THE ANALYSIS OF GRAMMATICAL INTRICACY AND LEXICAL DENSITY ON GENRES IN NATIONAL EXAMINATION TEXT

A THESIS

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STATEMENT

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others of others in this thesis are quoted with respect to ethical standards.

Bumiayu, 16th August 2020

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MOTTO

The only way to do great work is to love what you do.

_____ Steve Jobs _____

The good life is one inspired by love and guided by knowledge.

_____ Bertrand Russell _____

Never give up on what you really want to do. The person with big dreams is more powerful than the one with all the facts.

_____ Albert Einstein _____

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Supadi and Mrs. Solikha.
2. My lovely sister, Mrs. Evi Rokhayati.
3. My lovely brother, Mr. Imam Fauzi.
4. My beloved advisor, Mrs. S.R. Pramudyawardhani, S.S., M.Pd.
5. All of lecturers of Peradaban University, especially the lecturers of English Education Study Program.
6. All of my great friends of English Education Study Program, especially in the Academic Years 2016.
7. All of my family members.

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8. All people who have sincerely helped the writer in finishing the thesis, all of whom the writer cannot mention one by one.

The writer realizes that this thesis is far from being perfect. Thus, the writer hopes to get some suggestion and criticisms for this thesis. The writer expects that this thesis will give benefit for all.

Bumiayu, 16th August 2020

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ABSTRACT

Pujiati, Rena. 2020. *The Analysis of Grammatical Intricacy and Lexical Density on Genres in National Examination Texts*. A Thesis. English Education Study Program of Educational Sciences and Teachers' Training Faculty Peradaban University. S.R. Pramudyawardhani, S.S, M.Pd.

Keyboard: *Genre, Grammatical Intricacy, Lexical Density, National Examination*

The purpose of this thesis is to analyze the grammatical intricacy and lexical density on genres in national examination texts. The source of data is genres in national examination. In this thesis, the writer analyzed the genre in the National Examination, and then identified the content words, grammatical words, clause and sentences. The writer uses functional grammar theory from Gerot and Wignell (1994). The writer uses descriptive qualitative design and SLBC (*Simak Bebas Libat Cakap*) as the method. The writer uses seven steps to analyze the data. They are indentifying, counting, listing on table, measuring the grammatical intricacy and lexical density, analyzing the level of gramatical intricacy and lexical density of each text, writing and describing the results on the level of grammatical intricacy and lexical density on texts, and concluding the findings. The result of data analysis of grammatical intricacy and lexical density on genres in national examination texts is twelve texts of genres on reading section and three texts of genres in listening section. From the analysis of content words, grammatical words, clauses and sentences on twelve genres in reading section, the writer finds the different result of calculating grammatical intricacy and lexical density in each text, the number of content words tend to higher than the number of grammatical intricacy per clause complex and the number of lexical density tend to be higher than the number of grammatical intricacy from all texts. It means they tend to be included in written text. The text of reading section in national examination contains written language. From the analysis of content words, grammatical words, clauses, and sentences on three genres in listening section, the writer finds the different result of calculating grammatical intricacy and lexical density in each text, but the result is same with reading section. The number of content words tend to higher than the number of grammatical intricacy per clause complex and the number of lexical density tend to be higher than the number of grammatical intricacy from all texts. It tends to be included in written text. The text of listening section in national examination also contains written language. The reading section is ideal that contains written text, but the listening section is not ideal because it should tend to contain spoken text.

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