

Analyzing Lexical Density of English Reading Texts in *Pathway to English* Textbook for Senior High School Grade X

THESIS

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THESIS

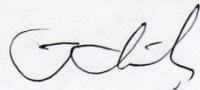
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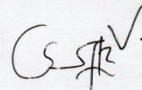
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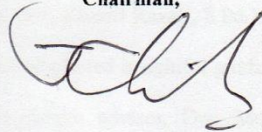
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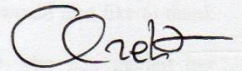
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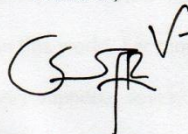
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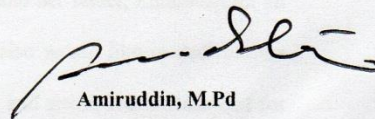
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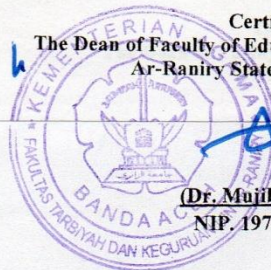
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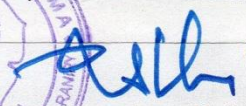


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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,



Yaumil Fadhillah

ABSTRACT

English Language Teaching (ELT) textbooks play a crucial role in teaching learning process. In English textbook, there are several sections which are provided, such as listening exercises, writing tasks, structures, and reading sections. In reading section, usually students find obstacles in comprehending a text. Many researchers found that factor which influences difficulty in reading text is lexical density. This thesis works on analyzing Lexical Density of English Reading Texts in *Pathway to English* Textbook for Senior High School Grade X. it discusses descriptive qualitative study which focused on 15 *Pathway to English* reading texts. The sample purposively took by researcher. The aims of this study are : (1) to find out type of genres contained in each reading texts which found in *Pathway To English* textbook in Grade X of Senior High School published by Erlangga and (2) to find out lexical density from reading texts in *Pathway To English* textbook in Grade X of Senior High School published by Erlangga. The data that researcher has collected was analyzed by Lexical Density Ure's method (1971). Based on the data analysis, the researcher found the majority of lexical density in the texts are in high position. It showed from 15 reading texts, there are 9 texts that have high lexical density and the rest texts are in medium position (based on Khamahani (2015) qualification). Therefore, the researcher concludes that most of reading passages in this textbook are in high level (complicated texts). In conclusion, the lexical density of reading text in *Pathway to English* textbook for grade X of Senior High School published by Erlangga is high lexical density. Thus, it means that the texts are complicated.

Keywords : *Lexical Density, Ure's Method, Reading Text*

CHAPTER I

INTRODUCTION

A. Background of Study

English Language Teaching (ELT) textbooks play a crucial role in teaching learning process. Textbooks provide materials to be taught by a teacher to students. Brown (2013) states that textbook is a written media form for a teacher and students. Textbook is the component that mostly teachers always use in the classroom. In other words, textbooks also provide knowledge and information for students.

The use of English textbook has essential point to teachers and students. In addition, textbooks are quite famous in educational system throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach (Dana, Ferris & John, 2005). It is proven, teachers nowadays use textbooks as guidances in providing sections to teach students.

In English textbook, there are several sections which are provided, such as listening exercises, writing tasks, structures, and reading sections. Reading section is one of content which is provided in English textbook. Reading is an important part of the process of learning and teaching foreign languages or as a second language. In addition, reading is one of an essential skill that students have to acquire. Students receive knowledge and information from the passage by reading (Sholichatun, 2011).

In reading section, usually students find obstacles in comprehending a text. Based on the researcher's preliminary study in some schools in Banda Aceh, the researcher asked some students in different school randomly and found 10 from 15 students in 1st senior high school face problem to comprehend reading text. The factor is because sometimes students who are at the first level of senior high school get a reading text which does not fit in their skill level (Pratiwi, 2014).

Students might read long, understand little and remember less. Sometimes the lexicals or vocabularies which appear in reading section are not applicatively used in their daily life (Karlin, 1992). They do not understand the content of the material due to unfamiliar vocabularies found in the text. Thus, students cannot understand the meaning of reading text. Yet, if students cannot understand what they read, they cannot learn or remember it.

Many researchers found that factor which influences difficulty in reading text is lexical density. As Backman (1978), (Sholichatun, 2011) Vinh to et al (2013), Nesia (2014), and Khamahani (2015), highlight that the sentences with high lexical density will be more difficult or complicated than the sentences with low lexical density.

Lexical density is a condition of the words' proportion in the text which shows the ratio of content word and grammatical items. Ure (1971, as cited in Vinh To, 2013, p.61) explains that lexical density is the number of lexical items as proportion of the number of running words. Those words

include content words (nouns, verbs, adjectives, and some of adverbs), and grammatical function words (determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs). It shows the complexity of words within text (Nesia & Ginting, 2014). Literally, lexical density is to measure how informative a text is. The text with a high proportion of lexical density contains more information than a text with a low lexical density. Sholicatun (2011) highlights that lexical density contains high information load. By investigating lexical density, we will receive information and it is simply a measure of how informative a text is.

However, the highest level of lexical density does not give readability text for students. As Vinh to, Si Fan, and D.Thomas (2013) said that their analysis revealed three of the four reading texts of high lexical density for intermediate level are difficult. The texts are not easy to be comprehended by students due to the lexical density. Their study shows that lexical density influences the ability of students to comprehend reading text. Backman (1978) said that a high lexical density is a consideration for the difficulty of the text. That is because lexical density has greater impact on memory process. Thus, texts with a lower density are more easily to be comprehended, on contrary the texts with high lexical density are difficult to be comprehended even it contains high information.

When students cannot understand about the content of reading materials, the students surely cannot get knowledge from there. By analyzing

lexical density of the text, teachers will know whether the text is informative and difficult or not. Thus teachers can choose the appropriate reading materials for students based on students' need.

B. Research Question

- What types of genres which are contained in each reading texts on *Pathway To English* textbook in Grade X of Senior High School?
- How is lexical density of reading texts in *Pathway To English* Textbook in Grade X of Senior High School?

C. Aims of Study

- To find out type of genres contained in each reading texts which found in *Pathway To English* textbook in Grade X of Senior High School published by Erlangga.
- To find out lexical density from reading texts in *Pathway To English* textbook in Grade X of Senior High School published by Erlangga.

D. Significance of Study

For the researcher, this research will be helpful to increase all researchers' knowledge about the genre and lexical density in reading texts.

Meanwhile, for teacher, this research would be a consideration for selecting the textbook or another reading material which is appropriate to

students in teaching learning process. Therefore, it can help teacher to teach reading.

And also for English textbook writers, this research might help them to be careful in arranging reading passages. It must be based on students' level. Thus, students can comprehend the text based on their competency.

E. Terminology

There are some terms used in this research which need further description in order to avoid readers' confusion

1. Textbook

According to Ginting and Nesia (2014), textbook is manual instruction that provides a text. In other word textbook is the tool that usually teachers use as a media or helper to teach students. Brown (2000) says that textbook is a media which consists the material of subject and it is well organized and contribution in written form for teacher and students. In this research the textbook is focused on *Pathway To English*, an English Textbook for Senior High School Grade X.

2. Reading Text

Reading text is all reading sections used by teacher about reading skill. According to Ginting and Nesia (2014), reading text is written, paragraph, and passage as an instrument which has function to study vocabulary, grammar, and punctuation. Meanwhile Harmer (1998) said that reading

text is the sections which provide change to learn language. In this research the reading text focused on *Pathway To English* textbook reading text for Senior High School Grade X.

3. Lexical Density

According Ure (1971) lexical density is the number of lexical items as proportion of the number of running word. In addition Johansson (2008) says that lexical density is a term which is used in text analysis. In the other word, lexical density is defined as number of content word divided by total number of word. In this research the researcher focused on analyzing lexical density on *Pathway To English* Textbook Grade X.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Reading Definition

Reading is one of the four English skills that students should be mastered in. Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated (Sholichatun, 2011).

The reading process requires continuous practice, development, and improvement process. Reading also requires creativity and critical analysis. As Rayner & Reichle (2010) say, reading is a complex multi-skills process which trains us to get knowledge in our society where information is delivered in written form.

Reading has important part in human life. People can obtain knowledge and information by reading. Mickulecky (2008) says that Reading is a process undertaken and used by readers to obtain message.

Reading is a process that is used by readers who want to get the message delivered by the author through the medium of words or written language. Based on Finochiarro ((1973:119) in Setiyaningsih 2013) reading

means an activity or process in bringing and getting material from printed or written symbol. It means, through this process the reader can explore and recognize many words or vocabularies in a wide range.

