

CHAPTER I

INTRODUCTION

This chapter is the beginning of the study. It describes eight points of the research which consists of background. The study is done to know the level of difficulty of Buku Bahasa Inggris Kelas XI because it was arranged by the government and has been used nationwide, research purposes, research significances, rationale or main theory that will be used, research methodology, the technique of collecting data, and data analysis.

A. BACKGROUND

The purpose of this study is to analyze the lexical density of English textbook for Senior High School. Therefore, the percentage of the difficulty 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, 2016). It would be better if the teacher who uses the textbook knows the level of difficulty of the textbook before giving it to the students. However, the teachers in Indonesia do not know how to determine the level of difficulty of a textbook. Hence, lexical density should be introduced to the teachers in Indonesia.

Every textbook has its strength and weakness, but there is always an appropriate or an inappropriate one. According to Nesia and Ginting (2014), a

good textbook must be suited to the students' ability or level. In other words, a good one is a textbook that can be understood quite easily by the students.

An English textbook is analyzed to find out whether it is good or not. To figure out whether the textbook is good or not, the language difficulty of the textbook is analyzed. The way to find the difficulty of the textbook is analyzing the lexical density of it. According to Thornbury and Slade (2006), lexical density is a term that is used in text analysis, while Halliday (1985) said that lexical density is the number of the lexical item as a proportion of the number of running word. Analyzing lexical density of English textbook is to figure out the lexical items and grammatical items of the texts in the textbook and counting the percentage of it.

Lexical density, especially that related to analyzing textbook has been an interesting topic of many studies. First, a study by Nesia and Ginting (2014) discusses the lexical items formed in the reading texts and the type of genre to find out the highest lexical density of the reading text of *Look Ahead* textbook for senior high school grade twelve published by Erlangga. Second, the study by Pratiwi (2014) discusses the difficulty of the second year of senior high school by taking fifteen texts and analyzed the lexical density of it. The last, the study by To (2013) discusses the lexical density and readability of four textbooks with different level. He also compares Ure's method and Halliday's to find the lexical density in the texts.

This study is different from the previous studies in some aspects. First, the textbook that is analyzed is arranged by the government (*Permendikbud*,

Indonesia) while the other used textbook from a local publisher. Second, this study does not discuss which genre that has the higher lexical density as the other studies do. Third, this study does not compare the lexical density of two books or more. And last, the other studies used document analysis in collecting the data while this study uses document analysis and interview. The interview is given to a teacher in a school to find out the teacher's evaluation toward the textbook, specifically the complexity of the language for the students.

B. RESEARCH QUESTIONS

Based on the background, here are the questions of this study:

1. What is the level of the difficulty of the textbook based on its lexical density?
2. What are the teacher's responses to the textbook?

C. RESEARCH PURPOSES

Based on the research questions, the purposes of this study are to describe:

1. The percentage of lexical density and the level of the difficulty of the textbook based on its lexical density.
2. The teacher's responses to the textbook and compare it with the percentage of lexical density.

D. RESEARCH SIGNIFICANCES

This study is expected to give significances theoretically and practically.

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 of a text. The research might give a suggestion about a good textbook based on the lexical item in the texts.

Practically, the significances of this research are, First, the researcher knows the level of difficulty of the textbook by counting the lexical items in the texts. Second, teachers 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.

E. RATIONALE

An English textbook is one of the forms of written language. One of the ways to find out the appropriateness of a textbook is analyzing the language content. The language content is analyzed, specifically the lexical items and grammatical items. Those two are the important parts of lexical density. In analyzing the English textbook, it is important to know about the textbook and lexical density first.

Textbook is important to the educational field. The roles of textbook are as a media that is used in teaching-learning process, as a source of material and the activities for learners practice and communicative interaction, as guidance for the teachers to present the material, and as a support for less experienced teachers. Based on those roles, a textbook is important in teaching-learning process. Therefore the teacher should be careful in choosing a textbook.

Cunningsworth (1995) stated that the ways of analyzing textbook are divided into five indicators based on EFL evaluation criteria. They are the objectives, the language content, skills, topic and subject content, and practical consideration. However, the focus of this study is analyzing the language content of an English textbook. Language content consists of grammatical items and lexical items which are the part of lexical density.

According to Halliday (1985) lexical density is the kind of complexity that is typical of written language. Lexical means the complexity of written language while density is a kind of complexity of written language that arises in the deployment of words. In other words, lexical density means a complexity of written language based on the running words in it.

