

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Lexical Density

Lexical density is a measure of the amount of content information in a text. 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. In line with theory above, Kondal (2015) informs that lexical density is a measure to find out how many lexical items such as nouns, verbs, adjectives, and adverbs used in the text. It means that the lexical density measures the density of information in any passage of text.

Nunan (1993) also states that lexical density measures of the proportion of content words in a sentence or text. In addition, 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).

A text with a high proportion of lexical items or content words has high information than a text with a high proportion of function words (prepositions, interjections, pronouns, conjunctions and count words). In another words, Rahmansyah (2012) states that the higher the lexical density of a text is, the more information there is and the more difficult it is to understand by readers. If the text has more grammatical items than

the lexical items, the text is categorized to the lower lexical density. On the contrary, if the text has more lexical items than the grammatical items, the text is categorized to the high lexical density.

Based on the above explanation, it can be concluded that 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).

a. Content words

Content words are any nouns, verbs, adverbs, and adjectives which have suitable and significant lexical meaning (Johansson 2008).

1) Noun

Nouns are the names of person, thing or place or a word which refers to persons, things, events, activities, which generally functions as the subject or object of a sentence. (Seaton, 2007)

There are several classes of noun:

a) Common noun

Common noun refers to person, place, or the common things and not capitalizes.

Example: cat, beach, library, drum, cake.

b) Proper noun

Proper noun is an individual name, place or things and or the specific things and capitalizes always.

Example: George, Billy (a person), Indonesia, Japan (a country), May, June (a month).

2) Verb

According to Gelderen (2002), verb is a lexical category which often expresses a state, act, event, or emotion which expresses action, being, or state of being. Based on the form, verbs are divided into two, they are:

a) A regular verb is one which forms its past indicative and past participle by addition the suffix –ed, or –d.

Example: want, wanted, wanted, ask, asked, and asked.

b) An irregular verb is one that does not form its past indicative and past participle by adding –ed, or –d.

Example: become, became, become, buy, bought, and bought.

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

a) Transitive verbs are verbs that express an action and require one or more objects.

Example: learn, buy, sell, write, bring.

b) Intransitive verbs are verbs that express an action and do not require object(s).

Example: come, study, arrive, run, lie, and work.

3) Adjective

An adjective are words that are used to explain or modify a person, place, or thing (Mas'ud, 2005). Example: beautiful, good, expensive, important, ugly, yellow, interesting.

4) Adverb

Adverbs are words that are used to describe verbs, adjectives or adverbs. Type of adverbs can be divided into six kinds:

- a) Adverbs of manner Example: beautifully, well, fast, hard, quickly.
- b) Adverbs of place and direction Example: away, here, west, there, in Solo.
- c) Adverbs of time Example: ago, from, now, last, once, since, then, today.
- d) Adverbs of frequency Example: always, never, often, sometimes, usually.
- e) Adverbs of degree Example: indeed, of course, rather, in fact, really, too, very.
- f) Adverbs of modality Example: likely, maybe, perhaps, possibly, probably, unlikely.

b. Grammatical Function Words

Grammatical function words create the relationships between the concepts in a sentence. Grammatical function words might be determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs.

1) Prepositions

A preposition is a word that connects one thing with another, showing how they are related (Seaton, 2007). Some prepositions tell you about position or place. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Example: about, above, across, after, at, behind, beside, by, in, into, inside, among, around, before.

2) Pronouns Common types of pronouns are as follows:

a) Personal Pronouns

Personal pronouns are words that are used to replace a person or thing. Example: I, you, we, they, he, she, it.

b) Demonstrative Pronouns

Demonstrative pronouns are words that are used to point out something. Example: this, these, that, those.

3) Conjunctions

Conjunctions are words that are used to connect words or a group of words or sentences. Example: although, even, once, as, if, until, when, where, during, since, for, while, because.

4) Auxiliary Verbs

These verbs are called auxiliary verbs because their function is to help other verbs express different meanings. Example: be, do, have, can, may, must, shall, will, could, might, should, would.

5) Determiners

According to Gelderen (2002), says that determiner is a word that points or specifies. It is situated before the noun head of the phrase, and before any adjectives that may be in the noun phrase. Example: some, any, many, much, no, few, little, every, all, several, a lot of.

6) Numerals (numbers) Numbers can be divided into three those are:

- a) Cardinal numbers Example: zero, one, and two.
- b) Ordinal numbers Example: first, second, third.
- c) Fraction. Example: a half, a third, a quarter.

