



**LEXICAL DENSITY OF ENGLISH TEXTBOOK
OF SECOND YEAR OF SENIOR HIGH SCHOOL**

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LEXICAL DENSITY OF ENGLISH TEXTBOOK OF SECOND YEAR OF SENIOR HIGH SCHOOL

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ABSTRACT

This thesis, entitled Lexical Density of English Textbook of Second Year of Senior High School, is aimed at identifying the lexical density (LD) and supporting nominal groups (NG) of 15 English reading texts. The research used the descriptive qualitative method to describe the lexical density and supporting nominal groups. This study starts with finding the study problems, collecting data, classifying data, analyzing data, and drawing conclusion. The average of the lexical density of the 15 reading texts is categorized medium between 4 and 4.9, meaning that the most reading texts are easy enough to be comprehended by the students. While the highest lexical density is 5.77 difficult to be comprehended, the lowest lexical density is 3.03 easy to be comprehended. Then, the highest nominal groups are 47 and the lowest nominal groups are 18. This study shows that the number of lexical density is not influenced by the number of nominal groups, but is influenced by the number of clauses per sentence, number of lexical items per clause, and grammatical metaphor.

Keywords: *English Textbook, Lexical Density, Second Year, Senior High School*

INTRODUCTION

Language is the expression of human communication through which knowledge, belief, and behaviour can be experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. It clearly shows that language is a tool for communicating. It can be used in written or spoken to express ideas and wishes in social interaction. Spoken language is called language for action, whereas written language is called language as reflection. Therefore, internationally, language is very important as a communication bridge to get information and connect people all over the world in many life aspects. English as an international language is used formally and informally in many fields, such as: social, politics, economics, culture, education, and many others.

As an international language, it is obvious that English plays an important role in international interaction. In an economic relationship among countries, not all countries can fulfill their needs themselves; therefore, they are encouraged to cooperate with each other in order to overcome the economic difficulties in fulfillment. Of course, by using the English language as the communicating bridge, people from different countries can easily interact with each other. In harmony of the global social interaction, there is an advantage we can take from it that in the global era the English language proficiency is completely required. The mentioned English proficiency can be obtained through the education field.

English in the Indonesian educational curriculum has been a compulsory subject for a long time. Even since 1994, it has been put in the elementary curriculum. English has become the compulsory subject in the Indonesian curriculum, because the government fully realized that it has an important role in education especially to achieve the international standard in Indonesian education. In addition, it has been one of the subjects for the national exam.

English education in Indonesia itself has been developed in various ways. The development of English as the compulsory subject in Indonesian education includes the teaching material, teaching method and curriculum. However, so far, the development of the English subject has not reached its main goal which is to make the Indonesian students be able to acquire English for

Second Language (ESL). This condition happens because the government seems to focus on English as the source of knowledge more than English as a lingua franca.

Despite this, nowadays the development of English as compulsory subject in Indonesia has been better arranged. The government seems to realize that English, as a global lingua franca is mainly used for international interaction which means that it also must be able to be used for communicating among people, especially among international people. Considering this, the government then becomes more focused on the development of English subject for communicating rather than for academic purposes.

To become English master, the students must have capability related to four following skills: listening, speaking, reading, and writing. The relationship of those skill is very closed because they cannot be essentially separated each other. Reading is one of the four skills considered quite necessary because by reading the students can automatically gain more and more knowledge, such as: vocabulary, the idea forming, the use of the tense forms, pronunciation. Speaking fluency and many others provided that it can be done seriously and frequently.

Reading skill is very important things that must be learned by the student. The student need to be exercised and trained in order to have a good reading skill. Most of the students have difficulties comprehending text in book because of several reasons. First, the material may be difficult to understand because the material is not served in their skill level. Second, they don't understand the content of the material because there are many unfamiliar vocabularies found in the text. Third, they may not be aware of the elements and characteristics of the genre of the text. Fourth, the meaning of sentences and passages may become lost because the reader struggles with the mechanics of reading. Fifth, they may have difficulty determining what information is important in written passages of the reading texts. In this case, one or more paragraphs can be integrated with correlation so that it forms a reading text. The reading texts can be found in magazine, novel, newspaper, textbook.etc.

Textbook is teaching tool (material) which presents the subject matter defined by the curriculum. It tends to be the main resource which the teachers use in deciding what to teach. In choosing a textbook, schools need to take account of the abilities, needs and interest of their students, as well as the quality of the book.