In measuring the lexical density, the distinction between lexical items and grammatical items is drawn. Lexical items are those which contain the semantic information in a text, and grammatical items do not contribute to the meaning of a sentence because those are function words. (Halliday, 1989; Johansson, 2008). Lexical item is divided into four main word classes; they are nouns, verbs, adjectives, and some classes of adverbs (manner and sentence/attitude adverb). Grammatical items include auxiliary verbs, pronouns, prepositions, determiners, conjunctions, and some classes of adverb (Gelderden, 2010).

A text with a high proportion of lexical items carries a high information than a text with a high proportion of function words or grammatical items. The more high information in the text, the more difficult it is to understand by the readers. If the text has higher lexical items than grammatical items, it is

categorized to a higher lexical density which means more complex, and the other way around. According to Sholicatun (2011) cited in Nesia and Ginting (2014) the high lexical density measures of around 60-70%, a quite lexical density measures of around 50-60%, and lower lexical density measures of around 40-50%.

There are four steps to identifying the lexical density. First, classify the lexical items and grammatical items in a text. After classifying the items, it is known which item is higher in the text. Second, find out the percentage of lexical density. Third, Count the total words of the text. The last, divided the lexical items with the total words and then multiplied it with 100.

From the theories above, it is known that analyzing an English textbook and lexical density are related each other. One aspect of analyzing a textbook is by analyzing the language content which consists of grammar and lexicon. By counting the percentage of lexical items and words in a reading text, the difficulty of the English textbook is known.

F. LIMITATION OF THE STUDY

Based on the rationale there are five ways to analyze a textbook (Cunningsworth, 1995): the objectives, the language content, skills, topic and subject content, and practical consideration. Therefore this study is limited to:

1. Analyzing the language content. Hence, this study reveal the level of difficulty of a textbook based on its language content.
2. The language content that is analyzed is the content words because content words are needed to find the percentage of lexical density.

G. RESEARCH METHODOLOGY

1. Research Design

This research uses qualitative method. Qualitative research is best to address a research problem in which you do not know the variables and need to explore (Creswell, 2012). According to Ary, Jacob, and Razavieh (2010: 29) qualitative research are used to understand a phenomenon by focusing on the total picture rather than breaking it into variables. In this case, the phenomenon is the role of English textbook, whether it helps the students to understand the material or not. This study focuses on one variable, the content of the textbook, specifically the lexical density.

In collecting data, document or content analysis is used. Content analysis is focused on analyzing and interpreting recorded material such as textbook within its content (Ary, Jacob, Sorensen, & Razavieh, 2010). Related to the theory, it is a suitable technique to collect data for this study because the study just analyzes the content of a textbook. To support the result of the document analysis, interview is also used.

2. Research Object

The textbook that is analyzed is *Buku Bahasa Inggris Kelas XI* textbook published by *Kementerian Pendidikan dan Kebudayaan, 2015*. The textbook is for senior high school grade eleven. English textbook for senior high school usually has a lot of reading texts, especially for grade eleven. The more the number of reading text in the textbook, the more the number of lexical items and

grammatical items in it, which means it may help analyze the lexical density in the textbook deeper. The textbook also is chosen because it is used nationwide. The use of textbook nationwide became one of the conditions for the selection of the textbook to be analyzed (Widodo, 2017). In short, the textbook is chosen because it is used nationwide and the reading texts in the textbook are qualified to be analyzed.

The evaluation from the teacher that use *Buku Bahasa Inggris Kelas XI* published by *Kementerian Pendidikan dan Kebudayaan* is also needed due to the result of analyzing the lexical density of the textbook is compared with the responses of the teacher. The result of lexical density in the textbook compared with the teacher's responses is done to avoid bias in determining the level of the difficulty of the textbook. Therefore an interview is given to the teacher in SMA Mekar Arum Bandung. The reasons why the school is chosen is the English teacher grade XI (eleven) uses *Buku Bahasa Inggris* textbook published by *Kementerian Pendidikan dan Kebudayaan*.

3. Resource

The main technique of collecting data in this study is document analysis. In this case, the document analysis is the English textbook itself. The researcher analyzes the textbook by choosing five reading text in the textbook. The textbook contains five chapters, and every chapter has one main reading text. Thus, the five reading texts in the five chapters are the representative of the whole textbook.