2. Reading

a. Definition of reading

Many definitions of reading can be found from a variety of references. According to Johnson (2008), reading is an ever-evolving skill and an activity to add information and knowledge, Reading integrates visual and nonvisual information. It means that reading is a skill that can increase the reader's information and knowledge. Reading is also an act of connecting one idea with another. So, reading is a process for understanding the ideas written in the text (Richards & Schmidt, 2010). Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structure. It is similar to Linda and Carla's statement, they say:

“Reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text. So that, reading is a complex process involving network of cognitive actions that works together to construct the meaning”. (Linda & Carla, 2007, pp.14)

Reading is a process to connect between the readers' knowledge and the text in order to get the real meaning from the text and also to understand its content. In line with idea above, Tankersley (2003) says that reading is a complex process made up of several interlocking skills and processes. It means that a reader should be able to think about and evaluate what he/she is reading while he/she is processing and decoding the text.

Reading is one of a number of skills courses that supplement content. Students may find a lot of information in written language such as manual book, newspaper, magazine, and so on. By reading they can develop their creativity and critical thinking, improve their knowledge, acquire new ideas, obtain needed information, seek support for their ideas, broaden their interest, get the message that the writer had expressed. In line idea above, Wallace (2003) says that reading is one of the social processes; the reading process has tended to be characterized primarily as psychological, cognitive and individual.

From the explanation above, it shows that reading is important skill because by improving your reading, you can also gain your other skills. By reading, you can develop your knowledge about any kind of information, adding new vocabularies, enjoying literature and so on.

3. Teaching Materials

a. Definition of teaching materials

In language teaching, many tools can be used by teachers or learners to facilitate the learning of a language. Teaching materials are an important component of most language programs. Some teachers use teaching materials as the main source of instruction for learners. In line with idea above, Syafniar (2014) says that the material is a tool for teachers in teaching and learning process, it could be served or be used for the classroom activities. It means that the material cannot be

separated with activities in the classroom because the material is a tool to achieve the learning process.

According to Richards & Schmidt (2010), material may be linguistic, visual, auditory, or kinesthetic, and may be provided in print, audio or video, on CD-ROMs, on the Internet or through live performance or display. It can be said that many types of material can be presented in the classroom; this is very helpful for teachers and students in the learning process.

The material used in teaching English is an important point where design, content, distribution and context will affect student learning. Regarding to idea above, Brown (1995) states that material is any systematic description of the techniques and exercise to be used in classroom teaching. It is showing how the teacher implements the material and how the teacher uses the techniques to be used in the classroom.

Based on the above explanation, it can be concluded that the material is very important in the classroom, because without the material the learning process cannot work because it is the basis of learning activities.

b. Definition of reading material

Reading is an important component in language programs that must be mastered by students. The teaching materials which are suggested by curriculum are reading materials which are not only

suitable with the topic which is discussed, but also a good reading for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language. According to Sholichatun (2011), Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. Its means that reading material is in the text and there is an idea or message in it

Whereas according to Hutchinson and Waters (1994), Reading material can be found in English textbooks usually equipped with any text, dialogue or information data and become an important input material in the reading session.

From the explanation above, its shows that the reading material is a material consisting of some text containing the idea or message for the reader obtained through the process of reading activity and reading material can be found in English Textbooks.

c. Definition of materials evaluation

Materials evaluation is defined as “a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them (Farzaneh, Kohandani, & Nejadansari, 2014).

Meanwhile, according to Tomlinson (2003), Materials evaluation is defined as a procedure that involves measuring the value

(or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them.

Hemsley (1997) identified three basic kinds of ELT materials evaluation. The first kind is an intuitive, impressionistic approach based on the first impression of the evaluator. One way of doing so is going through the materials or by reading the publicity blurb. The second approach is a formal prior-to-use evaluation. In this systematic and comprehensive approach, the materials are closely examined using careful checklists or questionnaires. The third one which is the 'process approach' involves three steps: predictive evaluation, choice of a material, and finally a post-use retrospective evaluation.

