

CHAPTER I

INTRODUCTION

A. The Background of the Study

The 2013 curriculum is the curriculum that applies in Indonesia education system. The implementation of 2013 curriculum is applied gradually by government to change school based curriculum and to enhance Indonesia Education's quality. According to Tivany (2015), Indonesian government has been launching the 2013 curriculum by *Peraturan Pemerintah No.32 Th. 2013* the educational system of Indonesia in which the aim to prepare Indonesian people to be religious, productive, creative and innovative. It also hoped that they can give contribution for their social life, nation, country, and world civilization and make some changes in learning sources. One of them is 2013 curriculum textbook. Because it is an important component that should be considered by the teacher in order to teach well. In the online news emphasizes that The National Education System Act no 160/2014 about the implementation of 2006 and 2013 curriculum, one of them is that primary school until senior high school for studying years 2014/2015 re-implement curriculum 2006 (School Based Curriculum) start from second semester 2014/2015 until there will a decision from the ministry to implement 2013 curriculum. (www.jpnn.com)

The government's purpose in applying the textbook of 2013 curriculum is to improve students' achievement in mastering the fourth basic skills; Listening, Speaking, Reading and Writing. In this case, the reading is one of the basic skills that the students have been enhanced because it is the most important skills that

shall be mastered in English language learning. Although all of those skills are important to be learned but the implementation, reading seems to be given priority. This might be due to the idea that through reading any kind of text, the student can get information and knowledge. Nesia (2014) says that the students can get information and the knowledge and also the vocabulary and the grammar through the text. It is provided in some types which are called as genre. The types of genre are arranged well based on the curriculum. Besides that, reading also helps students to gain other skill. After reading, the students can answer the question from reading comprehension activities, it can help student to gain their writing skill then reading also can help their pronunciation (speaking skill) by reading aloud.

On the other hands, to do reading activity, textbook can be used by teacher to teach in the classroom. Nesia (2014) adds that textbook is used to serve the learners' need about language skill. It also provides information and knowledge that the students need which cannot be given by the teacher. Though, the teacher should select textbook because there are so many textbooks provider for every level of the school include the textbooks of 2013 curriculum.

Besides, there are some reading texts in genres in textbook such as report text, narrative text, exposition text, spoof text, and hortatory exposition text to improve students' reading comprehension and to make the student get knowledge. Reading text also provides opportunities to study language; vocabulary, grammar, punctuation, and the way how we construct sentences, paragraphs and texts. Then, it can introduce interesting topics for well- rounded, fascinating lessons. So every

student should be able to understand and to comprehend every reading text in the textbook which is covered in the curriculum of the unit level of education.

In the reading comprehension section, every student usually gets difficulties in comprehending a long texts or a dense text such as report text. When they found report text with long and many paragraphs, they would get bored easily. They get difficulties in comprehending the text when getting bored. But in fact, the main point of difficult text is the lexical density of the text. However, the words of high frequency may hinder understanding, as understanding text related to another aspect that is complexity of text. The complexity of text is seen in Lexical Density. Nesia (2014), 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.

So, the writer analyzes Bahasa Inggris textbook published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014 that is used for the grade XI of Senior High School in SMAN 2, Tebing Tinggi. The writer will analysis reading text in textbook based on 2013 Curriculum for knowing the lexical density. The textbook is used in one semester of teaching-learning process.

Based on the explanations above, there are several reasons why the writer chose the textbook. First, it is one of the textbooks that are suitable with the

current curriculum. Second, it is often used by some schools so it is important to know whether the reading texts are appropriate for the students. Third, the writer wants to know the lexical density of reading text in *Bahasa Inggris* textbook.

B. The Problems of the Study

From the identification and limitation of the problem above, the problems are formulated as following

1. What is the lexical density level of the reading texts found in *Bahasa Inggris* textbook grade XI?
2. How is the lexical density distributed across the texts?
3. Why is the lexical density used in the way it is?

C. The Objective of the Study

With reference to the research problems, the objectives of this study are

1. to determine the lexical density level in the reading text found in *Bahasa Inggris* textbook grade XI,
2. to ascertain distribution of lexical density across the reading texts found in *Bahasa Inggris* textbook grade XI, and
3. to reason for the lexical density in the textbook.

D. The Scope of the Study

The study is limited to analyze the lexical density of reading texts on *Bahasa Inggris* textbook that used in the school; it will be applied in the grade XI

senior high school – SMAN 2, Tebing Tinggi. The number of content carrying words in a text as proportion of all words in the text will be considered as lexical density.

***E.* The Significance of the Study**

The findings of this study are expected to be useful theoretically and practically.

Theoretically, the findings of the study can contribute to theories of language learning as applications of linguistics. In addition, the findings can be references for further studies.

Practically, the findings are expected to be useful for

- a. the teacher in teaching reading to choose the appropriate strategy or media for the text based on the complexity of the text, and
- b. the teaching material designers who want to design appropriate texts in English teaching of English curriculum design.