

CHAPTER II

LEXICAL DENSITIES' READING MATERIALS OF THE 2006 ENGLISH CURRICULUM

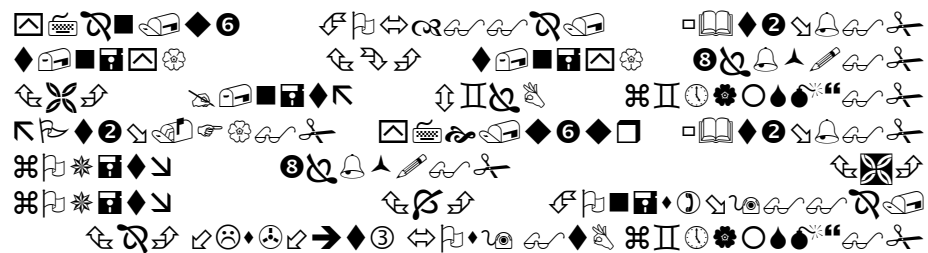
A. Theoretical Review

1. Reading

a. Definition of Reading

Reading in language learning plays an important role. It is one of four language skills students have to learn. It is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading as one of language skills, has given an important contribution to human life. Through reading, people can get many useful and new information, ideas and inspirations which can enrich their knowledge, and they can know about things happen in the world recently. Reading can help or train people to wider their mind and point of views in facing and solving matters happen in their life.

In the teaching of Islam, reading is also one key word to seek knowledge. As Allah stated in verse al-‘Alaq 1-5:



Recite in the name of thy Lord Who created everything. He created man from a clot of blood. Recite, for thy Lord is Most Beneficent, Who has taught by the pen, taught man that which he knew not.⁴

⁴Muhammad Zafrullah Khan, *The Quran*, (London: Curzon Press, 1985), 3rd Ed, p. 624.

It means that the reading is one activity which is very much suggested by Islam, so that its followers can seek knowledge wherever and whenever possible.

Reading is an interactive process that goes on between 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. In this process there are three participants: the writer of text, text, and reader.⁵ So, reading is one of the linguistic skills that people should have in order to communicate in English fluently and it is important to understand information from the text and interpret its meaning.

b. Reading Material

As a skill, reading is clearly one of the most important in many instances around the world. It is the most important foreign language. According to Harmer, 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.⁶

From the explanation above, it means that reading is one of important language that to be mastered by students in the Junior High School. To enable the students to master reading activity, teacher of English should provide materials. The teaching materials which are suggested by curriculum are reading materials which are not only suitable with the topic which is discussed, but also a good reading for students from the point of the setting of its message, the plot of the thought, structure of the text, lexical characteristic and correctness of the language.

⁵Mariane Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching*, (United Kingdom: Cambridge University Press, 2000), p. 119.

⁶Jeremy Harmer. *How to teach English* (United State: Addison Wesley Longman, 1998), p. 68.

Reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The writer emphasizes on the level of the readers interest as well as the objectives of the reading activity.

Based on the School-Based Curriculum, the basic competence in reading materials is to understand the meaning and the steps of rhetoric development in the written text (narrative, descriptive, recount, procedure, report, etc). Reading is usually conceived of as a solitary activity in which the reader to interact with the text.

2. Curriculum

a. Definition of Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. Feez stated that "curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution".⁷ Curriculum is a plan that gives guidance in the teaching-learning process activities.⁸

From the definition above, the writer concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

⁷Feez, Susan, *Text-Based Syllabus Design*, (Sidney: Macquarie University, 2002), p. 9.

⁸Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktek*, (Bandung: Remaja Rosdakarya, 1999), p.5.

b. The 2006 English Curriculum

Since the Indonesian government has designed the latest curriculum, that is the 2006 English Curriculum or School-Based Curriculum 2006, it is automatically that all school in Indonesia has to apply it. The 2006 English Curriculum for Junior High School (SMP/MTs) students to achieve the competencies that help them to be able to reflect themselves, their culture, and also others' cultures. Moreover, it prepares them to be able to communicate their thoughts and feelings, to participate in the society, even to make informed decision about personal and social issues and to discover and use their analytical and imaginative capacities.

In School-Based Curriculum 2006 for English subject of SMP/MTs, "SMP" graduates should be able to achieve functional level for communication spoken and written.⁹ The curriculum is also intended to develop skills of communication that is the skills of understanding and / or creating spoken and/ or written texts which are realized in four language skills: listening, speaking, reading, and writing, in order to be able to communicate fluently and to make discourse in certain level of literacy.

