ANALYSIS OF READING MATERIALS IN *BAHASA INGGRIS BY UTAMI WIDIATI* TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL IN THE FIRST SEMESTER

(A research on readability, level of comprehension and lexical density of reading text)

THESIS

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RATIFICATION

This thesis entitled "ANALYSIS OF READING MATERIALS IN *BAHASA INGGRIS BY UTAMI WIDIATI* TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL IN THE FIRST SEMESTER" written by Anis Muslikhati registered number 14111320084, has been examined on 22nd June 2015. It has been accepted by the board of examiners. It has been recognized as one of requirement for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

Anis Muslikhati. 14111320084: Analysis of Reading Materials in *Bahasa Inggris By Utami Widiati* Textbook for the First Grade of Senior High School in The First Semester (A research on readability, level of comprehension and lexical density of reading text).

This research investigates content analysis of reading material textbook in the first grade of Senior High School in 2013 curriculum. Nowadays, the government has arranged the 2013 curriculum. Actually, 2013 curriculum has been used and practiced by each school of Indonesia in the first year periode of 2014/2015. Because of pro and contra about this curriculum, nowdays in the second periode of 2014/2015, 2013 curriculum formed and practiced by some school in Indonesia.

This research has the aims: (1) to find out the level of readability in the reading material of *Bahasa Inggris* textbook for the first grade of senior high school in the first semester**,** (2) to find out the level of comprehension in each question of the reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester, and (3) to find out the lexical density of reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester.

This research used mixed methods. It means that combines both of qualitative and quantitative approach in one study (Lodico, et al., 2010: 561). Here, the researcher used documentation content analysis as the technique of collecting data.

The result of the analysis found that there were five readability categories of reading ease. It was consist of easy, fairly easy, normal, fairly difficult and difficult grade. In this research, the dominant category on *Bahasa Inggris* textbook is fairly difficult category. The researcher found 104 questions in reading materials; it is divided to four level of comprehension. There are 85 questions which included in literal level of comprehension, 10 questions which included in inferential level of comprehension, 1 question which included in creative level of comprehension, and 8 questions which included in creative level of comprehension. The lexical density of reading text in *Bahasa Inggris* textbook for first grade of Senior High School by Utami Widiati et, al is around 50%- 60% (middle lexical density). It means that the reading texts are middle lexical densities. It means that the text is not difficult, and easy enough to understand.

Keywords: content analysis, reading materials, textbook.

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CHAPTER I
INTRODUCTION

This chapter tells about the introduction of research, it is consist of background of problem, focus of the study, research formulation, aims of research, significance of research, previous studies, theoretical foundation, research method, research systematicity and research timeline.

1.1 Background of the Research

This research investigates content analysis of reading material textbook in the first grade of Senior High School in 2013 curriculum. Nowadays, the government has arranged the 2013 curriculum. Actually, 2013 curriculum has been used and practiced by each school of Indonesia in the first year periode of 2014/2015. Because of pro and contra about this curriculum, nowdays in the second periode of 2014/2015, 2013 curriculum formed and practiced by some school in Indonesia.

The materials are instrument for a teacher in the teaching-learning process, especially in reading skill. It is something that can be presented and something that can be use for classroom activities. It presents the language elements such as grammar or list of vocabularies.

The materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. The English teacher should be able to make a decision whether the content of the textbook are appropriate with the current curriculum or not. Textbooks are important for students to prepare and fulfill experiences in the good process.

Reading material submits to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity.

According to Dana Ferris and John S. Hedgcock (2005), "textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach". It means that the materials in the textbook should help the teacher in conducting teaching and learning process, so it is important for the teacher to select and to analyze the contents of textbook which appropriate to the students' grade level.

There are some categories of a good book. First, the contents of the textbook should deal with the current curriculum, in this case the book based on 2013 curriculum; it might

be from the genre with should be available in the textbook. Besides that, the contents of the textbook also go with the level of study. In the textbook include lexical density which is measure the proportion content words in a text, then measure the level of comprehension in each question of reading materials. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook (Sholichatun, 2014). In short, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

Based on those explanations above, the researcher would like to try to analyze the reading materials found in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester. There are several reasons why the researcher chooses the book; first, the book is one of book that suitable with the current curriculum. Second, the book is use to teaching English in the first year of Senior High School in the first semester. Third, the researcher use this book to know the lexical density of reading text based on the first grade level of Senior High School. Forth, the researcher use this book to know readability of text, and the last the researcher use this book to know level of comprehension in each question of reading text.

1.2 Focus of the Research

This research will focus and analyze content of reading materials in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester. The data source of the research is student's English book for the first grade of senior high school. Here, the researcher will analyze content of reading materials from the book. It will begin to analyze level of readability in each text, analyze level of comprehending in each question, and the last the researcher will analyze the text to find out lexical density in each text.

