

A THESIS

**A COMPARISON OF TASK DESIGN AND LANGUAGE COMPLEXITY
BETWEEN INDONESIAN AND INTERNATIONAL EFL TEXTBOOKS**



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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2026 M / 1448 H

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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English Education Program

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ABSTRACT

Sulfitriani Dwi Anugrah. A Comparison of Task Design And Language Complexity Between Indonesian And International Efl Textbooks. (Supervised by Dr. Magdahalena, M.Hum).

This study investigates task design, communicative demand, cognitive demand, and language complexity in three English textbooks: Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X, Cambridge English Empower B1, and Oxford Discover Future 2. Using a mixed-methods approach, the research combines qualitative content analysis and quantitative descriptive analysis grounded in Task-Based Language Teaching, the Revised Bloom's Taxonomy, and CEFR descriptors. The analysis focuses on task types, skill focus, communicative orientation, curriculum alignment, and lexical, syntactic, and discourse complexity.

The findings show clear differences among the textbooks. Oxford Discover Future 2 demonstrates the strongest support for communicative, inquiry-based, and higher-order learning. Cambridge English Empower B1 provides well-scaffolded tasks emphasizing fluency and accuracy but offers limited higher-order thinking opportunities. Work in Progress aligns conceptually with *Kurikulum Merdeka* yet includes fewer problem-solving and open-ended tasks. Overall, the study highlights areas for improving Indonesian English textbooks to better support communicative competence and higher-order thinking.

Keywords: *textbook analysis, task design, communicative competence, cognitive demand, Kurikulum Merdeka, CEFR*

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CHAPTER I

INTRODUCTION

A. Background

English has long held a crucial position in Indonesian education, serving as a vital foundation for preparing students to succeed academically and participate in g

lobal communication. As a foreign language, English provides access to international knowledge, enhances students' competitiveness in higher education, and opens pathways to better employment opportunities. Within this broader educational landscape, textbooks play an essential role in supporting English learning. They are not merely classroom tools but reflections of curriculum goals, sources of structured language input, and mediators of the interactions that shape students' learning experiences. As Tomlinson explains, the quality and design of a textbook profoundly influence learners' engagement, motivation, and overall language acquisition¹.

A well-designed English textbook offers clear guidance for both teachers and students. It provides organized exposure to language structures, integrates varied communicative tasks, and presents meaningful contexts that support the development of listening, speaking, reading, and writing skills. Beyond linguistic aspects, textbooks also contribute to developing learners' critical thinking, creativity, and character, aligning with Indonesia's broader educational goals.

¹ Brian Tomlinson, "Principles and Practices of Language Teaching Materials Development," in *The Bloomsbury Handbook of Language Teaching* Bloomsbury, 2021.

Through carefully sequenced activities and purposeful tasks, textbooks serve as a bridge between curriculum expectations and classroom practice.

In 2022, the introduction of Kurikulum Merdeka marked a significant shift in Indonesia's educational direction. This curriculum framework emphasizes student-centered learning, character formation, and higher-order thinking skills, aiming to foster autonomy, creativity, and relevance in classroom practices. To support its implementation, the Ministry of Education and Culture published *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X*, which is now widely used in senior high schools². The textbook is designed to promote communicative competence, critical thinking, and collaborative learning through contextualized activities and project-based tasks, reflecting the curriculum's vision of more meaningful and active learning.

Despite these promising developments, gaps remain between the aspirations of Kurikulum Merdeka and the realities found in classroom materials. Teachers often report inconsistencies in task difficulty, limited scaffolding, and activities that do not fully support communicative or higher-order skills. Setyono and Widodo note that some Indonesian textbooks include tasks that appear communicative on the surface but still rely heavily on mechanical or form-focused practice³. Similarly, Prastyo and colleagues note that the linguistic input in specific national textbooks does not always align with students' cognitive levels,

² Ministry of Education and Culture, *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X*, Jakarta: Ministry of Education and Culture, Republic of Indonesia, 2022.

³ Bambang Setyono and Handoyo Puji Widodo, "The Representation of Communicative Tasks in Indonesian EFL Textbooks," *Indonesian Journal of Applied Linguistics*, 2021.

leading to tasks that may be either too simple to promote growth or too demanding for learners to engage with effectively⁴.

Kurikulum Merdeka's emphasis on higher-order thinking and student-centered learning has brought renewed attention to how well textbook tasks align with curriculum expectations. Concerns about task alignment extend beyond issues of difficulty levels. In many classrooms, activities that are intended to foster critical thinking still resemble traditional comprehension questions, offering only limited opportunities for deeper cognitive engagement. Hapsari and Sari observe that although project-based and problem-solving tasks are increasingly included in Indonesian English textbooks, their linguistic and cognitive demands are not always well matched to learners' proficiency levels⁵. This mismatch restricts learners' development of communicative competence and higher-order thinking, raising important questions about how effectively the principles of Kurikulum Merdeka are being translated into actual textbook practice.

These issues point to a central problem, it is not yet clear how effectively Indonesian *Kurikulum Merdeka* English textbooks support the curriculum's vision through their task designs and linguistic features. Important questions remain about whether these materials genuinely encourage meaningful communication, whether the language input is appropriate for learners' abilities, and how they compare with international EFL textbooks widely regarded as models of balanced, communicative, and well-sequenced pedagogy.