One of the important things that can make the student hard or easy to understand English text is lexical density. It influences the ability of the student to comprehend the material. Some unfamiliar words influence the students' ability to realize the importance of the knowledge that the lexical density in their reading texts will influence in learning English.

The common words of the majority of English textbooks for school learners are frequently used. It possibly makes the students difficult to understand the text. Understanding texts has relationship with the complexity of text in which the complexity of written language is one of density: the density with which the information is presented. In this point, lexical density (LD) and nominal group (NG) are the aspects needed to be researched as the assumption to answer the matter of difficulties in reading text.

Halliday (1985:62) states that "the difference between written and spoken language is one of density: the density with which the information is presented." Typically, written language clause; whereas spoken language becomes complex by being grammatically intricate: it builds up elaborate clause complexes out of parataxis and hypotaxis (Halliday, 2004:654). becomes complex by being lexically dense: it packs a large number of lexical items into each

The indication is that the spoken language, the number of content words per clause tends to be low but the number of clauses complex per sentence tends to be quite high. There is also a tendency to be high proportion of grammatical words per clause. On the other hand, the written language tends to use few clause per sentence and displays a much higher ratio of lexical items to total running words.

Lexical items consist of words such as nouns, verbs, adjectives, and adverbs. Grammatical words, on the other hand, come from closed set of options. There are words such as preposition, conjunction, auxiliary verbs, modal verbs, pronouns, and articles.

The researcher focuses on the text of the Second Year of Senior High Schools' English Textbook because the understanding of the sense (message) and the characteristics of the English reading textbooks will make the students easy to comprehend the ideas of the texts. It is intended

to know how lexical density (LD) and nominal groups (NG) in the English textbook used for the second year of senior high school.

Lexical density (LD) is “the number of lexical items as proportion of the number of running word” (Halliday, 1985:64). This is also called the type-token ratio which is expressed in presentage. Another approach to find the lexical density is calculated by deviding the number of content words in a clause complex by the number of clauses in the complex (Gerot and Wignell, 1994:163). By using theory for the lexical density, it is intended to know the lexical density of English Reading textbooks of second year of senior high school.

The resercher thinks that by doing the research of lexical density (LD) and nominal group (NG), the researcher does the analysis of the English textbooks by describing the lexical density and nominal group connected with the text comprehending. There is as assumption that the sentence meaning is influenced by how the English sentences in the form of texts are arranged. In this case, the complexity of written language is lexical in which the notion of ‘density’ is a kind of complexity that arises in the development of words. So, the text are technically considered easy or hard to be comprehended by the students. Accordingly, the difficulty level of the English text comprehending can be categorized: low, medium, or high.

METHOD

This research used descriptive qualitative method to analyze the problems. Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provide information about, say, living condition of a community, or describes attitudes towards an issue. Hancock (1998:2) says that “qualitative research is concerned with developing explanations of social phenomena.” Qualitative research is concerned with finding the answer to questions which begin with: ‘why, how, and in what way’. This study used the qualitative researched to describe lexical density (LD) and nominal group (NG) of English Textbook of Second Year of Senior High School. The researcher describes the chosen data and analyzes it based on Gerot and Wignell’ s theory of lexical density and nominal groups.

The data of this research is in the form of reading text. The data was taken from English Textbook of Second Year of Senior High School, written by Joko Priyana, Zayin Adib Muhammad, and Eka Denis Machfutra and published by Departement of Education of Indonesia in 2008. The researcher selected the reading texts by using the purposing sampling . There are totally 34 reading texts found in the textbook, and then they were selected into 15 reading texts.

The unit of analysis of this study is the clause of the reading texts found in English Textbook of Second Year of Senior High School.

The data of this study was collected by searching the English Scientific textbook of Second Year of Senior High School trough internet, downloading the English Scientific textbook (Interlanguage English for Senior High School Students XI), determining and selecting 15 reading texts from the English Textbook in order to analyze the data.

The researcher analyzed the data through some steps: reading every of selected reading texts, segmenting the data into clause, counting the number of lexical words and clauses, determining the lexical density (LD) of the teztz, identifying the nominal groups (NG) that supported the lexical density, interpreting the data and drawing the conclusion.

FINDINGS AND DISCUSSION

The finding on Lexical Density of 15 Reading Texts of English Textbook of Second Year of Senior High School can be presented in teh following table.

