

CHAPTER II

LITERATURE REVIEW

This section presents several points supporting the focus of this study to be more specific. It comprises theoretical description, theoretical framework, and previous studies.

A. Theoretical Description

1. Reading Text

Reading text refers to written text designed to become input in learning language to facilitate learning process, specifically in English language teaching (ELT) context. Reading is receiving process and elucidating the information encoded in the form of language through printed materials (Urquhart & Weir in Grabe, 2009, as cited in Rohmatillah, 2015). In other hand, text is a passage of words that forms a diction which conveys a set of meaning for communication to both reader and writer. Reading text in this study is the text that has specifically structured passages that include elements including paragraphs, key ideas, and supporting facts, rather than conversational texts.

Genre is defined as the categorization of texts based on what the communicator aims for and the specific context of their use. According to Hyland (2018), genre, understood most simply, is a term to group texts together, representing how writers typically use language to respond to recurring situations. There are several types

of genres in reading text such as recount, descriptive, report, procedure, explanation, narrative, persuasive, exposition and others. However, in this study, the author would only like to describe the genres found in the *Bahasa Inggris Tingkat Lanjut Kelas XI* textbook. The genre is presented as follows:

1. Narrative text

A narrative text is a text used to tell a story in order to amuse the reader. The social function of this text is to entertain and address real or diverse experiences in a variety of ways.

The four generic structures of narrative text are orientation, complication, resolution and reorientation. First, orientation is presenting the scene and introducing the character. Second, complication includes the main problem or conflict in the story happens. Next, resolution means the issue has been resolved, whether for better or worse. Lastly, re-orientation refers to the end of the story and conveying the moral lesson learned.

2. Analytical Exposition text

An analytical exposition text is a text that comprehensively presents issues or surrounding phenomena supported by author's arguments or viewpoints to convince the reader that something is factual. The social function is to use logic to convince the listener or reader that something is true.

Thesis, argumentation, and repetition are the three general forms of analytical exposition texts. Firstly, the thesis aims to

introduce the topic and presents the author's opinion. In addition, arguments are the series of arguments to prove the truth of the thesis stated. Lastly, reiteration remains repeating the author's position and possibly summarize the main points.

2. Hortatory Exposition text

A hortatory exposition text means trying to encourage or convince the reader or listener that something should or should not be done by giving suggestions or recommendations. The social function is to influence others to act in a particular way.

This type has three generic structures of hortatory exposition such as thesis, argument, and recommendation. At first, thesis means stating the issue or concern and the writer's stance. Furthermore, argument provides arguments and proofs for the thesis's standpoint. Lastly, recommendation is giving suggestion what should or should not happen or be done.

As previously explained in the background, the purpose of this study is to analyze these genres, so the texts included in the textbook are going to be investigated by this study.

2. English Textbook

In implementing learning activities, teachers usually rely on instructional media to assist the teaching process. One of the most widely used is textbook. It thus plays an important role in facilitating instruction, guiding classroom activities, and supporting students' understanding of the material. A textbook, according to Devereaux et al. (2001), is a form of published revealed material that is typically utilized as a teaching and learning tool in educational institutions.

Textbook serves various functions as a resource of presentation material, a source of hands-on experience and communication exercises, a reference for grammar, pronunciation, vocabulary, a syllabus, a tool for independent study or self-access as well as help for instructors with less experience.

Considering its central role, the quality of textbook becomes crucial to be concerned with in order to carry out effective teaching and learning. Tarigan, as cited in Akhmad et al. (2022), outlines several characteristics of a good textbook based on the evaluation of Greene and Petty theory textbooks, including: (1) the textbook must be engaging and appealing toward the students in order to have an interest in using it. (2) the textbook needs to be prepared to inspire students. (3) the contents of the textbook must be illustrative. (4) the linguistic component should be taken into account in the textbook. Therefore, it will be appropriate for the learner's level of proficiency; the textbook's contents must be relevant to the opposing scientific

field. (5) the textbook is supposed to stimulate the learner's private activity. (6) the contents of the textbook must be clear in writing to minimize the students' confusion in the use. (7) since the textbook will represent the perspective of the student, it must have a distinct point of view. (8) the textbook needs to be designed to balance and highlight the value of the students. (9) the textbook needs to be prepared to address individual differences.

