

Lexical Density in English Textbook of Junior High School

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Abstract: This study aims to examine lexical density in reading texts in English textbooks “English for Nusantara” for junior high school students using critical discourse analysis. The study used a qualitative approach with a content analysis research design. In this study, critical discourse analysis (CDA) was used to investigate the meanings contained in the text in order to provide an understanding of how the reading text conveys deeper meanings and influences the reader's perceptions, as well as providing insight into the broader implications of language use in educational contexts. This research found the high lexical density of 11.5 it was indicated a greater concentration of meaningful content, which often correlates with increased complexity and richness of vocabulary. By revealing a high lexical density, the educators can foster critical thinking, cultural awareness, and a deeper connection to students' heritage. This research advocates for a more thoughtful and contextually aware approach to curriculum design, ensuring that reading materials effectively support language learning and literacy development while fostering a strong connection to students' heritage and identity.



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INTRODUCTION

There are four fundamental abilities utilized in English: listening, speaking, reading, and writing. Everything is vital, including reading comprehension. Reading is the most crucial fundamental skill a person can

learn. Reading comprehension is the capacity to grasp information offered in written form (Gultom & Pintubatu, 2022). Therefore reading comprehension is fundamentally the ability to understand and interpret the information presented in written texts. This skill goes beyond merely recognizing words; it involves the integration of various cognitive processes that allow readers to make sense of the content. When readers engage with a text, they draw upon their prior knowledge, experiences, and vocabulary to construct meaning from the words on the text. Furthermore, many students continue to struggle with reading comprehension due to their inability to effectively interpret written content. Based on my observation from the last results of the mid-semester exam, only 6 students reached the threshold score of 70 in reading sections, each student generally struggles to grasp literature. Students often struggle to grasp literature for certain reasons, particularly when considering the concept of lexical density.

Lexical density is a statistic that compares the quantity of content and function terms in a document (Marlia et al., 2021). So it can be said that lexical density is a linguistic measure that measures the richness of a text by comparing the number of content words to the total number of words, including content words (nouns, verbs, adjectives, and adverbs) and function words (prepositions, conjunctions, articles, and auxiliary verbs). This statistic provides insight into the complexity and information content of a text. By analyzing lexical density, educators and researchers can gain valuable insights into the challenges posed by different texts and make informed decisions about reading materials and teaching strategies. When educators analyze lexical density, they can identify texts that may be linguistically challenging. However, without considering the social dimensions through Critical Discourse Analysis (CDA), they may miss important factors that influence comprehension.

Discourse analysis delves deeper, scrutinizing the intricate interplay between language and its real-world application. Discourse is a proclamation of words made in a given context, either spoken or written (Yasin et al., 2021). It also considers the link between language and the situation in which it is used, as well as the description and analysis of both oral and written exchanges. Critical Discourse Analysis provides a framework for examining how language functions in society. By critically analyzing discourse, researchers and educators can gain insight into how language shapes social realities and contributes to broader cultural processes. This understanding can inform educational practice, promote critical literacy, and empower individuals to navigate and challenge the complexities of language in their lives.

Several previous studies have conducted related research on this subject over the years. In 2023 Zhibo Liu and Juhua Dou conducted research. The research was titled "Lexical density, lexical diversity, and lexical sophistication in simultaneously interpreted texts: a cognitive perspective. The findings of this study indicate that interpreted texts exhibit lower vocabulary density, diminished lexical diversity, and reduced lexical complexity compared to non-interpreted texts, the research did not consider various factors such as linguistic characteristics, discourse structure, and delivery rates that could impact the results. The next research in 2020, Didi Sudrajat and Fiktor conducted research. The research was titled "A Content Analysis on Reading Materials in Creative English Textbook for the Tenth Grade Students of Senior High School". The findings of this investigation indicate that lexical density of reading materials as fair, falling within the range of 3 to 5, which suggests that the texts are suitable for the intended student audience, but this study has limitations, This study focused only on reading materials in one textbook for tenth grade, which may limit the generalizability of the findings to other textbooks or educational contexts. The last, Ahmad Fadhil, Wawan Gunawan and Yanty Wirza in 2023 conducted a study entitled "Lexical Density In Efl Indonesian Textbooks: A Comparative Analysis". The research found that non-government textbooks generally exhibited a higher lexical density compared to government textbooks across various genres, including narrative, descriptive, and recount texts, the analysis was confined to tenth-grade textbooks, which may not reflect the lexical density characteristics of textbooks at other grade levels. Based on previous research, the researcher was interested in analysis "1. What is the lexical density of the selected English textbook, and how does it reflect the complexity of the language used? 2. How do the linguistic features of the English textbook contribute to the construction of meaning within its educational context?"

