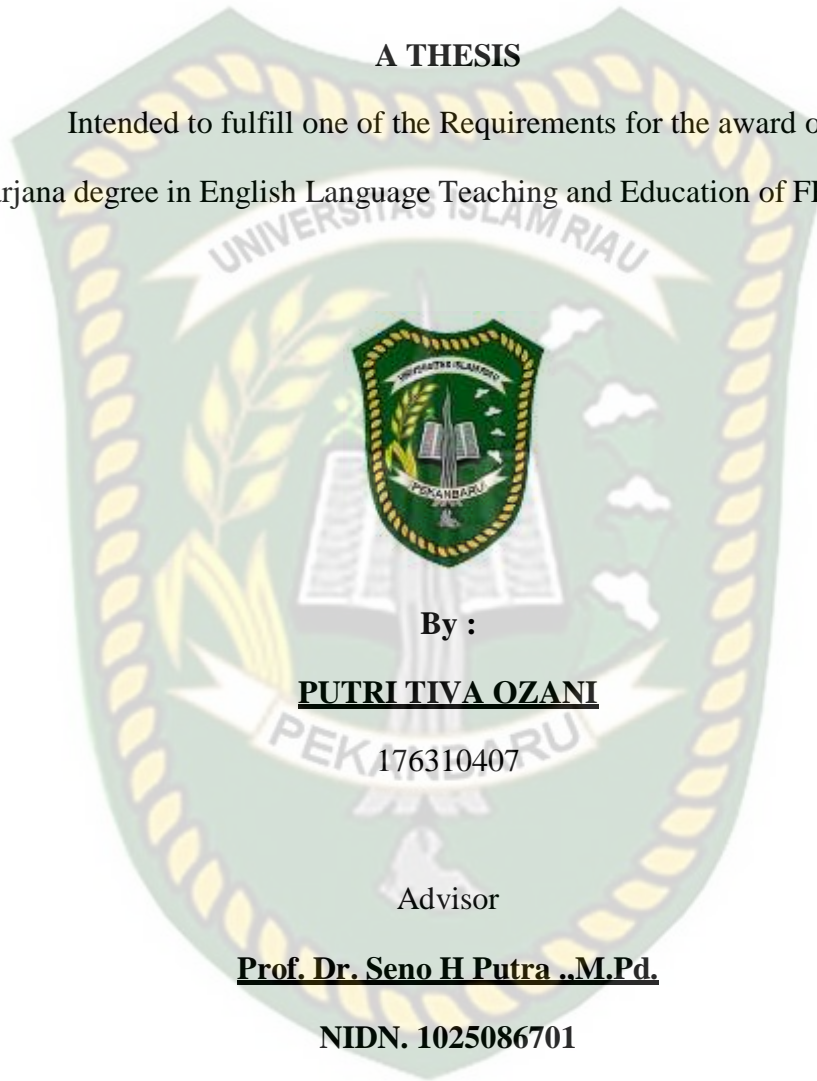


**AN ANALYSIS OF READING MATERIALS IN ENGLISH TEXTBOOK  
CONTENT (ENGLISH WAY) PUBLISHED BY QUADRA FOR GRADE IX  
STUDENTS OF JUNIOR HIGH SCHOOL**

**A THESIS**

Intended to fulfill one of the Requirements for the award of  
Sarjana degree in English Language Teaching and Education of FKIP UIR



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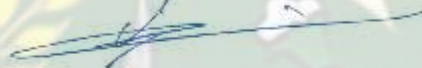
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THESIS APPROVAL

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CONTENT (ENGLISH WAY) PUBLISHED BY QUADRA FOR GRADE IX OF  
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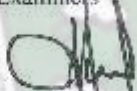
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CONTENT (ENGLISH WAY) PUBLISHED BY QUADRA FOR GRADE IX  
STUDENTS OF JUNIOR HIGH SCHOOL**

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly), which were taken for various sources and mentioned scientifically. The researcher is responsible for the data and facts provided in this thesis.

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## PREFACE

Alhamdulillahirobbil' alamin Praise to be Allah SWT, the almighty for the mercy and strength so that writer could finally finish thesis entitled "An Analysis of Reading Material in English Textbook content (English Way) published by Quadra for Grade IX of Junior High School". Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

Here, the writer would like express her deepest and sincere gratitude to :

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Finally, the writer realizes that there are many weakness on this paper. Therefore, suggestions, critics, and comments are needed in order to improve this thesis. May Allah SWT bless us all. Aamiin Ya Allah.

Pekanbaru, March 30<sup>th</sup> 2021

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## ABSTRACT

**Putri Tiva Ozani, (2021): An Analysis of Reading Material in English Textbook content (English Way) published by Quadra for Grade IX of Junior High School.**

Keywords : *Reading materials, Textbook, Genre, Lexical density.*

The problem of this research can be stated as follow : (1) What kind of genre contained in the reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?, (2) What is the lexical density of reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?

The objectives of this study are : (1) to find out the kind of genre contained in the reading material in English textbook content (English Way) for 9<sup>th</sup> grade of Junior High School published by QUADRA, (2) to find out the lexical density of reading material based on English textbook content (English Way) for 9<sup>th</sup> grade of Junior High School published by QUADRA. The research design used is Qualitative method. The data collected from reading texts found in English Way textbook. There are 16 reading texts which are categorized into different genre of text.

The first result of the analysis shows that there are genre which are used in English Way textbook for grade IX of Junior High School published by Quadra. They are procedure, narrative, and, report. The second result, the lexical density of reading text in English Way textbook for grade IX of Junior High School published by Quadra is around 50%-60% (normal lexical density). It means that the reading text are normal lexical density. It means that the text is normal and not difficult, easy to understand and suitable for students.

## ABSTRACT

**Putri Tiva Ozani, (2021): An Analysis of Reading Material in English Textbook content (English Way) published by Quadra for Grade IX of Junior High School.**

Kata Kunci : *Bahan bacaan, Buku teks, Genre, Lexical density.*

Rumusan masalah penelitian ini dapat dikemukakan sebagai berikut: (1) Genre apa yang terdapat dalam bahan bacaan dalam konten buku teks bahasa Inggris (English Way) yang diterbitkan oleh QUADRA untuk siswa kelas IX SMP?, (2) Apa itu Kepadatan leksikal bahan bacaan dalam isi buku teks bahasa Inggris (English Way) terbitan QUADRA untuk siswa kelas IX SMP?

Tujuan dari penelitian ini adalah: (1) untuk mengetahui jenis genre yang terdapat dalam bahan bacaan dalam konten buku teks bahasa Inggris (English Way) untuk kelas 9 SMP yang diterbitkan oleh QUADRA, (2) untuk mengetahui kepadatan leksikal bahan bacaan berdasarkan isi buku teks bahasa Inggris (English Way) untuk kelas IX SMP yang diterbitkan oleh QUADRA. Desain penelitian yang digunakan adalah metode Kualitatif. Data dikumpulkan dari teks bacaan yang ditemukan di buku teks English Way. Ada 16 teks bacaan yang dikategorikan ke dalam genre teks yang berbeda.

Hasil analisis pertama menunjukkan bahwa ada genre yang digunakan dalam buku teks English Way untuk kelas IX SMP yang diterbitkan oleh Quadra. Mereka adalah prosedur, narasi, dan, laporan. Hasil kedua, kerapatan leksikal teks bacaan dalam buku teks Bahasa Inggris Way kelas IX SMP terbitan Quadra adalah sekitar 50%-60% (kepadatan leksikal normal). Artinya teks bacaan tersebut memiliki kerapatan leksikal normal. Artinya teks tersebut biasa saja dan tidak sulit, mudah dipahami dan cocok untuk siswa.

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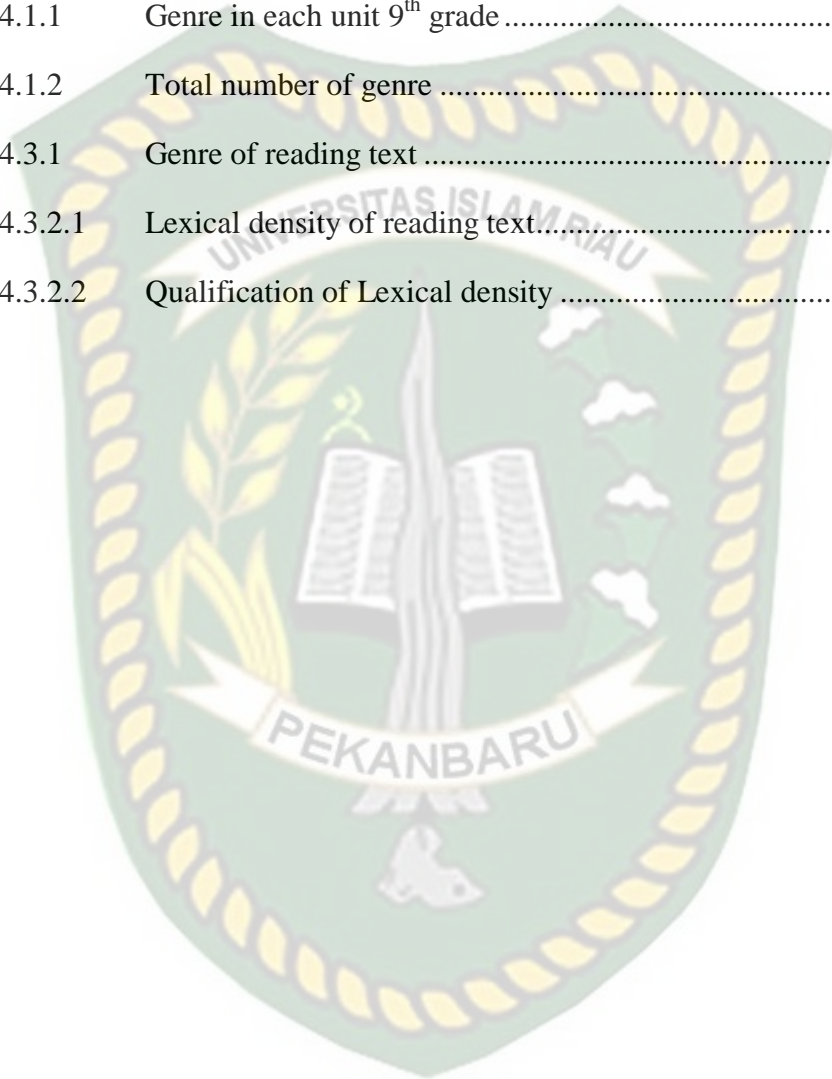
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

English is an important communication tool many countries in the world. It plays an important role in the process modernization as an international language in schools. The goal of English is to develop four language skills : listening, speaking, reading and writing. Four language skills allow students to participate in the exchange of information, build relationships, and gain knowledge while enjoying the aesthetics of the English language. The teacher must develop the students' four language skills can use language to communicate and express their thoughts and feelings and their thoughts.