Table 4.1 Lexical Density (LD) of 15 Reading Texts of English Textbook of Second Year of Senior High School

No.	Titles of Reading Texts	Lexical Items	Clauses	LD
1	Five Tress should be Planted for Every Vehicle: Experts.	184	47	3.91
2	Publicj Transportation should be Free.	186	52	3.58
3	The Government should Provide Rehabilitaton Programme for Drug Users.	94	31	3.03
4	Bio-Fuels Worse than Fossil Fuels, Scientific Studies Said.	158	35	4.51
5	Should Americans be Forced to Use Public Transportation?	150	45	3.33
6	Cultural Treasures should be Returned to their Country of Origin.	145	34	4.26
7	Should Government Cencor Material on the World Wide Web?	125	26	4.81
8	Indonesian People should Value All the Different Cultures to Promote Unity of the Nation.	154	33	4.67
9	School Uniform, another Good Lesson.	130	30	4.33
10	M uslim’s Headscarf.	196	50	3.92
11	Private School.	110	24	4.58
12	Home-Schooling.	140	36	3.89
13	We Should Preserve Our Indonesian Identity and Culture.	73	18	4.06
14	The Queen of the Adriatic.	150	26	5.77
15	Thanksgiving Day	97	20	4.85

From the finding the researcher finds 15 Lexical Density of English Reading Texts which have respectively different result. it can be seen that the researcher finds that the lexical density of the reading text 14, entitled “The Queen of the Adriatic”, is 5.77, categorized as the highest lexical density, the lexical density of the reading text 8, entitled “Indonesian People should Value All the Different Cultures to Promote Unity of the Nation”, is 4.67 categorized as the medium lexical density, and the lexical density of the reading text 3, entitled “The Government should Provide Rehabilitation Programme for Drug Users”, is 3.03, categorized as the lowest lexical density.

The above mentioned reading texts are categorized as the high, medium, and lower lexical density based on Halliday (1985:80), who points out that “a typical average lexical density for spoken English is between 1.5 and 2, whereas the figure for written English settles down somewhere between 3 and 6, depending on the level of formality in the writing.”

Based on the above result, the researcher finds that the reading text 3, entitled “The Government should Provide Rehabilitation Programme for Drug Users”, is easiest to comprehend due to the lowest lexical density. Then, the reading text 8, entitled “Indonesian People should Value All the Different Cultures to promote Unity of the Nation”, is easy enough to comprehend due to the medium lexical density, but the reading text 14, entitled “The Queen of the Adriatic”, is most difficult to comprehend due to the highest lexical density.

The highest Lexical Density can be seen in the following example:

The lexical density of the reading text 14, entitled “The Queen of Adriatic” is 5.77.

Venice is a **city** in **northernItaly**. It is the **capital** of **regionVeneto**. **Together** with **Padua**, the **city** is **included** in the **Padua-VeniceMetropolitanArea**. **Venice** has been **known** as the **“Queen** of the **Adriatic”**, **“City** of **Water”**, **“City** of **Bridges”**, and **“the city** of **light”**. The **citystretches** across 117 **smallislands** in the **marshyVenetianLagoon** along the **AdriaticSea** in **northeastItaly**.

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow Lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondolas there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised water buses ("vaporetti") which ply regular routes along the major canals and between the city's islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city's landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark's Cathedral or Villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.

From the above example, the researcher finds that the reading text 14, entitled "The Queen of the Adriatic" contains 26 clauses, which consist of 150 lexical items/content words and 128 grammatical words. The lexical density of the above mentioned reading text 14 is 5.77, it is found by calculating: the total number of lexical items/content words (150) is divided by the total number of clauses (26).

The lowest lexical density can be seen in the following example:

The lexical density of the reading text 3, entitled "The Government should Provide Rehabilitation Programme for Drug Users", is 3.03.

Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again. On the other hand, if we only arrest drug users and send them to jail it doesn't solve the problem because the drug users will still be addicted unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be users after released from prison. They then, will be arrested again.

By providing rehabilitating programmes for drug users and forcing them to participate on the programmes is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users, only drug dealers, traffickers, wholesalers should be imprisoned instead.

From the above example, the researcher finds that the reading text 3, entitled "The Government should Provide Rehabilitation Programme for Drug Users", contains 31 clauses, which consist of 94 lexical items/content words and 96 grammatical words. The lexical density of the above mentioned text 3 is 3.03, found by calculating: the total number of the lexical items/content words (94) is divided by the total number of clauses (31).