THEORETICAL SUPPORT

Reading

Reading may be seen as a script composed of words that readers can understand. It is clear that reading is linked to readers' experiences and their attempts to extract meaning or information from a text (Hastuti, 2020). It means that reading goes beyond the mere deciphering of words; it is intricately tied to the reader's unique experiences and their endeavor to extract meaning or information from the text. This viewpoint underscores the dynamic nature of reading, highlighting the interactive process between the reader and the text.

Overall, it offers valuable insights into the cognitive and interpretive processes involved in reading, enriching our understanding of how individuals engage with written language to construct meaning. Beside that, according to (Harmer, 2007) Reading is useful for language acquisition. The statement underscores the vital role of reading in language acquisition. Reading serves as a powerful tool for learners to enhance their language skills, including vocabulary expansion, grammatical understanding, and comprehension abilities. In addition, based on (Emeliya, 2015) said that reading is a skill that is used in all subject areas and can greatly increase or decrease a student's success in the classroom. It emphasizes the profound impact that proficiency in reading can have on students' performance and achievements in various educational contexts. Ultimately, the statement underscores the interconnectedness of reading proficiency and academic achievement, emphasizing the need for comprehensive literacy instruction to enhance students' overall learning outcomes.

Meanwhile, according to (Ambarita et al., 2022) Reading comprehension is the mental process of getting meaning or understanding from text reading, which briefly involves locating a specific piece of information, problem solving and ideas, assessing and following a set of instructions. It is underscores the nature of reading comprehension, involving not only the extraction of specific information but also critical thinking, problem-solving, and interpretation of ideas. Other supporting concepts derived from UNESCO in (Simanjuntak & Barus, 2020) include regulations controlling instructional materials in the field of reading literacy that must be included into the aspects of the reading environment. Characteristics relate to those who focus on (1) reading abilities; (2) application, training, and reading standards; (3) reading process; and (4) content used in reading. These guidelines emphasize the importance of incorporating specific characteristics into the reading context to effectively support literacy development. These characteristics encompass various facets such as reading abilities, application, training, reading norms, the reading process, and the materials utilized in reading. By integrating these features into the reading context, educators can create a more conducive environment for enhancing reading skills and fostering a deeper understanding of literacy among learners.

Moreover, according to Richards, reading resources, such as textbooks, may be optimally employed by language teachers since they give a lot of linguistic input to pupils (Noviyenti, 2021). The theory presented states that

reading materials, especially textbooks, are a valuable resource for conveying language input to students, which is essential for language acquisition and development. Textbooks typically contain structured content and exercises designed to facilitate various aspects of language learning, including vocabulary, grammar, reading comprehension, and communication skills. Nuttal mentioned the primary emphasis of reading is not just the language, but also the meaning of the reading content itself (Arizal et al., 2021). This implies that successful reading involves more than just deciphering words and sentences, it requires understanding the ideas, concepts, and messages conveyed by the text.