1.3 Research Question

Based on the explanation at the research background, the problem of this research was formulated into the following questions:

1) How is the level of readability in the reading material of *Bahasa Inggris* textbook for the first grade of senior high school in the first semester?

2) How is the level of comprehension in each question of the reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester?

3) What is the lexical density of reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester?

1.4 Aims of Research

1) To find out the level of readability in the reading material of *Bahasa Inggris* textbook for the first grade of senior high school in the first semester
2) To find out the level of comprehension in each question of the reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester
3) To find out the lexical density of reading material in *Bahasa Inggris* textbook for the first grade of senior high school in the first semester

1.5 Significance of Research

The researcher hopes that this research will be useful for:

1.5.1. The Teacher
1) The teacher can select the textbook which is most suitable in teaching learning process.
2) The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

1.5.2. The Students

To improve the students' knowledge and ability in English reading materials, so that the students are able to understand the meaning of steps and rhetorical development in written language becomes better.

1.5.3. The Other Researcher

It would be useful for the researcher because it can improve the researcher's knowledge about the readability, level of comprehension and the lexical density in reading materials.

1.6 Previous Study

The researcher made the differences with the previous study in order to get credibility research. Some related research has been taken out by Rusda Ayu (2014), Siti Sholichatun (2014), Zamanian and Heydary (2012) and Erma Suryani (2008). In general both of the ongoing research will be differ above.

Ayu (2014) made research about an analysis of reading material in *English Alive* textbook in the second grade of senior high school. This study is intended to find out the correlation between reading materials in that book with the school based curriculum. As a result, the reading materials in that book appropriate with reading indicators and have already developed in accordance with the requirements specified in the School-Based Curriculum (KTSP). The current research will differ to this research. This research is about content analyzes that will analyze level of comprehension, difficulty level of text, and lexical density of reading materials while Ayu's research is about correlation between reading materials in that book with the school based curriculum.

Zamanian and Heydary (2012) have conducted their research entitled "readability of text: state of the art", this study is intended to measure readability in written language, in the ongoing research they used readability formula as a tool to measure readability, and they will made the reader become familiar to use readability formula as a tool to measure characteristic of text, and instrument in written language. They has stated that readability formula can help to asses suitable book that particularly showed for students, it is help in realm of TEFL class in EFL students of reading skill. The ongoing research will differ to this research. Here, the researcher will supposition of readability (difficulty level of text) that was found in *Bahasa Inggris* textbook that was showed to students in the first grade of senior high school in the first semester.

Sholichatun (2014) has conducted his research about analysis of reading materials in *English on Sky* textbook for Junior High School. This study is intended to find out the genre of the reading material that was found in *English on Sky*, and then the writer's analyze lexical density in each text. As a result, the genre of text that was showed in the book is three types. It is consist of procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The ongoing research will differ to this research, this research will intend to analyze reading material in Senior High School in different curriculum; of course it will differ with Sholichatun's research.

Suryani (2008) has analyzed in her thesis about an analysis of text structure of reading text that was found in "Contextual Learning: Developing Competencies in English Use". As a result, this research explained that there were 13 reading text that was found in Competence-Based Curriculum and School-Based Curriculum, the choices of text types in the analyzed textbook had fulfilled the suggestion as narrative, explanation, and discussion texts. The textbook was relevant to the curriculum because it provided the texts that were required by curriculum. This study will intend to analyze reading material in Senior High

School in different curriculum, then, the objective of the research is different, so the result of this research will differ to Suryani's research.

Those are three previous studies that have similar field of the research in content analyzes. The researcher assumed that the previous study above differ from this research. Both of the ongoing research, this research differs in the objective of the study, the curriculum practice, and different use book.

1.7 Frame of Thinking
1.7.1 Definition of Reading

Reading is an important skill should have by each person. It is the key to get information from the visual word and to understand the meaning of the text (Patel and Jain, 2008: 113). It means that, reading is an active process which needs to have rich vocabularies to understanding the meaning of the visual text. According to Patel and Jain (2008: 113) "reading is most useful and important skill for people." It means that reading almost influence our daily life, the writer can find everything that the writers want to know by reading. This is the reason why reading is very important for each individual.

Reading is important activity in our life to update our knowledge, it is also the skill which has extant our knowledge of language (Patel and Jain, 2008: 113-114). The reader can get everything from printed text to update or knowledge in any area. Reading make us develop knowledge in our around environment. To make it enjoyable the reader can choose the interest text to make us understand and entertain our mind, this statement supported by Linse (2005: 69).

Reading is not only a source of information but also as a means of consolidating which pleasurable in our activity. This skill can give us everything information in print version and visual media, it means that through reading someone can increase their knowledge in any area they want (Patel and Jain, 2008: 114). It means that the people can increase confidence to start an enjoy reading conventional print versions in books and periodicals in the new language (Kauffman, 2003: 118).

