higher. Besides that, there were some factors that affect the difficulty of understanding English texts. The dense of lexical in a text always bring some difficulties to the reader's ability in understanding a text. But it contrasts from the analysis and

finding. The lexical density level of the text had different level which is the reading texts had five text that content carrying lexical items dominant and three non content carrying lexical items. So the readers quite difficult understand the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the discussion in chapter four, the researcher found 16 texts in textbooks for ninth grade junior high school students. There are 5 texts arranged as low lexical density, 8 texts are classified as medium lexical density, and 4 texts are labeled as higher lexical density. It means majority The text in textbooks is quite difficult for students to understand. Highest the proportion of lexical density is 62.9%. This is "Fabric" which has 39 content words and 14 grammatical words and a total of 62 words. Meanwhile "Tax" is a text which has 73 content words and 23 grammatical words and a total of 116 words. Both of these texts have the same difficulty level and type. same text as well i.e. as description text. In contrast, the lowest lexical density is 23,2%. The text entitled "Family" is entered as descriptive text. have 30 content word, 32 grammatical function words and the total number of words is 129. Furthermore, it can be translated that the higher the number of words is not means that the text has a higher lexical density and a smaller number of words not a reason to classify text as lower lexical density. The total amount of words do not determine how precise the text is based on lexical density analysis. As such, the reading texts are commonly found in textbooks for ninth grade junior high school students have a relatively difficult proportion of lexical density. It means the textbook is not suitable for student practice students English skills especially reading.

B. Suggestions

Relations with conclusions, suggestions staged as follows:

1. English teachers can apply the results of this research to provide appropriate reading texts to train students improve their English skills especially reading.

2. Publisher can use this research formula to provide reading texts arranged in textbooks are in accordance with and in balance with what is in force level of lexical density for students.

3. Future Researcher This research can provide a reference for further research conduct a study on analyzing the lexical density of each reading text in textbooks for different course levels as well as further analysis by including interviews with students.

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APPENDIX I

Analysis Lexical Density of Reading Texts in Textbook

No	Title of Reading Texts	Genre	Page	Content Words	Grammatical Words	Total Number of Words
1	How to cook Rice	Procedure Text	71-72	72	42	132
2	The Golden Start-Fruit Tree	Narrative Text	140-141	207	104	528
3	Fabrics	Descriptive Text	158	39	14	62
4	Chickens	Report Text	158	72	28	124
5	Cows and Bulls	Report Text	159	51	34	99
6	Buffalo	Descriptive Text	166	68	43	117
7	Bat	Descriptive Text	167	76	24	125
8	Dragonfly and Damselfly	Report Text	174	50	23	92
9	Grasshopper	Descriptive Text	175	32	14	62
10	Fish	Report Text	175	49	33	120
11	Materials	Descriptive Text	177	54	27	142
12	Sponge	Report Text	178	25	11	60
13	Wood	Descriptive Text	179	62	19	118
14	Tax	Descriptive Text	183	73	23	116
15	Family	Descriptive Text	186	30	32	129
16	Neighborhood	Report Text	186	49	22	96

APPENDIX II

Lexical Density Level

Aspect Text	Lexical Density (LD)	Category of Lexical Density
Text 1	54,5 %	Moderate
Text 2	39,2 %	Low
Text 3	62,9 %	High
Text 4	58 %	Moderate
Text 5	51,5 %	Moderate
Text 6	58,1 %	Moderate
Text 7	60,8 %	High
Text 8	54, 3 %	Moderate
Text 9	51,6 %	Moderate
Text 10	40,8 %	Low
Text 11	38 %	Low
Text 12	41,6 %	Low
Text 13	52,5 %	Moderate
Text 14	62, 9 %	High
Text 15	23,2 %	Low
Text 16	51 %	Moderate

APPENDIX III

The Row of the Highest to Lowest LD in the Textbook

Text	Title Text	Lexical Density
Text 3	Fabrics	62,9%
Text 14	Tax	62,9%
Text 7	Bat	60,8%
Text 6	Buffalo	58,1%
Text 4	Chickens	58%
Text 1	How to cook rice	54,5%
Text 8	Dragonfly and Damselfly	54,3%
Text 13	Wood	52,5%
Text 9	Grasshopper	51,6%
Text 5	Cow and Bull	51,5%
Text 16	Neighborhood	51%
Text 12	Sponge	41,6%
Text 10	Fish	40,8%
Text 2	The golden start-fruit tree	39,2%
Text 11	Materials	38%
Text 15	Family	23,2%

APPENDIX IV

Documentation of Research

Text 1

. . . .