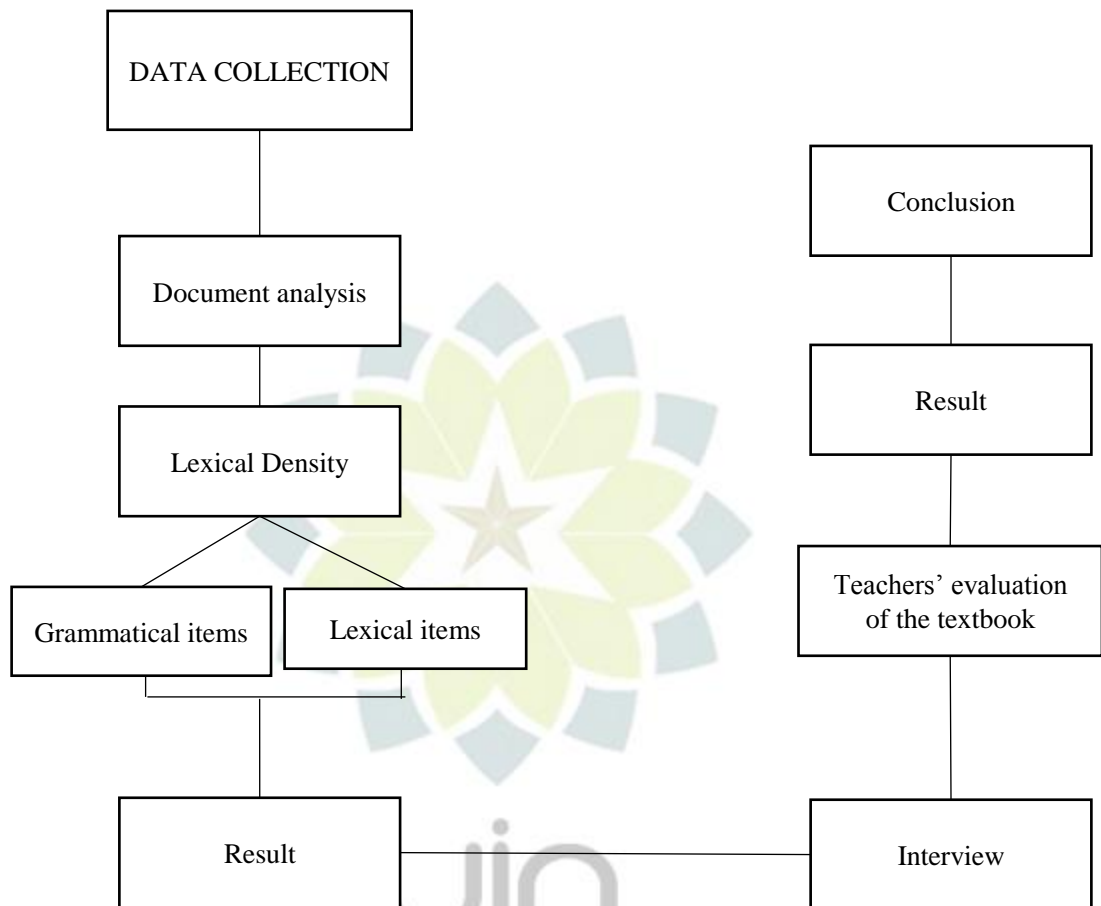
H. TECHNIQUES OF COLLECTING DATA

1. Document or Content Analysis.

Documents are a good source for qualitative research. They are ready for analysis without the necessary transcription that is required with observational or interview data (Creswell, 2012). This study uses document analysis to get the percentage of lexical density, and the document of this study is the textbook itself. The steps of doing document analysis are choosing the reading texts in the textbook that is analyzed and analyzing the lexical items and grammatical items in the reading texts. After that, the analysis of lexical density is done.

2. Interview

Interview in qualitative research provides useful information for the researcher (Creswell, 2012: 218). The researcher wants to know teachers' evaluation about the textbook that is analyzed. The teacher that is interviewed is a teacher that often use the textbook in the teaching-learning process. The interview is expected to strengthen and support the result of analyzing the lexical density of the textbook to find out the difficulty of it.



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Figure 1.1 Frame of Research

From the frame of the research above, the technique of collecting data is document analysis. The researcher analyzes the lexical density of an English textbook which contains grammatical and lexical items. After getting the result of document analysis, the next step is giving the interview to the teacher about the analyzed textbook. The last, the researcher concludes the result of document analysis, interview, and questionnaire.

