

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is one of the most important things for gathering, connecting information all over the world. As an international medium of communication, English is very important and has many interrelationships with various aspects of life. In Indonesia, English is a foreign language and is taught formally and informally from elementary school to Universities.

In English language learning, the four skills should be mastered; they are listening, speaking, reading, and writing. Reading skill is a very important domain in Indonesian context hence the students need to be exercised and trained in order to have a good reading skill.

Reading is also crucial and indispensable for the students because the success of their study depends on the greater part of their ability in reading. If their reading skill is poor they are very likely to fail in their study or at last they will have difficulty in making progress. On the other hand, if they have a good ability in comprehending reading, they will have a chance to succeed in their study.

In learning English texts, grammatical intricacy of the text influences the reader's comprehension that can lead students to be easier or harder to process the materials, and the difficulty of the student in conceiving unfamiliar words as the condition that lexical density in their reading text also influenced their English learning.

The majority of textbooks for school learners are written on the basis of common words in everyday use or frequency of occurrence. However, the way of common words of high frequency may hinder understanding as understanding text related to another aspect what is complexity of text. The complexity of text is seen in GI and LD. Thus the two aspects are needed to be researched as the assumption to answer the matter of difficulties in reading texts.

The difficulties in processing the texts theoretically that clause complexes show “how the flow of events is construed in the development of text at the level of semantics” (Halliday, 2004, p. 363). Eggins (2004) defines clause complex as a “grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful way” (p. 255). It can be decide that the intricacy arises when the amount of clause complexes is more than simple clauses. As can be seen in chapter IV that the text 5 of textbook I has 21.1 % GI and compared with text 3 has 50 %. It means that text 3 is easier to process than text 5. In the zone of lexical density, text 3 is lower than text 5 (61.8 % and 70.6 %).

Reading based genre is now formulated in SMA student’s textbooks based on the KTSP. The students are expected to read and understand not only the sense of the texts but also able to learn the aspect of generic structure of the texts in which leads them to be able to write the texts based genre. In this research genre is just to contrast the condition of teaching genre in SMA not really influence the intricacy in grammatical and lexicia density.

During the researcher’s experiences in learning and teaching English, it was found that some phenomena are considered as the student’s problem in processing

English texts. In college, before the researcher entered the field of teaching English, the researcher ever had a similar problem with the earlier condition explained. Difficulties to process the reading texts and to comprehend the sense or the messages poured in the texts are the main concerns. Some students assumed that it might be caused by vocabularies which are available in English texts, and other assumed it's influenced by the text's writing technical. All of the phenomena lead the researcher to the thinking of doing a research to answer those problems. Researcher concludes that something inappropriate with the textbook's texts contents especially in reading sections.

Based on the earlier condition outlined, it is realized that a serious research related to grammatical intricacy of texts in student's textbook is extremely needed. Without doubt of the effects of the vocabularies problem to process the texts, the researcher also included the lexical density of the text to be researched; otherwise, students in Indonesia can stop to be suffering from the disorder conditions.

Research about textbook has been done previously one of it was done by Ahmad Rifai in 2011, "*Theme and Rheme in SMP Textbook*" (*English Focus*). To the consideration and to elaborate the research about textbooks as one of vital medias in instruction, the researcher focus on grammatical intricacy and lexical density of texts which are concentrated to zones which have been noted earlier and they are not referred to the theme and rheme of the textbook.

The research is concerned with the texts of English textbooks on grade x students. Understanding on the characteristics or the points explained will provide easy access to the comprehension of the ideas as well as the function concepts. The

purpose can be achieved by the current existing text in terms of grammatical intricacy and lexical density, so that materials for teaching should be selected, researched and even designed ideally for student's condition and their needs for future. The grade x students are expected to know other way to get knowledge and development to help them to understand the terms of grammatical compatibility and the way to cover the words which related to the reading comprehension.

Grammatical intricacy (GI) refers to the complexity of sentence patterns that are employed in the text. A compound complex sentence is more difficult to understand than one in its grammatical intricacy. In other words grammatical intricacy is concerned with the number of clause in a clause complex and the depth of the clause. Lexical density (LD) refers to the information load which is the ratio between separate words (content words) and the total number of words in a text (Richards, et.al.1985:163). This is also called the type-token ratio which is expressed in percentage. Another approach to find the lexical density is the ratio between the number of content words and number of clauses (Halliday, 1985:63). By applying the two theories to the lexical density it is expected to discover the problems of a reading text for students.