⁴ H Prastyo and A Surya, "Grade-Level Appropriateness of Vocabulary in Indonesian EFL Textbooks," *Indonesian Journal of EFL and Linguistics*, 2021

⁵ Dina Hapsari and Maya Sari, "Higher Order Thinking Skills (Hots) Dalam Materi Dan Soal Pada Buku Pelajaran Bahasa Indonesia Sma Terbitan Kemendikbud RI," *Journal of English Education*, n.d. 2020

This research is chosen for several significant reasons. Textbooks remain the primary learning resource in Indonesian schools, and their quality directly influences teaching effectiveness and student success⁶. The shift to *Kurikulum Merdeka* introduces new expectations for task-based, communicative, and higher-order learning⁷. Yet, evidence on the extent to which current textbooks embody these principles is still limited⁸. Additionally, examining Indonesian materials alongside internationally recognized textbooks offers valuable insight into strengths and areas needing improvement. Such comparison can inform teachers, curriculum designers, and publishers in producing materials that better support learners' linguistic, cognitive, and communicative development.

B. Research Question

Based on the background previously covered, the researcher formulates the research question as follows:

1. How are the learning tasks in each textbook designed in terms of task type, pedagogical purpose, and their alignment with communicative and higher-order thinking skills?
2. How do the communicative demands required by the learning tasks differ between the Indonesian textbook and the international textbook?
3. How do the cognitive demands embedded in the learning tasks differ between the Indonesian textbook and the international textbook?

⁶ S Arifin and A N Rosyidah, "Teacher Reliance on Textbooks in Indonesian EFL Classrooms," *RETAIN (Research Journal of English Language Teaching and Learning)*, 2021

⁷ A Fauzan and I Ariana, "Evaluating the Implementation of Kurikulum Merdeka in EFL Classroom Practices," *Jurnal Ilmiah Batanghari Jambi* 24, no. 1, 2024.

⁸ Fitri Sidik, "An Analysis of Communicative Competence in Indonesian EFL Textbooks," *Indonesian Journal of Applied Linguistics*, 2018.

4. What levels of linguistic complexity (lexical, syntactic, and discourse features) are presented in each textbook?

C. Objective of the Research

Referring the above research question, the objectives of the research are formulated as follows:

1. To find out the design of learning tasks in each textbook in terms of their type, purpose, and alignment with communicative competence and higher-order thinking skills.
2. To find out the differences in the communicative and cognitive demands of tasks between the Indonesian textbook Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X and the international textbooks Cambridge English Empower B1 and Oxford Discover Future 2.
3. To know the cognitive demands embedded in the learning tasks between the Indonesian textbook and the international textbooks.
4. To find out the levels of linguistic complexity, lexical, syntactic, and discourse features presented in each of the textbooks.

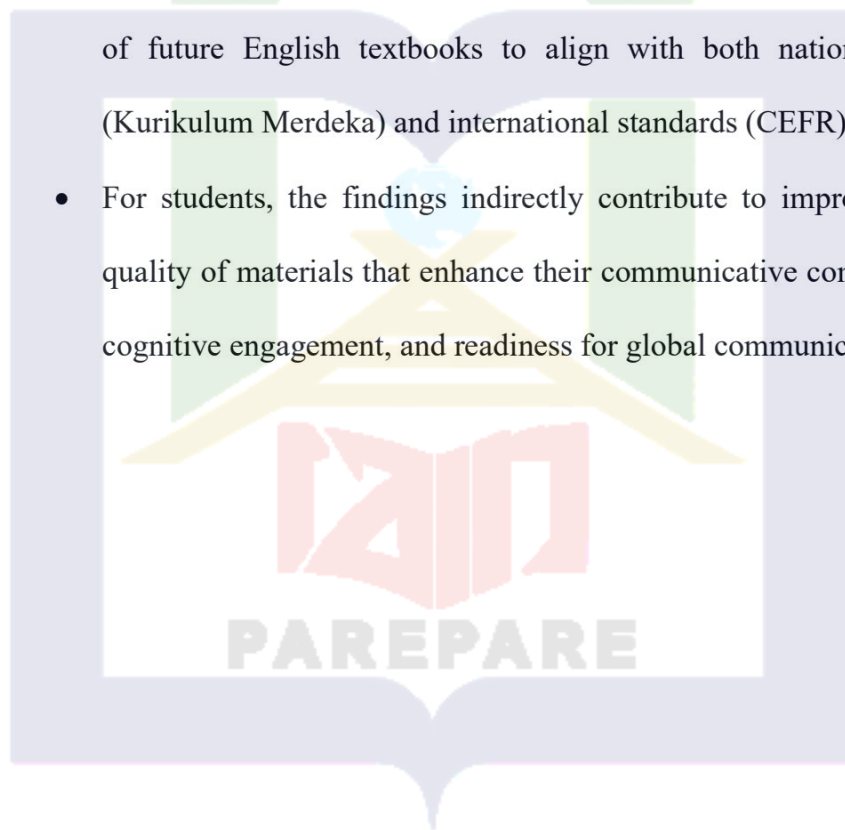
D. Significance of the Research

The result of this study is expected to be able to provide the following benefits:

1. Enriches the literature on English textbook analysis by offering insights into task design and language complexity in both Indonesian and international EFL textbooks.

