

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Many scholars in the world especially in Indonesia indicate that textbooks seem to be the main teaching resources in learning English as foreign language classrooms. Most teachers in Indonesia often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. It can be said that textbook is a key component of English teaching learning. It plays an important role in teaching-learning process because it is used to convey the teaching materials to students, to facilitate the teaching-learning process and also to support the demand of good English ability.

Nowadays there have been many English textbooks published to fulfill the need of teaching-learning process and as an English teacher should choose the textbook that is appropriate to the students. The textbook should hold all instrument based on curriculum needed by the students. However, there is no perfect book that can fulfill various kinds of students needs. Sometimes some of them are not appropriate with the standard of curriculum yet. In this study the researcher chose *The World 2, English for Senior High School* textbook Grade XI published by Yudhistira to be analyzed.

The World 2, English textbook is one of series of English books for Senior High School. The book is published in line with the 2006 curriculum or in Indonesian it is called Kurikulum Tingkat Satuan Pendidikan (KTSP). All the activities in this book cover the four language skills namely; listening, speaking, reading, and writing. They encourage students to develop their competence in phonological/graphological and lexicogramatical levels, as well as their discourse

and cultural levels. However reading is one of the most important skills in learning language (Kustaryo, 1988). In other words, reading is considered as one of the most important skills which language students should obtain, particularly as it helps to build vocabulary and leads to lifelong learning and improvement in first and second language skills. Reading is an activity to get understanding from written text and the construction of the meaning of written text through an interaction between readers and the text. The main purpose of reading text is comprehension. Comprehension is the essence of reading because the goal of producing a written language is communication of messages.

Reading material is one of the content of English textbook besides listening instruction, some exercises, writing task and some conversation scripts. Reading material is usually in the form of text that is used to teach reading subject like pronouncing words, comprehending the content of the text, getting vocabulary, and also understanding of grammar. It is provided in some types which are called as genre. However, in “The World 2, English Textbook” itself there are five genres namely; report text, narrative text, analytical exposition, spoof and hortatory exposition.

Halliday (2005) states that written and spoken texts have their own complexity namely lexical density (LD) and grammatical intricacy (GI), a written text tends to be lexically dense but has low grammatical intricacy. On the other hand a spoken language is grammatically intricate but lexically sparse. But in reading text of “The World 2, English Textbook” there were some grammatical intricacies which found by the researcher and it assumed that the text was more intricate and difficult to be understood by the students. As found by Mariana (2015), in her study, she analyzed the grammatical intricacy in novel. She found

“The Color Purple” is categorized to low Grammatical Intricacy and the grammatical Intricacy found in novel “Where She Went” is categorized to high Grammatical Intricacy. The novel with the title “Where She Went” is more difficult to understand by the reader because it has many clause complexes compared with the novel with the title “The Color Purple”. It means this condition also possible happened in the textbook where the student will get difficulties in comprehend the reading text which has high grammatical intricacy.

Grammatical intricacy (GI) of the text influences the reader’s comprehension that can lead students to be easier or harder to process the materials. Grammatical intricacy (G1) refers to how often a clause complex appears in a text in comparison with simple clauses. Haliday (2004: 363) states that the difficulties in processing the texts, when clause complexes show “how the flow of events in the development of text at the level of semantics”. Clause complex itself is grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful way (Eggins, 2004: 255). So it can be said that the existence of intricacy in a text arises when the amount of clause complexes is more than simple clauses and the proportion of grammatical intricacy in the text certainly will determine the difficulty of the text. In other words, the more clause complexes than simple clauses the text has, the more difficult the text is.

Besides grammatical intricacy the difficulty of the student in conveying unfamiliar words as the condition that lexical density (LD) in their reading text also influenced their English learning. Lexical density is a condition of the words’ proportion in the text. It shows the ratio of lexical items to grammatical items. Lexical items consist of noun, adjective, verb, and some adverbs. The amount of

lexical items in a text can influence the length of a text and measure the level of difficulty of the text. The more the lexical items, the text has the more difficult the student has. The lexical items are known as an open system in which one word can have more than one meaning.

Below are some examples of some reading texts in *The World 2, English for Senior High School Grade XI* textbook which found some simple clauses and clause complexes as the preliminary data of this study:

There are some examples which show that analytical exposition text can be found many simple clauses: //my name is Thomas Park//. //I attend Sea view High School//. //They can help you make new friend//. //A person work//. // He must also be skillful//.

Each of the sentences above belongs to the simple clauses because there is only one clause in each sentence. It means each of these sentences have low grammatical intricacy and it can be assumed that the students will not get the difficulties in comprehend these sentences.

Here are some examples which show that narrative text can be found many clause complexes; // The night before the wedding, // Juliet took the drug // and her family found her “dead” in the morning//.

