ABSTRACT

Aditya Prima Nugraha. 2019. **LEXICAL DENCITY OF READING COMPREHENSION MATERIAL IN ENGLISH TEXTBOOK** *PATHWAY TO ENGLISH* **FOR SENIOR HIGH SCHOOL GRADE XII PUBLISHED BY ERLANGGA.** Thesis, Surakarta: English Language Education Cultures and Languages Faculty, 2020.

Advisor   : Fithriyah Nurul Hidayati, M.Pd
Keywords   : Reading Comprehension, English Textbook, Content Analysis

The objective of this study were to know whether the reading comprehension materials found in "Pathway to English" textbook for Senior High School Grade XII published by Erlangga were appropriate by analyzing the lexical density of its.

The study design used was descriptive qualitative research. The instrument of this research was document which was get from collecting the reading texts found in the textbook. The data in this study was analyzed qualitative in the form of description and used descriptive statistics for describing the features of data.

The result of this study, there were 4 reading texts in the textbook that was categorized as high lexical density, 9 reading texts in the textbook that was categorized as quite lexical density, 2 reading texts in the textbook that was categorized as low lexical density. As quoted by Mariane and Elite (2000), reading text that categorized as low lexical density had 40% - 50% percentage, as quite lexical density had 50% - 60% percentage, as high lexical density had 60% - 70% percentage. The highest percentage of the lexical density reading text found in the textbook was 67.8% entitled "Yogyakarta Promotes Commuting by Bike". Meanwhile, the lowest percentage of the lexical density reading text was 40.5% in text 15. Based on the analysis from 15 reading text, there are 6 texts that have high lexical density, 7 texts that have quite lexical density and 2 texts that have low lexical density. In conclusion, this textbook were moderate difficult to understand for student and met the content of school-based curriculum.

ABSTRAK

Aditya Prima Nugraha. 2019. **BADAN LEXIS DARI BAHAN KOMPREHENSI MEMBACA DI *PATHWAY TO ENGLISH* TEXTBOOK UNTUK BAHASA INGGRIS UNTUK SENIOR SMA SEKOLAH XII YANG DITERBITKAN OLEH ERLANGGA.** Tesis, Surakarta: Fakultas Bahasa dan Budaya Pendidikan Bahasa Inggris, 2019.

Pembimbin : Fithriyah Nurul Hidayati, M.Pd
Kata kunci   : Pemahaman Membaca, Buku Teks Bahasa Inggris, Analisis Konten

Tujuan dari penelitian ini adalah untuk mengetahui apakah bahan-bahan pemahaman bacaan yang ditemukan dalam buku teks "Pathway to English" untuk SMA XII yang diterbitkan oleh Erlangga sesuai dengan menganalisis kepadatan leksikal dari materi tersebut.

Desain penelitian yang digunakan adalah penelitian kualitatif deskriptif. Instrumen penelitian ini adalah dokumen yang diperoleh dari mengumpulkan teks bacaan yang ditemukan dalam buku teks. Data dalam penelitian ini dianalisis secara kualitatif dalam bentuk deskripsi dan menggunakan statistik deskriptif untuk menggambarkan fitur-fitur data.

Hasil dari penelitian ini, terdapat 4 teks bacaan dalam buku teks yang dikategorikan sebagai kepadatan leksikal tinggi, 9 teks bacaan dalam buku teks yang dikategorikan kepadatan cukup leksikal, 2 teks bacaan dalam buku teks yang dikategorikan sebagai kepadatan leksikal rendah. Seperti dikutip Mariane and Elite (2000) teks bacaan yang dikategorikan sebagai kepadatan leksikal rendah memiliki persentase 40% - 50%, karena kepadatan leksikal cukup memiliki persentase 50% - 60%, karena kepadatan leksikal tinggi memiliki persentase 60% - 70%. Persentase tertinggi dari teks membaca kepadatan leksikal yang ditemukan dalam buku teks adalah 63,6% berjudul "Victor Striking the Solomon Islands". Sementara itu, persentase terendah dari pembacaan kepadatan leksikal adalah 41,61% dalam teks 15. Berdasarkan analisis, genre yang ditemukan dalam buku teks ini adalah deskriptif, laporan, hortatory dan prosedur. Sebagai kesimpulan, buku teks ini cukup moderat untuk dipahami oleh siswa dan memenuhi isi kurikulum berbasis sekolah.

LEXICAL DENSITY OF READING COMPREHENSION MATERIAL IN ENGLISH TEXTBOOK *PATHWAY TO ENGLISH* FOR SENIOR HIGH SCHOOL GRADE XII PUBLISHED BY ERLANGGA

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Languge Education

By:

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ENGLISH LANGUAGE EDUCATION

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ADVISORS SHEET

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The Dean of Cultures and
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Surakarta in Surakarta

Assalamu'alaikum Wr.Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Title : **Lexical Density of Reading Comprehension Material in English Textbook** *Pathway to English* **for Senior High School Grade XII Published by Erlangga**
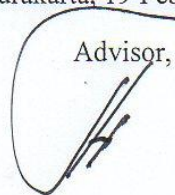
.

Has already fulfilled the requirements to be presented before. The Board of Examiners (munaqosyah) to gain an Undergraduate Degree in IAIN Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr.Wb

Surakarta, 19 February 2020

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RATIFICATION

This is to certify that the Degree of Undergraduate thesis entitled "Lexical Density of Reading Comprehension Materials in English Textbook *"Pathway to English"* for Senior High School Grade XII Published by Erlangga" by Aditya Prima Nugraha (13.32.2.1.329) has been approved by the Board of Thesis Examiners as the requirements for the Degree of Undergraduate in English Language Education.

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DEDICATION

This thesis is dedicated to:

1. *My beloved parents, who always support emotionally, prayer, love and patience.*

2. *My beloved family who always support and motivate to finish this thesis.*

3. *All of my best friends mbak Rofi', Jabal, Isnatul who never tired to support in behind the scene.*

4. *All of my friends, thank you for unforgettable friendship.*

MOTTO

"JUST DO IT"

(Nike Apparel)

PRONOUNCEMENT

Name   : Aditya Prima Nugraha

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I hereby sincerely state that the thesis titled **"Lexical Density of Reading Comprehension Materials in English Textbook *"Pathway to English"* for Senior High School Grade XII Published by Erlangga"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 19th 2020

Stated by,

Aditya Prima Nugraha

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessing and mercies so the researcher was able to finish this thesis entitled "Lexical Density on Reading Comprehension Materials in English Textbook *"Pathway to English"* for Senior High School Grade XII Published by Erlangga". Peace be upon Prophet Muhammad SAW, the greatest leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported and suggested his during the process of writing this thesis. This goes to:

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3. Budiasih, M. Pd., as the Head of English Language Education of Cultures and Languages Faculty IAIN Surakarta.

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8. All researcher's friends who always help and accompany his life.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis useful for the researcher in particular and the readers in general.

Surakarta, February 15th 2020

The researcher,

Aditya Prima Nugraha

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills in English that students need to acquire. The students need to master reading skill because by reading students can obtain information they need, understand important messages and consequently improve their knowledge. Reading comprehension is one important aspect in English. Because it is one of language skills, students need to learn reading comprehension as an essential component not only for their academic or practice but also for another people. Reading comprehension is an interaction process through which the reader uses code, content analysis, prior knowledge, and vocabulary to understand the text (Howell, 1993:183).

Moreover, Grabe and Stoller, (2002: 11) stated Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests. To offer a more accurate picture of reading comprehension, we define it according to a set of necessary processes. That is, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.

There are many kinds of media that used by teacher in teaching learning process. In order to make the students comprehend those texts, the English teacher has to choose suitable and appropriate materials for their student. According to Richards (2012:1), textbook is a key component in most language programs. In some situations they serve as the basis for much of the language input that the learners receive and the language practice that occurs in the classroom. It means that textbook plays an important role in helping the students learning and mastering all of the language components.

Textbook is one of important media that support teachers and student as source to guide the activities in teaching learning process. Garinger (2002) point out, a textbook can serve different purposes for teacher: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even asthe curriculum itself. Textbook is a teaching tool which presents the subject metter defined by the curriculum. Textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character. Most of textbook are only publised in printed format, some can now be viewed online.

The composition of each language skills and its practices should be balanced to help develop student's comprehension during the teaching and learning process. In other words, textbook will help teacher in conducting teaching and learning process and develop student's comprehension in learning language. Therefore, a teacher has to be able to select and analyze the lexical density of textbook before they use it for teaching and learning

process. In addition, a good textbook should not be too hard to be understood by student. Otherwise, it will not fulfill its purpose in delivering the materials. Textbooks with lower density are more easily to be understood compared with textbooks that the sentences are long and lexically density. Lexical density refers to the number of lexical or content word per clause. Lexical density measures the proportion of content words in a sentence or text (Nunan, 1993:11). In addition, lexical density refers to the number of lexical content of function word per clause. It means that the lexical density measures the density of information in any passage of text, according to how tightly the lexical items (content word) have been packed into the grammatical structure.

According to Halliday (1985:63), lexical density is the number of lexical items which is the proportion of the number of running words. Lexical density is the number of content words or lexical items as a percentage of the total number of words. Content words or lexical items as opposed to function words are words that carry high information load such as; nouns, verbs, adjectives, and adverbs. If the text has more grammatical items than the lexical items, the text is categorized as the lower lexical density and this text is easy to understand. On the contrary, if the text has more lexical items than the grammatical ones, the text is categorized as the high lexical density and is difficult to understand but it contains a lot of information. Therefore, teachers need to be able to analyze the lexical density of the textbook to provide a suitable book which has the right level for the students.

As English teachers we had to know the content and materials of this book that will be used in teaching processes, because the appropriateness of content and materials of textbook give the influences toward the success of teaching and learning process. The study's reason why choose this English textbook to analyzed because many school used this book such as MAN 1 Karanganyar and MAN 1 Surakarta. Here, the supports reason why the reseacher analyzed *"Pathway to English"* was based on interview with one of teacher in MAN 1 Karanganyar. Mrs. Dewi is as English teacher in tenth and twelfth grade. She said that Erlangga was the easiest textbook published that support the design curriculum in Indonesia and also many school used this book. Even though, Mrs. Dewi also said that some of reading text in this textbook hard to be understand by student. *"Pathway to English"* for Senior High School Grade XII publised by Erlangga used in many Senior High School such as in MAN 1 Karanganyar and MAN 1 Surakarta.

In English textbook *"Pathway to English"* for Senior High School Grade XII has some materials; there are Reading, Listening, Speaking, Writing, Grammar and Pronounciation. The English teacher should be able to decide whether the content of the textbook are appropriate or not with the curriculum. Reading comprehension material is one of some materials that contained in this textbook. According to Harmer, reading is model of language and reading text provides opportunities to study language such as; vocabulary, grammar, punctuation and the way to cunstruct sentence, paragraph and text. Halliday (1985: 64) also explains that the number of lexical items as a

proportion of the number running words is called lexical density. Finally, the researcher entitled his thesis with *"**Lexical Density of Reading Comprehension Material in English Textbook *Pathway to English* for Senior High School Grade XII Published by Erlangga***

B. Identification of the Problem

Based on the background of the study above, the researcher identified some problems which are formulated as follows:

There are lexical densities of reading comprehension material in English textbook *"Pathway to English"* for Senior High School Grade XII.

C. Limitation of the Problem

The scopes of these problems are too large to study. It is nearly impossible to study all of these problems. For that reason, the problems are limited onthe lexical density of reading text in this textbook *"Pathway to English"* for Senior High School" Grade XII.

D. Problem Statement

Based on the limitation of the problem above, the problems can be formulated as follows:What are Lexical Density of reading comprehension materials in *"Pathway to English"* for Senior High School Grade XII?

E. The Objectives of the Study

The general objective of the study is to know content of reading comprehension materials in English textbook *"Pathway to English"*. While the specific objective are:The researcher wants to find out the lexical density of reading text in *"Pathway to English"* for Senior High School Grade XII.

F. The Benefits of the Study

1. Theoretical benefits

   Theoretically this research is used as reference for who want to conduct a research in textbook and it can also give contribution and knowledge in textbook selection for teaching learning process.

2. Practical benefit

   a. Teacher

   The teacher can select the textbook which is most suitable in teaching learning process and improve their knowledge and experience in choosing appropriate book to make students are better in reading skill.

   b. Students

   To improve students' ablility and knowledge in English subject especially in reading comprehension by using this textbook in teaching learning.

   c. To other researcher

   This research gives reference for other researcher who interest in observation about reading materials in English textbook.

G. Definition of Key Terms

There are some terms needs to be defined included in this study, the definition of each key term is as follow:

1. Lexical Density

    Halliday (1985:63), lexical density is the number of lexical items which is the proportion of the number of running words. Lexical density is the number of content words or lexical items as a percentage of the total number of words

2. Reading Comprehension

    Grabe and Stoller, (2002: 11) stated Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately

3. Textbook

    Textbook is one of media that can help teacher and student in teaching learning process. According to langenbeach (1997: 563) states that a textbook is a book that present a body of knowledge in organized and usually simplified manner for purpose of learning.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review of Reading Comprehension

Reading is an activity which given an important contribution for human life. By reading people can get information that happen around them recently and it can also add knowledge for everyone. It means that reading is useful for everyone whenever and wherever, especially for students.

a. Definition of Reading

In English subject there are four skill and reading is one of the skill that have to be learned and mastered by students. By reading someone can get information and knowledge from read a written form and it is an essential factor that influence one's activity in communication.

According to Harmer (1998) there are some definition of reading; 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.

Wallace (1992: 4) state that reading is interpreting means reacting to written a text as a piece of communication.

Meanwhile, Heilman and Blair (1981: 4) state that there are some basic aspects of reading with which most authorities are in arrangement as follows:

a) Reading is interacting with language that has been coded into print.

b) The product of interacting with the printed language should be comprehension.

c) Reading ability is closely related to oral language ability.

d) Reading is an active process that is affected directly by an individual's interaction with their environment.

