

An Analysis Lexical Density of English Reading Text in SMA Swasta Imelda Medan

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ABSTRACT

The objectives of the study was to find out the lexical density for lexical items and the dominant kind of lexical items in reading text of the second grade of SMA IMELDA SWASTA MEDAN. This study was conducted by mixed method. This study was done by analysing ten (10) reading text from the “*Bahasa Inggris*” textbook. The result of analysis showed that : (1) seven texts (7) were categories medium $\geq 50\%$ lexical density. It meant that the text was easy to understand by students and three (3) texts were low $\leq 50\%$ lexical density that means the text was easiest to understand in teaching reading. And there was no high lexical density that found in text, it refers there is no text that include the difficult text for students (2) the dominant kinds of lexical items that found in every text was noun (48.0%). It meant noun was more use in every text because noun is easy to include new word. The writer concludes that the textbook are suitable for students. The writer was suggested that the teacher can choose the appropriate teaching reading strategy to improve students’ reading comprehension

Keywords: : *Lexical Density, Lexical Items, Reading Text, Textbook*

Introduction

English has four skills to learn, those are listening, reading, writing and speaking. Those skills are important to be mastered without ignoring each other. For most of English as language learners, reading has important role because by reading, the students will be able to understand the reading materials that want to learn. Reading is considered as an effective mean to acquire information from many literature sources. Through this step, it can develop the memory, comprehension, and more knowledge for example when the people study textbook, article, short story, and even a novel

Textbook is one sources that very important because it provides information and knowledge for students. As the source of knowledge, text book has an important role in teaching learning process. When the student get difficultly to understand the content of the textbook especially in reading text, the student will be hard to get the knowledge of the text book. Textbook usually consist of reading text content with some genre of English text that the students have to understand the text. In English subject usually facilitate text to improve their knowledge about reading material to improve the students’ need.

Nowdays, every student should be able to understand every reading materials in text book which is covered in the curriculum of unit level of education. In curriculum, reading materials

should be relevant to the students need. One of the students’ needs is to understand or comprehend the text based on the situation given in teaching reading .

Teaching reading in classroom, usually there are some long text or dense text which make students are hard to understand the content of the text and understand the information about text and some of students tent to be bored when the reading text are too long because the student have not understand the content of the text. It can make teaching learning process can not go well. Actually, the difficult text must have more lexical density because the more lexical density especially lexical items. Density is mean with which the information is presented.

Ure (1971:445) stated that lexical density is a number of lexical item as the proportion of running words. Futhermore, Halliday explain that lexical items are major content word which carry information. He states that written language displays a much higher ratio of lexical items than spoken language. It means that the complexity of spoken language is in grammatical configuration while the written language or text is in lexical configuration. That’s why density becomes one the reason that makes the student gets difficulties in comprehending the text.

The density of text is often unavaliable for the students’ level. Sometimes, the students who are at the first level of Senior High School get a

text that has most lexical items which make the students difficult to understand the text. The amount of lexical items in a text can influence the length of a text and measure the level of difficulty the student has. The lexical items are known as an open system in which one word can have more than one meaning.

The proportion between the lexical items and grammatical items in the text certainly will determine the difficulty of text. Through the lexical density of the text, teacher can know whether the text is easy or difficult for the students. So, the teacher can decide which appropriate strategy can be applied in reading text based on the complexity of the words especially lexical items to make the students learn the book easily, because the easy text is formed with more grammatical while the difficult text is formed with more lexical items. So the writer wants to know the lexical density for lexical items that presented in the text book that used by school and what kind the dominant lexical items that found in the textbook.

There are four materials in English textbook which is speaking, reading, writing, listening materials. The scope of this study is focused in reading. Reading is one of skill that should be mastered in teaching learning, because reading effective to get information from many literature sources. Linse & Nunan (2005 : 69) stated that reading is set of skills that involves making sense and deriving meaning from the printed word. In order to read, reader must be able to decode (sound out) the printed code and also comprehend what the reader read. As a skill, reading is one of important skills that has to be mastered by students in Senior High School to enable the students' master reading activity. The teacher should provide materials in teaching learning process

In reading section, the students reading material usually consist of text and exercise. Text is used as source of information for students while answering the exercise. The exercise made to measure the students' comprehension of the content of the text. In teaching learning process the reader often found that the lesson presented in the form of text. Text is source of information to reader doing. Knapp and Witkins (2005: 14) stated that text can be a thing in itself that can be recorded, analyzed, and discussed. Moreover, text can be defined as a original word of something written, printed, or spoken, in contrast to a summary or paraphrase. Widdowson (2004:8) says that text is its product. Texts can come in all shapes and sizes: they can correspond in extent with any linguistic unit: letter, sound, word,

sentence, combination of sentences

In learning teaching reading material is usually in form of text which use to teach reading like pronouncing words, comprehending the context of the text, getting the vocabulary and also understanding of grammar. Through the text, the students can get information and knowledge. The text usually provides in some form types of text. According to Pardiyo (2007 : 31) there are several types of text in writing they are: narrative, explanation, recount, descriptive, report, exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genre.

In teaching and learning, there are some media which is used to facilitate the teacher and student in the process of teaching and learning. One of them is a textbook. Ur (1999:79) says that text book provides text and learning task which are likely to be of an appropriate level for most of the class. Harmer (1998 :117) states that good English textbook have a range of reading and listening material and workbook. Textbook have dependable teaching sequence and offer teacher something to fallback on when the textbook run out of ideas. Textbook must be measuring that allows it to look forward and back, giving chance, to prepare for what is coming to review what the book have done. So text book is the tools to provide text for learning teaching process. In the teaching learning process, text book is a kinds of instructional materials that used in learning and support the process teaching learning in classroom between student and teachers. Cunningsworth (1995 : 7) mentions the roles of materials in the textbook in language teaching, these include following: 1. a resource for presentation materials (spoken and written). 2. a resource of activities for learners practice and communicative interaction, 3. a reference source for learners on grammar, vocabulary, pronunciation, and so on, 4. a source of stimulation and ideas for classroom activities, 5. a syllabus (where they reflect learning objectives that have already been determined), 6. a support for less experienced teachers who have yet to gain in confidence.

A textbook is important to supporting teaching instrument in the classroom. Text book in Indonesia has various kind that are published by some publisher. The writer used the text book "Bahasa Inggris" for second grade of SMA SWASTA IMELDA.

The senior high school is a high level of student in the school. As the high level of information or topic of English language to be mastered. For the students of Senior High

School, the English text book should be ready and appropriate for them be able to get involved in communication of using English, spoken as well as written in accessing information especially in reading text, the students are able to comprehend the text. The proportion between the lexical items and grammatical items in the text certainly will determine the difficulty of text. Through the lexical density of the text, teacher can know whether the text is easy or difficult for the students.

Lexical density is a term that is used in the text analysis. Lexical density consist teo there are lexical items and grammatical items. Lexical items are noun, verb, adverb, adjective and grammatical itemsare auxiliary verb, modals, pronoun,preposition, determiner and conjunction. The lexicaldensity is a measure to find out how many lexical items such as nouns, verbs, adjectives, and adverbs used in the text. Thornbury and Slade (2006:44) state that lexical density is a measure of the ratio of the text's content word to its function words. It is quite different with Johansson (2008:65) in his article states that lexical density is the term which is most often used for describing the proportion of content word (noun, verb,adjectives and adverb) to the total number of words.

Moreover, Sholichatun (2011:25) as quoted by Nesia in a journal article states that a high lexical density measures of around 60–70%, quite lexical density measures of around 50-60%, and a lower lexical density measures of around 40-50%.According toUre (1971:445) a word is only orthographic, and lexical items such as “turn out” is counted as two separated word: “ turn” is a lexical word , while “ out “ is a non lexical word. It can be regarded that lexical word belong to the open class and non lexical word belong to the close class. In addition to that the method is used to described the percentage of lexical words. All the word are calculated and a single word in the text is treated as an orthographic word and the total number of lexical word are arranged in a relation to each other to accomplish lexical density. There are two ways to measure lexical density in a text. Those are from Halliday's formula and Ure's formula. In this studywriter prefer uses Ure's formula because he makes the formula is easy and clearly to calculate.