HOW TO COOK RICE

1. Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.
3. Soak the rice in water at least for 30 minutes.
4. Place the pan into the body. Make sure the pan settles properly.
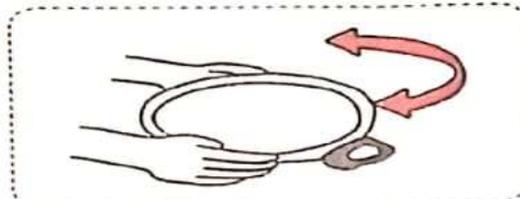
5. Close the lid firmly.
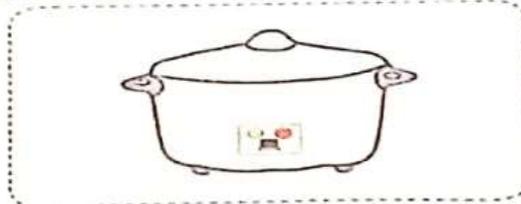
6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.
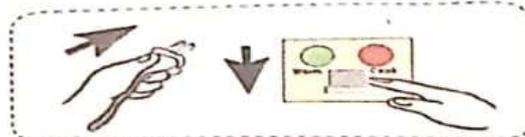
7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.
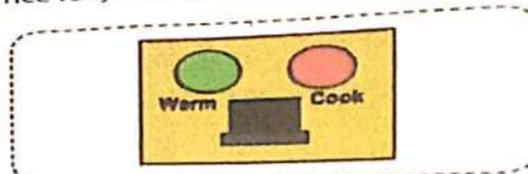
8. Unplug.

Text 2

THE GOLDEN STAR-FRUIT TREE

A long time ago, there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, but the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.

Unfortunately, a very big raven often came and ate all the ripe fruits. At first, he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."

Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll

bring to a place full of gold and you can fill the bag full with gold." The younger brother then told his wife to make a 1 meter long bag. When the bag was done, he climbed on the raven's back and they flew to a place full of gold. He filled the bag full with gold, and then flew back home on the raven's back. From then on, the younger brother and his family could live happily in luxury.

On the commemoration of his father's death, he invited his older brother to come to his house. Thinking that his brother had a poor house, the big brother refused to come. But because his younger brother insisted, he and his wife finally decided to come. When they got to the younger brother's house, they were surprised to see that he was now very rich.

He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth. Then, the greedy brother and his wife offered the younger brother to trade all their fortune for the star-fruit tree. The younger brother gladly accepted the offer. Soon the older brother and his family moved to the house with the star-fruit tree. When the raven came for the star fruits, the older brother made the same plea. As expected, the raven told him to bring a 1-meter long bag.

Because he was greedy, he asked his wife to make a much longer bag. When the bag was done, he climbed on the raven's back and then they flew to the place full of gold. He filled the big bag with gold. He also brought some gold in his pockets. On the way home, the load soon became too heavy for the raven. Unable to hang on, the raven swayed, and the greedy brother fell straight down to the sea with his bag and pockets full of gold. He sank very fast down the sea. The older brother finally died. He died because of his greediness.

Text 3

Fabrics

Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings. Fabrics such as cotton, linen, wool and silk **are made** from natural fibres, which come from plants and animals. Fabrics **can** also **be made** of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly.

(Adapted from: *Science Made Easy*, 2008, p. 12)

Text 4

Chickens

Chickens **are kept** as farm animals all over the world. They **are related** to wild birds that were tamed by humans over 4,000 years ago. Chickens can fly for short distances, but they prefer to walk or run.

Farmyard chickens eat seeds and small insects. They will also peck grain that **is sprinkled** on the ground. On some big farms, however, hens **are fed** on special food and kept in small cages.

