

CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents an overview of related literature. It consists reading text, English textbook, lexical density, readability and previous studies.

A. Reading

1. Definition of Reading Text

Reading is one of four basic language abilities. Reading is an ability that utilizes written material to generate knowledge and convey information (Nunan, 2005). It requires not just reading the word but also comprehending the statement. Reading is the action of converting written information into intelligible knowledge (Grabe et al., 2019). It signifies that reading is the process of understanding and comprehending what you read. As a result, students must develop strong reading abilities in order to quickly comprehend and interpret the content of the text. Text is a crucial form of communication. In talking with another individual, writing can be utilized to create a textual significance between the two people (Eggins,2004). Textual meaning refers to the structure of text like an item of written or spoken language. Text is a written language made up of words, phrases, clauses, as well or paragraphs used to communicate. The concept is that text is a collection of words that functions as a dictionary of meaning for communication. According to the previous explanations, reading text is described as an instrument or tool in the format of a combination of words or diction used to produce writing with a concept and purpose.

2. Genre of Reading Text

According to Hammond (1991), every genre has a distinct conceptual framework, which is a unique framework from start to conclusion that serves the genre's social function. Reading text is divided into two categories: literary texts and factual materials. Anderson (1998) classifies three types of literary texts: narrative, poetic, and dramatic. However, factual texts encompass, recount text, exposition, discussion, explanation, recount, information report, factual description, method. In this study, the researcher identifies the genre used in the English textbook for grade 12 of senior high school under the K-13 and Merdeka curriculums. The terms are recount, descriptive, report, exposition, explanation, personal letter, method, narrative, and persuasive.

a. Analytical Exposition

According to (Anderson et al., 1997), an analytical exposition text persuades readers that a specific thing might be true. Its purpose is to influence readers' perceptions. It also includes the author's thoughts on connected topics. To strengthen the argument, the writer must present arguments for why something is the case. Gerot and Wignell (1994) defined the generic structures of analytical exposition text as follows:

1) Thesis Position.

In this section, the writer must state their issue and express their opinion about it. The main points must be underlined in the preview.

2) Argumentation Point

This section is a repetition of the primary ideas offered in the preview. Elaboration requires that each idea or statement be expanded and substantiated.

3. Reiteration.

The writers need to reiterate their point of view.

Gerot and Wignell (1994: 197) defined the lexicographic parts of analytical exposition text as follows: Emphasize general human and non-human participants, use simple present tense, relational processes, conjunction to establish the case, and reason using causal conjunction or nouns.

b. Recount Text

According to Knapp et al. (2005), recounts are serial texts that contain a series of previous events. The social function is to provide the audience with an overview of what occurred and when. The content begins with an opening paragraph that explains who, what, where, and when. It consists of by a sequence of events (retell them in the particular sequence in which they happened) with an optional conclusion. This text contains grammatical components like as proper nouns, descriptive words, past tense, and words that describe the sequence of events.

c. Narrative Text

According to Anderson (1998), a narrative is a text that presents a story while entertaining the listener. Narrative serves two purposes: to entertain the reader and to influence societal opinions and values (Knapp and Watkins, 2005). The social objective of the text is to amuse and entertain the reader. The generic structure of the text consists of orientation, intricacy, a series of events, resolution, and coda. Furthermore, they refer to the grammatical features of narrative, which include nouns that identify specific characters and sets in the story, adjectives that provide detailed descriptions of the characters and setting, verbs that indicate the events that

occur in the story, and time-associated expression that relate acts and convey when they occurred. The grammatical characteristics of this text include the use of action verbs, temporal connections, storylines that typically employ repetitions and patterns for creating certain effects, with the utilization of structure in sentences to generate emotional consequences.

d. Procedure Text

According to Knapp and Watkins (2005), a procedure text is a generic fact document that directs the reader to take a particular activity. Moreover, the steps in the procedure text are intended to be followed sequentially, so that the reader can achieve their aim of doing something in a safe and appropriate manner. This paragraph is structured around the aim/goal (the introductory statement or title), materials (the objects required to complete the objective), and actions (what is required to achieve the goal). Procedure text is additionally different from other text in that it starts with a word such as verb and can be expressed as an instruction, it includes time words or numbers that suggest the succession of how the steps must be carried out, it includes adverbs that indicate the way the process ought to occur, and it utilizes particular words and technical expressions. Additionally, Knapp and Watkins (2005) add the grammatical elements of this text, such as the people can be identified in either way, through verbs with action to convey the procedure, using simple present tense and imperative, adverbs are employed to offer details about the way the task is completed.

e. Report Text

According to Anderson and Anderson (2003), report text is a text that demonstrates information about a topic. The social function of this text is to classify the facts with regard to the topic's parts, habits, and personality traits. The structure of this text are as follows:

1. General categorization

In this section explains the issue that will be discuss.