Reading is an activity of looking and understanding the information. When students read and understand the information, it is called reading comprehension. According to Olson and Diller (1982), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980) who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

2. Reading Text

Reading Text is basically from word “reading” and “text”. Definition of “reading” has delivered above. Meanwhile, text based on Merriem Webster dictionary is original words and form of a written or printed work. Text is manuscript which contains sentences. Meanwhile Lotman (1977, as cited in Posner, 2004) stated that text is any object that can be read, whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message. According to Harmer (1998), reading text provides opportunities to study vocabulary, grammar, punctuation and the

way to construct paragraph, sentence and text. Tiedemann (2011) says that reading text is a tool of reading. To train reading skill surely, students learn reading through reading text. In other words, reading text is written text or passage that is used to read in order to study vocabulary and the way to construct sentence, paragraph and text. The text classification may differ from one theory to another. Based on generic structure and language feature dominantly used, reading texts have genre.

The term 'genre' has been used for many years to refer to different styles of literary discourse. In recent time, the term has been adapted to refer to different types of communicative events. Genre is one of the most important and influential concept in language education. Gerot & Wignell (1995, as cited in Sholichatun, 2011) said that genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something. It can be concluded that there are differences between each genre to another. There are some genres texts: spoof, recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, discussion, and reviews.

In this study, the researcher discusses the genre which is appeared on reading text in Pathway to English textbook. Since this is for first Senior High School, the 2013 curriculum provides 3 genres, namely, descriptive text, narrative text and recount text.

- Descriptive Text

Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception (Anderson (1998) as cited in Alawi, 2011).

Thus, the descriptive text is a text that describes the experience related to the senses, such as what shape, sound, taste is.

- Narrative Text

The word narrative comes from latin words “gna” it means “know” and “narrow” which means “telling”. Commonly it is stories. Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. The purpose of this text is to relate an amusing or unusual experience in an entertaining way. The social function of narrative text is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, which in turn find a resolution (Abbot, 2002).

- Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. There are 5 types of recounts. First is personal recount, it is usually retells an event that writer was personally involved in. Second is biography recount, it is usually retells accounts of a person's life. The third is factual recount, it records an incident, for example, a science experiment, police report. The fourth is imaginative recount, it writes an imaginary role and giving details of events in the recount, for example, a day in the life of pirate ; a story of a mango tree. And the last is historical recount, it retells historical events in the past (Sudarwati & Grace, 2013).

B. Textbook

Textbook is a media or guidance as a tool to help teacher to teach students. As Sholichatun (2011) highlights that textbook is a medium to help the teachers in teaching learning process. The media that is commonly used nowadays by teacher is a textbook. Textbook is stimulus or instrument for

teaching and learning. So that is the reason why textbook remains famous and be a part of guidance for teacher in school to teach students.

Nowadays, textbook is a need for schools as a helper. As Nesia and Ginting (2014) say that textbook is a manual of instruction or standard book in any branch of study which is produced according to the demands of educational institution. Ur (1999) says that textbook provides texts and learning tasks which are likely to be of an appropriate level for class.

Textbook is really crucial component in education, because it really helps teacher as guidance to explain more detail material, then students can learn easily. Thus, based on explanation above, textbook is really a helper for teacher as a vital media in order to help students in teaching learning process.

C. Lexical Density

Lexical density is one term that is used in text analysis. The concept of lexical density was originally proposed by Ure (1971). He says that lexical density is proportion of the number of lexical words which are divided by the total number of words. Lexical density is defined as the quota lexical/words/total amount of words in a sentence (Perfetti, 1969, as cited in Backman, 1978, p. 1).

Lexical density is a measure of the amount of content information in a text. Lexical density is calculated by dividing the number of content words in a clause complex by the number of clauses in the complex. 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 a measure of how much information provided in a particular piece of writing. Lexical words are perhaps more commonly known as content words or information words

Lexical density is the term most often used for describing the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words. By investigating this, receive a notion of information packaging; a text with a high proportion of content words contains more information than a text with a high proportion of function words (Johansson, 2008).

Introducing the concept of lexical density, Ure (1971) distinguishes between words with lexical properties, and those without. According to Ure, items that do not have lexical properties can be described as purely in terms of grammar it means meaning that such words (or items) possess a more grammatical-syntactic function than the lexical items. Lexical density is then defined as the total number of words with lexical properties divided by the total number of orthographic words.

In a later article, Ure defines lexical density as the proportion of words carrying lexical values (members of open-ended sets) to the words with grammatical values (items representing terms in closed sets). Traditionally, nouns, verbs, adjectives and adverbs are the four word classes considered to

have lexical properties since they have independent meaning (T.le, Yue & Le, 2011). Often these items are called content words.

The concept of lexical density is developed, and further refined by Halliday (1985). He points out the importance of discriminating between lexical items and grammatical items. An item may consist of more than one word. Thus, Halliday counts “turn on” as one lexical item. This quite contrast with Ure (1971) who separates the words, he assumes “turn” as lexical item and “on” as preposition (grammatical function). A lexical item is by Halliday defined as an item that "function[s] in lexical sets not grammatical systems: that is to say, they enter into open not closed contrasts" (Halliday 1985). The lexical item is part of an open set that can be contrasted with a number of items in the world. A grammatical item, on the other hand, enters into a closed system, according to Halliday. Characteristic for the grammatical system is that the (word) classes belonging to it have a fixed set of items, where it is impossible to add new members. Thus, from the explanation above, we know that lexical density between Ure (1971) and Halliday (1985) is quite different in separating the words.

Based on the explanation above, lexical density which researcher uses in this research is about Ure’s method. Because in this time researcher wants to know how lexical density of English reading texts based on the original method of lexical density which is proposed by Ure. Formula which is developed by Ure is

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{THE TOTAL WORDS (CONTENT WORDS + GRAMMATICAL FUNCTIONS)}}$$

Lexical density is the number of content words as a percentage of the total number of words. Content words as opposed to function words are words that carry a high information load such as; nouns, verbs, adjectives, and adverbs. Sentences which are long and lexically dense are more difficult to understand (Johansson, 2008). Texts with a lower density are more easily understood, on contrary text with a high lexical density are more difficult to understand (Sholichatun, 2011). In addition, Khamahani (2015) also states that higher the density, the more complicated the text is.

To measure lexical density, it is important to differ between grammatical items and lexical items and also the differentiation between them. Lexical items are also known as content words, which consist of all nouns, all lexical verbs, all adjectives, and some classes of adverbs. Meanwhile the grammatical items or function words consist of all pronouns, all determiners, all auxiliary verbs, all prepositions, all interjections, all conjunctions, and some classes of adverbs (Vinh, 2013). Khamahani (2015) says that if the amount of lexical density surpasses 50%, it indicates a high lexical density. Higher density contains in passage, the more complicated the passage is.

- **Content Words**

Content words are nouns, verbs, adjectives, and some classes in adverbs, which have suitable and significant lexical meaning (Vinh, 2013). Words which include content words are

- Nouns

Noun is a word which names things. In linguistics, a noun is a member of part of speech which can occur as the main word in the subject of a clause (Nesia & Ginting, 2014). A noun is a part of speech, and parts of speech simply refer to types of words. Nouns identify people, places, things, and ideas (Asakir, Habiburrahim, & Akmal, 2014). For example :

- 1) Persons : Yaumil, Sittir, Bunga, Tiara, Student, Lecturer, Indonesian, Korean.
- 2) Places : Jakarta, bedroom, bathroom, hotel.
- 3) Things : book, handphone.

There are also several kinds of noun, such as

- 1) Proper noun, a noun which normally used a particular person, place or thing, and it is always in capital. For examples :
 - Personal name : Muhammad, Siti Khadijah, Fatimah.

- Country name or city : Mekkah, Madinah, Indoneisa, Lhoknibong, Lambhuk.

- Names of day and month : Sunday, Monday, July

2) Common Nouns, a noun which usually named any one of persons, places, or things and it is not capitalized, for example : boy, actress, king, farmer, tiger.

3) Compound noun is a combination of two or more words and used together as a single noun. For example : basketball, housekeeper.

4) Possessive nouns, nouns that shows ownership. For example : Mom's, Ahmad's, etc (Nordquist, 2013).

- Verbs

Verb is called as doing words which is important part of speech which expresses action, being, or state of being. Verbs can be classified as to form and as to meaning. A verb is one of the main parts of a sentence or question in English (O'Brien, nd)

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

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

- 2) An irregular verb is one that does not form its past indicative and past participle by adding -ed, or -d.
Example: become, became, become, buy, bought, bought

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

- 1) A transitive verbs are verbs that express an action and require one or more objects. Example: learn, buy, sell, write, bring.
- 2) An intransitive verbs are verbs that express an action and do not require object(s). Example: come, study, arrive, run, lie, work.
- 3) *Be* (is , am, are), *have*, and *do* are also called as main verb if after it noun, adjective, and adverb

- Adjectives

Adjective is words to explain a person, a place, a thing. Adjectives are used before and after nouns (Harmer, 1998). For example pretty, bad, clever. Adjectives have many forms. Adjectives can be made into comparative such as big-bigger-biggest. Then, compound adjectives also include in this research, for example : good-looking.