The finding on Nominal Groups of 15 Reading Texts of English Textbook of Second Year of Senior High School can be presented in the following table.

Table 4.2 Nominal Groups (NG) of 15 Reading Texts of English Textbook of Second Year of Senior High School

No.	Titles of Reading Texts	Σ NG
1	Five Trees should be Planted for Every Vehicle: Experts.	31
2	Public Transportation should be Free.	45
3	The Government should Provide Rehabilitation Programme for Drug Users.	23
4	Bio-Fuels Worse than Fossil Fuels, Scientific Studies Said.	32
5	Should Americans be Forced to Use Public Transportation?	29
6	Cultural Treasures should be Returned to their Country of Origin.	32
7	Should Governments Censor Material on the World Wide Web?	23
8	Indonesian People should Value All the Different Cultures to Promote Unity of the Nation.	36
9	School Uniform, another Good Lesson.	24
10	Muslim's Headscarf.	47
11	Private School.	27
12	Home Schooling.	34
13	We should Preserve our Indonesian Identity and Culture.	18
14	The Queen of the Adriatic.	32
15	Thanksgiving Day.	22
	Total Number	451

From the table 4.2, it can be seen that there are totally 451 nominal groups, found in the 15 reading texts of an English Textbook of the Second Year of Senior High School Students in Indonesia.

The highest frequency of the usage of the nominal groups, found in an English Textbook of the Second Year of Senior High School Students in Indonesia, belongs to the nominal groups of the reading text 10, entitled "Muslim's Headscarf", totalling 47 nominal groups. The following reading text is categorized as the lowest frequency of the usage of the nominal groups, it belongs to the reading text 13, entitled "We should Preserve our Indonesian Identity and Culture", totalling 18 nominal groups.

The highest Lexical Density can be seen in the following example:

The nominal groups found in the reading text 10 of an English Textbook of the Second Year of Senior High School Students in Indonesia, entitled "Muslim's Headscarf, is 47. It can be seen in the following examples:

The right to freedom of religion is enshrined in **the UN charter** and considered by many to be **a basic human right**. **Some religions** require **special diet, other prayer at specific times**. Why should **a religious mode of dress** receive as **much protection as these other aspects of religious freedom?**

Many Muslim women view **the veil as a means to protect their modesty and privacy**. Just as we would not force **any women to be seen in public in her underwear** if she did not feel comfortable doing so, why should **a woman be forced to show her hair** if she doesn't want to? Modesty is **a personal judgement call**; some are comfortable in **the smallest bikini** while others prefer **a lot more clothing**. No one but **the woman** herself should make **that decision**. **Muslim women** are not the only ones to feel coerced over their mode of dress. Most people are affected by **the societal norms surrounding them**. **Fashion trends** could be seen in exactly **the same light as religious traditions**.

Banning **head coverings** is only likely to provoke **a more extreme reaction among highly religious communities**. **Framing laws to ban only Islamic forms of dress** could be considered **an attack on one religion**. **Feeling under attack** could cause **the Islamic community to close off into itself**. They could set up **religious schools where their children**

can dress as they want them to mix and not to mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

Intolerant schools make up problems as an excuse for not allowing Muslim's freedom of religious expression. In a multicultural society, students should be aware of the different religious practice and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not ban Muslim's Headscarf as a part of school or office uniforms.

From the above reading text 10, entitled "Muslim's Headscarf", the researcher finds 20 sentences containing 50 clauses in which there are 196 lexical items/content words, packed into 47 nominal groups. The mentioned number of nominal groups is categorized the highest result of 15 reading texts, even so it cannot support the lexical density (3.92), counted by using calculation: the total number of lexical items/content words (196) is divided by the total number of clauses (50). The reason why the mentioned nominal groups cannot support the mentioned lexical density is because the number of clauses per sentence is high but the number of lexical items/content words per clause is low. In this case, it obviously shows one of the characteristic features of the spoken language is lexically sparse; in other words, the low number lexical items/content words spread out in many clauses, so that it is not lexically dense. Accordingly, the text content is classified easy to be comprehended by the second year of Senior High School.

The lowest lexical density can be seen in the following example:

The nominal groups found in the reading text 13 of an English Textbook of the Second Year of Senior High School Students in Indonesia, entitled "We should Preserve our Indonesian Identity and Culture", is 18.