In this study, the textbook that is going to be studied is *Bahasa Inggris Tingkat Lanjut Kelas XI* launched by Ministry of Education and Culture in 2021. The following figure shows the textbook's cover.

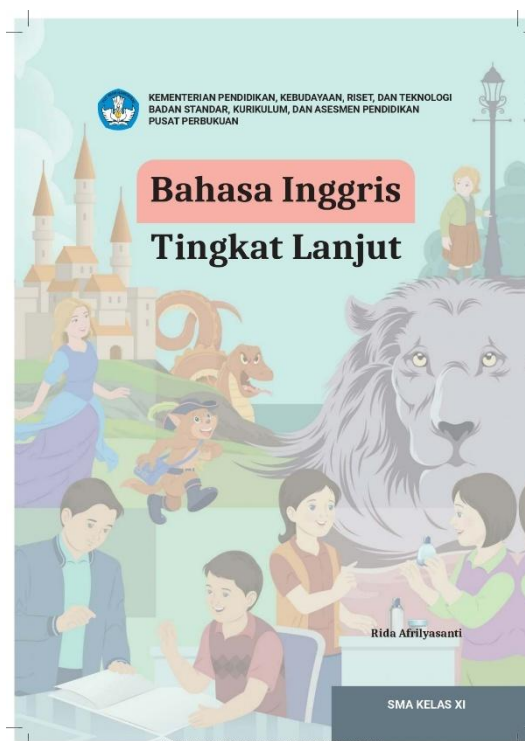


Figure 1. The cover of textbook

3. Lexical Density

The notion of lexical density refers to measuring how informative the text is. Lexical density is often described as a linguistic measure that evaluates the ratio of lexical words (verbs, nouns, adjectives, and adverbs) compared to the total number of words in a text. In lexical density, there are two categories including lexical items (content words) and grammatical items (function words). Content words produce meaning while function words serve a purpose in the formation of English grammar. This concept was first introduced by Ure (1971) and later refined by Halliday (1985). Texts with higher lexical density are considered more informative and complex, while texts exhibiting lower lexical density are less informative and easier to understand. Ure claims that while the majority of written texts have a lexical density of 40% or more, the majority of spoken texts have a lexical density of less than 40%.

Although both scholars address the same construct, there has a slight distinction. Ure defines lexical density as "the proportion of words carrying lexical values (members of open-ended sets) to the words with grammatical values (items representing terms in closed sets)". Halliday, on the contrary, defines the lexical density as "the number of lexical items as a proportion of the number of running words in a text" (Halliday, 1985:64). A text will be literate when it contains fewer lexical items than grammatical ones, leading it to be easier to comprehend. In contrast, a text will be illiterate if it packs

more lexical items than grammar, making it difficult to read yet provide abundant information.

In lexical density, English vocabulary is categorized into content word and function word. Functionally, content word shows a semantic meaning, while function word acts as a forming English grammar. According to Ure (1971), content words are considered a lexical and open system since they make it simple to add new participants to the group. On the other hand, function words or 'grammatical items' belong to a closed system with limited and fixed members. Moreover, both scholars, Ure and Halliday, have a different viewpoint in their calculation. Halliday (1985) further developed the theory of lexical density. He highlights the essential distinction between lexical and grammatical items. Halliday, cited in Johansson (2008), argues that "an item may consist of more than one word". For instance, the phrasal verb *turn up* is counted as a single lexical item, whereas Ure (1971) counts it as one lexical item (*turn*) and one grammatical item (*up*). To measure lexical density, distinguishing these concepts remains crucial. Grammatical items, or 'function words,' consists of determiners such as articles, pronouns, prepositions, interjections, conjunctions, some classes of the adverb, modality and auxiliary verbs. (Halliday & Matthiessen, 2014).

