CHAPTER I

INTRODUCTION

A. The Background of the Study

Textbook is a main resource that used in the learning process of most subjects in classroom. It plays a very important role in teaching-learning process because it tends to be the basic source which the teachers use in deciding what to teach and facilitate the teaching-learning process. Beside that it can be an additional knowledge for teacher who has limited teaching experience. It provides much information and knowledge in many subjects in school like English textbook, science textbook, social textbook, religion textbook, civic textbook, etc.

In English subject, textbook is used to serve the students' need about language skills. The students must have capability related to four following skills: listening, speaking, reading, and writing. The relationship of those skill is very closed because they cannot be essentially separated each other. Reading is one of the four skills considered quite necessary because by reading the students can automatically gain more and more knowledge, such as: vocabulary, the idea forming, the use of the tense forms, pronunciation, speaking fluency and many others provided that it can be done seriously and frequently. Reading skill is very important things that must be learned by the student. The student need to be exercised and trained in order to have a good reading skill.

Beside used to serve the students' need an English textbook used to serve an appropriate materials for students' level. Reading material is one of the

contents of the textbook besides listening instruction, some exercises, writing task and some conversation scripts. Reading material is usually in the form of text that is used to teach reading like pronouncing words, comprehending the content of the text, getting vocabulary, and also understanding of grammar. Through the text, the students can get information and the knowledge and also the vocabulary and the grammar. It is provided in some types which are called as genre. The types of genre are arranged well based on the curriculum.

In the reading section, most of the students have difficulties comprehending a text in the textbook. It is because of several reasons. The researcher had done an observation in SMA SWASTA METHODIST 7 MEDAN which used Advanced Learning English 1 Textbook as the guidance book in teaching-learning process for tenth grade level. It has done in order to get the result of students reading score and the result of the reading score are Agatha (75), Andika (62), Ando (73), Andreas (80), Azola (75), Calista (80), Christina (60), Chredo (71), Denny (60), David (63), Debora (73), Fenny (71), Fuyuko (65), Gabriel (87), Gaby (61), Hasudungan (83), Irma (60), Jean (77), Jimmy (90), Junita (63), Kartika (82), Mia (63), Moses (69), Priska (73), Putra (76), Rahmi (72), Raymond (60), Risma (65), Rika (71), Roma (68), Sastra (68), Sylvia (91), Trifosa (91), Valent (73), Viona (70), Yanti (65), Yosephine (68).

Data of students reading score in SMA SWASTA METHODIST 7 MEDAN showed that students reading ability is still low. The researcher had interviewed the students who have the low score of reading. From the interview, the researcher found that many students faced some problems in their reading

ability. Many of them said that they are difficult to understand the meaning of English words of the textbook and get difficulties in comprehending a long text or a dense text such as recount text. When the students got recount text with long and many paragraphs, they would felt bored with the text. It makes them get difficulties in comprehending the text. Some students also claimed that they get difficulties in memorizing certain English words and it makes them lack of vocabularies. When the students read a text which contains sophisticated words, they would be lazy to read the text. Then there are students may not be aware of the elements and characteristics of the genre of the text. In fact the main point of difficult text is the lexical density of the text, in which the more lexical items the text has, the more difficult the text is. If the text is formed in grammatical configuration, the text is not too difficult. While if the text is formed in lexical configuration, the text is categorized in difficult text.

Nowadays, every student should be able to understand every reading text in the textbook which is covered in the curriculum of the unit level of education. In the curriculum, reading materials should be relevant to the students' needs. The teachers have the freedom to choose the teaching media or strategy to improve the students' communicative competence which is relevant to the students' condition and needs. One of the students' needs is to understand or comprehend the text based on the situation given in English subject.

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 length of a text and 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 textbook 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.

Based on the explanations above, there are several reasons why the researcher is interested to this study; First, it is one of the textbooks that is used for the most of students in some schools so it is important to know whether the reading texts are appropriate for the students' need. Second, that English textbook

contains many texts based on the different genres. Third, the researcher wants to know the lexical density of reading texts in the textbook.

B. The Problems of the Study

Based on the background of the study, the problems of the study are formulated as the following :

1. How is the lexical density used in reading materials of Advanced Learning English 1 Textbook for tenth grade senior high school?

2. What type of genre which has the highest lexical density found in reading materials of Advanced Learning English 1 Textbook for tenth grade senior high school?

C. The Objectives of the Study

The objectives of this study are:

1. To find out lexical density appeared in reading materials of Advanced Learning English 1 Textbook for 10th grade level of Senior High School.

2. To find out the genre which has the highest lexical density in reading materials of Advanced Learning English 1 Textbook for 10th grade level of Senior High School.

D. The Scope of the Study

In this research, the researcher focuses on lexical density analysis of reading materials in Advanced Learning English 1 textbook. The study

is limited to analyze the content of the reading texts in the first semester which consist 3 texts from each genres to tenth grade level students on that textbook.

E. The Significance of the Study

The results of the study are expected to have contribution for the following people:

a. Teachers

The study is expected to provide additional references for the English teachers in choosing English textbook to their students and applying KTSP Curriculum in teaching learning process.

b. Students

To improve the students' knowledge and ability in English reading materials, so that the students are able to understand the meaning of steps and rhetorical development in written text becomes better.

c. Textbook Writer

Meanwhile, for the text book writer, the result of the study can be used as a reference in writing an English textbook based on the recent curriculum, that is suited with the students' needs and suit the demands the future world.

d. Further Researchers

Finally, for the similar researchers, the findings can be used as a reference to conduct study on the same topic of different sources and develop it to be better used by students who learn English as their subject at school.