Lexical Density (LD)

According to Sari (2016) Lexical density is a linguistic word that refers to statistical assessments of a text's lexical richness (Prawinanto & Bram, 2020). The theory presented outlines lexical density as a linguistic concept used to measure the lexical richness of texts through statistical measures. Lexical density refers to a linguistic concept that measures the proportion of content words (lexical items) for example nouns, verbs, adverbs, and adjectives, relative to the number of words in a text. It provides a quantitative indication of how much a text consists of meaningful words compared to other linguistic elements. These measures aim to provide an objective assessment of the density of meaningful lexical items in the text. Lexical density serves as an indicator of the richness and complexity of the vocabulary used in a text. Understanding lexical density can be useful in language teaching and learning contexts. Teachers can use measures of lexical density to select appropriate texts for students at different proficiency levels, monitor students' vocabulary development over time, and design activities that focus on expanding lexical knowledge and use.

According to (Aswani et al., 2023) a text's lexical density affects understanding and difficulties for readers (Bani Amer, 2021; Rizkiani et al., 2022). Texts with high lexical richness can be difficult to read while simultaneously providing valuable information (Gerot, Halliday & Martin). Lexical density, which is calculated by dividing the number of content words by the overall word count, represents the richness and complexity of vocabulary inside a text. The lexical density of a text can vary based on the ratio of lexical items (content words) to grammatical ones (function words). This variation influences the level of comprehension and difficulty for the reader. When a

text has a higher lexical density, meaning it contains a greater proportion of lexical items, it tends to be more challenging to understand. Higher lexical density, characterized by a greater concentration of content words, can present challenges for readers because there is more information to process within the text. This can require readers to have a broader vocabulary and a deeper understanding of the subject matter to comprehend the text fully. Despite posing challenges for comprehension, texts with higher lexical density also contain a wealth of information. This richness of content can provide readers with a more in-depth understanding of the topic being discussed, as there is a greater variety and complexity of vocabulary present. A higher lexical density suggests a greater diversity and sophistication of vocabulary used, while a lower lexical density may indicate simpler language and fewer unique words. In summary, the theory underscores the importance of lexical density in determining the comprehension difficulty and information richness of a text. Understanding and analyzing lexical density can provide valuable insights into the complexity of vocabulary usage and the level of challenge posed by a text for readers.

Critical Discourse Analysis (CDA)

According to Pennycook in (Brian Paltridge, 2000) A critical discourse analysis investigates the relationship between language use and social and political settings by assessing norms and expectations within certain discourse communities, addressing social, economic, and political problems, and attempting to provide students with the tools they need to succeed. Pennycook also suggests that a critical discourse analysis method might look at subjects like gender, ethnicity, cultural diversity, ideology, and identity, and how these are expressed in specific texts. In essence, CDA serves as a tool to empower individuals, especially students, with the critical intelligence necessary to navigate and deconstruct the complexities of language in society.

Critical Discourse Analysis is employed because it connects the usage of language in the text to what occurs in actual life (Al Falaq & Puspita, 2021). Through the analysis of language use, CDA aims to reveal how discourse shapes and is shaped by broader socio-cultural contexts, shedding light on issues of power, inequality, and social justice. In addition, according to Azijah and Gulo in (Cahyaningsih & Pranoto, 2021) argues that Critical discourse analysis examines how spoken and written materials impact reader comprehension. CDA offers valuable insights into the ways in which spoken

and written materials influence reader comprehension. CDA goes beyond surface-level understanding to scrutinize the deeper meanings embedded within discourse, exploring how language use reflects and shapes social, political, and cultural contexts. By examining the power dynamics, ideologies, and hidden agendas inherent in discourse, CDA sheds light on how texts can shape readers' perceptions, beliefs, and actions. This critical approach highlights the importance of analyzing language not only for its literal content but also for its underlying implications and effects on individuals and society as a whole.