For many students, reading is an important part of the four skills in second language. As a skill, reading is clearly one of the important language skills. Here, students must read English material for their subject. Students it is generally believed that it is easier to get information from written texts by reading.

In the curriculum 2013, students are taught to think creatively. Education must be accurate and provide the best subjects, which can be achieved by teaching them to be creative. Student of Junior High School hopefully can achieve the functional level of literacy because they are preparing to continue they study to the Senior High School. In the curriculum 2013 deals with the four language skills, such as listening, speaking, reading , and writing. In reading, the students are able to understand and producing various shorts functional, transactional and

interpersonal text and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, and report.

In teaching reading is conveying or guiding students to obtain important information and derive meaning from written texts. Most students are interested in reading written material in English, such as books, novels, newspapers, articles, texts, etc. When learning English in junior high school, the development of reading skills, especially in analyzing text types.

In the teaching process, the teacher must pay attention to the learning material used in the classroom. Textbooks are one of the commonly used learning teaching materials. Textbooks are printed teaching materials that play an important role in the teaching and learning process. Textbook can help teacher to process teaching and learning proses in school.

In order for students to master english material, several quality English text books are needed. By studying this quality textbook, the productivity of students' English skills can increase. There are several categories of good books, namely:

The first category, the content of the textbook must be in accordance with the current curriculum; may be of a particular kind of text (genre) and should be provided in textbooks. Genre is the ways that we get things done through language - the ways we exchange information, and knowlegde and interact socially . Genre can be characterized as a socially explicit content sort which comes about because of utilizing language (spoken or written) to help achieve something. In grade of Junior High School, there are five of genre, they are :

Narrative, Descriptive, Recount, Procedure, and Report. Apart from that, the content of the textbook also depends on the level of study. In analyzing the content of the texts there is an aspect known as lexical density. Lexical density measures the proportion of content words in a sentence or text. It is used to measure the ratio of content words to grammatical words in any given text (spoken or written). The words include content words (nouns, verbs, adjectives, and adverbs), and grammatical function words (determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs).

In the second category, textbooks must have an attractive appearance, because having an attractive appearance can motivate readers to read the textbook. In addition, the discussion used in the textbook must be correct in the context and situation. This means that the language attached is not ambiguous so that readers can easily understand it.

Based on those explanations, the writer would like to try analyze the reading materials in English textbook content (English Way) for grade IX of Junior High School published by QUADRA. There are several reasons why the writer choose the book:

First, *English Way* textbook is one of book that suitable with the current Curriculum. Second, *English Way* textbook used for teaching English to ninth year's students, and it is important to know whether the reading materials are appropriate with the student's need. Third, the writer used this book to analyze the

reading material in English textbook content that is analyze the genre and lexical density of reading text based on the 9<sup>th</sup> grade level of Junior High School.

## 1.2 Identification of the Problem

Relating to the background of the problem above, the problems are identified below :

There are some categories of a good book. First, the contents of textbook must be in accordance with the current curriculum; may be of a particular kind of text(genre) and should be provided in textbooks. Genre of reading material in English textbook content (English Way) should be provided with genre in Curriculum 2013, they are narrative, procedure, recount, descriptive, and report.

Apart from that, the content of the textbook also depends on the level of study. In the textbook include lexical density which is measure the proportion content words in a text. The Lexical Density should include in reading material in English textbook content (English Way). Lexical density measure the proportion content words in a text.

In the second category, textbooks must have an attractive appearance, because it can motivate readers or students read the textbook.

### **1.3 The Limitation of the Problem**

Regarding background of the problem and identification of the problem, researchers focused on reading material in English Textbook content English Way published by QUADRA. The purpose behind this limitation is that the material can be an important case for the appreciation of student understanding. The analyst chose to direct the exam with an emphasis on understanding genre of the the content and tried to break down of lexical density in the reading material found in English textbook English Way for grade IX of Junior High School published by QUADRA.

### **1.4 The Formulation of the Problem**

From the identification and limitation of the problem above, the problem is formulated as follows:

1. What kind of genre contained in the reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?
2. What is the lexical density of reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?

### **1.5 Assumption of the Research**

Based on the formulation of the problem above, the researcher assumes that there are :

1. There are kind of genre contained in the reading material in English textbook (English Way) published by QUADRA for grade IX students of Junior High School?
2. There are lexical density of reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?

### **1.6 The Objectives of the Research**

The objectives of the research are as follows :

1. To find out the kind of genre contained in the reading material in English textbook content (English Way) for 9<sup>th</sup> grade of Junior High School published by QUADRA.
2. To find out the lexical density of reading material based on English textbook content (English Way) for 9<sup>th</sup> grade of Junior High School published by QUADRA.

## 1.7 Significance of the Research

There are several benefits that can be taken from this research. Here are some of the benefits:

### 1. Teacher

- a. The teacher can choose which textbooks are most suitable for use in the teaching and learning process.
- b. The results of this learning process can be applied by the teacher as feedback to increase the knowledge and experience of the teacher in choosing the right book to improve students' reading skills.

### 2. Students

Improve students' knowledge and ability in reading reading material in English, so that students can better understand the genre and lexical density in reading texts.

### 3. Writer

Useful for writer because it can increase the writer's ability to understand the genres and the lexical density in reading materials.

## 1.8 Definition of Key terms

To better understand this research, here are the definitions of the various terms used:

- a. **Reading** : According to Marantika & Fitrawati (2013: 71), Reading become one of the important skill in our life, by reading we can get the information from the text.
- b. **Textbook** : According to Thomson (2000 : 175), the textbook is a stimulus or instrument for teaching and learning.
- c. **Genre** : According to Rohim, et al (2016:7) Text type / genre (text type) is also defined as the way we get it things that are done through language - how we exchange information, and knowlegde and interact socially.
- d. **Text** : Halliday and R. Hasan (1985:6) mention that text is meant any connected stretch of language that is doing job in some contexts.
- e. **Lexical density** : Johansson (2008: 61) stated that Lexical density provides a measure of the proportion of lexical items (i.e. nouns, verbs, adjectives and some adverbs) in the text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

It has been explained in the previous chapter that the purpose of this study is to analyze the contents of a textbook, in this study is analysis of the reading materials in English textbook content (English Way) for grade IX of Junior High School published by QUADRA. Thus, in this chapter the researcher describes some related the literature on reading, curriculum, textbook, text, and lexical density support this research.

#### 2.1 Reading

##### 2.1.1 Definition of Reading

Reading is an activity in which readers can respond and understand the text that is read which is related to the reader's previous knowledge (Spratt, et all, 2005: 21). This activity is carried out by readers because they want to obtain information and knowledge from the text. In the process of gaining information and knowledge, readers will try to relate what they have read with what they have understood from the text. Readers understand a text by understanding the meaning of words, sentences, and even text.

Reading plays an important role in language learning. It is one of four language skills students must learn. Reading as a language skill has made an important contribution to human life. One of the basic skills that square measure schooled in English is reading skill. In reading, students learn through catching

the knowledge, growing their essential thinking, memory their background, and obtaining the new information from the passage they need read. each level of school has completely different ability in reading (Marantika and fitrawati : 2013).

Reading is an intuitive cycle that goes on between the peruser and the content. During the time spent attempting to comprehend a composed book, the reader needs to play out various concurrent errands, translate the message by perceiving the composed signs, decipher the message by doling out significance to the series of words, lastly, comprehend what the writer's expectation was.

### **2.1.2 Reading Material**

As a skill, reading is clearly the most important of the many skills from around the world. This is the most important to learn foreign language. Reading is one of the linguistic skills that people should have in order to communicate in English fluently and it is important to understand information from the text and interpret its meaning (Hidayat, 2015). From this explanation, reading is one of the important languages that students at the junior high school level must master.

To enable students to master reading activities, the teacher must provide material. The textbook suggested by the curriculum is reading material that is not only based on the topic to be discussed, but also must be appropriate in the arrangement of messages, the structure of the text and the characteristics of the reflection and truth in the language.

Reading material is any text or paragraph with certain information or thoughts, which can be carried by the reader during the process reading activities. When preparing the material, several aspects must be considered. The writer of writing is at the level of interest of the reader and the purpose of the reading activity.

## **2.2 Curriculum**

### **2.2.1 Definition of Curriculum**

The curriculum is a very important tool for ensuring the educational process. With the curriculum, education is expected to run well. The curriculum can control, assist, and assess the teaching and learning process. According to Sukmadinata (2010) stated that “the curriculum is a new plan or guide in the teaching and learning process”. According Brown (2006) in (Mulenga: 15) stated that “a curriculum is all the student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems”.

The curriculum can be interpreted as a plan of all activities for students. The curriculum is a series of experiences and learning activities that are planned and arranged for use by students in order to achieve predetermined educational goals.

The curriculum usually refers to the knowledge and skills students are expected to learn, including the learning standards or learning objectives they are expected to meet; teacher-taught units and courses; assignments and projects given to students; books, materials, videos, presentations, and reading materials used in the course; and tests, assessments, and other methods used for evaluating students in the learning process.