The researcher has considered that by doing the research of grammatical intricacy (GI) and Lexical Density (LD), the researcher expands the analysis in text by describing the GI and LD that are related to the text comprehending. Assumption appeared in which meaning is also influenced by how English sentences in texts is

formed as the technically easy or difficult and how the English words well posted to support the sentence forming. They can be high, medium and low difficultness.

1.2. The Problem of the Study

The problem of the study is formulated in the following questions.

1. What is the GI level of the given texts of English textbooks?
2. What is LD level of the given text of English textbooks?
3. Which texts have the more GI and LD of 18 texts analyzed?
4. What makes the text have the more GI and LD the way they are?

1.3. The Objectives of the Study

In line with the problems the objectives are to investigate

1. the GI of the given text of English textbooks, and
2. the LD of the texts of English textbooks
3. Which texts have the more GI and LD of 18 texts analyzed?
4. What makes the text have the more GI and LD the way they are.

1.4. The Scope of the Study

This study is restricted to the analysis of the texts of English textbooks for SMA students in English which specifically deals with the sentence types and number of lexical items in text of the textbooks. The ratio between the simple clauses and clause complexes and the ration between lexical items and clauses are the focus of the research.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically GI refers to the complexity of sentence patterns that are employed in the text. A compound complex sentence is more difficult to understand than one in its grammatical intricacy. LD refers to the information load which is the ratio between separate words (content words) and the total number of words in a text.

Practically the findings are expected to be useful for

1. the textbook writer for senior high school students as they add their knowledge to design appropriate reading sections in English textbooks in general especially for grade X students, and
2. Students of Linguistics and English Educator by which they can provide themselves with good knowledge of the textbook's contents as a preparation to be a teacher someday.

1.6 Operational definition

The theories pointed the researcher to analyze the data and formulated the result. There are more difficulties to process complex clauses than simple clauses, reflecting their relatively greater intricacy as defined by transformational grammar (Slobin, 1979: 5). In relation to understanding clauses in a reading text, it is clear that many levels of knowledge and skill must constantly be called upon in apparently simple and effortless courses of understanding the message.

Halliday (2004) states: typically, written language becomes complex by being lexically dense: it packs a large number of lexical items into each clause; whereas spoken language becomes complex by being grammatically intricate: it builds up elaborate clause complexes out of parataxis and hypotaxis. (p. 654)

Halliday's method of measuring grammatical intricacy complements measuring lexical density, contributing to a more objective description of the text. Grammatical intricacy (GI) is calculated by the following formula (Castello, 2008, p.

97):

$$GI = \frac{\text{Total number of ranking clauses}}{\text{Total Number of Clause complexes}}$$

According to Halliday, "Lexical density is the proportion of lexical items (content words) to the total discourse. It can be measured in various ways: the ratio of the lexical items either to the total running words or to some higher grammatical unit, most obviously the clause" (1987, p. 60). Castello (2008) refers to the former way as method of calculating the lexical density (LDU) represented in the following formula (p. 59):

$$LDU (\%) = \frac{\text{Number of lexical words}}{\text{Total Number (Tokens)}} \times 100 \%$$

The main difficulty with calculating the lexical density is distinguishing lexical and grammatical items because, according to Halliday (2004), lexis and grammar form one system – lexicogrammar – and the moving between them is a matter of delicacy (p. 43). For the current research, the classification of grammatical and lexical items created by Castello (2008, pp. 56-58) will used.

Halliday (1989) offers an approach to calculating lexical density stating that "words are not packed inside other words; they are packaged in larger grammatical

units – sentences, and their component parts. It is this packaging into larger grammatical structures that really determines the informational density of a passage of text” (p.66). Instead of calculating the proportion of lexical and running items, he suggests that the number of lexical items per clause should be considered.

The formula for Halliday’s lexical density (LDH) calculation is as follows (Castello, 2008, p. 97): $LDH = \frac{\text{Total number of lexical words}}{\text{Total Number of ranking clauses}}$

Clause complexes show “how the flow of events is construed in the development of text at the level of semantics” (Halliday, 2004, p. 363). Eggins (2004) defines clause complex as a “grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful way” (p. 255).