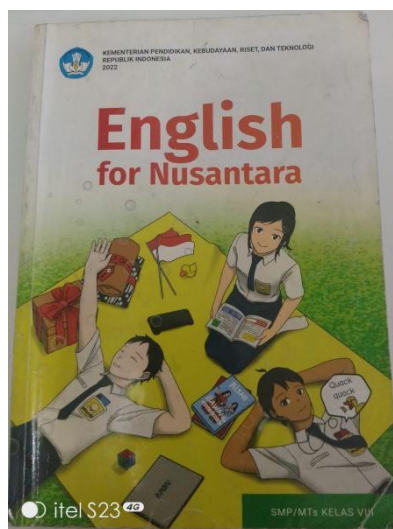
METHOD

1. Research Design

This study used a qualitative descriptive approach. According to Nana Syaodi, qualitative research seeks to describe and evaluate events, incidents, social activities, attitudes, beliefs, and impressions of people's thoughts, both individually and in groups (Nafan Tarihoran and Ahmad Qurtubi, 2023) to explore the lexical density and discourse features of the selected English textbooks. This design allows for a comprehensive understanding of the complexity of the text and its implications for language learning.

2. Data Collection

At the data collection stage, this study used the textbook "English for Nusantara" which was used for grade 8 students of SMP 5 Serang City.



Daftar Isi	
Kata Pengantar.....	1
Prakata.....	1
Daftar Isi.....	1
Petunjuk Penggunaan Buku.....	1
Mind Map.....	1
Scope and Sequence.....	1
Tokoh dalam Buku English for Nusantara.....	1
Chapter 0 The Beginning.....	1
Chapter 1 Celebrating Independence Day.....	15
Unit 1. The Champion of Panjat Pinang.....	23
Unit 2. Going to a Parade.....	37
Unit 3. Independence Day at SMP Merdeka.....	51
Chapter 2 Kindness Begins with Me.....	67
Unit 1. Kindness towards Differences.....	70
Unit 2. Kindness and Happiness.....	86
Unit 3. Kindness and Friendship.....	103
Progress Check 1.....	123

Chapter 3 Love Our World.....	127
Unit 1. Look Around You.....	130
Unit 2. This is the Way.....	148
Unit 3. Act Now.....	162
Chapter 4 No Littering.....	179
Unit 1. Did it Rain Last Night.....	182
Unit 2. What Happened to the Sea Animals.....	203
Unit 3. You Can Help.....	219
Chapter 5 Embrace Yourself.....	233
Unit 1. Be Yourself.....	236
Unit 2. I Know I Can Do It.....	253
Unit 3. Practice Makes Perfect.....	271
Progress Check 2.....	282
Indeks.....	286
Glosarium.....	289
Daftar Pustaka.....	295
Daftar Sumber Gambar.....	297
Profil Pelaku Perbukuan.....	298

3. Data Analysis

The data was then analyzed using qualitative methods. Lexical density will be calculated using the formula proposed by Halliday (1996) in (Sudrajat & Kartanegara, 2020) :

$$\text{Lexical density} = \frac{\text{Number of lexical items}}{\text{Number of clauses}}$$

Table 1: The lexical density criteria in this research is based on Hallidays' formula.

No.	Lexical Category	Density	Lexical Density Range	Description
1.	Low Lexical Density	Lexical Density	<3	Texts with a lexical density of less than 3 indicate a lower concentration of content words relative to the total number of words.
2.	Medium/Adequate Lexical Density	Lexical Density	3-5	Texts with a lexical density between 3 and 5 show a moderate level of content words in proportion to the total word count.
3.	High Lexical Density	Lexical Density	>5	Texts with a lexical density exceeding 5 indicate a significant concentration of content words relative to the total words in the text.

By categorizing lexical density into these ranges based on Halliday's formula, researchers can assess the richness and complexity of vocabulary within texts, providing insights into the level of challenge and information density present in the reading materials.

4. Research Procedures

- a. Reading English texts in English textbooks
- b. Determining texts into text types.
- c. Counting the number of words in each text
- d. Counting the number of clauses in each text
- e. Then the number of words and clauses is entered into the Halliday formula to calculate the lexical density contained in each text.
- f. Analyzing the amount of lexical density of reading texts based on lexical density criteria.
- g. Determine sentences that describe the social and cultural conditions of Indonesia in the CDA process based on Fairclough and Wodak (Brian Paltridge, 2000)
- h. Explain the finding of the result.