2. Practically, this study will benefit several stakeholders in English education:

- For teachers, the results may help them select and adapt textbook tasks that better support communicative competence and higher-order thinking skills.
- For textbook writers and curriculum developers, the analysis may serve as a reference for improving the design and linguistic content of future English textbooks to align with both national goals (Kurikulum Merdeka) and international standards (CEFR).
- For students, the findings indirectly contribute to improving the quality of materials that enhance their communicative competence, cognitive engagement, and readiness for global communication.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Textbooks continue to be among the most influential components of English as a Foreign Language (EFL) instruction in Indonesia, shaping both the content taught by teachers and the language students are exposed to. Many scholars emphasize that textbooks act not only as curriculum carriers but also as "de facto syllabuses" for teachers, as noted by Tomlinson, who argues that materials often determine what happens in the classroom more than the curriculum itself⁹. Because of this centrality, textbook evaluation has become a significant area of inquiry in Indonesian EFL research, with studies focusing on communicative competence, task design, higher-order thinking skills, and linguistic complexity.

A considerable number of studies highlight persistent limitations in how communicative competence is realized in Indonesian textbooks. Sidik argues that "textbooks tend to prioritize grammatical competence at the expense of interactional and strategic competence," indicating an imbalance between form-focused and meaning-focused instruction¹⁰. Supporting this, Putri observes that many textbooks contain "surface-level communicative tasks that still function as disguised drills," revealing a gap between textbook claims and actual communicative opportunities. More recent studies echo this pattern. Rahardjo and

⁹ Brian Tomlinson and Hitomi Masuhara, *Materials Development in Language Teaching*, Cambridge: Cambridge University Press, 2018.

¹⁰ Fitri Sidik, "An Analysis of Communicative Competence in Indonesian EFL Textbooks," *Indonesian Journal of Applied Linguistics*, 2018.

Septiana found that speaking activities in several high school textbooks remained "highly scripted, reducing opportunities for spontaneous communication."¹¹ Likewise, Kurniawan noted that textbooks often "present dialogues that students simply repeat, rather than tasks that require negotiation of meaning."¹² These findings suggest that despite curriculum reforms, Indonesian textbooks still struggle to embody the principles of communicative language teaching.

Task design, especially tasks aimed at developing higher-order thinking has also received significant attention. Rachmawati's study on writing tasks revealed that "lower-order thinking skills dominate," with most tasks requiring only recall or simple comprehension¹³. Dinda et.al similarly argue that many project-based activities lack "cognitive depth and clear scaffolding," making it difficult for students to engage in analysis, evaluation, or creativity¹⁴. Recent research strengthens these concerns. Darmawan observed that reading tasks "rarely move beyond literal comprehension," limiting students' ability to interpret or critique texts¹⁵.

Meanwhile, Aulia and Fauzan reported that although problem-based tasks appear in several textbooks, their "procedures are often formulaic and fail to

¹¹ Budi Rahardjo and Winda Septiana, "Evaluating Speaking Tasks in Indonesian Senior High School Textbooks," *Journal of Language Teaching Research*, 2021.

¹² Andi Kurniawan, "Scripted Communication in EFL Textbooks: A Classroom Reality Check," *TEFLIN Journal*, 2022.

¹³ Siti Rachmawati, "Higher-Order Thinking Skills in Indonesian EFL Textbooks," *Journal of English for Academic Literacy*, 2022.

¹⁴ Dinda Bunga Shabrina, Yazid Basthomi, and Evynurul Laily Zen, "Exploring Higher Order and Lower Order Thinking Skills in Indonesian Junior High School ELT Textbooks," *Journal of Language and Education*, 2025.

¹⁵ Hadi Darmawan, "Reading Comprehension Tasks and Cognitive Levels in Indonesian Textbooks," *Journal of Language and Literacy Studies*, 2021.

encourage divergent thinking."¹⁶ International findings reinforce the value of well-sequenced tasks. In their study, Gilabert and Barón argue that tasks with calibrated cognitive and communicative demands "promote both fluency and accuracy," demonstrating the importance of complexity progression¹⁷. Together, these findings underscore the need for improved task quality, especially in alignment with Kurikulum Merdeka's emphasis on higher-order thinking.

Linguistic complexity encompassing lexical, syntactic, and discourse features is another central theme in Indonesian textbook evaluation. Rahmawati highlights that "lexical and syntactic complexity are essential predictors of text difficulty," noting substantial variations across textbooks. Nuraini reports that inconsistencies in lexical density and grammatical intricacy indicate "a lack of standardization in the progression of language input," which may impede learners' reading development¹⁸. More recent studies support these observations. Fadhilah found that reading passages in several textbooks "exceeded the expected linguistic load for high school learners," creating comprehension challenges. Suharto and Anggraini (2023) reported that vocabulary progression was "not systematically aligned with CEFR levels," resulting in abrupt jumps in lexical difficulty¹⁹. Additionally, Wahyuni's discourse-level analysis revealed that cohesion markers were "unevenly distributed," which affected students' ability to process longer and

¹⁶ Rahmi Aulia and Ahmad Fauzan, "Cognitive Depth in EFL Project-Based Tasks," *Indonesian Journal of Curriculum Studies*, 2022.

¹⁷ Rogelio Gilabert and Juana Barón, "Cognitive and Linguistic Task Demands in Second Language Learning," *Language Teaching Research*, 2018.

¹⁸ Siti Nuraini, "Lexical Density and Grammatical Intricacy in Indonesian EFL Textbooks," *Indonesian Journal of Language Education*, 2021.

¹⁹ Imam Suharto and Tika Anggraini, "Vocabulary Progression and CEFR Alignment in Indonesian Textbooks," *Journal of English Language Teaching and Linguistics*, 2023.

more complex texts²⁰. International studies, such as those by Crossley and colleagues, confirm that textbooks that offer "gradual increases in syntactic and lexical sophistication" improve comprehension and language development, underscoring the pedagogical need for linguistic scaffolding²¹.

