GRAMMATICAL INTRICACY AND LEXICAL DENSITY ON GENRES IN NATIONAL EXAMINATION TEXTS

Rena Pujiati [1]
S.R. Pramudyawardhani [2]

[1] the Graduate of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: renapujiati21@gmail.com
Phone: +62 887 4005 9815

[2] the Lecturer of English Education Study Program
Universitas Peradaban Bumiayu – Brebes
Email: pramudyawardhani81@gmail.com
Phone: +62 815 663 5360

Abstract

The objective of this study is to analyze the grammatical intricacy and lexical density on genres in national examination texts by using the theory from Gerot and Wignell (1994). The result of data analysis is twelve texts of genres on reading section and three texts of genres in listening section. From the reading section analysis, the writers find the number of content words tends to be higher than the number of grammatical intricacy per clause complex and the number of lexical density tends 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 listening section analysis, the writers find the different result of calculating grammatical intricacy and lexical density in each text, but it has the same result as reading section. The number of content words tends to higher than the number of grammatical intricacy per clause complex and the number of lexical density tends to be higher than the number of grammatical intricacy from all texts. They tend to be included in written text. The texts of listening section in national examination also contain written language. In conclusion, the reading section is ideal that contains written texts, but the listening section is not ideal because it should tend to contain spoken texts.

Keywords: Genre, Grammatical Intricacy, Lexical Density, National Examination

A. Introduction

Genre is one of the English materials usually studied by high school students, especially who will take the national examination. National examination has two sections; they are listening and reading sections. National examination of English lesson usually contains text examples of genres found in the form of reading or listening section. Listening and reading texts contain written and spoken texts that need to be known because by knowing them it can be easier and understandable for students to take the English 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 relationship between national examination with grammatical intricacy and lexical density is that in the national examination the writers find 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 covers spoken text or written text by identifying parts of grammatical intricacy and lexical density, so that the analysis is more specific and more effective.

B. Literature Review

Gerot and Wignell (1994: 2-3) state that grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings. Theory of grammar or language helps us understand how texts work and to know how to understand and produce text spoken and written in various contexts for various purposes. Accordingly, "A functional grammar is one that construes all the units of a language – its clauses, phrases and so on. In other words, each part is interpreted as functional with respect to the whole" (Halliday, 1994: 14). Functional grammar is the theory of language which is used to help us understand and produce spoken or written text in various contexts.

Spoken and written languages are different in a number of ways. It is possible to identify a number of systematic differences between spoken and written languages, which are both complex in different ways. Spoken language tends to be complex grammatically and written language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas written language tends to be lexically dense (Gerot and Wignell, 1994: 161).

Halliday (2005: 83) defines lexical density as the number of lexical items, as the proportion of the number of running words. According to Gerot and Wignell (1994: 163), 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. Contents words are words such as nouns, verbs, adjectives, and adverbs.

Eggins (2004: 97) points out that the corollary of this is that spoken language has a higher level of grammatical intricacy. According to Gerot and Wignell (1994: 162), the number of content words per clause tends to be low but the number of clause complex quite high. There also tends to be a high proportion of grammatical words per clause. These are words such as prepositions, conjunctions, auxiliary verbs, modal verbs, pronouns, and articles.

Systemic Functional Grammar talks about clauses and clause complexes rather than sentences. Gerot anda Wignell (1994: 82) state that a clause can be defined as the largest grammatical unit. In Systemic Functional Linguistics, a clause can be defined as the largest grammatical unit. Meanwhile, a clause complex is a univariate structure (one made up of units of the same rank). A clause complex is comprised of two or more clauses logically connected,

or put another way, a clause complex is a squence of processes which are logically connected (Gerot and Wignell, 1994: 89).

A genre can be defined culturally as specific text-types which result from using language (written or spoken) to (help) accomplish something. Thus, genres are culture specific, and have associated with particular purposes, particular stages, and particular linguistic features (Gerot and Wignell, 1994: 17). There are some genres texts: spoof, recount, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, explanation, and discussion.

C. Method of Investigation

The writers apply the descriptive qualitative design. The data source in this study is texts (reading and listening) which are taken from the English national examinations of SMK Muhammadiyah 2 Ajibarang. In collecting the data, the writers implement documentation method, more particularly *Simak Bebas Libat Cakap* (SBLC) technique where the writers only act as the observers.