### **2.2.2 Curriculum 2013**

The 2013 curriculum is an educational plan of significant worth which is involved by character building. In the 2013 curriculum, the material explained on language competence as a communication tool to convey ideas and knowledge. Students are required and expected to be able to read and understand the meaning of the text and summarize and restate it in the language itself (Kemendikbud, 2014: 53).

In developing English in Indonesia, both at the junior high school and senior high school that used the 2013 curriculum, the material is grouped into material type of text (genre), short functional text and transactional and interpersonal text. For junior high school level, the types of texts (genres) that teach include: 1) Procedure text, 2) Descriptive text, 3) Recount text, 4) Narrative text, and 5) Report text.

## **2.3 Textbook**

### **2.3.1 Definition of English Textbook**

Media is a means to assist teachers in the process of teaching activity progress. Teachers usually use several media to facilitate learning in explanatory text books. The media commonly used are textbooks. Textbooks are easy to buy, carry, and learn. Even though there are so many media that compete with printed communication materials, textbooks are still the main source of schools. Teaching textbooks are mainly used for teaching in schools and other subjects.

Textbooks are the most frequently used of all printed educational materials. Textbooks are tools that can help students obtain clear conceptual subjects. According to Heinle (2000 : 175), “the textbook is a stimulus or instrument for teaching and learning”. In another definition, textbook is Manual or standardized instruction book for each learning area.

Based on the above definition, the use of textbooks by related teachers when teaching certain subjects to assist them in teaching and learning activities and achieving educational goals.

### **2.3.2 The Functional of Textbook**

The use of English textbooks has very important advantages for both teachers and students. It is not only a guide for teachers to teach material, but also provides the necessary input through various ways of explanation and activities. For students, the existence of textbooks can affect their attitudes and performance

on the material. They like textbooks, making them more active in participating in the teaching and learning process in the classroom.

Textbooks have many functions. According to Heinle (2000:176), there are several functions of books, namely as follows:

1. Individualization of instruction

Textbooks can help students personalize teaching as much as possible at a certain level at their own pace according to their own situation in the learning process.

2. Organization of instruction

Textbooks help students organize the teaching process and provide experiences, suggested activities, as well as suggested reading material and questions. Written textbooks provide uniformity for class interaction and evaluate new concepts or new content that they introduce on a previous basis.

3. Tutorial contribution

Teachers use textbooks to help students learn better, help students learn, help students to measure evidence and help students solve problems.

4. Improvement of teaching

Textbooks are also considered a useful tool for teachers to improve their skills in the teaching process.

Based on the description above, textbooks are visual aids in the teaching process. The point is, the function of the textbook is actually one of the teaching aids when the teacher teaches and explains the material. And, textbooks can also help students better understand the material provided by the teacher.

## **2.4 Text**

### **2.4.1 Definition of Text**

A text is very important in our life. We need text to communicate with other people. In fact, when we say or write some things, we've created the text. Text is a method of delivering messages to readers or listeners.

Text is a systematic arrangement of words in a dictionary without neglecting coherence and cohesive. Text is any language that is held together cohesive. In addition, Halliday and R. Hasan (1985:6) mention that “text is meant any connected stretch of language that is doing job in some contexts”.

Through the above explanation, all the examples of language are living in what we call text. Can be spoken or written. According to the participants there were oral and written texts. Oral refers to linguistic interactions, including verbal dialogue between two or more people, and their words have a purpose, and the written word refers to language and words, abstract thoughts and the consequences of distance events.

## 2.4.2 Genre

The term "genre" has been used for many years in different styles of literary discourse. Recently, the term genre has been adapted to describe various types of communication programs.

According to Rohim, et al (2016: 7) Text type / genre (text type) is also defined as “the way we get it things that are done through language - how we exchange information, and knowlegde and interact socially”. Genre is also defined as a “social process that is gradual and goal-oriented”.

In teaching English in Indonesia, both at the high school and junior high school levels using the 2013 curriculum, the material is grouped into material types of text (genre), short functional text and transactional and interpersonal texts . For junior high school level, the text types (genre) taught include:

### 1) Procedure text

#### A. Definition

According to Rohim, et all (2016: 74) Procedure text is “a piece of written or spoken text which gives the readers or the listeners instructions for making or doing something”. It is designed to describe how something is achieved through a sequence of actions or steps. Therefore, it can be in the form of a set of instructions, directions or a manual.

The social function of procedure text is to inform the readers or the listeners how to make or to do something.



## B. Generic Structure

**Goal** : provide information on the intent and purpose of the procedure and predict a conclusion.

**Materials** : lists the materials or the materials required to perform a procedure or steps.

**Steps** : a list of the order of instruction / activity to achieve the objectives in the correct sequence of steps.

## C. Language Features

In the Procedure Text, we can use :

- a. Simple present tense
- b. Use of imperatives (e.g.: cut, don't mix)
- c. Use of action verbs (e.g.: turn, put, mix)
- d. Use of connectives (e.g.: first, then, finally,...)
- e. Use of adverbial phrases (e.g.: for five minutes, 2 cm from the top)

## 2) Descriptive text

### A. Definition

Descriptive text is a text which lists the characteristics of something. Siahaan and Shinoda (2008: 89) in (Yona and Marlina : 2014) say that descriptive text is "a text that describe a particular person, place or thing". According to Siburian (2013: 33) Descriptive text is "a paragraph that os defined as a group of sentences that are closely related in thought and which serve one comment

purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like”.

#### B. Social Function

Social function of Descriptive text is to describe a particular person, places, or thing, it gives more effects for reader because they can imagine how the object looks like.

#### C. Generic Structure

Generic structure of Descriptive text is divided in to two, they are :

- a) Identification : identifies the phenomenon to be described, and
- b) Description : describe parts, qualities, characteristics.

### 3) Recount text

#### A. Definition

Recount text is a text that retell the experiences or events which happened in the past. Gerot and Wignell (1994: 120) in (Fitri and Al-Hafizh : 2013) stated that “a recount text retells a past event for purpose of informing as well as entertaining the readers”.

#### B. Social Function of Recount text

The social function of this text is to tell the past experiences and events by retelling events in sequence (Husna and Multazin, 2019: 53). The samples of recount are experiences, diaries, personal letters and incident reports.

### C. Generic Structure in Recount text

- a. Orientation: provides the setting and produces participants. It provides information about whom, where, and when.
- b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
- c. Re-orientation: optional-closure of events. It is rounds off the sequence of events.

### D. Language Feature of Recount Text

- a. Proper noun and pronouns to identify those involved in the text
- b. Action verb
- c. Descriptive word to give details about who, what, what, when, where, and how.
- d. The use of the past tense to retell the events.
- e. Conjunction and time connectives.
- f. Adverb and adverbial phrase.
- g. Words that show the order the events.

#### 4) Narrative text

##### A. Definition

Narrative text is a text which has function to entertain the reader. Montgomery (2001) in (Marantika and Fitrawati : 2013) states Narrative text is “a text that contain a story about series of events, usually in sequence and often with one event causing another”. As shown above, it can be concluded that narratives have three stages; beginning, the events, and ending. The narrative is about how to compose the story, by starting with who the actor, what happens, where the event takes place, how the event happens, and how the story ends. The narrative can be oral and written. It can be a real or fictional story.

##### B. The generic structure of the narrative text

1. Orientation : sets the scene and introduces the participants
2. Evaluation : a stepping back to evaluate the pligh
3. Complication : a crisis arises
4. Resolution : the crisis is resolved for better
5. Re-orientation : optional

#### 5) Report text

##### A. Definition

According to Defri and Syafei (2020: 4) Report text is “a text that presents information about a subject. Report text usually contains facts about a subject, a description and information on its part, behaviour, and qualities”. It can be said that report text tells about persons, places or things in general based on people’s

research. This text almost similar with descriptive text, in giving a description of someone or an object. The difference is that the descriptive text told more about an object or person specifically like color, style, name, etc. In contrast, report text describe about objects or someone in general which includes parts, strengths, functions, or other general properties of objects or someone.

#### B. Generic Structure of Report Text

According to Gerot and Wignell (1994: 196) in (Defri and Syafei ,2020: 5) there are two generic structure of report text, they are general classification and description. General classification is stating classification of general aspect of something that will be discussed in general. Description to tells the detail feature of thing which be discussed.

#### 2.5 Lexical Density

In discourse analysis, the concept “lexical density” suggested by Ure (1971) is used to “describe the proportion of lexical words (content words) to the total number of words in either spoken or written form of language”. Johansson (2008: 61) stated that “lexical density provides a measure of the proportion of lexical items (i.e. nouns, verbs, adjectives and some adverbs) in the text”. That is, lexical density measures the density of information in each text according to the closeness of lexical items (word content). It has been packaged into a grammar structure. It measures how much information is provided in a particular job. Lexical words may better be called content words or information words.

Lexical density is a term used in discourse (or text) analysis. It is used to measure the ratio of content words to grammatical words in any given text (spoken or written). 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. Those words include content words (nouns, verbs, adjectives, and adverbs), and grammatical function words (determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs). Texts with a lower density are more easily understood. The higher the lexical density of the content, the more data there is and the more troublesome it is for the reader to apply (Hidayat, 2015).

### **2.5.1 Content Words**

Aya (2019:2) , the content words are used to express cultural content and they consist of nouns, verbs, adverbs, and adjectives which have suitable and significant lexical meaning.

#### **1. Nouns**

Riyanto, et all (2010 : 7) , nouns are the names of person,thing or place. It may be the names of persons, the names of places, the names of things, the names of professions, the names of animals, the names of abstract nouns, the names of activities, the names of days and months, the names of subjects, and the names of families.

Based on the meaning, the nouns may be devides into several classes, they are :

- a. A common noun is the name of a class of objects, it may name of mass of objects or a material.

Example : cat, tree, boy, insect, girl, teacher.

- b. A proper noun is an individual name.

Example : Thomsom, Billy (a person), Indonesia, Thailand (a country), May, July (a month).

- c. A collective noun is name a group of persons, places, or things gathered together into a unit.

Example : people, audience, number, nation, class.

## 2. Verbs

Verb is that part of speech which express action, being, or state of being.