Male chickens **are called** cockerels and have large crests on their heads and a ruff of long feathers round their necks. They often make a loud crow, especially at daybreak. Female chickens **are called** hens. They are smaller and less colourful than cockerels. Hens **are kept** for both their meat and their eggs.

(Adapted from: *The Little Animal Encyclopedia*, 2001, p. 35)

Text 5

Cows and Bulls

Female cattle **are called** cows and the males **are called** bulls. They **are kept** on farms all over the world for their meat, called beef, and for their milk. We also use their hides (skin) to make leather shoes and clothes.

Female cattle that **are reared** for their milk **are called** dairy cows. Twice a day they **are brought** in from the fields **to be milked**. Special machines suck the milk from the cow's udder.

Although they are not clever animals, cattle are very strong. In many parts of the world, they **are used** to pull ploughs and carts.

(Adapted from: *The Little Animal Encyclopedia*, 2001, p. 41)

Text 6
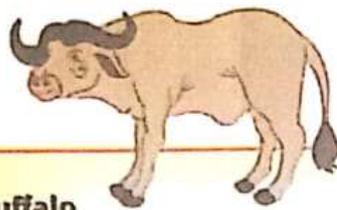
Buffalo

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo live in herds of several hundred – usually near water, as they love to wallow in mud. African buffalo have very bad tempers, so humans have never managed to tame them.

Water buffalo are found in the wetter areas of Asia. Few are found in the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. Only a few survive in the wild in Asia, but buffalo are released to run free in the swamps of the Northern Territory of Australia.

(Adapted from The Little Animal Encyclopedia, 2001, p. 26)

Text 7

Bat

Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and attics during the day and fly out to feed at night-time.

Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey.

Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.

(Adapted from The Little Animal Encyclopedia, 2001, p. 19)

Text 8
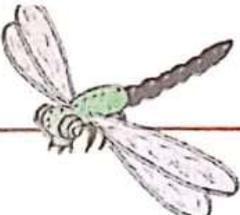
Dragonfly and Damselfly

Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometres per hour. Damselflies have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselfly are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs, come out of the eggs. They feed on other water creatures, and after two years the nymphs grow into adults.

(Adapted from The Little Animal Encyclopedia, 2001, p 51)

Text 9
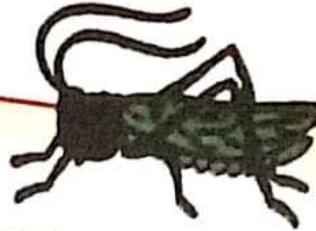
Grasshopper

Grasshoppers are insects that prefer to hop on their long back legs rather than fly. Males 'sing' to attract mates – grasshoppers do this by rubbing their back legs together.

Grasshoppers have very strong muscles in their long back legs and an amazing spring in their knees. The grasshopper can jump 12 times its own length – this would be like a child jumping over a house!

(Adapted from The Little Animal Encyclopedia, 2001, p. 43)

Text 10
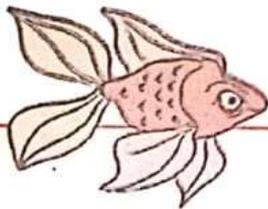
Fish

Fish live in saltwater and freshwater all over the world. They come in many different shapes and sizes, but most are covered in scales and have strong fins for swimming. A fish's scales all lie in the same direction to help the fish slip through water.

Like us, fish need oxygen to live. But instead of breathing air, they absorb the oxygen in water. Water enters the mouth and is swept over the gills. The oxygen passes from the water into tiny blood vessels in the gills.

Fish often swim in groups called shoals. One reason they do this is for protection. Many fish together can confuse a predator. This makes it hard for the predator to single out a fish.

(Adapted from The Amazing World of Living Things, no date, p. 75)

Text 11

MATERIALS

Our world is made up of many different materials. Metals come from rocks. Wood comes from trees. Plastics and glass are made in factories. Ceramics are made of mud and clay. Most fabrics are made of parts of plants or animals. We use all these materials to build our homes and to make the things we use every day.