- Adverbs

Adverb is words that are used to describe verbs, or adjectives.

According to Vinh (2013) Type of adverbs can be divided into two kinds as follows in this research :

1) Adverbs of manner

For Example: beautifully, well, fast, hard, quickly, etc.

2) Adverbs of sentence

For example : Honestly, fortunately, etc.

- **Grammatical function words**

Grammatical function words create the relationships between the concepts in a sentence. While Halliday (1985) says that grammatical items are those function in closed system because the new words are not easily added. Grammatical function words might be all determiners, all pronouns, all prepositions, all conjunctions, all auxiliary verbs, question words, particles, all interjections, and some classes of adverb.

1) Determiners

Determiner is words, phrase, or affix that occurs together with a noun or noun phrase and serves to express the reference of that noun or noun phrase in the context. Harmer (1998) says that determiners are articles that belong to a class of words.

Determiners consist :

a. Definite article, for example : the

- b. Indefinite article, for example : a, an
- c. Possessive, for example : my, your, his, her, etc.
- d. Demonstratives, for example : this, that, these, those.
- e. Quantifiers, for example : some, many, few, etc.
- f. Difference word, for example : other, another.
- g. Distributives, for example : all, both, half, either, neither, each, every.
- h. Pre determiner, for example : such
- i. Numeral, for example ordinal number (first, second, etc), and also cardinal number (one, two, three, etc).

2) Pronouns

According to Harmer (1998), pronouns are words that are used to replace a noun or noun phrase. There are kinds of pronouns,

- a. Personal pronouns, for example : I, you, she, he, them.
- b. Demonstrative pronouns, for example : this, that, these, those.
- c. Possessive pronouns, for example : mine, yours, his, hers, its.
- d. Reflexive pronouns, for example : myself, yourself, himself, herself, themselves.
- e. Indefinite pronouns, for example : nothing, anyone, another, other.

3) Prepositions

According to Harmer (1998) preposition are words which are used to show the way in which other words are connected.

Preposition also indicates location (in place and time). For example : under, since, on, in, at, in front of, beside, between.

4) Conjunctions

Conjunctions are words that connect sentences, phrases, or clauses (Harmer, 1998). There are kinds of conjunctions :

- a. Coordinating conjunctions, for example : for, and, nor, but, or, yet and so.
- b. Correlative conjunctions, for example : either, neither, not only/but also.
- c. Subordinating conjunctions, for example : because, since, as, although, though, while, and whereas.

5) Auxiliary verbs

Auxiliary verbs are verbs that cannot stand on its own but those words help to combine with another verb. It is also called finite verbs. There are kinds of auxiliary verb

- a. Be (is, am, are, was, were, been)
- b. Do (does, did)
- c. Have (have, has, had)

d. Modals (can, could, may, might, must, must not, may not, ought to, shall, should, will, would). (Vinh, 2013).

6) Questions words

According to Nordquist (2018), questions word in clued in function word point. Beside in question, this word also appears in statement. The word that includes question words are how, what, where, why, do, and when.

7) Particles

Particle is a word that has a grammatical function but does not fit into the main parts of speech (i.e. noun, verb, adverb). Particles do not change. For example like no, as, nor, to, along, away, back, by, down, forward, in, off, on, out, over, round, under, up (Nordquist, 2017).

8) Interjections

Based on Merriam Webster dictionary, an interjection is a part of speech that shows the emotion or feeling of the author. These words or phrases can stand alone or be placed before or after a sentence. Many times an interjection is followed by a punctuation mark, often an exclamation point. For example : “Oh!”, “wow!”, and etc.

9) Some classes of adverb

It could be temporal adverb (now, then, today, always, later, beforehand, afterwards), locative adverb (here, there, below, above, outside, upstairs, indoors, etc), degree adverbs (very, too, rather, indeed, quite), and negative & interrogative adverb (not, never, when, where, how) (Vinh, 2013).

D. Previous Research

Regarding various related researches had been conducted in lexical density analyzing through textbook, one of the studies was done by Siti Sholichatun (2011) from IAIN Walisongo Semarang. She conducted research on lexical density through English textbook for school on the title “Content Analysis of Reading Materials in *English On Sky* Textbook For Junior High School. The finding shows that from ten of the reading texts, there are three texts which have lower lexical densities (easily to be understood), and seven texts which have quite lexical densities. However, there is no the highest one (difficult to be understood), most of them have quite lexical densities. It means that the texts are not quite difficult to be understood.

The second one was done by Bersyebah Herljimsi Nesia & Siti Aisah Ginting (2014) from University of Medan. They conducted a research about Lexical Density in textbook on the title Lexical Density of English Reading Texts For Senior High School. The finding showed from eight texts which were analyzed by them, there were 4 texts which had lower lexical density.

Those lower lexical densities were found in discussion text and narrative text. Meanwhile, quite lexical densities were found in review texts. Overall, these studies were aimed to know how dense and difficult a reading text based on lexical density rank.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative design. One of qualitative design type is discourse analysis which focused on analyzing written text such as a textbook (Cheek (2004) cited in Creswell, 2014). In this research, the researcher took *Pathway To English* textbook content to analyze the lexical density of reading texts.

B. Research Method

This research was conducted by using descriptive qualitative approach. Maxwell (1996) 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. This research is characterized by aims and the methods which generate words, rather than numbers as data analysis.

This research focused on lexical density analysis for analyzing reading text which is provided in *Pathway To English* Textbook for Grade X of Senior High School and will be analyzed based on lexical density rank which proposed by Khamahani's qualification (2015). Wherever high lexical density if it surpasses 50%, and middle is under 50%.

C. Sampling

In conducting this research, the researcher took samples purposively. The samples are 15 reading texts which are provided in *Pathway To English Textbook* for Senior High School Grade X.

D. Data Collection

The researcher applied documentation study or qualitative document (Creswell. 2014) which focused on analyzing the text. The researcher collected 15 reading texts which are provided in *Pathway To English* textbook.

The researcher applied the following steps :

1. First, the researcher classified 15 reading texts based on the genre
2. Second, the researcher analyzed lexical density of the reading texts. The texts were taken from 15 reading texts of *Pathway To English* Textbook.

E. Data Analysis

The 15 reading texts in *Pathway To English* textbook were analyzed by using descriptive qualitative method through lexical density formula which was provided by Ure (1971) for measuring the lexical density of reading texts.

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{THE TOTAL WORDS (CONTENT WORDS + GRAMMATICAL FUNCTIONS)}}$$

The data that had been collected were analyzed. Furthermore, before 15 reading texts were analyzed, there were procedures to proceed :

1. Identifying the content word and grammatical function in sentence ;
2. Counting the number of content words and grammatical function ;
3. Measuring the lexical density by using Ure's method (1971) ; and
4. Analyzing lexical density. Khamahani (2015) states that if the amount of lexical density surpasses 50%, it indicates a high lexical density.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is going to deal with the findings and the discussions of the research. This is possible to be done after the researcher completes the analysis. In this chapter, all reading texts in this textbook are analyzed. 15 reading texts from “Pathway To English” for 10th grade of Senior High School were taken.

A. Type of Genres in Every Text

Since this textbook applied 2013 curriculum, there are three genres, those are descriptive, recount and narrative. The reading chapters appeared in chapter 7, chapter 8, chapter 10 and chapter 11. In chapter 7 this book provides several descriptive texts by taking theme “Describing People”. Meanwhile in chapter 8 provides several descriptive texts by taking theme “Describing Place”. In chapter 10, the textbook reviews about recount texts and also its texts by taking theme “A Time in a Life”. The last, in chapter 11 provides several narrative texts by taking theme “A Long Time Ago”.

Here the list of reading texts and its genres which contain in chapter 7, 8, 10 and 11.

Table 1. Reading Texts and Its Genres.

No	Title of Reading Text	Genre	Chapter/Page
1.	The New Chef at Sang Palace	Descriptive	7/140

2.	Of All My Relatives	Descriptive	7/142
3.	Pura Bhakti Pertiwi	Descriptive	8/154
4.	Semarang	Descriptive	8/169
5.	The Borobudur Temple	Descriptive	8/171
6.	Bali	Descriptive	8/172
7.	Diary	Recount	10/196
8.	David Beckham	Recount	10/198
9.	Mohammad Hatta	Recount	10/199
10.	John Smith	Recount	10/205
11.	The Legend of Si Pahit Lidah	Narrative	11/228
12.	The Green Knight	Narrative	11/230
13.	Once Upon a Time	Narrative	11/235
14.	Batu Badaung	Narrative	11/244
15.	King Midas	Narrative	11/246

Based on the above table, it can be seen the dominant passages are descriptive which has 6 texts, and then continued by narrative which has 5 texts and last is recount which has 4 texts.