Based on the presented theory, these detail categorizations are explained as follows;

a. Lexical items

Lexical items, also referred to as content word and open class, are the basic elements of language made up by a vocabulary unit which is originated from the Greek term meaning speech and words. A lexical item is a single text or group of words that make up vocabulary, the fundamental components of language. It is also regarded as content words, carrying lexical meaning. There are several types of lexical items according to Gelderen (2010) and Huddleston (1984) as described below:

1) Noun

Noun is a word that is used to name people, places, things, or abstract concepts. They function as a sentence's subject or object. Common nouns, which refer to people, places, or other everyday objects, are among the classes of nouns (e.g., book, table, cafe, glass), and proper noun refers to the specific name of a person or thing with the capitalized written (e.g., Atomic Habit, Billy, Indonesia).

2) Verb

Gelderen (2010) states that a verb is classified as a lexical category which typically states an action, event, or emotion. The examples are analyze, play, execute, be, explain, argue and others.

3) Adjective

An adjective is the word used to describe and modify nouns by providing additional information such as quality, quantity, or condition, e.g., nationality/ethnicity (*American, Navajo, Dutch, Iranian*), size (*big, large, thin*), age (*young, old*), color (*red, yellow, blue*), material/personal description (*wooden, human*), or character trait (*happy, fortunate, lovely, pleasant*) (Gelderen, 2010).

4) Adverb

Adverbs commonly modify behavior and then offer information typical of those, manner (*wisely, fast, quickly, slowly*), or duration (*frequently, often*), or speaker attitude (*fortunately, actually*), or place (*there, abroad*), or time (*then, now, yesterday*). Additionally, negatives like *not* and *never*, words like *as well* and *also* are classified as lexical adverbs since they modify the verb. One exception in distinguishing adverb as lexical and grammatical words argued by Gelderen (2010) is when adverb modify adjective or other adverbs itself, which called degree adverbs (*very, so, too*). These degree adverbs have very little significance (except some that can add flavor to the degree, such as *exceedingly* and *amazingly*) and it is hard to find synonyms or antonyms. As a result, it makes more sense to consider the following of adverbs as grammatical categories. In addition,

Halliday cited in Johansson (2008) explains that adverbs derived from adjectives are treated as part of the lexical item.

b. Grammatical Items

Grammatical items, often known as function words and closed class, are the grammatical components of language that primarily function to organize and connect words in a sentence, ensuring which coherence and clarity. Unlike lexical items, grammatical items do not convey substantial meaning on their own word but instead they provide clarity, coherence, and functionality in language. There are various kinds of grammatical items, as explained below:

1) Auxiliary verb

Auxiliary verb is also called helping verbs. It consists of be (is, am, are, was, were, be), do (does, did), has or have, and the modal of auxiliary verbs such as will, would, should, shall, may, might, must, ought to, could, can.

2) Pronoun

Pronouns replace nouns to avoid repetition and simplify sentences. Some classes of pronoun include personal and demonstrative pronoun. The examples are he, it, this, that, those, they etc.

3) Preposition

Prepositions, which typically indicate direction, place, time, or cause, demonstrate the connections between nouns or

pronouns and other words in a sentence. Several examples are in, under, during and many more.

4) Determiner

Determiners introduce nouns and provide information about quantity, ownership, specificity, or definiteness. The examples are a, the, some, much, no, few, little, this, every and so on.

5) Conjunction

Conjunctions serve as connectors between words, phrases, or sentences to show relationships like addition, contrast, or causality. The examples are and, but, after, before, meanwhile, although, because and many more.

6) Numerals (numbers)

Numerals are words or symbols that denote numbers and are used to indicate quantity or order. Cardinal, ordinal, fraction number are all included in function words. Some examples are one, a half, a third, fifty, tenth and so on.

From the explanation, the reading materials contained in the textbook analyzed were the main emphasis for lexical items proposed by Ure (1971) in this following formula, followed by its description.

$$\text{Lexical density: } \frac{\text{Number of lexical items}}{\text{Total number of words}} \times 100$$

If the score result shows 41–50%, it means the text is low category and is easy to understand. Secondly, the text will be still quite easy to understand if the result score is 51–60%, as it is categorized as medium text. Meanwhile, the result score of analysis would be 61– 70% if the text contains higher lexical items over the grammatical ones, and the text would be difficult to understand. Lastly, If the score result shows more than 70%, it is categorized very high text and would be very difficult to understand.

