

**A Systemic Functional Linguistic Analysis of Text Complexity in Indonesian
EFL Textbooks**

A Thesis

Submitted in a partial fulfilment of the requirements for a Master's Degree in
English Language Education



By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

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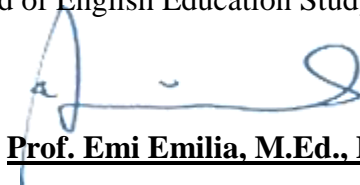
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**A Systemic Functional Linguistic Analysis of Text Complexity in Indonesian
EFL Textbooks**

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Sebuah tesis yang diajukan sebagai syarat untuk memperoleh gelar Magister
Pendidikan (M.Pd.) pada Program Studi S2 Pendidikan Bahasa Inggris

Fakultas Pendidikan Bahasa dan Sastra

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Statement of Authorization

I hereby declare that the thesis with the title "*A Systemic Functional Linguistic Analysis of Text Complexity in Indonesian EFL Textbooks*" and all its contents are truly my own work. I have not engaged in any form of plagiarism or improper citation that goes against the ethical standards of the academic community. By making this statement, I am fully aware of the potential risks or sanctions that may arise if any violations of academic ethics or claims regarding the originality of my work are discovered in the future.

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Acknowledgement

First of all, I would like to thank Allah the Almighty for giving me the strength, health and capability to complete this thesis entitled “**A Systemic Functional Linguistic Analysis of Text Complexity in Indonesian EFL Textbooks**”. Greeting and praying are also presented to our beloved Prophet Muhammad *Sallallahu‘alaihiwasallam* who has struggled whole-heartedly to deliver the truth to human beings and guide his *ummah* to the right path. This work as a requirement for obtaining a Master’s Degree in English Education Study Program is presented to the English Education Department of the School of Postgraduates Studies of the Indonesia University of Education.

In this opportunity, the writer would like to express the deepest gratitude, thank, and respect to those who have helped me improve this thesis. The writer’s sincere heart-felt gratefulness and admiration would be presented to:

1. Wawan Gunawan, M.Ed., Ph.D., as my first supervisor, and Yanty Wirza, M.Pd., M.A., Ph.D., as my second supervisor, who encouraged, helped, supported, and provided me with better improvement to my thesis through their valuable suggestions, comments, and feedbacks.
2. All lecturers in the English Education Department of the School of Postgraduates Studies of the Indonesia University of Education for the amazing knowledge shared and provided during the teaching-learning process.
3. All English Education Department academic staff of Indonesia University of Education Postgraduates Studies for their assistance in completing a lot of administration requirements during my study.
4. My parents and my siblings, who never stop supporting me to finish my master's degree.
5. The participants of this study for their cooperation and participation during data collection.
6. My classmates in this batch who become partners in sharing knowledge in the learning process.

Abstract

A Systemic Functional Linguistic Analysis of Text Complexity in Indonesian EFL Textbooks

Exploring text complexity in EFL textbooks offers valuable opportunities to enhance students' language development and EFL material development. This study addresses the research gap by investigating the lexical density and grammatical intricacy levels in EFL textbooks from different publishers at the same grade level and also assessing EFL teachers' awareness level of these aspects of text complexity. This study aimed to compare the lexical density, grammatical intricacy, and types of lexical items, taxis, and logicosemantics used among texts in the two EFL Indonesian textbooks and this study also aimed to find out EFL Indonesian teachers' awareness level of these two aspects of text complexity. This study employed a qualitative case study methodology through content analysis, analyzing 20 texts, which 10 texts from each textbook, representing three genres; descriptive, recount, and narrative to examine text complexity in these EFL textbooks, alongside conducting teachers' responses through 5 points Likert-scale questionnaire with 43 EFL teachers to assess their awareness levels of these aspects of text complexity. The findings highlighted that *Pathway to English X* exhibited a notably higher lexical density score with a value of 4.6, compared to *Bahasa Inggris year X*, which had a 4.2 score, among all genres in the case of this study. Regarding grammatical intricacy (GI), *Bahasa Inggris year X* recorded a GI value of 1.6, whereas *Pathway to English X* had a slightly higher GI value of 1.8, indicating the grammatical intricacy score was also higher in this private publisher textbook. The study also showed that there were differences in the distribution of lexical vocabulary, parataxis, hypotaxis and types of logicosemantic; expansion, and projection among genres found in these two EFL Indonesian textbooks. Furthermore, a significant proportion of EFL teachers encountered challenges in differentiating lexical vocabulary or grammatical vocabulary that contributed to the complexity of the text, indicating that EFL Indonesian teachers need to increase their lexical density awareness. In contrast, the majority of the teachers demonstrated good comprehension of the clause-complex structure of the texts including taxis and logicosemantics, indicating a high level of grammatical intricacy awareness. This recent study holds substantial implications for both EFL teaching and learning, as well as EFL materials development, showcasing its potential to significantly impact and contribute to the field of English as a Foreign Language education.

Keywords: Systemic Functional Linguistics (SFL), Text Complexity, Lexical Density, Grammatical Intricacy, Taxis, Parataxis, Hypotaxis, Genre, Recount, Descriptive, Narrative, Logicosemantics, Expansion, Projection, EFL, Indonesian, Textbook, Teachers' Awareness, English, Education.

Abstrak

Analisis Linguistik Sistemik Fungsional Terhadap Kompleksitas Teks Pada Buku Teks EFL di Indonesia

Mengetahui kompleksitas teks dalam buku teks EFL memberikan pengetahuan berharga untuk meningkatkan perkembangan bahasa siswa dan juga pengembangan materi EFL. Studi ini membahas kesenjangan penelitian dengan menyelidiki kepadatan leksikal dan tingkat kerumitan tata bahasa dalam buku teks EFL dari penerbit yang berbeda pada tingkat kelas yang sama dan juga menilai tingkat kesadaran guru EFL terhadap aspek kompleksitas teks ini sehingga dapat berkontribusi pada pengembangan materi EFL. Penelitian ini bertujuan untuk membandingkan kerapatan leksikal, kerumitan tata bahasa, dan jenis item leksikal, taksis, dan logika-semantik yang digunakan di sejumlah teks pada kedua buku teks tersebut dan penelitian ini juga bertujuan untuk mengetahui tingkat kesadaran guru Bahasa Inggris EFL terhadap kedua aspek kompleksitas teks tersebut. Penelitian ini menggunakan metodologi studi kasus kualitatif melalui analisis isi, yang menganalisis 20 teks, dimana 10 teks dari setiap buku teks, mewakili tiga genre; deskriptif, recount, dan naratif untuk melihat kompleksitas teks dalam dua buku teks EFL tersebut, di samping melihat respon guru melalui kuesioner dengan jumlah 43 guru EFL untuk menilai tingkat kesadaran mereka terhadap aspek-aspek kompleksitas teks dalam studi ini. Hasil temuan menemukan bahwa *Pathway to English X* menunjukkan skor kepadatan leksikal atau *lexical density* yang lebih tinggi dengan nilai 4,6, dibandingkan dengan *Bahasa Inggris X*, yang memiliki skor 4,2, di antara semua genre dalam kasus penelitian ini. Mengenai kerumitan tata bahasa atau *grammatical intricacy* (GI), *Bahasa Inggris X* mencatat nilai GI 1,6, sedangkan *Pathway to English X* memiliki nilai GI yang sedikit lebih tinggi yaitu 1,8, menunjukkan skor kerumitan gramatikal juga lebih tinggi pada buku teks penerbit swasta ini. Studi ini juga menunjukkan adanya perbedaan distribusi kosakata leksikal, parataksis, hipotaksis dan jenis-jenis logika semantik pada dua buku tersebut. Selain itu, sebagian besar guru bahasa Inggris yang sulit membedakan antara kosakata leksikal atau kosakata gramatikal, yang berkontribusi pada kompleksitas teks, dimana hal ini menunjukkan bahwa guru bahasa Inggris perlu meningkatkan kesadaran mereka terhadap aspek kepadatan leksikal atau *lexical density*. Sebaliknya, sebagian besar guru menunjukkan pemahaman yang baik tentang struktur klausa-kompleks teks termasuk taksis dan logico-semantics, yang menunjukkan tingkat kesadaran yang tinggi dalam aspek kerumitan gramatikal atau *grammatical intricacy*. Studi ini juga memiliki implikasi substansial untuk pengajaran dan pembelajaran EFL, serta pengembangan materi EFL, menunjukkan potensinya untuk berdampak signifikan dan berkontribusi pada bidang bahasa Inggris sebagai pendidikan Bahasa Asing.

Kata kunci: Sistemik Fungsional Linguistik (SFL), Kompleksitas Teks, Kepadatan Leksikal, Kerumitan Tata Bahasa, Taksis, Parataksis, Hipotaksis, Logika-semantik, Genre, Deskriptif, Recount, Naratif, EFL, Indonesia, Buku Teks, Kesadaran Guru, Bahasa Inggris, Pendidikan.

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