B. Analyzing The Lexical Density

In analyzing the lexical density, this analysis measures it with counting the number of content words as a percentage of the total number of words. The researcher used the technique of marking the content words and grammatical function words in the sentences. The content words were marked in bold and grammatical function words were marked in italics.

Text 1

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

The New Chef at Sang-Palace

The **award-winning Shang-Palace restaurant** *has* **appointed Liu Ching-Hai** *as its* **new executive Chinese chef.** *Named by* **Jakarta-Kini magazine** *as the most* **popular Chinese restaurant in town,** **Shang Palace promises** *that* **Liu** *will bring a fresh and new spirit to the* **restaurant.**

Shang Palace *is also* **famous for its sumptuous Dimsum.** *Starting his career at the* **age of fourteen,** **Liu has more than twenty years of** **culinary experience.** *Liu won the* **“Best Culinary Skills Award” competition** *organized by the* **Hong-Kong Tourism** *in 1989.*

2. Counting the number of content words and the number of grammatical function words.

This text has 49 content words and 34 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS}}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}} \times 100$$

$$\text{Lexical Density} = \frac{49 \times 100}{49 + 34}$$

$$\text{Lexical Density} = 59.03\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text had 59.03 % lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density, because the amount of lexical density surpasses 50%.

Text 2

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

*Of all my **relatives**, I like my **Aunt Dolores** the **best**. She **is** my **father's** **eldest sister**. She **married** twice. Her **first husband** **died** in a **war**. She **married** **Uncle George** in 1988.*

*She **had** one **son** from her **first husband** and two **daughters** with her **second husband**. They **live** in a **village** near **Brighton**.*

***Aunt Dolores** is in her **late sixties**, but she **looks** **younger** than her **age**.*

*She **has** **fair complexion**, **thick blonde hair**, which she **wears** in a **bun**, a*

pair of dark brown eyes. She has a friendly face, and when you meet her, the first thing you notice is her lovely and cheerful smile. Her face is little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem. She likes cooking and knitting, and she travels, plays tennis twice a week. She is a very active person. She is a very sympathetic person. She usually listens patiently to those who come to her with problems. She is extremely generous, but not very tolerant with people who lie to her. I hope that I am as happy and contented as she is when I am in her age.

2. Counting the number of content words and the number of grammatical function words.

Text 5 has 103 content words and 98 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{103 \times 100}{103 + 98}$$

$$\text{Lexical Density} = 51.24\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 51.24% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical because the amount of lexical density surpasses 50%.

Text 3

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

Pura-Bhakti Museum

Purna-Bhakti-Pertiwi Museum is a place to preserve the historical evidence of Mr. Soeharto's struggle and service to the country and nation from early independence up to the era of national development.

As a tourist attraction, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends and colleagues from all corners of the world.

Read our booklet and you will have a glimpse at Purna-Bhakti-Pertiwi.

It covers the meaning and material of the existing collection, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.

2. Counting the number of content words and the number of grammatical function words.

This text has 56 content words and 48 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{56 \times 100}{56 + 48}$$

Lexical Density = 53.84%

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 53.84% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 4

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

Semarang

Semarang is a city on the north coast of the island of Java, Indonesia. It is the capital of the province of Central Java. The city of Semarang is headed by a Mayor. The northern part of the city is built on the coastal plain while the southern parts, known as Candi-Lama and Candi-Baru, are on higher ground.

The city has an area of 225,17 km² and is divided into 16 subdistricts.

The 16 districts are : West-Semarang, East-Semarang, Central-Semarang, North-Semarang, South-Semarang, Candisari, Gajahmungkur, Gayamsari, Perdurungan, Genuk, Tembalang, Banyumanik, Gunungpati, Mijen, Ngaliyan, and Tugu.

Semarang features a tropical wet and dry climate, with distinct wet and dry seasons. The city's wet season lasts from November until May, while the dry seasons lasts from June to December.

The population of Semarang is approximately 1.5 million people, making it Indonesia's fifth largest city, and is predominantly Javanese, though with smaller numbers of people from many regions in Indonesia. The city is known for its large ethnically Chinese population. The main languages spoken are Indonesian and Javanese. Sometimes Hokkien-Chinese or Mandarin is spoken among the Chinese residence.

As a result of its large ethnically Chinese population, the city boasts several Chinese temples. The greatest one is Sam-Po-Kong (Gedung Batu), built in honor of the Chinese Great Admiral Zheng-He who visited the area in 1405. Blenduk-Church, a 1763 Protestant church built by the Dutch, is located in the old town (called "Oudstad"). Tugu-Muda (Youth Monument), a monument to heroes of Indonesia's independence struggle, is located is a large roundabout surrounded by famous buildings such as Gedung-Lawang-Sewu and the Semarang Cathedral. Pemuda-Street, one of the roads leading into roundabout, is a major shopping street.

2. Counting the number of content words and the number of grammatical function words.

This text has 169 content words and 108 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{169 \times 100}{169 + 108}$$

$$\text{Lexical Density} = 61.01\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 9th grade level of Junior High School.

This text has 61.01% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical because the amount of lexical density surpasses 50%.

Text 5

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

The Borobudur Temple

Borobudur is a Hindhu-Buddhist temple built in the 9th century under the Syailendra Java. It is located near Magelang, Central-Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well-known all over the world.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight steps as stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper there are circular, each with a circle of bell shaped stupas (Buddhist shrines).

The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passages and stairways.

The design of Borobudur, a temple-mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia.

The Borobudur Temple, rededicated as an Indonesia national monument in 1983, is a valuable treasure for Indonesian people.

2. Counting the number of content words and the number of grammatical function words.

This text has 98 content words and 81 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{THE TOTAL WORDS (CONTENT WORDS + GRAMMATICAL FUNCTIONS)}}$$

$$\text{Lexical Density} = \frac{98 \times 100}{98 + 81}$$

$$\text{Lexical Density} = 54.74\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 54.74% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 6

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

Bali is located between Java and Lombok. It has an area of 5620 square km. The island is dramatically mountainous. Bali is densely populated with approximately 3.1 million people. Most of its citizens are concentrated in Denpasar, the capital of Bali. 90 percent of its people are Hindus. Therefore, there are many famous temples in Bali for example : Tanah-Lot-Temple, and Ulu-Watu-Temple, and traditional ceremonies such as Ngaben, Nyepi, and Galungan.

Bali has 9 regencies. They are : Denpasar, Jembrana, Tabanan, Klungkung, Karangasem, Bangli, Badung, Gianyar, and Buleleng.

The average temperatures hovers around 30 degree Celcius all year.

There are two seasons in Bali, such as the wet season and the dry season. The wet season runs from October and lasts until March while the dry season runs from April and lasts until September.

Bali has some traditional foods such as “Betutu-Chicken”, which is made of chicken with spices inside. “Sate-Languan” is made of sea fish, green coconut, spices, and brown sugar. Those foods are all spicy.

2. Counting the number of content words and the number of grammatical function words.

This text has 97 content words and 68 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{97 \times 100}{97 + 68}$$

$$\text{Lexical Density} = 58.78\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 58.78% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 7

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

Diary

A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experience, and/ other thoughts or feelings, including comment on current events outside the writer's direct experience. Someone who keeps a diary is known as a diarist.

Generally the term is today employed for personal diaries, normally intended to remain private or to have a limited circulation amongst friends or relatives. The word "journal" may be sometimes used for diary, but generally a diary has (or intends to have) daily entried, whereas journal writing can be less frequent.

Although a diary may provide information for a memoir, autobiography, or biography, it is generally written not with the intention of being published as it stands, but for the author's own use.

2. Counting the number of content words and the number of grammatical function words.

This text has 80 content words and 65 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{80 \times 100}{80 + 65}$$

Lexical Density = 55.17%

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 55.17% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 8

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

David-Beckham

David-Beckham is *an English footballer who was currently just retired from his professional football career and he is also an established member of the England National Team.*

Beckham was *born on the 2nd of May 1975 in Leystone, London, England. He is the son of the kitchen fitter and a hairdresser. When he was child, he regularly played football in Ridgeway-Park and attended Chase Lane Primary School and Chringford-Foundation-School.*

Beckham said, *“At school, whenever the teachers asked, What do you want to do when you are older?” I would say, ‘I want to be a footballer,’ and they would say, ‘No, what do you really want to do for a job?’ But that was the only thing I ever wanted to do.”*

At the age of 17, Beckham's career began when he signed a professional contract with Manchester United (MU), making his first team debut in 1992. During his time there, MU won the Premier-League six times, the FA cup twice and the UEFA Champion League in 1999. He left MU to sign for Real-Madrid in 2003, where he remained for four seasons.

Beckham played in all of England's matches at Euro 2004, but the tournament was a disappointment for him. He has a penalty saved in England's "2-1" defeat France and missed another in a penalty shoot-out in the quarter-final against Portugal. England lost the shoot-out and went out of the competition.