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must preserve our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our history is the inspiration for our present and moral principles are the foundation of our desired civilization.

Second, Western cultures may be morally destructive propagandists. They replace religious and moral principles with the absurdity of Western culture, which conflict with our traditional and religious values.

Finally, the method of our imitation to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generation are in charge to preserve the Indonesian culture and identity for future.

From the above reading text 13, entitled "We should Preserve our Indonesian Identity and Culture", the researcher finds that the mentioned reading text consists of 9 sentences, containing 18 clauses, which can be packed into 18 nominal groups. Although the mentioned number of nominal groups is categorized lowest, it can support the medium lexical density (4.06), obtained from the calculation: the total number of lexical items/content words (73) is divided by the total number of clauses (18). The reason why is because the number of clauses per sentence is low but the number of lexical items/content words per clause is high. It obviously shows that one of the characteristic features of the written language is lexically dense; in other words, in this case the high enough lexical items/content words spread out in the low clauses, so that it is said that the reading text 13

is lexically dense enough. That is why the text content is considered easy enough to be comprehended by the second year of Senior High School.

The finding on Elements of Nominal Groups of 15 Reading Texts of English Textbook of Second Year of Senior High School can be presented in the following table.

Table 4.3 Elements of Nominal Groups (NG) of 15 Reading Texts of English Textbook of Second Year of Senior High School

No.	Elements of Nominal Groups	Number of Nominal Groups	Percentage (%)
1	D+T+Q	91	20.18
2	D+T	78	17.30
3	T+Q	65	14.41
4	C+T	49	10.86
5	D+C+T	23	5.10
6	C+T+Q	21	4.66
7	D+C+T+Q	20	4.43
8	D+E+T+Q	13	2.88
9	E+T	11	2.44
10	E+C+T	11	2.44
11	D+E+T	10	2.22
12	D+PD+T	9	2.00
13	N+T+Q	9	2.00
14	D+PD+T+Q	7	1.55
15	E+T+Q	7	1.55
16	D+E+C+T+Q	6	1.33
17	PD+T+Q	6	1.33
18	D+E+C+T	5	1.11
19	N+E+T+Q	3	0.67
20	PD+T	2	0.44
21	N+T	2	0.44
22	E+C+T+Q	1	0.22
23	D+PD+C+T	1	0.22
24	D+N+T+Q	1	0.22
	Total Number and Percentage (%)	451	100

From 15 reading texts of English Textbook of Second Year of Senior High School, the researcher finds 24 nominal group patterns of 451 nominal groups totally after analyzing nominal groups in every sentence of 15 reading texts in details, accounting them to get the accurate number of nominal groups, and then grouping the respective patterns of nominal groups provided with the number and percentage.

To analyze the nominal groups more clearly, the researcher uses a method by beginning the arrangement of the pattern of the nominal group from which has the highest frequency of the usage to which has the lowest one orderly. In this case, the nominal group pattern D+T+Q has the highest number of nominal group 91 (20.18 %). That's why the arrangement is begun from the mentioned pattern D+T+Q as the highest frequency of the usage and then followed by the lower and lower numbers of the nominal group patterns orderly until the lowest frequency of the usage.

The highest pattern of nominal groups can be seen in the following example:

1. Elements of Nominal Group D+T+Q

There are 91 nominal groups which have the pattern D+T+Q. It can be seen in the following examples:

Excerpt 11

Some	responsibility	for the serious air pollution in the city by planting five trees for every motor vehicle they produce
D	T	Q

From the above example, it can be seen that the word “some” is included in demonstrative which belongs to non-specific deictic (D) because it gives identification of the word “responsibility” which is a noun as the head (T). The words “for the serious air pollution in the city by planting five trees for every motor vehicle they produce” belongs to qualifier (Q) because it provides the additional information in the form of the prepositional phrase.