4. Textbook

a. Definition of textbook

According to Richards and Schmidt (2010), Textbook is a media used in teaching learning. It means that textbook develops some of skills such as multiple skills (listening, reading, writing, speaking, and grammar) or deal with a single skill (e.g. reading). Textbook is very crucial in language classroom and educational program and they can be significant resources for educators in helping learners to learn (Hamidi, Bagheri, Sarinavaee, & Seyyedpour, 2016). The teachers use textbook to make them easier to teach student outside the class. Because by the textbook, the student can repeat what the teacher had explained in the class. Textbook enrich the students' knowledge, not

only about the linguistic competence, but also communicative competence.

Nazeer (2015) also states that the source of knowledge is the textbook and they are used for transferring and imparting knowledge to students of different age groups and Textbook provides a key to subject matter for those who are completely new to that discipline.

According to Richards (2001), However, the use of textbook in teaching has both advantages and disadvantages, depending on how are used and the contexts for their use. The advantages are:

- 1) They provide structure and a syllabus for a program. Without textbook a program. Without textbook a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
- 2) They help standardize instruction. The use of textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- 3) They maintain quality. If the textbook is well developed, students are exposed to materials that are based on sound learning principles.
- 4) They provide a variety of learning resources. The good textbook are provide with workbook CDs or cassettes that provide a rich and varied resource for teachers and learners.
- 5) They are efficient. The teachers should not product materials.

- 6) They can provide effective language models and input. Textbook can guide newly English Teachers.
- 7) They are visually appealing. Textbook usually have high standards of design and production and hence are appealing to learners and teachers.

b. The Functional of Textbook

Textbook has many functions, according to Graves (2000) states that there are many functions of textbook as follows:

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, can be concluded that textbook has important role in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

5. Text

a. Definition of text

Text is an arrangement of systematically words in a good diction, without ignore the rule of coherence and cohesive. Text is any stretch of language which is held together cohesively through meaning (Feez, 2002). From the explanation above, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

6. Genre

The term 'genre' has been used for many years to refer to different styles of literary discourse. In recent time, the term has been adapted to refer to different types of communicative events. In line with above idea, Abbaszadeh (2013) states that genre is usually characterized by its communicative purpose(s) in general, associated themes, conventions (rhetorical structure, lexico-grammar and other textual features), the channel of communication (e.g., spoken, electronic, hardcopy, etc.) audience types, and sometimes the roles of the writer and readers. This can be concluded that genre is one of the most important and influential concept in language education.

Genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something (Pardiyono, 2016). Each genre is characterized by distinctive schematic structure, that is, by a distinctive beginning, middle, and end structure through which the social function of the genre is realized. It can be concluded that there are differences between each genre to another. There are some genres texts: Descriptive, procedure, recount, report, narrative, explanation, exposition and discussion.

a. Descriptive

Descriptive is used to tell what the subject looks, sounds, feels, tastes, and/or smells like.

The generic structure of the descriptive consists of:

- 1) Identification
 - 2) Description
- b. Procedure

Procedure text is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something or getting somewhere.

- 1) Generic structures there are three section in constructing a procedure text introductory statements or title, a list of materials required to complete the procedure and sequence of steps in the order they need to be completed.
- 2) Language feature Procedure texts usually include the following grammatical features, sentence that begin with verbs and are stated as commands, time words or numbers that show the order for carrying out the procedure, adverbs to describe how the action should be performed, precise terms and technical language.

c. Recount

The purpose of the recount text is to report the event, activity or the people's experience.

The generic structure of the recount consists of:

- 1) Orientation
- 2) Events
- 3) Reorientation

d. Report

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. Informative reports are written about living things like plants and animals and nonliving things like cars or oceans. An information report is used when we talk and write about, e.g. bikes. When writing a description we only talk/ write about one specific thing, e.g. my bike.

1) Generic structure

- a) General classification, stating classification of general aspect of thing, such as animal, public place, plant, etc. which will be discussed in general.
- b) Description, describing the thing which will be discussed in detail, part per part, customs or deed for living creature and usage for materials, habit/ behavior or 'uses' if no natural.

e. Narrative text

According to Allen (2005), narrative texts tell the reader a story, and then Narrative texts can take many forms: poetry, drama, novel, short story, or narrative nonfiction. The purpose of this text is to relate an amusing or unusual experience in an entertaining way. The social function of narrative text is to amuse,

to entertain, and to deal with problematic events which lead to a crisis point of some kinds, which in turn find a resolution.