Qualitative descriptive research is appropriate for this study as it provides a framework to explore the complexities of lexical density and linguistic features in the selected English textbooks. By focusing on the context and perspectives of the participants, this research can generate valuable insights into how these elements influence language learning and comprehension, ultimately contributing to the development of effective educational materials. The qualitative descriptive approach allows for a comprehensive examination of the linguistic features and lexical density of English textbooks. This in-depth analysis is essential to understanding the complexity of language use and its implications for learners, which aligns with the research objectives. By focusing on the specific context of the textbook, the methodology captures the nuances of how language operates in that environment. This contextual understanding enhances the relevance of the findings for educators and curriculum developers to determine books that suit the needs and background of students. Flexibility in data collection such as text analysis can strengthen the validity of the findings by corroborating evidence from the English textbooks used in the language learning process.

This study highlights the relationship between lexical density, cultural and social relevance (CDA), and effective language learning. By understanding

these dynamics, educators can make informed decisions about English textbook selection and teaching strategies, ultimately improving language learning outcomes for students.

RESULT

Content analysis on reading materials in English textbooks for grade 8 junior high school students is presented into three categories, namely: findings of text genre types, lexical density and critical discourse analysis.

1. Text Genre Findings

The following researcher present the findings of the types of text genres of reading materials contained in the English textbook for grade 8 students.

Table 2. Types of Text Genres

No.	Title of the Text	Genre of the Text
1	A Parade in My Hometown	Recount Text
2	SMP Merdeka's School Parade	Recount Text
3	A School Parade	Recount Text
4	Monita's Story	Recount Text
5	Ugly Duckling Story	Narrative Text
6	An Elephant and His Friends.	Narrative Text
7	Jakarta's Old City Tour	Recount Text
8	Scientists Rescuing the Sea Turtle	Recount Text
9	Anti-littering Campaigns in Australia.	News Item Text
10	Two Teenagers Who Fought to Clean up Bali from Plastic Trash	Recount Text
11	Part 1	Narrative Text
12	Part 2	Narrative Text
13	Part 3	Narrative Text
14	Mumtaz and Her Classmates	Narrative Text
15	Getting into the Band	Recount Text
16	Living By The Citarum River Banks	News Item Text

From the table 2 above shows that there are three types of reading text genres contained in the English textbook for Grade 8, namely: Narrative, Recount and News Item, which consists of: 6 narrative text, 8 Recount texts

and 2 News Item texts. The writer may have chosen to predominantly use recount text in the English textbook.

Table 3. Distribution of Lexical Density of Each Reading Text in English Textbook.

No	Title of The Text	Text Code	Elements of Lexical Density			Criteria
			CW	CL	LD	
1	A Parade in My Hometown	T1	174	17	10,2	High
2	SMP Merdeka's School Parade	T2	198	16	12,3	High
3	A School Parade	T3	218	21	10,3	High
4	Monita's Story	T4	218	26	8,3	High
5	Two Teenagers Who Fought to Clean Up Bali from Plastic Trash	T5	181	10	18,1	High
6	Getting into the Band	T6	228	17	13,4	High
7	Jakarta's Old City Tour	T7	212	15	14,1	High
8	Scientists Rescuing the Sea Turtle	T8	162	13	12,4	High
	Total		1.591	135	11,7	High
9	An Elephant and His Friends	T9	270	27	10	High
10	Ugly Duckling Story	T10	237	41	5,7	High
11	Part 1	T11	197	13	15,1	High
12	Part 2	T12	240	17	14,1	High
13	Part 3	T13	172	13	13,2	High
14	Mumtaz and Her Classmates	T14	213	14	15,2	High
	Total		1.329	125	10,6	High
15	Living By The Citarum River Banks	T15	317	23	13,7	High
16	Anti-littering campaigns in Australia.	T16	183	12	15,2	High
	Total		500	35	14,2	High
	Total		3.420	295	11,5	High

Information: CW = Content Word, CL = Clauses, LD = Lexical Density

Table 3 above shows the distribution of lexical density for each genre of reading text contained in the English textbook. The findings of the textbook analysis show that the lexical density of the text is relatively high with a lexical density level of 11.5. Thus, it can be said that the lexical density of the reading material is classified as high because the lexical density of the reading text is included in the high category because it has a value higher than 5.

