

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This final chapter presents the conclusions of the research results along with limitations and suggestions for teachers, students, and other researchers.

A. Conclusions

This research examined lexical density (Ure, 1971) and readability (Flesch, 1948) of nine contained reading passages from *Bahasa Inggris Tingkat Lanjut Kelas XI* textbook. The results indicated that all texts had medium lexical density because it exceeded 50%. In general, results from the second research problem addressed in this study demonstrated that nearly all texts, aside from Text 6, were not entirely suitable for grade 11 according to Flesch reading ease description. Nine reading texts in this textbook can be divided into five levels, it can be concluded: One text is classified as *easy*, one as *fairly easy*, three as *standard*, one as *fairly difficult*, and two as *difficult*. The disparity in readability levels found here could potentially become a barrier for students, where texts that are too easy do not provide a linguistic challenge, meanwhile texts that are too difficult pose significant comprehension barriers. When these findings are aligned with *Kurikulum Merdeka* Phase F in learning outcomes (*Capaian Pembelajaran*), a pedagogical gap becomes obvious, in which narrative texts do not sufficiently challenge students, while expository texts far exceed their cognitive level. Therefore, it can be inferred that lexical density and readability analysis are crucial aspects in assessing the reading passages

quality in the textbook, and the findings suggest that this textbook may still require some adjustments to better suit the intended level of Grade XI students. Finally, this study contributes to the evaluative assessment of English textbooks used in pedagogical proposes by schools across Indonesia by showing empirical evidence regarding lexical density and the readability of the reading passages.

B. Limitations

The researcher acknowledge that this study has some limitations which should be concerned:

1. This study is solely limited to analyzing the reading passages found in the book *Bahasa Inggris Tingkat Lanjut Kelas XI*, published in 2021.
2. This study focuses exclusively on the analysis of the 9 reading passages included in this book; other instructional components, such as dialogues, practice exercises, listening scripts, and grammar explanations, are excluded in the analysis.
3. This analysis was conducted using the text documents without directly involving responses from the students who are the intended audience of this book; therefore, the results are entirely based on mathematical calculations grounded in the theories of Ure and Flesch and validated by the validators.
4. The researcher acknowledges the difficulty in interpreting readability score descriptions that refer to the American reading grade standard proposed by Flesch, since there is no previous research exploring reading grade standards for Indonesian students.

C. Recommendations

Based on the results of the study conducted, the author concludes by offering the following recommendations:

1. For Textbook Authors and Developers

In creating an English textbook, authors and developers should take into consideration all component of learning English, particularly its reading passages contained in it. As evidence in the results, it is highly recommended to consider the balance between the complexity of the texts and the CP standards, in order to ensure that the texts are appropriate for students' reading proficiency levels.

2. For English Teachers

The findings of this study can be taken into account when selecting and using reading materials in the learning process. Teachers are advised to make adjustments or provide additional support when using texts that are too difficult for students to read.

3. For the Further Researchers

This study has limitations because it analyzes only the lexical density and readability of the reading passages in a single textbook. Therefore, considering the limitations of this study, future research could expand on this study research by analyzing more textbooks, using different analytical methods, readability benchmarks for Indonesian EFL learners, or examining the direct impact of readability levels on students' reading comprehension.