Reading is the process of interpreting meaning from the written language, reading as the second language context is not much develop to explore extensively in the first language (Grabe and Stoller, 2011: 4). Usually, students' in second language reading, try to become readers in first language context. It has purposes to increase level of fluency in reading comprehension. It is logical reasonable for the students' in

second language which has predicts that students' in second language never become fluent reader in the first language context.

Reading as the skill that should be expert has some types which include in reading skill. According to Brown (2003: 185), there are four types of reading, it consist of perceptive, selective, interactive, and extensive. The first is perceptive reading, it is a set of categories of similar specification, except with differing terminology to understand specify of listening. The second is selective reading, this type reading is to recognize of lexical, grammatical, and discourse features. The third is interactive reading, it is involved of language several paragraph to one page or more which the reader in this section needs schemata to understand the meaning of the text. Schemata are background of knowledge about information, emotion, experience, and culture, which take by the reader (Brown, 2000: 299). It's extending of the schema theory which sort of question addressed by what has known. The last is extensive reading; this type tells about longer f discourse such us article and book that are usually read outside of the classroom. Here, the writer will set the position on extensive reading. Because that position will try to apply students' ability to became an active reader.

1.7.2 Definition of Reading Material

Reading material submits to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The researcher emphasizes on the level of the readers interest as well as the objectives of the reading activity.

In this case, reading material that will use is textbooks. Thomson (2000: 175) stated that "the textbook is a stimulus or instrument for teaching and learning". It means that textbook can giving instruction and stimulate in a subject use, especially in school. Textbooks as the tools of teaching-learning is become main data in this research.

As the tools of teaching learning in the classroom, textbook can help the teacher in teaching and learning process. Of course, textbook also has some purposes in teaching learning, especially teaching reading. According to Cunningshworth (1995: 73), there are several difference purposes of reading material. It consists of:

- Supporting reading strategies and skills
- Presenting grammar items

- Delivering vocabularies
- Stimulating speaking
- Providing models for writing
- Giving interest information for students

Based on the various purposes above, the teacher should attend what the purpose of their teaching. The teacher should know the goal of teaching learning, especially teaching reading. It means that, the teacher need to know the objective of the syllabus that will help the teacher to teach reading material.

Textbook is written material that can use to teach in learning process. Reading is one of skill that needs written language as the tool of teaching learning. There are 3 categorize that should check in reading passage in the reading material (Cunningsworth, 1995: 73) it is consist of:

a. The reading of passage real interest
b. The reading passage as authentic in student's level
c. The reading passage appropriate with the reader's purposes that will help reading process.

In short, reading material should be categorized in determinate above. The students need the material that appropriate with their level. The students need authentic material of reading passage to improve the students' reading skill. It means that, the teacher should attend categorize of reading material before they use textbook as the tools of teaching learning.

Reading is one of skill that needs written language as the instrument in teaching learning. Coursebook is one of the written languages that can use in teaching learning, to use coursebook as the tools it needs some review. According to Cunningshworth (1995: 74), there is some consideration to analyze reading material in general course book. There are:

a. Quantity of reading material
b. Type of reading passage
c. How reading passages introduce in beginners' course
d. The nature and range of exercise activities linked with the reading passage.

In summary, the consideration to choose coursebook is important. A coursebook should appropriate with the syllabus objective. Besides that, the quantity and type of reading passage become the main consideration to choose

coursebook. In short, the teacher should be careful to choose corsebook, it need to align both of the syllabus objective and reading material. Cunningshworth (1995) states that there are some numbers of dimensions that can considerably. It is consist of:

- Topic

It is become an interest discussion in text. Because, choosing an interest topic is not easy.

- Presentation

Choosing topic is important, here presentation means that reading passage can covered by different types-faces

- Authenticity

It means that the authenticity of the language is influence to account level.

- Genre

Genre means type of reading passage that was presence.

- Exercise and activities

The purpose of this activity is to measure the readers comprehending.

It can be conclude that coursebook is an important tool in teaching learning. It has some criteria to choose the coursebook that appropriate among the syllabus objectives, students, and reading material. So, the teacher should be careful to choose coursebook.

1.7.3 Definition of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of skill in learning language. According to Cristine Nuttal (1982:31) defines reading as the meaningful interpretative of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skill and the knowledge of the world in the process the reader tries to recreate the meaning intended by the writer.

Reading is the prosperity to interpret meaning from the written languages. Grabe and Stoller (2011: 3) state that "reading is the ability to draw meaning from the printed page and interpret this information appropriately". Reading creates the

meaning from the reader independently, of course it makes the argumentation that the reader should had an extra knowledge either vocabulary or another aspect to interpret meaning appropriate with the author. According to Tarigan (1998: 7) in Himayatun (2014) defines "reading is a process that is carried and used by a reader to get a massage to be conveyed by the author through texts". In addition, Dorn and Soffos (2005: 6) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning.