Despite these contributions, most Indonesian studies focus on evaluating single textbooks or locally produced materials, and very few have compared Indonesian textbooks with international models. This represents a significant gap because international textbooks such as Cambridge English Empower and Oxford Discover Future are widely recognized for their use of CEFR sequencing, integrated skills, and communicative pedagogy. Scholars such as Richards have noted that international textbooks "systematically align tasks, language input, and communicative goals," offering a more evident developmental progression than many national textbooks²². Therefore, comparing the Indonesian textbook *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* with internationally benchmarked materials offers a valuable opportunity to identify strengths, weaknesses, and areas requiring improvement. Previous research clearly indicates the importance of such comparative analysis, particularly in light of Kurikulum Merdeka, which demands materials that support learner-centered, communicative, and cognitively rich instruction.

²⁰ Rika Wahyuni, "Cohesion and Coherence in Indonesian EFL Textbook Reading Passages," *Studies in English Language and Education*, 2022.

²¹ Scott Crossley, Kristopher Kyle, and Danielle McNamara, "Linguistic Complexity and L2 Reading Development," *Applied Linguistics*, 2019.

²² Jack C Richards, "Teaching English through English: Proficiency, Pedagogy and Performance," *The RELC* 48, 2017.

This body of research underscores the need to critically examine not only the pedagogical design but also the linguistic features of English textbooks used in Indonesian senior high schools. The present study addresses this gap by analyzing task design and linguistic complexity across one Indonesian and two international textbooks. Through this comparative investigation, the research aims to provide insights that can guide future textbook development, ensuring alignment with both national curriculum goals and international standards.

B. Some Pertinent Ideas

1. Textbooks

Textbooks continue to serve as foundational resources in EFL instruction by providing structured input, organizing curriculum goals, and guiding student-teacher interactions. Mukundan and Nimehchisalem describe textbooks as acting as a syllabus, a source of language, and a task framework, making their design critical for effective learning. Tomlinson similarly argues that materials should offer meaningful, engaging content, rather than simply focusing on isolated grammar tasks.

From a curriculum-aligned and ethical perspective, textbooks in Indonesia, especially under Kurikulum Merdeka, should support not only language acquisition but also character formation and intellectual growth.

Recent studies also emphasize the potential of textbooks to stimulate active learning. A 2024 study by Huda et al. reveals that Indonesian textbooks can significantly influence students' engagement in class

activities, suggesting that well-designed textbook tasks can boost student interaction and motivation²³.

2. Characteristics of an Effective EFL Textbook

To evaluate how well the selected textbooks meet pedagogical and curricular expectations, this study also draws on recent criteria for high-quality EFL textbooks proposed in textbook evaluation research. The following table summarizes the key dimensions used in this analysis, highlighting characteristics that indicate strong alignment with Kurikulum Merdeka and international EFL standards:

Table 2. 1 Characteristics of a High-Quality EFL Textbook

Dimension	Characteristics of a High-Quality EFL Textbook
Curriculum Alignment	Content adheres to learning objectives; integrates HOTS, character values, and competencies of Kurikulum Merdeka.
Organization & Structure	Logical sequencing of units, accessible layout, clear learning objectives, scaffolding from easy to complex.
Language Input	Appropriate vocabulary, grammar, discourse features; gradual increase in difficulty; CEFR-informed leveling.
Skills Integration	Balanced treatment of four skills; opportunities for

²³ M Huda, L Nurhayati, and T Fitria, "Textbook Engagement and Student Motivation in Indonesian EFL Classrooms," *Indonesian Journal of Applied Linguistics*, 2024.

	integrated-skill tasks (e.g., reading–speaking, writing–listening).
Task Quality	Meaningful, communicative, contextualized; includes inquiry, problem-solving, and collaborative components.
Cultural Content	Incorporates local Indonesian culture and global perspectives; avoids stereotypes and bias.
Learner Engagement	Interesting topics, relatable examples, creativity-based projects, multimodal materials.
Teacher Support	Clear teacher instructions, answer keys, examples, guidelines for differentiation.
Assessment	Includes formative and summative assessments, performance tasks, rubrics, self-assessment tools.
Adaptability	Flexible enough for different classrooms, learning styles, and technological conditions.

3. Task Design in EFL Textbooks

Task design refers to how learning activities are structured to achieve both linguistic and cognitive goals. Nunan describes a pedagogical task as an activity that engages learners in using language to achieve a communicative outcome, emphasizing meaning over form. Effective task design promotes authentic communication, problem-solving, and learner

autonomy²⁴. Jan and Dave further suggest that the sequencing of tasks from simple to complex helps develop fluency, accuracy, and confidence in language use²⁵.

In recent years, research on EFL materials has underscored the importance of including higher-order thinking skills (HOTS) in task design. Rachmawati found that Indonesian English textbooks still tend to favor lower-order thinking activities, such as recall and comprehension, over analytical or creative tasks. Similarly, Fatmawati and Yusuf reported that while many tasks are communicative in form, they rarely encourage critical reflection or independent inquiry²⁶. In contrast, international textbooks such as *Cambridge English Empower* and *Oxford Discover* integrate communicative and inquiry-based tasks that align with global standards, such as the Common European Framework of Reference for Languages²⁷. This highlights the importance of evaluating how Indonesian textbook tasks promote both communication and cognitive engagement in line with the *Kurikulum Merdeka*.