4. Readability

Readability is crucial in evaluating whether the texts are appropriate for the readers or not. This term refers to the ease of understanding text for the reader which reflects how simple or complex the vocabulary, sentence structure, and entire organization of a text are. According to Dale & Chall (1949), they explain readability as “the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it”. The degree to which students can comprehend the text, read it at their best pace, and find it engaging will determine how successful they are. Other expert, the creator of the SMOG readability formula G Harry McLaughlin (1969), defines readability as the degree to which a given class of people find

particular piece of reading material interesting and understandable. It concentrates on how a text interacts with a group of readers who have specific traits, like motivation, past knowledge, and reading abilities.

Several scholars have outlined key factors that influence readability and comprehension. Day (1994) stated that there are five factors affecting readability. First, lexical knowledge is the most important elements affecting readability. As the total of unfamiliar lexical items in a reading passage increase, pupils find it harder to read comprehend a passage. Second, background knowledge plays a crucial role. Readers are better able to comprehend and interact with a subject more rapidly and accurately when they are more familiar about it. Third, means both a text's rhetorical structure and degree of clarity. Texts that are not well-organized have the potential to create difficulties for ESL students, specifically at the early learning phases. Next, the phenomenon of discourse at the discourse level involves the the organization of themes and remarks in reading texts, while also considering aspects of coherence and cohesion that contribute to the integration of meaning in the text. Last, the length of the text relates to the possible reading passage. The most common mistake made by novice teachers or those who are not yet able to assess their pupils' reading proficiency is to choose a passage that is overly long.

Another opinion from Klare cited in Dubay (2004), there are some factors that can affect comprehension in text. First, word characteristics are correlated with comprehension. The characteristics of words can be identified through several aspects, including the percentage of content words and function words, word usage frequency, level of familiarity, length of content words, level of clarity or abstractness, associative value, as well as the differences between active verb constructions and nominalized verb constructions. Second, sentence characteristics are considered to affect comprehension. Some examples of these characteristics include the length of syntactic structures, particularly clause length, the use of active and passive constructions, affirmative and negative sentence forms, embedded and non-embedded structures, as well as the level of structural depth, whether low or high.

Readability is typically measured using objective formulas. There are several methods to determine the readability of the text, for instance, Flesch-Kincaid Grade Level, SMOG (Simple Measure of Gobbledygook), Dale-Chall Formula, Fry Readability Graph, Gunning Fog Index, and one of the most used is Flesch Reading Ease Formula. Theoretically, this formula was originally developed by Rudolf Flesch (1948) for English native speakers, particularly American readers. This formula is grounded in two main linguistic variables: average

sentence length and average number of syllables per word. This generates a score on a scale from 0 to 100, where lower scores indicate very difficult texts and higher scores represent easier texts. The description of the scores can be seen in the following table.

Table 1 Flesch reading ease description of style Educational Attainment Level (US)

Reading Ease Score	Description	Reading Grade
0 to 30	Very Difficult	Postgraduate
30 to 50	Difficult	Undergraduate
50 to 60	Fairly Difficult	Grade 10-12
60 to 70	Standard	Grade 8-9
70 to 80	Fairly Easy	Grade 7
80 to 90	Easy	Grade 6

To calculate this readability score, the following mathematical formula is used according to Flesch's (1948) formula:

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

$$ASL = \text{Number of words} \div \text{Number of sentences}$$

$$ASW = \text{Number of syllables} \div \text{Number of words}$$

ASL = average sentence length (the number of words divided by the number of sentences).

ASW = average number of syllables per word (the number of syllables divided by the number of words).

In this present study, the researcher employs Flesch Reading Ease Formula as the base theory to measure the readability of texts found in *Bahasa Inggris Tingkat Lanjut Kelas XI* textbook since it provides a highly reliable and consistent basis for measuring the structural complexity of reading materials. In addition, this formula has been widely adopted by previous researchers for conducting readability analysis regarding EFL textbook.