The generic structure of the narrative consists of:

- 1) Orientation: sets the scene and introduces the participants
- 2) Evaluation: a stepping back to evaluate the plight
- 3) Complication: a crisis arises
- 4) Resolution: the crisis is resolved, for better or for worse
- 5) Re-orientation: optional

Narrative text focuses on specific and individualized participant. It usually uses material (behavioral and verbal) processes. It also uses relational processes, mental processes, temporal conjunction, and temporal circumstance. Relational processes involve states of being and having. For example:

- 1) She was an old boy.
- 2) He has a good job.

There are many verbs which refer to mental processes, they are thinking, imagining, liking, wanting, seeing, etc. The verbs that are used in narrative text type are past tense.

f. Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the

phenomena. It is often found in science, geography and history text books.

1) Generic Structure of Explanation Text

- a) General statement; stating the phenomenon issues which are to be explained.
- b) Sequenced of explanation; stating a series of steps which explain the phenomena.

g. Exposition

Exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case or the case against. There are two kinds of exposition texts.

1) Analytical exposition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that idea is important matter.

- a) Generic structures of analytical exposition are: Thesis, Argument 1, Argument 2 and Reiteration.

2) Hortatory exposition

Hortatory exposition is a text which represents the attempt of the writer to have the address do something or act in certain way.

Generic structures of hortatory exposition are: Thesis, Argument and Recommendation

h. Discussion

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents pro and contra opinion on certain issue.

1) Generic Structures:

- a) Issue: Contains of statement and preview about something
- b) Supporting point: After stating the issue, it is necessary to present the argument to support that one point is agreeing.
- c) Contrastive point: Beside the supporting argument, discussion text needs the arguments which disagree to stated issue.
- d) Recommendation/conclusion: It is used to tell how to solve issue by connecting the arguments for and against.

B. Relevant Research

In order to avoid the same title used in this research, thus the writer indicates the some studies related to this research, such as;

A research conducted by Rusda Ayu Syafniar (2014) entitled “The Analysis of The Reading Materials in “English Alive” Textbook Based on

School based Curriculum for Second Grade Students of Senior High School”. Her research method was document analysis.

In her research, she concluded that the reading indicators, reading text types, and features of reading text types (generic structures and linguistic features) in *English Alive* textbook are already developed in accordance with the requirements specified in the School-Based Curriculum (*KTSP*).

A research conducted by Dian Setiawati (2015) entitled “Content analysis of Student Book “When English Rings a Bell” For Grade VIII Junior High School”. Her research, she used descriptive qualitative content analysis as its research method. In procedures of collecting the data, she used observation to observe the relevance between the materials in the book with the cognitive aspect in basic competence three of the 2013 English curriculum and document to review in form of writing like book, articles, journals, and regulation about 2013 curriculum.

The result of her study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 29 materials in the book which are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which are irrelevant or about 10.81 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 15 materials in the book which are relevant or about 38.46 %, 14 materials which are partly relevant or about 35.59 % and 10 materials which are irrelevant or about 25.64 %.

Additionally, Bersyebah Herljimsi Nesia & Siti Aisah Ginting (2014) from University of Medan conducted a research entitled was “Lexical Density of English Reading Texts for Senior High School”. This study was conducted by descriptive method with qualitative approach. The data of this research were the English reading texts of Look Ahead textbook for senior high school grade twelve published by Erlangga.

The result of her study showed that: (1) 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 are noun and verb while review texts are formed by 3 lexical items, and they are noun, adjective, and verb. (2) The lexical density of explanation texts are 58,42% and 52,05%, review texts are 55,73% and 53,51%, narrative texts are 48,96% and 43,97%, and discussion texts are 47,79% and 42,57%. The highest lexical density of the reading texts is the explanation text with percentage 58,42%. This meant that explanation text is the most difficult text to be comprehended in the textbook.

C. Operational Concept

According Syafi'i (2015 p.110), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. In this case, the writer would like to explain briefly about the variable in this research. It is really important to clarify the theories in this research. This research is a descriptive qualitative design which is focused on the reading material disseminated in English textbook in title "When English Rings a Bell for Eighth Grade". Furthermore, the variable in this research is lexical density in in English textbook. According to Nunan (1993), to find out how the spread of lexical density in English Textbooks there are several indicators according to which are analyzed as follows:

1. Lexical density referred to the number of lexical content of function words per clause.
2. Content words refer to contain the main semantic information in a text words that carry a high information load such as; nouns, verbs, adjectives, and adverbs.
3. Grammatical function words refer to relationships between the concepts in a sentence. Grammatical function words might be determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs.