



**ANALYZING LEXICAL DENSITY OF READING TEXTS IN THE
ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019



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Composed to Fulfill the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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MOTTO

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”

(Dr. Seuss)



DEDICATION

This thesis is honorably dedicated to :

1. My beloved Parents: Sutikno and Tatik Arlita
2. My beloved Grandmother, Mrs. Dahlia
3. My beloved Sister, Sofi Aliyatul Himah, S.Ked
5. My beloved HTSL Group: Kholufah, Amar, Rofiq, Bayu, Zainul, Sulton, Sigit, Martha, Aiman, Aulia, Elva, Anggre, Bintang, Ulin.
6. My beloved Girlfriend, Ingg Dias Astri, S.Farm

STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, September 2019
The writer,

Dimas Arif
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CONSULTANTS' APPROVAL

**ANALYZING LEXICAL DENSITY OF READING TEXTS IN THE ELT
TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS

Composed to Fulfill one of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

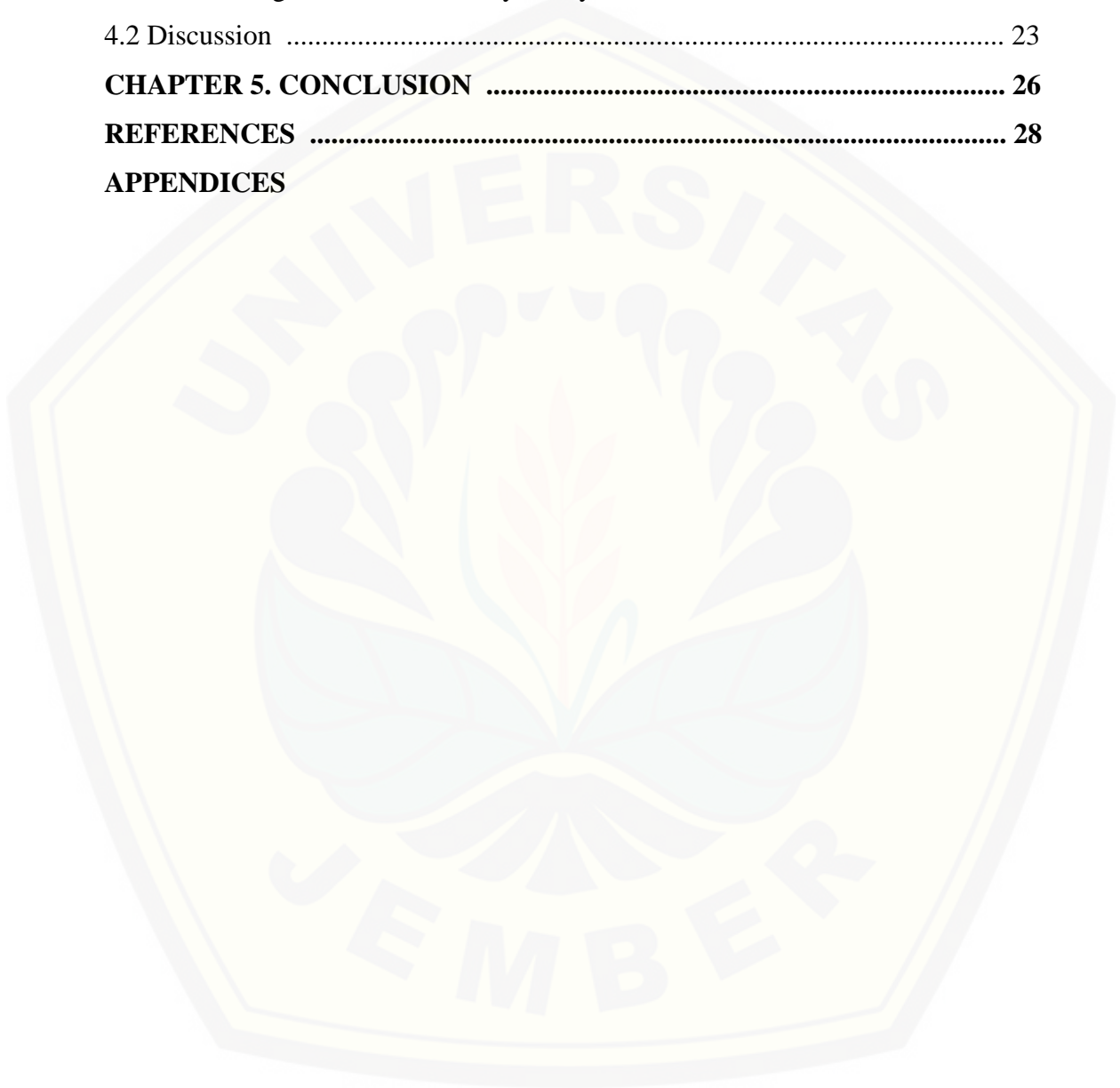
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The Writer

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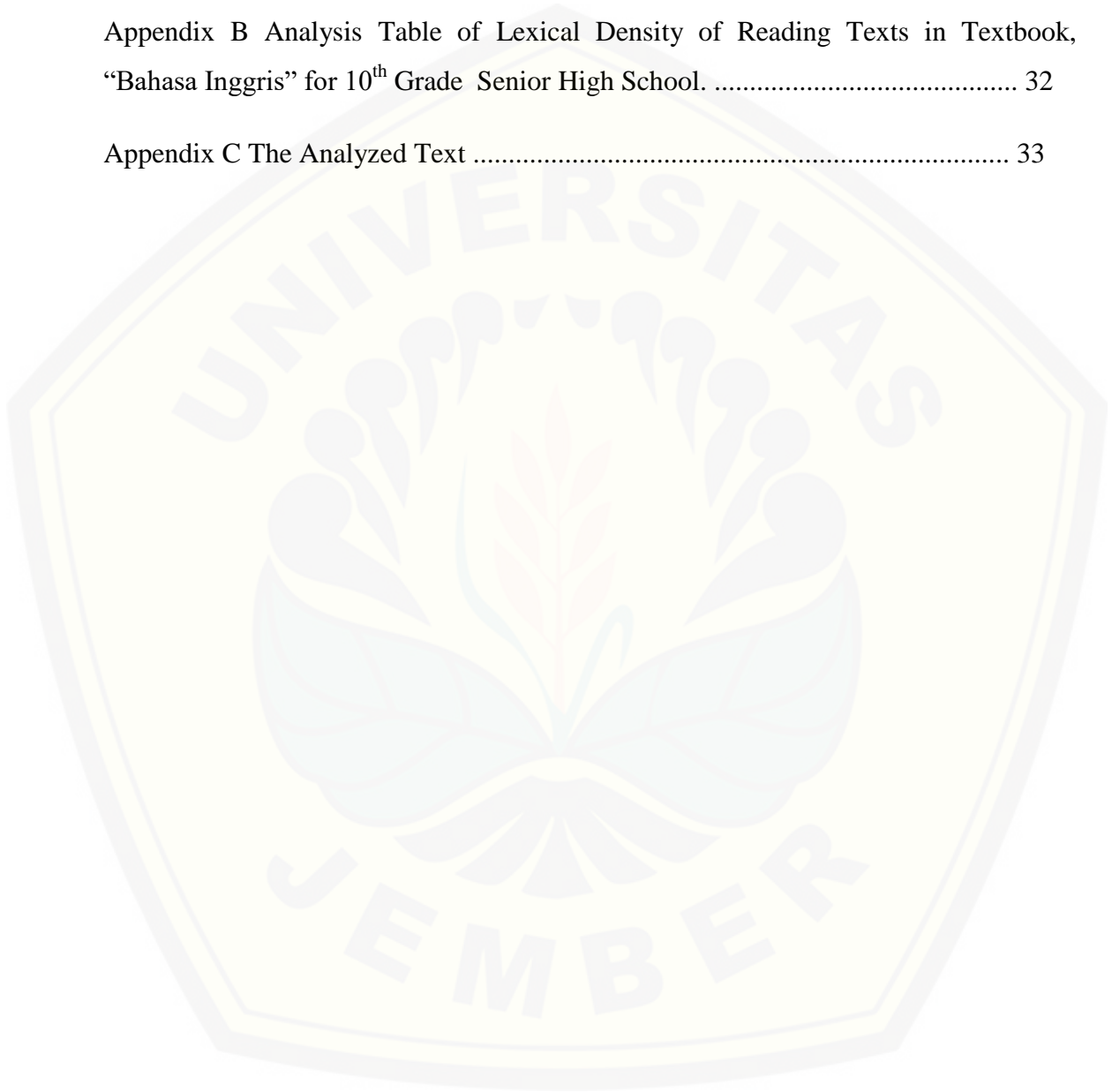
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SUMMARY

Analyzing Lexical Density of Reading Texts in The ELT Textbook for Senior High School Students; Dimas Arif, 150210401066; 2019; pages 55; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Reading is an interactive process that goes on between the author, the reader and the text. In the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was (murcia, 2000). In teaching learning process of reading, the lessons are typically represented in the form of texts which consists of vocabulary. In this case, the teachers should provide the appropriate textbook to be applied in teaching learning process.

Therefore, analyzing the content of the textbook is needed by teachers, supervisors or material developers to make judgements about the effect of materials when the students use them. Some students have difficulties in comprehending the texts because the material might not be understandable when it is not served in their level. The textbook with lower lexical density are more understandable for students than textbook which has long sentences and higher lexical density (Ramadhan, 2017). Nunan (1993:11) claims that lexical density referred to the number of lexical content of function words per clause. It measures the proportion of content words in a sentence or text. According to Haspelmath (2001), content words classes are generally open and they tend to have a specific or concrete meaning. Those words which were included in content words are nouns, verbs, adjectives, and adverbs. By contrast, grammatical function word classes are generally closed and small and they tend to have abstract or no meaning at all. grammatical function words are determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs. Moreover, Sholichatun (2011:25) states that a high lexical density is around 60–70%, moderate lexical density measures is around 50-60%, and a lower lexical density is

around 40-50%. Therefore, teachers need to be able to analyze the lexical density of the textbook to provide a suitable book which has the right level for the students.

Based on the analysis result, I found 10 texts in the textbook for the tenth grade senior high school students. 5 texts are categorized as lower lexical density, 4 texts are categorized as moderate lexical density and 1 text is labelled as higher lexical density. It means that the majority of the texts in the textbook are not difficult to be understood by the students. The highest percentage of lexical density is 62,50%. It is “Taj Mahal” which is categorized as descriptive text. It has 160 content words, 96 grammatical function words and the total of words is 256. On the opposite, the lowest percentage of lexical density is 44 ,50%. The text entitled “Meeting My Idol” is categorized as recount text. it has 162 content words, 202 grammatical function words and the total number of the words is 364. Furthermore, it can be concluded that the high number of the words did not mean that the texts had high lexical density and the low number of the words was not the reason to classify the text as the low lexical density. The total number of words did not determine how appropriate the text was based on the lexical density analysis. Thus, commonly the reading texts found in textbook for the tenth grade senior high school students were in moderate percentage of lexical density. It means that the textbook are appropriate for the students and the teachers to exercise the students’ English skill especially reading.

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It is divided into three sections : research background, research question, research objective and research contributions.

1.1. Research Background

In English language teaching, there are four major language skills needed to be mastered by students. They are listening, writing, speaking and reading. Moreover, one of those language skills that is required in ELT is reading. Reading is an interactive process that goes on between the author, the reader and the text. The process of reading involves three participants: the writer of text, text, and reader (Murcia, 2000:119). In the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was (murcia, 2000). Thus, reading is one of the language skills that students should have in order to understand information from the text and interpret its meaning.

In teaching learning process of reading, the lessons are typically represented in the form of texts which consists of vocabulary. Students should be familiar with vocabulary mastery. However, some students have difficulties in comprehending the texts because the material might not be understandable when it is not served in their level. Besides, the students do not understand the text because they often find some unfamiliar vocabularies. Anealka (2010) stated that reading materials with low readability, discourage readers from reading the materials, create difficulties for readers to understand the content of the materials and prevent readers to read the materials fluently. Those factor must be evaluated because the students might get confused because of limitation of vocabulary and the length of the text. In the

teaching and learning process of reading, it is good for students to read textbook that is not hard to understand. The textbook with lower lexical density are easier to comprehend than textbook which has long sentences and higher density of lexical (Ramadhan, 2017:12). Nunan (1993:11) claims that lexical density referred to the number of lexical content of function words per clause. It measures the proportion of content words in a sentence or text. As a term used in discourse analysis, it is used to measure the ratio of content words to grammatical words in a text. Thus, the teachers need to be able to analyze the lexical density of the text to provide a suitable textbook based on the students' level.

Therefore, analyzing the content of the textbook is needed by teachers, supervisors or material developers to make judgements about the effect of materials when the students use them. Evaluating textbook is very important to clarify the suitability of the sources and to find the best one, especially in evaluating and analyzing the content of the reading text. They should decide whether it is appropriate or not and the available textbook should be analyzed as well. It has been known that if the textbook is difficult to be understood, it would influence the students' motivation in reading the materials. although the quality of ELT reading textbooks has improved dramatically in recent years, the process of selecting an appropriate text has not become an easier thing for most teachers and administrator (Mickley 2005). It means that teachers still face difficulties while evaluating suitable texts for their students.

Based on the preliminary study conducted, I analyzed lexical density of the sample of descriptive text found in textbook for the tenth grade senior high school. The researcher found 149 lexical items and 106 grammatical function words. After calculating them by using Ure's formula of lexical density, the percentage of lexical density was found 58,43 %. According to Sholichatun (2011), It could be concluded that the text had moderate lexical density. Based on the data above, the researcher intends to know more about the lexical density of any readings text in the same textbook published by ministry od education. In any case, some reseachers have not

completed yet their finding in analysing lexical density of reading text. For instance, the prior study conducted by Sholichatun (2011) was only focused on content analysis of reading material for junior high school. she found out that from ten of the reading texts, three texts had lower lexical density, seven moderate lexical density. However, she did not find the high one (difficult to be understood), and most of them have moderate lexical density. It means that the texts are not quite difficult to be understood. Another study conducted by Signesa and Arroitia (2015) claimed that their research was focused on analyzing lexical density and lexical diversity in university students' written discourse. Another research to consider is a research done by Ramadhan (2017). His article focused on analyzing lexical density of English reading texts in English textbook for the seventh grade junior high school. He found out that from 24 reading texts, there were 12 texts with lower lexical density and 12 texts with moderate lexical density. It means that they are easy for students to understand the reading texts.

Considering the prior studies, I need conducting a similar study with an addition to an aspect of lexical density in different texts found in textbook used for the tenth grade of senior high school students. There were some reasons of taking the book. First, the textook is composed based on the present curriculum, the K13. The tenth grade is using genre-based curriculum which means that there are many texts found in textbook and are potentially to be analyzed. Second, the textbook is published by the ministry of education. It means that the textbook is supposed to be applied in teaching learning process. Indonesian National Education has selected the applicable textbook for school level in Indonesia. However, reading text should be analyzed further to know how readable the textbook is. Due to those reasons, the researcher wanted to know whether the reading texts found in this book were appropriate or not by analyzing the lexical density of the texts and classifying the text into the ones which has lower or higher lexical density.

1.2. Research Question

Based on the research background, teachers usually depend on course book and choose the book because it was recommended by the Ministry of Education. Sometimes, the students could not quite understand what they are learning. Consequently, I wanted to know how suitable reading materials were for students. Therefore, the problem of this research is :

How was the lexical density of reading texts found in textbook for the tenth grade Senior High School students published by Ministry of Education ?

1.3 Research Objective

The objective of this study was to find out the lexical density of reading texts found in textbook for the tenth grade Senior High School students published by Ministry of Education.

1.4 Research Contributions

1.3.1 Empirical Contribution

This research expected to provide empirical contribution for further researchers to conduct the study of the lexical density analysis of reading passages, especially in senior high school or different course level.

1.3.2 Practical Contribution

This research provides the information dealing with the strengths of the target textbook to give feedback to English teachers to use the textbook as a source of learning materials and selecting the appropriate reading text contained in textbook based on lexical density analysis to be applied in teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some sections dealing with the literature review, including reading comprehension in ELT, reading text for the tenth grade senior high school students, ELT textbook for senior high school students, lexical density in the ELT textbook, and previous studies

2.1. Reading Comprehension in ELT

One of language skills that students need to acquire information from the literature sources in ELT is reading. By reading students can gain much information or messages in the texts. Harmer (1998) stated that reading is a model of language. Reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text. By reading, the students have an opportunity to get useful information or deeper understanding of the English passage used in teaching learning process. It can be noted that reading is considered as an effective means to acquire information from any English literature sources or texts. In addition, the process of reading involves three participants: the writer of text, text, and reader (Murcia, 2000). As reader, the students read and interpret the meaning of the delivered material in the text and understand what the author's intention is. Therefore, reading is an essential skill that student should have to interpret its meaning with the purpose of understanding information carefully in the text.

Furthermore, Halliday and Hasan (1985:6) mention that a text is meant as any connected stretch of language that is doing job in some contexts. It is an arrangement of systematically words in a good diction, without ignoring the rule of being coherent and cohesive. A text is any stretch of language which is held together cohesively.

Moreover, according to Harmer (1998:68), reading text provides opportunities to study vocabulary, grammar, punctuation and the way to construct paragraph, sentence and text. Tiedemann (2011:2) reports that reading text is a tool of reading, because it is an instrument that is used to read. The form may be in visual signs and symbols including written alphabetic text. Thus, reading text is a written text or passage that is used to read in order to study vocabulary, grammar, and punctuation and the way to construct sentence, paragraph and text. In fact, narration, recount, and descriptive are texts that are discussed in the tenth grade of senior high school. Those are genre that have most complexity of words especially the lexical items.

2.2. Reading Text for the Tenth Grade Senior High School Students

In Senior High School, there are some kinds of genre. They are narration, recount, procedure, description, news item, exposition, explanation, discussion, and report. Based on the school-Based Curriculum there are some text genres that should be taught to the tenth grade senior high school students. They are descriptive, recount and narrative texts. Gerot and Wignell (1995:21) state that descriptive text is a kind of text to give information. The context of this kind of text is the description of particular thing, animal, person, or others. The Generic Structure of descriptive text consists of identification and description. Identification contains phenomenon to be described or the general description of the topic. Meanwhile, description contains the explained or described things, animal, person or others in detail.

Recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense used in this text is past tense. The social purpose of a recount text is to reconstruct past experience by retelling event in original sequenced. Gerot and Wignell (1995:21) also stated that the generic structure of recount text are orientation, events and reorientation. Orientation is to introduce the general story of main figure to the reader. Then it is followed by retelling the past events or experience of the main figure in an order. Lastly, reorientation turns out to be the ending of the story by giving the summary of the story.

Anderson (2003:8) claimed that narrative is a piece of text telling a story and, in doing so, entertaining or informing the reader or listener. The characteristics of narrative texts among others are that it tells us a story of event or events. The generic structure of narrative text are orientation, complication, resolution and reorientation. In orientation, the readers are introduced to the main characters and possibly some minor characters. Then followed by complication that pushed along serious events and the problem is arised. In resolution, the implication may be resolved to be better or worse, but it is rarely left unresolved. Then it is added with Reorientation that is an optional closure of event. So, this research will analyse all the kinds of reading text found in the textbook for the tenth grade senior high school to know the lexical density of the text.

2.3. ELT Textbook for Senior High School Students

In the level of Senior High School, textbook has become an important thing as the sources of learning that contains the discussed material. Thomson (2000) states that the textbook is a stimulus or instrument for teaching and learning. In other words, a textbook is typically used in teaching learning process as the media of instruction for the students. A good textbook contains suitable material based on the current curriculum. In Senior High School, a textbook should be understandable for the students. The teachers should expand a qualified ELT textbook as the best input in teaching learning process. They often use the textbook to help students learn how to read better, to study, to weigh evidence, and to solve the problem (Thomson, 2000).

The appropriate textbook holds an essential thing in teaching learning process for the students to get the knowledge. one of the functions of the textbook is that it helps students to organise instruction by providing experiences, suggested activities, recommended reading and question (Thomson, 2000). it can be a guidance for the teacher to deliver material, provides text and learning task for the students. Therefore, selecting appropriate reading text will be beneficial for both teacher and students. Since the tenth grade senior high school employed genre-based curriculum, analyzing

lexical density of the reading text compiled in the textbook has become one of the ways to select a suitable textbook for students, because the proportion of the content words and grammatical function words will determine the difficulty of the passage in the textbook. Thus, to be a good textbook material in senior high school, the textbook should be understandable for the students.

2.4. Lexical Density in the ELT Textbook

In analyzing the content of the texts there is an aspect known as lexical density. It is a measurement of the amount of content information in a text. The concept of lexical density is suggested by Ure (1971). It 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. Another concept from Nunan (1993:11) claims that lexical density referred to the number of lexical content of function words per clause. Lexical density is a study used in discourse (or text) analysis and it is used to measure the ratio of content words to the running words in any passage or written text. Lexical items or content words are those which contain the main semantic information in a text. It means that lexical density measures the density of information in any passage of text. This is the measurement of how much information is provided.

In choosing or developing texts to be used in ELT, the lexical density is important to be considered. Since this research is focused on measuring lexical density of the texts in the textbook, the theory of content analysis is needed. the researcher can employ the content analysis to discover the level of difficulty of material in textbooks or other publications. Ary et.al (2010) claims that Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. Moreover, The lexical density determines whether the texts are appropriately suited to cater the readers' need or not. Sentences which are long and lexically densed are more difficult to understand (Johansson, 2008). Texts with a lower density are more easily to be

understood, on contrary text with a high lexical density are more difficult to understand (Sholichatun, 2011). In addition, Khamahani (2015) also states that the higher the density, the more complicated the text is. In other words, if the texts have a high number of content words, it is categorized as high lexical density. If the texts have low number of content words, they have a very simple sentence and easy to understand. If the number of content words is too low, it is categorized as low lexical density. The content words are most important for explaining information. It can be concluded that texts which have more lexical item than grammatical items are more difficult to understand because the higher lexical density of the text carries more information. Meanwhile, the texts with a lower density are more easily to be understood by common reader because it carries less information. It is because lexical density has greater impact on memory process. It can be seen more clearly that lexical density is a measure of how informative a text is. Lexical Density is not a measure of the complexity or readability of a text, but rather, the amount of information the text tries to convey.

In measuring the lexical density, it is important to distinguish the difference between content words and grammatical function words in whole of the text. According to Haspelmath (2001:2), in all languages, words can be divided into the two broad classes of content words and function words. Lexical items are commonly known as content words or information words. Those words included in content words are nouns, verbs, adjectives, and adverbs while grammatical function words are determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs. He also stated that content words classes are generally open and they tend to have a specific meaning. By contrast, grammatical function word classes are generally closed and small and they tend to have abstract or no meaning at all. Lexical density is a measurement of how much information is provided in a particular piece of writing by counting the proportion of content words to number of words in the certain text.

By analyzing the lexical density of the text, the teachers will know whether the text is informative and difficult or not when the students start to read the materials. Thus teachers can choose the appropriate reading materials for students based on students' level. Knowing theory for the lexical density, this research is intended to know the lexical density and the appropriateness of English Reading textbooks for senior high school students.

2.5. Previous Research Studies on Lexical Density

Some researchers conducted lexical density analysis in different materials. A previous study was conducted by Sholichatun (2011), investigated lexical density of reading text of English on Sky textbook for the 9th grade of Junior High School published by Erlangga. She found out that the lexical density of reading text in *English on Sky* textbook for the 9th grade of Junior High School published by Erlangga is around 50%- 60% (moderate lexical density). It means that the text that is not difficult. They are easy to understand and suitable for students.

Vinh, Fan and Thomas (2013) investigated the lexical density and readability of 4 texts from English textbook at elementary, pre intermediate, intermediate and upper intermediate levels. The study applied three methods proposed by Halliday, Ure, and Flesch. The analysis revealed that the three of four reading texts were high lexical density, apart from the text for upper intermediate level.

Khamahani (2015) analyzed the news headlines for postgraduate level. He employed quantitative analysis of newspaper headlines. The results revealed that the news headlines featured high lexical density. By taking Flesch' reading ease scale, it was indicated that the news headlines are appropriate for native and non-native English students at the postgraduate level based on lexical density analysis.

Ngan and Thao (2016) examined the lexical density and readability of non-English majored freshmen's writing in Vietnamese context. The data were collected from 26 non-English majored freshmen's written products, using two methods in calculating lexical density and readability from Ure and Flesch. The study indicated

that written products were low lexical density and still need to enhance their writing skill with more complex grammar and vocabulary.

Another study was conducted by Hidayat (2015) in analyzing textbook of English for Islamic studies. He found that seven texts in the textbook were in the low lexical density category, six texts are in the normal category and one text is in the high lexical density categories. From the articles reviewed, it can be seen that the previous researcher had not analyzed the textbook used for senior high school students. To fill this gap, this study was conducted to analyze the lexical density of textbook for the tenth grade senior high school to know how the lexical density in textbook were and which text were appropriate or not appropriate to use for the students.

CHAPTER III RESEARCH METHOD

This chapter presents the methods used in this research. They are research design, source of the data, procedure of data collection, and procedure of data analysis.

3.1. Research Design.

In conducting the research, the writer used qualitative approach. (Maxwell, 2002) stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather than the numbers”. The data of this research were analyzed in the form of description and identification or the analysis of the texts.

One type of qualitative research that was used in this study was content analysis. According to Holsti (1969:16), content analysis is a technique for making inferences by systematically and objectively identifying specified characteristics of messages. The data in this study were analyzed in the form of description and identification or analysis of the texts then inferences were made from analyzed data. Related to this theory, the researcher analysed the content of reading text found in the textbook for the tenth grade Senior High School published by Ministry of Education focusing on reading text based on the lexical density analysis.

3.2. Source of Data.

In this research, the source of data was reading texts found in a textbook for the tenth grade Senior High School published by Ministry of Education. This study analyzed the words to acquire the content words and grammatical words in all reading texts found in the textbook in order to find out lexical density percentage.

3.3. Data Collection Method

In this study, the researcher used documentation study or qualitative document (Creswell. 2014) which focused on analyzing the text. This research employed within the scope of documentary research in which documentaion was used to collect the data. The documents itself were in the form of reading texts. In this case, this study focused on documents which took from the textbook published by ministry of education in order to gain the percentage of lexical density in each texts.

3.4. Data Analysis Method

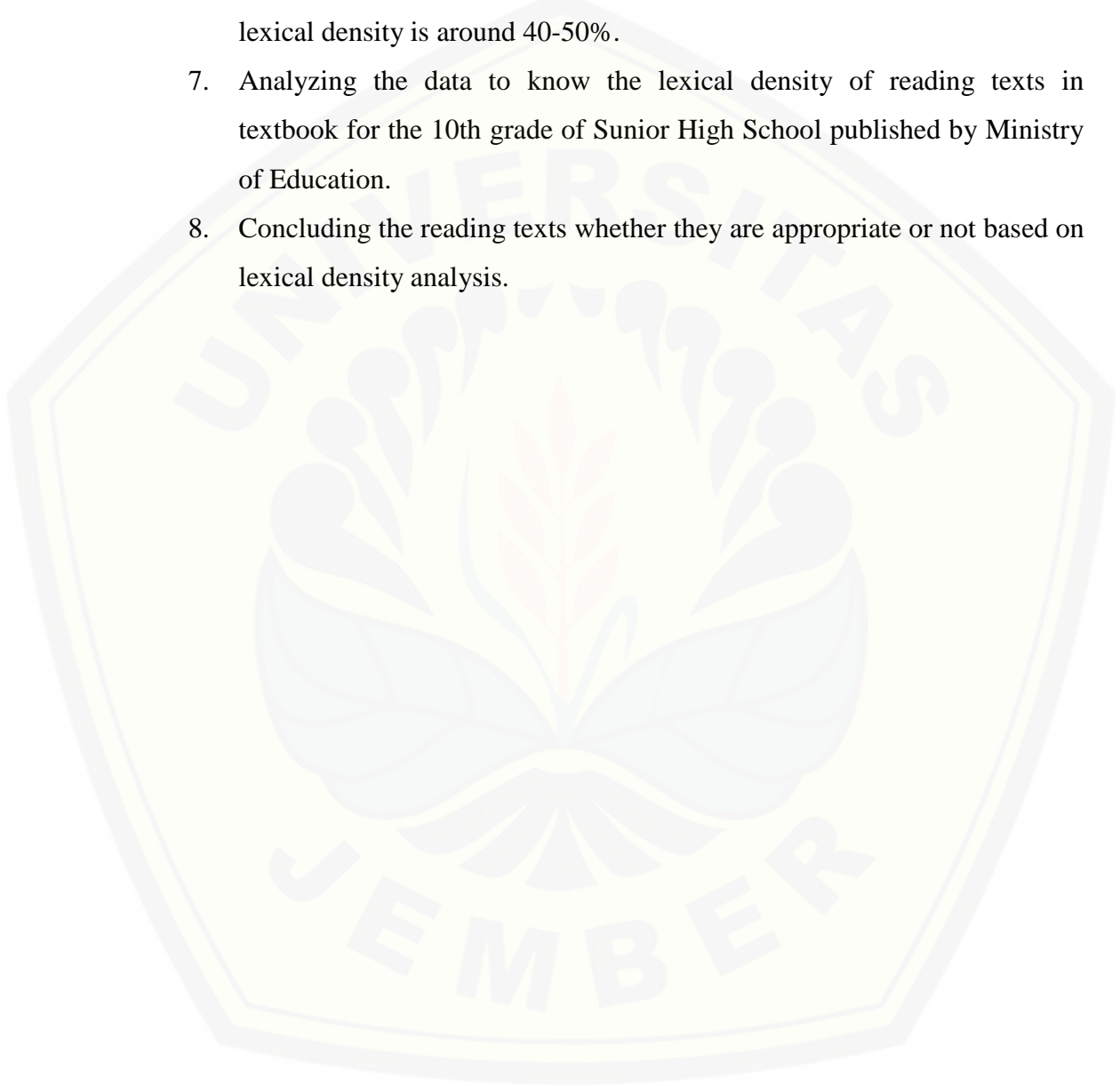
In analyzing the data, The writer used content analysis as the technique. Ary, Jacobs, and Razavieh (2010) claimed that content analysis is focused on analyzing and interpreting recorded material such as textbook within its own content. Then the collected and classified data were analyzed, including the lexical density of the reading text found. For this research, lexical density was measured by using Ure's method. The steps were as follows :

1. Reading each texts in textbook for the tenth grade Senior High School published by Ministry of Education.
2. Finding the word which belong to content words or grammatical function words in each text.
3. Marking the words which included in content word in bold letter and marking the words which included in grammatical function word in italic letter.
4. Counting the total of lexical items and the total of grammatical function words`
5. Counting the proportion of lexical density by using Ure's method (1971) as follows :

$$\text{Lexical density} = \frac{\text{the number of content words} \times 100}{\text{Total words}}$$

Total words

6. Concluding the proportion of lexical density based on the level of difficulty according to Scholihatun (2011). High lexical density is around 60–70%, moderate lexical density measures is around 50-60%, and a low lexical density is around 40-50%.
7. Analyzing the data to know the lexical density of reading texts in textbook for the 10th grade of Senior High School published by Ministry of Education.
8. Concluding the reading texts whether they are appropriate or not based on lexical density analysis.



CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion of lexical density analysis research. The suggestions are proposed to the English teachers, the publisher and also the future research.

5.1. Conclusion

According to the discussion in chapter four, the researcher found 10 texts in the textbook for the tenth grade senior high school students. There are 5 texts categorized as lower lexical density, 3 texts are categorized as moderate lexical density, and 1 text is labelled as higher lexical density. It means that the majority of the texts in the textbook are not difficult to be understood by the students. The highest percentage of lexical density is 62,50%. It is “Taj mahal” which is categorized as descriptive text. It has 160 content words, 96 grammatical function words and the total of words is 256. On the opposite, the lowest percentage of lexical density is 44,50%. The text entitled “Meeting My Idol” is categorized as recount text. It has 162 content words, 202 grammatical function words and the total number of the words is 364. Furthermore, it can be concluded that the higher number of the words did not mean that the texts had higher lexical density and the lower number of the words was not the reason to classify the text as the lower lexical density. The total number of words did not determine how appropriate the text was based on the lexical density analysis. Thus, commonly the reading texts found in textbook for the tenth grade senior high school students were in low percentage of lexical density. It means that the textbook are appropriate for the students and the teachers to exercise the students’ English skill especially reading.

5.2 Suggestions

After drawing the conclusion, some suggestions for the English teacher, the publisher and the future researcher are presented by the researcher.

5.2.1. The English Teacher

The English teacher can apply the result of this study to provide the appropriate reading texts in order to train the students in improving their English skill especially reading.

5.2.2. The Publisher

The publisher can employ the formula of this study to provide an appropriate reading text compiled in the textbook with the applicable level of lexical density for the teachers and students.

5.2.3. The Future Researcher

This research may give a reference for the future research to conduct a study concerning on analyzing lexical density of any reading texts in the textbook for different course level as well as further analysis by including the interview to the students.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD
Analyzing Lexical Density of Reading Text in EFL Textbook for Senior High School Level.	How is the lexical density of reading texts found in textbook for the tenth grade Senior High School published by Minister of Education ?	Content of reading text on textbook for the tenth grade Senior High School published by Minister of Education focusing on lexical items and grammatical function words.	1. Indicators of content words: <ul style="list-style-type: none"> - Nouns - Verbs - Adjectives - Adverbs 2. Indicators of grammatical function words: <ul style="list-style-type: none"> - Prepositions - Pronouns - Conjunctions - Auxiliary verbs - Determiners - Numerals 	Documents: Reading Texts in textbook for tenth grade Senior High School published by Minister of Education	1. Research Design: Descriptive Content Analysis 2. Research Subject: Reading Texts in textbook for tenth grade Senior High School published by Minister of Education 3. Data Collection: <i>a. Primary data</i> Reading Texts in textbook for tenth grade Senior High School published by Minister of Education 4. Data Analysis: <i>Lexical density</i> $= \frac{\text{The Number of Lexical Items} \times 100}{\text{Total Number of Words}}$ (Ure, 1971)

APPENDIX B**Analysis Table of Lexical Density of Reading Texts in Textbook, “Bahasa Inggris” for 10th Grade Senior High School.**

No	Title of Reading Text	Page	Content Words	Grammatical Function Words	Total Number of Words	Lexical Density	Category of Lexical Density
1	Tanjung Puting National Park	53-54	211	194	405	52,09 %	Moderate
2	Taj mahal	58-59	160	96	256	62,50 %	High
3	Visiting Niagara Falls	72-73	266	203	469	56,71 %	Moderate
4	Meeting My Idol	110-111	162	202	364	44,50 %	Low
5	The Battle of Surabaya	123-124	165	153	318	51,88 %	Moderate
6	B.J. Habibie	134-135	210	215	425	49,41 %	low
7	Cut Nyak Dien	145-146	270	282	552	48,91%	low
8	Issumboshi	157-159	333	337	670	49,70 %	low
9	The Legend of Malin Kundang	172	213	196	409	52,07 %	Moderate
10	Strong Wind	183-185	255	295	550	46,36 %	Low

APPENDIX C

Text 1

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park *is an internationally famous ecotourism*
 n adj n adv adj n
destination, which is located in the southwest of central Kalimantan peninsula.
 n v adv adj adv n
Visitors from foreign countries come to this park because of its amazing nature. This
 v adj n v adv adj n
is called a park, but unlike any park that you have seen in your city, this is a jungle! It
 v n adj n v adv n
is a real jungle, which is home to the most interesting animal in the world:
 adj n n adv adj n adv
orangutans.
 n
Though the park is home to many animals, seeing orangutans is usually the
 n n n v n adv
visitors' main reason to visit the park. Orangutans, which literally mean the man of
 n adj n v n n adj v n
the forest, are the largest arboreal animal on the planet. Most of their lives are spent
 n adj adj n adv adv n v
in tress where orangutans travel from branch to branch by climbing or swinging with
 n n v n n v v
their long arms.
 adj n
To see orangutans, we should go to Camp Leakey, which is located in the
 v n v n n v
heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for
 n n adj n n n n n
ex-captive Orangutans and also a preservation site. It is also a famous center for
 adj n n n adj n
research about orangutans which has been conducted by the famous primatologist,
 n n v adj n
Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at
 n adv adv n v adj n n
jungle platforms as part of the rehabilitation process to their natural habitat. This
 adv n n n n adj n

event gives them opportunity to see orangutans up close.

n v n v n adv

To reach the place, we should take a boat down Sekonyer river. The boat is

v n v n n n n

popularly called perahu klotok which is a boathouse that can accommodate four

adv v n n n v

people. The trip by the boat to Camp Leakey takes three days and two nights. You

n n n n n v n adv

sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

v v v n adv adv n adv

The traveling in the boat offers an unforgettable experience. In daylight, on

n n v adj n adv

your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys

n n n v n v adj n n

that have enormous snout which can only be found in Kalimantan. The monkeys

v adj n v adv n

anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from

adv v n n n adj n v

branches 10 meters or higher into the river and cross directly in front of the boat.

n n adj n v adv n

These monkeys know that the boat's engine noise and the threat of its propeller scare

n v n n n n n v

crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the

n v adj n adj adv v

clear sky and the amazingly bright stars as the only lights for the night. With such

adj n adv adj n n adj

exotic nature, no wonder many tourists from foreign countries who love ecotourism

adj n n n adj n v n

frequently visit Tanjung Puting National Park. What about you?

Adv v n n n

Text 2

TAJ MAHAL

Taj Mahal, an epitome of love, a mouseleum. Standing majestically on the
 n n n n v adv
banks of the river Yamuna. The Taj Mahal is synonymous to love and romance. Taj
 adv n n n n adj n n n
mahal was constructed by Mughal Emperor Shah Jahan in the memory of his
 n v n n n n
beloved wife and queen. The name "Taj Mahal" was derived from the name of
 adj n n n n v n
Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.
 n n n v n n
Taj Mahal represents the finest architectural and artistic achievements. The
 n v adj adj adj n
mausoleum was constructed of pure white marble. The white marble is inlaid with
 n v adj adj n adj n v
semi-precious stones (including jade, crystal, lapiz lazuli, amethyst and turquoise) that
 adj n v n n n n n n
from the intricate designs. Its central dome reaches a height of 240 feet (73 meters).
 adj n adj n v n n n n
The dome is surrounded by four smaller domes. Four slender towers, or minarets,
 n v adj n adj n v
stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned
 v adv adv adj n n v
with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her
 n adj n n adj n n
actual remains lie below, at garden level.
 adj n v adv n n
Taj Mahal shows shades of magnificent beauty at different time during the
 n v n adj n adj n
day. At dawn when the first rays of the sun hits the dome of this epic monument. It
 adv n n n v n adj n
radiates like a heavenly pinkish palace. At daytime. When the sky is bright and clear,
 v adj adj n adv n adj adj
the Taj looks milky white. At the moonlit night when the full moon rays fall on the
 n v adj adj adj adv adj n n v

glistening white marble, the cool moon rays reflect back from the white marble and
 adj adj n adj n n v adv adj n
give the Taj Mahal a tinge of blue color. Its simply breathtaking ! with such beauty,
 v n n adj n adv adj n
wonder that taj mahal becomes one of the seven wonders of the world.
 n n n v adj adv

Text 3

VISITING NIAGARA FALLS

Niagara Falls is the collective name for three waterfalls that cross the
 n n adj n n v
International border between the Canadian province of Ontario and the USA's state
 adv n adj n n n
of New York. They form the southern end of the Niagara Gorge. From largest to
 n v adj n n n adj
smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the
 adj n n n n n
Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American
 n n n n v adj n adj
Falls on the American side. They are separated by Goat Island. The smaller Bridal
 n adv n v n n adj n
Veil Falls are also located on the American side, separated from the other waterfalls
 n v adj adv v n
by Luna Island. There are various attractions that people can enjoy in Niagara Falls,
 n n adj n n v n n
six of them are described here.
 v adv
The first to enjoy in Niagara Falls is Cave of the Winds. This attraction helps
 v n n n n n v
people get closer to the falls and go face-to-face with the pounding waters of the Falls.
 n v adj n v n n adj n n
People can get soaked on the Hurricane Deck where they are just feet from the
 n v adj n n n
thundering waters. Waterproof clothing and sandals are provided. A trip at night
 adj n adj n n v n adv
when the Falls are illuminated in a rainbow of color is really amazing.
 n v n n Adv adv

*The second **charm is Maid of the Mist Boat Tour. It is a world-famous scenic***
 n n n n n n n adj adj
boat tour of the American and Canadian Falls for about a half-hour ride. People may
 n n adj adj n n n
access the tour via the Observation Tower elevator at Prospect Point in the state
 v n n n n n adj n adv
park. The boat operates mid-May until late October.
 n n v adv n adj adv

*The next to **visit in Niagara Falls is Niagara Adventure Theater. Here tourists***
 v n n n n n n adv n
*may **enjoy the most powerful and involving film experience that brings reality to life***
 v adj adj adj n n v n v
*on a 45 foot screen. Audience members are **given the privilege to discover the***
 n n n n v n v
thundering Falls from a completely new and exhilarating perspective, and plunge
 adj n adj adj adj n v
*over then. The **theater shows hourly and free multilanguage headsets are made***
 n v adv adj adj n v
available.
 adj

Niagara Science Museum is another place to visit. It is a sanctuary for the
 n n n n v n
preservation and appreciation of old science instruments and philosophical
 n n adj n n adj
apparatus.
 n

*The **fifth point of interest is Niagara's Wax Museum of History. Here, life-size***
 n n n n n n adv n adj
wax figures portraying dramatic history of Niagara Falls are presented to guests.
 n n v adj n n n v n
*They can see **Fort Niagara Scene, Indian Village, old store, blacksmith and barber***
 v n n adj n adj n n n
shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess
 n n n v n n n n n
Diana and many more are displayed here, too.
 n adv v adv

Finally, people can also enjoy Rainbow Air Helicopter Tours above and
 adv n v n n n n

around the **American and Canadian Falls**. The **tours start** form **downtown**, next to the
 adj adj n n v adv

entrance to the Rainbow Bridge, and **open** from **9am to dusk** when **weather permits**.
 n adv n v adv adv n v

The **tours operate every day** from **second weekend** in **May** until **October 31st**.
 n v adv adv n adv adv

The **Niagara Falls** are **renowned** for their **beauty** and as a **valuable source** of
 n n n v adj adj n
hydroelectric power. **Managing the balance** between **recreational, commercial, and**
 n n v n adj adj
industrial uses has been a **challenge** for the **stewards** of the **falls** since the **19th century**.
 adj n n n n n

Text 4

MEETING MY IDOL

Afgan has always been my **favorite singer**. I had always been **thinking** of how I
 n adj n v
 would **feel** when I **met** him. Then I was **suddenly hit** by **lightning** when I found out
 v v adv v n

Afgan was **coming to town** for a **concert** in a **local auditorium**. A **day** before the
 n v n n adj n adv

concert, there would be a **meet-and-greet** event at a **local radio station**. **Feeling**
 n v v n adj n n v

excited, I **packed** all my **Afgan's CD's** to **get** his **signature** at the **event**.
 adj v n n v n adv

On that **bright and sunny Saturday morning**, the **radio station** was **full** of
 adj adj adv adv n n adj

Afganism (that's how **Afgan's fans** called). They **sat** on the **chairs** prepared inside the
 n n n n v v n v

radio station's lobby. Some **stood** in **rows** in the **front yard** of the **radio station**. A **spot**
 n n n v n adv n n n n

inside a **lobby** was **prepared** with a **mini stage** for **Afgan's singing performance** and a
 n v adj n n v n

table for **Afgan** to **sign** **Afganism's memorabilia**. **Finally**, after about **40 or 50 minutes**
 n n v n n adv n n

wait, **Afgan** showed up from inside the **radio station**. He **smiled** and **waved** to all
 v n v adv n v v

Afganism who had been **waiting excitedly** saying, “**Good morning**. How are you?” The
 n v adv v adj adv
crowd went crazy. The **shouts sounded like a mix of “Fine, thank you”** and **screams of**
 n v adj n v n adj v v
Afgan’s name.
 n n

Then, he started the event by singing his hit single “Dia dia dia”. Afganism
 v n v adj n n n
went even crazier; they **sang along with him throughout the song**. Of course, I **did too**. I
 v adv adj v n v
couldn’t take my eyes of this amazing singer who had **released three albums**. When he
 v n adj n v n
was finished with the song, the **host announced that it was time for autographing the**
 v n n v adv v
memorabilia. I **prepared my CDs and began to stand** in the **line**. When I **arrived at**
 n v n v v adv v
 the **table**, I was **speechless**. It was **unreal just seeing him that close**. I **thought it was**
 n adj adj v adv v
really cool seeing him like that because he really just felt like a normal person, which
 adv adj v adv v adj n
was handsome. He **asked my name so that he could write it on the CD to say “To Mia,**
 adj v n v n v n
Love Afgan”. He was also **very friendly**, so I **didn’t feel too nervous** when I **had a**
 v n adv adj v adj v
chance to take pictures with him. He was just an **amazing person**. That was one of the
 n v n adj n
best days in my personal life history.
 adj n adj n n

Text 5

THE BATTLE OF SURABAYA

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in
 n n v n n n n
remembering of the Battle of Surabaya which **started on that very date in the year**
 v n n v adv n adv
 1945. The **bloody battle took place because Indonesian refused to surrender their**
 adj n v n adj v v

weaponry to British army. British army at that time was part of the Allied Forces.
 n adj n adj n adv n adj n

The defiant Bung Tomo is the well-known revolutionary leader who played a very
 adj n n n adj n v adv

important role in this battle.
 adj n n

It all started because of a misunderstanding between British troops in Jakarta
 v n adj n adv

and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby.
 adv v n n

Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya.
 n n v n n adv n n n

The agreement stated that British would not ask Indonesian troops and militia to
 n v n v adj n n

surrender their weapons.
 v n

However, a British plane from Jakarta dropped leaflets all over Surabaya.
 adj n adv v n adv

The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered
 n v n v n n v

the Indonesian troops and militia leaders because they felt betrayed.
 adj n n n v adj

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the
 n n n n v v

British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were
 adj n n n n adj n n

many reports about the death, but it was widely believed that the Brigadier was
 n n n adv v n

murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir
 v adj n v adv n n n

Philip Christison brought in reinforcements to siege the city.
 n n v n v adv

In the early morning of 10 November 1945, British troops began to advance
 adv adv n adj n v v

into Surabaya with cover from both naval and air bombardment. Although the
 adv v adj n n

Indonesians defended the city heroically, the city was conquered within 3 days and the
 n v n adv n v n adv

whole battle lasted for 3 weeks. In total, between 6000 and 16000 Indonesians died
 n v adv n adj v

while **casualties** on the **British side** were about 600 to 2000.

adj adj n

Battle of Surabaya caused **Indonesia** to lose **weaponry** which **hampered** the

n adv v n v n v

country's independence struggle. However, the **battle** provoked **Indonesian** and

n n adj n v n

international mass to rally for the **country's independence** which **made this** **battle**

adj n v n n v n

especially important for **Indonesian national revolution**.

adv adj n adj n

Text 6

B.J. HABIBIE

Bacharuddin Jusuf Habibie known as **BJ. Habibie** was born on **25 June**

n v n adj n

1936. He was the **Third President** of the **Republic of Indonesia** (1998-1999). **Habibie**

n n n n

was born in **Parepare, South Sulawesi Province** to **Alwi Abdul Jalil Habibie** and **R.A.**

adv adv n n n

Tuti Marini Puspwardojo. His father was an **agriculturist** from **Gorontalo** of **Bugis**

n n n adv n

descent and his mother was a **Javanese noblewoman** from **Yogyakarta**. His parents

n n n adv n

met while **studying** in **Bogor**. When he was **14 years old**, **Habibie's father** died.