The evaluation of task design in this study draws on Task-Based Language Teaching (TBLT) principles from Willis & Willis, supported by

²⁴ David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, New York: Routledge, 2015

²⁵ Jane Willis and Dave Willis, *Doing Task-Based Teaching*, Oxford: Oxford University Press, 2019.

²⁶ Dinda Bunga Shabrina, Yazid Basthomi, and Evynurul Laily Zen, "Exploring Higher Order and Lower Order Thinking Skills in Indonesian Junior High School ELT Textbooks," *Journal of Language and Education*, 2021.

²⁷ Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*, Strasbourg: Council of Europe Publishing, 2020.

recent research on communicative task quality (2019)²⁸. The following aspects and indicators are used to assess whether textbook tasks align with Kurikulum Merdeka and international EFL standards:

Table 2. 2 Indicators of High-Quality Tasks

Aspect	Indicators
Communicative Purpose	Real-life objectives, meaningful outcomes
Cognitive Demand	Analysis, evaluation, creativity (HOTS)
Task Type Variety	Projects, role-plays, problem-solving
Authenticity	Real-world texts, daily life contexts
Interaction	Pair/group work, negotiation of meaning
Scaffolding	Examples, prompts, modeling, visuals
Reflection	Self-assessment and metacognitive stages

4. Language Complexity in EFL Textbooks

Language complexity refers to the degree of linguistic sophistication in the input provided by a textbook, including lexical richness, syntactic variation, and discourse organization. Crossley, Kyle, and McNamara assert that linguistic complexity is a core indicator of second language proficiency development, as it reflects learners' ability to process and produce more advanced structures²⁹. Accordingly, EFL materials should

²⁸ Jane Willis and Dave Willis, *Doing Task-Based Teaching*, Oxford: Oxford University Press, 2019.

²⁹ Scott A Crossley, Kristopher Kyle, and Danielle S McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing," *Journal of Second Language Writing*, 2019.

provide input that gradually increases in complexity to match learners' developmental stages.

In the Indonesian context, Rahmawati found that English textbooks often present inconsistent levels of lexical and syntactic complexity, which can affect students' comprehension and performance³⁰. Nuraini similarly reported that variations in lexical density and grammatical intricacy across different Indonesian textbooks lead to uneven linguistic exposure³¹. These findings suggest that while local materials may provide adequate thematic content, they sometimes fail to ensure a systematic linguistic progression. On the other hand, international textbooks such as *Cambridge English Empower B1* are explicitly graded according to CEFR levels, offering a consistent increase in language complexity and communicative load.

The analysis of language complexity in this study follows the framework of Crossley, Kyle, and McNamara, who identify lexical, syntactic, and discourse features as essential indicators of text difficulty and linguistic development in EFL materials³². The dimensions applied in this research, along with their relevance to English learning, are summarized as follows:

³⁰ Intan Rahmawati, "Lexical and Syntactic Complexity in Senior High School English Textbooks", Universitas Negeri Jakarta, 2020

³¹ Risa Nuraini, "Lexical Density and Grammatical Intricacy in Indonesian EFL Textbooks", Universitas Pendidikan Indonesia, 2021.

³² Scott A Crossley, Kristopher Kyle, and Danielle S McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing," *Journal of Second Language Writing*, 2019.

Table 2. 3 The Relevance of Language Complexity in English Learning

Dimension	Examples / Measures	Relevance to EFL Learning
Lexical Complexity	Lexical sophistication, AWL/CEFR vocabulary, frequency bands	Supports vocabulary acquisition and comprehension
Syntactic Complexity	Subordination, passive structures, complex noun phrases	Develops writing fluency and reading comprehension
Discourse Features	Topic sentences, transitions, text cohesion	Aids academic writing and extended speaking
Progression	Gradual increase across units	Ensures consistent learner development
Task-Language Match	Task difficulty matches language input	Prevents cognitive overload

5. The Kurikulum Merdeka

Kurikulum Merdeka is a competency-based curriculum introduced by the Indonesian Ministry of Education in 2022 as part of the Merdeka Belajar reform initiative. It emphasizes flexibility, learner autonomy, and differentiated instruction, aiming to provide students with meaningful learning experiences that foster essential twenty-first-century competencies. According to the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Kurikulum Merdeka is designed to reduce content overload, promote more profound understanding, and encourage creative, collaborative, and critical thinking through project-

based learning and formative assessment³³. More recent studies note that this curriculum represents a significant departure from previous models, prioritizing higher-order thinking, character development, and authentic communication as core learning outcomes³⁴.

Within this framework, English language teaching is expected to shift toward communicative and inquiry-based pedagogies that engage learners in meaningful language use. The textbook *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* was developed to align with these goals by incorporating contextualized tasks, thematic projects, and activities intended to support communicative competence and critical thinking. The textbook reflects the curriculum's emphasis on student-centered learning, multimodal input, and the integration of knowledge, skills, and character values. However, despite these aspirations, several researchers argue that the practical implementation of communicative competence in Indonesian textbooks continues to face challenges. Sidik observes that many Indonesian English textbooks still place disproportionate emphasis on linguistic knowledge, such as grammar exercises and controlled vocabulary tasks, while offering limited opportunities for authentic interaction or spontaneous communication. Similar concerns have been raised in recent evaluations, which suggest that the communicative

³³ Kemendikbudristek, "Kurikulum Merdeka: Pedoman Implementasi", Ministry of Education, Culture, Research, and Technology, 2022.

