
**GRAMMATICAL INTRICACY AND LEXICAL DENSITY
IN THE TEXTS OF ENGLISH HANDBOOK
AT PRIVATE ISLAMIC JUNIOR HIGH SCHOOL LEVEL IN MEDAN**

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Abstract: This study aimed to find out the problems occur in the grammatical complexity of the narrative and descriptive texts in English Handbook used by the Private Islamic Junior High School in Medan especially in Grade VII, VIII, and IX. The lower level should have the text written in simple sentences more than the higher one while the compound and complex sentences were suitable for the higher level. However, the findings showed that the percentage of the simple sentences used in the narrative texts of Grade VII, VIII, and IX was 33.9%, 60% and 50%. The percentage of compound sentences used in the narrative texts of Grade VII, VIII, and IX was 33.3%, 4% and 16.7% while the percentage of complex sentences used in the narrative texts of Grade VII, VIII, and IX was 27.8%, 36% and 13.3%. For the descriptive text, the percentage of simple sentences used in the descriptive texts of Grade VII, VIII, and IX was 25%, 69.2%, and 53.8%. The percentage of compound sentences used in the descriptive texts of Grade VII, VIII, and IX was 31.25%, 15.4%, and 23.1% while the percentage of complex sentences used in the descriptive texts of Grade VII, VIII, and IX was 43.75%, 15.4%, and 23.1%. Therefore, the selection of the text was grammatically inappropriate.

Key Words: Grammatical Intricacy, Lexical Density, Text of English Handbook, Private Islamic Junior High School

INTRODUCTION

There are some aspects to be considered in teaching English namely, the learner and the language they are expecting to master. The learners have the most attention since they will determine the teaching materials and strategies used in teaching the materials. For example, the young learners with a beginner or novice level determine not only the selection of less complex teaching materials than those in advanced level, but also the strategies to teach the materials. The appropriate teaching materials are an important part to be considered in teaching in order to achieve the objective of language teaching namely, to prepare and develop the students' communicative competence.

The fact was indicated that the students feel English is a difficult subject to learn can be due to the inappropriate teaching materials. In this case, the teaching materials can be too hard for them to study. Therefore, they think it difficult study from the very beginning. Consequently, the students' motivation is getting lower which causes the decreasing of the students' achievement. On the other side, the teaching materials which are too easy will also cause the students' curiosity decrease. They even feel bored to study, for example, the same thing all the time. In conclusion, there must be a good attempt in selecting the teaching materials in order that the situation strategy of learning can be well conditioned to support the gain of the teaching objective.

The importance of appropriate teaching materials selection has prompted the researcher to investigate the percentage of readability of English texts used in English

teaching-learning process. Text readability is one criterion in selecting the texts as the teaching materials so that the instruction fits to the students and the teaching objective. The higher the learners' language mastery is, the harder the readability of the texts will be and vice versa. To find out the readability of the texts, the analysis of grammatical intricacy and lexical density of the texts is conducted. Therefore, the students' language mastery should be the consideration in selecting English texts, as the teaching materials, with high or low grammatical intricacy and lexical density. In accordance with the explanation above, the researcher proposes to conduct a study investigating the intricacy of grammar as well as the density of lexeme used in English texts as the teaching materials especially in Islamic Senior High School level. This attempt is worth conducting to find out the differences of readability level of the texts used as the teaching materials in different level of classroom activity in Islamic Senior High School. Such research will add up the horizon in selecting teaching materials which are appropriate with the students' needs and competence. To conclude, the study is an attempt to help teachers determine and select their teaching materials in order to reach their teaching objectives.

From the problems listed above, it focused on the texts in English hand book used by teacher and student in learning English at Islamic Senior High School especially in Medan. This is because a good English teaching material should fit the needs analysis of teaching-learning condition. Ignoring the appropriate English teaching materials selection will be a threat to the gain of teaching objective, the students' will and the atmosphere of teaching learning process. Therefore, this study was devoted to the analysis of grammatical intricacy and lexical density of English texts in the teachers' and students' handbooks. This analysis concerned on grammatical intricacy and lexical density in all reading text of English book used by teacher and student in Private Islamic Junior High Level at Medan, North Sumatra.

METHOD

Research Design

This study is a descriptive qualitative research. This kind of research describes and explains a phenomenon as it is. To do the research, a document analysis will be applied. The analysis is applied to find out the level of grammatical intricacy and lexical density of the students' English texts of Grade VII, VIII and IX used in Private Islamic Junior High School (MTs) at Medan. This kind of study is also called a library research.

