

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is one of the most primary skills that are taught to the students in school; reading serves as an active skill that is vital for the students since it enables them to receive information from written texts around them and thus increasing their comprehension steadily. Reading alongside speaking, writing, and listening are one of the four most important English skills. According to Khotimah, et al. (2016) reading is an action of seeing a readable text and a process of comprehending the content of the text through reading out loud or by reading silently. Gibbons (1993) stated that reading is a process in order to comprehend what is contained within the book, it is not only an active activity where readers read actively, but also requiring the reader to actively think when seeing the words within the book at the same time.

There are some specifications for a good school textbook. First of all a school textbook should follow the current curriculum issued by the Ministry of Education, Culture, Research, and Technology of Republic of Indonesia. Alongside it, the textbook should include lexical density in which is measure of word proportion in a text. According to Thomson (2000) textbook is a stimulus or an instrument that used for teaching and learning. The textbook is used for supporting education process by sharing the information through the activity of reading.

The researcher believes that the lexical density and genre have a significant influence in the quality of texts in reading sections for high school students, since lexical density is the measurement on how dense a text is, therefore determining its quality of comprehension, while genre is influential in determining the types of genres for the texts, making it distinguishable with other types of genres.

Therefore, the density of the texts in both read and written must be calculated in order to determine the quality of the texts, therefore lexical density of the text must be calculated to determine its quality. Nunan (1993) stated that lexical density

is referred to the number of lexical contents of function words per clause. Johansson (2008) stated that lexical density is the term which is most often used for describing the proportion of content words (nouns, verb, adjective, and adverbs) to the total number of words. And there are two types of lexical density, which are lexical and content words.

Content words are words in literature that have an independent meaning, a word that could be easily understood by reading alone without a complex grammar. While Content words are words in literature that have a meaning and could affect the other words when they are present, and having grammatical value. A low-level lexical density gives an indication that the words contain a few information-carrying words. While a high-level lexical density gives an indication of a large amounts of information-carrying words.

According to Gerot (1995), Genre is defined as a culturally specific text type, which results in using language both in written or spoken in order to accomplish something. Genre is a term that defines the categories of texts that we read and study, genre makes a notable distinction between texts to make a better classification in types of texts and making it easier to reader to comprehend the texts. Narrative texts, descriptive texts, procedure texts.

Solichatun (2011) in her study found out that the subject of the research “English On Sky” textbook only contain three genres, and a quite understood level of lexical density, making the subject have a quite level of comprehension. This research is in line with the research of Sadiqah (2016) that found that her subject also had quite large lexical density level.

Lexical and genre research are still significant in the present time, it is important the research in order to have better quality textbook that have quite level of comprehension lexically, and more suitable for their grade levels respectively.

Using the explanations above, the writer decide to analyze the lexical density and genre within the reading sections of the textbook entitled “English For Nusantara” For SMP/Mts 7th Grader, which is published by Pusat Kurikulum dan

Perbukuan Kemendikbudristek. This book is published by government agency and has used the latest curriculum and this research.

1.2 Statements of the Problems

The writer stated that the research had been researching;

1. What were the types of genres within the reading sections of the textbook “English for Nusantara” for SMP/Mts 7th grader?.
2. What were the levels of lexical density of the reading sections within the reading sections of the textbook “English for Nusantara” for SMP/Mts 7th grader?.

1.3 Objectives of the Research

The objectives of this study are as follows:

1. To find out the types of genres within the reading section contained within the textbook “English for Nusantara” for SMP/Mts 7th grader”.
2. To find out lexical density of reading section of “English for Nusantara” for SMP/Mts 7th grader.

1.4 Significance of the Research

The writer believe that this research will be beneficial for:

1. For teachers

- a. The teacher can create effective ways to conduct teaching and learning process that involving reading activity for the students.
- b. The teacher able to take this research as suggestion to take the best textbooks for the students to improve their reading skills.

2. For students

To improve students reading activity and comprehension in reading English texts within their textbooks and other source of written information.

3. For writers

This research will be used to improve writer's knowledge about lexical density and later genre within an academic textbook.

4. For readers

This research will be beneficial for future readers that are inspired to take the subject of research of textbook, genre, and lexical density as their research subject, therefore taking this research as their reference.