³⁴ S Rahmawati and A Hidayat, "The Implementation of Kurikulum Merdeka in Indonesian Schools: Opportunities and Challenges," *Indonesian Journal of Curriculum Studies*, 2023.

elements in some Kurikulum Merdeka materials are not consistently aligned with curriculum expectations³⁵.

To address these issues, this study compares Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X with two internationally recognized English textbooks, Cambridge English Empower B1 and Oxford Discover Future 2, which are widely known for their systematic task sequencing, CEFR alignment, and emphasis on communicative competence. By analyzing task design and linguistic complexity across these three textbooks, this research aims to determine how far the Indonesian textbook aligns with global standards in promoting communication, critical thinking, and language development. Through this comparison, the study seeks to provide insights that can inform the future development of English learning materials under the Kurikulum Merdeka.

³⁵ R Yuliani and P Ardi, "Evaluating Communicative Tasks in Indonesian ELT Textbooks under Kurikulum Merdeka," *Studies in English Language Education*, 2022.

C. Conceptual Framework

The conceptual framework of this research is designed as follow:

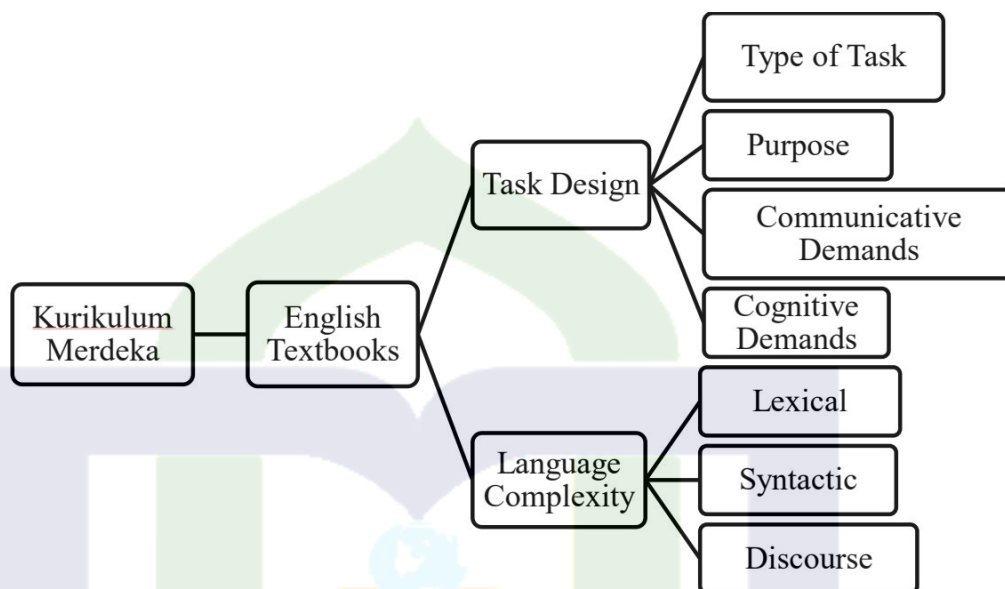


Figure 2. 1 Conceptual Framework

This study is grounded in theories of task-based language teaching (TBLT) and linguistic complexity. According to Nunan, a well-designed task should involve learners in using language to achieve communicative purposes³⁶, while Willis and Willis (2019) emphasize sequencing tasks from simple to complex to support language development³⁷. In addition, Crossley, Kyle, and McNamara (2019) explain that linguistic complexity covering lexical, syntactic, and discourse levels reflects both input quality and learners' progress in language acquisition³⁸.

³⁶ David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, New York: Routledge, 2015

³⁷ Jane Willis and Dave Willis, *Doing Task-Based Teaching*, Oxford: Oxford University Press, 2019

³⁸ Crossley, Kyle, and McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing." 2019.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a mixed-methods research design, integrating qualitative content analysis with quantitative descriptive linguistic analysis. Mixed-methods research is widely used in language education because it allows researchers to explore phenomena in depth while also supporting findings with measurable evidence. According to Creswell (2018), combining qualitative and quantitative approaches provides a more comprehensive understanding of educational materials by allowing researchers to examine both the *nature* and the *numerical characteristics* of the data³⁹. In the context of textbook evaluation, this integration is essential because textbooks encompass both qualitative features (task design, pedagogy, communicativeness) and quantitative linguistic features (lexical, syntactic, and discourse complexity).

The qualitative component of this research uses qualitative content analysis, which focuses on interpreting written material, identifying themes, and categorizing patterns found in the textbooks. Ary, Jacobs, and Sorensen (2018) state that qualitative content analysis is one of the most appropriate methods for examining instructional materials because it systematically investigates both explicit content (task instructions, examples) and implicit elements (cognitive expectations,

³⁹ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles: SAGE Publications, 2018.

communicative goals)⁴⁰. Through this approach, the study analyzes task design, task type, communicative orientation, mental demand, and alignment with Task-Based Language Teaching (TBLT) principles, CEFR descriptors, and the curriculum expectations of *Kurikulum Merdeka*.

Meanwhile, the quantitative component applies descriptive linguistic analysis to examine the linguistic complexity of the selected textbooks. This involves calculating metrics such as type-token ratio (TTR), lexical density, mean length of T-unit (MLTU), clause density, subordination and coordination indices, and cohesion features. These metrics are recognized in second-language research as reliable indicators of text difficulty and learners' linguistic progression. Crossley, Kyle, and McNamara (2019) emphasize that quantitative linguistic indices are essential for measuring the complexity of language input provided to learners, and they serve as strong predictors of Reading comprehension, written performance, and language development⁴¹.