From several theories above, reading is an activity and interaction process between the reader and the texts. It is should be an active process because reading creates the meaning depend on the reader. However, the reader needs more knowledge and powerful to create meaning appropriate with the author in order to get message appropriately. Moreover, the reader might read a novel, a short story, a newspaper, an article, or etc, they have several purposes in reading. It is either to be entertained or to use the information for a particular purpose. According to Grabe and Stoller (2011: 6) define "the overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

Comprehension is the ability to understand written language based on schemata of the reader. Dorn and Soffos (2005: 14) state that "comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiences". When individuals read, they apply a range of comprehending to sustain their meaning. Comprehending involves interpreting and synthesizing ideas in the ways that influenced the readers' mind. What we call deep reading has the potential to change the way we think and learn.

In summary, reading comprehension is an understanding a text that is read of the process of constructing meaning from a text. Comprehension is construction process, because it involves all of the elements of the reading process. To create meaning from the text that read, it is needed a comprehension. According to Wolley (2011:15) "reading comprehension is the process of making meaning from text". The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In the process of reading, students need to comprehend the text. That is because by comprehension, the readers can recognize the author's purpose wrote

those texts and of course can interpret the meaning of the texts. Meaning is thing or idea that a word or sentence represent.

1.7.4 Level of Comprehension

Level of comprehension most similar with level of complexity of text, it is considered to occur at four level of comprehension Westwood (2001: 21). There are some classes of comprehension. It is consist of literal level, inferential level, critical level, and creative level. Those of level will explain as follows:

1) Literal Level

Literal comprehension is defined as extracting the details of the text and recognizing the author's purpose. Literal comprehension requires the reader to recall facts that are overtly stated in the text. For example, it is to recall name, things, and areas.

2) Inferential Level

Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts. It refers to understanding what an author meant and was said, developing general conclusions, inferring main idea, making judgment and predicting outcomes.

3) Critical Level

Critical level refers to the reader can assesses the good sense with text; it is clarity, accuracy, and any apparent exaggeration or bias. In this level, students should receive the message of text explicitly.

4) Creative Level

Here, creative level means the reader can take information or ideas based on what the reader has read, then the reader develop their ideas with new idea that come from their thinking. It means that, creative level stimulates the reader to new and original thinking.

1.7.5 Characteristic of Written Language

Brown, (2000: 303) states there are some characteristic of written language that can help to (1) diagnosing reading difficulties arising from the idiosyncrasies of written language, (2) pointing technique toward specific objective, (3) reminding students of some advantages in written languages. It consists of as follows:

1) Permanence

Written language is different with spoken language, while spoken language is fleeting, written language is permanent. It means that while the writer makes a mistake, the reader has opportunity to return again and rewrite the mistake.

2) Processing Time

In this context, a good emphasis is placed on reading speed in our fast-paced, time conscious society, which is it has good news and bad news. The good news is that he reader who can develop their reading rates, they can indeed capitalize of the printed. The bad news is that many readers who are slow readers are made to feel inferior. In fact, except time factor itself, fast readers don't necessarily have an advantage over slow reader.

3) Distance

There are two dimension of this area, it consist of physical distance and temporal distance. Distance here, means that the text that was written in some other place or other time at some other time with only the written words itself as contextual clues. Then, in this context the reader cannot confront the author and gives the author some question directly. This case, sometimes decontextualized nature of writing is one of the things that make reading difficult.

4) Orthography

The nature of English orthography is "irregular", its frequent ambiguity that is present in a good deal. Here, the reader must do their best to interpret and to read both of line, symbol, or many others.

5) Complexity

Writing and speech represent different modes of complexity, and the most salient different is the nature of clauses. Here, the reader should have complexity cognitive to interpret the text that their read. The readers who may be quite adept in the spoken language have to retool their cognitive preceptor in order to extract meaning from the written code. The linguistic differences both of speech and writing are another major contributing cause to difficulty.

6) Vocabulary

It is true that the readers who want to comprehend written text should have rich vocabularies. However, the meaning of a good many unknown words can be predicted from their context, and sometimes the overall meaning of a sentence or

paragraph is nevertheless still clear, learners should refrain from the frequent use of a bilingual dictionary. In short word, vocabulary is important to learn second language.

7) Formality

In this context, formality means that the written text should be consecutively than speech or spoken language. Here, there rhetorical or organizational, formality in written language. It means that the reader should know and familiar with the formal feature of written text, some difficulty in interpretation may ensue.

1.7.6 Difficulty Level of the Text (Readability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. It means that the students have to read based on their level.