Beside listening speaking and writing, reading is one of the language skills that must be developed. Student can comprehend the meaning of some texts activity. Based on the definition above it can be concluded that reading is one of skill that people should have in order to communicate, especially the development of this globalization and it is also important to understand the meaning of the text to know the structure of the text and main idea of the text.

b. **The Purpose of Reading**

Wallace (1996: 6-7) states that the purpose of reading based on the personal reason as follow:

a) Reading for survival

Reading for survival is reading a text that is very crucial for life. For example a warning signs, an instruction sign, etc. Survival reading serves immediate needs.

b) Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning process. The reader needs to translate the text, to learn vocabulary, to identify "usefull" of structure or collocations and to practice pronunciation. For example, one reads a text loudly then analyzes it and makes the same kind of text.

c) Reading for pleasure

Reading for pleasure is reading for getting happiness. The reader wants to enjoy the sound, rhythm or rhyme of text. The text being read is written originally to offer enjoyment. For example read narrative story such as romance book, legend and so on.

From the some purpose of reading above, in this study the researcher choose one purpose that reading for learning. It means by reading can help student adding their knowledge and support the success of teaching learning process.

c. Reading Text

A text can be communicated with the others. Many people have perception that text is always in written form. Halliday and Hasan (1984: 10) state: What we do mean by text? We can define text, in the simplest way, perhaps by saying that is a language that is functional. By functional we simply mean language that is doing some job in some context. As opposed to isolated words or sentences that might put on the blackboard. So any instances of living language that is playing some part in a context of situation, we shall call it a text. It may be either spoken or written or indeed in any other medium of expression that we like to think of.

Based on definition about the text above, the researcher get conclusion that text is a language in printed or written form that has meaning and can be an instrument to communicate with others.

d. Reading Materials

According to Hammer (1998), reading is a model language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text. This activity is very important to know, to comprehend in order to get a new knowledge which very useful for life.

Reading is the most important foreign language that people should master it. Reading is one of important language that to be mastered by students in Senior High School. To support the student enable in this reading activity, the teachers should sellect good reading materials for their students. Not only appropriate with curriculum and syllabus, but also a good reading for students from the content, the structure of the text, lexical characteristic and correctness of the language.

The materials of these textbook included five basic skill which students should be mastered in English subject. The researcher choose reading skill as one skill which has the importance skill from five basic skills in English. Reading materials refers to some texts or passage that contains idea or massage to be shared to the reader through the process of reading activity. It means that reading materials is media in reading activity to get new information or to understand the meaning which is contained in written from such as text.

e. **The Definition of Reading Comprehension**

Reading comprehension is one important aspect in English. Because it is one of language skills, students need to learn reading comprehension as an essential component not only for their academic or practice but also for another people. Reading comprehension is an interaction process through which the reader uses code, content analysis, prior knowledge, and vocabulary to understand the text (Howell, 1993:183).

Moreover, Grabe and Stoller, (2002: 11) stated Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests. To offer a more accurate picture of reading comprehension, we define it according to a set of necessary processes. That is, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.

a. Reading is always *purposeful* not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.

b. Reading is also a *comprehending* process. The notion of comprehending is both obvious and subtle. It is obvious in that any person could say that

understanding a text is the purpose for reading; it is less obvious with respect to the ways that such understanding might be carried out by the reader, as will be seen in the next section.

c. Reading is also an *interactive* process in at least two ways. First, the various processes involved in reading are carried out virtually simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause-level meanings, building a main-idea model of text comprehension in our heads, monitoring comprehension and so on.

Gebhard (1999:199) describes what they have to do in comprehending reading text:

a. Skip the unknown words

b. Predict meaning by relating the context of the text

c. Do not translate each word

d. Have a schemata about the text

e. Draw a conclusion by using pictures or illustration

f. Read the things of interest

g. Repeating reading activity to check comprehension

In foreign language, reading is like a comprehension that teachers simply expect learners to acquire. Basic beginning level textbooks in a foreign language presuppose a students' reading ability. Reading arguably, is the most

essential comprehension of paramount importance as we create assessments of general language ability (Brown, 2004:27). According to Rieken (1993:198) states that in teaching reading comprehension, we need to design tasks that correspond to all of these purposes and processes in reading. Grellet in Rieken (1993:198) proposes that activities designed to check comprehension relate to both the content of the passage and its discourse structure, or organization.

From the explanation above, the researcher concluded that reading comprehension is the ability to understand what has been read and it is important skill as basic competence study of students and other people. Reading comprehension is a process of visualizing, understanding, and interpreting from information of the text.

2. Review of Textbook

a. The Definition of English Textbook

Textbook is a book that giving instruction and as a mediator used especially in schools, etc. It is important tool in teaching learning process during class activity. Education still in the stage of improvement and make the quality is better. The efforts to improve the quality of education are conducted by the goverment systematically. Textbook is one of an instrument in use to the learning process. Textbook of learning tools is commonly used in schools and in college to support a program teaching.

According to Langenbeach (1997: 563) said that in the strich case of term, a textbook is a book which present a body of knowledge in an organized and usually simplified manner for purpose of learning. While Cunningsworth (1999) state that selecting course book involves matching the material against the context in which it is going to be used. No course book designed for a general market will be absolutely ideal for your particular group of learners. Cunningsworth (1999) also purposed some way to selecting course book. Firstly is to identify the aims and objectives the teaching programs and secondly to analyze the learning teaching situation in which the material will be used.

We as a teachers and students should be aware about the importance of textbooks inthe teaching learning process because by the textbook it can be easier to understand. From the definition above it can be concluded that textbook has importantrole as a tool or media in teaching learning process to make the teacher and students easier to understand the material.

b. The Functional of English Textbook

A Textbook has many functions like Nasution states in Prastowo (2012:169):

a. As a reference or reference material by students

b. As an evaluation

c. As a tool for teacher and students in implementing the curriculum

d. As one determinant a method or technique of teaching that will be used teaching

Krisanjaya (1997: 85) states that, "The function of textbooks for teachers is to help in guide the students, the presentation of knowing the order of teaching materials, knowing techniques and teaching method obtain of teaching materials easily and use it as a tool teaching in outside of school. While the function of textbook for the students is the certainty of what learned, the control to know how much and how far he took control the subject matter, as an instrument for studying (outside of class textbooks serves as teachers) to be able to find clues the theory, the concept and materials exercise or evaluation."

From the definition above, the researcher can conclude that textbooks has many functions such as reference, as tool, as an evaluation and guide for teaching learning process as media for students or the teacher itself.

c. The Analysis of English Textbook

A textbook have to be evaluated so that the teaching process will run effectively and efficiently. In Fauziati (2010: 209), there are three main aspects to consider in selecting the textbook, namely: the language, cultural information, the content. Firstly, language use in textbook should

have correct, natural and appropriate with standard of English. Vocabulary and grammar in textbook should be controlled. Secondly, the cultural information included in the textbook should be correct and recent. Visual aids are needed to help students more understand the cultural information. Thirdly, the content of the textbook should be useful, meaningful and interesting for the students.

For now, *English for Academic Purpose* (EAP) was accepted as integration program that can be seen from three aspects. First, EAP program with design syllabus and textbook as source and material in learning (Hyland, 2006: 4). Second, EAP is not program to get language mastery, but reinforcement to achieve academic literacy. EAP has an important role in the world because the effect of English as lingua franca in the world.

Based on the definition above, the researcher can conclude that a textbook have to fill a certain aspects to be a good textbook to support the students and the teacher in teaching learning process.

d. The Importance of English Textbook

According to Fauziati (2010: 208), the importance of textbook are:

a) Without a textbook, learners think their learning is not taken seriously

b) In many situations, a textbook can serve as a syllabus

c) It provides ready-made teaching text and learning task

d) It is a cheap way of providing learning materials

e) Without it, learner will be out of focus and teacher dependant

f) For novice teacher, a textbook means security guidance and support

From here, the researcher can conclude that is one of the essence in teaching, it is very important for the students or the teachers.

e. The Characteristic of Good English Textbook

According to Tomlinson (1998), there are some characteristics of a good textbook:

a) Textbooks should achieve impact

b) Textbooks should help the learners to feel at ease

c) Textbooks should help the learners to develop confidence

d) What is being taught should be perceived by learners as relevant and usefull

e) Textbooks should require and facilitate learner self investment

f) Textbooks should provide opportunity to use the language

g) Textbooks should take into account that learners differ in learning style and affective attitudes.

f. English Textbook "*Pathway to English*" for Senior High School Students Grade XII

Pathway to English is a series of English course books for senior high school students. It aim to provide a framework for teaching and learning English based on *Kurikulum 2013 Revisi*. The textbook published by Erlangga written by Th. M. Sudarwati, Eudia Grace. All three levels allow learners to practice the four-skills: listening, speaking, reading, and writing, which eventually help them develop their discourse competence. By having this competence, they can survive in an English-speaking environment and acces information. It also enable them to express themeselves in different kinds of texts. The textbook consist of seven chapters, there are:

a) I can assist you with that

b) I hope i migh be granted an interview

c) A picture is worth a thousand words

d) What is the news today?

e) If you want to relax, join us!

f) Do the following instructions

g) Singing for a better life

3. Lexical Density

Lexical density as the proportion of word carrying lexical values (member of open-ended sets) to the grammatical value (items representing term in closed sets) is what Ure and Ellis (1997: 207) states. In other word, lexical density is term used in analysis of text. It has purpose to measure the ratio of content words to grammatical words in any given texts. Lexical density is a condition of the words" proportion in the text. It shows the ratio of lexical items to grammatical items. Lexical items consist of noun, adjective, verb, and some adverbs while grammatical items consist of determiner, pronoun, most preposition, conjunction, finite verb, and some classes of adverb. Lexical density shows the complexity of words within text. It describes the development of lexical in the written language.

The density of text is often unavailable for the students" level. Sometimes, the students who are at the first level of senior high school get a text that has most lexical items which make the students difficult to understand the text. The amount of lexical items in a text can influence the lenght of a text amd measure the level of difficulty of the text. The more the lexical items, the text has the more difficult the student has. The lexical items are known as an open system in which one word can have more than one meaning.

As the source of knowledge, textbook has an important role in learning process. When the students get difficulty to understand the content of the texbook especially the reading text, the students will be hard to get the knowledge of the textbook. The proportion between the lexical items and the grammatical items in the text certainly will determine the difficulty of the text. Through the lexical density of the text, teacher can know whether the text is easy or difficult for the students. So the teacher can decide which appropriate strategy can be applied in the reading text based on the complexity of the words especially the lexical items.

Regarding the previous researcher on lexical density, various texts have been examined and different outcomes have been achieved. With reference to lexical density, Johannson (2008) found that 10-year-olds have higher lexical density in the written text than spoken text, 13-year-olds have a genre effect in their result where the narrative texts have higher lexical density than expository texts, 17-year-olds have higher lexical density in the written texts than spoken texts with no genre effect, and the adults have higher lexical density in their written text and there is no genre effect.

In the other hand, To, Van, and Thomas (2013) investigated the lexical density and readability in English textbooks. The result shows that the text for upper-intermediate has low lexical density than other texts for

elementary, pre-intermediate and intermediate. Aside from written texts, lexical density has been examined in spoken texts. It is conducted by Alami, Sabbah, and Iranmanesh (2013) entitled male-female discourse difference in terms of lexical density. The result shows that male and female discourses are almost equally dense.

According to Nunan (1993:11), lexical density refers to the number of lexical or content word per clause. Lexical density measures 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). As quoted by Sholichatun (2011:15) from Nunan (1993), lexical density refers to the number of lexical content of function word per clause. It measures 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). It means that the lexical density measures the density of information in any passage of text, according to how tightly the lexical items (content word) have been packed into the grammatical structure. This is the measurement of how much information is provided in a particular piece of writing. Lexical words are perhaps more commonly known as content words or information words.

Moreover, Sholichatun (2011:25) states that

a) a high lexical density is around 60–70%,

b) quite lexical density measures is around 50-60%,

c) and a lower lexical density is around 40-50%.

Furthermore, Mariane and Elite (2000) state that as a guide, lexically density text has a high lexical density around 60-70%, quite lexical density measures around 50-60% and those which are not dense have a lower lexical density measures of around 40-50%.

According to Halliday (1985:63), lexical density is the number of lexical items which is the proportion of the number of running words. He refers to use lexical items than lexical word because they may consist of more than one word, for example stand up, take over, call off, and other phrasal verbs all function as single lexical items. Based on the above explanation, lexical density is the number of content words or lexical items as a percentage of the total number of words. Content words or lexical items as opposed to function words are words that carry high information load such as; nouns, verbs, adjectives, and adverbs. If the text has more grammatical items than the lexical items, the text is categorized as the lower lexical density and this text is easy to understand. On the contrary, if the text has more lexical items than the grammatical ones, the text is categorized as the high lexical density and is difficult to understand but it contains a lot of information. Therefore, teachers need to be able to

analyze the lexical density of the textbook to provide a suitable book which has the right level for the students.

a. **Content Words**

The content words are most important for explaining information. If you have a higher number content word, you have probably written a specialized text which will only be understood by well educated people in that specific field. If the number of content words is too low, then your writing may not adequately explain the premise of your text.

b. **Nouns**

Nouns are such thing as place, name of person, etc. Based on the meaning, concrete nouns may be divided into several class, they are:

a) A common noun (name of a class of object). Example: Food, Clothes, Plant, etc.

b) A proper noun (name of object). Example: Lion, Budi, Indonesia, January, Pillow, etc.

c) A collective noun (name of a group of things gather together). Example: People, Worker, Class, etc.

c. **Verbs**

Verb is part of a speech which expresses action. It can be classified as to form and as to meaning.

1) Based on form, there are two categories, they are:

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

    b) An irregular is one that does not form its past indicative and past participle by adding –ed or –d. Example: bring – brought, drink – drank.

2) Based on meaning, there are two categories, they are:

    a) A transitive verb that express an action and require one or more objects. Example: buy, bring, read, write.

    b) An intransitive verb that express an action and do not require object. Example: lie, cry, arrive, study.

d. Adjectives

An adjective are words that are used to explain or modify a person, place, or thing. Example: beautiful, ugly, cheap, expensive.

e. Adverbs

Adverbs are words that used to describe verb, adjective, adverb. There are six kinds of adverbs:

1) Adverb of manner. Example: fast, hard, quick.

