

CHAPTER I

INTRODUCTION

A. Background of the Problem

Textbook is a key component of most subjects in classroom. It plays an important role in teaching-learning process, because it is used to convey the teaching materials to students, to facilitate the teaching-learning process. In line with idea above Richards (2001), state that textbook is an important component of the language program, they provide the content of lesson which balancing the language skills. Beside that it can be a source for teacher who has limited teaching experience. Textbook is one of the teaching materials that have an important role in developing the skills of English language such as listening, speaking, reading and writing. One of the developments of textbook is in reading side. In textbook, there are some of texts that help students to develop their reading ability.

Sholichatun (2011) informs that there are some categories of a good book. First, the contents of the textbook should deal with the current curriculum; it might be from the genre that should be available in the textbook. Besides, the contents of the textbook also go with the level of study. Textbook includes lexical density which measures the proportion content words in a text. The second category is a textbook should have an interesting display. By an interesting display, textbook can increase the motivation of readers to read the textbook. In addition, the language of the textbook should

be correct in the context and situation. It means that the language does not enclose ambiguous, so the reader can understand it easily.

Reading material is one of the contents of the textbook besides listening instruction, some exercises, writing task and some conversation scripts. according to Kanina (2016), reading materials can be found in an English textbook usually provide with texts, dialogue or any piece of information data and it becomes important materials input in reading session. Through the text, the students can get information and the knowledge and also the vocabulary and the grammar. It is provided in some types which are called as genre. The types of genre are arranged well based on the curriculum.

Based on Content of Standard, junior High School students are hoped to get factual, conceptual, and procedural knowledge about social functions, structure of meaning (the order of meaning in text or so far we are familiar with the term structure of text), and language elements of various texts with insight of humanity, nationality, state, and civilization-related to the phenomena and an eye-seen event. It means that the reading material contained in English textbook used in the 8th grade of al-Huda Junior High School is expected to be in accordance with the needs of the students including the density of the text in it.

Based on the above quotation, it is clear that the reading material contained in English textbooks must be in accordance with the level of ability by students, but based on the preliminary study in the 8th grade of al-Huda Junior High School; many of students get difficulties in comprehending a

long text or a dense text. When they found text with long and many paragraph, they would get bored firstly. Getting bored makes their get difficulties in comprehending the text. But in fact the main point of difficult text is the lexical density of the text, in which the more lexical items the text has, the more difficult the text is. so that, Some students cannot receive the message contained in the text. When students become difficult to understand the contents of the reading texts, students will find it difficult to get knowledge about textbooks. The proportion of items and grammatical items in the text will certainly affect the difficulty of the text. Through text density, the teacher can find out whether the text is easy or difficult for students. The following are the problems that the writer found during her preliminary study at the school:

1. The type of text in reading materials of *When English Rings a Bell* Textbook is not able to be understood by students.
2. The Content words in reading materials of *When English Rings a Bell* Textbook is not able to be known by students.
3. The grammatical function words in reading materials of *When English Rings a Bell* Textbook is not known by students.

Based on the problem depicted above, thus, the writer is interested in investigating the problems above into a research in titled **“An Analysis of Lexical Density in English Textbook at VIII Grade al-Huda Junior High School Tembilahan”**

B. Problem

1. Identification of the problem

- a. Why is the type of text in reading materials of *When English Rings a Bell* Textbook is unable to be understood by students?
- b. Why are the Content words in reading materials of *When English Rings a Bell* Textbook is unable to be identified by students?
- c. Why is the grammatical function words in reading materials of *When English Rings a Bell* Textbook is unable to be known by students?

2. Limitation of the problem

After identifying the problem stated above, thus, the writer needs to limit and focus the problems of her research on lexical density of descriptive and narrative text in English textbook for 8th grade al-Huda junior high school Tembilahan.

3. Formulation of the Problem

- a. How is the lexical density of reading text in in English textbook *When English Rings a Bell* for 8th grade al-Huda junior high school Tembilahan?

C. Objective and Significance of the Research

1. The Objectives of the Research

- a. To know how is the lexical density of reading text in in English textbook *When English Rings a Bell* for 8th grade al-Huda junior high school Tembilahan.

2. Significance of the Research

Hopefully, the research findings are expected to be:

- a. Very meaningful, especially for the writer as a novice researcher in term of learning how to conduct the research.
- b. For both students and teachers of English of the eighth grade at al-Huda Junior High School as a consideration for the following teaching points.
- c. Especially for those who are concerned with teaching and learning of English, and
- d. For practical and theoretical development of Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL) and Teaching of English to Speakers of Others Languages (TESOL).

D. Reason for Chooshing the Title

There are some reasons why the writer is interesting in carrying out the research. The reasons are as follows:

The title of the research is relevant with the writer's status as a student of English Education Department.

1. The title of the research is not yet investigated by other previous researchers.
2. The location of the research facilitates the writer in conducting the research.

E. Definition of the Term

There are some terms applied in this research. Thus, to avoid misunderstanding toward the terms, the following definitions are necessary:

1. Lexical Density

According to Johansson (2008), Lexical density is the term most often used for describing the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words. While Nunan (1993), also states that lexical density referred to the number of lexical content of function words per clause. Lexical density is a term used in discourse (or text) analysis. It is used to measure the ratio of content words to grammatical words in any given text (spoken or written).

2. Reading Materials

As a skill, reading is clearly one of the most important in many instances around the world. It is the most important foreign language. Harmer (1998) states that reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text.

3. English Textbook

A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. a

textbook is one of the most effective and available way to relieve some of the pressures put on teachers, lessons preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied (Garinger, 2002)