I. DATA ANALYSIS

According to Creswell (2012) six steps on analyzing a qualitative data such as preparing and organizing the data for analysis, exploring and coding the data, using codes to build description and themes, representing and reporting findings, interpreting findings, and validating the accuracy of the findings.

1. Preparing and organizing the data for analysis

In this step, the researcher organizes all the data from document analysis. The data are related to the lexical density, English textbook and reading texts from the textbook. Creswell also stated that there are two ways to analyze the data, by computer and by hand. (2012). The researcher will analyze the data by hand which means that the researcher read the data and mark it by hand. The researcher prepares the question for interviewing the teachers too.

2. Exploring and coding the data

After preparing and organizing the data, the next step is exploring the data. All the data from documents that have been collected are explored. The data, in this case, is the reading texts, are read several times to avoid making mistakes in analyzing the lexical items. Exploring the result of an interview with the teachers is also done. The recording of the interview is read two or three times and then write the transcript to make the researcher explore it easier.

The next step is coding the data. To analyze the lexical density of the reading texts, the distinction between grammatical items and lexical items are

drawn. The important elements of finding the lexical density are the lexical items. The lexical items are divided into four classes, nouns, verbs, adjectives and main adverbs. To avoid unnecessary repetition of those words, the codes N for nouns, V for verbs, Adj for adjectives and Adv for main adverbs are used. There are also LD for lexical density, Nlex for the total number of lexical items, and N for the total number of words or items in the texts.

3. Using codes to build description and themes

The further step is using codes to build description and themes. The code Nlex is used to describe the total number of lexical items in the reading text. The code N is used to describe how many the total number of items that have been analyzed in the text, and LD itself describes the result of lexical density in the reading text.

4. Representing and reporting findings

After coding and building description and themes, the findings are represented and reported. The findings represented by showing some tables from the reading texts that were analyzed. The tables represent the percentage of lexical items, grammatical items, and lexical density. After that, the findings are reported by elaborating the tables into some paragraphs to explain the details of the findings. The transcript of the interview with the teacher is also shown.

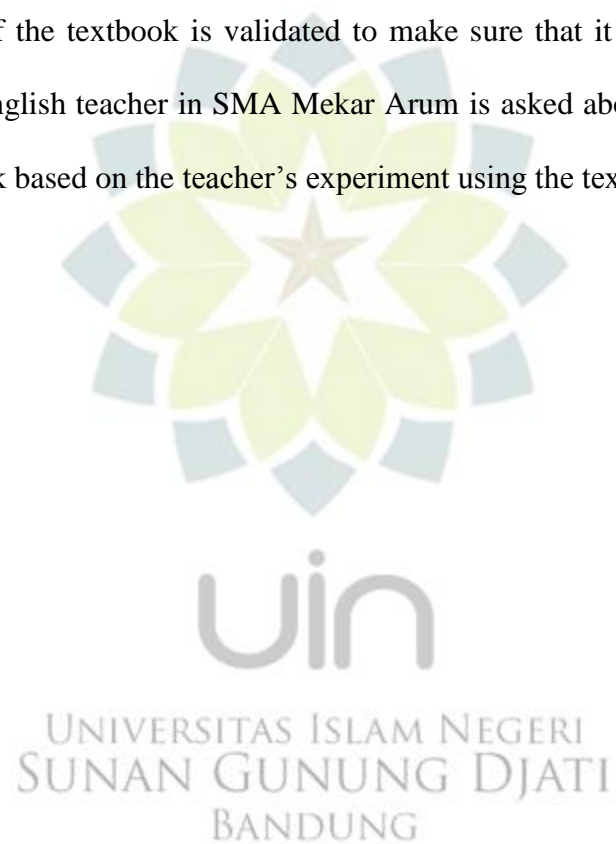
5. Interpreting findings

In this step, the findings are compared to the literature and summarize it. The percentage of the lexical density of the textbook is also compared with the

teacher's responses about the textbook. Personal reflection is conveyed, and suggestions are given for future research.

6. Validating the accuracy of the findings

From the interpretation of the findings, the result of the level of the difficulty of the textbook is validated to make sure that it is accurate. In this case, the English teacher in SMA Mekar Arum is asked about the difficulty of the textbook based on the teacher's experiment using the textbook.