2) Adverb of place and direction. Example: there, here, Jakarta, Solo.

3) Adverb of time. Example: now, tomorrow, last.

4) Adverb of frequency. Example: never, often, always.

5) Adverb of degree. Example: too, very, really.

6) Adverb of modality. Example: maybe, likely, unlikely.

f. Grammatical Function Words

This content words can explain information from the texts which will only be understood well by educated people in that specific field. Lexical density can be any passage of text, like nouns, adjectives, verbs or adverbs.

1) Prepositions

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentences. Example: about, above, behind, at, behind, etc.

2) Pronouns

1) Personal pronouns, use to replace a person or thing. Example: I, you, we, they, he, she, it.

2) Demonstrative pronouns, use to point out something. Example: this, that, these, those.

3) Interrogative pronouns, use to ask for question. Example: who, what, why, where, when, how.

4) Relative pronouns, use in adjective clauses. Example: whom, whose, which.

3) **Conjunctions**

Conjunction is used to connect words or a group of words or sentences. Example: although, for, while, because, etc.

4) **Auxiliary Verbs**

It is called auxiliary verb because their function is to help other verbs express different meaning. Example: may, must, could, will, would, etc.

5) **Determiners**

Example: many, any, much, few, etc.

6) **Numerals (Number)**

1) Cardinal number. Example: zero, one, two, three.

2) Ordinal number. Example: first, second, third.

3) Fraction. Example: a quarter, a half.

B. **Previous Study**

The first previous study was done by Gagang Ramadhan, Asih Santihastuti, Eka Wahjuningsih (University of Jember: 2017) entitled "The Lexical Density of Erlangga's "English On Sky" Analysis". The result of this result was there was no reading text in the textbook that was categorized as high lexical density. The reading texts were categorized as low and moderate lexical density as there were 12 reading texts were categorized as low lexical

density and 12 reading texts were categorized as moderate lexical density. 12 reading text that categorized as low lexical density had 40% - 50% lexical density percentage. On the contrary 12 reading texts that categorized as moderate lexical density had 50% - 60% lexical density percentage. The highest percentage of the lexical density reading text found in the textbook was 57.72% entitled "Camping". Meanwhile, the lowest percentage of the lexical density reading text was 41.61% entitled "None of your business!". Based on the analysis, the genre found in this textbook were descriptive, recount, and narrative. In conclusion, this textbook were easy enough to understand for student and met the content of school-based curriculum. The similarities between her research and the researcher's are on the reading materials. The differences are on source of data and the grade of the class.

The second previous study was done by Bersyebah Herljimsi Nesia and Siti Aisah Ginting (UNIMED) entitled *"Lexical Density Of English Reading Texts For Senior High School"*. The result of the analysis 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, they are noun, adjective, and verb. (2) The lexical density of explanation texts are 58,42% an 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. It is suggested that further textbook writers to concern with the lexical density of the reading texts so that the textbook can be used and understood by the teacher and the students. The similarities between his research and the researcher's are on the reading materials and the grade of the class. The difference are on source of data.

The third is study was done by Nestin Vernila Keban and Evynurullaily Zen (University of Malang). This article analyzes an English textbook entitled 'English for kids Grade 3'. The purpose of this research is to know how much 'English for Kids Grade 3' a textbook used in Elementary schools in Malang meets the criteria of good EFL textbook. The research design is a descriptive-evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of good EFL textbook and concluding the result of the analysis in the form of percentage. The results show 60.86% of the textbook met the criteria of a good EFL textbook that is categorized as adequately relevant to good EFL textbook criteria. The similarities between his research and the researcher's are on the teaching materials. The differences are on source of data and the grade of class.

The fourth is study was done by Subariyah (University of Muhammadiyah Surakarta). This research paper is aimed at find ing out whether the English textbook entitled *"Pathway to English"* for the tenth grade students of Senior High School is suitable with good criteria of English textbook proposed by Tomlinson and the Scientific Approach of the 2013 Curriculum or not. The writer applies descriptive study as the type of this research. The data are collected by using document analysis technique. The data are the materials in the English textbook *"Pathway to English"*. The writer uses descriptive analysis as the technique for analyzing data, the steps are: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. The result of this study shows that the English textbook *"Pathway to English"* fulfills 81,25% of Tomlinson's theory and caters 100% of the Scientific Approach of the 2013 Curriculum. It means that the English textbook "Pathway to English" is a very suitable textbook for the tenth grade students who implement the 2013 Curriculum in their school. The similarities between his research and the researcher's are on the teaching materials. The differences are on source of data and the theory for Analyze.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will present in details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, data and source of data, data collection technique and data analysis technique.

A. Research Design

In conducting the research, the researcher uses descriptive qualitative. Maxwell (1996:7) stated that "the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers". It means that the data in this study is analyzed in the form of description and identification or analysis of the texts. In this research, the researcher analyzes the genre and lexical density in reading text based on the XII grade of Senior High School.

The researcher presents and explains the data without hypothesis test. This research focused on content analysis *Pathway to English* for XII grade of Senior High School published by Erlangga. The content analyzed including hortatory, exposition, explanation, spoof, procedure, report, narrative text and lexical density of reading text.

B. Data and Source of Data

Arikunto (2006:129) the data resource is the subject from which the data can be found. In this research, the source of data is the reading material found in *Pathway to English* for XII grade of Senior High School published by Erlangga. In conducting this study, the researcher takes some of reading texts found in the textbook as the data. There are many reading texts which are categorized into different kinds of text procedure, narrative, report, spoof, analytical exposition, hortatory exposition.

C. Research Instrument

Researcher as a key instrument in this research, so the researcher ability to dig experience in the analysis textbook become competencies required by researcher.

D. Technique of Collecting Data

The researcher used documentation method to collect the data. Documentation method is conducted by collecting some notes, transcripts, books, newspapers, magazines, etc (Arikunto, 1997:2006). In this technique of collecting data, the data are only taken from written resources. The researcher step collecting data are as follow:

1. Selecting the reading passage that will be analyzed in *"Pathway to English"* for Senior High School student's year XII published by Erlangga written by Th. M. Sudarwati, Eudia Grace.

E. Technique of Analyzing Data

Sugiono (2011: 244) says that data analysis is the finding process and arranging obtained data systematically from the result of interviews, field notes, documentation by organizing the data into category, explaining into units, doing syntheses, arrangging into pattern for choosing which is important and will be studied and making conclusion so that they are easy to be comprehended for herself or other. The technique consist of the steps in analyzing data in the order to the researcher is not out from the theory. The researcher applies some technique of data analysis in this research.

After obtaining the data, the researcher attempts to analyze them by interpreting them through extensive explanations and details, which are referred to descriptions. In this study, the researcher using data analyze by Miles and Huberman, the conclusion which taken from qualitative research can be responsible because which had through the step verification of the data. Here the brainstorming from Miles and Huberman to analyze the data.

Figure 3.1 interactive Model of Data by Miles and Huberman (1997)
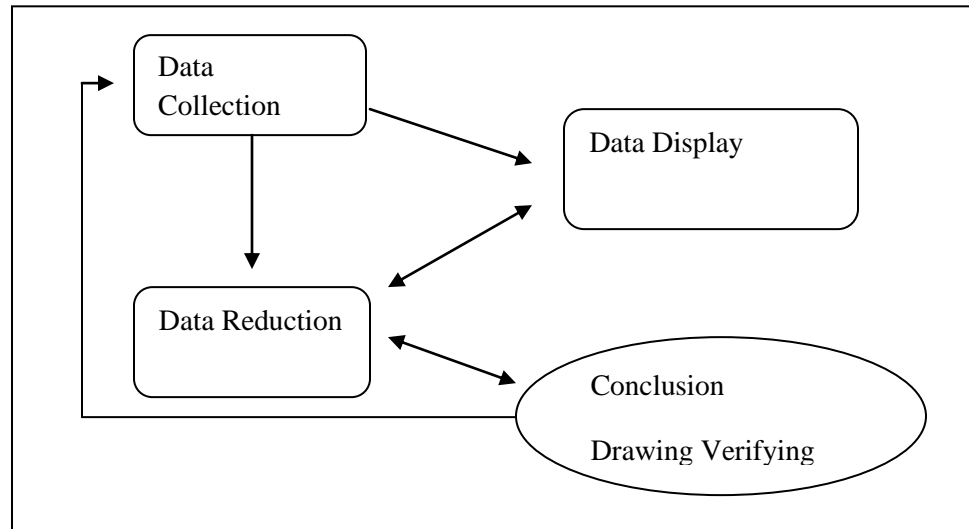
In this research the researcher such kind of technique in analyzing the data, such as:

1. Reducing the data

Miles and Huberman (1994) describe the first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions". It hadpurpose to gather information which is obtained from source data into coherent description. The researcher analyzed content of this textbook that has done to be read. Next step, the researcher wrotea coherent description from the observation data. In the observation collecting the data, the researcher analyzed the reading materials of this book.

In this study, the researcher also used coding to make analyzing the data easier. There are many definition of coding from according to McMillian and Schumacher (2001: 467), "coding is process of deviding data into parts by classification system". According to Miles and Huberman (1994: 65) coding is "efficient data-labelling and data retrieval devices".

The researcher used technique proposed by Mc Millian and Schumacher (2001: 467-468) there are many kind of classification in coding such as:

a. Segmenting the data into units of content called topic (less than 25-30) and grouping the topic into larger clusters to form categories.

b. Starting with pretermined categories of no more than four six and breaking each category into smaller subs categories.

c. Combining the strategies, using some pretermined categories and adding discovered new categories.

Based on explanation above about classification of coding, it can appear the example of coding. According to Mc Millian and Schumacher (2001: 472) from classifying element of reading above, there are many element of reading namely:

a. LD   : Lexical Density

b. HLD   : High Lexical Density

    c. QLD   : Quite Lexical Density

    d. LLD   : Lower Lexical Density

2. Data Display

The data is made easier by displaying data visually. Research data are displayed using chart, graphs, diagrams, tables and any other devices, such as drawings that researcher devices. Miles and Huberman (1994) said that data display is a critical and often underutilized mean of analysis. They describe of data display, illustrated with examples of actual data.

In this research, the researcher describes the answer of the problem statements:

    a. The researcher describe all the data taken from documentation. The documentation can be taken from textbook and syllabus.

    b. The researcher describing the kinds of reading text of this textbook.

    c. The researcher counting the lexical density in each reading text.

The analysis includes the lexical density in reading text of this textbook based on Mariane and Elite (2000) will be measured by:

    a. Identifying which one includes the content word and which one includes the grammatical function words in sentence.

    b. Counting the number of content words and the number of grammatical words.

c. Counting the portion of lexical density by employing the following formula:

$$\text{Lexical Density} = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}\ \text{X 100\%}$$

d. Analyzing the data to know the lexical density of the reading text based on the XII grade of Senior High School.

Mariane and Elite (2000) state that as a guide, lexically density text has a high lexical density around 60-70%, quite lexical density measures around 50-60% and those which are not dense have a lower lexical density measures of around 40-50%.

3. Conclusion drawing verification

The last activity is conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. It means that in this step describe the conclusion of the data that has been analyzed.

F. Trustworthiness of the Data

In this research, the researcher needs data validation. The data validation is used by researcher to strengthen his research so that he knows what he will do to investigate the data. It is also used for responsibility that

the research can be accountable. The data validation in this research, the researcher using source triangulation, so the result more accountable. The researcher crosses check the texts and analyzes the data several times to achieve the validity. The researcher does discuss and gives analysis validation with the expert in this field as source to check the accuracy of the data. The expert is lecturer in IAIN Surakarta, the researcher chooses Mr. Muhammad Husin Al Fattah, M.Pd.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter described the research findings and discussion related to answer of the problem statement as mentioned in chapter I. In this chapter, the researcher discussed about the description of lexical density in reading comprehension materials of *"Pathway to English"* for Senior High School Grade XII published by Erlangga.

A. Research Findings

1. Data Description of The Textbook

"Pathway to English" for Senior High School Grade XII is a series of English course books for Senior High School, General Program. It aim to provide a framework for teaching and learning English based on 2013 curriculum. All three levels allow learner to practice the four-skill: speaking, listening, reading and writing which eventually help them develop their discourse competence. By having this competence, they can

survive in English speaking environment and access information. It also enables them to express themselves in different kind of texts.

In this research, the researcher focused in reading skill only. The researcher analyzed the lexical density of each passage found in this English textbook. In this textbook contained 7 chapters and 151 pages. There are some materials in this textbook. The materials are included 7 themes in this textbook, they are: I Can Assist You With That, I Hope I Might Be Granted An Interview, A picture Is Worth A Thousand Words, What The News Today, If You Want To Relax, Join Us!, Do The Following Instructions, Singing For A Better Life.

2.   The Lexical Density of Reading Text

To analyzing the lexical density, the researcher measured it with counting of the number content words as a percentages of the total number of words. The researcher used the technique of making kinds of content words and grammatical function words in the sentences. The content words were marked in bold and gramatical function were marked in italic.

TEXT 1 Page 68

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Traffic Jams Cost Jakarta $3B Annually

The **Jakarta Post**

Jakarta

    "Traffic jams *in* **Jakarta cost** *the* **city** *at least* **Rp28.1 trillion (US$3 billion) each year,"** *the* **Transportation Ministry** *says*.

    "The **greatest area** *of* **loss**, **amounting** *to* **Rp10.7 trillion per year**, *is* **related** *to* **fuels**," **Transportation Ministry Inspector Genereal said Thursday** *during* a **discussion** *on* **mass transportation system** *in* **Jakarta.**

    The **notorious traffic congestion** *also* **inflicts losses** *of at least* **Rp9.7 trillion** *in* **lost productivity**, *while* **losses related** *to* **health reached Rp5.8 trillion** *and* **public transportation owner suffered Rp1.9 trillion** *in* **losses**.