2. Description

In this section describes what the problem in thought looks like in terms of the nature and behavior of the part. According to Mark and Kathy Anderson (2003), grammatical traits typically seen in report texts involve the use of subject-related phrases, broad phrases, and the utilization of the present tense.

f. Personal Letter

Rahmadani and Fudhla (2022) defined a personal letter as one written from someone to a relative or close friend to convey congratulations, appreciation, sympathies, and more. In other words, the writer is allowed to express whatever. Everything can be written in any context, past, present, or future, without regard to rules or grammar. The letter's format consists of the date, address, salutation and name, introduction, body, closing, complementing close, signature, and postscript.

g. Analytical Explanation

According to Bashir (2017), an explanation text is a nonfiction text that explains why or how something occurs. It signifies that the explanation text discusses a

phenomenon that actually happened in our world. Usually, the writer ought to clarify the reason things happened. According to Knapp and Watkins (2005, p. 125), the genre of explanation is an important language function to clarify what exists and the way it occurs. In this text, students must clarify on a topic that occurs in their culture, such as how and why natural disasters occur. The explanation text's purpose is to go deeper into and explain on how and why something occurs. The general patterns of explanation are as follows:

- 1) Orientation is the announcement of what will be discussed.
- 2) Explanation sequence: Writers should provide detailed explanations for their chosen topic.
- 3) Concluding statement: Writers must include all important facts on the issue.

Cause and event connections, simple present tense, generalized non-human participants, passive voice, action verbs, and technical phrases are all examples of terminology used in analytical explanations.

h. Descriptive Text

According to Hanafiawi et al. (2020), descriptive writing is a text that explains anything, a place, a thing, or an individual. Descriptive text has two structures. It consists of identification and description, according to Gerot and Wignel (1994) in Rizkiani et al. (2020). Identification entails providing a description of anything to describe. Furthermore, the description reveals traits, colors, characteristics, and everything else important to the message the author aims to represent. The descriptive text also has language characteristics that separate it from other genres of

writing. It uses a specified participant, and adjective. Additionally, it uses conjunction. It employs the simple present tense (Rizkiani et al., 2020).

B. English Textbook

1. Definition of English Textbook

Teachers commonly use media to assist students in the learning process. One of the media utilized by teachers is textbooks. A textbook is a frequently utilized resource in language teaching and learning process (Brown, 2000). A textbook is an academic text that was mainly written in order to assist students of languages in the development of their language and communication skills (Sheldon, 1988). They prefer to occur in series according to a given degree, and it is made with colorful covers, colored visuals, and photos that are highly eye-catching (Masuhara & Tomlinson, 2008). Whereas a textbook is a document written by professionals and scholars with expertise in a certain field of study, and the materials used in it are typically thoroughly evaluated before release in studies carried out in actual educational environments (Cunningsworth & Tomlinson, 1984).

a. The Function of Textbooks

Textbooks have many functions. Thomson (2000) mentions the following functions:

1) Individual instruction.

A textbook will assist students in learning independently by allowing them to discover the topics they are enthusiastic about into, in an appropriate speed and within certain limits.

2) Academic Regulation

A textbook assists students organize how they learn by communications, specified duties, reading, and questioning. The textbook offered additional topics and ideas that built on previous themes.

3) Instructive contribution

Teachers utilize textbooks to assist students enhance their reading, investigation, comprehension, studying, and solving problems.

4) Learning enhancement

A textbook is a valuable instructional tool for teachers who want to transmit information to their students.

5) Textbook Selection

The textbook's substantial position requires careful study while choosing one. The educational value of textbooks motivates authors and publishers to produce a large amount for various student levels. To address this problem, the teacher must evaluate which textbook is appropriate for an extensive number of students without relying on personal information about each student. Teachers need to have enough understanding of it. The teacher is expected to be smart in selecting resources which are legible, understandable, and interesting. In order to be truly successful at picking texts, the teacher must evaluate some factors that influence a text, such as its vocabulary as well as writing technique, and, more crucially, adapt strategies for instruction properly. Students will feel encouraged to absorb the material fully.