The 2006 English Curriculum mentions that English subject has several objectives which can be stated as follows:¹⁰

- 1) To improve the communicative competence both in spoken and written form in order to achieve functional level of literacy.
- 2) To be aware of the meaning and the importance of English as an international language that becomes and importance device in the global society.
- 3) To grow the students' understanding of the relationship between language and culture.

⁹DPN, *KTSP Mata Pelajaran Bahasa Inggris SD/MI, SMP/MTs, SMA/MA*, (Jakarta: BSNP, 2007), p. 277.

¹⁰Ibid, p. 278.

Basically, the content, the target, and the material of School-Based Curriculum are developing the skills of understanding and/or creating spoken and/or written texts which are realized in four language skill: listening, speaking, writing, and reading. They also produce various short functional and monologue texts, and essay in form of narrative, descriptive, recount, report, and procedure, and hortatory exposition texts. Students of Junior High School year IX according to the School-Based Curriculum are also suggested to learn three kinds of monologue/ essay texts; report, procedure and narrative texts.

3. Textbook

a. Definition of English Textbook

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school.

Textbook is a book giving instruction in a subject, used especially in schools, etc. According to Thomson, “the textbook is a stimulus or instrument for teaching and learning”.¹¹ In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.¹²

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

¹¹Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), p. 175.

¹²Wikipedia, *Textbook*, <http://www.wikipedia.org/wiki/textbook>, retrieved on 13th July 2010.

b. The Functional of Textbook

A textbook has many functions. According to Thomson, the textbook has many functions as follows:¹³

1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

¹³Thomson Heinle, *op.cit*, p. 176.

4. Text

a. Definition of Text

A text is very important in our life. We need texts to communicate with others. Actually, when we speak or write something, we have made a text. Text is a means of transferring message to the readers or listeners.

Text is an arrangement of systematically words in a good diction, without ignore the rule of coherence and cohesive. Text is any stretch of language which is held together cohesively through meaning.¹⁴ In addition, Halliday and R. Hasan mention that text is meant any connected stretch of language that is doing job in some contexts.¹⁵

From the explanation above, any instance of living language that is playing some parts in context of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

b. Genre

The term 'genre' has been used for many years to refer to different styles of literary discourse. In recent time, the term has been adapted to refer to different types of communicative events.

Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.¹⁶ Each genre is characterized by distinctive

¹⁴Feez J and Joyce, H, *op.cit*, p. 4.

¹⁵M.A.K Halliday and R. Hasan, *Language, Context, and Text: Aspect of Language in a Social-Semiotic Perspective*, (Oxford: Oxford University Press, 1985), p. 6.

¹⁶Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar*, (North South waLes: Gerd Stabler, 1995), p 17.

schematic structure, that is, by a distinctive beginning, middle, and end structure through which the social function of the genre is realized.¹⁷ It can be concluded that there are differences between each genre to another. There are some genres texts: spoof/ recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, discussion, and reviews.

In this study, the writer only discusses the genre that should be taught to the ninth year of Junior High School students based on School-Based Curriculum, namely; narrative, procedure, and report. There are some types of genres commonly used:

1) Procedure Text

The social function of procedure text is to help us do task or make something. They can be set of instructions or directions. The generic structure that should be followed when we write a procedure text are goal (goal states the final purpose of doing the instructions), materials (materials includes ingredients, utensils, equipment to do the instructions), steps (a set of instructions to achieve the final purpose). The lexico-grammatical features of the procedure text are focus on generalized human agents, the use of simple present tense and imperative sentence, the use of action verbs, the use mainly of temporal conjunction (or numbering to indicate sequence), and the use of adverbial phrases.

2) Narrative text

The purpose of this text is to relate an amusing or unusual experience in an entertaining way. The social function of narrative text is to amuse, to entertain, and to deal with problematic events which lead to a crisis point of some kinds, which in turn find a resolution.

¹⁷Jenny Hammond, *English for Social Purposes: A Handbook for Teachers of Adult Literacy*, (Sidney: Australian Print Group, 1991), p. 2.

The generic structure of the narrative consists of:¹⁸

- a) Orientation: sets the scene and introduces the participants
- b) Evaluation: a stepping back to evaluate the plight
- c) Complication: a crisis arises
- d) Resolution: the crisis is resolved, for better or for worse
- e) Re-orientation: optional

Narrative text focuses on specific and individualized participant. It usually uses material (behavioral and verbal) processes. It also uses relational processes, mental processes, temporal conjunction, and temporal circumstance. Relational processes involve states of being and having. For example:

- a) She was an old boy.
- b) He has a good job.