According to Westwood (:64), readability of text will influence reading fluency. It means that while the reader read the text or reading material appropriate their grade, it will make the reader easy to fluency, expressively, quickly as well as possible (Willis, 2008: 47).

a) Readability Formula

Readability formula is an application that can measure difficulty level of text. It can be predict reading ease of text. It is help to know students fluency of reading text (Westwood: 2005). Readability formula is a tool that can help the teacher to find out the suitable book for students in particular grade level or ages (Zamanian and Heydary; 2012: 43). It is asses to help realm of reading skill in EFL students. According to Zamanian & Heydari (2012) readability formula has some advantage and disadvantage. The advantages of readability formula are (1) readability formula can measure the grade-level of the reader, (2) readability formula can predict the text is too hard or not easily, it can be save money, energy, and time, (3) readability formula easy to use, and etc. the disadvantages of readability formula are (1) readability formula cannot predict the readers' comprehension, (2) readability formula cannot measure the prior knowledge, difficulty of concept, interest level, and coherence of text, and etc. In short, the researcher suggests for the user of readability formula to re-evaluate the validity of the formula.

To implement readability formula, the researcher use web application. The address of the application is https://readability-score.com. Based on the application,

there are some readability formulas. It consists of flesch-kincaid reading ease, flesch-kincaid grade level, gunning-fog score, coleman-liau index, and SMOG index.

1) Flesh-Kincaid Reading Ease

Here, the researcher will analyze reading ease by the following formula (Bravos: 2010):

$$\text{Flesh Reading Ease} = 206{,}835 - 1{,}015 \left(\frac{\text{total words}}{\text{total sentences}}\right) - 84{,}6 \left(\frac{\text{total syllables}}{\text{total words}}\right)$$

Based on the result above, Zamanian and Heydari (2012) categorize the score in the table 1.7.6.1:

Table 1.7.6.1 Flesh Reading Ease Score by Zamanian & Heydari

Score	Description	Predicted Reading Grade
90-100	Very easy	5th grade
80-90	Easy	6th grade
70-80	Fairly easy	7th grade
60-70	Normal	10th-12th grade
50-60	Fairly difficult	fairly difficult
30-50	Difficult	difficult college grade
0-30	Very difficult (best understood by college graduates)	college graduate

2) Flesh-Kincaid Grade Level

According to Bravo (2010), the formula of flesh-kincaid grade level as follow:

$$\text{Flesh Kincaid Grade Level} = 0{,}39 \left(\frac{\text{total words}}{\text{total sentences}}\right) + 11{,}8 \left(\frac{\text{total syllables}}{\text{total words}}\right) - 15{,}59$$

The formula above, has created by Rudolf Flesch and Co-Authored.

3) Gunning Fog Score

The formula above was developed by Robert Gunning in 1952.

$$\text{Gunning Fog Score} = 0{,}4 \times \left[\frac{\text{words}}{\text{sentences}} + \left(100 \times \frac{\text{hard words}}{\text{words}}\right)\right]$$

A hard word above means the word that has three syllables or more. It is not including proper nouns, familiar jargon or compound words, or common suffixes such as -es, -ed, or -ing as a syllable.

4) Coleman-Liau Index

According to Bravo (2010) Coleman-Liau Index is a readability test designed by Meri Coleman and T. L. Liau in 1967.

$$CLI = \left(5.88 \times \frac{characters}{words}\right) - \left(29.5 \times \frac{sentences}{words}\right) - 15.8$$

5) SMOG (Simple Measure of Gobbledygook) Index

The following formula will predict grade level required for comprehending (Bravo: 2010).

$$SMOG\ Index = 1.0430\sqrt{hard\ word\ in\ 30\ sentences} + 3.1291$$

Generally, readability formula is a tool that used to measure written language practically. It is used to predict grade levels and ages in particularly text. There are some advantages and disadvantages of this tool. In this case, the researcher is originally measure grade level of text based on readability formula. In short, to measure difficulty level of text accurately the educators can measure readability text by using readability formula and students in particularly grade.

1.7.7 Lexical Density

Lexical density is difficulty of written language. According to Halliday (1990: 63) lexical densities recognize the distinction of referring between lexical items and grammatical items. Lexical items also called "content word", meanwhile grammatical items often called "function word". It means that, lexical density measure quantity of content information in a text or passage.

Lexical items or content word is the main data to measure density of text. Nunan (1993: 11) stated that "lexical density referred to the number of lexical content of function words per clause". It means that, lexical density can measure the proportion of content word and function word in sentence, text or passage.