Method

In conducting the study, the writer used

mixed method. According Creswell (2009: 23) “ mixed method is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two form of data , the using distinct design that may involve philosophical assumption and theoretical framework. This study applied mixed methods which combine both quantitative and qualitative study. In mixed method , the writer used the explanatory sequential design to collect the data. It consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The data of this study were taken from reading book of SMA SWASTA IMELDA MEDAN for the second grade. It was consisted ten reading text in two semesters.In collecting data , the writer chose the reading text book before analyzing the lexical density on reading text focus on textbook for second grade of Senior High School. In doing the study, the writer needed some references that related to the study. The data was collected by looking for any materials related with this study from internet and library. The procedures of collecting data is reading,classifying, deciding the text that was analyzed. The analysis included the lexical density of reading text for this study, lexical density measured by the formula that use to know the lexical density , as following :

$$\text{lexical density} = \frac{\text{number of lexical item}}{\text{total number of words}} \times 100\%$$

Actually there are some formula to measure proportion of lexical density in text. It can be expressed either by proportion of content word per total word (Ure,1971) or as ration of the amount lexical words per clause (Halliday,1985), but the writer used Ure's formula because he makes the formula easy to calculate.Data triangulation is most complex of qualitative research. There are some part of triangulation techniques namely : interview , transcript, recording , vidio data,or information for documents. Through this technique, the writer was collected the data by using document to analyzed the lexical density in textbook and interview to ask the teacher about the textbook. The data was collected at the first and second semester. The writer looked some book related to the study to collect the data. The book helped the writer to analyze the lexical density in the “Bahasa Inggris”

In his study, the writer uses the trianggulation to know validity trough the convergence of information from differnet sources. Triangulation is most complex of qualitative research. There are some part of triangulation techniques namely : interview, transcript, recording , vidio data,or information for documents. Through this

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Findings and Discussion

After analyzing all reading texts, there were some findings that the dominant lexical items form find in the reading text is noun which followed by verb, adjective and adverb. The percentage that found for all the text in the textbook: Noun was” 48.0 %, Verb was” 27.8%, Adjective was “14.0%”, adverb was”10.2%”. It means that noun was dominant (48.0%) in the reading text because noun include open class. it means that noun possibility easy to include new members of class. The result of lexical density analysis as follows: text 1 gains 54 %,text 2 gains 48 %,text 3 gains 58%, text 4 gains 46%, text 5 gains 52%, text 6 gains 50 %, text 7 gains 52 %, text 8 gains 48%,text 9 gains 54%,text 10 gains 56 %. From the result 7 text are categories

first and secondsemester. The writer looked some book related to the study to collect the data. The book helped the writer to analyze the lexical density in the “*Bahasa Inggris* “ textbook medium lexical density with $\geq 50\%$ and 3 text are categories lowest lexical density with $\leq 50\%$. It means that the category medium lexical density is easy enough to understand by students for the second grade of SMA IMELDA MEDAN. while, the low categories are easiest to comprehend the text, and there is no text that had high lexical density. it means there is no text refer to difficult text to understand by students.The” *Bahasa Inggris* “Textbook are suitable for students, Although most of students still lack vocabulary the teacher ask the students to bring dictionary to improve the students’ vocabulary. And in teaching learning process, the teacher uses varieties method or strategy to help students’ reading comprehension.

Table 1
The Recapitulation Lexical Items

No	Title	Types of Lexical Items				Total Lexical Items
		N	V	Adj	Adv	
1	GW	76	31	25	10	142
2	LW	41	27	19	16	103
3	EQ	62	16	23	13	114
4	TEF	167	181	63	60	471
5	BLY	175	110	71	38	394
6	PSI	127	43	46	27	243
7	VAP	278	117	60	48	503
8	LTG	249	182	54	61	546
9	TLL	233	181	75	59	548
10	LTKHD	244	68	42	20	374
Total		1652	956	478	352	3648
Percentage		48.0 %	27.8 %	13.9 %	10.2 %	

Table 2
The Recapitulation Lexical Density

No	Text	Lexical Item	Total word	% Lexical density	Categories Lexical density		
					low	Middle	High
1	Text 1	142	262	54%		√	
2	Text 2	103	214	48%	√		
3	Text 3	114	196	58%		√	
4	Text 4	471	1013	46%	√		
5	Text 5	394	757	52%		√	
6	Text 6	143	485	50%		√	
7	Text 7	503	959	52%		√	
8	Text 8	546	1021	48%	√		
9	Text 9	548	1000	54%		√	
10	Text 10	374	667	56%		√	

Conclusion

Lexical density especially for lexical items in reading text in second grade of SMA IMELDA Medan,The dominant lexical items form find in the reading text is noun (48.0%).It means that noun was dominant in the reading text because noun include open classwhich is noun possibility easy to include new members ofclass.in the textbook 7 texts are

medium categories with $\geq 50\%$ and 3 text are low lexical density categories with $\leq 50\%$. It means the text are easily to understand by students. There is no high lexical density or difficult text to the students. So, textbook are suitable for the teaching learning process in SMA IMELDA MEDAN

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