To analyze the texts, the use of technology is considerably important since it greatly helps researcher in processing and analyzing a relatively large amounts of the text effectively. Several online websites are commonly used to analyze lexical density and readability of the texts based on the theory. These tools include *Calculator Academy*, *Analyze My Writing*, *Readability Formulas*, *Calculatorfriend*, *Onlytools*, *Onlinecalculator1*, *Text Analyzer*, *Check Readability*, *Readable*, *SyllableCounter.net*, *seotoolscentre.com*, and others. The main role of these tools is to analyze texts by generating lexical density and readability scores, as well as providing

detailed linguistic information such as the number of words, sentences, and syllables in each text.

B. Conceptual Framework

This conceptual framework illustrates how the previously mentioned topics relate to one another. This study is grounded in the relationship among English textbooks, reading texts, lexical density, readability, and in a way, students comprehend a text. In the context of English education, textbook serves a crucial aspect in assisting teacher on learning process. One of the aspects is through reading text which aims to improve students' language proficiency. However, the reading passage provided in the textbook must be appropriate with the students' grade level being taught. Generally, texts with higher lexical density are considered more informative and complex, while texts with lower lexical density are less informative and easier to understand. In this study, lexical density is measured using the formulas proposed by Ure (1971) and Halliday (1985) through the online tool *Analyze My Writing*. On the other hand, readability describes how simple a text is for a reader to understand which influenced by several components such as sentence length, vocabulary complexity, and syntactic structure. To measure this, the texts are analyzed using Flesch Reading Ease Formula (1948) through the *Readability Formulas* website. These aspects determine whether the reading texts are appropriate for

eleventh-grade students or not by through employing the Reading Ease Formula Score.

Therefore, analyzing on these two aspects give overview on the appropriateness of the textbook for 11th grade and relate to students' ability to comprehend the texts. This conceptual framework is visualized in this diagram.

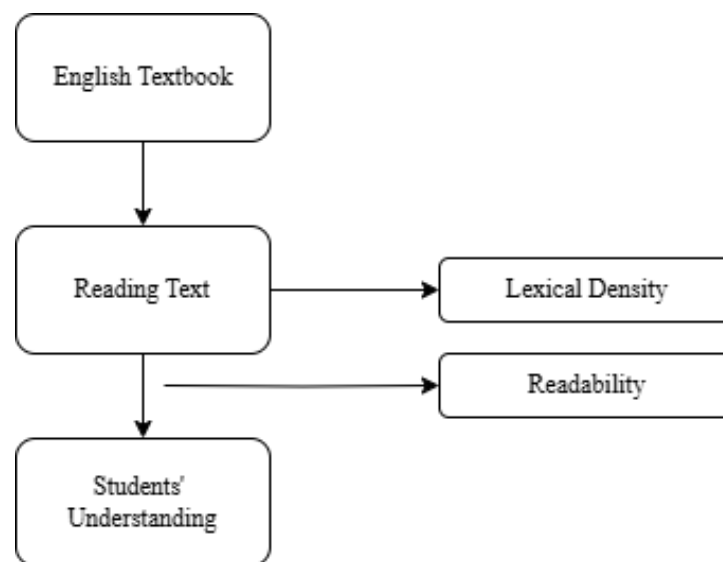


Figure 2. Readability Analysis Framework

C. Review of Previous Studies

As the preliminary study, the author has reviewed several previous studies to support this research conducted. The first English Textbook: A Content Analysis. This is conducted by Maufiroh et al. (2024) aimed to analyze the lexical density of reading texts and identify the genres of reading materials aligned with Curriculum 2013 found in the English textbook *Passport to the World* for 8th grade junior high school. This study used a descriptive qualitative approach with content analysis as the research design. The data

consisted of reading texts from the textbook, which were examined through document analysis. The findings showed that only three out of five genres prescribed by Curriculum 2013: descriptive, recount, and functional texts in the form of notices were included in the textbook. In terms of lexical density, two texts were categorized as low, eleven as medium, and four as high lexical density. However, the distribution of these texts did not follow the ideal 1:2:1 ratio for text difficulty. Despite this, the textbook can still be recommended for classroom use with modifications in instructional strategies to suit students' reading levels.

