

**ANALYSIS OF READING MATERIALS IN TEXTBOOK FOR
GRADE XI SENIOR HIGH SCHOOL**

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ABSTRACT

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This study aims to find out the GI and LD level, the text which has the highest GI and LD and what make the text has the highest GI and LD of Advanced Learning English 2 textbook. This study was conducted by using qualitative research. The data of study were the 18 texts inside of the Advanced Learning English 2 textbook for grade XI Senior High School. The data were analyzed by using Eggins (2004) theory. The result of this study: 1) GI level of text was high based on Eggins theory that the texts had more complex clauses than simple clause. Text 1 was 0.52. Text 2 was 1.24. Text 3 was 0.84. Text 4 was 0.92. Text 5 was 1.95. Text 6 is 1.46. Text 7 was 1.03. Text 8 was 0.90. Text 9 was 1.62. Text 10 was 1.85. Text 11 was 1.64. Text 12 was 2.25. Text 13 was 2.60 Text 14 was 1.40. Text 15 was 1.80. Text 16 was 4.00. Text 17 was 1.42. Text 18 was 1.73. The LD level of text was low based on Eggins theory that the texts had more content carrying lexical item than non-content carrying lexical items . Text 1 was 0.56. Text 2 was 0.52. Text 3 was 0.52. Text 4 was 0.54. Text 5 was 0.55. Text 6 was 0.40. Text 7 was 0.42. Text 8 was 0.36. Text 9 was 0.44. Text 10 was 0.46. Text 11 was 0.44. Text 12 was 0.39. Text 13 was 0.38. Text 14 was 0.38. Text 15 was 0.42. Text 16 was 0.38. Text 17 was 0.46. Text 18 was 0.42. 2) The text had the highest GI was 4.00 within title Removing Lead from Petrol in hortatory exposition text and the text had the highest of LD was 0.56 within title Panda in report text. 3)The length of the sentence didn't influence the grammatical intricacy of the text but the more clause complexes and content carrying lexical items could make the reader difficult to process the text.

Key words: *qualitative research, lexical density, grammatical intricacy*

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INTRODUCTION

Background of the Study

Nowadays, Indonesia implements two curriculums namely 2013 Curriculum and School Based Curriculum. 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. 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. 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.

REVIEW OF LITERATURE

Reading is the most important skill among four well-known ones because by reading the students can automatically gain more and more knowledge. Through the text, the student can get information and knowledge and also vocabulary and then grammar. Though, most of the students have difficulties comprehending text. One of the important things that can make the student hard or easy to understand English text is complexity of text. It possibly makes the

students difficult to understand the text. Understanding texts has relationship with the complexity of text in which the complexity of sentences in reading texts as can be called as lexical density and grammatical intricacy. In this study, to measure grammatical intricacy and lexical density in text is used Eggins formula.

The definition of grammatical intricacy was given by Eggins that GI related to the number of clauses and sentences. It could be calculated by expressing the number of clauses in a text as a proportion of the number of sentences in a text. GI relates about the intricacy of text. The determining of high or low intricacy, it can be seen if a text has more complex clauses than simple clauses so the text has high intricacy.

The definition of LD related to the number of content carrying lexical items to the number of words in a text. To determine the lexical density level by analyzing the proportion between content carrying lexical item and non -content carrying lexical item. If in a text has more content carrying lexical items than non-content carrying lexical items, so the text contains large vocabulary on the contrary.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This research used descriptive qualitative method to describe the intricacy of the text. Patton and Cochran (2012) stated that qualitative research was characterized by its aims and its methods which generated words, rather than numbers, as data for analysis. It meant that the data of the study were analyzed by describing, identifying and analyzing the texts.

The data of this study were the reading materials which were found in Advanced Learning English 2 textbook. In conducting this study, the writer took reading texts that were found in the textbook as the data. There were 18 reading texts which were analyzed to find out and to know the grammatical intricacy and lexical density to the textbook which were divided in two semesters.

Techniques of Analyzing the Data

The data are collected in this research must be analyzed. The writer uses descriptive qualitative design. In order to analyze the GI of the texts, the writer used the following steps of the Eggins formula:

1. Divided sentences into clauses. If a sentence that consisted of two or three clauses, so one or two among the clauses was dependent clause.
2. Cut the clauses and sentences based on Gurning (2005)
3. Counted the total number of clauses in a text
4. Counted the total number of sentences in a text
5. Applied the formula Eggins to know the data

$$\mathbf{GI} = \frac{\mathbf{Total\ Number\ of\ Clauses\ in\ Text}}{\mathbf{Total\ Number\ of\ Sentences\ in\ Text}}$$

6. Analyzed the data to know grammatical intricacy of the text in Advance Learning English 2 textbook.
7. Drawn the conclusion based on the result.

