CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion and suggestion chapter summarizes the study's findings and discussion, explores their implications, acknowledges limitations, and offers suggestions for future research. It provides a comprehensive overview, ensuring valuable insights for education in general.

5.1. Conclusion

This study aimed to address two main research objectives. The first objective was to analyze the level of complexity, focusing on aspects of lexical density and grammatical intricacy, of two EFL Indonesian textbooks, namely *Bahasa Inggris Year X,* published by the government and *Pathway to English X,* published by Erlangga. This objective was achieved by investigating a total of 20 texts, with 10 texts selected from each textbook. The second objective was to investigate the level of awareness among EFL teachers regarding lexical density (LD) and grammatical intricacy (GI)

Table 5.1. Summary of Text Complexity Analysis

RQ	Variables	Text Complexity	
		Lexical Density	Grammatical Intricacy
RQ1	Bahasa Inggris year X and Pathway to English Year X	√ √	√ √
RQ2	EFL Teachers' Awareness	x	√

The table shows three categories/variables analyzed in this study*, Bahasa Inggris year X* level, *Pathway to English year X* level, and EFL Teachers' Awareness Level. The checkmark (√) indicates an average to a high level, while the cross mark (x) indicates a low level. Firstly, in terms of the amount of lexical vocabulary used (Lexical Density), *Bahasa Inggris year X* and *Pathway to English year X* are considered to have average levels of LD. However, EFL Teachers' Awareness Level is considered low in the comprehension of lexical density, which contributes to text complexity. Secondly, for the complexity of sentence structure (Grammatical Intricacy), both *Bahasa Inggris year X* and *Pathway to English year X* textbooks have a high level of grammatical intricacy.

Specifically, when it comes to the interdependence of clause and sentence (Taxis), both textbooks are considered to have high-level taxis since the appearance of complex clauses, including *coordinating* (parataxis) and *sub-coordinating* (hypotaxis) types are higher than simple clauses in most of the texts analyzed, and so do the logicosemantics since the complex sentences provided meaning relationship linked from one clause to another clause. Furthermore, EFL Teachers also have a high awareness level of GI, implying that they are aware that complex clauses structures are highly contributed to the complexity of the text. Specifically, they are able to differentiate the interdependency of the clause (taxis) and logical meaning between one clause and the other clause (logicosemantics).

Moreover, the comprehensive contrast analysis comparing the private publisher textbook to the government textbook reveals that the *Bahasa Inggris year X* textbook is a better choice for the Indonesian context. While the private publisher textbook has higher complexity, the overall effectiveness and suitability of the government textbook for students at this level make it the preferred option. Despite its lower complexity, the government textbook still adequately supports students' language development at this stage, providing the necessary vocabulary and language structures for their learning needs. The conclusion was likely influenced by several features and aspects that contributed to the overall effectiveness and suitability of the chosen textbook for Grade X students in Indonesia beyond lexical density and grammatical intricacy factors. Some potential features and aspects that could have contributed to this conclusion included accessibility of the textbooks, alignment with curriculum, cultural relevance, and providing a teacher's supplementary book.

Furthermore, the comparison of government and private publisher EFL textbooks in the Indonesian context highlighted their similar features of average lexical density and high grammatical intricacy. These elements provided students with an adequate foundation in vocabulary learning and strong in grammar learning, essential for effective language development and communication skills. Both textbooks also proved valuable in supporting students' language proficiency, emphasizing the significance of well-designed EFL materials in promoting

successful language learning outcomes in the Indonesian context. Beyond lexical density and grammatical intricacy, other factors like vocabulary richness, sentence structures, cultural context, background knowledge, coherence, discourse markers, and more, can also influence students' language development and comprehension of complex texts.

The study revealed that teachers in this case have low awareness of lexical density (LD) may be due to a lack of text analysis training for pedagogical purposes and limited engagement in literacy practices. However, they demonstrated a high awareness of grammatical intricacy (GI) owing to they may have strong grammar knowledge. To improve teacher awareness in LD, providing specialized training in analyzing text for pedagogical purposes and promoting engagement in literacy practices is essential. Simultaneously, continued emphasis on strengthening grammar knowledge through professional development can enhance awareness in GI. Hence, achieving a balanced awareness in both aspects will empower teachers to deliver effective language instruction and support students' language development.