There are many verbs which refer to mental processes, they are thinking, imagining, liking, wanting, seeing, etc. The verbs that are used in narrative text type are past tense.

3) Report text

Report text is one of text types that taught of Junior High School. The term 'report' is used in everyday language refer to many different types of factual text, such as news report, science report, weather report, etc. Report is used to store/or provide information about class of things accurately rather than a sequence.

As the other text types, report has also the social function, the generic structure, and also the lexico-grammatical features. The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structures of report text are general classification and description (parts, qualities, habits or behaviors, if living; uses, if non-natural). The lexico-grammatical features of

¹⁸Linda Gerot and Peter Wignell, *op.cit*, p.204.

report text are focus on generic participant, the use of relational processes and the use of simple present tense.

5. Lexical Density

Lexical density is a measure of the amount of content information in a text. Lexical density is calculated by dividing the number of content words in a clause complex by the number of clauses in the complex.¹⁹ It means that the lexical density measures the density of information in any passage of text, according to how tightly the lexical items (content word) have been packed into the grammatical structure. This is a measure of how much information provided in a particular piece of writing. Lexical words are perhaps more commonly known as content words or information words.

Nunan stated that “lexical density referred to the number of lexical content of function words per clause”.²⁰ Lexical density measures of the proportion of content words in a sentence or text.²¹ In addition, lexical density is a term used in discourse (or text) analysis. It is used to measure the ratio of content words to grammatical words in any given text (spoken or written).²²

Based on the above explanation, lexical density is the number of content words as a percentage of the total number of words. Content words as opposed to function words are words that carry a high information load such as; nouns, verbs, adjectives, and adverbs. Sentences which are long and lexically dense are more difficult to understand. Those words are includes content words (nouns, verbs, adjectives, and adverbs), and grammatical function words (determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs). Texts with a lower density are more easily understood.

¹⁹*Ibid*, p.163.

²⁰David Nunan, *Introducing Discourse Analysis*, (England: Penguin group, 1993), p. 11.

²¹*Readability*, <http://www.unisanet.unisa.edu.au/resources/ia/readability/content> words and lexical density, retrieved on 6th July 2010.

²²*Lexical Density*, <http://wiki.answer.com/Q/What> is lexical density, retrieved on 10th July 2010.

a. Content Words

Content words are any nouns, verbs, adverbs, and adjectives which have suitable and significant lexical meaning.

1) Nouns

Nouns are the names of person, thing or place.²³ It may be the names of persons (Joseph, John), the names of places (countries, cities), the names of things (book, school), the names of professions (doctor, driver), the names of animals (bird, fox), the names of abstract nouns (information, discovery), the names of activities (athletic, running), the names of days and months (monday, year), the names of subjects (English, sport), and the names of families (father, aunt).

Based on the meaning, concrete nouns may be divided into several classes, they are:²⁴

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

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

- b) A proper noun is an individual name.

Example: George, Billy (a person), Indonesia, Japan (a country), May, June (a month).

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

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

2) Verbs

Verb is that part of speech which expresses action, being, or state of being. Verbs can be classified as to form and as to meaning.

²³Slamet Riyanto, et.all, *A Handbook of: English Grammar*, (Yogyakarta: Pustaka Pelajar, 2010), 4th Ed., p.7.

²⁴Rudi Hariyono, *Complete English Grammar*, (Surabaya: Gramedia Press, 2002), p.14-15.

- a) Based on the form, verbs are divided into two, they are:
 - (1) A regular verb is one which forms its past indicative and past participle by addition the suffix –ed, or –d.
Example: want, wanted, wanted, ask, asked, asked.
 - (2) An irregular verb is one that does not form its past indicative and past participle by adding –ed, or –d.
Example: become, became, become, buy, bought, bought.²⁵
- b) Based on the meaning, verbs are divided into two, they are:
 - (1) A transitive verbs are verbs that express an action and require one or more objects.
Example: learn, buy, sell, write, bring.
 - (2) An intransitive verbs are verbs that express an action and do not require object(s).
Example: come, study, arrive, run, lie, work.²⁶

3) Adjectives

An adjective are words that are used to explain or modify a person, place, or thing.²⁷

Example: beautiful, good, expensive, important, ugly, yellow, interesting.