v v adv n adj n n v

Following his father's death, **Habibie** continued his **studies** in **Jakarta** and

n n n v n adv

then in **1955** moved to **Germany**. In **1960**, **Habibie** received a **degree** in **engineering** in

v adv n v n n

Germany, giving him the **title Diploma-Ingenieur**. He remained in **Germany** as a

adv v n n n v adv

research assistant under **Hans Ebner** at the **Lehrstuhl und Institut Fur Leichtbau**,

n n n n adv

RWTH Aachen to conduct **research** for his **doctoral degree**.

adv adv v n adv n

In **1962**, **Habibie** returned to **Indonesia** for **three months** on **sick leave**. During

n v adv n adj n

this **time**, *he* *was* **reacquainted** *with* **Hasri Ainun**, *the* **daughter** *of* **R. Mohamad**

n v n n n

Besari. *The two* **married** *on* **12 May 1962**, **returning** *to* **Germany** **shortly** *afterwards*.

v n v adv adv

Habibie *and his* **wife** **settled** *in* **Aachen** *for a* **short period** *before* **moving** *to*

n n v adv adj n v

Oberforstbach. *In* **May 1963** *they* **had** *their first* **son**, **Ilham Akbar Habibie**, *and* **later**

adv n v n n adv

another **son**, **Thareq Kemal Habibie**.

n n

When **Habibie**'s **minimum wage salary** **forced** *him into* **parttime work**, *he*

n adj n n v adj v

found employment *with the* **Automotive Marque Talbot**, *where he* **became** *an* **advisor**.

v n n n n v n

Habibie **worked** *on two* **projects** *which* **received funding** *from* **Deutsche Bundesbahn**.

n v n v n n

Due to his **work** *with* **Makosh**, *the* **head** *of* **train construction**, *and* **aerodynamics**

n n adj n n n

known as the **Habibie Factor**, **Habibie Theorem**, *and* **Habibie Method**, **respectively**.

v n n n n n n adv

He **worked for** **Messerschmit** *on the* **development of the** **Airbus A-300B** **aircraft**. *In*

v n n n n n

1974, *he* **was** **promoted** *to* **vice president** *of the* **company**.

v adj n n

In **1974**, **Suharto** **requested** **Habibie** *to* **return** *to* **Indonesia** *as* **part of**

n v n v adv n

Suharto's **drive** *to* **develop** *the* **country**. **Habibie** **initially** **served** *as a* **special assistant**

n v v adv n adv v adj n

to **Ibnu Sutowo**, *the* **CEO** *of the* **state oil company** **Pertamina**. *Two* **years** **later**, *in*

n n n n n n n adv

1976, **Habibie** **was** **made** **Chief Executive Officer** *of the* **new state-owned enterprise**

n v n n n adj n v n

Industri Pesawat Terbang Nusantara (IPTN). *In* **1978**, *he* **was** **appointed** *as* **Minister**

n v n

of **Research and Technology**. **Habibie** **was** **elected** **vice president** *in* **March 1998**. *On*

n n n v n n adv

21 May 1997, **Suharto** **publicly** **announced** *his* **resignation** *and* **Habibie** **was**

n n adv v n n

immediately **sworn** *in* *as* **president**. **Habibie's** **government** **stabilized** *the* **economy** *in*

adv v n n n v n

the face of the Asian financial crisis and the chaos of the last few months of Suharto's
 n n adj n n adv adj n n

presidency.

n

Since relinquishing the presidency, Habibie has spent more time in Germany
 v n n v adv adv adv

than in Indonesia. However, he has also been active as a presidential adviser during
 adv adj adj n

Susilo Bambang Yudoyono's presidency. In September 2006, he released a book
 n n adv v

called Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi
 n

(Decisive Moments Indonesia's Long Road Toward Democracy). The book recalled
 n n v

the events of May 1998.

n n

Text 7

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehese guerilla forces during the Aceh
 n n adj n n n

War. She was born in Lampadang in 1848. Following the death of her husband Teuku
 n adj adv n n n

Umar, she led guerilla actions against the Dutch for 25 years. She was awarded the
 v n n n adv v

title of Indonesia National Hero on 2 May 1964 by the Indonesian Government.
 n n n n adv adj n

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar.
 n adj adj n n adv

Her father, Teuku Nanta Setia, was a member of the ruling Ulee Balang aristocratic
 n n n n n adj

class in VI mukim, and her mother was also from an aristocratic family. She was
 n adv n n adj n

educated in religion and household matters. She was renowned for her beauty, and
 adj n n n n v n

many men

n

proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of
 v v adv v n n
aristocratic family, when she was twelve.
 Adj n

On 26 March 1873, the Dutch declared war on Aceh. In November 1873,
 adv n v adv adv

during the Second Aceh Expedition, the Dutch successfully captured VI mukim in
 n n n adv v n
1873, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby,
 n n n n
along with other mothers, were evacuated to a safer location while her husband
 adj n adj adj n n
Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29,
 n v v n n v n adv
1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.
 v n n n adj v v n

Some time later, Teuku Umar proposed to marry her. Learning that Teuku
 n adv n v v v n
Umar would allow her to fight, she accepted his proposal. They were married in 1880
 v v v n adj

. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku
 adv adj n n n adv n n

Umar and Cut Nyak Dhien has a daughter, Cut Gambang.
 n v n n

The war continued, and the Acehnese declared Holy War against the Dutch,
 n v adj v adj n n
and were engaged in guerilla warfare. Undersupplied, Teuku Umar surrendered to
 adj adv adv n v
the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army
 n n adv n adj n
welcomed him and appointed him as a commander, giving him the title of Teuku
 v v n v n

Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the
 n n adv v adj
Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted
 n n adv n v v n v adj
with his troops taking with them heavy equipment, weapons, and ammunition, using
 n v adj n n n v

these supplies to help the Acehnese. This is recorded in Dutch history as “Het verraad

van Teuoe Oemar” (the reason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh.

Teuku Umar was killed during a battle when the Dutch launched a surprise attack on

him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped

her and then she hugged her and said: “As Acehnese women, we may not shed tears for

those who have been martyred.”

Adj

After her husband died, Cut Nyak Dhien continued to resist the Dutch with

her small army until its destruction in 1901, as the Dutch adapted their tactics to the

situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and

arthritis as she got older. The number of her troops was also decreasing and they

suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters

in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise.

Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang

escaped and continued the resistance. Dhien was bought to Banda Aceh and her

myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West

Java because the Dutch were afraid she would mobilize the resistance of Aceh people.

She died on 6 November 1908.

Text 8

ISSUMBOSHI

Once upon a **time** there was an **old couple** who didn't **have** a **child**. They **lived**

adv adj n v n v

in a **small house** near the **village forest**. "Please **give us** a **child**." They **asked God**

adj n n n v v n v n

every day.

adv n

One **day**, from the **household Shinto altar**, they **heard** a **cute cry**,

adv n n n v adv n

They **looked and saw** a **crying baby** who **looked just like** a **little finger**. "This

v v adj n v adj n

child must be a **gift from God**. **Thanks to God!**"

n v n n v n

"We will **call this child** „Issumboshi," they **said**.

v n n v

They **raised Issumboshi** with **much care**, but **Issumboshi never grew bigger**.

v n n n n adv v adj

"Hey, **Issumboshi**, do you **want to be eaten** by a **frog**?" **Issumboshi was always**

n v v n n

being bullied by the **children of the village** and often **went home feeling unhappy**. 60

adj n n v n v adj

Grandmother would make some big rice balls and **encourage him**. "Eat a lot,

n v adj n n v v adj

and **grow up quickly**," **Grandmother said**.

v adv n v

One **day**, **Issumboshi said**, "I will **go to the capital to study** and **become a**

Adv n v v n v v

respectable person. Then I will **come back**." **Grandfather and Grandmother were**

adj n v adj n n

worried about him, but **Issumboshi's mind would not be changed**. At once they **began**

adj n n v v

to **prepare for his trip**.

v n

Issumboshi sheathed a needle sword in a **straw case**, **put on a cup** for a **sedge**

n v adj n n n v n adj

hat, and **started out with a chopstick staff**, in **high spirits**.