The second research entitled Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira has been conducted by Rohmatillah (2015). This study aimed to identify the types of texts presented in the reading passages of the English textbook *English Alive* for Senior High School Grade X, published by Yudhistira, and to measure their readability level. This study applied a descriptive qualitative approach with content analysis as the research method, which was used to describe and evaluate the content of the textbook. The textbook, which consists of ten chapters and is based on the KTSP curriculum, was analyzed through document analysis. The readability level was calculated using the Flesch Readability Formula. The findings of the study revealed five types of texts included in the reading passages, namely recount,

narrative, procedure, descriptive, and news item texts. However, only five out of sixteen texts were found to be appropriate in terms of readability for Senior High School students.

Next, Suminih et al. (2024) conducted the research entitled *Lexical Density in English Textbook of Junior High School*. They examined the lexical density of reading texts found in the *English for Nusantara* textbook for junior high school students. By applying Critical Discourse Analysis (CDA), they explored the deeper meanings conveyed through the reading texts and to understand how the texts influence students' perceptions. The reading texts had a high lexical density of 11.5, according to the results. It showed a higher degree of lexical complexity and a higher concentration of relevant content.

Furthermore, the research entitled *Analyzing Lexical Density and Readability of Reading Texts in English Textbook "Stop Bullying Now"* by Mahrukh Bashir has been conducted by Miskiyah & Amalia (2022). They analyzed lexical density and readability of eleven reading texts from that textbook for eleventh-grade students. The study adopted a descriptive qualitative method through library research and applied Flesch Reading Ease formula for readability and Ure's formula for lexical density. The result revealed that eight of the texts were found to have lexical density scores above 50% and were categorized as quite-dense, while the remaining three were low-density. Readability analysis revealed five

reading levels, with only four texts suitable for senior high school students. On average, the texts were deemed more appropriate for grades 8–9, and the study noted that both lexical density and readability remained relatively consistent across text levels.

Research entitled *Lexical Density on Reading Materials in English Interlanguage Textbook for the Tenth-Grade School* was conducted by Sabuna et al. (2024). This study analyzed reading passages found in English Interlanguage Textbook for the Tenth-Grade Senior High School. The research employed a qualitative method to examine nine reading texts, which consisted of various genres, including narrative, recount, descriptive, and news item texts. Ure's formula was applied to calculate lexical density. Research findings indicate that the lexical density of the text is in the range of 40% to 60%, indicating a sufficient level of density. The study concluded that the reading materials were generally clear, understandable, and appropriate for the target students.

Similarly, Sembiring et al. (2024) conducted a study on the lexical density of K13 English textbooks. This study aimed to find out the lexical density of reading materials in the K13 English textbook of secondary school in Indonesia. The research employed quantitative research to evaluate 10 reading texts from a variety of genres including narrative, descriptive, expository, and functional texts. This research focused on determining whether the texts' degree of complexity corresponds with the linguistic ability and cognitive

capacities of junior and senior high school pupils. The findings revealed notable differences in lexical density between genres, with report and descriptive texts showing greater complexity and narrative and procedural genres appearing a more balanced lexical composition. They suggest that these empirical results highlight the necessity of giving text significant consideration to the complexity in K13 English textbooks, especially when it comes to ensuring the content matches students' levels of linguistic and cognitive ability.

After reviewing several studies, the author identifies the gap that *Bahasa Inggris Tingkat Lanjut Kelas XI* textbook published by Ministry of Education and Culture in 2021 has not been examined yet in terms of its lexical density and readability. Since this textbook is a part of *Buku Sekolah Elektronik (BSE)* program, widely accessible by schools across Indonesia and innovated by the Ministry of Education and Culture, it is crucial to study, as it has been intensively used by some reputable schools. Therefore, in response to this gap, the current study examines the reading passages' lexical density and readability.