Verbs can be classified as to form and as to meaning.

Based on the form. Verb are divided into two, they are :

1. Regular verbs are defined as having both their past simple tense and past participle forms constructed by adding the suffixes “-d” or “-ed” to the end of the word. For most regular verbs, this is the only change to the word’s spelling.

Example : play, played, played, listen, listened, listened

2. Irregular verbs, by their very definition, do not have spelling rules that we can follow to create the past simple tense and past participles. This means that the only way of knowing how to spell these forms is to memorize them for each irregular verb individually.

Example : see, saw, seen, give, gave, given.

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

1. A transitive verbs are verbs that express an action and require one or more objects.

Example : ask, buy, sell, read, bring, explain, kick, hit.

2. An intransitive verbs are verbs that express an action and do not require object(s).

Example : arrive, come, cry, die, lie.

3. Adjectives

Riyanto, et all (2010:44), adjectives are words that are used to explain or modify a person, place or thing. Example : beautiful, good, expensive, important, ugly, pink, interesting.

4. Adverbs

Riyanto, et all (2010:47), adverbs are words that are used to describe verbs, adjectives or adverbs.

There are six kinds can be be divided into type of adverbs, that are :

- a. Adverbs of manner

Example : beautifully, well, fast, slow, hard, easy, quickly.

- b. Adverbs of place and direction

Example : away, here, west, east, there, in Solo.

- c. Adverbs of time



Example ; ago, from, now, last, once, since, then, today.

d. Adverbs of frequency

Example : always, never, often, sometimes, usually.

e. Adverbs of degree

Example : indeed, of course, rather, in fact, really, too, very.

f. Adverbs of modality

Example : likely, maybe, perhaps, possibly, probably, unlikely.

### 2.5.2 Grammatical Function Words

Aya (2019:2) , grammatical function words might be determiners, pronouns, preposition, conjunctions, numerals, and auxiliary verbs.

1. Determiners

Example : some, any, many, much, no, few, little, every, all, several, a lot of.

2. Pronouns

Common type of pronouns are as follows :

a. Personal pronouns

Personal pronouns are word that are used to replace a person or thing.

Example : I, you, we, they, she, he, it.

b. Demonstrative pronouns

Demonstrative pronouns are words that are used to point out something.

Example : this, these, that, those.

c. Interrogative pronouns

Interrogative pronouns are word that are used to ask for questions.

Example : who, what, which, when, where, whose, whom, why, how.

d. Relative pronouns

Relative pronouns are usually used in adjective clauses.

Example : that, who, whom, whose, which.

3. Preposition

Riyanto, et all (2010:66) , prepositions are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of sentence.

Example : At, on, in, into, for, from, of, off, out of, over, by, with.

4. Conjunctions

Riyanto, et all (2010:85), conjunctions are word that are used to connect words or a group of words or sentences.

Example : although, even, once, as, if, until, when, where, during, since, for, while, because.

5. Numerals

Riyanto, et all (2010:512), number can be divided into three , that are :

a. Cardinal number.

Example : zero, one, two

b. Ordinal number

Example : first, second, third.

c. Fraction

Example : a half, a third, a quarter.

6. Auxiliary Verbs

Riyanto, et all (2010:213), these verbs are called auxiliary verbs because their function is to help other verbs express different meanings.

Example: be, do, have, can, may, must, shall, will, could, might, should, would.

## 2.6 Relevance Studies

Sholichatun (2011) studied reading material in English on sky textbook for junior high school. She applies content analysis of reading material in English on sky textbook because it is one of the genre that must be mastered by 9th year students of junior high school. The data collected from reading texts found in English on sky textbook, there are 10 reading texts which are categorized into different kinds of text and the result of the researched showed that there are three genres which are used in English on sky textbook 9th grade of junior high school. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading texts in English on sky textbook is around 50% - 60% quite. It means that there are quite lexical density in reading texts in this book. Therefore, the text is not difficult to understand and suitable for students. Based on the previous studies above have the similar object of this study. They analyzed the Lexical 19 density of English Textbook.

This study also analyzed the lexical density of reading text in English Textbook. However, the theory of lexical density in this study similarities with the solichatun's paper. But the differences among the previous studies with this study is using English textbook English Way for 9<sup>th</sup> grade of Junior High School published by Quadra.

## **2.7 Conceptual Framework**

Textbooks are the most frequently used of all printed educational materials. Textbooks are tools that can help students obtain clear conceptual subjects. Textbooks are one of the commonly used learning teaching materials. Textbooks are printed teaching materials that play an important role in the teaching and learning process. Textbook can help teacher to process teaching and learning proceses in school.

Reading text is a tool of reading because it is an instrument that is used to read. It can be found in textbook, magazine, novel, newspaper, etc. English Way textbook used for teaching English to ninth year's students. There are five genres in English Way textbook (Procedure, Narrative, Recount, Descriptive, and Report). Reading text also provided Lexical density. Lexical density the way we know how to measure the ratio of content words to grammatical words in any given text (spoken or written). The lexical density consist two items, they are content words and grammatical function words. Content words consist of noun, verb, adjective, adverb, while the grammatical function wors consist of conjunction, numeral, proposition, pronoun, and auxiliary verb.

In this research, to measure lexical density on text is used Ure's formula. The lexical density of reading text in English Way textbook for grade IX of Junior High School published by Quadra is around 50%-60% (normal lexical density). It means that the reading text are normal lexical density. It means that the text is normal and not difficult, easy to understand and suitable for students.

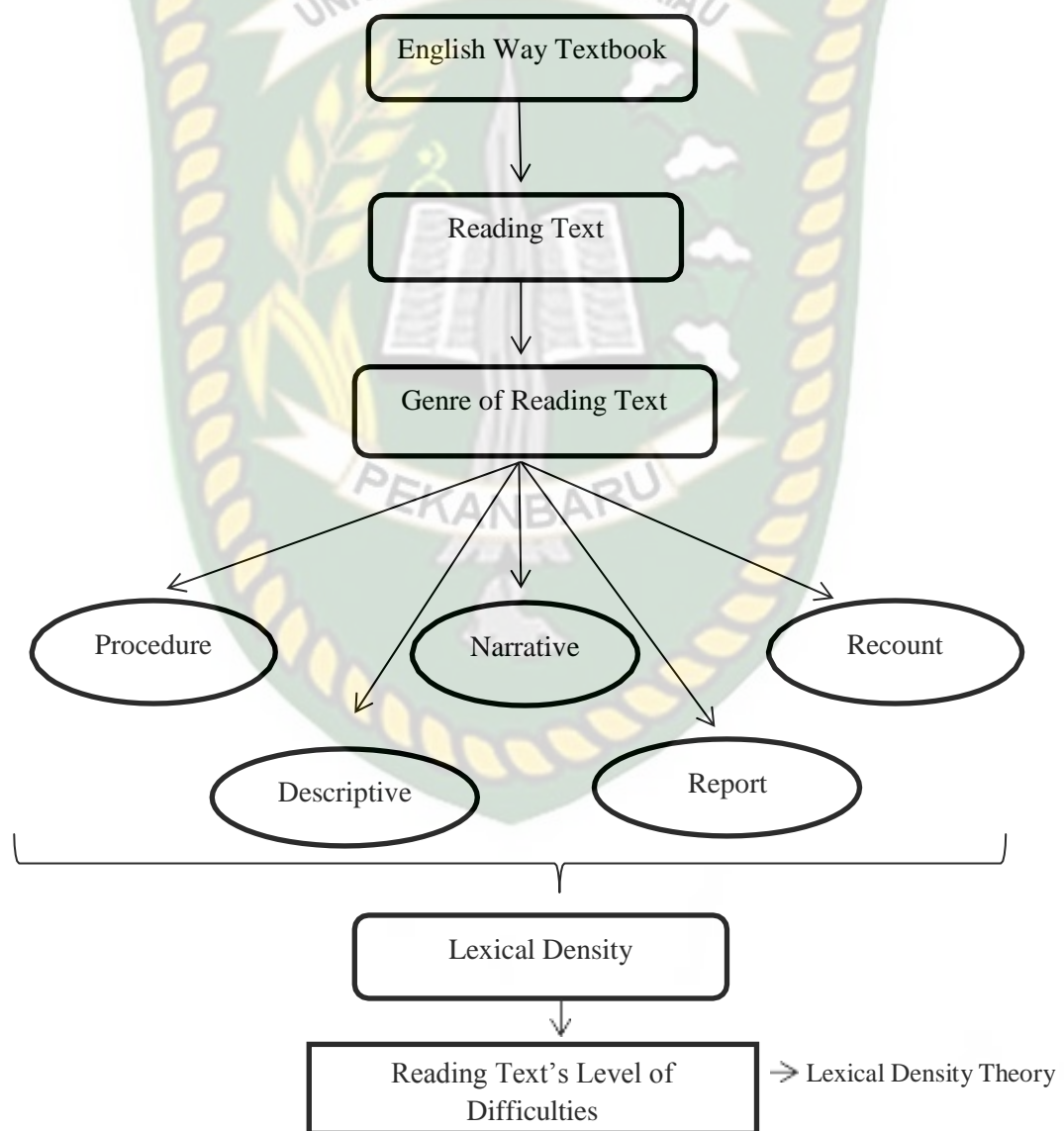


Figure (2.7) of Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design used in this research is descriptive methods. In conducting research, the writer uses qualitative methods. According to Putra (2014), Qualitative methods is “the research design which in its analysis always explains and describes in detail the data obtained from samples, informants, and research through sentences and clauses of a language”. It is mean that the data to be analyzed does not use statistical calculations (statistical formulas or numbers). Types and forms of qualitative usually focus on analysis, study, and also on the evaluation of research.

In qualitative research, data analysis is a priority. Data was analyzed in the form of descriptions and identified or analysis of the texts. In this study, the writer was analyzed the genre and lexical density in reading material in English Textbook content (English Way) published by QUADRA for grade IX of Junior High School.

This research focused on analysis of reading material in English Way textbook content for 9<sup>th</sup> grade of Junior High School published by Quadra. The analyzed including the genre and lexical density of reading text.