In addition to methodological justification, this research design aligns with the linguistic and educational approach recommended by the Faculty of Tarbiyah. The Faculty guidelines state that research in English Education must be grounded in academic theory, linguistic analysis, and curriculum studies. Therefore, this study adopts a linguistic-educational perspective by evaluating textbooks based on (1) linguistic complexity, (2) communicative and cognitive task design, and (3)

⁴⁰ Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education*, Boston: Cengage Learning, 2018.

⁴¹ Scott A Crossley, Kristopher Kyle, and Danielle S McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing," *Journal of Second Language Writing*, 2019

curriculum alignment with Kurikulum Merdeka, which emphasizes communicative competence, character formation, and higher-order thinking skills.

The rationale for choosing a mixed-methods design is threefold. First, qualitative content analysis alone cannot evaluate linguistic complexity, because complexity indices require mathematical calculation and statistical description. Second, quantitative linguistic analysis alone cannot explain pedagogical features, communicative purpose, or cognitive expectations embedded in tasks. Third, combining both approaches produces a richer, more accurate evaluation, enabling a deeper understanding of how textbooks support learner development. Mixed-methods research produces “meta-inferences,” or conclusions that are stronger because they integrate multiple forms of evidence.

Therefore, the mixed-methods design is the most suitable and academically robust approach for analyzing both task design and language complexity in English textbooks, ensuring that the findings reflect linguistic accuracy, pedagogical relevance, and curriculum alignment.

B. Location and Duration of the Research

This study is conducted through document-based analysis, as the primary data are English language textbooks. Therefore, the “location” refers to the place where the researcher accesses and analyzes the documents, namely the English Education Study Program, Faculty of Tarbiyah, where the researcher systematically reviewed digital and printed copies of the textbooks.

The study was conducted between early and late December 2025 and involved several sequential stages: (1) selecting the textbooks, (2) designing the coding

instruments, (3) performing qualitative content analysis, (4) carrying out quantitative linguistic measurements, and (5) interpreting and reporting the results. This timeframe allowed for a thorough analysis of task design, communicative characteristics, cognitive demands, and linguistic complexity across the three textbooks examined.

C. Research Focus

The focus of this study is limited to analyzing task design and language complexity in three English textbooks used at the upper secondary level. The research does not evaluate teaching implementation, classroom practice, teacher perspectives, or student performance.

The specific focus includes:

1. Task Design

- Types of tasks, pedagogical purposes, communicative features, cognitive levels, and curriculum alignment.
- Based on TBLT principles from Nunan (2015)⁴².

2. Communicative Demand

- Information gap, reasoning gap, opinion gap, interaction requirements, meaning negotiation, real-world use, and output type.
- Based on communicative task classification⁴³.

3. Cognitive Demand

- Classification using Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)⁴⁴.

⁴² David Nunan, *Teaching English to Speakers of Other Languages*, Routledge, 2015.

⁴³ Gilabert and Barón, "Cognitive and Linguistic Task Demands in Second Language Learning."

4. Language Complexity

- Lexical, syntactic, and discourse complexity following the computational linguistic framework of Crossley, Kyle, & McNamara (2019)⁴⁵.

D. Types and Sources of Data

This study uses qualitative data and quantitative linguistic data derived from the selected textbooks. The data types are:

1. Primary Data

Primary data consist of the learning tasks, instructional texts, reading passages, and language input found in:

- 1) *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X*
 - Ministry of Education, Culture, Research, and Technology (2022)
- 2) *Cambridge English Empower B1*
 - Cambridge University Press (2015)
- 3) *Oxford Discover Future 2*
 - Oxford University Press (2014)

These books are selected because all three aim to achieve CEFR B1-level competencies, consistent with the *Panduan Mata Pelajaran Bahasa Inggris Fase B–F dan Fase F Tingkat Lanjut* published by the Ministry of Education (2025) stated Indonesian senior high school English materials must align with CEFR B1 expectations particularly in communicative

⁴⁴ Lorin W Anderson and David R Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy* New York: Longman, 2001.

⁴⁵ Crossley, Kyle, and McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing." 2019.

interaction and coherent message delivery⁴⁶. Therefore, to evaluate whether the national textbook reflects these standards, it is essential to compare it with established international materials that explicitly target the CEFR B1 level.

2. Secondary Data

Secondary data include:

- Previous studies on textbook evaluation
- TBLT literature
- CEFR documents
- Curriculum guidelines
- Journal articles on linguistic complexity

E. Data Collection and Processing Techniques

The data were collected and processed through the following systematic procedures:

1. Textbook Identification

The researcher obtained authorized copies (digital/printed) of the three textbooks. The selection of two international textbooks (Cambridge English Empower B1 and Oxford Discover Future 2) and one Indonesian textbook (Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X) is intentionally designed to ensure a balanced and meaningful comparison. The Indonesian textbook represents the implementation of Kurikulum Merdeka in national English education, while the two international textbooks serve as benchmark

⁴⁶ Culture Ministry of Education Research and Technology, *Panduan Mata Pelajaran Bahasa Inggris Fase E–F Dan Fase F Tingkat Lanjut*, ed. Toni (Pengarah) Toharudin (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2025).

materials widely recognized for their strong communicative focus, CEFR alignment, and structured task design.