To measure the lexical density of text, the researcher should collect the data firstly, after the data collect and analyze, the next step is measure the lexical density of reading text (Solichatun, 2011: 23). Then, the data will measure by:

1) Identifying the categories of content word and function word in a sentence.
2) Totaling the number of content word and function word.
3) Finding the lexical density portion in the text by using the following formula.

$$Lexical\ Density = \frac{Number\ of\ Content\ Word}{Total\ Number\ of\ Word} \times 100\%$$

4) Analyze the data to know the lexical density of the reading text based on the first grade level of Senior High School. Although, lexical density has 3 level of lexically dense in text. It is consist of high lexical density, middle lexical density, and the last not dense with have lower lexical density. Those categories was adapted by Sholihatun's research as follow:

a. Lexically dense has a high lexical density around 60-70%

b. Lexically dense has a middle lexical density around 50-60%

c. Lexically not dense has a low lexical density around 40-50%

Based on the explanation above, lexical density is the number of content words as a percentage of the total number of words. Content words as opposed to function words are words that carry a high information load such as; nouns, verbs, adjectives, and adverbs. Sentences which are long and lexically dense are more difficult to understand. Those words are includes content words (nouns, verbs, adjectives, and adverbs), and grammatical function words (determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs). Texts with a lower density are more easily understood.

a. **Content Word (Lexical Item)**

1) Nouns

Noun is the name of thing, person or place (Dykes, 2007: 22). It is involves the name of place (cities, villages), the names of professions (driver, nurse), the name of person (John, Ketty), the name of things (car, chair), the name of animals (snake, butterfly), the names of days and months (Friday, May), the name of subjects (sport, history), the name of families (mother, niece) and etc.

Figure 1.7.7.1 Types of Nouns
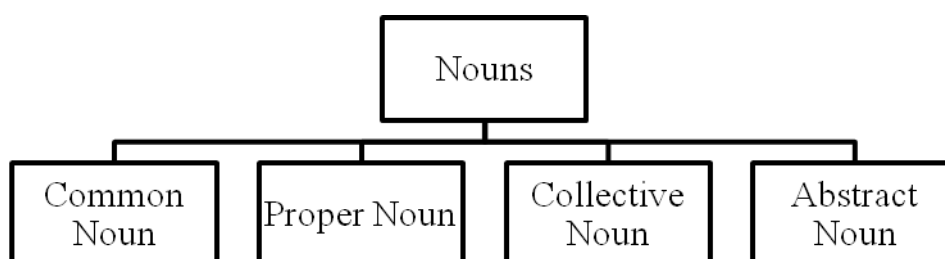
According to Dykes (2007), there are for types of nouns.

- Common Nouns

  A common noun is the name of things that can see, hear, or touch. For example: table, song, banana, etc

- Proper Nouns

  Proper noun is the name of particular things or special name that gives to, place, even titles of book or TV shows, days, week, months, year or person. For example: John, Friday, Japan, Town Hall, and etc.

- Collective Nouns

  Collective noun is the name for groups of things, people or animals that go together or have something in common. For example: choir, library, herd, class, and etc.

- Abstract Nouns

  Abstract noun is the things that cannot see, hear, or touch. It is like represent idea. For example: beauty, duty, aggression, and etc

2) Verbs

Verb is that part of speech which expresses action, being, or state of being. Verbs can be classified as to form and as to meaning.

a) Based on the form, verbs are divided into two, they are:

(1) A regular verb is one which forms its past indicative and past participle by addition the suffix –ed, or –d. Example: ask - asked, cook - cooked, play – played, etc.

(2) An irregular verb is one that does not form its past indicative and past participle by adding –ed, or –d. Example: drive - drove, think - thought, feel - felt, etc.

b) Based on the meaning, verbs are divided into two, they are:

(1) According to Dykes (2007: 111) transitive verbs are verbs that need object to express. For example: buy, sell, write and etc.

(2) An intransitive verbs are verbs that did not across object (Dykes, 2007:111). For example: study, work, run, and etc.

3) Adjectives

An adjective is the word that can be make something characterized, it can modify noun, such as; person, things, or place (Dykes, 2007: 53). For example: new, tasty, broken, and etc.

4) Adverbs

According to Dykes (2007: 62) adverb is a word that can add meaning to other word, except noun and pronoun.

b. **Function Word (Grammatical Item)**

According to Riyanto in Sholichatin (2014) function word is a word that have relationship both of concept and content in a sentence. However, grammatical items consist of preposition, pronouns, conjunction, auxiliary verbs, determiners, and numerals.

1) Prepositions

Preposition is a word that shows a relationship to other word in a sentence (Dykes: 2007:71). It means that preposition links nouns, pronouns, and phrase to other words in a sentence. For example: on, in, above, after etc.

2) Pronouns

According to Dykes (2007) pronouns are the words that use in place of noun as implied. There are common types of pronouns, it consist of:

Figure 1.7.7.2 Types of pronouns
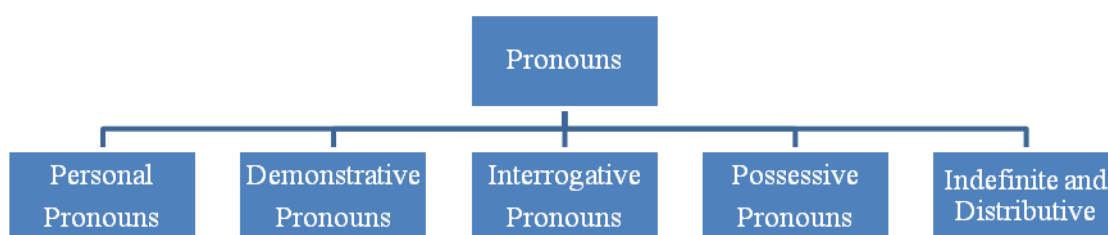
a) Personal Pronouns