    As of **last December,** *there were* **more than 11 million vehicle in Jakarta**, **comprising 9 million motorbikes, 3 million cars**, *and* **63.000 public transportation vehicle.**

2. Counting the number of content words and the member of grammatical function words. Text 1 had 61 content words and 45 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$\text{LD} = \frac{Number\ of\ Content\ Words}{Total\ \ Number\ of\ Words} \times 100\%$$

$$\text{LD} = \frac{61}{106} \times 100\%$$

$$\text{LD} = 57.5\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 57.5% lexical density. It showed that text 1 had quite lexical density.

TEXT 2 Page 73

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Yogyakarta Promotes Commuting *by* **Bike**

The **Jakarta Post**

Jakarta

More than **2.000 people participated** *in* **bike-to-work** *and* **bike-to-school promotional events staged** *on* **Yogyakarta's Alun-Alun Utara Square** a **Monday morning**.

The **participants** *who* **include civil servants**, **private-sector employees**, **students**, **police** *and* **soldiers represented 30 different bicycle clubs**.

"**We** *have to* **support** *this* **program** *to* **help Yogyakarta** *be an* **environmentally friendly city**," **Yogyakarta Governor Sri Sultan Hamengkubuwono X said.**

Yogyakarta Mayor Herry Zudianto said *the* **program** *would* **benefit** the **city** *by* **reducing pollution levels** *and* **global warning contibutions**. "*It's* **also good** *for our* **health**," *he* **added**.

Herry said *the* **city administration** *would* **allocate funds** *to* **construct designated cycle routes** if *their* **numbers increased significantly**.

2. Counting the number of content words and the member of grammatical function words. Text 2 had 76 content words and 36 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}\ x100\%$$

$$LD = \frac{76}{112}\ x100\%$$

$$LD = 67.8\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 67.8% lexical density. It showed that text 2 had high lexical density.

TEXT 3 Page 74

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

<div align="center">

Robbers Get Away *with* **Rp700M** in **Bekasi**

</div>

Niken Prathiwi

  The **Jakarta Post/Jakarta** A **gang** *of* **robbers broke** *into* **house** *of a* **shop owner** *in* **Villa Jatibening Housing Complex** *in* **Bekasi** *and* **got away** *with* **jawelry** *and* **cash worth** a **total** *of* **Rp700 million** (**US$73,500**), *on* **early Friday morning**.

  Bekasi police officers claimed four robbers *were* **involved** *in the* **crime** *at the* **house** *of* **Teddy Handoko**, **owner** *of a* **home improvement** *and* **construction shop**.

  The **police believe** *that the* **robbers broke** *into the* **house** *after* **climbing** *the* **wall** *behind* **Teddy's housing complex**, *which* **directly borders** *a* **village**. *The* **10-meter wall** *is* **accessible** *from the* **village side**, **allowing** *the* **robbers** to **schale** *the* **wall using** *a* **thick rope**. *The* **robbers found entering** the **house** *easy as its* **back door** *was* **unlocked.**

The **robbers locked up Teddy's two housemaids**, **Tuheni** *and* **Tulika** *before* **breaking** *into* **Teddy's room**. *They* **threatened Teddy** *and his* **wife** *with a* **kitchen knife** *and* **made** *their* **escape**. **Police** *are* **investigating** *the* **case**.

2. Counting the number of content words and the member of grammatical function words. Text 3 had 84 content words and 70 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{84}{154} \times 100\%$$

$$LD = 54.6\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 54.6% lexical density. It showed that text 3 had quite lexical density.

TEXT 4 Page 76

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Floods, **High Winds Destroy Homes** in **Gunung Toar**

The **Jakarta Post**

Pekanbaru

Heavy overnight downpours caused *the* **Kuantan River** *in* **Gunung Toar District** *to* **burst** *its* **bank** *on* **Monday**, **inundating** *more than* **200 homes** *in* **Pertapahan** *and* **Toar sub districts** *with up to* **2 meters** *of* **water**.

The same **day strong winds** *also* **hit** *the* **two sub district** *at* **about 3:30 a.m.**, **causing severe damage** *to* **12 homes** *and* **moderate damage** *to* **another 12 houses**.

Gunung Toar District head Ahyan Arvonis said *no* **fatalities** *had been* **reported** *so* **far**, **following** *the* **floods** *and* **wind** *that* **caused panic** *among* **local residents**.

"*We have yet to* **calculate** *the* **financial losses caused** *by the* **disaster**, *but at* **least Rp200 million** *in* **damages** *was* **incurred** *when the* **24 ready-to-harvest fish farms belonging** *to* **residents** *were* **destroyed** *by* the **flood**," **Ahyan told**. *The* **Jakarta Post** *over the* **phone**.

He **said** *the* **Kuantan Singingi Administration** *had* **estabelished emergency response posts** *in the* **affected area**. *The* **Riau Provincial Administration** *had also* **sent emergency aid**.

"**Additional aid** *can also* be **sent** *as* **soon** *as* **possible**, **anytime** *it's* **needed**," **Governor Rusli Zaenal said.**

2. Counting the number of content words and the member of grammatical function words. Text 4 had 109 content words and 63 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{109}{172} \times 100\%$$

$$LD = 63.4\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 63.4% lexical density. It showed that text 4 had high lexical density.

TEXT 5 Page 78

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

<div align="center">

22 Killed *in* **Thai Bus Accident**

</div>

Associated Press

Bangkok, Thailand

  A **bus** *taking* **university students** *and* **lecturers crashed** *into a* **hillside** *in* **eastern Thailand** *before* **dawn** *on* **Friday**. *The* **accident killed** *at least* **22 people** *and* **27 others** *were* **injured**, **police said**.

  The **bus** *was* **running down** *a* **steep** *and* **winding road** *when the* **driver lost control** *and* **hit** *the* **hillside** *in* **Prachinburi Province**, **Majo, Suchart Yaemsak said**.

  "*An* **initial investigation shows** *that the* **bus might** *have had a* **brake failure** *and could not* **stop** *on the* **steep road**," **Suchart said**.

  The **death toll** *might* **increase since** a **number** *of the* **passangers** *were* **severely injured**, *the* **police officer said**.

  The **students** *and the* **lecturers** *were* **traveling** *from the* **northeastern province** *of* **Khon Kaen** *to* **Chantanaburi Province**. **Most** *of the* **dead** *were aged* **between 20** *and* **28**, the **police officer added.**

2. Counting the number of content words and the member of grammatical function words. Text 5 had 82 content words and 48 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

LD = $\frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%

LD = $\frac{82}{130}$ x100%

LD = 63.1%

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 63.1% lexical density. It showed that text 5 had high lexical density.

TEXT 6 Page 86

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Victor Striking *the* **Solomon Islands**

At **2 a.m**. **yesterday**, **meteorologists** *at the* **Nadi Weather Center** **detected** *that a* **cyclone called Victore** *was* **developing fast** *near* **Nauru**, **Victor** **rapidly headed** *to the* **solomon Islands**, **crossing** *the* **Pasific**. *The* **meteorologist** **quickly informed** *the* **Goverment** *of the* **Solomon Island** *at* **3 a.m**. *As* **preventive measures**, *the* **goverment warned all** **shipping** *where* **Victor** *was* **heading** *and* **advised police** *by* **radio** *to* **prepare** *for* **evacuation**. *At* **noon**, **Victore** *passed* **Honiara** *on its* **way** *to the* **Coral Sea**, **damaging** *over* **20 houses** *and* **leaving** *more than* **100 people homeless**.

2. Counting the number of content words and the member of grammatical function words. Text 6 had 56 content words and 32 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{56}{88} \times 100\%$$

LD = 63.6%

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 63.6% lexical density. It showed that text 6 had high lexical density.

TEXT 7 Page 96

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

If **you** *want to* **relax,** *why don't* **you study batik painting? You** *can* **get** *a* **free course** if **you** *want to* **earn some cash** *to* **help your family** *and* **pay your tuition fees. You** *may also* **get guidance** *from* **tutorial videos,** *if* **you** *don't have* **enough time** *to* **join** *the* **course. Batik painting** *may not* **seem easy.** *Unless* **you study seriously, you** *won't* **be able** *to* **improve your skills.**

2. Counting the number of content words and the member of grammatical function words. Text 7 had 32 content words and 25 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{32}{57} \times 100\%$$

$$LD = 56.1\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 1 had 56.1% lexical density. It showed that text 7 had quite lexical density.

TEXT 8 Page 99

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

      People think *that i'm still a* **mystery**. *My* **name** *is* **Batik**, **meaning** 'to dot' **some people know** *me as* '**wax writing**.' *They* **consider** *me a* **traditional process** *of* **applying wax** *and* **dying fabric** *to* **achieve intricate** *and* **colorful patterns**. *I have* **always existed** *on* **Java Island**. **Years ago**, **making batik** *was a* **very notable Javanese women's occupation**. *They* **learned** *it from their* **parents.**

      If you **want** *to* **know more** *about me, you should* **learn** the **hand-drawn technique known** as *batik tulis* and the **stamped technique**, *called batik cap*. *I have various* **levels** *of* **quality**. My **highest quality cloth** *is* '*prismisima*' **quality**, **followed** *by* '*prima*' **quality, blue quality**, *and* **red quality**.

      I am **very glad** *that some* **people** *are still* **learning** *how to* **make batik**. *Though the* **number** *of* **communities** is **smaller** *than it* **used** *to be, some of* **them choose batik painting** *as their* **occupation**. *Nowadays, I have* **become less popular** *because of the* **lengthy process** *of* **making batik.**

2. Counting the number of content words and the member of grammatical function words. Text 8 had 84 content words and 74 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{84}{158} \times 100\%$$

$$LD = 53.17\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 8 had 53.17% lexical density. It showed that text 8 had quite lexical density.

TEXT 9 Page 100

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Getting *around* **big cities** *in* **Indonesia** *can* **get frustrating** *at* **times** *due to* **crazy traffic**. *We* **know** *for a* **fact** *that there are many* **motorbikes** *that* **overtake** *you on* **both sides**. *The* **motorcyclists seem proud** *if they* **can do** *it on really* **narrow roads suited** *for just 1* **car**. *The* **roads** *can actually* **fit** *two* **cars** *but they* **look narrower** *because of the* **number** *of* **motorbikes**. **Going** *anywhere, at least for me, as i* **come** *from a* **small village**, *is really a* **big challenge.** *Thankfully*, **big cities** *now have* **online transportation**. I **found** *out about this* **service** *from my nephew, and* I **thought**, *why not* **give** *it a* **go?** *And that's exactly what i did*.

2. Counting the number of content words and the member of grammatical function words. Text 9 had 46 content words and 67 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{46}{113} \times 100\%$$

$$LD = 40.8\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 9 had 40.8% lexical density. It showed that text 9 had lower lexical density.

Text 10 page 104

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

Dear Nurhayati,
Don't **worry** *too much about* **friendship**. *Don't* **think** *too much about whether* **your friend** *really* **like you**. *Here are* **some tips** *to be* **more confident** *with* **your friends**. **Lighten up**!
1. **Try** *to be* **kind**. **Doing** *so*, **you** *will* **successfully make friends** *because* **people like** *to* **befriend** *a* **kind person**.
2. **Think positive**! No **one feels comfortable** *to be with* **people** *with* **negative way** *of* **thinking**.
3. **Good friends** *will* **treat you well**. *If* **they** *don't*, *you don't have to be* **friends** *with* **them**. **Get yourself new friends**.
4. **Stay calm**, **happy**, *and* **centered** *because* **people like** *to have* **friends** that **bring them** *a* **positive atmosphere**.

Cheer up!
Sincerely yours,
Diana

2. Counting the number of content words and the member of grammatical function words. Text 10 had 46 content words and 67 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

LD = $\frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%

LD = $\frac{46}{113}$ x100%

LD = 40.8%

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 10 had 40,8% lexical density. It showed that text 10 had lower lexical density.

Text 11 page 105

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

   Dolphins often come *to the* **calm waters** *of* **Tangalooma** *to* **rest** *and* **hunt**.

   <div align="center">

   Please, Do Not **Disturb Them**
   </div>

   Under Queensland law, **people** *are* **prohibited** from **approaching dolphins** *within* **50m**. *A* **registered permit** *is* **required** *for* **dolphin feeding programs** *and* **Tangalooma** *has a* **permit**.
   For **further information**, **visit** *the* **dolphin education centre**.

   <div align="center">

   The **dolphin feeding program** will **began** at **6 am**.
   </div>

2. Counting the number of content words and the member of grammatical function words. Text 11 had 38 content words and 22 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

   $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \text{ x}100\%$$

   $$LD = \frac{38}{60} \text{ x}100\%$$

   $$LD = 63.4\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 11 had 63.4% lexical density. It showed that text 11 had high lexical density.

Text 12 page 116

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

<div align="center">How to cook rice in a rice cooker</div>

Rinse *a* **cup** *of* **rice** *in* **cold water**. **Rub** *the* **rice softly** *under the* **running water**. *Do not* **rub** *the* **rice** *too* **long** *because it will* **lose** its **nutrients**. **Wash** the **rice once again**. *Then*, **drain** *the* **water** *from the* **rice.**

Add cup *of* **water**. *If you* **cook rice using** *an* **electronic rice cooker**, **pay attention** *to the* **water ratio**. *The* **rice** *and the* **water ratio** *is* **usually 1 part rice** *to* **1 part water**.

Place *the* **cooking pot** *in the* **rice cooker properly**. **Cover** *the* **pot**. **Select** *the* **cooking button** *right after the* **light** *on the* **rice cook turns** *on*.

When the **rice** *has been* **cooked** *and is* **resilient, flip** *through the* **rice** very **gently using** *a* **rice spatula**. **Serve** *it* **warmly** *in a* **rice bowl**.

2. Counting the number of content words and the member of grammatical function words. Text 12 had 77 content words and 58 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \text{ x} 100\%$$

$$LD = \frac{77}{135} \text{ x} 100\%$$

LD = 57.1%

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 12 had 57.1% lexical density. It showed that text 12 had quite lexical density.