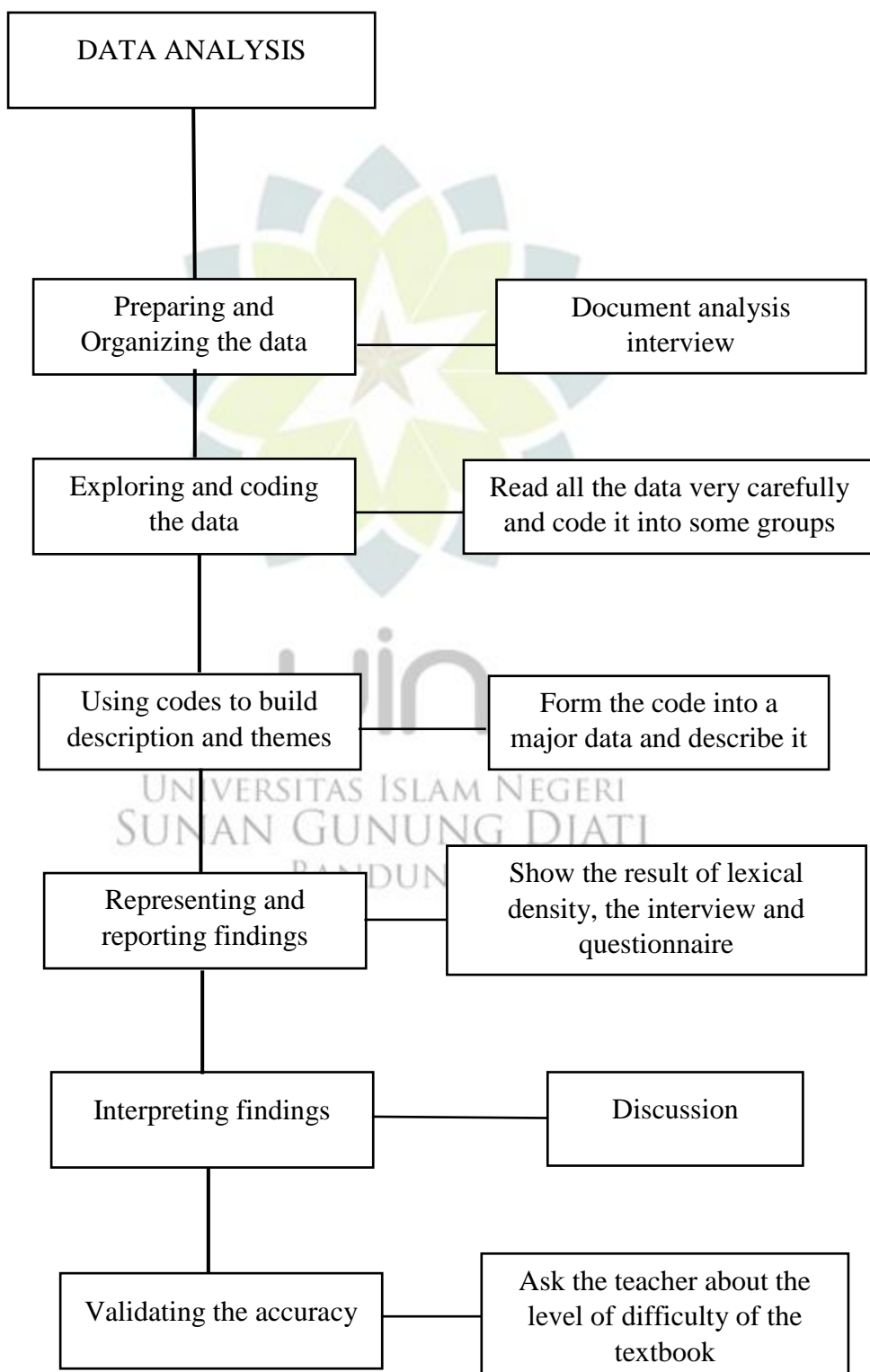


Figure 1.2 Frame of Research

Figure 1.2 shows the steps of data analysis in this research. The first step is preparing and organizing the data. The textbook for document analysis and the result from interviewing the teacher are prepared and organized. The second step is exploring and coding the data, read all the collected data and code it into some groups. The third is using codes to build description and themes. The fourth is representing and reporting findings, show the result of lexical density and interview. The fifth is interpret findings means the discussion of the research. The last step is validating the accuracy.