Next, to find out sentences containing critical discourse analysis in each reading text contained in the English textbook “English for Nusantara”, the researcher tabulated each sentence that shows the social and cultural aspects of each reading text in the table below:

Table 4. Social and Cultural Aspects of Reading Texts (Critical Discourse Analysis)

No.	Title of the Text	Sentence	Social and Culture
1.	A Parade in My Hometown	Their singing was accompanied by traditional instruments like angklung, suling, and rebana.	Culture
2.	A Parade in My Hometown	Some people wore Indonesian heroes' costumes.	Culture
3.	A School Parade	I dressed as Cut Nyak Dien. He dressed up as Tuanku Imam Bonjol.	Culture
4.	Monita's Story	It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race.	Culture
5.	SMP Merdeka's School Parade	They also wore many red and white attributes making the event more patriotic.	Culture
6.	SMP Merdeka's School Parade	Not so long after, the parade reached the rest post.	Social
7.	A School Parade	After I dressed up, I went around the school with all the students.	Social

8.	Monita's Story	Meanwhile, Pipit participated in a tandem race with our friends. Her team came third.	Social
9.	Two Teenagers Who Fought to Clean up Bali from Plastic Trash	The sisters began a movement, an annual island clean up'. The movement was for everyone in Bali .	Social
10.	Two Teenagers Who Fought to Clean up Bali from Plastic Trash	They felt the urgency to protect the environment and the natural world .	Social

Then, based on reading text from table 4, the provided texts collectively offer a multifaceted view of Indonesian society, encompassing themes of cultural heritage preservation, environmental awareness, community support, resilience, teamwork, and effective communication. These text highlight the intricate interplay of social, cultural, and economic factors within Indonesia, showcasing the country's rich tapestry of traditions, values, and challenges.

DISCUSSION

The findings of the study revealed that the reading texts in the English textbooks had high lexical density, with an average score of 11.5. This indicates a significant concentration of content words relative to the total number of words, indicating that the texts may present higher cognitive demands for students. The high lexical density observed in the texts suggests that students may face challenges in reading comprehension due to the complexity and richness of the vocabulary used. Based on Halliday lexical density as the appearance of how dense information/idea is presented and realized by content words or lexical items, not by the function word or the grammatical items (Fadhil et al., 2023). Therefore, lexical density can be defined as the degree of richness of a text in terms of meaning, ideas, and information conveyed. The result highlights the need for educators to provide appropriate support and scaffolding to help students navigate these texts so that they are easily understood by students.

In addition, the reading materials effectively incorporate Indonesian social and cultural characteristics. The integration of local elements into these texts not only makes the content more relevant to students but also fosters a deeper connection to their cultural identity and heritage. Based on As Huckin (Brian Paltridge, 2000) has observed, critical discourse analysis differs from other kinds of discourse analysis in that it tries to unite the levels of text, the discursive practices that create and interpret a text, and the social context in which texts occur. An important aim of critical discourse analysis is to show how these are interrelated.