C. Lexical Density

The term "lexical density" is utilized in the analysis of texts to assess how informative the material is. Ure (1971) first introduced the concept of lexical density in. He defined lexical density as the proportion of lexical and grammatical qualities in words. Additionally, Halliday (2007) defined lexical density as the proportion of lexical items (content words) to the total amount of sentences. As lexical density increases, so does the text's informativeness and complexity. Furthermore, text with a lower density is easier to understand for the reader because it provides less information. Ure and Halliday have different concepts of lexical density. Halliday describes lexical components as a lexical set rather than a grammatical system. For example, pick up. Halliday classifies this phrasal verb as a lexical item. Ure considers "pick" a lexical word and "up" a grammatical component. Moreover, Johansson (2008) argued that words containing lexical numbers, such as nouns, verbs, adjectives, and adverbs, are sometimes categorized as content words. According to Nunan (1993), lexical density is the amount of lexical (content) words in a phrase, including nouns, verbs, adverbs, and adjectives, that have suitable and relevant lexical meaning. Lexical density is divided into two categories: lexical items (content words) and grammatical items (grammatical words). Content words, also referred to as lexical items, generally express a lot of information, such as verbs, nouns, adverbs, and adjectives, whereas grammatical items, such as auxiliary verbs, pronouns, prepositions, determiners, conjunctions, and numerals (Stubbs, 2002). The classifications are outlined as follows:

1. Lexical Items

Lexical items or content words include verbs, nouns, adjectives, and some adverb classes have valid lexical meanings. The description is as follows:

a. Noun

Nouns is name words that relate to a person, thing, or place (Leech et al., 1993). Examples: girl, boy, car, door, Surabaya, love, and John.

b. Verb

A verb is a word that implies to do something; it represents an act (Leech et al. 1993). A verb has frequently employed lexical density to express a condition, actions, event, or emotions. Examples: study, cook, leave, find and work.

c. Adjective

Gelderen (2010) defined adjective as phrases which define or change nouns. It is an expression that contains more details about a noun or pronoun. Adjectives include handsome, tall, lovely, huge, beautiful, and good.

d. Adverb

Adverb is phrase which describes or change other words, such as verbs, adjectives, and adverbs (Leech et al., 1993). Adverbs contain manner (fluently, well), position (here, anywhere, somewhere), time (now, yesterday, then), duration (often, always, frequently), degree (nearly, too, rather), and modality (maybe, actually).

2. Grammatical Items

According to Syarif and Putri et al. (2018), grammatical parts integrate topics in a sentence but do not supply more information in a text. The objective is to arrange lexical items properly. Grammatical components include auxiliary verbs, prepositions, pronouns, determiners, conjunctions, and numbers.

a. Auxiliary verb

Auxiliary verbs refer to words that cannot stand on themselves. Its goal is to help other verbs convey various meanings (Riyanto et al., 2010). Examples, be (are, is, was, were), do (does, did), has or have, and the modal of auxiliary verbs like may, might, must, ought to, could, can, will, would, should and shall.

b. Preposition

A preposition is a word that demonstrates how phrases relate to each other. Prepositions typically convey location or time, direction, cause, or relationship. A preposition appears before a noun (Gelderen, 2010). Examples, under, on, in, in front of, beside, between, and about.

c. Pronoun

A pronoun is a term used to replace a noun or a noun phrase. Pronouns are also used to refer to individuals (Koopman et al., 2013). Examples, I, you, you, she, his, we, and it.

d. Determiner

Determiners are words or phrases that fit into a given category. A determiner is typically used in conjunction with a noun to indicate whose

noun is intended and what it is (Gelderen, 2010). Examples include a, an, the, that, this, some, and many.

e. Conjunction

A conjunction is a term used when combining words, sections of words, or sentences (Riyanto et al., 2010). Examples of conjunctions include after, although, and, because, before, but, and so on.

f. Numbers

Numbers are separated into three parts: ordinal numbers (first, second, and third), cardinal numbers (zero, one, two, and three), and fractions (a half, a third, a quarter)

One way to measuring lexical density is by determining the proportion of lexical items to the total number of words, as proposed by Ure (1971). Ure employed the following formula.