A material that soaks up water well is said to be absorbent. A material that resists water is said to be waterproof. Tissues are made of a special absorbent paper.

Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. Other materials, such as wood, feel warm to the touch. They do not draw heat from your hand and are said to be good thermal insulators.

Text 12

Sponge

There are different types of sponges. Some sponges are natural and come from animals that live in warm seas. Most sponges found in the house are made of rubber. Sponge absorbs water well. Water is held in tiny holes inside a sponge. It will only come out when the sponge is squeezed. The best sponges mop up lots of water.

(Adapted from Learn Science, Dorling Kimberley, 2010)

Text 13

Wood

Wood is a natural material. It comes from the trunks and branches of trees. Different trees produce different kinds of wood. Some woods, such as oak, are very hard. Others, such as blasa, are very soft. Most woods are light enough to float but some, such as ebony, sink. Wood has a distinctive smell. When you hit it with a hammer, it has a distinctive sound.

Some woods, such as ebony, are so hard that it is almost impossible to saw or knock a nail into them. Balsa wood is so soft you can easily break it with your fingers. Different woods are chosen to make different types of furniture, depending on how strong the furniture needs to be.

(Adapted from *Learn Science*, Dorling Kimberley, 2010)

Text 14

Tax

Responsible citizens and companies pay tax regularly. Tax is money that is paid to the government. There are different kinds of tax: income tax, property tax, service tax, sales tax, and so on. Tax is also paid on goods and services. People pay tax according to their income and business pay tax according to their profits. The money that the government gets from tax is often called tax-payers' money. With tax-payers' money the government can do many useful programs that benefit the citizens. The government can build and maintain roads, public transportation, health-care system, education, sanitation, public safety, and so on. Good public services can only be realized if people and business companies pay tax.

Text 15

family

a family is a group of people who live together in the same house a complete family consists of parents and one or more children it is called a nuclear family in many countries a family can be extended to include relatives such as grandparents uncles aunts cousins nephews and nieces living together under the same house this big family is called an extended family the members of a family share the housework and take care of each other with the family we feel safe and happy to go home means to return to our family in order to have a rest to watch tv to eat together and to share happiness and sadness with each other with our family we grow up to be healthy and useful individuals

(Adapted from https://en.wikipedia.org/wiki/Family)

Text 16

neighbourhood

a neighbourhood is a social community within a city, town or village a neighbourhood is made up of families who live near each other as neighbours there is a lot of face-to-face interaction among them neighbourhoods have many benefits for the members a strong and closely related neighbourhood is a safe environment for the children to grow up mothers and girls can also learn certain skills like cooking and knitting from each other with little or no money there are many enjoyable neighbourhood activities too like sports and celebrations neighbourhoods also protect the families from crimes

(Adapted from https://en.wikipedia.org/wiki/Neighbourhood)

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Evi Nurfita Santi
NPM : 1802050011
Program Studi : Pendidikan Bahasa Inggris
SKS : 135   IPK = 3,64

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
08/06/2022	The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Text Book	
	The Effectiveness of Kid Song on Students' Motivation in Listening Comprehension	
	The Correctlation between Metacognitive Strategies end Students' Reading Comprehension	
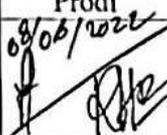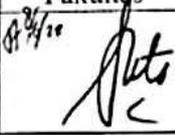
Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Juni 2022
Hormat Pemohon,

Evi Nurfita Santi

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
'VERSITAS MUHAMMADIYAH SUMATERA UTARA
'AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
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Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
                 Program Studi Pendidikan Bahasa Inggris
                 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Evi Nurfita Santi
NPM   : 1802050011
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Text Book

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Arianto, S.Pd, M.Hum

8/6-2022

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

                                          Medan, 02 Juni 2022
                                          Hormat Pemohon,

                                          Evi Nurfita Santi

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

===

Nomor   : 1042/II.3.AU /UMSU-02/F/2022
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
             Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   : Evi Nurfita Santi
NPM   : 1802050011
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Analysis of Lexical Density and Text Types
                     on Indonesian Secondary EFL Text Book

Pembimbing   : Arianto. S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 9 Juni 2023