Data Sources

The data of this study will be taken from several selected texts in students' English handbook namely the handbooks of Grade VII, VIII and IX. To cover the whole texts of the books is quite difficult and time-consuming. Therefore, two texts in the beginning chapters will be taken from the English book of Grade VII, VIII and IX. The texts are selected on the basis of their similarities. For instance, if there are the same genre to be taught in different grade, that kind of genre is preferred. The texts in the beginning chapters are chosen to keep the difference of the teaching materials among the three grades/ classes. So, there will be totally 12 texts to be analyzed and they will be compared to find out the gradation of the text level given to the different learners' level

The Technique of Collecting Data

The data will be collected based on the following steps, namely

- a. Determining the source of data. In this case, the study will use the English

handbooks used as teaching materials in MTs Al-Kautsar Al-Akbar, MTs PPMDH TPI and also MTs Islamiyah GUPPI Medan, which all the MTs are located in Medan.

- b. Selecting the texts to be analyzed. In this stage, four texts written in the beginning chapters in students' handbook Grade, VII, VIII and IX will be chosen as the data to analyze. The aspects being considered in selecting the texts from Grade VII, VIII and IX are the similarities of the text types, the length of the text,
- c. Classifying the texts from different grade based on their length, genre similarity to enable the comparison of their readability

Technique of Data Analysis

After collecting the data as previously mentioned, the data are, then, analyzed based on the following steps.

- a. Classifying the texts form handbooks of grade X, XI and XII based on their length and other similarities,
- b. Tabulate the lexical density of each text
- c. Tabulate the grammatical intricacy of the texts
- d. Presenting the analysis of lexical density and grammatical intricacy of the text in the form of table,

RESEARCH FINDINGS AND DISCUSSION

Findings

As previously mentioned, the data were taken from the written texts of English handbooks used in MTs Al-Kautsar Al-Akbar, MTs PPMDH TPI and also MTs Islamiyah GUPPI Medan. The handbooks used in these schools were various. For English, these schools used the same book published by Grafindo Media Pratama as the primary sources. Therefore, some written texts in the handbooks were selected based on the genre and the length of the texts to meet the need of readability comparison of the texts in each grade. In this section, the data will be presented based on the grade where the texts belong to.

4.1.1 Grade VII Written Texts

There are two texts quoted from Grade VII handbook as the data to be analyzed in this study. The first text entitled 'The Magic Box'. The text was taken from page 119. It was a narrative text consisting of four paragraphs with 206 words. The other text was entitled 'Working in a Dinner'. This was a kind of descriptive text taken from page 136. This text also had four paragraphs but it had 198 words. The texts are as the followings.

Text 1: The Magic Box

Once upon the time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably.

Then the farmer dropped a coin into the box and the apples disappear to become full of coins. Every day, the farmer and his wife collected hundreds of dollar from the box. They become very rich

Now he farmer's grandfather lived with them. He was not very strong and could not go out to work, but his son asked him to take the money out of the box. When his father became tired and wanted to rest, his son shouted at him,

”Why are you so lazy? Why can’t you work harder?”

The old man did not say anything but he continued working until he fell inside the box and died. At once, the money disappeared and the box began to fill up with dead grandfathers.

Text 2: Working in a Diner

Juan finally got a job working in the kitchen at Bill’s Diner on Kennedy Boulevard in Jersey City. It is a tough job. Juan doesn’t make a lot of money, but at least he has a job. He’s making enough to pay his bill and save a little.

Juan’s life isn’t all work and no play. On Sundays, he goes with his cousin and some friends to Liberty State Park. They have a picnic and play soccer, their favorite sport.

After the game, they walk along the Hudson River where there is a beautiful view of the Statue of Liberty and Ellis Island. The statue and the island remind Juan that he lived in a country of immigrants that this is his land, too.

Juan phones Sonia every Sunday. The calls are expensive, but he hates to write, and he has to talk to her. He misses her so much. Juan and Sonia plan to marry a year from now. She’ll fly to United State, and they’ll get married here. He’s saving every penny, so they can rent a nice apartment. And Sonia is studying English, so she can get a good job when she arrives.