$$\text{Lexical Density} = \frac{\text{Number of Lexical words}}{\text{Total Number of Word}} \times 100$$

The results of lexical density are classified into several groups according to classifications supplied by experts (Ure, 1971 in Johansson, 2008). The classifications are:

Table 2.1 The Level of Lexical Density

Range of Lexical Density	Categories
> 70%	Very Dense
61-70%	Dense
51-60%	Less Dense
41-50%	Not Dense

D. Readability

1. Definition of Readability

Readers are typically dissatisfied when presented with simple material that is under their reading ability. Inadequate readers, on the contrary, will be convinced if forced to read texts that are too challenging for them. A book's readability level determines its fluency when read. If the text is beyond the readers' comprehension, they become dissatisfied and deterred from reading it (Marzan, 2022). As defined by Barbara Woods (1989), readability is a measure of writing complexity as well as an estimate of the reading or academic background required to comprehend literature. Richards and Platt (1992) described readability as the ease with which written text may be read and interpreted. This approach depends on a number of factors, including the typical length of sentences, the amount of new words incorporated, and the grammatical difficulty of the language used in the text. Dubay (2004) argues that readability determines how tough sentences are to understand. Readability is also defined by Richardson and Smith (2002) as the simpleness that text could be read and comprehended. According to the definitions offered above, readability refers to the level of complexity or simplicity that readers comprehend a text. It involves with how well a text communicates its intended significance to the reader.

2. Factors of Readability

According to Day's (1994) journal access, there are various elements that influence text readability. He identifies six factors, which are:

a. Lexical knowledge.

This is an important aspect that determines the readability of text. If a text contains a large number of unfamiliar lexical items or terminology, it will be challenging for students to understand. As a result, lexical knowledge is required to help readers understanding the content.

b. Background knowledge.

Someone's expertise also influences how they interpret a text. If they are familiar with the subject, they ought to be able comprehend the content faster and more readily. As a result, the teacher is responsible for selecting the most suitable subject for the students.

c. Syntax and patterns of language

Readers might face grammar formulations that are difficult to comprehend and require a while to understand. It influences the readability of the text.

d. Organization

Organization refers to a text's rhetoric or explicit structure. The teacher needs to make sure that the content is appropriately arranged, as disorganized text might pose difficulties for students.

e. Discourse phenomena.

Textual phenomena at the discourse level include topic and suggest arrangement, as well as coherence and structure analysis.

f. Passage length

The last factor is the length of the passage. Sometimes teachers give less consideration to the students reading skills and assign too much reading material. These are some characteristics that influence text readability. Considering these variables allows teachers to identify the level of readability in reading texts and to select the proper material and method for the students.

3. Readability Formula

The readability formula measures text readability. Attempts to develop readability procedures using basic correlation give adequate evidence to validate the notion. The use of a formula, as others readability measures, involves the choice of suitable samples from the materials to which the examination formula has been applied. The Flesch Reading Ease Formula, SMOG Formula, Fry Readability Graph, and Dale-Chall Formula are some examples of formula testing (DuBay, 2004). The Flesch Reading Ease Formula by Rudolf Flesch (1949) is used in this study to assess the text's readability degree because it has been verified and widely used in previous study. William (2004) stated in his book that Flesch Reading Ease is one of the most successful and tested dependable formula (Dubay, 2004).

Here comes the formula:

$$RE : (206.835 - (1.015 \times ASL)) - (84.6 \times ASW)$$

ASL : Total of words / Total of sentences

ASW : Total of syllable / Total of word

Table 2.2 The Level of Readability Test by Flesch Reading Ease Scale

Reading Ease Score	Description	Reading Grade
0-29	Very Difficult	College Graduate
30-49	Difficult	13 th – 16 th grade
50-59	Fairly Difficult	10 th – 12 th grade
60-69	Standart	8 th – 9 th grade
70-79	Fairly Easy	7 th grade
80-89	Easy	6 th grade
90-100	Very Easy	5 th grade

E. Previous Studies

There are some previous studies have analyzed about the lexical density and readability in textbooks. The first is by Bakuuro, (2024). This study was to examine the relationship between lexical density (LD) as a method for measuring text difficulty and overall readability of texts (in this case, texts assigned to Senior High School students in Ghana). To easily demonstrate this relationship, the levels of LD of assigned texts must first be established and then compared to their corresponding readability scores. To that purpose, Ure's (1971) and Halliday's (1985b) LD formulas were employed to calculate the LD values of the sampled texts. Gunning's (1952) and Flesch's (1948) readability indices were used to calculate the readability levels of identical assigned texts. The LD values for the selected texts were found to be frequently very high (over the generally agreed-upon minimum of 40%), but the equivalent readability values were low. The relationship between LD and readability is thus clearly revealed: high LD translates immediately into low readability, while low LD translates straight into excellent readability. Implication: Low text readability has a detrimental impact on learner progress.