To analyze the data, the writers take the steps, which are: identifying the content words, grammatical words and clauses of the texts, counting the number of contents words, grammatical words and clauses of the texts, listing on table, measuring the grammatical intricacy and lexical density, analyzing the level of grammatical intricacy and lexical density of each text, writing and describing the results on the level of grammatical intricacy and lexical density on texts, interpreting the findings, discussing them, and drawing the conclusion.

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D. Findings and Discussion

The analysis is presented by the identification of each text in genres of reading section and listening section by calculated of grammatical intricacy and lexical density as content words, grammatical words, clause and sentences. In addition, the writers apply grammatical intricacy and lexical density to analyze 12 texts of reading section and 3 texts of listening section on national examinations.

1. The Analysis of Reading Section

The result of analysis in reading section of twelve text is shown as follows:

a. National Examination 2011/2012
1) Text 1

The type of this text is recount text. The calculation of grammatical intricacy is 1,6 and lexical density is 3,2. It shows that lexical density tends to be higher than grammatical intricacy.

2) Text 2

The type of this text is procedure text. The calculation of grammatical intricacy is 1,9 and lexical density is 3. It shows that lexical density tends to be higher than grammatical intricacy.

b. National Examination 2012/2013
1) Text 1

The type of this text is descriptive text. The calculation of grammatical intricacy is 3,2 and lexical density is 4,9. It shows that lexical density tends to be higher than grammatical intricacy.

2) Text 2

The type of this text is recount text. The calculation of grammatical intricacy is 2,7 and lexical density is 3,7. It shows that

lexical density tends to be higher than grammatical intricacy.

3) Text 3

The type of this text is procedure text. The calculation of grammatical intricacy is 1,6 and lexical density is 3,3. It shows that lexical density tends to be higher than grammatical intricacy.

c. National Examination 2014/2015 (first)
1) Text 3

The type of this text is descriptive text. The calculation of grammatical intricacy is 1,8 and lexical density is 6. It shows that lexical density tends to be higher than grammatical intricacy.

2) Text 4

The type of this text is procedure text. The calculation of grammatical intricacy is 1,6 and lexical density is 3,8. It shows that lexical density tends to be higher than grammatical intricacy.

d. National Examination 2014/2015 (second)
1) Text 2

The type of this text is descriptive text. The calculation of grammatical intricacy is 2,2 and lexical density is 6,4. It shows that lexical density tends to be higher than grammatical intricacy.

e. National Examination 2015/2016
1) Text 1

The type of this text is descriptive text. The calculation of grammatical intricacy is 2,2 and lexical density is 6,4. It shows that lexical density tends to be higher than grammatical intricacy.

2) Text 2

The type of this text is descriptive text. The calculation of grammatical intricacy is 2,2 and lexical density is 7,8. It shows that lexical density tends to be higher than grammatical intricacy.

3) Text 3

The type of this text is recount text. The calculation of grammatical intricacy is 2,7 and lexical density is 4,2. It shows that lexical density tends to be higher than grammatical intricacy.

4) Text 4

The type of this text is procedure text. The calculation of grammatical intricacy is 1,5 and lexical density is 3,6. It shows that lexical density tends to be higher than grammatical intricacy.

2. The Analysis of Listening Section

The result of analysis in reading section of twelve text is shown as follows:

a. National Examination 2012/2013

1) Text 1

The type of this text is procedure text. The calculation of grammatical intricacy is 1,3 and lexical density is 2,3. It shows that lexical density tends to be higher than grammatical intricacy.

b. National Examination 2015/2016

1) Text 1

The type of this text is procedure text. The calculation of grammatical intricacy is 2 and lexical density is 4,6. It shows that lexical density tends to be higher than grammatical intricacy.

2) Text 2

The type of this text is descriptive text. The calculation of grammatical intricacy is 1,8 and lexical density is 5. It shows that lexical density tends to be higher than grammatical intricacy.

E. Conclusion

Having analyzed the data, the writers find 12 genres of reading section and 3 genres of listening section on national examination texts. In reading section, the number of lexical density tends to be higher than the number of grammatical intricacy from all texts. It means they tends to be included in written text. The text of reading section in national examination contains written language. It is ideal because the text on reading section should have contained the written texts, which use written language. In listening section, the number of lexical density tends to be higher than the number of grammatical intricacy from all texts. It tends to include written language. The text of listening section in national examination also contains written language. It is not ideal because the text on listening section should have contained the spoken texts, which use spoken language and higher grammatical intricacy.

Acknowledgement

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