### 3.2 Location and Time of the Research

This research is a kind of documentation research. So, it does not need specific place. It means that it can be done at any time the researcher wants. The researcher was conducted from time when researcher proposed the title, did the research and up to the time when collected the result of the study. This research was finished approximately one month.

### 3.3 Source of the Data

In this study, source of the data is the reading text contained in the English Way textbook for grade IX of Junior High School published by Quadra. This textbook consists of ten units and two hundred and twelve pages.

The following are the list materials which be source of the data :

**Table 3.3 List of reading material**

| No | Title of Unit                         | Unit | Grade |
|----|---------------------------------------|------|-------|
| 1  | I Wish You Luck !                     | 1    | IX    |
| 2  | That's a Good Idea                    | 2    | IX    |
| 3  | Always Read Direction                 | 3    | IX    |
| 4  | How Do You Make It?                   | 4    | IX    |
| 5  | Look! What is He Doing                | 5    | IX    |
| 6  | What Have You Heard?                  | 6    | IX    |
| 7  | Let's Learn from Entertaining Stories | 7    | IX    |
| 8  | Great! My Effort is Appreciated       | 8    | IX    |

|    |                  |    |    |
|----|------------------|----|----|
| 9  | Tell Me About It | 9  | IX |
| 10 | Don't Miss it!   | 10 | IX |

From ten units in English Way textbook, the researcher only used four units. The researcher used unit four, unit seven, unit eight, and unit nine. In unit one, the material is about interpersonal text. In unit two, the material is about text transactional text. In unit three, the material is about short functional text. In unit four, the material is about type of text (Genre). In unit five, the material is about transactional text. In unit six, the material is about transactional text. In unit seven, the material is about type of text (Genre). In unit eight, the material is about transactional text and type of text (Genre). In unit nine, the material is about type of text (Genre). And in unit ten, the material is about short functional text.

In unit four, researcher found three of reading text. In unit seven, researcher found three of reading text. In unit eight, researcher found four of reading text, and in unit nine, researcher found six of reading text. So, total the reading text that researcher found in *English Way* textbook is sixteen of reading texts.



### 3.4 Instruments of the Research

As stated by Putra (2014) , that instruments in research are “tools (objects) used by researchers to collect data from samples, informants, or the object to be studied”. In the other words, the instruments is measurement tool to obtained data. In this research the instrument was documentation, because the source of the data from textbook and the researcher analyzed the data by herself.

According to Arikunto (2019), documentation used for “the researcher to investigating written objects such as books, magazine, documents, and regulation”. It means that documentation utilized for the analyst to exploring composed articles, for example, books, magazine, records, and guideline.

### 3.5 Data Collection Techniques

In collecting the data, the research used three steps as follows:

1. Reading

The first step is reading the English textbook (English Way) for grade IX of Junior High School published by QUADRA.

2. Identification

After reading the text in the textbook, the next step is identifying the genre of the text.

3. Classification

The last step of the research is classification. In this step the researcher classifies the text based on its genre.

| No | Title of Reading Text | Genre | Number of Page |
|----|-----------------------|-------|----------------|
|    |                       |       |                |
|    |                       |       |                |
|    |                       |       |                |
|    |                       |       |                |

### 3.6 Data Analysis Techniques

The data that had been collected and classified are then analyzed. The analysis includes the lexical density of the reading text. For this research, lexical density will be measured by :

1. Identifying which one includes the content words and which one includes the grammatical function words in a sentence.
2. Counting the number of content words and the number of grammatical function words.
3. Counting the portion of lexical density by employing the following formula :

$$\text{Lexical Density} : \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

4. Determine level of lexical density of the text using the following guideline :
  - a. High lexical density of around 60-70%
  - b. Normal lexical density of around 50-60%
  - c. Low lexical density of around 40-50%. (Hidayat, 2015).

## CHAPTER IV

### RESEARCH FINDING

This chapter is going to deal with the finding and analysis of the research. This is possible to be done after the researcher completing the analysis. In this regard, the researcher has a English textbook (English Way) for grade IX of Junior High School published by Quadra.

There are four units of reading material which will analyze in this chapter. All of these reading texts are collected 16 reading texts from English textbook (English Way) for grade IX of Junior High School.

The following are the list of reading text titles which will be the data for analysis :

**Table 4 : Reading Text in Each Unit of 9<sup>th</sup> Grade**

| No. | Title of Reading Text             | Unit | Grade |
|-----|-----------------------------------|------|-------|
| 1   | How to Make Honey-Limeade         | 4    | IX    |
| 2   | How to Make Mushroom Chicken Soup | 4    | IX    |
| 3   | How to Make Fried Noodles         | 4    | IX    |
| 4   | Beauty and the Beast              | 7    | IX    |
| 5   | The Magic Candle                  | 7    | IX    |
| 6   | A Donkey and A Lapdog             | 7    | IX    |
| 7   | A Camel                           | 8    | IX    |

|    |                |   |    |
|----|----------------|---|----|
| 8  | An Eartquake   | 8 | IX |
| 9  | The Titanic    | 8 | IX |
| 10 | A Newspaper    | 8 | IX |
| 11 | Panda Bear     | 9 | IX |
| 12 | Eartquakes     | 9 | IX |
| 13 | A Tree         | 9 | IX |
| 14 | Volcanos       | 9 | IX |
| 15 | The Internet   | 9 | IX |
| 16 | A Mobile Phone | 9 | IX |

Based on the table , the researcher found sixteen of reading text from four units. The unit four consist of three reading texts, the unit seven consist of three reading texts, the unit eight consist of four reading texts, the unit nine consist of six reading texts.

#### 4.1 Genre in Reading Material in English Way Textbook for 9<sup>th</sup> Grade.

From all above reading texts, the researcher was classify some types of reading text from every unit as can be seen below :

**Table 4.1.1 : Genre in Each Unit of 9<sup>th</sup> Grade**

| No. | Title of Reading Text             | Genre     | Unit | Page | Grade |
|-----|-----------------------------------|-----------|------|------|-------|
| 1   | How to Make Honey-Limeade         | Procedure | 4    | 67   | IX    |
| 2   | How to Make Mushroom Chicken Soup | Procedure | 4    | 70   | IX    |
| 3   | How to Make Fried Noodles         | Procedure | 4    | 72   | IX    |

|    |                      |           |   |     |    |
|----|----------------------|-----------|---|-----|----|
| 4  | Beauty and the Beast | Narrative | 7 | 132 | IX |
| 5  | The Magic Candle     | Narrative | 7 | 134 | IX |
| 6  | A Donkey and Lapdog  | Narrative | 7 | 139 | IX |
| 7  | A Camel              | Report    | 8 | 150 | IX |
| 8  | An Eartquake         | Report    | 8 | 153 | IX |
| 9  | The Titanic          | Report    | 8 | 153 | IX |
| 10 | A Newspaper          | Report    | 8 | 157 | IX |
| 11 | Panda Bear           | Report    | 9 | 170 | IX |
| 12 | Eartquakes           | Report    | 9 | 171 | IX |
| 13 | A Tree               | Report    | 9 | 173 | IX |
| 14 | Volcanos             | Report    | 9 | 174 | IX |
| 15 | The Internet         | Report    | 9 | 175 | IX |
| 16 | A Mobile Phone       | Report    | 9 | 180 | IX |

Based on the table, researcher found there are three of reading texts into procedure text, there are three of reading texts into narrative text, there are ten of reading texts into report text.

**Table 4.1.2 : Total Number of Each Genre**

| No. | Genre            | Sum |
|-----|------------------|-----|
| 1   | Procedure Text   | 3   |
| 2   | Descriptive Text | -   |
| 3   | Recount Text     | -   |
| 4   | Narrative Text   | 3   |

|   |             |    |
|---|-------------|----|
| 5 | Report Text | 10 |
|---|-------------|----|

Based on the table, researcher found the total of genre in *English Way* textbook.

In *English Way* textbook, only consist there are three genres. They are procedure text, narrative text, and report text.

#### 4.2 Analysis of Lexical Density

To analyze the lexical density, this analysis was measure with counting the number of content word as a percentage of the total number of words. The researcher used the technique of marking kind of content words and grammatical function words in the sentence. The content words were marked in bold and underlined, and grammatical function words were marked in normal writing .

##### Text 1.

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

#### How to Make Honey-Limeade

##### Ingredients :

- ½ fresh lime
- 10-12 fresh mint leaves
- 3 teaspoons brown sugar
- 50 ml honey
- Soda water
- Mint spring garnish
- Some crushed ice

**Direction :**

1. **Cut** the **lime** into **wedges** and **place** them into a **glass**.
  2. **Add** the **brown sugar** and the **mint** and **crush** them **together using** the **base** of a **spoon**.
  3. **Add** the **honey** and **fill** the **glass** with **crushed ice**.
  4. **Stir well using** the **spoon** and **top** the **drink** with **more crushed ice**.
  5. **Fill** up with **soda water** and **finally garnish** with a **sprig** of **mint**.
  6. The **drink** is **ready to serve**.
2. Counting the number of content words and the number of grammatical function words.

Text 1 had 61 content word and 39 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{61}{61+39} \times 100$$

$$\text{Lexical Density} = \frac{61}{100} \times 100$$

$$\text{Lexical Density} = 61 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 1 had 61 % lexical density. It showed that text 1 had high lexical density.

**Text 2.**

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

**How to Make Mushroom Chicken Soup**

**Ingredients :**

- $\frac{1}{2}$  **boneless chicken breast**
- 4 **tbsp. sesame oil**
- 2 **cups chicken stock**
- 2 **tbsp. vinegar**
- $\frac{1}{4}$  **mushroom, quartered**
- 2 **tbsp. fresh parsley. Chopped**
- **Salt**, as **needed**

**Directions :**

1. **Firstly**, **slice** the **chicken breast meat thinly**.
2. **Then**, **boil** the **chicken stock** in a **pan**.
3. **Next**, **add** the **chicken** and the **mushrooms** into the **pan**.
4. When the **soup** is **boiling** and the **chicken** and the **mushrooms** have **floated** to the **surface**, **remove** the **pan** from the **heat**.
5. After that, **add** the **sesame oil** and **vinegar**.
6. **Taste** for **seasoning** and **add** some **salt** if **necessary**.
7. **Finally**, **pour** the **soup** into **individual bowls** to **serve** and **sprinkle** **parsley** on the **top** of the **soup**.

