THE COMPLEXITY OF SENTENCE STRUCTURES IN READING TEXTS OF ENGLISH TEXTBOOKS USED FOR THE FIRST GRADE IN SENIOR HIGH SCHOOL

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Abstract: This study aims to find out the complexity of sentence structure in the reading text of Grade X textbooks provided by several publishers. This research his descriptive qualitative with the support of some descriptive quantification. The source of data taken from reading texts used by senior high school students grade X published by Cultural and Educational Ministry of Indonesia, Yrama Widya, and PT. Tiga Serangkai Pustaka Mandiri. The data of this research are all sentences found in the reading texts e.g., descriptive text, recount text, and narrative text. The data of this research deal with complexity of sentence structure measured by the number of simple sentences, compound sentence, complex sentence, and compound complex sentence. The result of this study shows that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and sentences. The textbooks published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia has the highest percentage of complex sentence (51.5%;37.9%, respectively). In contrast, the highest percentage in Tiga Serangkai Mandiri is simple sentence (55.7). The least percentage is compound sentence which can be seen in Kementrian Pendidikan dan Kebudayaan and Yrama Widia (8.6%, 4.6%, respectively). The small percentage of compound complex is shown in the textbook published by Kementrian Pendidikan dan Kebudayaan and Tiga Serangkai Mandiri (5.7%, 9.0%, respectively).

INTRODUCTION

There are some factors that affect teaching and learning outcome. They are learning objectives (the target of learning), learning method (the ways to achieve the target), and assessment (the way to assess the achievement). The other components that contribute to the success of teaching learning process are the use of learning models, learning materials, and learning media. Of those components, learning material is the important aspect consider. These materials are realized in textbooks. A suitable textbook can lead a teacher to achieve the objective being targeted and assist students acquire material easily.

A textbook is a teaching instrument (material) that delivers the curriculum's subject matter (Pratiwi, 2014). In the teaching and learning process, textbooks play a significant role. A textbook serves as a key component in delivering the curriculum's material structure. The usage of textbooks in the classroom makes it easier for English teachers to offer content so that the teaching goals and objectives can be met. To put it another way, textbooks can assist students in obtaining information and skills.

Despite the abundance of learning resources available online, English teachers in Indonesia choose to use a textbook as the primary learning resource since textbooks are thought to be effective in the teaching-learning process. According to Cunningsworth (1995), textbooks

are beneficial because most goals and objectives have already been created in a set of practices depending on what students need to learn.

Understanding the significance of a textbook is why it is necessary to analyze it. There are various aspects of textbooks worth investigating, including their cultural, social, and literary components (Putra & Lukmana, 2017). In terms of textual elements, text complexity is one of the linguistic characteristics of written texts in the textbook that might influence the level of difficulty (Mulyanti & Soeharto, 2019). Hence, the text complexity in a textbook should be in line with the students' development level for the texts to be comprehended well by the students so that it can stimulate their intellectual development. Furthermore, Putra and Lukmana (2017) considered text complexity as one of key elements contained in the textbook which determines the students' success in grasping the ideas. Thus, in order to achieve successful English teaching learning process, it is important to conduct a study which concerns about the text complexity contained in textbooks.

In this modern era, textbooks are not only provided by government, i.e., Cultural and Educational ministry, but also by so many book publishers. It gives diverse preferences for teachers in choosing appropriate textbooks that are relevant for their students' needs. Each publisher, however, designs textbooks based on their interpretation about the syllabus. For example, the reading texts in two different textbooks, although they have the same genre, it cannot guarantee they contain the same amount of complexity. One of the ways to measure the level of a reading text complexity is by investigating the types of sentences used in the text.

This study focuses on the complexity of sentence structure in reading texts of English textbooks for the first grade of Senior High School published by different publishers. The sentence structure complexity, which forms a reading text, is supposed to be relevant with students' cognitive level. Thus, it needs deep investigations on how the complexity of sentence structure in each textbook is presented in reading texts.

There are several reasons why investigating text complexity in textbooks is interesting to do. First, the role of textbook is so crucial in determining the success of teaching learning process that the textual element of textbook is supposed to be relevant with students' academic levels. Thus, it is important to analyze the sentence structural complexity of the reading texts contained in textbook. Second, reading is a crucial component of the process of learning and teaching foreign languages or as a second language, thus it is one of the abilities that a language learner should acquire. By reading the passage, students gain knowledge and information (Sholichatun, 2011). Hence, it needs relevant teaching material, e.g., reading texts that assist students in learning process. The last one is my experience as a pre-service teacher in school during PPL that found difficulties to find out relevant teaching materials for my students. Each reference presents the different reading texts that somehow affect the achievement of my students. That is why my curiosity about the text complexity brings me to this study.

RESEARCH METHOD

This study investigates the sentence structure complexity of reading texts in textbooks published by several publishers. This research is descriptive qualitative with the support of some descriptive quantification. Qualitative research involves a procedure of data collection with primary result including non-numerical data which is then analyzed by using descriptive method and then interpreted to understand the difference of structural complexity of reading

texts found in different textbooks. Meanwhile, the quantification was used to find the total percentage of each sentence type.

The data were taken from reading texts within the books used by senior high school students grade X and those books were published by Kementrian Pendidikan dan Kebudayaan RI, Yrama Widya, and PT. Tiga Serangkai Pustaka Mandiri. The data of this research are all sentences found in the reading texts, e.g., descriptive text, recount text, and narrative text. The data of this research deal with complexity of sentence structure measured by the number of simple, compound, complex, and compound complex sentences.

To obtain the necessary data, documentation was used in this study. According to Arikunto (2002), the documentation strategy entails searching for material such as notes, transcripts, books, newspapers, magazines, agendas, and so on. This method is also known as content analysis. The purpose of content analysis is to evaluate and interpret recorded material within its original context, such as a textbook (Ary, Jacobs, and Razavieh, 2002).

In analyzing the data, a theory from Brandon (2012) was used to classify the sentences into simple, compound, complex, and compound complex sentences and then the percentage of each sentence is calculated. The frequency occurrence of sentence type is counted and converted into chart and then the interpretation and conclusion were made from the chart.

The Complexity of Sentence Structure in Reading Text Used by Grade X Students Published by Several publishers

The sentence structure complexity was analyzed using Brandon (2012) about 4 types of sentences, they are simple, compound, complex, and compound complex sentences. Three kinds of long functional text from different textbooks were analyzed including descriptive text, narrative text, and recount text. The result of this research can be seen on the following table.

Table 1. Percentage of Each Type of Sentences

Publisher	Genre	SS		CMS		CXS		CCS		Tot	%
		N	%	N	%	N	%	N	%		
Kementrian Pendidikan	Descriptive	8	33.3	2	8.3	13	54.3	1	4.1	24	100%
dan Kebudayaan	Narrative	11	39.2	4	14.2	11	39.2	2	7.1	28	100%
Republik Indonesia Tahun 2017	Recount	5	27.8	0	0	12	66.7	1	5.5	18	100%
Yrama Widya	Descriptive	8	53.3	0	0	4	26.7	3	20	15	100%
	Narrative	7	25.9	2	7.4	8	29.7	10	37	27	100%
	Recount	7	29.2	1	4.2	13	54.1	3	12.5	24	100%
Tiga Serangkai Pustaka	Descriptive	11	57.9	3	15.8	4	21	1	5.3	19	100%
Mandiri (Platinum)	Narrative	30	58.8	4	7.8	13	25.5	4	7.9	51	100%
	Recount	8	44.4	3	16.7	4	22.2	3	16.7	18	100%

SS   : Simple Sentence
CMS   : Compound Sentence
CXS   : Complex Sentence
CCS   : Compound-Complex Sentence

According to the table 1, all reading texts taken from three several publishers show different results. Each book has different length depending on the number of sentences found

in the textbooks. Narrative text seems to be the longest one among the textbooks which consist of 28 sentences (Kementrian Pendidikan dan Kebudayaan RI Textbook), 27 sentences (Yrama Widia publisher) and 51 sentences (Tiga Serangkai Mandiri Publisher). The other two (descriptive text and recount text) have different length in each textbook. Moreover, it is also found that each type of sentence has different percentage which reflect the complexity of the text. To be precise, the complexity of each textbook is explained below:

1. Kementrian Pendidikan dan Kebudayaan RI Publisher
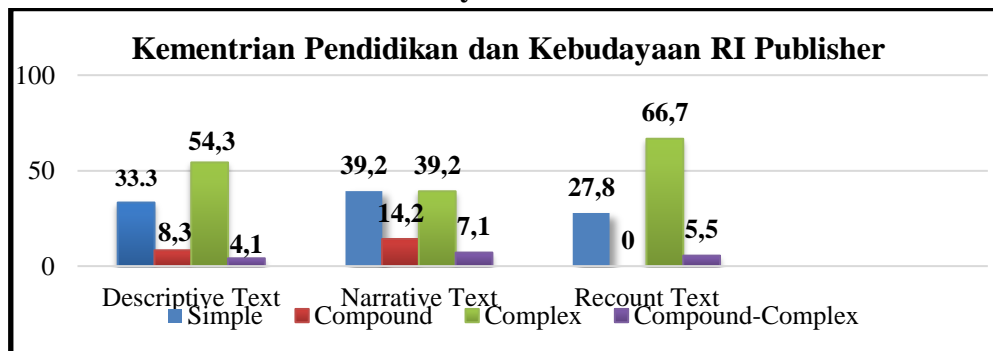

Chart 1. The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Kementrian Pendidikan dan Kebudayaan RI Publisher

The chart 1 shows the percentage of simple, compound, complex, and compound-complex sentence found in the textbook published Kementrian Pendidikan dan Kebudayaan RI Publisher. It can be seen that complex sentence dominates in the reading texts but the narrative text. In addition, a small number of compound complex sentence are found in each reading text. Overall, those reading texts have different percentage of Simple, Compound, Complex, and Compound-Complex sentence.

The first text analyzed is descriptive text. Just above a half (54.3%) of sentences is complex sentence. Since the type of sentence is determined by kind of clauses used to form it (Oshima & Hogue, 2008), the sentences found in the text mostly contained dependent and independent clause. For example, one of complex sentences found in descriptive text in this book is that *Tanjung Putih National Park **is** an internationally famous ecotourism destination, **which is located** in the southwest of central Kalimantan peninsula*. The first clause is independent clause and the second clause is dependent one. Moreover, the simple sentence found in the descriptive text is 33.3% which is the second highest percentage in the text. A simple sentence taken in the descriptive text is as the following example: *Camp Leakey **is** a rehabilitation place for exceptive orangutans and also a preservation site*. In contrast, compound complex sentence has the least percentage which is only 4.1%. An example of this sentence type can be seen in the following example: *This is Called a park, but unlike any park that you have seen in your city, this is a jungle!* The rest of the text contains compound sentence which is 8.3%. The sentence using this pattern in the descriptive text is shown as follows: *You **sleep, cook, and eat** in that klotok, night, and day during your journey into the jungle*.

The next one is narrative text. Unlike descriptive text that is dominated by complex sentence, the narrative text has equal number of simple sentence and complex sentence (39.2% for each). The example of simple sentence in the narrative text is *A long time ago, in a small*

village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Meanwhile, one of complex sentences found in the narrative text is appeared in the following example: *Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.* Furthermore, there is a small percentage of compound complex sentence (14.2%) found in the text captured in the following example: *The news ran fast in the town; "Malin Kundang has become rich and now he is here".* The least sentence is compound complex sentence which is only 7.1%. For instance, the sentence *after getting fish, he would bring it to his mother, or sell the caught fish in the town* can be seen in the narrative text.

The last text explored by the researcher in textbook published by Kementrian Pendidikan dan Kebudayaan is recount text. This text is dominated by complex sentence (66.7%). For example, one of complex sentences found in recount text in this book is that *On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the battle of which started on that very date in the year 1945.* The first clause is independent clause and the second clause is dependent. In contrast, a small percentage of compound complex sentence shown in the reading text (5.5%). One of examples of complex can be seen as follows: *On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the battle of which started on that very date in the year 1945.* Furthermore, simple sentences found in recount text also seem high around 27.8%. For instance, *British Army at that time was part of the Allied Force.* Finally, there is no compound sentence found in recount text.
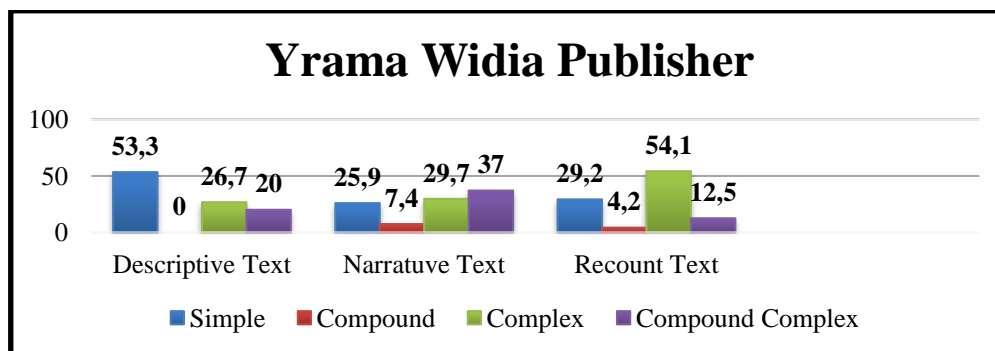
2. Yrama Widia Publisher

Chart 2. The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Yrama Widya Publisher

Chart 2 displays the percentage of simple, compound, complex, and compound-complex sentence in three different texts published by Yrama Widya Publisher. Overall, it can be stated that compound sentence has the least percentage. Meanwhile simple sentence and complex sentence seem high in all genres of the text being analyzed.

The first genre of the text is descriptive text. This text is dominantly consisted of simple sentence which is 53.3%. One of examples of this sentence type is as follows: *In other words, Lawang Sewu can be translated into thousand doors.* Moreover, there is no compound sentence found in the descriptive text. Twenty percent of compound complex sentence is shown in the chart as illustrated in the sentence: *This historical building is called Lawang Sewu by the indigenous people because in Javanese language lawang means 'door' and sewu means 'a thousand'.* In addition, complex sentence is 26.7%. A sample of this sentence type is

demonstrated in the text on the following sentence: *This historical building **is** called Lawang sewu by the indigenous people **because** in Javanese language lawang means 'door' **and** sewu means 'a thousand'.*

Another text explored by the researcher is narrative text. Compound Complex sentence has the highest percentage in the text which is 37%. The example of this sentence type contained in the text captured as follows: *Its cry was harsh and horrible and if you heard it, the only safe thing to do was run away as quickly possible*. Furthermore, complex sentence in the text is around 29.7%. An example of complex sentence taken from the narrative text is: *In the area where lived the Gundungurra people, there rises an outcrop topped by three rocky formations, known as The Three Sisters.* While 25.9% of the text contains simple sentence. This sentence type is like the following example: *In Australia, the mysterious Blue Mountains rise high above lush rainforest and deep valleys.* Lastly, an insignificant percentage of compound sentence is also found in this text which is about 7.4%.

The last text analyzed by the researcher in the textbook is recount text. The complex sentence shown in recount text has the highest percentage which is 54.1%. One of sentences belongs to this sentence type, for instance, *being a devout Muslim, Diponegoro was alarmed by the relaxing of religious observance at Yogyakarta court, the rising influences of the infield Dutch in the court, as well as by court's pro-Dutch policy*. Moreover, there is a small number of compound sentence (4.2%) found in the text. This kind of sentence is illustrated in the recount text as follows: *it **brought** the Netherlands back from the brink of bankruptcy, **and made** the Dutch East Indies a self-sufficient and profitable Colony*. In addition, compound complex sentence is 12.5% in recount text. A sample of this sentence type is demonstrated in the text on the following sentence: *Finaly the succession of the throne in Yogyakarta was dispute: Diponegoro was the oldest son of Hamangkubowono III, but as his mother was not queen, he was not considered to have the right to succeed his father.* Lastly, Simple sentence contained in recount text, on the other side, has small differences, is 29.2%. For example, it shows in the sentence *The Java War on Diponegoro war was fought in Java between 1825 and 1830* (taken from recount text).

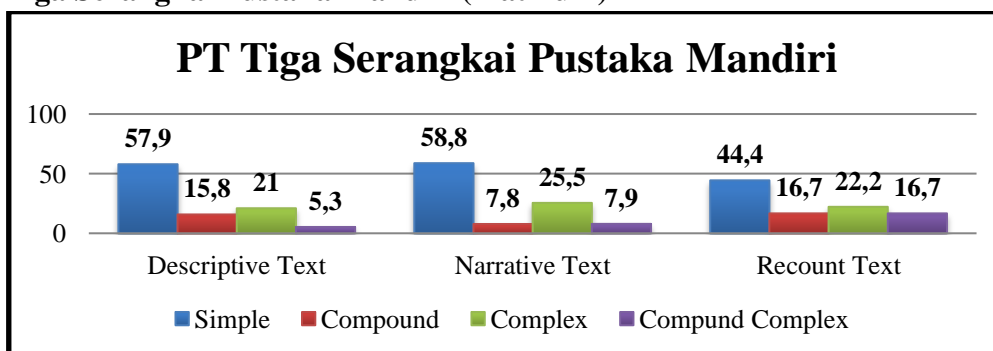### 3. PT Tiga Serangkai Pustaka Mandiri (Platinum)

Chart 3 The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Tiga Serangkai Mandiri (Platinum) Publisher

Chart 3 demonstrates the Percentage of simple, compound, complex, and compound-complex sentence in the textbook by Tiga Serangkai Mandiri Publisher. Overall, it can be

concluded from the chart that simple sentence has the highest percentage in all of the texts and followed by the complex sentence. Three kinds of the text being analyzed in this textbook are explained below.

First, in the descriptive text, the simple sentence has the highest percentage (57.9%), The example of simple sentence in the descriptive text in this book is as follows: *North Sulawesi **lies** in the epicenter of the world's marine biodiversity in the Indo-Pacific Ocean.* The complex sentence, on the other side, is 21% as illustrated in the following example: *It **is** also very easy to get to, with direct flights from most big towns in Indonesia or from Singapore 3-4 times a week, **depending** on the season.* Furthermore, there is 15.8% of compound sentence seen in the text. For example, in the sentence: *They all have one thing in common, they offer eco-friendly dive service and facilities.* The last is compound complex sentence which has a small percentage around 5.3%.

The next text is narrative text. It has a significant number of simple sentences which is 58.8% as demonstrated in the following example: *A long time ago, there was a kingdom in the Semeulue, Nangroe Aceh Darussalam.* Furthermore, just over a fifth of complex sentences are also found in descriptive test (21%). The following sentences below express the sample of complex sentence found in the narrative text: *They always **gave** him **anything he wanted** and **that made** him grew as a spoiled young man.* Moreover, there is a small percentage of compound complex sentence (7.9%) contained in the narrative text. It can be seen from the sentence: *Stop! Don't hurt bird! I'll give you some if you stop hurting him, 'said the prince.* The last one is compound sentence which is only 7.8% shown in the following example: *He asked the prince to leave the palace and became a merchant.*

The recount text in this textbook has the highest number of simple sentences which is about 44.4%. To illustrate this sentence type, it can be learned in the following example: *Martha Cristina Tiahahu was born in the Abubu village on Nusalaut Island, near Maluku, on 4 January 1800.* Both compound sentence and compound complex sentence have the same percentage around 16.7%. An example of compound complex sentence found in the recount text is as follows: ***Carried** on the HNLMS evertsen to Nusalaut, Tiahahu **was** the only captured soldier not published; this **was** due to young age*. The complex sentence, in contrast, is 22%. The example of this sentence type can be seen as follows: *During battles, she was said throw stones at the Dutch troops if her soldiers were out of ammunition, while other accounts had her wielding spears.*

4. The Average Percentage of Each Type of sentences

The result which is previously explained shows that each textbook has different degree of complexity contained in each textbook based on Brandon (2012) theory which divides the sentences into simple sentences, compound sentences, complex sentences, and compound complex sentences. It is found that both complex sentence and simple sentence dominate the whole reading text. As can be seen in Table 4.2 shows the average percentage of each type of sentence. The total number of each sentence type in all books are calculated. There are 24 simple sentences, 6 compound sentences, 36 complex sentences, and 4 sentences contained in the textbook published by Kementrian Pendidikan dan Kebudayaan RI. Moreover, the textbook published by Yrama Widya has 22 simple sentences, 3 compound sentences, 25 complex sentences, and 16 sentences. Finally, it is found in the textbook published by Tiga Serangkai

Mandiri that there are 49 simple sentences, 10 compound sentences, 21 complex sentences, and 8 sentences.

Table 2. The Average Percentage of Each Type of sentences

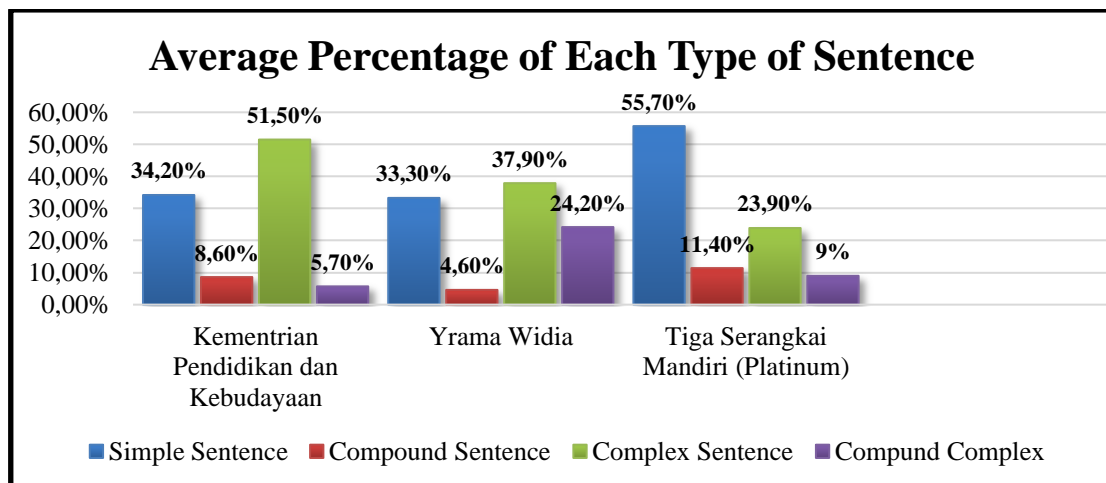| Publisher	Simple Sentence		Compound Sentence		Complex Sentence		Compound-Complex Sentence		Tot	%
	N	%	N	%	N	%	N	%		
Kementrian Pendidikan dan Kebudayaan	24	34.2	6	8.6	36	51.5	4	5.7	70	100%
Yrama Widya	22	33.3	3	4.6	25	37.9	16	24.2	66	100%
Tiga Serangkai Mandiri (Platinum)	49	55.7	10	11.4	21	23.9	8	9.0	88	100%

Chart 4 The Average Percentage of Each Type of sentences

It is shown on chart 4 that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and sentences as Brandon (2000) proposed. The textbooks published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia has the highest percentage of complex sentence (51.5%;37.9%, respectively). In contrast, the highest percentage in Tiga Serangkai Mandiri is simple sentence (55.7%). Furthermore, just over a third of simple sentence shown in textbook published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia (34.2%, 33.3%, respectively). Complex sentence found in Yrama Widia textbook is quite high which is (37.9%). Meanwhile, there is 24.2% of complex sentence shown in Tiga Serangkai Mandiri textbook. Moreover, an insignificant percentage of compound sentence can be seen in Kementrian Pendidikan dan Kebudayaan and Yrama Widia (8.6%, 4.6%, respectively). In contrast, Tiga Serangkai Mandiri shows 11.4% of compound sentence. In addition, there is quite high percentage of compound complex sentence shown in the textbook owned by Yrama Widia which is 24.2%. Finally, only 5.7% of compound complex sentence found in Kementrian Pendidikan dan Kebudayaan textbook and 9.0% of compound complex sentence seen in the textbook published by Tiga Serangkai Mandiri.

Discussions

Furthermore, this research suggests that the complexity of reading text can be seen from the number of complex sentences and compound complex sentences contained in the text because those types of sentences are difficult. The more complex sentence and compound complex sentence found in the text, the more complex the reading text will be. This complexity affects the level of difficulty contained in the reading text. This is in line with what Mulyanti and Soeharto (2019) proposed. They stated text complexity is one of the linguistic features of written texts contained in the textbook that can affect the level of difficulty.

Moreover, the different percentage of four kinds of sentences (simple sentence, compound sentence, complex sentence, and compound complex sentence) in each textbook reveals that although it is derived from the same curriculum i.e., K13, it can produce various textbooks with different complexity.

A good textbook is a textbook whose text complexity is relevant with students' academic level. This study shows that each textbook published by different publishers has different level of complexity which means English teachers are provided variety of preferences of learning resources to use based on their students' academic level so that it can be comprehended well by the students to stimulate their intellectual development (Mulyanti & Soeharto, 2019).

Finally, knowing that the reading text is formed by various kinds of sentences with different complexity, grammar plays an important role to help students to breakdown the complexity of the reading text. Other than that, although CLT syllabuses are organized according to categories of meaning or functions, they still have a strong grammar basis (Thornbury, 1999).

CONCLUSION

Regardless of the fact that all textbooks provided by several publishers are derived from the same curriculum, it is found that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and compound complex sentences which affect the level of complexity of the text. The highest percentage of complex sentence is found in the textbooks published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia (51.5%;37.9%, respectively). Meanwhile, Tiga Serangkai Mandiri textbook has the highest percentage of simple sentence (55.7%). Compound sentence which can be seen in Kementrian Pendidikan dan Kebudayaan and Yrama Widia publisher shows the least percentage (8.6%, 4.6%, respectively). Lastly, small percentage of compound complex sentence can be found in the textbook published by Kementrian Pendidikan dan Kebudayaan (5.7%) and Tiga Serangkai Mandiri (9.0%).

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