The results of this study found various types of English texts, namely recount text, narrative text, and news item text. This can be interpreted that there are many types of texts that can be learned by students, students need to learn genres in communication because they provide linguistic implications that students must pay attention to, therefore textbooks need to include various genres of texts to introduce students to different linguistic structures and vocabulary. Hyland defines genre as a group of texts used to represent the meaning of a situation that has been captured by the author (Eldasari, 2019) It can be said that genre is the text that the author wants to convey to convey his goals. from the findings there are various genres of text namely narrative, recount and news item. narrative text generally entertains readers and has the power to change opinions and social attitudes. This means that readers can find narrative text in science fiction, historical fiction, and fairy tales that use narratives to raise current social issues and present their complexity. Next is recount text, the author wants to retell past events, here the author conveys text about activities when the independence day of the Republic of Indonesia. Last is news item, which contains information or facts about events. This diversity can improve students' reading and comprehension skills, so that the learning experience becomes more interesting, effective, and rich in knowledge.

The implications of this study for educational practice are quite significant, indicating that high lexical density in reading texts is very important for student understanding, the higher the level of lexical density in a text, the more knowledge and understanding students gain, in addition, critical discourse analysis is also very important because the texts read by students will have an impact on socio-cultural behavior that occurs in community life. The types of texts contained in the reading material are also no less important in order to introduce students to various texts with different structures, in addition, in the type of text the author also conveys what goals he wants to achieve, so that it

can improve understanding, vocabulary richness, and the meaning of various texts. the conclusion is that English textbooks that have high lexical density and critical discourse analysis that implements the social and cultural aspects of the Indonesian nation are very suitable for students who are studying a foreign language but according to the student's background. Therefore, educators and curriculum developers can choose the type of book that contains these criteria.

This study also has limitations, one of which is subjectivity in analysis which often involves subjective interpretation, and is influenced by the perspective of the researcher, which has the potential to affect the objectivity of the findings. In addition, findings from one textbook may not be generalize to other educational contexts or materials. Although the study provides valuable insights, its conclusions may be limited to the specific textbook analyzed, reducing the broader applicability of the results.

CONCLUSION

The findings of this study have practical implications for educators, curriculum developers, and policy makers: Educators should consider the lexical density of reading materials when selecting textbooks. Texts with high lexical density may require additional instructional support to ensure students can understand and engage with the content effectively. Curriculum developers should prioritize materials that balance lexical complexity with accessibility to enhance students' language proficiency. Insights gained from lexical density analysis can inform instructional strategies. Educators can implement differentiated instructional techniques, providing varying levels of support based on students' reading ability. This may include pre-teaching vocabulary, using graphic organizers, or incorporating collaborative learning activities to facilitate comprehension. The findings of this study align with the broader educational goal of Promoting Critical Thinking Skills: by engaging with texts that are high in lexical density and incorporate local cultural elements, students are encouraged to think critically about the material. This fosters analytical skills as they interpret and evaluate the content in relation to their own experiences and cultural contexts. This not only enhances their understanding of their own heritage but also prepares them to engage with diverse perspectives in a globalized world. Exposure to culturally relevant texts with appropriate lexical density can enhance students' vocabulary acquisition and reading comprehension skills. This contributes to their overall language proficiency, enabling them to communicate more effectively in English.

Curriculum developers should create materials that reflect students' cultural backgrounds. This includes incorporating local stories, traditions, and values into reading texts to make learning more relevant and engaging. Educators should adopt differentiated learning strategies to meet different learning needs. This may involve grouping students by reading level, providing tailored support, and using a variety of learning methods to address different learning styles. Teachers should create an inclusive classroom environment that values linguistic and cultural diversity. This can be achieved by encouraging students to share their cultural experiences and perspectives, promoting a sense of belonging and respect for all students. Future research could explore the impact of culturally diverse reading materials on student engagement and motivation to help understand how these elements influence learning outcomes.

The broader significance of this study to the field of English language education lies in its contribution to understanding the complex interactions between language, culture, and education. These findings highlight the importance of integrating cultural elements into reading materials to enhance language learning and promote inclusivity. By addressing the linguistic and cultural dimensions of education, this study provides information on ongoing efforts to create equitable language learning environments that value and celebrate diversity. Ultimately, the insights gained from this study can guide educators and policymakers in fostering more culturally responsive and effective English language education systems.

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