It means that a word that use to replace a person or things. For example: I, you, they, we, he, she, it.

b) Demonstrative Pronouns

It means that a word that use to point out something. For example: this, these, that, those.

c) Interrogative Pronouns

It means that a word that use to ask questions. For example: who, what, why, when, where, whom, and etc.

d) Possessive Pronouns

For Example: yours, mine, ours, theirs, and etc.

e) Indefinite and Distributive Pronouns

1. Indefinite pronouns: nobody, somebody, everything, and etc

2. Distributive pronouns: either, neither, and etc.

3) Conjunction

Conjunction is a word that connects two or more parts of word or sentence (Dykes, 2007: 73). There are two kinds of conjunction, it will explain as above.

a) Coordinating conjunction is use to differ two or more words. For example: and, or, but, and etc.

b) Subordinating conjunction is use to differ two or more sentences. For example: because, although, and etc.

4) Auxiliary Verb

Auxiliary verb is a verb that has function to help other verb. For example: be, have, shall, do, may, and etc.

5) Determiners

For example: some, any, many, much, no, a lot of, all, several, much, few, every.

6) Numeral

According to Dykes (2007: 128) numbers can divide into two that are:

a. Cardinal Numbers: zero, one, two, and etc

b. Ordinal number: first, second, third, and etc

1.8   Research Methodology

1.8.1   The Objective of the Research

The objective of the research is to analyze reading material in *Bahasa Inggris By Utami Widiati* textbook for the first grade of senior high school in the first semester. This research will focus to analyze *Bahasa Inggris by Utami Widianti* textbook for the first grade of senior high school in the first semester that was published by Indonesia Education and Culture Ministry in 2014. The aims of the research are to know difficulty level of text (readability) of reading material in that book, then the researcher analyze level of comprehension in each question of reading material, then the last the researcher will be account the percentage of lexical density each text that involve in reading material of *Bahasa Inggris by Utami Widiati* textbook for the first grade of senior high school in the first semester.

1.8.2   The Place and Time of Research

The researcher determines the place of the research at Library in Syekh Nurjati State Institute for Islamic Studies Cirebon which located in Street Perjuangan By Pass Sunyaragi Cirebon 45131. Then, the researcher tries to analyze difficulty level of text (readability), level of comprehension in each question of reading materal, and account the percentage of leexical density in reading text of reading material in *Bahasa Inggris by Utami Widiati et, al* textbook for the first grade of senior high school in the first semester. The book is published by Indonesia Education and Culture Ministry in 2014.

Table 1.8.2.1: Research Timeline

No	TIME	ACTIVITIES
1	7 – 15 May 2015	Proposal preparation
2	16 – 20 May 2015	Collecting the data
3	20 – 28 May 2015	Analyzing the data
4	29 – 6 June 2015	Writing the finding research
5	9 June 2015	Finishing the research

1.8.3   The Method of Research

The researcher design being used in this research is mixed methods. It means that combines both of qualitative and quantitative approach in one study (Lodico, et al., 2010: 561). In this mixing process focus on summarize numerically, percentage and analyzes. It means that the researcher will conduct the research by using of statistic to find presentage in reading text and analyze level of comprehension in each question of reading material.

1.8.4   The Source and Type of Data

The researcher collects the data from the book of 2013 curriculum for the first grade of senior high school in the first semester as the primary data source. Kothari (2004:95) states "The primary data are those which are collected afresh and for the first time, and thus happen to be original in character". The data of the research was taken from *Bahasa Inggris by Utami Widiati, Zulianti Rohmah and Furaidah* textbook for the first grade of senior high school in the first semester. The publisher of this book is Indonesia Education and culture Ministry in 2014. Actually, there are nine units that were found in the book, but in this study the researcher will take seven units to analyze, it is involves unit1, unit 4, unit 5, unit 6, unit 7, unit 8, and unit 9. Because, in this study the researcher focus on the reading material, both of the unit was found reading material inside. Therefore, unit 2 and unit 3 did not found the reading material inside. So, the researcher did not use both of unit to analyze.

The secondary data are taken from many kinds of book that relating to the theoretical view of this research. The secondary data that was used in this research are journal, appropriate book, and the other source that relevant to support this research. Therefore, the secondary data source of this research are to make convicing the research.

1.8.5   The Techniques of Collecting Data

The researcher collects the data in the analysis of readability, level of comprehension in each question, and percentage of lexical density in reading material of *Bahasa Inggris* textbook through documentation study and test. Those techniques of collecting data fit to the research design as mixed method of research.