Text 13 page 118

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

<div align="center">

Tips on **printer maintenance**

</div>

1) *A* **printer requires maintenance**. **Good maintenance** *will* **determine** *how* **long** your **inkjet** *or* **laser printer** *will be in* **use**. **Clean** the **outside part** *of the* **printer once** *a* **week** *with* **soft, water** *or* **alcohol wetted cloth**. **Wipe away** *the* **dust**, *the* **dirt**, **animal hair** *and other* **contaminates**. *Do no*t **use stronger cleaners** *if you don't wan*t **your printer case** *to* **get damaged**.
2) **Remove** *the* **toner cartridge carefully**. **Clean** *the* **gears** *and* **rollers** *along the* **paper path**.
3) **Using** *a* **small portable vacuum**, **clean** *the* **dirt** *and the* **dust** *from the* **inside** *of* **your printer**.
4) **Rock** *the* **cartridge gently** *from* **side**. *This will* **evenly distribute** *the* **ink** *in the* **cartridge**. **Good distribution** *of* **ink** *will* **help prolong** your **cartridge**.

2. Counting the number of content words and the member of grammatical function words. Text 13 had 72 content words and 53 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

LD = $\frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%

$$LD = \frac{72}{125} \times 100\%$$

$$LD = 57.6\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 13 had 57.6% lexical density. It showed that text 13 had quite lexical density.

Text 14 page 128

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

<div align="center">

Washing procedure

</div>

    A. Cotton *is the* **default setting**
- **Start** *by* **pressing** the **Power button**.
- **Press** the **start button**
- **Initial condition**
  - **Program**   **: cotton**
  - **Wash**   **: main wash**
  - **Rinse**   : **3 times**
  - **Spin**   : **800**
  - **Water temp** : **40°C**

    B. Manual selection
- **Press** *the* **Power button to start.**
- **Select** *the* **conditions** *which you want to* **use** *by* **turning** *the* **program dial** *and* **pressing each button.**
- **Press** *the* **start button**.

2. Counting the number of content words and the member of grammatical function words. Text 14 had 45 content words and 28 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{45}{73} \times 100\%$$

$$LD = 61.6\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 14 had 61.6% lexical density. It showed that text 14 had high lexical density.

Text 15 page 137

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence

During my **fifty years** *of the* **life**, *i have* **seen** *many* **things**. *During that* **time**, *I've* **met** *many* **people** *but* **learnt** *little about* **human life**. *My* **parents** *have* **guided** *and* **accompanied** *me for* **fifty years**. *As for my* **wife**, *she has* **lived** *with me for* **twenty five years**, *and I have* **laughed** *and* **cried** *together with my* **children twenty year**. **Fifty years, twenty five years**, *or* **twenty years, seem** *like* **long periods** *of* **time**, *but in* **fact** *are a* **short amount** *to* **spend** *together with* **significants ones**. *It's* **true** *that we* **make mistakes** *and* **argue** *with* **one** *another from* **time to time** *and that's* **human**. **Yet** *they are not* **merely family**, *they are also* **good friends** *that i can* **put** *my* **trust** *in. There are not* **enough words** *for our* **togetherness** *and we* **change** *each* **other** *in* **good ways** *through* **love**.

2. Counting the number of content words and the member of grammatical function words. Text 15 had 57 content words and 84 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}\ x100\%$$

$$LD = \frac{57}{141}\ x100\%$$

$$LD = 40.5\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 12th grade level of Senior High School. Based on the result above, text 15 had 40.5% lexical density. It showed that text 15 had lower lexical density.

The results of this study are shown in this table which shows the Lexical Density of Reading text in the textbook as follow:

Table 4.1. The Classification of Lexical Items in the Reading Texts

No.	Title of Reading Text	Genre	Types of Lexical Items				Total Items
			N %	Adj %	V %	Adv %	
1.	TJCJ$3BA	Report	29 47,5%	6 9,8%	16 26,2%	10 16,4%	61
2.	YPCBB	Report	42 55,3%	7 9,2%	18 23,7%	9 11,8%	76
3.	RGAWRB	Report	47 56%	12 14,3%	13 15,5%	12 14,3%	84
4.	FGWDHG	Report	57 52,3%	14 12,8%	27 24,8%	11 10,1%	109
5.	22KTBA	Report	46 56,1%	9 11,0%	17 20,7%	10 12,2%	82
6.	VSSI	Report	26 46,4%	5 8,9%	15 26,8%	10 17,9%	56
7.	-	Hortatory	20 62,5%	1 3,1%	10 31,1%	1 3,1%	32
8.	TEXT 1	Descriptive	47 56,0%	9 10,7%	20 23,8%	8 9,5%	84

9.	TEXT 2	Hortatory	24 52,2%	6 13,0%	14 30,4%	2 4,3%	46
10.	-	Letter	24 46,2%	11 21,2%	12 23,1%	5 9,6%	52
11.	PDDT	Warning	19 50,0%	5 13,2%	8 21,1%	6 15,8%	38
12.	HCRRC	Procedure	43 55,8%	6 7,8%	21 297,3%	7 9,1%	77
13.	TPM	Procedure	39 54,2%	8 11,1%	18 25,0%	7 9,7%	72
14.	WP	Procedure	23 51,1%	4 8,9%	12 26,7%	6 13,3%	45
15.	-	Recount	31 66,0%	5 10,6%	9 19,1%	2 4,3%	47

Table 4.2 The Percentage of Lexical Density in the Reading Texts

No	Title of Reading Texts	Pages	Genres	Content Words	Grammatical Words	Total Words	Lexical Density (%)
1	Traffic Jam Cost Jakarta $3B Annually	68	Report	61	45	106	57,5%
2	Yogyakarta Promotes Commuting by Bike	73	Report	76	36	112	67,8%
3	Robbers Get Away With Rp 700 M in Bekasi	74	Report	84	70	154	54,6%
4	Floods, High Winds, Destroy Homes in Gunung Toar	76	Report	109	63	172	63,4%
5	22 Killed in Thai Bus Accident	78	Report	82	48	130	63,1%
6	Victor Striking the Solomon Islands	86	Report	56	32	88	63,6%

7	-	96	Hortatory	32	25	57	56,1%
8	Text 1	99	Descriptive	84	74	158	53,2%
9	Text 2	100	Hortatory	46	67	113	40,8%
10	-	104	Letter	52	42	94	55,4%
11	Please, Do Not Disturb Them	105	Warning	38	22	60	63,4%
12	How to Cook Rice in a Rice Cooker	116	Procedure	77	58	135	57,1%
13	Tips on Printer Maintenance	118	Procedure	72	53	125	57,6%
14	Washing Procedure	128	Procedure	45	28	73	61,6%
15	-	137	Recount	47	93	140	40,5%

B. Discussion

Based on the theories in the chapter II, Ure and Ellis (1997: 207) state lexical density as the proportion of word carrying lexical values (member of open-ended sets) to the grammatical value (items representing term in closed sets). In line with Ure and Ellis, Nunan (1993:11) states, lexical density refers to the number of lexical or content word per clause. Lexical density measures 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). As quoted by Mariane and Elite (2000) state that as a guide, lexically density text has a high lexical density around 60-70%, quite lexical density measures around 50-60% and those which are not dense have a lower lexical density measures of around 40-50%.

Based on the theories above, the researcher redefines that lexical density is the number of lexical content of function word in each clause, sentences and paragraph, than process of findings lexical density in a text, it can be a tool to measures quality of the text book, in this study the researcher choose *"PATHWAY TO ENGLISH FOR SMA/MA GRADE XII" textbook,* which is the book used by several senior high school in Indonesia, the researcher took from MAN I Karanganyar.

Based on the result of the analysis the reading comprehension material in *"Pathway to English"* Textbook for Senior High School grade XII published by Erlangga, there were 3 reading text categorized as high lexical density, 9 reading text were categorized as quite lexical density and 3 reading text were categorized as low lexical density.

The highest percentage of the lexical density found in the textbook was 67.8%. It was "Yogyakarta Promotes Commuting by Bike" which was

categorized as report text. It had 76 content word, 36 grammatical function words and the total number of words was 112. On the other hand, the lowest percentage of the lexical density was 40,5%. The text in page 137 that was categorized as recount text. It had 47 content word, 93 grammatical function words, and the total numbers of words were 140.

Based on the analysis, the researcher found that there were 6 report texts. In which are 4 text were categorized as high lexical density and 2 text were categorized as quite lexical density. Then, there were 2 hortatory text in the textbook. There were texts are categorized quite lexical density and low lexical density. Then, there were 1 descriptive text, 1 letter text categorized as quite lexical density and 1 recount text categorized as low lexical density. Then, there were 1 warning massage text categorized as high lexical density. And the last, there were 3 procedure text. 2 were categorized as quite lexical density and 1 text was categorized as high lexical density.

Based on the result of the data analysis and discussion in this research, it can be concluded that *"Pathway to English"* for grade XII of Senior High School contained five genres of text, namely report, descriptive, hortatory, recount and procedure. There are 6 report texts, 2 hortatory texts, 1 decriptive

text, 1 warning text, 1 letter text, 3 procedure texts and 1 recount text. The dominant genre in this book is report text.

From 15 reading texts, there are 6 texts that have high lexical density, 7 texts that have quite lexical density and 2 texts that have low lexical density. However, the most dominant lexical density is quite lexical density. Then, the second dominant is high lexical density. It means that the texts in "*Pathway to English*" textbook for Senior High School grade XII published by erlangga are moderate difficult to be understood for student.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, after resercher has analyzed and discussed the data, the researcher will draw concluding remarks based on statements of problem of this resarch, as follow:

The researcher analyzed the lexical density of every reading comprehension materials in Engish textbook *"Pathway to English"* for Senior High School Grade XII published by Erlangga. In this textbook, there were 6 report texts. In which are 4 text were categorized as high lexical density and 2 text were categorized as quite lexical density. Then, there were 2 hortatory text in the textbook. There were texts are categorized quite lexical density and low lexical density. Then, there were 1 descriptive text, 1 letter text categorized as quite lexical density and 1 recount text categorized as low lexical density. Then, there were 1 warning massage text categorized as high lexical density. And the last, there were 3

procedure text. 2 were categorized as quite lexical density and 1 text was categorized as high lexical density.

It showed that proportion of words in *"Pathway to English"* for Senior High School Grade XII book is dominated by quite and high lexical density. The average of lexical density by analyzing the number of text the number of texts in this textbook is balance and easy to be understood of the students. There are 6 texts that have high lexical density, 7 texts that have quite lexical density and 2 texts that have low lexical density. However, the most dominant lexical density is quite lexical density. Then, the second dominant is high lexical density. It means that the texts in "*Pathway to English*" textbook for Senior High School grade XII published by Erlangga are moderate difficult to be understood for student. Eventhough, there are several text easy to understand such us recount text and hortatory text.

B. SUGGESTION

After drawing the cnclusion, the researcher has presents some suggestion as bellow:

1. For the teacher

   a. they should be able in choosing the appropriate textbook to support the teaching learning process, so that the students can improve their knowledge.

   b. the selected textbook should support the curriculum to achieve the intructional objectives which is applied in ducation world.

2. For the student

   a. reading skill should be mastered by the because this activity is very useful for them in development

   b. the chance of fe for this time and for the future.

3. For the other researchers

   a. In the future they can use this study as reference for their research.

   b. The other researcher can conduct their research in the same textbook but focus on other activities.

   Finally, the researcher realizes that this final projet is far from being perfect, because of limited condition, constructive critics and advice are really accepted for the perfection of this final project. The researcher hopes that this fial project will be usefull for all of us. Ameen.

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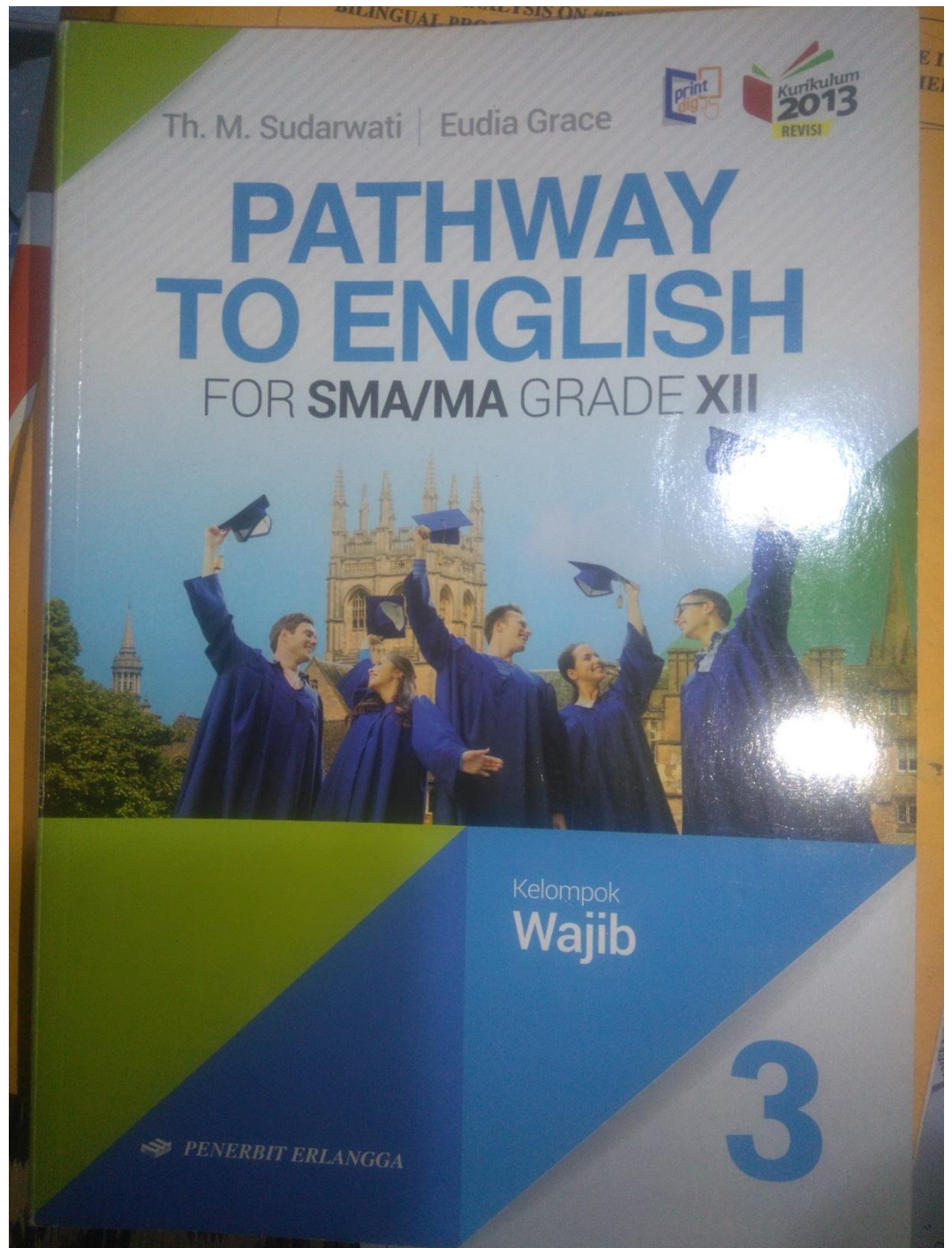
selling price was almost £55,000 higher than earlier estimated by London auctioneer Kerry Taylor. There was speculation that Kate caught Prince William's interest when wearing the dress.