Second, Siregar et al., (2024). This study examines at lexical density and readability in undergraduate thesis introductions. The data was collected using a

documentation methodology, and it was presented using qualitative content analysis. The study's data consisted of content words and sentences extracted from 20 undergraduate thesis openers. The online Flesch Reading Ease Tool was used to calculate lexical density and readability scores. The data indicate that all introductions have a high lexical density, with scores ranging from 51.28% to 68.08%. The reading scores range from 10.92 to 17.58, and all are classified as very challenging texts. In summary, the findings show that all thesis introductions have a high level of complexity. These introductions demonstrate the purposeful use of rich, precise content words. As a result, their density makes comprehension difficult.

Third, Miskiyah and Amalia (2022) also did research on lexical density and readability. Their purpose of the study is to determine the lexical density, readability, and relevance of reading texts to their grade level. This study utilized library research as well as a descriptive, qualitative methodology. The topic is drawn from the 11 reading texts in the English textbook "Stop Bullying Now" for the 11th grade. The researchers analyzed the data using the Ure and Flesch Reading Ease formulas. According to the findings, three texts were classified as low-density, whereas eight texts with lexical density ratings of more than 50% were classified as quite dense.

Fourth, Rizkiani et al. (2022) have previously conducted research on lexical density and readability. This study looks at the lexical richness and readability levels of Facil's 'Advanced Learning English' textbook for secondary school students in grade 11. This research contained 11 reading sections drawn from each chapter of the Intermediate Learning English 2 textbook. The study's goal is to compute the average lexical density of selected portions from English textbooks and determine the book's appropriate level for high school students in class 12th. The researchers employed Ure's

(1971) text analysis to determine the lexical density of the reading text. The readability level was calculated using Flesch's (1994) reading ease scale technique. This book's average reading text has more than 40% lexical density. 11 reading resources are divided into 5 categories using the Flesch reading ease formula: moderate for one, reasonably basic for three, and hard for four. Two texts have a standard difficulty level, three are fairly complex, and two are challenging.

Fifth, Amer (2021). The purpose of this study is to investigate readability and lexical density in Senior High School English Textbook in Jordan. Using a quantitative research approach, this study investigated the lexical richness and readability of the textbooks' reading sections to determine the way these parameters varied across Jordanian secondary school English textbooks. The Ure formula and the Flesch Reading Ease formula were utilized by the researcher to analyze the data. The findings revealed that, on average, these chosen reading resources had lexically middle. In terms of readability, the chosen reading texts were conceptually easy to understand.

The similarity between this research and the previous research is that they both examine lexical density and readability, using the same formula, namely to determine lexical density using the formula from Ure (1971), while to determine readability both use the Reading Ease Formula. The first previous research was done by Justin Bakuuro with title "In the Belly of Text Complexity: Unravelling the Nexus between Lexical Density and Readability". To determine readability, he also used Gunning's (1952) theory. For differences, each study has different research subjects. In this study, the data sources used are reading texts contained in English textbooks for Senior High School grade 12th published by the Ministry of Education and Culture with different curricula, namely the K-13 curriculum and the Merdeka curriculum. Meanwhile, what was done

by Bakuuro, (2024). Using texts from each grade level of the Ghanaian Senior High School (SHS). While the research conducted by Siregar et al., (2024) used data sources from 20 introductions from student theses from the Literature Department of Hasanuddin University published in 2023. Research conducted by Miskiyah and Amalia (2022) The subject of this research is the reading of the English textbook “Stop Bullying Now” for eleventh grade high school. The Ministry of Education published this book in 2017. Meanwhile, the research conducted by Rizkiani et al. (2022) used data sources from the book “Advanced Learning English for grade XI high school students” published by Facil. And for research from Amer (2021) using data sources from grade 12th and grade 11 English textbooks in Jordan in the second semester of the 2020/2021 academic year.