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

Text 2 had 69 content word and 47 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{69}{69+47} \times 100$$

$$\text{Lexical Density} = \frac{69}{116} \times 100$$

$$\text{Lexical Density} = 59.48 \%$$

4. Determine level of lexical density of the text.



Based on the result above, text 2 had 59.48 % lexical density. It showed that text 2 had normal lexical density.

### Text 3.

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

#### How to Make Fried Noodles

#### Things we need :

- Noodles
- Chicken
- Vegetables : carrot, onion, green pepper
- Vegetable oil
- Teriyaki sauce
- Salt

#### Directions :

1. Place the noodles in a large pot of boiling water, turn the heat low and cover it.
2. Dice and slice the chicken into half-inch pieces and deep fry them in an open skillet on high heat with eight cups of vegetable oil and a quarter cup of teriyaki sauce until it is cooked thoroughly. Then, empty the ingredients in the skillet into a large bowl.
3. Deep fry the vegetables in the oil teriyaki sauce they are cooked and brown. Empty all the ingredients in the skillet into the large bowl.
4. Drain and rinse the noodles. Cook them in an open skillet with a small amount of vegetable oil and a quarter cup of teriyaki sauce. When the oil and the sauce are no longer in the pan, empty the ingredients in the skillet into the large bowl.

5. **Add 1 tsp. of salt** and ½ **tsp. of pepper**. **Stir** all **ingredients** in the **bowl** until they are **mixed well**. **Serve immediately**.

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

Text 3 had 103 content word and 79 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{103}{103+79} \times 100$$

$$\text{Lexical Density} = \frac{103}{182} \times 100$$

$$\text{Lexical Density} = 56.59 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 3 had 56.59 % lexical density. It showed that text 3 had normal lexical density.

#### **Text 4.**

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

#### **Beauty and the Best**

**Once** upon a **time**, an **Enchanter** **turned** a **handsome prince** into a **terrible beast** when she **discovered** his **selfishness**. She **left** behind an **enchanted rose**. If the **prince** didn't **find true love** before the **last rose petal fell**, he would **remain** a **beast forever**.

In a village nearby, Belle lived with her father. More than anything, Belle wanted an adventure like those she read about in her beloved books. A hanghty neighbor named Gaston wanted to marry Belle, but she refused.

Belle thought he was a beastly bore, and Gaston didn't understand why she was always reading. "It's not right for a women to read", he said.

Belle's father, Mourice, was an inventor. His latest invention was an automatic wood chopper, which he was taking to contest at the country fair. "You'll win first prize!" Belle declared.

On his way to the fair, Maunce got lost in the woods. A pack of wolves chased him to the gates of a nearby castle. Not sure what he would find inside, Maurice entered the castle grounds cautiously. Mourice could never imagined the hideous beast that confronted him.

Thinking Maurice had come to start at him, the Beast was furios. Without mercy, he locked this unwanted visitor in the dungeon.

When her father's horse come home alone, Bell went in search of her father, and found him locked up. Belle begged the Beast for Maurice's freedom. "Take me instead," she offered.

The Beast agreed, making her promise to stay in the castle forever! On her first night, Belle met the castle servants. The spell cast by the Enchantress had turned them into enchanted objects!

They were funny, friendly, and treated Belle like a special guest. At dinnertime, Belle refused the Beast's invitation to join him, which made him road with frustration. He was anxious to end the spell and felt Belle was a sign of hope. Belle fled the castle, but was attacked by the same wolves that had chased her father. Risking his life, the Beast save Belle. In the days that followed, Bella began to see the goodness in the Beast.

The **Beast realized** he was in **love** with **Belle**. Because of his **love**, the **Beast let Belle returned home** to **see** her **father**. When **Gaston heard** her **speak fondly** of the **Beast**, he **grew jealous**, **stromed** the **castle**, and **stabbed** the **Beast**.

**Belle pulled** the **Beast** to **safety**. She **promised** to be **forever** with the **Beast**. As she **spoke** the **last rose petal fell** and the **Beast began** to **transform** into a **handsome prince**. The **enchanted** objects **turned back** into **humans**. **Belle** and the **prince married** and **lived happily ever** after.

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

Text 4 had 246 content word and 209 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{246}{246+209} \times 100$$

$$\text{Lexical Density} = \frac{246}{455} \times 100$$

$$\text{Lexical Density} = 54.06 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 4 had 54.06 % lexical density. It showed that text 4 had normal lexical density.

#### **Text 5.**

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

#### **The Magic Candle**

One day, a young wanderer got lost in the woods. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was craving. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. “In the castle not far from here,” said the old woman.

The wanderer, actually, was not a kind man. He did not return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, “I want to go far away from here.” Suddenly a genie appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So he lit the candle again and wished for some jewelry. He sold it to the guests and was soon making a lot of money.

The Princess came to buy some jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. “Would you marry me?” asked the wanderer.

“Yes!” the Princess answered.

Then, they got married the next day. In his happiness, the wanderer told the Princess about his adventure and the magic candle. Hearing that, the Princess got very angry. That night, she lit the candle and wished that the wanderer would disappear.

In the morning, the wanderer woke up and found himself back in his own ugly house in his village.

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

Text 5 had 131 content word and 127 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{131}{131+127} \times 100$$

$$\text{Lexical Density} = \frac{131}{258} \times 100$$

$$\text{Lexical Density} = 50.77 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 5 had 50.77 % lexical density. It showed that text 5 had normal lexical density.

#### Text 6.

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

#### A Donkey and A Lapdog

Once upon a time, there was a farmer who owned a little dog that he kept constantly by his side, and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling the wood or pulling the cart to market while the dog sleeps in our master's lap and eats from his plate!", the donkey grumbled. "Perhaps" he thought, "If I behaved like the dog, my master would reward me with the same life of ease"

That very night, the donkey crept out of the stable and went into the house where the farmer sat at supper. "First, I'll frisk about and chase my tail, just as the dog does," thought the donkey. And, he danced about the room, flinging up his hooves until the table toppled over and the dishes went flying.

“Now, I’ll sit on his lap!” said the donkey, and he put his hooves up on the master’s chair.

“Help! Save me from this mad beast!” the terrified farmer bellowed. Then, his servants came running and, with shouts and blows, drove the donkey back to the stable.

“I suppose I’m a fine donkey, “the donkey lamented,” but I’ll never be a lapdog!”

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

Text 6 had 107 content word and 115 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{107}{107+115} \times 100$$

$$\text{Lexical Density} = \frac{107}{222} \times 100$$

$$\text{Lexical Density} = 48.19 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 6 had 48.19 % lexical density. It showed that text 6 had lower lexical density.

### Text 7.

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

## A Camel

A camel is a large and strong animal which is commonly seen in the desert. There are two kinds of camels; the Arabian camel and the Bactrian camel. The first kind of camel has one hump and the second has two humps.

Camels are able to travel for great distances across hot and dry deserts with little food or water. They walk easily on the soft sand of the desert.

Camels are trained as a means of transportation for carrying people and loads on their backs. They are also used to serve the inhabitants of the desert in many other ways.

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

Text 7 had 49 content word and 54 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{49}{49+54} \times 100$$

$$\text{Lexical Density} = \frac{49}{103} \times 100$$

$$\text{Lexical Density} = 47.57 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 7 had 47.57 % lexical density. It showed that text 7 had lower lexical density.



### Text 8.

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

#### An Eartquake

An earthquake is one of the natural disasters that destroys certain areas significantly. One recently happened in Tasikmalaya, West Java Province. Earthquakes are caused by the sudden break of underground rock along a fault. This sudden break releases a huge amount of seismic wave energy. The ground will be shaken violently when this happens. When two plates or two blocks of rock are rubbing against each other, they are often stuck together, as they don't slide smoothly.

The rocks are not moving but still pushing against each other. After some time, the rocks will be broken loose due to all the pressure that's built up. When this occurs, an earthquake happens.

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

Text 8 had 59 content word and 54 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{59}{59+54} \times 100$$

$$\text{Lexical Density} = \frac{59}{113} \times 100$$

$$\text{Lexical Density} = 52.21 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 8 had 52.21 % lexical density. It showed that text 8 had normal lexical density.

### Text 9.

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

#### The Titanic

The Titanic was built in 1912. It was designed in a new way and it was thought to be unsinkable. Therefore, it did not have enough lifeboats for the passengers and crew.

The hull was damaged by a collision with a huge iceberg and the ship sank very quickly. A total of 1.513 people were drowned that day. Because of this disaster, a lot of magazines and newspaper more printed in many languages spreading the news, new international safety laws were passed and an ice patrol was established.

In 1985, the wreck was located on the sea bed and the ship was explored. Several successful films have been produced about the Titanic since then, the most recent was released in 1997.

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

Text 9 had 58 content word and 65 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{58}{58+65} \times 100$$

$$\text{Lexical Density} = \frac{58}{123} \times 100$$

$$\text{Lexical Density} = 47.15 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 9 had 47.15 % lexical density. It showed that text 9 had lower lexical density.

#### Text 10.

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

#### A Newspaper

A newspaper is a printed publication sold to the public and usually issued daily or weekly. It contains news, notices, and advertisements.

A large daily newspaper contains a variety of information. It gives information about foreign, national, and local affairs. Newspaper writers report developments in sports, society, finance, science, religion, education, culture, art, business or economy, and agriculture.

The publishing of newspaper is the editor's duty. The editor decides what should be printed, corrects mistakes, and decides the arrangement of the materials. A newspaper editor sometimes writes articles which are called editorials. He gives his opinion about issues in the editorials.