And here were the following steps to analyze the LD of the texts and the writer would use the following steps based on the formula of Eggins:

1. Identified the content carrying lexical items in a text.
2. Labeled the content carrying lexical items with italic written.
3. Counted the content carrying lexical items in text
4. Calculated the total number lexical items in a text
5. Applied the formula Eggins to know the data

$$\text{LD} = \frac{\text{Number of Content Carrying Lexical Items in Text}}{\text{Total Number of Lexical Items in Text}}$$

6. Analyzed the data to know lexical density of the text in Advance Learning English 2 textbook.
7. Drawn the conclusion based on the result.

Findings

After analyzing all the texts, the findings of this study could be seen below.

1. Grammatical intricacy level of the text as follows: Text 1 was 0.52. Text 2 was 1.24. Text 3 was 0.84. Text 4 was 0.92. Text 5 was 1.95. Text 6 was 1.46. Text 7 was 1.03. Text 8 was 0.90. Text 9 was 1.62. Text 10 was 1.85. Text 11 was 1.64. Text 12 was 2.25. Text 13 was 2.60 Text 14 was 1.40. Text 15 was 1.80. Text 16 was 4.00. Text 17 was 1.42. Text 18 was 1.73. Grammatical intricacy level of texts was mostly high based on Eggins theory, if the text had more than complex clause in a text than simple sentence so the text was high level. The Advanced Learning English 2 textbook had high intricacy.

Lexical Density level as follows: Text 1 was 0.56. Text 2 was 0.52. Text 3 was 0.52. Text 4 was 0.54. Text 5 was 0.55. Text 6 was 0.40. Text 7 was 0.42. Text 8 was 0.36. Text 9 was 0.44. Text 10 was 0.46. Text 11 was 0.44. Text 12 was 0.39. Text 13 was 0.38. Text 14 was 0.38. Text 15 was 0.42. Text 16 was 0.38. Text 17 was 0.46. Text 18 was 0.42. Lexical density level of text was mostly low based on Eggins theory, if the text had more non- content carrying lexical item than content carrying lexical items in a text so the text was low level. The Advanced Learning English 2 textbook has narrow vocabulary.

2. The text had the highest GI was 4.00 within title Removing Lead from Petrol and the text had the highest of LD was 0.56 within title Panda.

3. The length of the sentence didn't influence the grammatical intricacy of the texts but the more complex clauses and content carrying lexical items can make the reader difficult to process the text.

CONCLUSION AND SUGGESTIONS

Conclusion

After analyzing the data and elaborating the findings, conclusions were drawn as the following:

1. Grammatical intricacy level of the text as follows: Text 1 was 0.52. Text 2 was 1.24. Text 3 was 0.84. Text 4 was 0.92. Text 5 was 1.95. Text 6 was 1.46. Text 7 was 1.03. Text 8 was 0.90. Text 9 was 1.62. Text 10 was 1.85. Text 11 was 1.64. Text 12 was 2.25. Text 13 was 2.60 Text 14 was 1.40. Text 15 was 1.80. Text 16 was 4.00. Text 17 was 1.42. Text 18 was 1.73. Lexical Density

level as follows: Text 1 was 0.56. Text 2 was 0.52. Text 3 was 0.52. Text 4 was 0.54. Text 5 was 0.55. Text 6 was 0.40. Text 7 was 0.42. Text 8 was 0.36. Text 9 was 0.44. Text 10 was 0.46. Text 11 was 0.44. Text 12 was 0.39. Text 13 was 0.38. Text 14 was 0.38. Text 15 was 0.42. Text 16 was 0.38. Text 17 was 0.46. Text 18 was 0.42.

2. The text in Advanced Learning English 2 textbook had the highest GI was 4.00 within title Removing Lead from Petrol text and the text had the highest of LD was 0.60 within title Panda.

3. The length of the sentence did not influence the grammatical intricacy of the texts but the more complex clauses and content carrying lexical items could make the reader difficult to process the texts.

Suggestions

Based on the conclusion to the findings pointed above, the following suggestions are needed to be considered in conducting the related research.

1. For English teachers, they can apply the result of this study as feedback on their teaching activities to choose the appropriate learning sources and to teach. It used to fulfill the aim, the ability level of the students and their needs because each text had different level of and grammatical intricacy and lexical density so it certainly has different teaching materials so that the students fell attracted to study.

2. For the textbook authors, they can use this study to present the next textbook in balancing composition between content carrying lexical items and non-content carrying lexical items of lexical density, complex clause and simple clause of grammatical intricacy, in order the students can understand about the reading texts.
3. For the students, the result of this study can be helpful for them to comprehend the content of the textbook in the reading texts and get the knowledge of the textbook by understanding the complex clauses and content carrying lexical items of texts.

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