Beckham became a UNICEF Goodwill Ambassador in January 2005 and was involved in promoting London's successful bid for 2012 Olympic Games.

In England's opening game at the 2006 World Cup, against Paraguay Beckham's free kick led to own-goal by Carlos Gamarra as England won 1-0.

In January 2007, it was announced that Beckham signed a new contract with Major League Soccer Club Los Angeles Galaxy and this gave him the highest player salary. His playing contract in 2007, 2008, and 2009 was worth 6.5 million each year.

Beckham married to a former singer of Spice Girl, Victoria-Adam.

The couple has four sons.

2. Counting the number of content words and the number of grammatical function words.

This text has 174 content words and 159 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS}}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}} \times 100$$

$$\text{Lexical Density} = \frac{174 \times 100}{174 + 159}$$

$$\text{Lexical Density} = 52.25\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 52.25% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 9

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

Mohammad-Hatta is my hero, because he is an important person in my life. He is almost a perfect person to me. He took us out from the darkness into the light. He is the father of cooperative economic

enterprise in Indonesia. He was a political leader. I admire his thoughts about politics and economics. And there are many reasons why I became one of his admirers.

Mohammad-Hatta was born in West-Sumatra in 1902. He comes from an aristocratic family. Mohammad Hatta got the best education available in the Netherlands Indies. Then, he continued his studies in economics at the Rotterdam School of Commerce.

He joined the Indonesian Independence Movement and edited a journal, "Indonesia-Merdeka". He was arrested in 1927 by the Dutch colonialists. He had a court trial, but he was released. Hatta returned to Sumatra in 1932 and he became the chairman of the Indonesia National Education, a nationalist organization. He was again arrested by the colonialists and exiled in 1935 for his activities.

Hatta, Soekarno and other nationalist leaders decided to cooperate with the Japanese to further the purpose of Indonesian independence. So, on the 17th of August 1945, Hatta and Soekarno joined in proclaiming the independence of Republic of Indonesia. Soekarno became the president, and Hatta became the vice president. The Indonesian people were very happy because they got their freedom, but the Dutch colonialists resisted the nationalists. Hatta became a defense minister in 1948 to fight against the Dutch troops. Again, he was

imprisoned by the **Dutch** in 1948. Then, he **became** the **vice president** of the **republic** again, as before.

2. Counting the number of content words and the number of grammatical function words.

This text has 125 content words and 138 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{125 \times 100}{125 + 138}$$

$$\text{Lexical Density} = 47.90\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 47.90% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

Text 10

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

John-Smith was **born** in **Manchester** on **1st April** 1930. He was **educated** at **Manchester Germany School** and at **Cambridge University**. He **left** the **university** in 1952 with a **second class honors degree** in **chemistry**. Towards the **end** of that year he **applied** for and

obtained a post as a junior research chemist in a large pharmaceutical firm. In 1954, he met Jane-Brown at a dance, and in 1955 they were married. They lived in a suburb in London and have a small son and daughter.

- Counting the number of content words and the number of grammatical function words.

The text has 38 content words and 47 grammatical function words

- Count the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{38 \times 100}{38 + 47}$$

$$\text{Lexical Density} = 44.70\%$$

- Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 44.70% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

Text 11

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

The Legend of Si-Pahit-Lidah

As the story goes, there lived a mighty young man named Serunting in Semidang land, in South Sumatera. He was so powerful due to the son of a very power giant and the princess of the land, Princess-Tenggang. Serunting had a brother-in-law named Arya-Tebing since Arya-Tebing's sister was Serunting's wife.

Both young men had quarrel due to Serunting's jealousy over Arya Tebing. Each of them had rice paddies side by side, which were separated by a fallen tree. On this decayed fallen tree, some mushrooms grew. The ones that grew overlooking to Arya-Tebing's rice paddy turned into gold, while those which grew overlooking to Serunting's rice paddy turned into useless thatch grass. This made Serunting envious. No matter how hard Serunting tried to move the decayed tree, the mushroom overlooking Arya's rice paddy remained gold forever.

Eventually, a violent fight broke out between them. Knowing that Serunting was mightier than Arya Tebing, Arya stopped the fight. He persuaded his sister to find out the weakness of Serunting mighty power. Serunting's wife told Arya that Serunting concealed his soul into the highest thatch grass which remained unshaken even when the wind blew it.

The next day, both young men continued to fight. Having known the secret, Arya Tebing pierced the thatch grass with his spear. Serunting fell and his leg was badly injured. Serunting knew that his wife had betrayed him so he left the land angrily. He headed his way to Mount Siguntang and asked the God of Mahameru for mighty power. The gold told him to sit, meditating under a bamboo tree until his body was completely covered by the bamboo leaves. Serunting did it for two years and succeeded in getting the mighty power. Whatever he spoke, it would turn into a curse immediately.

From then on, people called him “Si-Pahit-Lidah”(the bitter tongue). Woe to him who dare to oppose Serunting. Everybody feared of him because everyone who came across with Serunting turned into a stone by his curse

2. Counting the number of content words and the number of grammatical function words.

This text contains 197 content words and 138 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS}}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}} \times 100$$

$$\text{Lexical Density} = \frac{197 \times 100}{197 + 138}$$

$$\text{Lexical Density} = 58.80\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 58.80% lexical density. Based on Khamahani (2015) this text is categorized as a high lexical density because the amount of lexical density surpasses 50%.

Text 12

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

The Green Knight

A dying queen asked her husband to do whatever their daughter asked of him, and the king promised to do it. Meanwhile, a widow of a count and her daughter did everything to make themselves the princess' favorites. They persuaded the princess to have them stay in the castle and then widow told her that they could not stay unless the king married her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

As soon as she was her stepmother, the woman began to maltreat the princess. The king, seeing this, had a summer palace built for her and sent the princess to a summer palace. He went there one day to bid her farewell because he was going on a long journey to a great tournament. She told him to send her regard to the Green Knight. At the

tournament, he did not meet the **Green Knight**, but on the way home, he came through a forest where he found a herdsman and asked him whose animals they were. He was told they were the **Green Knight** is. He went on and found a marvelous castle where the **Green Knight**, a handsome young man, lived. He gave him his daughter's greetings. The **Green Knight** had ever heard of her. He said that she might think of the green of the graveyard, but he made the king welcome and gave him a gift; either a green book or a casket with his portrait.

The king returned home with a green book from the **Green Knight**. The princess had not known why she had spoken of the **Green Knight** and when she went through the pages of the book, he flew in as a bird and courted her. She recognized him as the man she dreamed of and he came to court her. Even, he promised to marry her. He always visited her secretly to avoid her stepmother, but her stepmother learnt of it. She put a pair of poisoned scissors in the window. In the others, she put a poisoned nail in the oar he used to row out. In all, he was injured and stopped visiting the princess.

The princess, not knowing why, overheard two birds talking of the **Green Knight's** illness and saying that nine young snakes in her father's stables could cure him. She got the snakes, went to the **Green Knight's** castle and got a job in the kitchen. There, she persuaded the

cooks to let her cook the soup for him. For three days, she fed him a soup made from three of the young snakes and he recovered.

One morning, he went to the kitchen. He did not recognize her. Even, when she asked to marry him, he refused it because he had already promised to marry a princess. Finally, she cleaned herself up so that he recognized her. In all, they married.

2. Counting the number of content words and the number of grammatical function words.

This text has 212 content words and 280 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{212 \times 100}{212 + 280}$$

$$\text{Lexical Density} = 43.08 \%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 43.08% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

Text 13

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

*Once upon a **time** in **Ivory Coast** in **East Africa**, there was a **poor kind-hearted peasant** who lived with his wife in a **quiet village**.*

*One **day**, a **famine** struck his **village**, so the **peasant** and his wife moved to another **village** across a **deep forest**. They **drove** a **small wooden wagon** withdrawn by an **old donkey**. After they had **left** their **village**, they **met** a **pigmy boy** on the **way** to the **forest**. The **boy** **waved** to them. The **peasant** **stopped** his **wagon** and the **boy** **asked** them for a **lift** on the **wagon**. The **farmer** **permitted** him.*

*As soon as she had **got** into the **wagon**, the **wagon** got so **heavy** that it **ran** more **slowly** than before. The **boy** had not **spoken** anything to the **peasant** and his wife until they **reached** to the **forest**. When they had **reached** into the **middle** of the **forest**, **suddenly** the **boy** said to them, “Can I **stop** here for a while please?” before the **peasant** **replied**, the **boy** had **disappeared**.*

2. Counting the number of content words and the number of grammatical function words.

This text has 71 content words and 98 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{CONTENT WORDS} + \text{GRAMMATICAL FUNCTIONS}}$$

$$\text{Lexical Density} = \frac{71 \times 100}{71 + 98}$$

$$\text{Lexical Density} = 42.01\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 42.01% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

Text 14

1. Identifying which one includes the content words and which one includes the grammatical function words in sentences.

Batu-Badaung

*Once, there **lived a widow in a village on Tanimbar Island, Maluku.** She **had two children: a boy and a girl.** They **were both very mean and spoiled.** Their **mother took care of them and did all the household chores.** The two **children treated their mother like a slave.***

*One **day, the two lazy children woke up late, there was no food served on the table.** The **food was still being cooked on the stove.** Their **mother was nowhere to be seen.** The **children got so angry that they smashed the cooking pots on the floor.***

*They, then, **went out looking for their mother.** The soon **found her scrubbing dirty clothes on a river stone.** They **went to her and they started to beat her up viciously.** The **mother cried piteously and begged for mercy, but the two wicked children did not pay attention to her cries.** They **hit her again and again.***

Suddenly she stopped crying and her body went limp. The children heard her say in a low voice, “from now on you are no longer my children. You are the incarnation of the devil himself. I will not go back to our home. Do whatever you want, I do not care.”