The news department gathers and edits the news. The head of the news department is the managing editor. Reporting to him are the city editor, news editor, telegraph or wire editor, and chiefs of the various departments or sections.

The **main source** of **income** for **most newspapers** is **commercial advertising**. Therefore, **advertising usually fills** about 50 to 70 **percent** of the **space** in **newspaper**.

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

Text 10 had 99 content word and 68 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{99}{99+68} \times 100$$

$$\text{Lexical Density} = \frac{99}{167} \times 100$$

$$\text{Lexical Density} = 59.28 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 10 had 59.28 % lexical density. It showed that text 10 had normal lexical density.

#### **Text 11.**

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

#### **Panda Bear**

The **giant panda**, also **known** as **panda bear** or **simply panda**, is a **bear native** to **south central China**. It is **easily recognized** by the **large, distinctive black patches** around its **eyes**, over the **ears**, and **across** its **round body**. The

name "giant panda" is sometimes used to distinguish it from the unrelated red panda.

Though it belongs to the order carnivore, the giant panda's diet is over 99% bamboo. Giant pandas in the wild will occasionally eat other grasses, wild tubers, or even meat in the form of birds, rodents, or carrion. In captivity, they may receive honey, eggs, fish, yams, shrub leaves, oranges, or bananas along with specially prepared food.

The giant panda has luxuriant black-and-white fur. The giant panda has a body shape typical of bears. It has black fur on its ears, eye patches, muzzle, legs, arms and shoulders. The rest of the animal's coat is white. The giant panda's thick, wooly coat keeps it warm in the cool forests of its habitat. Average adult weight is 100 to 115 kg. The giant panda's tail, measures about 10 to 15 cm. The giant panda typically lives around 20 years in the wild and up to 30 years in captivity.

The giant panda is a terrestrial animal and primarily spends its life roaming and feeding in the bamboo forests. Giant pandas are generally solitary. Each adult has a defined territory and a female is not tolerant of other females in her range. Social encounters occur primarily during the brief breeding season in which pandas in proximity to one another will gather. After mating, the male leaves the female alone to raise the cub.

Pandas communicate through vocalizations and scent markings such as clawing trees or spraying urine. They are able to climb and take shelter in hollow trees or rock crevices, but do not establish permanent dens. For this reason, pandas do not hibernate, which is similar to other subtropical mammals, and will instead move to elevations with warmer temperatures. Pandas rely primarily on spatial memory rather than visual memory.

The giant panda is a vulnerable species, threatened by continued habitat loss and habitat fragmentation, and by a very low birthrate, both in the wild and in capivity. The giant panda is among the world's most adored

and **protected rare animals**, and is one of the few in the **world** whose **natural inhabitant status** was **able** to **gain** a **UNESCO World Heritage Site designation**.

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

Text 11 had 238 content word and 173 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{238}{238+173} \times 100$$

$$\text{Lexical Density} = \frac{238}{411} \times 100$$

$$\text{Lexical Density} = 57.90 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 11 had 57.90 % lexical density. It showed that text 11 had normal lexical density.

#### **Text 12.**

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

#### **Eartquakes**

**Earthquakes often happen** around us. **Earthquakes** are the **vibrations caused** by **rocks breaking under stress**. The **underground surface** along which the **rock breaks** and **moves** is **called** a **fault plane**. **Earthquakes** are **tard** to

predict. It can range in size from those that are so weak that they cannot be felt to those violent enough to toss people around and destroy the whole cities.

Actually there are three kinds of earthquakes. These three kinds of earthquakes are: (1) Tectonic earthquakes, which happen movement while earth's crust rocks break because of the geological strength created by movement of the earth's plates, (2) Volcanic earthquakes, which happen in conjunction with volcanic activity, (3) Explosive earthquakes, which are collapses that result from small earthquakes occurring in underground mines and caverns.

The size or magnitude of an earthquake is calculated by measuring the amplitude of the seismic waves recorded on a seismograph and determining the distance of the seismograph from the earthquake. These are put into a formula which converts them to a magnitude, which is a measure of the energy released by the earthquake. For every unit increase in magnitude, there is roughly a thirty-fold increase in the energy released. For instance, a magnitude 6.0 earthquake releases approximately 30 times more energy than a magnitude 5.0 earthquake, while a magnitude 7.0 earthquake releases approximately 900 times (30x30) more energy than a magnitude 5.0.

A magnitude 8.6 earthquake releases energy equivalent to about 10 000 atomic bombs of the type developed in World War II. Fortunately, smaller earthquakes occur much more frequently than large ones and most cause little or no damage.

Earthquake magnitude was traditionally measured on the Richter scale. It is often now calculated from seismic moment, which is proportional to the fault area multiplied by the average displacement on the fault. The focus of an earthquake is the point where it originated within the Earth. The earthquake epicenter is the point on the Earth's surface directly above the focus.

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

Text 12 had 165 content word and 164 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{165}{165+164} \times 100$$

$$\text{Lexical Density} = \frac{165}{329} \times 100$$

$$\text{Lexical Density} = 50.15 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 12 had 50.15 % lexical density. It showed that text 11 had normal lexical density.

#### Text 13.

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

#### A Tree

A **tree** is a **type** of **tall plant** with a **wooden trunk** and **branches** that **lives** for many **years**. We can **find trees mostly** in a **forest**. A **tree consists** of some **parts**; those are **roots**, a **trunk**, **branches**, **twigs**, and **leaves**.

**Roots** are the **part** of a **tree** which is **underground**. A **tree needs** the **roots** for **searching** for **food** and **water** from the **soil** to **feed** all **parts** of the **tree**. Besides, the **roots** also **function** to **anchor tree** in the **soil** and to **hold** the **tree upright** against the **force** of **strong winds**.



**Roots** are **classified** into two **main shapes**; those are the **tap root** and the **fibrous** ones. The **tap root** is the **main** one that **grows straight downward**. While the **fibrous roots** are those that **grow downward** and **outward** from the **base** of the **trunk**. The **fibrous roots** are **tiny** and **thin** like **strings**.

The **trunk** is the **thick wooden main stem** of a **tree**. Its **main job** is to **carry water** and **dissolved materials** from the **roots** to the **leaves, flowers,** and **fruits** of the **tree**. The **trunk** also **supports** the **branches** and the **twigs** on which the **leaves, flowers,** and **fruits grow**.

The **leaves** are the **food factories** of a **tree**. They **make sugar** from the **water** and **carbondioxide** with the **help** of the **sunlight**. The **energy** from the **sunlight** is **absorbed** by the **chlorophyll** of the **leaves** for the **photosynthesis processes**.

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

Text 13 had 114 content word and 127 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{114}{114+127} \times 100$$

$$\text{Lexical Density} = \frac{114}{241} \times 100$$

$$\text{Lexical Density} = 47.30 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 13 had 47.30 % lexical density. It showed that text 13 had lower lexical density.

#### Text 14.

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

#### Volcanos

A volcano is an opening in the earth's surface or crust, which allow hot, molten rocks, ash and gases to escape from below to the surface. Volcanic activity involving the extrusion of rock tends to form mountains or features like mountains over a period of time.

Volcanoes are generally found where tectonic plates are diverging or converging. A mid-oceanic ridge has examples of volcanoes caused by "divergent tectonic plates" pulling apart; the Pacific Ring of Fire has examples of volcanoes caused by "convergent tectonic plates" coming together. By contrast, volcanoes are not usually created where two tectonic plates slide past one another.

Volcanoes can also form where there is stretching and thinning of the Earth's crust (called "non-hotspot intra plate volcanism"), such as in the African Rift Valleys, the Wells Gray-Clearwater volcanic field and the Rio Grande Rift in North America.

A volcanic event occurs when there is a sudden or continuing release of energy caused by near surface or surface magma movement. The energy can be in the form of earthquakes, gas-emission at the surface, the release of heat (geothermal activity), the explosive release of gases, and the non-explosive extraction or intrusion of magma. A volcano may erupt many times during its lifetime.

A volcanic event can be destructive and non-destructive. The destructive event usually occurs when magma is sticky and contains a lot of gas. Hot debris particles are expelled during violent explosions. Heavier pieces land near the crater and lighter pieces can be carried by the wind of hundreds

of **miles**. The **non-destructive type occurs** when the **magma** is **more fluid** and **contains less gases**. The **solids** or **magma rocks** and **lava cools** on its **slope**.

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

Text 14 had 170 content word and 115 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{170}{170+115} \times 100$$

$$\text{Lexical Density} = \frac{170}{287} \times 100$$

$$\text{Lexical Density} = 59.23 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 14 had 59.23 % lexical density. It showed that text 14 had normal lexical density.

#### **Text 15.**

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

#### **The Internet**

The **Internet**, **sometimes called simply** “the **Net**,” is a **worldwide system** of **computer networks** - a **network of networks** in which **users** at any one **computer** can **get information** from any other **computer**. It was **conceived** by the **Advanced Research Projects Agency (ARPA)** of the **U.S. government** in 1969 and was first **known** as the **ARPANet**. The **original aim** was to **create** a

network that would allow users of a research computer at one university to “talk to” research computers at other universities.

Today, the Internet is a public, cooperative and self-sustaining facility accessible to hundreds of millions of people worldwide. Physically, the Internet uses a portion of the total resources of the currently existing public telecommunication networks. Technically, what distinguishes the Internet is its use of a set of protocols called TCP/IP (for Transmission Control Protocol/Internet protocol). Two recent adaptations of Internet technology, the intranet and the extranet, also make use of the TCP/IP protocol.

The most widely used part of the Internet is the World Wide Web (often abbreviated “WWW” or called “the Web”). Its outstanding feature is hypertext, a method of instant cross-referencing. In web sites, certain words or phrases appear in text of a different color than the rest; often this text is also underlined. When you select one of these words or phrases, you will be transferred to the site or page that is relevant to this word or phrase. Sometimes there are buttons, images, or portions of images that are “clickable.” If you move the pointer over a spot on a Web site and the pointer changes into a hand, this indicates that you can click and be transferred to another site.