n v adj n adj n

"I'm going now," Issumboshi said.

v adv n v

"Is he safe? With such a small body?" Grandfather and Grandmother asked

adj adj n n n v

as they saw him off.

v adj

Issumboshi went on the trip with a big wish in a small body. 66

n v n adj n adj n

At last Issumboshi reached the capital city and anchored under the bridge.

adv n v adj n v n

Then he climbed up to the railing and viewed the town.

v n v n

"There is a fine palace over there. I shall ask them at once."

adj n v

At long last Issumboshi arrived at the palace.

adj n n v n

"Excuse me, but I want to meet the feudal lord."

v v v n n

The lord came to the door, "What? Who's there?"

n v n adv

"Here I am, at your feet."

adv n

"Oh. How small! Why do you want to meet me?"

adj v v

"Please let me be your retainer."

adv v n

"I wonder if your very small body can do anything."

v adv adj n v n

"I'll stay in your pocket and guard you from all harm." When Issumboshi

v n v adj n

said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

v n v adj n v v n

"Bravo! I employ you. It would be good if you became the Princess's man."

v v adj v n n

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her

Adj n v n v n

palm.

n

"I will defend you upon my life," said Issumboshi.

v n v n

The Princess liked Issumboshi, and she taught him reading, writing, and

n v n v v v

various studies. Further, Issumboshi practiced fencing very hard in order to be

adj n n v n adv adj n

strong.

adj

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly

adv n v n n adv adv

there was a strong wind, and some demons appeared. The leader of the demons tried

adj n n v n n v

to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the

v n v v n v v

demon caught him and threw him into his mouth. Issumboshi, who was swallowed,

n v v n n adj

jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

v n n n v v n

Issumboshi jumped at the demon and stabbed his eyes. The remaining

n v n v n adj

demons were frightened. They ran away in great haste, but one demon, who was left

n adj v adv adj n n v

behind, trembled while holding the magic hammer.

v v adj n

"Do you want me to stab your eyes, too?" Issumboshi asked.

v v n n v

"Please, don't. This is the magic hammer that will grant you a wish. I give it to

adv adj n v n v

you, so please spare me." And saying this, he ran off in a hurry.

adv v v v adj

"Thank you, Issumboshi. You have saved my life," the princess said.

v n v n n v

"Princess, please wave this magic hammer and make a wish that I may

n adv n adj n v n

become big," said Issumboshi. The princess waved it and asked, "May Issumboshi

v adj v n n v v n

become big!"

v adj

And then, **strangely**, before her eyes, **Issumboshi** began to **grow**. He **grew** into a

nice young man. They **went back** to the **palace**, and the **Princess** asked the **King** to **let**

her **marry** **Issumboshi**. The **Princess** and **Issumboshi** then **got married**, and they

invited **Grandfather** and **Grandmother** to **live** with them in the **palace**. They **lived**

happily ever after.
Adv

Text 9

THE LEGEND OF MALIN KUNDANG

A **long time ago**, in a **small village** near the **beach** in **West Sumatra** lived **aa**

woman and her **son**, **Malin Kundang**. **Malin Kundang** and his **mother** had to **live**

hard because his **father** had **passed away** when he was a **baby**. **Malin Kundang** was a

healthy, **diligent**, and **strong** **boy**. He **usually** went to **sea** to **catch** **fish**. After **getting**

fish he would **bring** it to his **mother**, or **sell** the **caught** **fish** in the **town**.

One day, when **Malin Kundang** was **sailing**, he **saw** **sailing**, he **saw** a

merchant's **ship** being **raided** by a **band** of **pirates**. With his **bravery**, **Malin Kundang**

helped the **merchant** **defeat** the **pirates**. To **thank** him, the **merchant** **allowed** **Malin**

Kundang to **sail** with him. **Malin Kundang** **agreed** in the **hope** to **get** a **better** **life**. He

left his **mother** **alone**.

Many years later, **Malin Kundang** became **wealthy**. He **had** a **huge** **ship** and a

lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her admit that she her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quite sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Text 10

STRONG WIND

Once there was a **great warrior named Strong Wind**. He **lived** with his **sister**
 adj n v n n v n

in a **tent by the sea**. **Strong Wind** was **able to make himself invisible**. His **sister** **could**
 adv n adj n n v adj n

see him, but no one else could. He **had said** he would **marry** the **first woman** who **could**
 v n adv v v v n

see him as he came at the end of the day.
 v v adv n

Many **woman** came up to his **tent** to **watch** for him. When his **sister** saw him
 n v n v n v

coming, she would ask, "Do you see him?"
 v v v

Each girl would **answer**, „Oh, yes! I see him!”
 adv n v v

Then **Strong Wind's sister** would **ask**, “What is he **pulling** his **sled** with?”
 adj n n v v n

And then the **girls** would **answer**, “with a **rope**” or “with a **wooden pole**”
 n v n adj n

Then **Strong Wind's sister** would **know** that they were **lying**, because their
 adj n n v v

guesses were **wrong**.
 n adj

A **chief** lived in a **village**. His **wife** had **died**, and he **had** three **daughters**. One
 n v n n v v n

was **much younger** than the **other two**. She was **gentle, kind, and beautiful**, but her
 adv adj adj adj adj adj

sisters were **jealous** of her and **treated** her **badly**. They **cut off** her **long black hair** and
 n adj v adv v adj adj n

they made her **wear** **rags**.
 n adj

They also **burned** her **face** with **coals** so that she would be **ugly**. They **lied** to
 v n n adj v

their **father** that she **did** these **things** to herself. But she **remained** **calm** and **gentle**.
 n v n v adj adj

The two **older** **sisters** also **went** to **try** and **see** **Strong Wind**. When he was
 adj n v v v adj n

coming, Strong Wind's sister asked them, "Do you see him?"
 v adj n n v

"Oh, yes! I see him!" Each of them answered.
 v v

"What is his bow made out of?" asked Strong Wind's sister.
 n v adj n n

"Out of iron," answered one. "Out of wood," answered the
 n n v
 other.

"You have not see him," said Strong Wind's sister.
 V v adj n n

Strong Wind himself heard them and knew that they had lied. They went into
 adj n v v v v
 the tent, but still they could not see him. They went home very sad.
 n v v n adv adj

One day the youngest daughter went to try and see Strong Wind. She was
 adv adj n v v v adj n

wearing rags, and burn covered her face. People laughed at her, but she kept going.
 v n n v n n v v v

When she got to Strong Wind's tent she waited.
 v adj n n v

When Strong Wind was coming, his sister asked the girl, "Do you see him?"
 adj n v n v n v

"No," the girl answered. "I don't see him!"
 n v v

Strong Wind's sister was surprised because the girl had told the truth. "Now
 adj n n adj n v n adv
 do you see him?" asked Strong Wind's sister.
 v v adj n n

"Yes," answered the girl. "Now, I do see him. He is very wonderful."
 v n v v adv adj

"What is his bow made of?" asked Strong Wind's sister.
 n v v adj n n

"The Rainbow," answered the girl.
 n v n

"And what is the bowstring made of?" asked Strong Wind's sister.
 n v v adj n n

"Of Stars," answered the girl.
 n v n

Then Strong Wind's sister knew that the girl could really see him. He had let
 adj n n v n adv v v

her see him because she had told the truth.

v v n

“You **really** have **seen** him,” said **Strong Wind**’s **sister**. The **sister** **washed** the

adv v adj n n n v

girl, and all the **burns** **went** away. Her **hair** **grew** **long** and **black** **again**. The **sister**

n n v n v adj adj adv n

dressed the **girl** in **fine** **clothes**. **Strong Wind** **came** and the **girl** **became** his **wife**.

v n adj n adj n n n v n

The **girl**’s **two** **sisters** **were** **very** **angry**, **but** **Strong Wind** **turned** **them** **into**

n n adv adj adj n v

aspen **trees**. **Ever** **since** **that** **day**, **she** **leaves** **of** **the** **aspen** **tree** **always** **tremble** **with** **fear**

n n adv v n n adv adj n

wherever **he** **comes** **near**, **because** **they** **know** **he** **remembers** **their** **lying** **and** **meanness**.

v v v n n