4) Adverbs

Adverbs are words that are used to describe verbs, adjectives or adverbs.

Type of adverbs can be divided into six kinds:

- a) Adverbs of manner
Example: beautifully, well, fast, hard, quickly.
- b) Adverbs of place and direction
Example: away, here, west, there, in Solo.
- c) Adverbs of time
Example: ago, from, now, last, once, since, then, today.

²⁵ *Ibid*, p.81.

²⁶ Slamet Riyanto, et.all, *op.cit.*, p.62-63

²⁷ *Ibid*, p.44.

d) Adverbs of frequency

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

e) Adverbs of degree

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

f) Adverbs of modality

Example: likely, maybe, perhaps, possibly, probably, unlikely.²⁸

b. Grammatical Function Words

Grammatical function words create the relationships between the concepts in a sentence.²⁹ Grammatical function words might be determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs.

1) Prepositions

A preposition links nouns, pronouns and phrases to other words in a sentence. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Example: about, above, across, after, at, behind, beside, by, in, into, inside, among, around, before.

2) Pronouns

Common types of pronouns are as follows:

a) Personal Pronouns

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

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

b) Demonstrative Pronouns

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

Example: this, these, that, those.

²⁸*Ibid*, p.50.

²⁹*Readability*, <http://www.unisanet.unisa.edu.au/resources/ia/readability/content> words and lexical density, retrieved on 6th July 2010.

c) Interrogative Pronouns

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

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

d) Relative Pronouns

Relative pronouns are usually used in adjective clauses.

Example: that, who, whom, whose, which.³⁰

3) Conjunctions

Conjunctions are words that are used to connect words or a group of words or sentences.³¹

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

4) Auxiliary Verbs

These verbs are called auxiliary verbs because their function is to help other verbs express different meanings.³²

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

5) Determiners

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

6) Numerals (numbers)

Numbers can be divided into three that is:

a) Cardinal numbers

Example: zero, one, two.

b) Ordinal numbers

Example: first, second, third.

c) Fraction

Example: a half, a third, a quarter.³³

³⁰ Slamet Riyanto, et.all, *op.cit.*, p.36.

³¹ *Ibid*, p.85.

³² *Ibid*, p.213.

B. Previous Research

In composing this proposal, these are some previous researches related to this study that can be described as follows:

1. Erma Suryani (2201405626), Faculty of Language and Art, UNNES Semarang 2008 (The Text Structures of the Reading Text Types Found in “Contextual Learning: Developing Competencies in English Use”). The result from this research explained that there were 13 reading texts. As stated by the Competence-Based Curriculum and School-Based Curriculum, the choices of text types in the analyzed textbook had fulfilled the suggestion as narrative, explanation, and discussion texts. The textbook was relevant to the curriculum because it provided the texts that were required by curriculum.³⁴ The similarities between her research and the writer’s were on the reading materials and object of the study (genres). The differences were on source of data, kinds of text, and data analysis.
2. Nugrahani (2201404114), Faculty of Language and Art, UNNES Semarang 2008 (The Reading Materials in *Look Ahead* Textbook for Tenth Year Students of Senior High School). The aim of English teaching, based on School-Based Curriculum is that the students of Senior High School hopefully can reach the informational level of literacy since they are prepared to continue their study to the university level. As the result of this analysis, her research found 20 reading material in five genres; specifically recount, narrative, descriptive, procedure, and news item. The most dominant was narrative, recount and procedure. She concluded the textbook was relevant to the current curriculum, in this case was School-Based Curriculum.³⁵ The similarity between her research and the writer’s was on the object of the study (genres). The differences were on source of data, type of data and data analysis.

³³ Rudi Hariyono, *op.cit.*, p.45.

³⁴ Erma Suryani, *The Text Structures of the Reading Text Types Found in “Contextual Learning: Developing Competencies in English Use”*, Skripsi Pendidikan Bahasa Inggris, (Semarang: UNNES, 2008).

³⁵ Nugrahani, *The Reading Materials in Look Ahead Textbook for Tenth Year Students of Senior High School*, Skripsi Pendidikan Bahasa Inggris, (Semarang: UNNES, 2007).

Based on the explanation above, this thesis will be different with previous research. We have some purposes that it will be helpful in improving students' understanding on different types of genre. This thesis is expected to give a brief overview as main point of consideration for the book writers on designing their book material. They should consider the lexical density as well in order to make their book suitable for the language users based on their level of competence.