Another important factor to consider is the length of the text. As in this case, overall, the Bahasa Inggris year X textbook generally provided longer texts compared to *Pathway to English X,* but the *Pathway to English X* has a higher lexical density index than the *Bahasa Inggris year X* textbook. Moreover, in terms of genres, the narrative and recount have longer texts than descriptive but the density score was found higher in descriptive texts. These data indicated that text length does not affect higher lexical density scores. However, the length of the text does affect the grammatical intricacy index score because, as in this case, narratives and recounts in both textbooks have longer words than descriptives, resulting in their grammatical intricacy score being higher. Similarly, the distribution of taxis and logicosemantics, which are part of clause complex analysis, are also determined by text length. As in this case, narratives had longer texts compared to descriptives and recounts, resulting in the appearances of taxis and logicosemantics were also higher. If the clause complex is higher in a text, the appearance of taxis and logicosematics are also automatically higher.

Therefore, the findings of the study align with the research objectives conducted. The analysis compared the lexical density (LD) and grammatical intricacy (GI) of the two EFL textbooks, revealing that *Pathway to English X,* in general, is better in complexity than the *Bahasa Inggris year X textbook.* Specifically, the *Pathway to English X* textbook, overall, is more densed lexically and more intricate grammatically than the *Bahasa Inggris year X* textbook. The study also explored teacher awareness level, which found that they had a good understanding of grammatical intricacy but still needed support in understanding lexical density, which is also another factor contributing to text complexity.

Understanding text complexity levels in Indonesian EFL textbooks alongside the exploration of teachers' awareness of text complexity, can give a comprehensive view of the role of text complexity in the Indonesian context. Through analysis, a connection was established between these variables, emphasizing the interplay between evaluating the intrinsic difficulty of texts and teachers' comprehension of text can enhance language learning outcomes. The analysis of text complexity involved evaluating factors like lexical density and grammatical intricacy, contributing to the informed textual features of the Indonesian EFL textbooks. Then, teachers with an awareness of text complexity can impact in guiding students through EFL material used in their teaching practice. When these aspects are combined, the study can contribute to the development of EFL materials, enhancing language learning outcomes, especially in the EFL context in Indonesia.

5.2. Implications of The Study

The analysis of textbooks' complexity and teacher awareness level in EFL teaching in this study can contribute to several aspects of the EFL field. Specifically, this section will justify some of the important implications of the study contributing to EFL teaching and learning, providing consideration to textbook writers, and publishers, and also suggesting the standards based on the analysis, which can be a consideration to develop EFL materials in the future.

5.2.1. Implications for EFL Teachers, Students, and Textbook Developers

The analysis of textbook complexity and teacher awareness of text complexity has implications for EFL teachers, students, and textbook developers. Teachers should be aware of the complexity of the texts they assign to ensure an optimal learning experience for students. Specifically, this research provided some solutions to improve their awareness of text complexity due to its significance in language teaching. Aware of this knowledge, educators can make better choices when selecting and adapting instructional materials, which make more effective learning for their students. Moreover, by considering appropriate text complexity in EFL textbooks, students are also exposed to more diverse language patterns and structures, which help them in their language development, comprehension skills, literacy development and engagement in reading. Also, understanding how lexical density and grammatical intricacy contribute to text complexity, can give textbook developers alternative decisions and considerations when designing materials. This, in turn, can lead to the production of more effective and engaging EFL textbooks.

5.2.2. Implications for EFL Material Development

Moreover, the writer proposed some standards that can be considered for the development of EFL materials. The standards are outlined below after a comprehensive analysis of this study. Firstly, it is important to consider the *Lexical Density* aspect in designing and developing EFL materials. For examples, EFL texts should incorporate a balanced mix of high-frequency and low-frequency vocabulary; contextualized vocabulary exercises and activities should be provided to help students understand and use new words in context; strategies such as word families, collocations, compound nouns, compound adjectives, and nominalization should be included. Secondly, the *Grammatical Intricacy* aspect is also necessary as one of the considerations in developing EFL materials. For examples, the progression of grammatical structures should start from simple to complex; various sentence structures, including coordinating and subordinating clauses, should be included to develop grammar skills; real-life examples and practice exercises should be demonstrated. Besides LD and GI, *Other Linguistic Factors* are also important to take note. For instances, texts/materials should align

with the language level of the students or implement *i+1*; authentic materials reflecting real-life language use should be incorporated to promote effective communication; opportunities for practicing all language skills (reading, writing, listening, speaking) should be provided. On the other hand, *Non-Linguistic Factors* are also one of the things that should be considered in developing materials. It includes; considering the cultural background and interests of the learners when selecting texts/topics; visuals, real-life examples, and multimedia resources enhancing students' engagement; and also providing collaborative learning and interaction among students through learning activities. Moreover, *Genre Considerations* are also important. For examples, introducing different genres (descriptive, narrative, expository, etc.) to expose students to diverse text types but mostly it depends on the curriculum, defining the purpose, structure, and language features of each genre, providing activities allowing students to analyze and produce texts in various genres, both in spoken and written forms. Lastly, when developing EFL material, *Teachers',* as one important unsure in the teaching-learning process in the classroom cannot be ignored. Providing teacher's guides or supplementary materials to support effective implementation, offering suggestions to teachers on adapting materials to meet the specific needs of students, and ensuring materials that are accessible, well-organized, and user-friendly for teachers are some standards that can be considered when developing EFL materials.

However, the proposed standards for developing EFL materials, while valuable for enhancing text complexity and language learning outcomes, might encounter feasibility challenges for textbook writers and publishers during implementation. These challenges can be limited resources, curriculum issues, and pedagogical integrations.

1.   Limited Resources

Designing EFL materials as the standard proposed, for instances, mixing easy and harder vocabulary in a text, paying detailed attention to language structure, considering non-linguistic factors in designing materials, etc. can take lots of resources, like time, money, and research. Specifically, designing texts

that strike the desired balance of vocabulary, genre, and complexity needed skilled writers and editors who are well-versed in EFL pedagogy and linguistic analysis. Acquiring and retaining such expertise might be a challenge raised.

2.   Curriculum Demand

Getting EFL materials to match what is wanted in the syllabus and education goals is important. Writers and publishers must find a balance between the use of language and what needs to be taught. In other words, they have to make sure that materials match with curriculum and educational goals but the attention to complexity, as the writer suggested in the standards, cannot be ignored. This might raise a challenge when developing the materials.

3.   Pedagogical Intregation

Another challenge that the writer and publisher might face is the Pedagogical Integration of textbooks and teachers. Ensuring that the proposed standards align with effective teaching practices and support teachers' instructional goals is also an aspect that cannot be ignored. Integrating complexity while maintaining usability for teachers might pose a challenge.

Challenges such as limited resources, the need for effective pedagogical integration, and alignment with curriculum demands may arise when implementing proposed standards for developing EFL materials for textbook developers. However, the writers and publishers can work together with teachers, experts and researchers in this field as well as the government, and provided with good plans, management, and resources, they can solve these problems and make the EFL materials aligned with the standards.

5.2.3. Implications for Texts Appropriateness in the Indonesian Context

Furthermore, *Peraturan Nomor 030/P/2022 tentang Pedoman Perjenjangan Buku,* the recent regulation issued by the Ministry of Education in Indonesia provides guidelines for book progression based on different levels of readers. The regulation defines five levels, from Early Reader to Proficient Reader, each representing a stage of reading proficiency and comprehension. In connection to this, by analyzing the complexity level in both textbooks, the study

revealed that Indonesian EFL textbooks in this case aligned with Level C, the *Intermediate Reader Level*, as they meet the criteria outlined by the regulation. For examples, these textbooks have introduced various text structures, including paragraphs and complex sentences, and cover the mandated genre at this level such as narrative, exposition, descriptive, persuasive, and argumentative. Understanding the appropriate text level has implications for educators and institutions, as it can enhance students' motivation and engagement in reading, particularly for second-language learners. However, teachers and institutions have the flexibility to modify the text level based on students' specific needs.

Therefore, it highlighted the implications of considering the provided standard in developing EFL material and considering the level of text complexity in the Indonesian context as noted by the current *Permemdikbud* regulation. By employing the standard as the writer suggested and matching it with the criteria provided in the *Permendikbud* framework about reading material levelling, it can be a parameter in the Indonesian context to help the textbook authors and teachers in designing and selecting suitable texts for certain grades in terms of EFL material development. Overall, these implications contributed to effective EFL teaching and learning in the Indonesian context.

5.3. Limitations of the Study

The current study on text complexity in EFL textbooks acknowledges several limitations that may have influenced the interpretation and representativeness of the findings.

Firstly, the sample used for analysis was limited to only two EFL textbooks from the K13 curriculum. This restricted sample may not fully represent the diversity of senior high school levels, as the study only focused on grade X. It is important to recognize that different grade levels may present varying levels of text complexity, and therefore, the findings cannot be generalized to all levels of senior high school. Text complexity can vary significantly based on the grade level, as students progress in their language proficiency and encounter more advanced language structures and vocabulary. Factors such as cognitive

development, educational objectives, and curricular requirements may influence the complexity of texts at different levels of senior high school.

Furthermore, the study included a relatively small number of participants, consisting of 43 EFL teachers. It may have implications for the overall reliability and generalizability of the conclusions drawn from the research. It is crucial to acknowledge that this sample may not fully represent the entire population of EFL teachers in Indonesia. Factors such as teachers' backgrounds, years of teaching experience, geographical locations (urban vs. rural), gender, and other factors may influence the teachers' awareness of text complexity. Therefore, generalizing the findings to the entire population of EFL teachers in Indonesia is also one important thing to note.

The limitation in the methodology of this study arises from the sampling technique, employing snowball sampling for EFL teacher data collection could introduce biases and hinder participant diversity. To alleviate this limitation, specific sampling techniques can be used in future research that could integrate comprehensive qualitative measures and varied sampling techniques to strengthen the study's result in more depth. Relying predominantly on the utilization of content analysis on lexical density and grammatical intricacy might disregard other dimensions of text complexity analysis like grammatical metaphor, nominalization, lexical richness, and lexical variance.

5.4. Suggestions for Further Research

Acknowledging the limitations of the current study, several suggestions for further research emerged promising prospects in this domain. Expanding variables, elaborating the object of the study, and exploring alternative methodologies can give a comprehensive view of text complexity and will enhance the generalizability of the conclusions.

Firstly, expanding the variables by including more textbooks from various grade levels can provide a more comprehensive analysis of text complexity across different stages of language learning. This would allow for a more nuanced

understanding of how text complexity evolves as students' language progresses through their EFL education level.

Additionally, to enhance the reliability and generalizability of the study's conclusions in this area, future researchers could consider employing more diverse samples of EFL teachers, utilizing more comprehensive measures and depth analysis of text complexity awareness. For instance, incorporating more diverse teacher-related factors, such as professional development backgrounds, gender issues, novice-expert issues, and other diverse factors, can further impact teachers' awareness level and implementation of EFL material in the classroom. As a result, it will provide new insight into the correlation between the teachers' awareness of text complexity and the influenced factors.

Furthermore, future research could also explore the students' perspective by analyzing their text production in relation to text complexity. This would provide insights into how students engage with complex texts and how it affects their language development and proficiency.

Lastly, considering additional dimensions, frameworks, and methods for measuring text complexity would enrich the understanding of this construct. Future research should consider exploring other dimensions and frameworks for measuring text complexity to gain a more comprehensive understanding of text complexity, especially in the case of EFL texts.

In conclusion, while the current study contributes valuable insights into text complexity in EFL textbooks, it is important to acknowledge its limitations. Future research should address these limitations by expanding the scope of variables, including a comprehensive grade level in senior high school or the higher grade level, a more diverse sample of teachers, exploring students' perspectives, and considering alternative dimensions and methodology. By addressing these limitations and suggestions proposed, researchers can further advance our understanding of text complexity and its implications for EFL teaching and learning.