

CHAPTER I

INTRODUCTION

In this chapter, the writer explains the background of the study, the research questions, the definition of the key term, the objectives of the study, the significances of the study, and the organization of the thesis.

A. Background of the Study

Language is something that is very important in our life. It is a medium of interaction that is carried out by everyone in a particular area. “Language is an arbitrary system of vocal, written, or gestural symbols that allows certain community members to communicate intelligently with one another” (Brown, 2000: 5).

Language has been an object of study for many years, but the scientific era of language study began only about a century ago. In this era of scientific study of language a new discipline has emerged. It is called Linguistics (Ketut, 2017: 12). Gleason (1961) defines Linguistics as “a science which attempts to understand language from the point of view of its internal structure.” It is the language used in conversation with other people from foreign languages or English.

The education of English language has been grown in many ways. English as the benchmark of language in the world affects many countries to set English as the compulsory subject in the standard of education. English education as a second language needs special attention on either the method or

curriculum and studying English aims as a medium of communication both spoken and written.

Haycraft (1978: 8) states that studying English involves four kinds of skills: *listening, reading, speaking* and *writing*. In studying English, all these skills are packaged into the material that supports the learning process, such as genres, which mean various types of text.

Genre is one of the English materials that is usually studied by high school students, especially for students who will take the national examination. National examination has two section; they are *listening and reading section*. National examination of English lesson usually contains text examples of genres which are found in the form of *reading or listening section*. Listening and reading text contains written and spoken texts that need to be known because by knowing it can be easier and understandable for students to do the national examination.

The complexity of language in written text can be seen through the lexical density. In written language, the density means how much the information is presented. Lexical density is the proportion of lexical items (content words) to the total discourse” (Halliday, 1985: 62-63). Lexical items consist of nouns, verbs, adjectives, and adverbs.

The complexity of language in spoken text can be seen through grammatical intricacy. Grammatical intricacy can be investigated within spoken text from speaker’s utterance. Grammatical intricacy relates to the number of clauses per sentence, and can be calculated by expressing the number of clauses

in a text as a proportion of the number of sentences in the text (Eggins, 2004: 97). Grammatical words comprise preposition, conjunction, auxiliary verbs, modal verbs, pronouns, and articles.

The writer chooses genres from the national examination as the source of data. Genres are important to analyze in terms of Lexical Density (LD) and the Grammatical Intricacy (GI) that genre covers spoken text and written text that are compared. The genres can analyzed from the examples of texts studied by high school students, so the genres take from the national examinations.

The relationship between national examinations with grammatical intricacy and lexical density is that in the national examinations the writer finds some texts of genres on reading and listening section, which cover spoken text or written text. The writer can analyze the genres of national examination which are covers spoken text or written text by identifying parts of grammatical intricacy and lexical density, so the analysis is more specific and more effective by language as a medium interaction.

Based on the explanation above, the writer proposes the research title, "The Analysis of Grammatical Intricacy and Lexical Density on Genres in National Examination Texts".

B. Research Questions

According to the background of the study above, the writer formulates two research questions to get more spesific purpose, which are:

1. What are the genres of reading and listening used in national examination texts?
2. How are the grammatical intricacy and lexical density of genres released in national examination texts?

C. Definition of the Key Terms

The key terms defines here cover spoken and written language, grammatical intricacy, lexical density, genres, and national examination.

1. Spoken Language

Spoken language tends to be grammatically complex and grammatically intricate (Gerot and Wignell, 1995: 161).

2. Written Language

Written language tends to be lexically complex and lexically dense (Gerot and Wignell, 1995: 161).

3. Grammatical Intricacy

Grammatical intricacy relates to the number of content words per clause tends to be low but the number of clauses per clause complex quite high. There also tends to be a high proportion of grammatical words per clause (Gerot and Wignell, 1995: 162).

4. Lexical Density

Lexical density is a measure of the amount of content information in a clause (or in a text). Lexical Density is calculated by dividing the number

of content words in a clause complex by the number of clauses in the complex (Gerot and Wignell, 1995: 163).

5. Genres

A genre can be defined a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something. (Gerot and Wignell, 1995: 17)

6. National Examination

McNamara (2000: 5) states that national examination can be defined as method to measure students competence in certain domain formally. National examination can be categorized as paper and pencil language test.

D. Objectives of the Study

Based on the research questions, this research is conducted to find out the objectives of the study, which are:

- a. To find out the genres of reading and listening section in national examination texts.
- b. To describe how the grammatical intricacy and lexical dencity of genres in national examination texts.

E. Significances of the Study

The results of this research is expected to give the significances in three ways which are theoretically, practically, and pedagogically.

1. Theoretically

This research is expected to become one of references for next researchers who want to conduct a research about discourse analysis specially functional grammar, lexical density and grammatical intricacy.

2. Practically

This research can give the significances practically for the writer and for the readers.

a. For the Writer

The writer can understand and get knowledge about grammatical intricacy and lexical density on genres in national examinations. Moreover, the result of this study can to improve the writer's skill in writing academically.

b. For the Readers

This study can to be useful for readers, especially for readers who are interested in genres, and giving better comprehension in learning lexical density and grammatical intricacy.

3. Pedagogically

The result of this study can be a reference for the English teacher or lecturers to append the theory of functional grammar and it can be comparison of other theories. Then, afterward they can enlarge the theory of functional grammar.

F. Organization of the Thesis

The writer organizes the thesis into five chapters, which consists of introduction, review of related literature, method of investigation, findings and interpretation, and conclusion and suggestions. Chapter I presents Introduction which consists of background of the study, research questions, definition of the key term, objectives of the study, significances of the study, and organization of the thesis. Chapter II describes review of related literature which concerns with theoretical study, previous studies, and theoretical framework. Chapter III discusses method of investigation which presents research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V covers conclusion and suggestions.