The Internet has continued to grow and evolve over the years of its existence. IPv6, for example, was designed to anticipate enormous future expansion in the number of available IP addresses. In a related development, the Internet of Things (IoT) is the burgeoning environment in which almost any entity or object can be provided with a unique identifier and the ability to transfer data automatically over the Internet.

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

Text 15 had 182 content word and 170 grammatical function word.

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

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

$$\text{Lexical Density} = \frac{182}{182+170} \times 100$$

$$\text{Lexical Density} = \frac{182}{352} \times 100$$

$$\text{Lexical Density} = 51.70 \%$$

4. Determine level of lexical density of the text.

Based on the result above, text 15 had 51.70 % lexical density. It showed that text 15 had normal lexical density.

#### Text 16.

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

#### A Mobile Phone

A mobile phone (also known as a wireless phone, cell phone, or cellular telephone) is a very small portable radio telephone.

The first mobile phone networks were created in the late 1970s in Japan. A cell phone combines technologies, mainly telephone, radio, and computer. Cell phones work as two-way radios. They send electromagnetic microwaves from base station to base station. The waves are sent through antennas. This is called wireless communication.

There are different kinds of phones. A flip phone flips open, and is best for calling. A bar phone is shaped like a candy bar, and the keys and screen are on one face. A slate phone is a phone that has almost no buttons, and uses a touchscreen. Most smartphones are slates. A slider phone slides on rails. It

can **slide** out **number keys** or a **mini keyboard**, but some do **both**. A **swivel spins** on an **axle**.

Many 21<sup>st</sup> **century mobile phones** are **smartphones**. These **phones** can be **used** for **email**, **browsing** the **internet**, **playing music** and **games**, and many other **functions** that **computers** can **perform**. In this **because mobile phones basically** are **small computers**. **Older phones** also **used computer technology**, but **lacked** many of the **components** of a **computer** that were too **big** to **fit** into a **phone**. **Modern phone makers** have been **able** to **use smaller components**. **Most smartphones** are also **GPS receivers** and **digital cameras**.

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

Text 16 had 133 content word and 102 grammatical function word.

- Counting the portion of lexical density by employing the following formula :

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

$$\text{Lexical Density} = \frac{133}{133+102} \times 100$$

$$\text{Lexical Density} = \frac{133}{235} \times 100$$

$$\text{Lexical Density} = 56.59 \%$$

- Determine level of lexical density of the text.

Based on the result above, text 16 had 56.59 % lexical density. It showed that text 16 had normal lexical density.

### 4.3. Discussion

#### 4.3.1 Genre of Reading Text

Table 4.3.1 : Genre of reading text

| No | Title of Reading Text             | Genre     |
|----|-----------------------------------|-----------|
| 1  | How to Make Honey-Limeade         | Procedure |
| 2  | How to Make Mushroom Chicken Soup | Procedure |
| 3  | How to Make Fried Nodles          | Procedure |
| 4  | Beauty and The Beast              | Narrative |
| 5  | The Magic Candle                  | Narrative |
| 6  | A Donkey and A Lapdog             | Narrative |
| 7  | A Camel                           | Report    |
| 8  | An Eartquake                      | Report    |
| 9  | The Titanic                       | Report    |
| 10 | A Newspaper                       | Report    |
| 11 | Panda Bear                        | Report    |
| 12 | Eartquakes                        | Report    |
| 13 | A Tree                            | Report    |
| 14 | Volcanos                          | Report    |
| 15 | The Internet                      | Report    |
| 16 | A Mobile Phone                    | Report    |

Based on the table, researcher found there are three of reading texts into procedure text, there are three of reading texts into narrative text, there are ten of reading texts into report text.

*Question 1* from formulation of the research: What kind of genre contained in the reading material in English textbook content (English Way) published by QUADRA for grade IX students of Junior High School?

Genre contained in reading material in English textbook content (English Way) published by Quadra for grade IX students of Junior High School, there are three genre. They are : Procedure , Narrative, and Report. In *English Way* textbook, there are sixteen of reading texts. The reading text of procedure, there are three texts. The reading text of narrative, there are three texts. The reading text of report text , there are ten texts.

#### 4.3.2. Lexical Density of Reading Text.

In addition, the researcher analyzed the lexical density. After analyzing, the researcher concluded as below :

**Table 4.3.2.1 : Lexical density of reading text**

| No | Title of Reading Text     | Genre     | Unit | Page | CW | GFW | LD (%) |
|----|---------------------------|-----------|------|------|----|-----|--------|
| 1  | How to Make Honey-Limeade | Procedure | 4    | 67   | 61 | 39  | 61     |



|    |   |           |   |     |     |     |       |
|----|---|-----------|---|-----|-----|-----|-------|
| 2  | How to Make<br>Mushroom<br>Chicken Soup | Procedure | 4 | 70  | 69  | 47  | 59.48 |
| 3  | How to Make<br>Fried Nodles             | Procedure | 4 | 72  | 103 | 79  | 56.59 |
| 4  | Beauty and The<br>Beast                 | Narrative | 7 | 132 | 246 | 209 | 54.06 |
| 5  | The Magic<br>Candle                     | Narrative | 7 | 134 | 131 | 127 | 50.77 |
| 6  | A Donkey and<br>A Lapdog                | Narrative | 7 | 139 | 107 | 115 | 48.19 |
| 7  | A Camel                                 | Report    | 8 | 150 | 49  | 54  | 47.57 |
| 8  | An Eartquake                            | Report    | 8 | 153 | 59  | 54  | 52.21 |
| 9  | The Titanic                             | Report    | 8 | 153 | 58  | 65  | 47.15 |
| 10 | A Newspaper                             | Report    | 8 | 157 | 99  | 68  | 59.28 |
| 11 | Panda Bear                              | Report    | 9 | 170 | 238 | 173 | 57.90 |
| 12 | Eartquakes                              | Report    | 9 | 171 | 165 | 164 | 50.15 |
| 13 | A Tree                                  | Report    | 9 | 173 | 114 | 127 | 47.30 |
| 14 | Volcanos                                | Report    | 9 | 174 | 170 | 115 | 59.23 |
| 15 | The Internet                            | Report    | 9 | 175 | 182 | 170 | 51.70 |
| 16 | A Mobile Phone                          | Report    | 9 | 180 | 133 | 102 | 56.59 |

CW = Content Words

GFW = Grammatical Function Words

LD = Lexical Density

**Table 4.3.2.2 Qualification of Lexical density level**

| No | Title of Reading Text             | Qualification Of Lexical Density |                     |                    |
|----|-----------------------------------|----------------------------------|---------------------|--------------------|
|    |                                   | High<br>(60%-70%)                | Normal<br>(50%-60%) | Lower<br>(40%-50%) |
| 1  | How to Make Honey-Limeade         | √                                |                     |                    |
| 2  | How to Make Mushroom Chicken Soup |                                  | √                   |                    |
| 3  | How to Make Fried Nodles          |                                  | √                   |                    |
| 4  | Beauty and The Beast              |                                  | √                   |                    |
| 5  | The Magic Candle                  |                                  | √                   |                    |
| 6  | A Donkey and A Lapdog             |                                  |                     | √                  |
| 7  | A Camel                           |                                  |                     | √                  |
| 8  | An Eartquake                      |                                  | √                   |                    |
| 9  | The Titanic                       |                                  |                     | √                  |
| 10 | A Newspaper                       |                                  | √                   |                    |
| 11 | Panda Bear                        |                                  | √                   |                    |
| 12 | Eartquakes                        |                                  | √                   |                    |
| 13 | A Tree                            |                                  |                     | √                  |
| 14 | Volcanos                          |                                  | √                   |                    |
| 15 | The Internet                      |                                  | √                   |                    |
| 16 | A Mobile Phone                    |                                  | √                   |                    |

Based on the table, from sixteen of reading texts, researcher found total of Lexical density level in *English Way* textbook. From sixteen of reading texts, there are four reading texts of lower lexical density level, there are eleven reading texts of normal lexical density level, and there are only one reading text of high lexical density level.

*Question 2* from the formulation of research : What is the lexical density of reading material in English textbook content (*English Way*) published by QUADRA for grade IX students of Junior High School?

From the table above, there are sixteen of reading texts. There are four reading text included into lower lexical density, eleven reading texts included into normal lexical density, and only one reading text included into high lexical density, most of them have normal lexical density. It means that the text are normal and not difficult to be understand.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

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

1. The researcher found that the *English Way* textbook contained three genres. They are procedure, narrative, and report. The dominant text on this book is report text. The researcher found ten of report texts. Furthermore, the researcher found three of procedure texts, and also three of narrative texts in this book.
2. The researcher analyzed the lexical density. The researcher analyzed sixteen of reading texts to analysis the lexical density. After analyzing, the researcher concluded as follow : Text 1 was included into high lexical density, Text 2 was included into normal lexical density, Text 3 was included into normal lexical density, Text 4 included into normal lexical density, Text 5 included into normal lexical density, Text 6 included into lower lexical density, Text 7 included into lower lexical density, Text 8 included into normal lexical density, Text 9 included into lower lexical density, Text 10 included into normal lexical density, Text 11 included into normal lexical density, Text 12 included into normal lexical density,

text 13 included into lower lexical density, Text 14 included into normal lexical density, Text 15 included into normal lexical density, Text 16 included into normal lexical density. From the explanation, there are four of reading texts included into lower lexical density, eleven of reading texts included into normal lexical density, and only one of reading text included into high lexical density. So, it means that the text are normal and not difficult to be understand.

## 5.2 Suggestion

After explained the conclusion, then the researcher present some suggestions as follow :

1. The researcher was finished analyzed the genre and lexical density in reading text. It give little explanation about genre and lexical density. So, this research can be used as comparison for another study which is related to the genre and lexical density.
2. For the other researcher, they can used this research to present the textbook with knowing porportion between content words and grammatical function words of lexical density in order the students can understanding about the reading text.
3. For the English teachers, they can apply the result of this research as feedback on their teaching activities, can help the teachers to improve their knowledge and experience in choosing appropriate book, so that the students are better in reading skill.

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