After she has said this, she dragged herself to a big boulder on the riverbank and said, “Dear big stone, please open yourself. Let me come inside you. Let me become a white, sweet-smelling jasmine.” Suddenly the big stone opened up and the woman went inside. Slowly the stone closed over her.

A few days later a small beautiful plant started to grow from under the big stone. It had plenty of leaves and its flowers were white and had sweet smell. The villagers called the big stone Batu-Badaung.

What about two wicked children? The angry villagers threw them out of village. The wicked children were never heard again.

2. Counting the number of content words and the number of grammatical function words.

This text has 156 content words and 158 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{THE TOTAL WORDS (CONTENT WORDS + GRAMMATICAL FUNCTIONS)}}$$

$$\text{Lexical Density} = \frac{156 \times 100}{156 + 158}$$

$$\text{Lexical Density} = 49.68\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 49.68% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

Text 15

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

King Midas

*Long ago, there **lived a king who was the richest man in the world. His name was Midas. However, he was not happy.***

Midas longed to be even richer and richer. He wanted to be the richest of all the kings in the world when their wealth was put together.

One day, as Midas sat on his throne thinking of ways to become richer, his servants came to him with an old man.

“Your Highness”, said the first servant. “We have found this person wandering around in your orchard,” “It is Silenus, the friend of the God Bacchus,” said the second servant.

Midas had an idea. He welcomed the old man and said, “You shall be my guest for ten days. Please, eat and drink as much as you like.

At the end of ten days Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Then, Bacchus turned to Midas and said, "I will grant you any wish you make."

Midas could hardly believe his ears. Here was his chance to become richer. He could become the richest of all the kings in the world put together.

"My wish is that.... Everything I touch will turn into gold!"

"Your wish is granted," Laughed Bacchus, "but will that really make you happy, Midas?"

On his return to his place Midas tried out his new power. He picked up a stone and it turned to gold.

A servant brought Midas a bowl of water so that he could wash his hands. As soon as Midas put his hands into the bowl, the water turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turning to gold.

Miserable Midas went for a walk in his garden. His children ran up to him. Without thinking, Midas put his arm around them and instantly they turned into little gold statues. Midas now cried.

Midas Hurried to Bacchus and pleaded that he took away his golden touch. "Did not I tell you that the golden touch would not bring you

happiness?’ asked Bacchus. “Keep your gift and do not come to whingeing to me.”

Then, Midas went down on his knees and, with golden tears running down his cheeks, begged for Bacchus to show mercy. “I was wrong to be greedy and to love gold so much”, said Midas.

Bacchus felt sorry for Midas and told him how to cure the golden touch. He had to go to the River Pactolus and wash in its clear water. This would take away the golden touch. Midas did so.

Midas, then returned to his palace. On the way, he touched a branch of a tree and it did not turn into gold. Midas was so relieved, but in his garden he saw his children, still golden statues. He quickly grabbed a bucket, ran to the river Pactolus and scooped up some water. He took this back to the garden and poured it over his golden children. Immediately, they came alive and were no longer gold.

Midas, then, called for a feast to celebrate. He told his servants to get rid of the golden plates as he was sick of sight of gold. Midas enjoyed being able to eat and drink again. No longer did he want to be the richest of the rich.

Midas had found out that all the gold in the world does not bring the happiness.

2. Counting the number of content words and the number of grammatical function words.

This text has 296 content words and 294 grammatical function words

3. Counting the portion of lexical density by using this formula

$$\text{Lexical Density} = \frac{\text{THE NUMBER OF LEXICAL OR CONTENT WORDS} \times 100}{\text{THE TOTAL WORDS (CONTENT WORDS + GRAMMATICAL FUNCTIONS)}}$$

$$\text{Lexical Density} = \frac{296 \times 100}{296 + 294}$$

$$\text{Lexical Density} = 50.16\%$$

4. Analyzing the data to know the lexical density of the reading text based on the 10th grade level of Junior High School.

This text has 50.16% lexical density. Based on Khamahani (2015) this text is categorized as a medium lexical density.

C. Discussion

There are findings that can be gleaned in this research. The majority of lexical density in the texts are in high position. It showed from 15 reading texts, there are 9 texts that have high lexical density and the rest texts are in medium position. In short, here is the list of lexical density percent and its qualification (Khamahani, 2015), after researcher analyzed the reading passages, which can be seen on tables below :

Table 2. Lexical Density percent of the reading texts

No	Title	Genre	Content Words	Grammatical Function	Lexical Density

				Words	
1.	The new chef at Sang Palace	Descriptive	49	34	59.03%
2.	Of all My Relatives	Descriptive	103	98	51.24%
3.	Pura Bhakti Pertiwi	Descriptive	56	48	53.84%
4.	Semarang	Descriptive	169	108	61.01
5.	The Borobudur Temple	Descriptive	98	81	54.74%
6.	Bali	Descriptive	97	68	58.78%
7.	Diary	Recount	80	65	55.17%
8.	David Beckham	Recount	174	159	52.25%
9.	Mohammad Hatta	Recount	125	138	47.90%
10.	John Smith	Recount	38	47	44.70%

11.	The legend of si PahitLidah	Narrative	197	138	58.80%
12.	The Green Knight	Narrative	212	280	43.08%
13.	Once Upon a Time	Narrative	71	98	42.01
14.	Batu Badaung	Narrative	156	158	49.68%
15.	King Midas	Narrative	296	294	50.16%

Table 3. Qualification of Lexical Density in reading texts (Khamahani, 2015)

No	Title	Qualification Lexical Density (based on Khamahani (2015).	
		High (if it surpasses 50%)	Medium (under 50%)
1.	The New Chef at Shang Palace	√	

2.	Of All My Relatives	√	
3.	Pura Bhakti Museum	√	
4.	Semarang	√	
5.	The Borobudur Temple	√	
6.	Bali	√	
7.	Diary	√	
8.	David Beckham	√	
9.	Mohammad Hatta		√
10.	John Smith		√
11.	The Legend of Si Pahit Lidah	√	
12.	The Green Knight		√
13.	Once Upon a Time		√
14.	Batu Badaung		√
15.	King Midas		√

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher writes some conclusions and suggestions which can be mentioned as follows :

A. Conclusions

The findings reported in the chapter four which has been discussed previously have given us a description about the result of this research. Here, the researcher presented some concluding remarks based on the statements of the problem of this research. Those are :

1. The reading texts which appear in this textbook has 3 genres, the first is descriptive, which has the dominant position in this textbook. For descriptive, there are 6 reading texts appeared, meanwhile for the rest genres such as recount, there are 4 texts appeared, and the last is narrative, there are 5 texts appeared in this textbook.
2. After analyzing lexical density in those reading passages, based on Khamahani (2015) qualification, most of reading passages in this textbook are in high level. It shows that, from 15 reading texts which have been analyzed, there are :

- 9 texts that have high lexical densities (complicated texts). The 9 texts are from 6 descriptive genres, 2 recount genres and 1 narrative genre.
- 6 texts that have medium lexical densities (not really complicated/the difficulty is just in the middle position). The 6 texts are from 2 recounts genres and 4 narrative genres.

B. Suggestions

After making some conclusion above, here are the suggestions that researcher presented, as follow :

1. For book authors, this study may be as a consideration in arranging a textbook.
2. For English teachers, this study might increase knowledge about lexical density, and it could be a consideration in choosing textbook to be taught to students.
3. And finally the researcher strongly suggests other researchers to conduct researches about lexical density. Since this study focuses on a textbook, the researcher needs other researchers to conduct it with same material analysis (textbook) to support the finding which the researcher has been done, the goal is to compare one study with other study. In addition, constructive critics and advices are really accepted and appreciated for the sake of this research perfection.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-572/UN.08/FTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang :**
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat :**
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan :** Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

- Menetapkan :**
- PERTAMA :** Menunjuk Saudara:
- | | |
|-------------------------------------|----------------------------|
| 1. Khairil Razali, S.Pd.I., MA., MS | Sebagai Pembimbing Pertama |
| 2. Suraiya, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Yaumul Fadhilah
- NIM : 140203012
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Analyzing Lexical Density of English Reading Texts in Pathway to English Textbook for Senior High School Grade X
- KEDUA :** Pembiayaan honorarium pembimbing pertama dan kedua tersebut di atas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA :** Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Januari 2018



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Text 1

The New Chef at Sang-Palace

The award-winning Shang-Palace restaurant has appointed Liu-Ching-Hai as its new executive Chinese chef. Named by Jakarta-Kini magazine as the most popular Chinese restaurant in town, Shang-Palace promises that Liu will bring a fresh and new spirit to the restaurant.