// A few moments before she died, // my mother stroked my head// and said, //“Haruman, look at my eyes.”//.

The first sentence of narrative text above is quite long, it has three clauses. And for the second sentence is also quite long, it has four clauses. It means each of sentences have high grammatical intricacy and can be assumed that the students will get the difficulties in comprehend these sentences.

Based on Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Senior High School, reading comprehension is mentioned as one of the skills that the students should have. In addition, one of the basic competence in Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) is the ability to respond the meaning of monolog spoken/written text accurately, fluently, and understandably of daily life context of different genres such as: report, narrative, and analytical exposition texts (Depdiknas: 2006). It means that every student should be able to understand every kind of reading text in the textbook.

In achieving the goal of the curriculum, it is obvious that the teacher holds a crucial role in selecting appropriate text in order to facilitate or to make the students understand and comprehend every text easily. In addition, Beck, McKeown, & Worthy (1995: 220) state that the students' success in school depends to a great extent on their understanding of the texts, and this understanding is influenced "by a variety of features that characterize the nature of text". Without close analysis of the texts, it is hard to make conclusions about the efficiency of textbooks in the school instruction. So it is important to analyze the grammatical intricacy and lexical density in the student's textbook in order to know the efficiency of the textbook in the classroom instruction. Through the grammatical intricacy and lexical density of the text, teacher can know whether the text is easy or difficult for the students. So it is important for the teacher to select and to analyze the contents of textbook in giving material of reading text in the process of teaching learning.

Soepriatmadji (2011), in his study, he analyzed lexical density and grammatical intricacy of the texts of English textbooks for sixth graders. He found

(1) the LD index is 0.54; (2) the GI index is 1.19; and (3) both LD and GI indices are significantly low. Pedagogically, the results imply that the texts may easily be comprehended by Semarang sixth graders, although, some of the reading texts are written in complex sentences.

In line with all description above, the researcher would like to know the grammatical intricacy and lexical density in *The World 2, English for Senior High School Grade XI* published by Yudhistira. The writer chose English textbooks because it has important role as a source of knowledge for students of senior high school in learning a language and also there were several reasons why the writer chose *The World 2, English for Senior High School* textbook Grade XI published by Yudhistira in this study. First, it is one of the textbook that is suitable with the current curriculum. Second, it is often used by some schools in Medan, so it is important to know whether the reading texts are appropriate or not for the students. Third, the writer wants to know the grammatical intricacy and lexical density of reading text in the textbook since the grammatical intricacy and lexical density of reading text affects the students' mastery quality upon the text's content.

Based on the explanations above, the researcher would like to know the grammatical intricacy and lexical density in English textbook in term of reading text found in *The World 2, English for Senior High School Grade XI* textbook published by Yudhistira.

## **1.2 The Problems of the Study**

The problems of the study were formulated by the following;

1. What are the levels of grammatical intricacy and lexical density of reading text of The World 2, English textbook?
2. How are the levels of grammatical intricacy and lexical density distributed among the types of text in the reading texts of The World 2, English textbook?
3. Why are the grammatical intricacy and lexical density distributed in the ways they are?

## **1.3 The Objectives of the Study**

The objectives of the study were described as follows.

1. To investigate the levels of grammatical intricacy and lexical density of reading text of The World 2, English textbook
2. To investigate how the levels of grammatical intricacy and lexical density are distributed among the types of text in the reading texts of The World 2, English textbook.
3. To know the reason why the grammatical intricacy and lexical density are distributed in the ways they are.

## **1.4 The Scope of the Study**

This study focused only on grammatical intricacy and lexical density found in reading texts of The World 2, English for Senior High School Grade XI textbook published by Yudhistira. It consists of 33 reading texts and written in 5 types of genres. The researcher chose the reading texts in the textbook by

choosing two texts in each genre. It means there were 10 texts analyzed in this study. In this research, the researcher focused only to describe the grammatical intricacy and lexical density in “The World 2, English for Senior High School Grade XI textbook published by Yudhistira”

There were three main aspects analyzed in this study. First the levels of grammatical intricacy and lexical density of reading text of The World 2, English textbook. Second, how the levels of grammatical intricacy and lexical density were distributed among the types of text in the reading texts of The World 2, English textbook. Third, the reason why the grammatical intricacy and lexical density were distributed in the ways they are.

### **1.5 The Significances of the Study**

The findings of this study were expected to be useful theoretically and practically.

#### **1. Theoretically**

- a. The result of this research can be useful for the teachers as a feedback on their teaching reading activities to know the difficulty of the text.
- b. The result of this research can be used as a reference for those who want to conduct a research about grammatical intricacy and lexical density.

#### **2. Practically**

- a. The result of this research can be useful for the teachers of reading to select the appropriate text in the process of teaching reading text.
- b. The teaching material designers who want to design appropriate texts in English teaching or English curriculum design.