

## CHAPTER I INTRODUCTION

### A. The Background of the Study

Nowadays, Indonesia implements two curriculums namely 2013 Curriculum and School Based Curriculum. Government used to change the School Based Curriculum into 2013 Curriculum, but then government returns the School Based Curriculum again. Yet, government implements both of them now. It is said in the National Education System Act no 160/2014 about the implementation of 2016 and 2013 curriculum, that primary school until senior high school for the academic year 2014/2015 re-implements School Based Curriculum, starting from second semester 2014/2015 until the time a decision from the ministry to implement curriculum 2013 will be made. ([www.jpnn.com](http://www.jpnn.com)). Although Anies said that the implementation of 2013 curriculum is still limited now, which is only 6.221 schools, the number is equal to 3% of the total school in Indonesia, while there are 208.000 of schools that re-implement School Based Curriculum. ([www.jurnalasia.com](http://www.jurnalasia.com)).

It proves that most schools still implement the School Based Curriculum. The School Based Curriculum, with reference to Act No. 20 of 2003 Article 19 verse 1, means a set of plans and settings about the objectives, contents and teaching materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals. Meanwhile, the school is free to select

arrange their lesson plan based on situation and condition school. Each school can choose subject materials and facilities that can support the teaching learning activities based on the school need.

In School Based Curriculum, the materials are arranged more appropriately to develop Indonesian student's ability to understand and create spoken and written discourse in four basic skills; Listening, Speaking, Reading and Writing. Reading is the most important skills that shall be mastered in English language learning. Actually, all of those skills are important to learn but the implementation, reading seems to be given priority. This might be due to the idea that through reading any kinds of text, the student can get information and knowledge such as in report text, narrative text a, analytical exposition text, spoof text, and hortatory exposition text. Besides that, reading also helps students to gain other skill. After reading, the students can answer the question from reading comprehension activities, it can help student to gain their writing skill then reading also can help their pronunciation (speaking skill) by reading aloud.

Reading is also crucial and indispensable for 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 change to succeed in their study.

There are some problems in teaching reading comprehension. One of them is the difficulty in finding the best material to teach reading. Sometimes, the material

used by the teacher does not suit the situation of the classroom, the condition of the students and curriculum. Since those problems occurred, the students can't comprehend the text well. So, the teacher has role to overcome those problems such as the teacher should consider the learning materials which are used in the class. Spelleri (2011) states that teacher has an important role to select the suitable material for students. As Blagojevic (2013) says that teaching materials must be prepared in accordance with the needs of learners so that learners are able to achieve the learning objectives because they are truly motivated to study only if teaching material constantly addresses their needs. One of teaching materials that commonly used as a source of teaching learning process is textbook. As the source of knowledge, textbook has an important role in learning process. Celce-Murcia (2007) explains that textbooks or course books are either required or supplementary to provide content and teaching-learning activities, which shape much of what happens in the classroom.

In fact, schools use the different textbook published by different publishers. It means that different publishers cater different content of material too. There are so many textbooks provided by the publishers for every level of the school. The examples of English textbook that based on School Based Curriculum are Inter language: English For Senior High School Students XI, Linked To The World, The Bridge English Competence, English Texts In Use XI and Advanced Learning English 2. Hence, the teacher has to consider and select the textbook because it has an important role for teacher to explain in more detail and for the students to learn easily in reading.

The students will be difficult to get the knowledge of the textbook, when they face the difficulty to understand the content of the textbook especially the reading material. Reading material is one of the contents of the textbook besides listening instruction, some exercises, writing task and some conversation scripts. Reading material is usually in the form of the text that is used to teach reading like pronunciation words, comprehending the content of the text, getting vocabulary, and also understanding of grammar. Through the text, the student can get information, knowledge, vocabulary and grammar.

In the reading section, every student usually gets difficulties in comprehending a long texts or a dense text. They get difficulties in comprehending the text when getting bored. But in fact, the main point of difficult text is the lexical density and grammatical intricacy of the text. However, the words of high frequency may hinder understanding, as understanding text related to another aspect that is complexity of text. The complexity of text is seen in Grammatical Intricacy and Lexical Density. GI refers to the complexity of sentence patterns that are employed in a text. A complex compound sentence is more difficult to understand than one in its GI. In order words grammatical intricacy is concerned with the number of clause in a complex clause and the depth of the clause. LD refers to the information load which is the ration between separate words/content words and the total number of words in a text.

So the writer analyzes the Advanced Learning English 2 textbook published by Facil, a brand of Grafindo Media Pratama that is used for the grade XI of Senior High School in SMAN 1 Purbaganda, Pematang Bandar. The writer

analyzes reading material in textbook based on School-Based Curriculum for knowing the lexical density and grammatical intricacy. The textbook is used in the two semesters of teaching-learning process.

Based on the explanations above, there are several reasons why the writer chose the textbook. First, it is one of the textbooks that is suitable with the current curriculum. Second, it is often used by some schools so it is important to know whether the reading texts are appropriate for the students. Third, the writer wants to know the complexity text in reading material in the Advanced Learning English 2 textbook. Fourth, the proposed school is SMAN 1 Purbaganda which is the one of public school in Pematang Bandar sub district. The proposed school is still the new school which is built at 2012.

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

From the background of the study above, the problems are formulated as follows:

1. What are the Grammatical Intricacy and Lexical Density level in the reading text found in Advanced Learning English 2 textbook?
2. Which text has the highest Grammatical Intricacy and Lexical Density in the reading text found in Advanced Learning English 2 textbook?
3. What make the text has the highest Grammatical Intricacy and Lexical Density the way it is?

### **C. The Objective of Study**

Based on the formulation of the research above, the objectives of this study are:

1. To find out the Grammatical Intracacy and Lexical Density level in the reading texts found in Advanced Learning English 2 textbook .
2. To find out the text that has the highest Grammatical Intracacy and lexical density among the reading texts found in Advanced Learning English 2 textbook.
3. To find out what make the text has highest Grammatical Intracacy and Lexical Density Level.

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

The study is limited to analyze reading materials for knowing the lexical density and grammatical intricacy of reading text on Advanced Learning English 2 textbook that used in the school; it will be applied in the grade XI senior high school – SMAN 1 Purbaganda, Pematang Bandar. The number of clauses in a text as a proportion of the number of sentences was considered as grammatical intricacy, while the number of content carrying words in a text/sentence as proportion of all words in the text/sentence was considered as lexical density.

Both of them were the focus of the research.

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

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

Theoretically, the findings are expected to be useful for

1. The teachers as feedback on their teaching reading activities to know the difficulty of the text
2. Those who want to conduct a research about the study as a reference.

Practically, the findings are expected to be useful for:

1. The teacher in teaching reading to choose the appropriate strategy or media for the text based on the complexity of the text.
2. The teaching material designers who want to design the appropriate texts in English teaching of English curriculum design.