Shang Palace is also famous for its sumptuous Dimsum. Starting his career at the age of fourteen, Liu has more than twenty years of culinary experience. Liu won the “Best Culinary Skills Award” competition organized by the Hong-Kong Tourism in 1989.

Text 2

Of all my relatives, I like my Aunt Dolores the best. She is my father’s eldest sister. She married twice. Her first husband died in a war. She married Uncle George in 1988.

She had one son from her first husband and two daughters with her second husband. They live in a village near Brighton.

Aunt Dolores is in her late sixties, but she looks younger than her age. She has fair complexion, thick blonde hair, which she wears in a bun, a pair of dark brown eyes. She has a friendly face, and when you meet her, the first thing you notice is her lovely and cheerful smile. Her face is little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem. She likes cooking and knitting, and she travels, plays tennis twice a week. She is a very active person. She is a very sympathetic person. She usually listens patiently to those who come to her with problems. She is extremely generous, but not very tolerant with people who lie to her. I hope that I am as happy and contented as she is when I am in her age.

Text 3

Pura-Bhakti Museum

Purna-Bhakti-Pertiwi Museum is a place to preserve the historical evidence of Mr. Soeharto’s struggle and service to the country and nation from early independence up to the era of national development.

As a tourist attraction, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends and colleagues from all corners of the world.

Read our booklet and you will have a glimpse at Purna-Bhakti-Pertiwi. It covers the meaning and material of the existing collection, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.

Text 4

Semarang

Semarang is a city on the north coast of the island of Java, Indonesia. It is the capital of the province of Central Java. The city of Semarang is headed by a Mayor. The northern part of the city is built on the coastal plain while the southern parts, known as Candi-Lama and Candi-Baru, are on higher ground.

The city has an area of 225,17 km² and is divided into 16 subdistricts. The 16 districts are : West-Semarang, East-Semarang, Central-Semarang, North-Semarang, South-Semarang, Candisari, Gajahmungkur, Gayamsari, Perdurungan, Genuk, Tembalang, Banyumanik, Gunungpati, Mijen, Ngaliyan, and Tugu.

Semarang features a tropical wet and dry climate, with distinct wet and dry seasons. The city's wet season lasts from November until May, while the dry seasons lasts from June to December.

The population of Semarang is approximately 1.5 million people, making it Indonesia's fifth largest city, and is predominantly Javanese, though with smaller numbers of people from many regions in Indonesia. The city is known for its large ethnically Chinese population. The main languages spoken are Indonesian and Javanese. Sometimes Hokkien-Chinese or Mandarin is spoken among the Chinese residence.

As a result of its large ethnically Chinese population, the city boasts several Chinese temples. The greatest one is Sam-Po-Kong (Gedung Batu), built in honor of the Chinese Great Admiral Zheng-He who visited the area in 1405. Blenduk-Church, a 1763 Protestant church built by the Dutch, is located in the old town (called "Oudstad"). Tugu-Muda (Youth Monument), a monument to heroes of Indonesia's independence struggle, is located is a large roundabout surrounded by famous buildings such as Gedung-Lawang-Sewu and the Semarang Cathedral. Pemuda-Street, one of the roads leading into roundabout, is a major shopping street.

Text 5

The Borobudur Temple

Borobudur is a Hindhu-Buddhist temple built in the 9th century under the Syailendra Java. It is located near Magelang, Central-Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well-known all over the world.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight steps as stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell shaped stupas (Buddhist shrines).

The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passages and stairways.

The design of Borobudur, a temple-mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia.

The Borobudur Temple, rededicated as an Indonesia national monument in 1983, is a valuable treasure for Indonesian people.

Text 6

Bali is located between Java and Lombok. It has an area of 5620 square km. The island is dramatically mountainous. Bali is densely populated with approximately 3.1 million people. Most of its citizens are concentrated in Denpasar, the capital of Bali. 90 percent of its people are Hindus. Therefore, there are many famous temples in Bali for example : Tanah-Lot-Temple, and Ulu-Watu-Temple, and traditional ceremonies such as Ngaben, Nyepi, and Galungan.

Bali has 9 regencies. They are : Denpasar, Jembrana, Tabanan, Klungkung, Karangasem, Bangli, Badung, Gianyar, and Buleleng.

The average temperatures hovers around 30 degree Celcius all year. There are two seasons in Bali, such as the wet season and the dry season. The wet season runs from October and lasts until March while the dry season runs from April and lasts until September.

Bali has some traditional foods such as “Betutu-Chicken”, which is made of chicken with spices inside. “Sate-Languan” is made of sea fish, green coconut, spices, and brown sugar. Those foods are all spicy.

Text 7

Diary

A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A

personal diary may include a person's experience, and/ other thoughts or feelings, including comment on current events outside the writer's direct experience. Someone who keeps a diary is known as a diarist.

Generally the term is today employed for personal diaries, normally intended to remain private or to have a limited circulation amongst friends or relatives. The word "journal" may be sometimes used for diary, but generally a diary has (or intends to have) daily entries, whereas journal writing can be less frequent.

Although a diary may provide information for a memoir, autobiography, or biography, it is generally written not with the intention of being published as it stands, but for the author's own use.

Text 8

David-Beckham

David-Beckham is an English footballer who was currently just retired from his professional football career and he is also an established member of the England National Team.

Beckham was born on the 2nd of May 1975 in Leystone, London, England. He is the son of the kitchen fitter and a hairdresser. When he was child, he regularly played football in Ridgeway-Park and attended Chase Lane Primary School and Chringford-Foundation-School. Beckham said, "At school, whenever the teachers asked, What do you want to do when you are older?" I would say, 'I want to be a footballer,' and they would say, 'No, what do you really want to do for a job?' But that was the only thing I ever wanted to do."

At the age of 17, Beckham's career began when he signed a professional contract with Manchester United (MU), making his first team debut in 1992. During his time there, MU won the Premier-League six times, the FA cup twice and the UEFA Champion League in 1999. He left MU to sign for Real-Madrid in 2003, where he remained for four seasons.

Beckham played in all of England's matches at Euro 2004, but the tournament was a disappointment for him. He has a penalty saved in England's "2-1" defeat France and missed another in a penalty shoot-out in the quarter-final against Portugal. England lost the shoot-out and went out of the competition.

Beckham became a UNICEF Goodwill Ambassador in January 2005 and was involved in promoting London's successful bid for 2012 Olympic Games.

In England's opening game at the 2006 World Cup, against Paraguay Beckham's free kick led to own-goal by Carlos Gamarra as England won 1-0.

In January 2007, it was announced that Beckham signed a new contract with Major League Soccer Club Los Angeles Galaxy and this gave him the highest player salary. His playing contract in 2007, 2008, and 2009 was worth 6.5 million each year.

Beckham married to a former singer of Spice Girl, Victoria-Adam. The couple has four sons.

Text 9

Mohammad-Hatta is my hero, because he is an important person in my life. He is almost a perfect person to me. He took us out from the darkness into the light. He is the father of cooperative economic enterprise in Indonesia. He was a political leader. I admire his thoughts about politics and economics. And there are many reasons why I became one of his admirers.

Mohammad-Hatta was born in West-Sumatra in 1902. He comes from an aristocratic family. Mohammad Hatta got the best education available in the Netherlands Indies. Then, he continued his studies in economics at the Rotterdam School of Commerce.

He joined the Indonesian Independence Movement and edited a journal, "Indonesia-Merdeka". He was arrested in 1927 by the Dutch colonialists. He had a court trial, but he was released. Hatta returned to Sumatra in 1932 and he became the chairman of the Indonesia National Education, a nationalist organization. He was again arrested by the colonialists and exiled in 1935 for his activities.

Hatta, Soekarno and other nationalist leaders decided to cooperate with the Japanese to further the purpose of Indonesian independence. So, on the 17th of August 1945, Hatta and Soekarno joined in proclaiming the independence of Republic of Indonesia. Soekarno became the president, and Hatta became the vice president. The Indonesian people were very happy because they got their freedom, but the Dutch colonialists resisted the nationalists. Hatta became a defense minister in 1948 to fight against the Dutch troops. Again, he was imprisoned by the Dutch in 1948. Then, he became the vice president of the republic again, as before.