4.1.2 Grade VIII Written Texts

Like the previous section, there are also two texts quoted from Grade VIII handbook as the data to be analyzed in this study. The first text entitled ‘Mr. Evan, the Florist’ was taken from page 14. It was also a narrative text consisting of five paragraphs with 236 words. The other text was a descriptive one taken from page 148. The text was entitled ‘Summer in Madrid’. The text consisted of 2 paragraphs with 140 words. The followings are the selected texts.

Text 1: Mr. Evan, the Florist

One fine morning, Mr. Evan was in his shop. He was a florist. He sold many kinds of flowers. They were all beautiful. His granddaughter, Lana, usually helped him. She was not there that morning.

A boy came to his house, Mr. Evan greeted him nicely. That boy looked confused. So, Mr. Evan asked him what he could help him with. That boy said he wanted to buy his mother flowers on her birthday but, he did not have money.

Mr. Evan offered the boy to choose the flowers he liked and take them home for free. The boy did not want to have the flowers for free. He told Mr. Evan that he had many apples at home. Then, they agreed to exchange flowers with apples.

In an hour, the boy came back. Mr. Evan did not see him coming because he was busy with his customer. The boy asked Mr. Evan to come out of his shop to see the apples he brought. Mr. Evan was surprised to see that the boy brought so many apples. He even carried the apples with his cart. Mr. Evan never thought it would be so many apples.

Mr. Evan came into a great idea. He told the boy to sell the apples in his shop. So that the boy would get money to pay for the flowers. The boy agreed. He loved the idea and smiled.

Text 2: Summer in Madrid

Madrid is famous for its numerous cafes and café-bars. Madrilenos (people of Madrid) often walk along the avenues in the evenings during summer. That is when the city's fountains are illuminated. This activity has declined because many boulevards have become more crowded with auto mobiles.

There are several large parks in the city. The most famous is Retiro Park. It is much like New York City's Central Park. It has three-lined avenues, an art exhibition pavilion, an artificially created lake, monuments, fountains and a rose garden. A second large park is the Casa de Campo. It has a cable rail way, monorail, and a modern zoo. Another park is the Parque del Oeste. It has a broad area of trees, rose gardens and avenues between the city and the Manzanares River. People in Madrid enjoy their outdoor activities during summer.

4.1.3 Grade IX Written Texts

Two texts were also quoted from Grade IX handbook. The first text entitled 'The Legend of Lake Toba' was taken from page 18. It was also a narrative text consisting of seven paragraphs with 215 words. The other text was entitled 'Television'. This was actually a kind of report text but, since this kind of text type is mostly similar to descriptive one, this text was chosen as one of the data. In addition, the text has nearly the same length with the two previous ones. It had four paragraphs with 171 words.

Text 1: Lake Toba

Once upon a time, lived a Young man. He lived alone in his humble house. Everyday he worked in a farmland.

One day the young man took his fishing rod and went to fish in a lake near his village. Then, he caught a big fish. He was very happy.

When he was going to sell, suddenly she talked. It was a woman voice. The fish asked him to release her and to put her in water. After putting the fish in the water, he went home.

The next morning, the young man went to see the fish. He was surprised to see that there was no fish but pretty woman. She was the fish.

The woman said that she was willing to be his wife, but he had to promise not to tell anyone about her origin.

The couple lived happily. They had a handsome son. One day their son made his father very angry, he told his son about his mother's origin.

The woman was sad because her husband had broken his promise. She cried and cried that her tears formed a lake. The lake was called Lake Toba. The place where the farmer's wife stood became an island, that was Samosir island. Since then the farmer's wife and her son had vanished

Text 2: Television

Television or TV is one of our most important ways of getting entertainment and information. TV brings moving pictures and sound from around the world into millions of homes.

People with TV sets can stay at home and watch things that are going on all over the world. TV can make people see sports events like Olympic Games. TV can make people see government leaders visiting other countries. TV also helps viewers see and learn about people, places, and things in faraway places.

TV can even take people out of this world, as astronauts send pictures back from outer space.

People use TV for fun too. Many people enjoy TV entertainment, such as adventure stories, comedy shows, cartoons, game shows, and movies.

TV was not the invention of one person. Many scientists helped make television possible. Experiments that led to television began in the 1800's but TV did not come about until the 1920's. The first television broadcast was made in 1936 by the British Broadcasting Corporation (BBC) in England.

4.2 Data Analysis

After presenting the data, the study continued to the analysis of the data. The data were analyzed based on two categories. They are lexical density analysis and the grammatical complexity analysis. The analysis began with the lexical density of all texts. The analysis was done by firstly classifying the words used in the text into two classifications namely the content and function words. The data were put into a table. The data were, then, processed with the pattern for calculating the lexical density index. The next thing to do was the analysis of grammatical complexity of each text. This analysis was done by identifying and calculating the complexity of word (phrase) and sentences in form of a table. The results of analysis were compared to find out the level of text readability of the texts for each grade.

4.2.1 Lexical Density Analysis

As previously mentioned, the analysis was done by identifying the word classification. The words in each class were, then, calculated to find out the total number of words used in each category. The pattern of the lexical density index was applied to the data or number. The followings are the analysis for each text.

4.2.1.1 Lexical Density of Grade VII Texts

The lexical density of the texts taken from Grade VII can be seen throughout the following table.

Table 4.1
Lexical Density of the Text 'The Magic Box'

No.	Word Classification	Sample of Words	Number
1	Content Words	Once, time, was, poor, farmer dug, big, box, field, He, took, it, home, showed, it, wife, wife, cleaned, it, kept, it, house, day, she, dropped, apple, it, Immediately, box, began, fill, apples, matter, were, taken, took place, farmer, wife, sold, apples, were, able, live, quite, comfortably, farmer, dropped, coin, box, apples, disappear, become, full, coins, Everyday, farmer, wife, collected, hundreds, dollar, box, they, become, very, rich, now, farmer, grandfather lived, them, he, was, very, strong, could, go, out, work, son, asked, him, take, money, box, father, became, tired, wanted, rest, son, shouted, him, are, you, so, lazy, can, you, work, harder, old, man, did, say, thing, he, continued, working, he, fell, box, died, once, money, disappeared, box, began, fill, dead, grandfathers	121

2	Function Words	upon, the, there, a, who, up, a, in, his, and, to, his, his, and, in, one, an, into, the, up, with, no, how, many, out, others, their, So, the, and, his, the, and, to, then, the, a, into, the, and, the, to, of, the, and, his, of, from, the, with, not, and, not, out, to, but, his, to, the, out, of, the, when, his, and, to, his, at, so, why, the, not, any, but, until, inside, the, and, at, the, and, the, to, up, with,	85
Total Number			206

From the table above, it can be seen that the content words were 121 and the function words were 85 so that the total number of the words used in the texts were 206.

Table 4.2
Lexical Density of the Text ‘Working in a Dinner’

No.	Word Classification	Sample of Words	Number
1	Content Words	Juan, finally, got, job, working, kitchen, Bill’s, Diner, Kennedy, Boulevard, Jersey, City, It, is, tough, job, Juan, make, lot, money, least, he, has, job, He, is, making, enough, pay, bill, save, little, Juan’s, life, is, work, play, Sundays, he, goes, cousin, friends, Liberty, State, Park, They, have, picnic, play, soccer, favorite, sport, game, they, walk, Hudson, River, is, beautiful, view, Statue, Liberty, Ellis, Island, Statue, island, remind, Juan, he, lived, country, immigrants, is, land, Juan, phones, Sonia, Sunday, Calls, are, expensive, he, hates, write, he, has, talk, her, He, misses, her, much, Juan, Sonia, plan, marry, year, now. She, will fly, United, State, they, will, get, married, here, He, is, saving, penny, they, can, rent, nice, apartment, Sonia, is, studying, English, she, can, get, good, job, she, arrives.	128
2	Function Words	a, in, the, at, on, in, a, not, a, of, but, at, a, to, his, and, a, not, no, On, with, his, and, some, to, a, and, After, the, along, the, where, there, a, of, the, of, and, The, and, the, that, in, a, of, that, this, his, too, every, The, but, to, and, to, to, so, and, to, a, from, to, and, every, so, a, And, so, a, when.	70
Total Number			198

From the above table, it can be seen that the content words were 128 and the function words were 70 so that the total number of the words used in the texts were 198.

4.2.1.2 Lexical Density of Grade VIII Texts

The lexical density of the texts taken from Grade VIII can be seen throughout the following table.

Table 4.3
Lexical Density of the Text ‘Mr. Evan, the Florist’

No.	Word	Sample of Words	Number
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	Classification		
1	Content Words	fine, morning, Mr. Evan, was, shop, He, was, florist, He, sold, man, kinds, flowers, They, were, all, beautiful, granddaughter, Lana, usually, helped, him, She, was, there, morning, boy, came, house, Mr. Evan, greeted, him, nicely, Boy, looked, confused, Mr. Evan, asked, him, he, could, help, him, boy, said, he, wanted, buy, mother, flowers, birthday, he, did, have, money, Mr. Evan, offered, boy, choose, flowers, he, liked, take, them, home, free, boy, did, want, have, flowers, free, He, told, Mr. Evan, he, had, apples, home, they agreed, exchange, flowers, apples, hour, boy, came, Mr. Evan, did, see, him, coming, he, was, busy, customer, Boy, asked, Mr. Evan, come, shop, see, apples, he, brought, Mr. Evan, was, surprised, see, boy, brought, apples, He, carried, apples, cart, Mr. Evan, thought, it, would, be, apples, Mr. Evan, came, great, idea, He, told, boy, sell, apples, shop, boy, would, get, money, pay, flowers, Boy, agreed, He, loved, idea, smiled,	154
2	Function Words	One, in, his, a, of, His, not, that, A, to, his, That, So, what, with, That, to, his, on, her, but, not, the, to, the, and, for, The, not, to, the, for, that, many, at, Then, to, with, In, an, the, back, Not, because, with, his, The, to, out, of, his, to, the, to, that, the, so, many, He, even, the, with, his, never, so, many, into, a, the, to, the, in, his, So, that, the, to, for, the, The, the, and.	82
Total Number			236

From the above table, it can be seen that the content words were 154 and the function words were 82 so that the total number of the words used in the texts were 236.

Table 4.4
Lexical Density of the Text ‘Summer in Madrid’

No.	Word Classification	Sample of Words	Number
1	Content Words	Madrid is famous numerous cafes café-bars Madrilenos people Madrid walk avenues evenings summer. is city’s fountains are illuminated. activity has declined boulevards have become crowded auto mobiles are large parks city. famous is Retiro Park. It is like New York City’s Central Park. It has three-lined avenues, art exhibition pavilion, artificially created lake, monuments, fountains rose garden. second large park is Casa de Campo. It has cable rail way, monorail, modern zoo. park is Parque del Oeste. It has broad area trees, rose gardens avenues city Manzanares River. People Madrid enjoy outdoor activities summer.	94

2	Function Words	for its and of often along the in the during That when the This because many more with There several in the The most. much. an, an, and a A the a and a Another the a of, and between the and the in their during	46
Total Number			140

It can be seen from the table that the content words were 94 and the function words were 46 so that the total number of the words used in the texts were 140.

4.2.1.3 Lexical Density of Grade IX Texts

The lexical density of the texts taken from Grade VII can be seen throughout the following table.

Table 4.5
Lexical Density of the Text 'Lake Toba'

No.	Word Classification	Sample of Words	Number
1	Content Words	time, lived, Young, man, He, lived, alone, humble, house, day, he, worked, farmland, day, young, man, took, fishing, rod, went, fish, lake, village, he, caught, big, fish, He, was, very, happy, he, was, going, sell, suddenly, fish, talked, It, was, woman, voice, fish, asked, him, release, her, put, her, water, putting, fish, water, he, went home, morning, young, man, went, see, fish, He, was, surprised, see, was, fish, pretty, woman, She, was, fish, ,woman, said, she, was, willing, be, wife, he, had, promise, tell, anyone, origin, couple, lived, happily, They, had, handsome, son, day, son, made, father, very, angry, he told, son, mother's, origin, woman, was, sad, husband, had, broken, promise, She, cried, cried, tears, formed, lake, lake, was, called, Lake, Toba, place, farmer's, wife, stood, became, island, was, Samosir, island, farmer's, wife, son, had, vanished	136
2	Function Words	Once, upon, a, a, in, his, Every, in, a, One, the, his, and, to, in, a, near, his, Then, a, When, to, a, The, to, and, to, in, After, the, in, the, The, next, the, to, the, to, that, there, no, but, the, the, that, to, his, but, to, not, to, any, about, her, The, a, One, their, his, his, about, his, The, because, her, his, and, that, her, a, The, The, where, the, an, that, was, Since, then, the, and, her	82
Total Number			218

It can be seen from the table that the content words were 136 and the function words were 82 so that the total number of the words used in the texts were 218.

Table 4.6

Lexical Density of the Text ‘Television’

No.	Word Classification	Sample of Words	Number
1	Content Words	Television, TV, is, important, ways, getting, entertainment, information, TV, brings, moving, pictures, sound, world, millions, homes, People, TV, sets, can, stay, home, watch, things, are, going, all, world, TV, can, make, people, see, sports, events, like, Olympic, Games, TV, can, make, people, see, government, leaders, visiting, countries, TV, also, helps, viewers, see, learn, people, places, things, far, places, TV, can, take, people, world, astronauts, send, pictures, outer, space, People, use, TV, fun people, enjoy, TV, entertainment, adventure, stories, comedy, shows, cartoons, game, shows, movies, TV, was, invention, person, scientists, helped, make, television, possible, Experiments, led, television, began, 1800’s, TV, did, come, 1920’s, in, 1936, British, Broadcasting, Corporation, BBC, England.	109
2	Function Words	or, one, of, our, most, of, and, and, from, around, the, into, of, with, at, and, that, on, over, the, other, also, and, about, and, in, away, out, of, this, as, back, from, for, too, Many, such, as, and, not, the, of, one, Many, that, to, in, the, but, not, about, until, the, The, in, by, the, in.	58
Total Number			167

It can be seen from the table that the content words were 109 and the function words were 58 so that the total number of the words used in the texts were 167.

4.2.2 Grammatical Complexity Analysis

As previously mentioned, the analysis of grammatical complexity of the texts was presented in the form of table. The table was used to show the number of kinds of sentence showing the grammatical complexity. The complexity was indicated by the number of simple, compound and complex sentences. The followings are the analysis of grammatical complexity of the texts.

4.2.2.1 Grammatical Complexity of Grade VII Texts

The following tables are the results of grammatical complexity of the texts being used in Grade VII

Table 4.7
Sentence Complexity of the Text ‘The Magic Box’

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	One day, she dropped an apple into it. Immediately the box began fill up with apples. Everyday, the farmer and his wife collected hundreds of dollar from the box. They become very rich Now the farmer’s grandfather lived with them.	7

		”Why are you so lazy? Why can’t you work harder?”	
2	Compound Sentence	He took it home and showed it to his wife. His wife cleaned it and kept it in their house. So the farmer and his wife sold the apples and were able to live quite comfortably. Then the farmer dropped a coin into the box and the apples disappear to become full of coins. Everyday, the farmer and his wife collected hundreds of dollar from the box. At once, the money disappeared and the box began to fill up with dead grandfathers.	6
3	Complex Sentence	Once upon the time, there was a poor farmer who dug up a big box in his field. No matter how many were taken out, others took their place. He was not very strong and could not go out to work, but his son asked him to take the money out of the box. When his father became tired and wanted to rest, his son shouted at him, The old man did not say anything but he continued working until he fell inside the box and died.	5
Total Number			18

From the table, the grammatical complexity can be explained as the followings. The total number of the sentences was 18. The simple sentences were 7 or 38.9% from the whole sentences. The compound sentences were 6 or 33.3% ,and the complex sentences were 5 or 27.8% from the whole sentences.

Table 4.8
Sentence Complexity of the Text ‘Working in a Diner’

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	It is a tough job Juan phones Sonia every Sunday. He misses her so much. Juan and Sonia plan to marry a year from now	4
2	Compound Sentence	He’s making enough to pay his bill and save a little. Juan’s life isn’t all work and no play. On Sundays, he goes with his cousin and some friends to Liberty State Park. They have a picnic and play soccer, their favorite sport. She’ll fly to United State, and they’ll get married here.	5
3	Complex Sentence	Juan finally got a job working in the kitchen at Bill’s Diner on Kennedy Boulevard in Jersey City. Juan doesn’t make a lot of money, but at least he has a job.	7

		<p>After the game, they walk along the Hudson River where there is a beautiful view of the Statue of Liberty and Ellis Island.</p> <p>The statue and the island remind Juan that he lived in a country of immigrants that this is his land, too.</p> <p>The calls are expensive, but he hates to write, and he has to talk to her.</p> <p>He's saving every penny, so they can rent a nice apartment.</p> <p>And Sonia is studying English, so she can get a good job when she arrives.</p>	
Total Number			16

From the table, the grammatical complexity can be explained as the followings. The total number of the sentences was 16. The simple sentences were 4 or 25% from the whole sentences. The compound sentences were 5 or 31.25%, and the complex sentences were 7 or 43.75% from the whole sentences.

4.2.2.2 Grammatical Complexity of Grade VIII Texts

The following tables are the results of grammatical complexity of the texts being used in Grade VIII. The table is as follows.

Table 4.9
Sentence Complexity of the Text 'Mr. Evan, the Florist'

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	<p>One fine morning, Mr. Evan was in his shop.</p> <p>He was a florist.</p> <p>He sold man kinds of flowers.</p> <p>They were all beautiful.</p> <p>His granddaughter, Lana, usually helped him.</p> <p>She was not there that morning.</p> <p>A boy came to his house</p> <p>That boy looked confused.</p> <p>Mr. Evan greeted him nicely</p> <p>The boy did not want to have the flowers for free.</p> <p>Then, they agreed to exchange flowers with apples.</p> <p>In an hour, the boy came back.</p> <p>He even carried the apples with his cart.</p> <p>Mr. Evan came into a great idea.</p> <p>The boy agreed.</p>	15
2	Compound Sentence	<p>He loved the idea and smiled.</p>	1
3	Complex Sentence	<p>So, Mr. Evan asked him what he could help him with.</p> <p>That boy said he wanted to buy his mother flowers on her birthday but, he did not have money.</p> <p>Mr. Evan offered the boy to choose the flowers he liked and take them home for free.</p> <p>He told Mr. Evan that he had many apples at home.</p> <p>Mr. Evan did not see him coming because he was busy with his customer.</p>	9

		The boy asked Mr. Evan to come out of his shop to see the apples he brought. Mr. Evan was surprised to see that the boy brought so many apples. Mr. Evan never thought it would be so many apples. He told the boy to sell the apples in his shop so that the boy would get money to pay for the flowers.	
Total Number			25

From the table, the grammatical complexity can be explained as the followings. The total number of the sentences was 25. The simple sentences were 15 or 60% from the total number of sentences. The compound sentences were 1 or 4%, and the complex sentences were 9 or 36% from the whole sentences.

Table 4.10
Sentence Complexity of the Text ‘Summer in Madrid’

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	Madrid is famous for its numerous cafes and café-bars. Madrilenos (people of Madrid) often walk along the avenues in the evenings during summer. There are several large parks in the city. The most famous is Retiro Park. It is much like New York City’s Central Park. A second large park is the Casa de Campo. It has a cable rail way, monorail, and a modern zoo. Another park is the Parque del Oeste. People in Madrid enjoy their outdoor activities during summer.	9
2	Compound Sentence	It has a broad area of trees, rose gardens and avenues between the city and the Manzanares River. It has three-lined avenues, an art exhibition pavilion, an artificially created lake, monuments, fountains and a rose garden.	2
3	Complex Sentence	That is when the city’s fountains are illuminated. This activity has declined because many boulevards have become more crowded with auto mobiles.	2
Total Number			13

From the table, the grammatical complexity can be explained as the followings. The total number of sentences was 13. The simple sentences were 9 or 69.2% of the whole sentences. The compound and the complex sentences had the same number. Each was 2 or 15.4 % out of the total number of sentences.

4.2.2.3 Grammatical Complexity of Grade IX Texts

The following tables are the results of grammatical complexity of the texts being used in Grade VIII

Table 4.11

Sentence Complexity of the Text 'Lake Toba'

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	Once upon a time, lived a Young man. He lived alone in his humble house. Everyday he worked in a farmland. Then, he caught a big fish. He was very happy. It was a woman voice. The next morning, the young man went to see the fish. She was the fish. The couple lived happily. They had a handsome son. The lake was called Lake Toba. Since then the farmer's wife and her son had vanished	12
2	Compound Sentence	One day the young man took his fishing rod and went to fish in a lake near his village. The fish asked him to release her and to put her in water. The next morning, the young man went to see the fish. Since then the farmer's wife and her son had vanished	4
3	Complex Sentence	When he was going to sell, suddenly she talked. After putting the fish in the water, he went home. He was surprised to see that there was no fish but pretty woman The woman said that she was willing to be his wife, but he had to promise not to tell anyone about her origin One day their son made his father very angry, he told his son about his mother's origin The woman was sad because her husband had broken his promise. She cried and cried that her tears formed a lake. The place where the farmer's wife stood became an island, that was Samosir island.	8
Total Number			24

From the table, the grammatical complexity can be explained as the followings. The whole sentences were 24. The simple sentences were 12 or 50% from the whole sentences. The compound sentences were 4 or 16.7 %, and the complex sentences were 8 or 13.3%.

Table 4.12
Sentence Complexity of the Text 'Television'

No	Complexity Categories	Samples of the Text	Number
1	Simple Sentence	Television or TV is one of our most important ways of getting entertainment and information. TV can make people see sports events like Olympic Games. People use TV for fun too. Many people enjoy TV entertainment, such as adventure stories, comedy shows, cartoons, game shows, and movies. TV was not the invention of one person. Many scientists helped make television possible. The first television broadcast was made in 1936 by the British Broadcasting Corporation (BBC) in England.	7
2	Compound Sentence	TV brings moving pictures and sound from around the world into millions of homes. TV also helps viewers see and learn about people, places, and things in far away places. Experiments that led to television began in the 1800's but TV did not come about until the 1920's.	3
3	Complex Sentence	People with TV sets can stay at home and watch things that are going on all over the world. TV can make people see government leaders visiting other countries. TV can even take people out of this world, as astronauts send pictures back from outer space.	3
Total Number			13

From the table, the grammatical complexity can be explained as the followings. The whole sentences were 13. The simple sentences were 7 or 53.8% from the whole sentences. The compound sentences were 3 or 23.1%, and the complex sentences were also 3 or 23.1%.

Discussion

After finding out the lexical density and grammatical complexity of each text, the study was continued by comparing the level of readability of the texts from each grade. The comparison of the text readability can be seen in the following table.

Table 4.13
The Readability of the Texts

No	Grade	Genre	Lexical Density in %	Grammatical Complexity in %		
				Simple	Compound	Complex
1	VII	Narrative	58.74	<u>33.9</u>	<u>33.3</u>	<u>27.8</u>
		Descriptive	60.64	<u>25</u>	31.25	<u>43.75</u>
2	VIII	Narrative	65.26	<u>60</u>	<u>4</u>	<u>36</u>
		Descriptive	67.14	<u>69.2</u>	15.4	<u>15.4</u>
3	IX	Narrative	62.38	<u>50</u>	<u>16.7</u>	<u>13.3</u>
		Report	65.27	<u>53.8</u>	23.1	<u>23.1</u>

From the table, it can be seen that the lexical density of the narrative texts in Grade VII, VIII, and IX was 58.74, 65.26, and 62.38 while the lexical density of the descriptive/ report texts in Grade VII, VIII, and IX was 60.64, 67.14, and 65.27. Since a lower lexical density is appropriate to the students of beginners and vice versa, lexically, the texts used for each level can be regarded appropriate.

The problems occur when the grammatical complexity of the narrative and descriptive texts in Grade VII, VIII, and IX was compared. The lower level should have the text written in simple sentences more than the higher one while the compound and complex sentences were suitable for the higher level. However, the findings showed that the percentage of the simple sentences used in the narrative texts of Grade VII, VIII, and IX was 33.9%, 60% and 50%. The percentage of compound sentences used in the narrative texts of Grade VII, VIII, and IX was 33.3%, 4% and 16.7% while the percentage of complex sentences used in the narrative texts of Grade VII, VIII, and IX was 27.8%, 36% and 13.3%.

For the descriptive text, the percentage of simple sentences used in the descriptive texts of Grade VII, VIII, and IX was 25%, 69.2%, and 53.8%. The percentage of compound sentences used in the descriptive texts of Grade VII, VIII, and IX was 31.25%, 15.4%, and 23.1% while the percentage of complex sentences used in the descriptive texts of Grade VII, VIII, and IX was 43.75%, 15.4%, and 23.1%. Therefore, the selection of the text was grammatically inappropriate.

CONLUSSION

Some conclusions can be staged in accordance with the findings presented in the previous chapter. They are as the followings.

- 1) The students of beginners are appropriate to the text with lower lexical density index while the texts with higher lexical density
- 2) Like the lexical density, the text with low grammatical complexity was suitable to the students of lower level while the text with high grammatical complexity was suitable to the students of the higher level
- 3) Lexically, the selection of the narrative and descriptive texts used in the students' handbooks of Grade VII, VIII, and IX in Private Islamic Junior High School in Medan was appropriate.
- 4) Grammatically, the selection of the narrative and descriptive texts used in the students' handbooks of Grade VII, VIII, and IX Private Islamic Junior High School in Medan was in need of reconsideration.

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