Who	
What	
When	
Where	
Why/How	

Chelsea failed to score goals during the first round of the Premier League matches with Manchester City at Stamford Bridge on Sunday. Even though Chelsea controlled the game, they did not easily earn their less than memorable goals.

(Chelsea vs Manchester City Preview, n.d.)

Who	
What	
When	
Where	
Why/How	

8. **Read the following news.**

Traffic Jams Cost Jakarta $3B Annually

The Jakarta Post
Jakarta
"Traffic jams in Jakarta cost the city at least Rp28.1 trillion (US$3 billion) each year," the Transportation Ministry says.

"The greatest area of loss, amounting to Rp10.7 trillion per year, is related to fuels," Transportation Ministry Inspector General said Thursday during a discussion on mass transportation systems in Jakarta.

The notorious traffic congestion also inflicts losses of at least Rp9.7 trillion in lost productivity, while losses related to health reached Rp5.8 trillion and public transportation owners suffered Rp1.9 trillion in losses.

As of last December, there were more than 11 million vehicles in Jakarta, comprising 9 million motorbikes, 3 million cars, and 63,000 public transportation vehicles.

9. **Discuss the following questions with your friends.**
   a. Find and read news in Bahasa Indonesia.
   b. Find the similarities and the differences between news in English and news in Bahasa Indonesia.
   c. Are the texts organized in the same way?
   d. Has the news answered the 5WH-questions?
   e. Present your discussion in front of the class.

13. The following text tells us about the attitudes of a certain community in Yogyakarta towards pollution and global warming. Read it and then answer the questions.

Yogyakarta Promotes Commuting by Bike

The Jakarta Post
Jakarta

More than 2,000 people participated in bike-to-work and bike-to-school promotional events staged on Yogyakarta's Alun-Alun Utara Square a Monday morning.

The participants who include civil servants, private-sector employees, students, police, and soldiers represented 30 different bicycle clubs.

"We have to support this program to help Yogyakarta be an environmentally friendly city," Yogyakarta Governor Sri Sultan Hamengkubuwono X said.

Yogyakarta Mayor Herry Zudianto said the program would benefit the city by reducing pollution levels and global warming contributions. "It's also good for our health," he added.

Herry said the city administration would allocate funds to construct designated cycle routes if their numbers increased significantly.

a. How many people participated in the Monday morning event?
b. What was the purpose of the event?
c. Where did the event take place?
d. Who were the participants?
e. Why did the Yogyakarta Mayor say that this program would benefit the city?
f. When would a cycle route be constructed?
g. What is your reaction to this information? (Choose the options or give your own opinion)
   1) You're surprised and shocked.
   2) You don't believe it.
   3) You're interested and want to have a similar activity.
   4) You're not interested at all.
   5) Pollution and global warming have nothing to do with you.
   6) _____ (your own opinion)
h. Find words in the text that have the same meanings as these words/phrases.
   1) take part in
   2) an open area in town
   3) people who join an activity
   4) take advantage
   5) make less

14. Discuss the following questions with your friends.

a. Suppose that you were a mayor of a city, what activities would you design to reduce pollution and slow down global warming?
b. Look at your friend's activities. Are they the same as yours? What are the differences?
c. If you find several different activities, ask for his/her explanation of the activities.

🔲 Do You Know?

CRIME NEWS
News telling about any violation of law, an omission of a duty or the commission of an act forbidden by law.

15. Which of the following headlines doesn't belong to crime news?

   a. Musician Corinne Bailey Ray Impressed with Audience Welcome
   b. President to Attend Java Jazz Music Festival
   c. Tourist Caught Working Illegally
   d. Daily Checkpoint Nabs Seven Offenders
   e. Libyan Warplanes Launch Air Strikes on Rebel Force
   f. Fake Adidas Products Impounded

16. In pairs, complete the following table with either the acts of crimes or the criminals.

Crimes	Criminals
a. burglary	burglar
b. theft	
c.	shoplifter
d. arson	
e. robbery	
f. drug-trafficking	
g.	scammer
h.	kidnapper
i. murder	
j. rape	

17. Read the news below and decide whether the statements are true (T), false (F) or not mentioned (NM).

Robbers Get Away with Rp700M in Bekasi

Niken Prathivi

The Jakarta Post/Jakarta
A gang of robbers broke into the house of a shop owner in Villa Jatibening Housing Complex in Bekasi and got away with jewelry and cash worth a total of Rp700 million (US$73,500), on early Friday morning.
    Bekasi police officers

claimed four robbers were involved in the crime at the house of Teddy Handoko, owner of a home improvement and construction shop.

The police believe that the robbers broke into the house after climbing the wall behind Teddy's housing complex, which directly borders a village. The 10-meter wall is accessible from the village side, allowing the robbers to scale the wall using a thick rope. The robbers found entering the house easy as its back door was unlocked.

The robbers locked up Teddy's two housemaids, Tuheni and Tulika before breaking into Teddy's room. They threatened Teddy and his wife with a kitchen knife and made their escape. Police are investigating the case.

a. State whether the following statements are true (T), false (F), or not mentioned (NM).

1)	Several robbers robbed a house in a housing complex.	
2)	The total value of the things taken was Rp700 million.	
3)	Teddy Handoko runs a home improvement and construction shop.	
4)	The robbers have been arrested by the police.	
5)	The robbers broke into the house by breaking the wall behind the house.	
6)	The back door of the house was not properly locked.	
7)	One of the robbers stabbed Teddy's wife with a kitchen knife.	
8)	The two servants were locked up in a cupboard.	

b. Which paragraph has the following main ideas?

No.	Main Idea	Paragraph
1)	The way the robbers escaped.	
2)	How the robbers broke into the house.	
3)	The number of robbers who were involved in the robbery.	
4)	A gang of robbers broke into a house in a housing complex.	

18. Discuss with your friend. What would you do to avoid theft or robbery in your neighborhood? List your ideas and then see your friend's list. Are they the same?

19. Look at these pictures and answer the questions.

a.

© Michelmond/Shutterstock

b.

© U.S. Geological Survey/Flickr

c.

© Yivers/Pixabay

d.

© CSIRO/Wikimedia

1) What kinds of natural disasters are they?
2) What causes these natural disasters?

20. Read the following news and answer the questions.

Floods, High Winds Destroy Homes in Gunung Toar

<u>The Jakarta Post</u>
Pekanbaru
Heavy overnight downpours caused the Kuantan River in Gunung Toar District to burst its banks on Monday, inundating more than 200 homes in Pertapahan and Toar sub districts with up to 2 meters of water.

The same day, strong winds also hit the two sub districts at about 3:30 a.m., causing severe damage to 12 homes and moderate damage to another 12 houses.

© Coconino National Forest/Flickr

Gunung Toar District head Ahyan Arnovis said no fatalities had been reported so far, following

the floods and winds that caused panic among local residents.

"We have yet to calculate the financial losses caused by the disaster, but at least Rp200 million in damages was incurred when the 24 ready-to-harvest fish farms belonging to residents were destroyed by the flood," Ahyan told The Jakarta Post over the phone.

He said the Kuantan Singingi Administration had established emergency response posts in the affected area. The Riau Provincial Administration had also sent emergency aid.

"Additional aid can also be sent as soon as possible, anytime it's needed," Governor Rusli Zaenal said.

a. Find the synonyms of these words or phrases in the text.
    1) overflow
    2) covering with water
    3) violent
    4) count
    5) happened
    6) extra

b. Complete the sentences with the information from the news above.

    1) The flood in Gunung Toar district was caused by _____.

    2) _____ houses were inundated during the floods.

    3) The flood was _____ high.

    4) On the same day, 24 homes were damaged by _____.

    5) The local residents were _____ to see the floods and the strong wind.

    6) There were about _____ fish farms destroyed during the disaster.

21. People say that accidents can happen to anyone in an instant. Read these pieces of news. Tell your friends what happened to them and what caused the accidents.

A man needed rescuing after unintentionally burning his house when trying to kill a spider with a lighter.

A Metro passenger has received $1.3 million from a King County jury due to injuries suffered when she slipped.

A 2-year-old tot is in critical condition after falling off some stairs at a Bountiful business district.

22. Read the following news and answer the questions.

22 Killed in Thai Bus Accident

Associated Press
Bangkok, Thailand

A bus taking university students and lecturers crashed into a hillside in eastern Thailand before dawn on Friday. The accident killed at least 22 people and 27 others were injured, police said.

The bus was running down a steep and winding road when the driver lost control and hit the hillside in Prachinburi Province, Major Suchart Yaemsak said.

"An initial investigation shows that the bus might have had a brake failure and could not stop on the steep road," Suchart said.

The death toll might increase since a number of the passengers were severely injured, the police officer said.

The students and the lecturers were traveling from the northeastern province of Khon Kaen to Chantanaburi Province. Most of the dead were aged between 20 and 28, the police officer added.

a. What is the news about?

b. When did the accident happen?

c. Where did the accident happen?

d. What caused the accident?

e. Who gave the information to the reporter?

f. How many people died in the accident?

g. What is the main idea of the second paragraph?

23. When an accident occurs, first aid should be given to help the victims. With your friend, check how good your knowledge of first aid is.

a. What to do if a person is choking?
   1) Ask the person to answer your questions.
   2) Do not give the person anything to drink because fluids may take up space needed for the passage of air.
   3) Tell the person to nod his/her head repeatedly.
   4) Encourage the person to cough until the obstruction is cleared.

b. What to do if a person gets first degree burns?
   1) Cool the burns under running water for several minutes.
   2) Call the closest ambulance service.
   3) Cut off electricity and make sure there is no wiring around.
   4) Soothe the area with aloe vera cream or burn ointment.

Suspicious Bags Removed by Bali Police Bomb Squad

DENPASAR: _____

_____

_____

c.

Who	The Consulate General (CG) of the Republic of Indonesia in Karachi
What	participated in the Cultural Evening, organized by the Hamara Karachi Foundation
When	last Wednesday
Where	at the Jehangir Kothari Parade, Clifton, Karachi
Why/How	to promote peaceful life in Karachi and bring people closer to each other

Cultural Evening at Hamara Karachi Festival

KARACHI: _____

_____

_____

Remember!

Create A Background Event Chronologically

Telling the background event of a news story is commonly done after writing the headline news because people want to know why or how the event happened. We tell the readers the sequence of the events in chronological order.

35. Let's observe the chronology of the following news story.

Victor Striking the Solomon Islands

At 2 a.m. yesterday, meteorologists at the Nadi Weather Center detected that a cyclone called Victor was developing fast near Nauru. Victor rapidly headed to the Solomon Islands, crossing the Pacific. The meteorologists quickly informed the Government of the Solomon Island at 3 a.m. As preventive measures, the government warned all shipping where Victor was heading and advised police by radio to prepare for evacuation. At noon, Victor passed Honiara on its way to the Coral Sea, damaging over 20 houses and leaving more than 100 people homeless.

(Ingram, 2008)

1. **Read the following leaflet. Then, discuss the questions.**

If you want to relax, why don't you study batik painting? You can get a free course if you want to earn some cash to help your family and pay your tuition fees. You may also get guidance from tutorial videos, if you don't have enough time to join the course. Batik painting may not seem easy. Unless you study seriously, you won't be able to improve your skills.

a. What is the leaflet about?

b. If you learn batik painting, what will you get?

c. If you don't have much time to study batik painting, what can you do?

2. **Listen to the recording and repeat what the woman says.**

a. a free course

b. batik painting

c. some cash

d. earn

e. fee

f. relax

g. tuition

h. unless

i. If you want to relax, why don't you study batik painting?

j. You can get a free course if you want to earn some cash to help your family and pay your tuition fees.

k. You may also get guidance from tutorial videos, if you don't have enough time to join the course.

l. Unless you study seriously, you won't be able to improve your skills.

Part B

a. If you want to know the best restaurant in your city, what will you do?

b. If someone asks you about the popular food in your city, what will you do?

c. Why is it important to ask for information?

d. Why is it important to describe something clearly?

Summarize the results of your discussion by completing the table.

1.	The problem that can't be solved	
2.	The people you trust to solve the problem	
3.	The solution/the answers you get to solve the problem	
4.	The expression used to ask for advice, or a suggestion using an (if) clause	
5.	The expression used to give advice, or suggestion using an (if) clause	
6.	The expression used to describe or give information	
7.	The expression used to accept advice, or a suggestion using an (if) clause	
8.	The expression used to refuse advice, or a suggestion using an (if) clause	
9.	The difference of patterns If clause + imperative If clause + (S + can + verb 1) If clause + (S + should + verb 1) If clause + why don't you ... If/unless clause + (S + will + verb 1)	

8. **Read the texts. What is probably the problem? Think about a solution and give some advice, suggestions, or information.**

Text 1

People think that I'm still a mystery. My name is Batik, meaning 'to dot.' Some people know me as 'wax writing.' They consider me a traditional process of applying wax and dying fabric to achieve intricate and colorful patterns. I have always existed on Java Island. Years ago, making batik was a very notable Javanese women's occupation. They learned it from their parents.

If you want to know more about me, you should learn the hand-drawn technique known as *batik tulis* and the stamped technique, called *batik cap*. I

have various levels of quality. My highest quality cloth is 'primisima' quality, followed by 'prima' quality, blue quality, and red quality.

I am very glad that some people are still learning how to make batik. Though the number of communities is smaller than it used to be, some of them choose batik painting as their occupation. Nowadays, I have become less popular because of the lengthy process of making batik.

(Florek, 2011)

Problem

_____

_____

Solution

a. If _____, why don't we _____

b. If _____, create _____

c. Unless _____, we will _____

Text 2

Getting around big cities in Indonesia can get frustrating at times due to crazy traffic. We know for a fact that there are many motorbikes that overtake you on both sides. The motorcyclists seem proud if they can do it on really narrow roads suited for just 1 car. The roads can actually fit two cars but they look narrower because of the number of motorbikes. Going anywhere, at least for me, as I come from a small village, is really a big challenge. Thankfully, big cities now have online transportation. I found out about this service from my nephew, and I thought, why not give it a go? And that's exactly what I did.

14. **Work in groups of four. Read the following letter and then discuss the questions.**

> Dear Nurhayati,
>
> Don't worry too much about friendship. Don't think too much about whether your friends really like you. Here are some tips to be more confident with your friends. Lighten up!
>
> 1. Try to be kind. Doing so, you will successfully make friends because people like to befriend a kind person.
> 2. Think positive! No one feels comfortable to be with people with negative ways of thinking.
> 3. Good friends will treat you well. If they don't, you don't have to be friends with them. Get yourself new friends.
> 4. Stay calm, happy, and centered because people like to have friends that bring them a positive atmosphere.
>
> Cheer up!
>
> Sincerely yours,
> Diana

("Lighten Up," n.d.)

Reading for specific information

a. Complete the following table with information from the text.

The Sender	The receiver	Nurhayati's Problem

Reading for detailed information

b. Read the letter again. Then, complete the statements about giving advice or suggestions.

1) If you have a problem with your friend, _____.

2) You will create success if _____.

3) If you want everyone to like you, why _____?

4) You should treat your friends with respect and warmth if _____.

5) If they abuse you, why _____?

MANUAL INSTRUCTIONS AND TIPS

3. These are some tips on how to do various things. Listen to the tips and decide what each tip is about. Give a tick (✔) to the correct item.

☐ a tip about how to save your money	☐ a tip for shopping	☐ a tip about a shopping list
☐ a tip about how to dress properly	☐ a tip to reduce your electricity bill	☐ a tip on using a cooler efficiently
☐ a tip to buy perfumes	☐ a tip to keep perfumes	☐ a tip about where to apply perfumes on your body
☐ a tip on how to write an application letter	☐ a tip to choose a good career	☐ a tip for a job interview

READING MANUAL INSTRUCTIONS AND TIPS

4. Read this text carefully and answer the questions.

© gcafotografia/shutterstock

HOW TO COOK RICE IN A RICE COOKER

Rinse a cup of rice in cold water. Rub the rice softly under the running water. Do not rub the rice too long because it will lose its nutrients. Wash the rice once again. Then, drain the water from the rice.

Add a cup of water. If you cook rice using an electronic rice cooker, pay attention to the water ratio. The rice and the water ratio is usually 1 part rice to 1 part water.

Place the cooking pot in the rice cooker properly. Cover the pot. Select the cooking button right after the light on the rice cook turns on.

When the rice has been cooked and is resilient, flip through the rice very gently using a rice spatula. Serve it warmly in a rice bowl.

© Teerasak Ladnongkhun/Shutterstock

a. What is the text about?

b. What is the purpose of the text?

c. Who will probably need to read this text?

d. How should we wash the rice?

e. Why shouldn't we wash the rice too long?

f. How many cups of water do you need to cook 3 cups of rice?

g. What should you do after the light on the rice cooker turns on?

h. What do the underlined words refer to?
   1) "it will lose its nutrients"
   2) "Serve it warmly in a rice bowl."

i. Find the words in the text that have the same meanings as these words or phrases.
   1) nutritious substances = _____
   2) softly = _____
   3) choose = _____

5. Read the following text and decide whether the statements are True (T) or False (F)

TIPS ON PRINTER MAINTENANCE
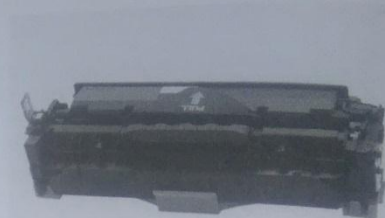
© Kon_Langklong/Shutterstock

© Duda_Vasilli/Shutterstock

1) A printer requires maintenance. Good maintenance will determine how long your inkjet or laser printer will be in use. Clean the outside part of the printer once a week with soft, water or alcohol wetted cloth. Wipe away the dust, the dirt, animal hair and other contaminates. Do not use stronger cleaners if you don't want your printer case to get damaged.

2) Remove the toner cartridge carefully. Clean the gears and rollers along the paper path.

3) Using a small portable vacuum, clean the dirt and the dust from the inside of your printer.

4) Rock the cartridge gently from side to side. This will evenly distribute the ink in the cartridge. Good distribution of ink will help prolong your cartridge.

	Statement	True or False
a	It is advisable not to clean printers with hard cloth.	
b	You have to rock the cartridge to distribute the ink evenly in the cartridge.	
c	Even if you don't follow the tips well, your printer will be prolonged.	
d	To clean the outside part of the printer, use alcohol.	

4.	Try not to speak (11) _____, until you know who the caller is. If the speaker does not introduce themselves (12) _____, say, "May I ask who's calling?". Don't ask the speaker (13) _____ or she/he might get displeased with you.	rudely too informally immediately
5.	Listen (14) _____ and find out the reason the person is calling and respond (15) _____. If the person they are trying to reach is not (16) _____ or is not available, take a message, record the person's name, phone number and purpose of call (17) _____. If this is an important call, it can be dealt with (18) _____ and (19) _____.	efficiently carefully on a piece of memo paper at the office appropriately quickly
6.	If the caller requests details about you or others, consider (20) _____ before responding. You should be careful unless they are a trusted contact. Some people may use it (21) _____ for wrong purposes.	unwisely carefully

15. Read the following manual instruction and the tips of treating a washing machine.

WASHING PROCEDURE

1. Cotton is the default setting
   - Start by pressing the Power button.
   - Press the start button.
   - Initial condition
     - program : cotton
     - wash : main wash
     - rinse : 3 times
     - spin : 800
     - water temperature : 40°C
2. Manual selection
   - Press the Power button to start.
   - Select the conditions which you want to use by turning the program dial and pressing each button.
   - Press the start button.

© Pro3Dartt/Shutterstock

Do You Know?

- Ain't /eInt/ is short for 'am not,' 'is not,' 'are not,' 'has not,' or 'have not.' It is nonstandard English and used only in informal speech or humorous phrases.

  e.g. He **ain't** eating. (He is not eating.)

- Gonna /ˈgʌnə/ is nonstandard English, meaning 'going to,' and mostly used in informal speech in America.

  e.g. What are you **gonna** do? (What are you going to do?)

- Wanna /ˈwɑnə/ is a short form of 'want to' or 'want a.' It is not standard.

  e.g. Do you **wanna** go now? (Do you want to go now?)

  I **wanna** steak, Dad. (I want a steak, Dad.)

6. Compare the lyrics of the English song 'It's My Life' by Bon Jovi and the Indonesian song '*Jangan Menyerah*' by D'Masiv to increase your cultural awareness. Underline parts that have similar messages.

7. Think about our lives. Discuss it with your friends and your teacher based on lyrics you have compared.

8. Read the reflections of a sick 50-year-old man. Then, discuss the questions below.

During my fifty years of life, I have seen many things. During that time, I've met many people but learnt little about human life. My parents have guided and accompanied me for fifty years. As for my wife, she has lived with me for twenty five years, and I have laughed and cried together with my children for twenty years. Fifty years, twenty five years, or twenty years, seem like long periods of time, but in fact are a short amount to spend together with significant ones. It's true that we make mistakes and argue with one another from time to time and that's human. Yet they are not merely family, they are also good friends that I can put my trust in. There are not enough words for our togetherness and we change each other in good ways through love.

(Janov, 2008)

a. What makes the writer different from you?

b. Do you think the writer is a special person? Why?

c. What is the writer's family like? Is his family special? Why?

d. Which refrain is close to the writer's life, Bon Jovi's or D'Masiv's?

9. Read the lyrics of 'It's My Life' and '*Jangan Menyerah*' once again. Then, analyze parts of the songs by answering the following questions.

a. Why is a song title important?

b. Why are song titles repeated several times in the lyrics?

c. What is the difference between a refrain and a chorus?

d. Where can you find the story of a song?

e. What is a coda in a song?

DATA VALIDATOR

No.	Data	Valid	Invalid	Note
1.	**TEXT 1 Page 68** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **Traffic Jams Cost Jakarta $3B Annually** *The* **Jakarta Post** **Jakarta** **"Traffic jams** *in* **Jakarta cost** *the* **city** *at least* **Rp28.1 trillion (US$3 billion) each year,"** *the* **Transportation Ministry** *says*. "*The* **greatest area** *of* **loss**, **amounting** *to* **Rp10.7 trillion per year**, *is* **related** *to* **fuels**," **Transportation Ministry Inspector Genereal said Thursday** *during* a **discussion** *on* **mass transportation system** *in* **Jakarta.** *The* **notorious traffic congestion** *also* **inflicts losses** *of at least* **Rp9.7 trillion** *in* **lost productivity**, *while* **losses related** *to* **health reached Rp5.8 trillion** *and* **public transportation owner suffered Rp1.9 trillion** *in* **losses**. *As of* **last December,** *there were* **more than 11 million vehicle in Jakarta**, **comprising 9 million motorbikes, 3 million cars**, *and* **63.000 public transportation vehicle.** 2. Counting the number of content words and the member of grammatical function words. Text 1	√		

	had 61 content words and 45 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $LD = \dfrac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}\ x100\%$ $LD = \dfrac{61}{106}\ x100\%$ $LD = 57.5\%$			

2.	**TEXT 2 Page 73**
	
	1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.
	
	Yogyakarta Promotes Commuting *by* **Bike**
	
	The **Jakarta Post**
	
	Jakarta
	
	More than **2.000 people participated** *in* **bike-to-work** *and* **bike-to-school promotional events staged** *on* **Yogyakarta's Alun-Alun Utara Square** a **Monday morning**.
	
	    The **participants** *who* **include civil servants, private-sector employees, students, police** *and* **soldiers represented 30 different bicycle clubs**.
	
	    "**We** *have to* **support** *this* **program** *to* **help Yogyakarta** *be an* **environmentally friendly city**," **Yogyakarta Governor Sri Sultan Hamengkubuwono X said.**
	
	    Yogyakarta Mayor Herry Zudianto said *the* **program** *would* **benefit** the **city** *by* **reducing pollution levels** *and* **global warning contibutions**. "*It's* **also good** *for our* **health**," *he* **added**.
		√		

	Herry said *the* **city administration** *would* **allocate funds** *to* **construct designated cycle routes** if *their* **numbers increased significantly**. 2. Counting the number of content words and the member of grammatical function words. Text 2 had 76 content words and 36 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \text{ x100\%}$$ $$LD = \frac{76}{112} \text{ x100\%}$$ $$LD = 67.8\%$$			
3.	**TEXT 3 Page 74** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **Robbers Get Away** *with* **Rp700M** in **Bekasi** **Niken Prathiwi** *The* **Jakarta Post/Jakarta** A **gang** *of* **robbers broke** *into* **house** *of a* **shop owner** *in* **Villa Jatibening Housing Complex** *in* **Bekasi** *and* **got away** *with* **jawelry** *and* **cash worth** a **total** *of* **Rp700 million** (**US\$73,500**), *on* **early Friday morning**. **Bekasi police officers claimed four**	√		

		√		

	robbers *were* **involved** *in the* **crime** *at the* **house** *of* **Teddy Handoko**, **owner** *of a* **home improvement** *and* **construction shop**.
	
	        The **police believe** *that the* **robbers broke** *into the* **house** *after* **climbing** *the* **wall** *behind* **Teddy's housing complex**, *which* **directly borders** *a* **village**. *The* **10-meter wall** *is* **accessible** *from the* **village side**, **allowing** *the* **robbers** to **schale** *the* **wall using** *a* **thick rope**. *The* **robbers found entering** the **house** *easy as its* **back door** *was* **unlocked.**
	
	        The **robbers locked up Teddy's two housemaids**, **Tuheni** *and* **Tulika** *before* **breaking** *into* **Teddy's room**. *They* **threatened Teddy** *and his* **wife** *with a* **kitchen knife** *and* **made** *their* **escape**. **Police** *are* **investigating** *the* **case**.
	
	2. Counting the number of content words and the member of grammatical function words. Text 3 had 84 content words and 70 grammatical function words.
	
	3. Counting the portion of lexical density by employing the following formula:
	
	LD = $\frac{Number\ of\ Content\ Words}{Total\ \ Number\ of\ Words}$ x100%
	
	LD = $\frac{84}{154}$ x100%
	
	LD = 54.6%			

4.	**TEXT 4 Page 76** 1. Identifying which one includes the content	√		

words and which one included the

grammatical function words in a sentence.

Floods, **High Winds Destroy Homes** in **Gunung Toar**

The **Jakarta Post**

Pekanbaru

Heavy overnight downpours caused *the* **Kuantan River** *in* **Gunung Toar District** *to* **burst** *its* **bank** *on* **Monday**, **inundating** *more than* **200 homes** *in* **Pertapahan** *and* **Toar sub districts** *with up to* **2 meters** *of* **water**.

The same **day strong winds** *also* **hit** *the* **two sub district** *at* **about 3:30 a.m**., **causing severe damage** *to* **12 homes** *and* **moderate damage** *to* **another 12 houses**.

Gunung Toar District head Ahyan Arvonis said *no* **fatalities** *had been* **reported** *so* **far**, **following** *the* **floods** *and* **wind** *that* **caused panic** *among* **local residents**.

"*We have yet to* **calculate** *the* **financial losses caused** *by the* **disaster**, *but at* **least Rp200 million** *in* **damages** *was* **incurred** *when the* **24 ready-to-harvest fish farms belonging** *to* **residents** *were* **destroyed** *by* the **flood**," **Ahyan told**. *The* **Jakarta Post** *over the* **phone**.

He **said** *the* **Kuantan Singingi Administration** *had* **estabelished emergency response posts** *in the* **affected area**. *The* **Riau Provincial Administration** *had also* **sent emergency aid**.

"**Additional aid** *can also* be **sent** *as* **soon** *as* **possible**, **anytime** *it's* **needed**," **Governor Rusli Zaenal said**.

2. Counting the number of content words and

	the member of grammatical function words. Text 4 had 109 content words and 63 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{109}{172} \times 100\%$$ $$LD = 63.4\%$$			
5.	**TEXT 5 Page 78** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **22 Killed** *in* **Thai Bus Accident** **Associated Press** **Bangkok, Thailand** *A* **bus** *taking* **university students** *and* **lecturers crashed** *into a* **hillside** *in* **eastern Thailand** *before* **dawn** *on* **Friday**. *The* **accident killed** *at least* **22 people** *and* **27 others** *were* **injured**, **police said**. *The* **bus** *was* **running down** *a* **steep** *and* **winding road** *when the* **driver lost control** *and* **hit** *the* **hillside** *in* **Prachinburi Province**, **Majo**, **Suchart Yaemsak said**. "*An* **initial investigation shows** *that the* **bus might** *have had a* **brake failure** *and could*	√		

	not **stop** *on the* **steep road**," **Suchart said**.
	
	    The **death toll** *might* **increase since** a **number** *of the* **passangers** *were* **severely injured**, *the* **police officer said**.
	
	    The **students** *and the* **lecturers** *were* **traveling** *from the* **northeastern province** *of* **Khon Kaen** *to* **Chantanaburi Province**. **Most** *of the* **dead** *were aged* **between 20** *and* **28**, the **police officer added.**
	
	2. Counting the number of content words and the member of grammatical function words. Text 5 had 82 content words and 48 grammatical function words.
	
	3. Counting the portion of lexical density by employing the following formula:
	
	$LD = \dfrac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%
	
	$LD = \dfrac{82}{130}$ x100%
	
	$LD = 63.1\%$			

6.	**TEXT 6 Page 86**
	
	1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.
	
	    Victor Striking *the* **Solomon Islands**
	
	    At **2 a.m**. **yesterday**, **meteorologists** *at the* **Nadi Weather Center detected** *that a* **cyclone called Victore** *was* **developing fast**
		√		

		√		
	near **Nauru**, **Victor rapidly headed** *to the* **solomon Islands**, **crossing** *the* **Pasific**. *The* **meteorologist quickly informed** *the* **Goverment** *of the* **Solomon Island** *at* **3 a.m**. *As* **preventive measures**, *the* **goverment warned all shipping** *where* **Victor** *was* **heading** *and* **advised police** *by* **radio** *to* **prepare** *for* **evacuation**. *At* **noon**, **Victore** *passed* **Honiara** *on its* **way** *to the* **Coral Sea**, **damaging** *over* **20 houses** *and* **leaving** *more than* **100 people homeless**. 2. Counting the number of content words and the member of grammatical function words. Text 6 had 56 content words and 32 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{56}{88} \times 100\%$$ $$LD = 63.6\%$$				
7.	**TEXT 7 Page 96** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. If **you** *want to* **relax,** *why don't* **you study batik painting? You** *can* **get** *a* **free course** if **you**	√		

	want to **earn some cash** *to* **help your family** *and* **pay your tuition fees. You** *may also* **get guidance** *from* **tutorial videos,** *if* **you** *don't have* **enough time** *to* **join** *the* **course. Batik painting** *may not* **seem easy.** *Unless* **you study seriously, you** *won't* **be able** *to* **improve your skills.** 2. Counting the number of content words and the member of grammatical function words. Text 7 had 32 content words and 25 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{32}{57} \times 100\%$$ $$LD = 56.1\%$$			
8.	**TEXT 8 Page 99** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **People think** *that i'm still a* **mystery**. *My* **name** *is* **Batik**, **meaning** 'to dot' **some people know** *me as* '**wax writing**.' *They* **consider** *me a* **traditional process** *of* **applying wax** *and* **dying fabric** *to* **achieve intricate** *and* **colorful patterns**. *I have* **always existed** *on* **Java Island**. **Years ago**, **making batik** *was a* **very notable Javanese women's occupation**.	√		

They **learned** *it from their* **parents.**

If you **want** *to* **know more** *about me, you should* **learn** the **hand-drawn technique known** as *batik tulis* and the **stamped technique**, *called batik cap. I have various* **levels** of **quality**. My **highest quality cloth** *is* *'prismisima'* **quality**, **followed** *by* *'prima'* **quality, blue quality**, *and* **red quality**.

I am **very glad** *that some* **people** *are still* **learning** *how to* **make batik**. *Though the* **number** *of* **communities** is **smaller** *than it* **used** *to be, some of* **them choose batik painting** *as their* **occupation**. *Nowadays, I have* **become less popular** *because of the* **lengthy process** *of* **making batik.**

2. Counting the number of content words and the member of grammatical function words. Text 8 had 84 content words and 74 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{84}{158} \times 100\%$$

$$LD = 53.17\%$$

9.	**TEXT 9 Page 100**	√		
	1. Identifying which one includes the content			

words and which one included the

grammatical function words in a sentence.

Getting *around* **big cities** *in* **Indonesia** *can* **get frustrating** *at* **times** *due to* **crazy traffic**. *We* **know** *for a* **fact** *that there are many* **motorbikes** *that* **overtake** *you* *on* **both sides**. *The* **motorcyclists seem proud** *if they* **can do** *it on really* **narrow roads suited** *for just 1* **car**. *The* **roads** *can actually* **fit** *two* **cars** *but they* **look narrower** *because* *of* *the* **number** *of* **motorbikes**. **Going** *anywhere, at least for me, as i* **come** *from a* **small village**, *is really a* **big challenge.** *Thankfully*, **big cities** *now have* **online transportation**. I **found** *out about this* **service** *from my nephew, and* I **thought**, *why not* **give** *it a* **go?** *And that's exactly what i did*.

2. Counting the number of content words and

   the member of grammatical function words.

   Text 9 had 46 content words and 67

   grammatical function words.

3. Counting the portion of lexical density by

   employing the following formula:

   LD = $\frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%

   LD = $\frac{46}{113}$ x100%

   LD = 40.8%

10.	**Text 10 page 104**	√		

1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.

   Dear Nurhayati,
   Don't **worry** *too much about* **friendship**. *Don't* **think** *too much about whether* **your friend** *really* **like you**. *Here are* **some tips** *to be* **more confident** *with* **your friends**. **Lighten up**!
   1. **Try** *to be* **kind**. **Doing** *so*, **you** *will* **successfully make friends** *because* **people like** *to* **befriend** *a* **kind person**.
   2. **Think positive**! No **one feels comfortable** *to be with* **people** *with* **negative way** *of* **thinking**.
   3. **Good friends** *will* **treat you well**. *If* **they** *don't*, *you don't have to be* **friends** *with* **them**. **Get yourself new friends**.
   4. **Stay calm**, **happy**, *and* **centered** *because* **people like** *to have* **friends** that **bring them** *a* **positive atmosphere**.
   Cheer up!
   Sincerely yours,
   Diana

2. Counting the number of content words and the member of grammatical function words. Text 10 had 46 content words and 67 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

   $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

	$LD = \frac{46}{113}$ x100% LD = 40.8%			
11.	**Text 11 page 105** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **Dolphins often come** *to the* **calm waters** *of* **Tangalooma** *to* **rest** *and* **hunt**. **Please,** Do Not **Disturb Them Under Queensland law**, **people** *are* **prohibited** from **approaching dolphins** *within* **50m**. *A* **registered permit** *is* **required** *for* **dolphin feeding programs** *and* **Tangalooma** *has a* **permit**. *For* **further information**, **visit** *the* **dolphin education centre**. The **dolphin feeding program** will **began** at **6 am**. 2. Counting the number of content words and the member of grammatical function words. Text 11 had 38 content words and 22 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words}$ x100%	√		

	$LD = \frac{38}{60} \times 100\%$ $LD = 63.4\%$			
12.	**Text 12 page 116** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. How to **cook rice** in a **rice cooker** **Rinse** *a* **cup** *of* **rice** *in* **cold water**. **Rub** *the* **rice softly** *under the* **running water**. *Do not* **rub** *the* **rice** *too* **long** *because it will* **lose** its **nutrients**. **Wash** the **rice once again**. *Then*, **drain** *the* **water** *from the* **rice.** **Add cup** *of* **water**. *If you* **cook rice using** *an* **electronic rice cooker**, **pay attention** *to the* **water ratio**. *The* **rice** *and the* **water ratio** *is* **usually 1 part rice** *to* **1 part water**. **Place** *the* **cooking pot** *in the* **rice cooker properly**. **Cover** *the* **pot**. **Select** *the* **cooking button** *right after the* **light** *on the* **rice cook turns** *on*. *When the* **rice** *has been* **cooked** *and is* **resilient, flip** *through the* **rice** very **gently using** *a* **rice spatula**. **Serve** *it* **warmly** *in a* **rice bowl.** 2. Counting the number of content words and the member of grammatical function words. Text 12 had 77 content words and 58 grammatical function words.	√		

	3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{77}{135} \times 100\%$$ $$LD = 57.1\%$$			
13.	**Text 13 page 118** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence. **Tips** on **printer maintenance** 1) *A* **printer requires maintenance**. **Good maintenance** *will* **determine** *how* **long** your **inkjet** *or* **laser printer** *will be in* **use**. **Clean** the **outside part** *of the* **printer once** *a* **week** *with* **soft, water** *or* **alcohol wetted cloth**. **Wipe away** *the* **dust**, *the* **dirt**, **animal hair** *and other* **contaminates**. *Do no*t **use stronger cleaners** *if you don't wan*t **your printer case** *to* **get damaged**. 2) **Remove** *the* **toner cartridge carefully**. **Clean** *the* **gears** *and* **rollers** *along the* **paper path**. 3) **Using** *a* **small portable vacuum**, **clean** *the* **dirt** *and the* **dust** *from the* **inside** *of* **your printer**. 4) **Rock** *the* **cartridge gently** *from* **side**. *This will* **evenly distribute** *the* **ink** *in the* **cartridge**. **Good distribution** *of* **ink** *will* **help prolong** your **cartridge**.	√		

	2. Counting the number of content words and the member of grammatical function words. Text 13 had 72 content words and 53 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{72}{125} \times 100\%$$ $$LD = 57.6\%$$			

14.	**Text 14 page 128**
	
	1. Identifying which one includes the content words and which one included the grammatical function words in a sentence.
	
	 Washing procedure
	A. Cotton *is the* **default setting**
	• **Start** *by* **pressing** the **Power button**.
	• **Press** the **start button**
	• **Initial condition**
	   - **Program** **: cotton**
	   - **Wash** **: main wash**
	   - **Rinse** **: 3 times**
	   - **Spin** **: 800**
	   - **Water temp** **: 40°C**
	B. Manual selection
	• **Press** *the* **Power button to start.**
	• **Select** *the* **conditions** *which you want to* **use** *by* **turning** *the* **program dial** *and* **pressing each button.**
		√		

	• **Press** *the* **start button**. 2. Counting the number of content words and the member of grammatical function words. Text 14 had 45 content words and 28 grammatical function words. 3. Counting the portion of lexical density by employing the following formula: $$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$ $$LD = \frac{45}{73} \times 100\%$$ $$LD = 61.6\%$$			
15.	**Text 15 page 137** 1. Identifying which one includes the content words and which one included the grammatical function words in a sentence *During my* **fifty years** *of the* **life**, *i have* **seen** *many* **things**. *During that* **time**, *I've* **met** *many* **people** *but* **learnt** *little about* **human life**. *My* **parents** *have* **guided** *and* **accompanied** *me for* **fifty years**. *As for my* **wife**, *she has* **lived** *with me for* **twenty five years**, *and I have* **laughed** *and* **cried** *together with my* **children twenty year**. **Fifty years, twenty five years,** *or* **twenty years**, *seem* **like long periods** *of* **time**, *but*	√		

in **fact** *are a* **short amount** to **spend** *together with* **significants ones**. *It's* **true** *that we* **make mistakes** *and* **argue** *with* **one** *another from* **time to time** *and that's* **human**. **Yet** *they are not* **merely family**, *they are also* **good friends** *that i can* **put** *my* **trust** *in*. *There are not* **enough words** *for our* **togetherness** *and we* **change** *each* **other** in **good ways** *through* **love**.		

2. Counting the number of content words and the member of grammatical function words. Text 15 had 57 content words and 84 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{57}{141} \times 100\%$$

$$LD = 40.5\%$$

Validated by: **Surakarta, 9th Maret 2020**

Muhammad Husin Al Fatah, M.Pd

true *that we* **make mistakes** *and* **argue** *with* **one** *another from* **time to time** *and that's* **human**. **Yet** *they are not* **merely family**, *they are also* **good friends** *that i can* **put** *my* **trust** *in*. There *are not* **enough words** *for our* **togetherness** *and we* **change** *each* **other** *in* **good ways** *through* **love**.

2. Counting the number of content words and the member of grammatical function words. Text 15 had 57 content words and 84 grammatical function words.

3. Counting the portion of lexical density by employing the following formula:

$$LD = \frac{Number\ of\ Content\ Words}{Total\ Number\ of\ Words} \times 100\%$$

$$LD = \frac{57}{141} \times 100\%$$

$$LD = 40.5\%$$

Validated by:

Surakarta, 9 Maret 2020

M. Huzin Al Fatah M.Pd