Text 10

John-Smith was born in Manchester on 1st April 1930. He was educated at Manchester Germany School and at Cambridge University. He left the university in 1952 with a second class honors degree in chemistry. Towards the end of that year he applied for and obtained a post as a junior research chemist in a large pharmaceutical firm. In 1954, he met Jane-Brown at a dance, and in 1955 they were married. They lived in a suburb in London and have a small son and daughter.

Text 11

The Legend of Si-Pahit-Lidah

As the story goes, there lived a mighty young man named Serunting in Semidang land, in South Sumatera. He was so powerful due to the son of a very power giant and the princess of the land, Princess-Tenggang. Serunting had a brother-in-law named Arya-Tebing since Arya-Tebing's sister was Serunting's wife.

Both young men had quarrel due to Serunting's jealousy over Arya Tebing. Each of them had rice paddies side by side, which were separated by a fallen tree. On this decayed fallen tree, some mushrooms grew. The ones that grew overlooking to Arya-Tebing's rice paddy turned into gold, while those which grew overlooking to Serunting's rice paddy turned into useless thatch grass. This made Serunting envious. No matter how hard Serunting tried to move the decayed tree, the mushroom overlooking Arya's rice paddy remained gold forever.

Eventually, a violent fight broke out between them. Knowing that Serunting was mightier than Arya Tebing, Arya stopped the fight. He persuaded his sister to find out the weakness of Serunting mighty power. Serunting's wife told Arya that Serunting concealed his soul into the highest thatch grass which remained unshaken even when the wind blew it.

The next day, both young men continued to fight. Having known the secret, Arya Tebing pierced the thatch grass with his spear. Serunting fell and his leg was badly injured. Serunting knew that his wife had betrayed him so he left the land angrily. He headed his way to Mount Siguntang and asked the God of Mahameru for mighty power. The god told him to sit, meditating under a bamboo tree until his body was completely covered by the bamboo leaves. Serunting did it for two years and succeeded in getting the mighty power. Whatever he spoke, it would turn into a curse immediately. From then on, people called him "Si-Pahit-Lidah"(the bitter tongue). Woe to him who dare to oppose Serunting. Everybody feared of him because everyone who came across with Serunting turned into a stone by his curse

Text 12

The Green Knight

A dying queen asked her husband to do whatever their daughter asked of him, and the king promised to do it. Meanwhile, a widow of a count and her daughter did everything to make themselves the princess' favorites. They persuaded the princess to have them stay in the castle and then widow told her that they could not stay unless the king married her. The princess implored the king to do it and when his objections could not convince her, he married the woman.

As soon as she was her stepmother, the woman began to maltreat the princess. The king, seeing this, had a summer palace built for her and sent the princess to a summer palace. He went there one day to bid her farewell because he was going on a long journey to a great tournament. She told him to send her regard to the Green Knight. At the tournament, he did not meet the Green Knight, but on the way home, he came through a forest where he found a herdsman and asked him whose animals they were. He was told they were the Green Knight's. He went on and found a marvelous castle where the Green Knight, a handsome young man, lived. He gave him his daughter's greetings. The Green Knight had ever heard of her. He said that she might think of the green of the graveyard, but he made the king welcome and gave him a gift; either a green book or a casket with his portrait.

The king returned home with a green book from the Green Knight. The princess had not known why she had spoken of the Green Knight and when she went through the pages of the book, he flew in as a bird and courted her. She recognized him as the man she dreamed of and he came to court her. Even, he promised to marry her. He always visited her secretly to avoid her stepmother, but her stepmother learnt of it. She put a pair of poisoned scissors in the window. In the others, she put a poisoned nail in the oar he used to row out. In all, he was injured and stopped visiting the princess.

The princess, not knowing why, overheard two birds talking of the Green Knight's illness and saying that nine young snakes in her father's stables could cure him. She got the snakes, went to the Green Knight's castle and got a job in the kitchen. There, she persuaded the cooks to let her cook the soup for him. For three days, she fed him a soup made from three of the young snakes and he recovered.

One morning, he went to the kitchen. He did not recognize her. Even, when she asked to marry him, he refused it because he had already promised to marry a princess. Finally, she cleaned herself up so that he recognized her. In all, they married.

Text 13

Once upon a time in Ivory Coast in East Africa, there was a poor kind-hearted peasant who lived with his wife in a quiet village.

One day, a famine struck his village, so the peasant and his wife moved to another village across a deep forest. They drove a small wooden wagon withdrawn by an old donkey. After they had left their village, they met a pigmy boy on the way to the forest. The boy waved to them. The peasant stopped his wagon and the boy asked them for a lift on the wagon. The farmer permitted him.

As soon as she had got into the wagon, the wagon got so heavy that it ran more slowly than before. The boy had not spoken anything to the peasant and his wife until

they reached to the forest. When they had reached into the middle of the forest, suddenly the boy said to them, “Can I stop here for a while please?” before the peasant replied, the boy had disappeared.

Text 14

Batu-Badaung

Once, there lived a widow in a village on Tanimbar Island, Maluku. She had two children: a boy and a girl. They were both very mean and spoiled. Their mother took care of them and did all the household chores. The two children treated their mother like a slave.

One day, the two lazy children woke up late, there was no food served on the table. The food was still being cooked on the stove. Their mother was nowhere to be seen. The children got so angry that they smashed the cooking pots on the floor.

They, then, went out looking for their mother. The soon found her scrubbing dirty clothes on a river stone. They went to her and they started to beat her up viciously. The mother cried piteously and begged for mercy, but the two wicked children did not pay attention to her cries. They hit her again and again.

Suddenly she stopped crying and her body went limp. The children heard her say in a low voice, “from now on you are no longer my children. You are the incarnation of the devil himself. I will not go back to our home. Do whatever you want, I do not care.”

After she has said this, she dragged herself to a big boulder on the riverbank and said, “Dear big stone, please open yourself. Let me come inside you. Let me become a white, sweet-smelling jasmine.” Suddenly the big stone opened up and the woman went inside. Slowly the stone closed over her.

A few days later a small beautiful plant started to grow from under the big stone. It had plenty of leaves and its flowers were white and had sweet smell. The villagers called the big stone Batu-Badaung.

What about two wicked children? The angry villagers threw them out of village. The wicked children were never heard again.

Text 15

King Midas

Long ago, there lived a king who was the richest man in the world. His name was Midas. However, he was not happy.

Midas longed to be even richer and richer. He wanted to be the richest of all the kings in the world when their wealth was put together.

One day, as Midas sat on his throne thinking of ways to become richer, his servants came to him with an old man.

“Your Highness”, said the first servant. “We have found this person wandering around in your orchard,” “It is Silenus, the friend of the God Bacchus,” said the second servant.

Midas had an idea. He welcomed the old man and said, “You shall be my guest for ten days. Please, eat and drink as much as you like.

At the end of ten days Midas took Silenus back to Bacchus. The god was very happy to see his lost friend. Then, Bacchus turned to Midas and said, “I will grant you any wish you make.”

Midas could hardly believe his ears. Here was his chance to become richer. He could become the richest of all the kings in the world put together.

“My wish is that.... Everything I touch will turn into gold!”

“Your wish is granted,” Laughed Bacchus, “but will that really make you happy, Midas?”

On his return to his place Midas tried out his new power. He picked up a stone and it turned to gold.

A servant brought Midas a bowl of water so that he could wash his hands. As soon as Midas put his hands into the bowl, the water turned to gold. Next, Midas took a piece of bread. Before he could get it to his mouth, it too had turned to gold. He could eat nothing without it turning to gold.

Miserable Midas went for a walk in his garden. His children ran up to him. Without thinking, Midas put his arm around them and instantly they turned into little gold statues. Midas now cried.

Midas Hurried to Bacchus and pleaded that he took away his golden touch. “Did not I tell you that the golden touch would not bring you happiness?” asked Bacchus. “Keep your gift and do not come to whingeing to me.”

Then, Midas went down on his knees and, with golden tears running down his cheeks, begged for Bacchus to show mercy. “I was wrong to be greedy and to love gold so much”, said Midas.

Bacchus felt sorry for Midas and told him how to cure the golden touch. He had to go to the River Pactolus and wash in its clear water. This would take away the golden touch. Midas did so.

Midas, then returned to his palace. On the way, he touched a branch of a tree and it did not turn into gold. Midas was so relieved, but in his garden he saw his children, still golden statues. He quickly grabbed a bucket, ran to the river Pactolus and scooped up some water. He took this back to the garden and poured it over his golden children. Immediately, they came alive and were no longer gold.

Midas, then, called for a feast to celebrate. He told his servants to get rid of the golden plates as he was sick of sight of gold. Midas enjoyed being able to eat and drink again. No longer did he want to be the richest of the rich.

Midas had found out that all the gold in the world does not bring the happiness.

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