Medan, 09 Dzulqaidah 1443 H
        09 Juni   2022 M

Wassalam
Dekan
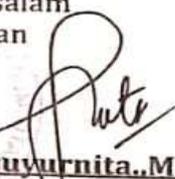
Dra. Hi. Syamsuyurnita.,M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

QS STARS
★ ★ ★ ★

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Evi Nurfita Santi
NPM : 1802050011
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Lexical Density and Text Types on Indonesia Secondary EFL Textbook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
1st August 2022	Chapter I Revision : Background of the study, Identification of the problem.	
13th September 2022	Chapter 1 Revision : Give a example In the background of the study	
	Chapter III Revision : The Techniques analyzing Data.	
11th October 2022	Revision Chapter I, II, III	
12th October 2022	Acc Proposal	
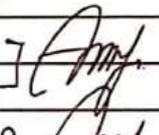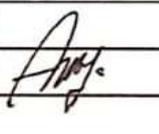
Medan, Desember 2022

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Arianto, S.Pd., M.Hum)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
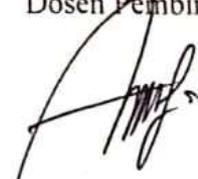
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : EVI NURFITA SANTI

NPM   : 1802050011

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal : The Analysis of Lexical Density and Text Types on Indonesian Secondary
                  EFL Textbook

Pada hari Jumat, tanggal 02, bulan Desember, tahun 2022 sudah layak menjadi proposal
skripsi.

Medan,   Desember 2022

Disetujui oleh:

Dosen Pembimbing   Dosen Pembahas

Arianto, S.Pd., M.Hum.   **Resty Wahyuni, S.Pd., M.Hum.**

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

BERITA ACARA BIMBINGAN SKRIPSI

بسم الله الرحمن الرحيم

Nama	: Evi Nurfita Santi
NPM	: 1802050011
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Textbook
Nama Pembimbing	: Arianto, S.Pd., M,Hum

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
19th January 2023	Chapter III Revision : 1. Technique Collecting Data 2. Technique Analyzing Data	
03st February 2023	Chapter IV Revision : 1. Data Analysis	
11th February 2023	Chapter IV - V Revision : 1. Data Analysis 2. Conclusion & Suggestion	
16th February 2023	ACC Skripsi	

Medan,   Februari 2023

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd.,M.Hum

Arianto, S.Pd.,M.Hum

PERNYATAAN KEASLIAN SKRIPSI

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Evi Nurfita Santi
NPM	: 1802050011
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Analysis Of Lexical Density And Text Types On Indonesian Secondary EFL Textbook

Dengan ini menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, maupun di tempat lain.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapub dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak terdorong **Plagiat.**
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan seminar kembali.

Demikianlah surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 09 Maret 2023
Hormat saya
Yang membuat pernyataan

Evi Nurfita Santi
NPM. 1802050011

Nomor	: 77/II.3/UMSU-02/F/2023	Medan,	12 Jumadil Akhir 1444 H
Lamp	: ---		5 Januari 2023 M
H a l	: **Izin Riset**		

Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	: Evi Nurfita Santi
N P M	: 1802050011
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitia	: The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Textbook..

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN - 0004066701

**Pertinggal

SURAT KETERANGAN
Nomor : 004 /KET/II.3-AU/UMSU-P/M/2023
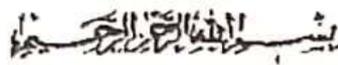
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara
dengan ini menerangkan :

Nama	: **Evi Nurfita Santi**
NIM	: **1802050011**
Univ./Fakultas	: **UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	: **Pend. Bahasa Inggris**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi
dengan judul :

"The Analysis of Lexical Density and Text Types on Indonesian Secondary EFL Textbook"
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

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25 Februari   2022 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

SURAT KETERANGAN
Nomor : 188 / / KET/II.3-AU /UMSU-P/M/2023

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ
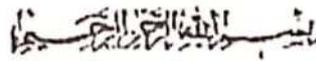
Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Evi Nurfita Santi**
NIM	:	**1802050011**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pend. Bahasa Inggris**

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

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24 Februari   2023 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd