

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

This last chapter presents the conclusions of the present study and offers some theoretical and practical recommendations. These conclusions of the study are drawn based on the data analysis which has been presented, interpreted, and discussed in the previous chapter. Some recommendations are also provided for both research and teaching purposes.

#### 5.1 Conclusion

As stated earlier, this study is an attempt to analyze the text complexity of senior high school English textbooks based on the perspective of systemic functional linguistics in the Indonesian context. The text complexity in this study is represented through three different analyses, i.e. lexical density, lexical variation, and grammatical intricacy. Accordingly, four research problems are formulated, i.e. (1) how lexical density progresses among and within the selected English textbooks, (2) how lexical variation progresses among and within the selected English textbooks, (3) how grammatical intricacy progresses among and within the selected English textbooks, and (4) what pedagogical implications can be drawn from the exploration of text complexity of the textbooks.

This study is conducted largely through qualitative design. Three senior high school textbooks in English subject were selected for a close analysis. The reading texts in the textbooks were chosen as the focus of the study. The linguistic challenges inherent in the reading texts on the textbooks can promote or hinder the academic success of students. This needs to be brought into awareness among both the teachers and students.

Even though common sense suggests that the language of textbook instruction becomes more complicated gradually with the increase of grade level, there is a lack of empirical evidence to show that. The research questions posed in the study were aimed at discovering the progression of text complexity in the reading texts from grade to grade. To address these questions, the reading text

sections of the three consecutive English textbooks were analyzed for lexical density, lexical variation, and grammatical intricacy. Analytical tools developed in Systemic Functional Linguistics were employed for the analysis.

The results of this study show that the lexical density indexes among the three textbooks increase from the lower to the higher grade. In other words, the lexical density from one textbook to another becomes higher in accordance with the grades. Therefore, the textbooks become lexically denser and thus more complex from lower to higher grades. Meanwhile, the lexical density indexes within each textbook do not have a consistent pattern of progression. In other words, the lexical density of the texts from the last chapters of the textbooks is not always higher than the lexical density of the texts from the initial and middle chapters. This may result from the different genres and topics discussed in those chapters.

The results of the study show that the lexical variation indexes among the three textbooks have a tendency to increase from the lower to the higher grades. The only exception is on Textbook 2 which has lower lexical variation index than Textbook 1 has. However, the progression of the lexical variation among the textbooks still can be considered as having an increase since the last textbook has the highest index among those three textbooks. Therefore, it can be concluded that the textbooks become more varied in terms of the use of lexical items in accordance with the grades of the textbooks. In short, the higher the level of the textbook is the more different lexical words the textbook has. Meanwhile, like the lexical density indexes within each textbook do, the lexical variation indexes of the texts within each textbook do not have consistent pattern either. This may also result from the different genres and topics discussed in those chapters.

The results of this study also show that the grammatical intricacy indexes among the three textbooks increase from the lower to the higher grade. In other words, the grammatical intricacy from one textbook to another becomes higher in accordance with the grades. It can also be stated that the textbook from lower grade has lower level of intricacy in terms of grammatical structure while textbook from higher grade has higher level of intricacy. In short, the higher the

level of the textbook is the more intricate the grammatical structure the textbook has. Meanwhile, the grammatical intricacy within each textbook has inconsistent pattern of progression. This condition is similar with the other two analyses of text complexity and therefore it can be stated that it may result from the different topics and genres discussed in those chapters.

The exploration of text complexity from the three different analyses has shown that there is a tendency of progression from one textbook to another. The implication from that phenomenon for the teaching of English is that the findings are in accordance with the academic expectation of educational process in which that process should become more challenging or complicated from time to time. With that being said, the results of the study have confirmed not only what is suggested by common sense but also what has been proposed by some experts, which says that the language of instruction should become more complicated gradually with the increase of grade levels. One further claim that can be inferred for pedagogical implication of the study is related to the analysis of lexical density and the readability of the texts. The results of calculation of lexical density of the texts by using Ure's method show that most of the texts selected from the textbooks meet the criteria of readability level for students of senior high school if assessed with regards to the American Educational Attainment Levels. Consequently, it can be concluded that the reading texts in the textbooks are appropriate to be used for senior high school students.

It can be said that in general the complexity of the texts among the textbooks increase to cater for the students' development, although more attention needs to be paid to the complexity within a textbook. The phenomenon of increasing complexity from one grade to another is in line with the academic expectation of educational process. With the increase of lexical density, lexical variation, and grammatical intricacy, the reading texts in the textbooks become more complex as well as become more abstract. More complex and more abstract education are intended to reach the higher order of thinking for the students.

Exploring the language of pedagogical instruction is beneficial to textbook writers who would rely not only on their intuition in creating new textbooks but

also on a sufficient analysis of the language to cater for students' intellectual development. It is also helpful for teachers who would use textbooks with more confidence, knowing possible pitfalls and challenges the language of instruction poses. However, it should be noted that the results and conclusion of the study are not generalizable to other school subjects as the described peculiarities appear to be characteristic of the English textbook reading texts.

## 5.2 Recommendation

In line with the conclusion of the study above, the present study offers some recommendations for both research and pedagogical purposes. Theoretically, five concerns are raised regarding further studies. Firstly, the implementation of Systemic Functional analysis in this study was done on the level of senior high school textbooks. It is recommended that this approach also be implemented at other levels. Secondly, the present study only focuses on examining the text complexity of the texts. Thus, it is recommended that further studies take on other lexicogrammatical aspects of the texts. Thirdly, regarding the analysis of grammatical intricacy, this study only focused on the aspect of clause construction without taking into account other aspects such as pragmatic or semantic aspects of the clauses that may also determine the intricacy of texts. Therefore, it is recommended for further studies to also concern about the other aspects mentioned earlier in analysing grammatical intricacy. Because, sometimes, literary texts have simpler construction of clauses but more complex messages or information to digest. Forthly, the present study only focuses on the analysis of the reading texts in the textbooks. Hence, it is recommended that further studies focus on the analyses of other linguistic parts of the textbooks such as the instructional language of the tasks and the conversational texts in the textbooks. Lastly, since this present study only focuses on the analysis of English textbooks, further studies could also focus on applying similar type of analysis to the language of other subject areas in order to reveal similarities and differences in the progression of language of instruction.

For practical recommendations, the results of this study may concern at least three parties, i.e. teachers, textbook writers, and students. Firstly, teachers

should choose the appropriate level of textbooks based on the level of ability and competency of the students, because the more complex the text is, the more difficult it is to understand the messages of the text. Secondly, textbook writers should be aware of the complexity of text when writing a textbook for students. Therefore, they will write texts in appropriate complexity to suit levels of education. Lastly, students, especially those of higher level, should be aware of the increasing text complexity and then prepare themselves to face the increasing challenge regarding academic texts that they will encounter as they progress to higher level of education and schooling. In that way, they will be able to cope with the academic expectations that are tagged to each level of education and they will not get lost in the midst of educational processes which become increasingly complicated and abstract.