The low patterns of nominal groups can be seen in the following examples:

22. Elements of Nominal Group E+C+T+Q

There is 1 nominal group which has the pattern E+C+T+Q. It can be seen in the following example:

Excerpt 53

antique	silver	Dishes	to mark the occasion
E	C	T	Q

Based on the above example, it can be seen that the word “antique” is an adjective which functions as epithet (E) because it tells the quality of the word “dishes” as the head (T). The word “silver” is a noun functioning as classifier (C) because it indicates a particular type of dishes which is a noun as the head (T). The words “to mark the occasion” have a function as qualifier (Q) because it provides additional information in the form of the prepositional phrase

23. Elements of Nominal Group D+PD+C+T

There is 1 nominal group which has pattern D+PD+C+T. It can be seen in the following example:

Excerpt 54

the	other	Social	benefits
D	PD	C	T

According to the above example, it can be seen that the word “the” functions as demonstrative which belongs to the deictic (D) because it gives identification of the word “benefits” which is a noun as head (T). The word “other” functions as post-deictic which gives identification a subset of class of the word “benefits.” The word “social” functions as classifier (C) because of indicating a particular subclass of the word “benefits” which is a noun functioning as the head (T)

24. Elements of Nominal Group D+N+T+Q

There is 1 nominal group which has pattern D+N+T+Q. It can be seen in the following example:

Excerpt 55

some	9	Percent	of Jakarta's city area
D	N	T	Q

Seen from the example above, the word “some” functions as non-specific deictic which belongs to deictic (D) because it gives identification of the word “percent” which is a noun as the head (T). The number “9” functions as numerative (N) because it describes the total number of the word “percent” which is a noun functioning as the head. The words “of Jakarta’s city function as qualifier (Q) because of providing additional information in the form of the prepositional phrase.

CONCLUSION

After analyzing the lexical density (LD) and nominal groups (NG) of 15 reading texts of English Textbook of Second Year of Senior High School, the researcher found the analyzing result mentioned above.

It can obviously be seen that the high number of nominal groups does not always make the reading text have the high lexical density because every of 15 analyzed reading texts consists of the number of sentences, clauses, and lexical items/content words which are respectively different from the others. Therefore, it tends to influence the number of lexical density and nominal groups found in every reading text.

From the mentioned description, it can be stated that the nominal group can support the high lexical density if the reading text contains the low number of clauses per sentence but the high number of the lexical items/content words per clause, so that it tends to make the reading text have the high lexical density; in other words, the reading text is lexically dense. It shows one of the characteristic features of the written language. For example: The reading text 14 contains 18 sentences, 26 clauses, 150 lexical items, 32 nominal groups, and 5.77 lexical density. Besides that, there is another factor which influences the height of the lexical density, namely grammatical metaphor. The grammatical metaphor is the proses of changing a form from a sentence/clause into a noun phrase, for an example: the sentence or clause “a country has diversity in culture” is changed into the form of noun phrase “a culturally-diverse country”. The noun phrase “a culturally-diverse country”, taken from the reading text 8 is named “a nominal group”.

On the contrary, it can be stated that the high number nominal group cannot support the lexical density if the reading text contains the high number of clauses per sentence but the low number of lexical items/content words per clause, so that it tends to make the reading text have the low lexical items/content words; in other words, the reading text is lexically sparse. It shows one of the characteristic features of the spoken language. For example: The reading text 5, which contains 12 sentences, 45 clauses, 150 lexical items/content words, 29 nominal groups, and 3.33 lexical density.

From the analysis of 15 reading texts of an English Textbook of the Second Year of Senior High School Students in Indonesia, the researcher can conclude that the mentioned reading texts have the respectively different results of the lexical density and nominal groups which can and cannot support the lexical density. In this case, both the lexical density and nominal groups were analyzed by using the theory of Gerot and Wignell (2004:141,163). The further conclusion can be stated, as follows: After the researcher made an analysis of the lexical density, the researcher found that the average of the analyzed lexical density of the 15 reading texts is medium between 4 and 4.9. Then, the reading text 14, entitled “The Queen of the Adriatic” is categorized the highest lexical density (5.77) because of the low number of clauses per sentence but the high number of lexical items per clause but the reading text 3, entitled “The Queen of the Adriatic” is categorized the lowest lexical density (3.03) because of the high number of clauses per sentence but the low number of lexical items per clause. The reading text 10, entitled “Muslim’s Headscaft” is categorized the highest nominal groups (47) because of the high number of clauses per sentence but the low number lexical items per clause. Therefore, it makes the reading text lexically sparse, so that the nominal groups cannot support the lexical density (3.92). On the contrary, the reading text 13, entitled “We should Preserve our Indonesian Identity and Culture” is categorized the lowest nominal groups (18) because of the low number of clauses per sentence but the high number of

lexical items per clause. Therefore, it makes the reading text lexically dense, so that the nominal groups can support the lexical density (4.06).

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