1.8.5.1. Documentation Study

Document is a technique of collecting data that was used in qualitative approach. Hopkins (1993:140) stated that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available. The documentary data are English book for the first grade of senior high school in the first semester. In this case, the researcher use documentation content analysis, because it is analyze content of reading materials in English book for the first grade of senior high school in the first semester.

1.8.6   The Techniques of Analyzing Data

After gathering the data of research, the data should be analyzed and processed through some steps. According to Ary, et al (2010: 457) to analyze and process the data, it needs some steps. Although the steps involved in a content analysis:

1) Specify the phenomenon to be investigate

   It means that, the researcher should know kind of phenomenon that will be analyze. In this case, the researcher will investigate reading material textbook.

2) Select the media which the observation are to be made

   It means that, the researcher should know what media that will use to observe the phenomenon. Here, the researcher will use *Bahasa Inggris* textbook for the first grade of senior high school in the first semester as the media that will observe.

3) Formulate exhaustive and mutually exclusive coding categories so that the verbal or symbolic content can be counted

4) Decide on the sampling plan to be used in order to obtain a representative sample of the documents

5) Train the coders

   It means that, the sample that will observe the coding scheme that has been developed and thus contribute to the reliability of the content analysis.

6) Analyze the data

   After the data collect, the researcher start to analyze the data based on research formulation.

a) Readability

- Choose the text that will be analyze difficulty level of text
- Copy the text, then paste the text to web that can measure readability of text. The application is http://readability-score.com
- After the researcher identify difficulty level of text (readability),

b) Level of Comprehension

The researcher starts to analyze level of comprehension in each question of reading text. In this case, the researcher make a table that was divided into four categorized. It is consists of literal level, inferential level, critical level and creative level.

c) Lexical Density

- Choose the text that will be analyze
- Identifying the categories of content word and function word in a sentence.
- Totaling the number of content word and function word.
- Finding the lexical density portion in the text by using the following formula.

$$\text{Lexical Density} = \frac{\text{Number of Content Word}}{\text{Total Number of Word}} \times 100\%$$

- Analyzing the data to know the lexical density of the reading text based on the first grade level of Senior High School.
- After that, the result measure with 3 categories that was pick up from Sholichatun's research
  ♣ Lexically dense has a high lexical density around 60-70%
  ♣ Lexically dense has a middle lexical density around 50-60%
  ♣ Lexically not dense has a low lexical density around 40-50%

CHAPTER V
CONCLUSION & SUGGESTION

5.1. Conclusion

The findings reported in the four chapter discussed previously have given us a description about the result of this research. Here, the researcher will explain some concluding remarks based on research formulation of this research. They are:

1. The researcher found that the readability of *Bahasa Inggris* textbook by Utami Widiati et, al contained to five categories. There are include in a text belonging to easy that predicted to 6th grade students, a text belonging to fairly easy category that predicted to 7th grade students, two texts belonging to normal categories that predicted to 10th-12th grade students, four texts belonging to fairly difficult categories and a text belonging to difficult category that predicted to difficult grade. The dominant category on this book is fairly difficult category. The researcher found four fairly difficult categories in *Bahasa Inggris* textbook by Utami Widiati et, al.

2. The researcher found reading comprehension question in *Bahasa Inggris* textbook by Utami Widiati et, al contained to four categories. It is involves literal, inferential, creative, and creative level of comprehension. There are 104 questions that were found in the questions of reading material. There are 85 questions which included in literal level of comprehension, 10 questions which included in inferential level of comprehension, 1 question which included in creative level of comprehension, and 8 questions which included in creative level of comprehension.

3. As a result, the researcher used three categories of lexical density to measure the lexical density. Based on the finding research in chapter IV, there was found two categories of lexical density of the text in *Bahasa Inggris* textbook by Utami Widiati et, al. There are three lower lexical densities (easily to be understood), six middle lexical densities. However, there is no the high one (difficult to be understood), most of them have middle lexical densities. It means that the texts are not difficult enough to be understood.

5.2. Suggestion

After explaining the conclusion, then the researcher present some suggestion as follow:

a. For the teachers

The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

b. For the authors

The authors can use this study to measure readability of textbook, level of reading comprehension question, and present the textbook with balance composition between content words and grammatical function words of lexical density in order the students can understanding about the reading text.

c. For further research

In this research, the researcher has some suggestion for further research. For the next researcher, the researcher suggests to touch other category of readability, such as Smog Index, Gunning-Fog Score, Coleman-Liau Index, and etc. The researcher suggests to clarifying more about level of comprehension based on recent level of comprehension future. The last, the researcher suggest for further research to touch compatibility of lexical dense that needs to students in the grade. In short, the different text has different level of difficulties (readability), level of comprehension, and lexical dense.

Finally, the researcher realizes that this final project is far from being perfect. Because of limiting condition, constructive critics and advice are really accepted for the perfection of the final project. Hopefully, this final project will be useful for all of us. Ameen.

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