

## **CHAPTER I INTRODUCTION**

### **A. The Background of the Study**

English language Teaching (ELT) textbook has a vital and supported part to play in everyday job of English teaching and learning process. It can be guidance for the teachers to convey the teaching materials to students, to facilitate the teaching and learning process so that the teachers can get more knowledge by more reading the textbooks. Besides, it can also be a source for teachers who have limited teaching experience to teach the students so that the process of teaching and learning can fulfill the objectives as stated in the syllabus and lesson plan.

Pamungkas (2010:23) is quoted by Keban, Muhtar, and Zen mentions that a textbook is one of many kinds of instructional materials used in learning and it is usually in written, tightly organized, and greatly condensed. They provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in. Materials should make the students learn. They should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do.

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 lexical density and grammatical intricacy. Thus the two aspects are needed to be researched as the assumption to answer the matter of difficulties in reading

texts. In English classroom, textbook is used to serve the learners' needs about English language skills such as providing the materials and exercises to the students, giving additional explanation beside the teachers' knowledge. It can be concluded that textbook is a tool of transferring the knowledge.

Reading material is one of the contents that are put in the textbook besides listening, writing task, some exercises and some conversation scripts that consist of some feeling expressions. Reading commonly forms of text that is read by the students. There are some skills of reading text are comprehending the content of text, vocabularies enhancing, pronouncing words, and mastering the grammar. As stated by Harmer (1998:68) that reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Reading based genre is formulated in Vocational Schools' textbooks based on the KTSP. To understand about the content of a text such as the information, vocabulary and grammar 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 on genre. According to Dewi, Suswati and Thesisia (2013:5) a text should be based on the genre, so the text can be arranged effectively, effective in the purpose, diction and arrangement of the element of the text and using of grammar. But they do not really influence grammatical intricacy and lexical density. They are also well arranged based on the curriculum.

In reading session in classroom, commonly there are some long texts or dense text which make students are hard to understand the content of text and grasp the information such as report text, narrative text etc. Most of students tend to be bored when reading the long text because they have not understood about the content of the text and the difficult vocabularies. And the last, it can make the teaching and learning process cannot go well and the objectives cannot be fulfilled. Actually, the difficult text must have more lexical density than grammatical Intricacy, because the more lexical density especially lexical items which a text has, the more difficult the text is.

Nowadays, students are lack of reading intention. They are fast to get bored when reading the text. Even, every student should be able to understand every reading text in the textbook which is instructed by the teacher. It is covered in the curriculum of the unit level of education. In the curriculum, reading material should be relevant to the students' needs. The teachers are free to determine the teaching strategy or media to make the reading activity more active and interesting as based on the students' communicative competence which is relevant to the students' condition and needs. So that it can improve the students' reading ability and intention by comprehending and understanding the content of text based on the situation given in English subject.

From the points or the characteristics above, 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 students' condition and their needs for future.

Lexical density is the term most often used for describing the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words. By investigating this, we receive a notion of information packaging; a text with a high proportion of content words contains more information than a text with a high proportion of function words (prepositions, interjections, pronouns, conjunctions and count words). 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. By applying the two theories to the lexical density it is expected to discover the problems of reading text for students.

The researcher has considered that by doing the research on 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 text is formed as the technically easy influenced and how the English words well posted to support the sentence forming. They can be high, medium and low difficulties.

Vocational School, also called a trade school, is as same as senior high school level that specializes in providing students with the vocational education and technical skills they need in order to perform the tasks of a particular job. Students in vocational school should also comprehend English reading which is put in the

textbook because it is to fulfill the students' needs and the syllabus design. Even in that level, English reading text should also be constructed and adjusted in well structured form in order to make them able to get involved in communication of using English, spoken as well as written in accessing information in this global information age. Also, to measure and know whether the textbook that is used by the vocational school is appropriate with the students' needs and the syllabus design.

Based on the explanation above and analysis of English textbook "Get Along With English" published by Erlangga in 2010 of grade eleventh SMK Negeri 2 Sei Rampah, there are several reasons why the researcher chooses the textbook. First, it is one of the textbooks that are appropriate with the current curriculum. Second, it is often used by most schools in Sei Rampah and the reading material is appropriate for the students' needs. Third, the writer wants to know the level of lexical density by conduction Halliday;s theory and grammatical intricacy of reading textbook for vocational school level by conducting Castello's theory because both are more clearly and briefly understandable.

## **B. The Problems of the Study**

The problem of the study will be formulated as the following:

1. How is the lexical density level formed in the reading texts of Get Along with English?
2. How is the grammatical intricacy level formed in the reading texts of Get Along with English?

3. Which text of the genre which has the highest lexical density and grammatical intricacy found in the reading texts of Get Along with English?
4. How is the level of difficulties of the English textbook of grade XI vocational school students?

### **C. The objectives of the Study**

In the line with the problems of the study, the objectives of the study are:

1. To find out the lexical density which is formed in the reading texts of Get Along with English
2. To find out the grammatical intricacy which is formed in the reading texts of Get Along with English
3. To find out the type of genre which has the highest lexical density and grammatical intricacy in the reading texts of Get Along with English
4. To know the level of difficulties of the English textbook of grade XI vocational school

### **D. The Scope of the Study**

The study is focused on analyzing the lexical density and grammatical intricacy found in reading texts of Get Along with English for the eleventh grade students of vocational school published by Erlangga which is used in two semesters. There are 14 reading texts which 3 texts are included short functional texts. So, it is limited to the long functional texts which have total number 11

reading texts and written in 5 types of genre. The 5 types of genre which will be analyzed are report, recount, descriptive, discussion and procedure texts.

#### **E. The Significance of the Study**

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

##### 1. Theoretically

- a. The result of this research can be useful for the teacher to choose the appropriate learning media or strategy for the text based on the complexity of lexical density and grammatical intricacy in the text.
- b. The result of this research can be a reference for those who want to conduct a research about lexical density and grammatical intricacy.

##### 2. Practically

- a. The teacher can select the textbook which is most suitable in teaching and learning process and the students' needs.
- b. The teaching material designers who want to design appropriate texts in English teaching or English curriculum design for vocational school level whether the text is difficult or not based on the students' needs.
- c. The author, to adjust the genre of texts in the next textbook publisher with the students' needs so that it can be appropriate to use in each school in every region.