Using two international textbooks allows the researcher to verify whether the characteristics observed in international materials are consistent and not limited to a single publisher or methodological perspective. This avoids one-to-one bias, strengthens the validity of the comparison, and provides a wider reference range for best practices in task design and linguistic complexity. At the same time, including one Indonesian textbook keeps the research focused on national curriculum implementation and ensures relevance to the actual learning context of Indonesian high school students.

2. Determining Units of Analysis

Units, lessons, tasks, and reading passages were identified and labeled using coding such as:

- 1) WIP-U-T (Work in Progress, Unit, Task)
- 2) CMB-U-T (Cambridge Empower, Unit, Task)
- 3) ODF-U-T (Oxford Discover Future, Unit 3, Task 4)

3. Coding and Classification

All tasks were coded using the Task Design Coding Sheet, Communicative Demand Sheet, Cognitive Demand Sheet, and Language Complexity Sheets (Lexical, Syntactic, Discourse).

1) Task Design Analysis

This sheet was based on the frameworks of Nunan and included indicators such as:

- a) Task type (input-based, practice, meaning-focused, production, problem-solving)
- b) Purpose and skill focus
- c) Degree of communicativeness
- d) Alignment with curriculum goals ⁴⁷

Table 3. 1 Coding Sheet for Task Design

Textbook	Task Type	Purpose /Skill Focus	Communicative Orientation	Curriculum Alignment	Notes
WIP	Input-based / Practice / Meaning- focused / Production	L/S/R/W	Low / Medium / High	Yes / Partial / No	
ODF	Input-based / Practice / Meaning- focused / Production	L/S/R/W	Low / Medium / High	Yes / Partial / No	
CMB	Input-based	L/S/R/W	Low / Medium /	Yes / Partial /	

⁴⁷ David Nunan, Teaching English to Speakers of Other Languages: An Introduction, New York: Routledge, 2015.

	/ Practice / Meaning- focused / Production		High	No	
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The indicators for task design including task type, communicative features, skill focus, and curriculum alignment were drawn from the work of Nunan, who outline key characteristics of pedagogical tasks and communicative orientation⁴⁸. The categories for communicative demand (information gap, reasoning gap, opinion gap, interaction requirement, meaning negotiation, and real-world purpose) were adapted from Prabhu who models describe how tasks promote authentic communication⁴⁹.

This identifies which language skill(s) the task targets:

L = Listening

S = Speaking

R = Reading

W = Writing

If multiple skills are involved, multiple letters may be used:

Example: S/W = speaking + writing.

2) Communicative Demand Analysis

Communicative demand is measured using:

⁴⁸ David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, New York: Routledge, 2015

⁴⁹ N S Prabhu, "Second Language Pedagogy and Task-Based Teaching," *Language Teaching*, 1987.

- a) Reasoning gap: A reasoning gap requires learners to process information, infer, analyze, or deduce meaning before responding
- b) Opinion gap: An opinion gap occurs when tasks require learners to express personal ideas, preferences, feelings, or evaluations.
- c) Interaction requirements: This refers to the extent and type of interaction needed to complete a task.
- d) Meaning negotiation: Meaning negotiation happens when learners clarify misunderstandings, ask for repetition, paraphrase, or confirm meaning during communication. Tasks with high meaning negotiation push learners to modify their language, improve comprehensibility, and engage in genuine communication.
- e) Real-world purpose: This refers to whether the task mirrors authentic, real-life communication outside the classroom.
- f) Expected communicative output: Expected communicative output refers to the type of language learners are required to produce in a task. Closed output activities allow only limited or fixed responses, such as yes/no answers or filling in blanks. Open output tasks require extended, spontaneous language production, such as giving opinions, discussing, or solving problems. Because open-ended tasks demand more freedom and creativity in expression, they generally involve higher communicative demand.

Table 3. 2 Communicative Demand Coding Sheet

Code	Reasoning	Opinion	Interaction	Meaning Negotia	Real-World	Outcome	Level
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	Gap	Gap	Required	-tion	Use	Type	
WIP-U2-T3	Yes	Yes	Pair	Medium	Yes	Open	High
CMB-U1-T5	No	Yes	Group	Medium	Yes	Open	Medium
ODF-U3-T7	Yes	No	Pair	High	Yes	Open	High

The classification of task types and communicative features (information gap, reasoning gap, opinion gap, interaction, and real-world purpose) is based on TBLT principles outlined by Willis & Willis⁵⁰. Indicators of cognitive demand follow the Revised Bloom's Taxonomy by Anderson and Krathwohl, which distinguishes lower-, middle-, and higher-order thinking skills⁵¹.

L : Low

M : Medium

H : High

3) Cognitive Demand Analysis (HOTS)

Using Revised Bloom's Taxonomy, each task is coded into:

- a) Lower-order thinking: Remember, Understand
- b) Middle-order thinking: Apply, Analyze
- c) Higher-order thinking: Evaluate, Create

⁵⁰ Jane Willis and Dave Willis, *Doing Task-Based Teaching*, Oxford: Oxford University Press, 2019

⁵¹ Anderson and Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy*.2001.

The classification is based on verbs and operations specified in task instructions.

Table 3. 3 Cognitive Demand (HOTS) Coding Sheet

Code	Cognitive Level	Justification (Task Instruction)	Classification	Notes
ODF-T1	Analyze	“Compare... identify reasons...”	Middle	
CMB-T1	Analyze	“Compare... identify reasons...”	Middle	
WIP-T1	Analyze	“Compare... identify reasons...”	Middle	

The coding of cognitive levels in this study is based on the Revised Bloom’s Taxonomy developed by Anderson and Krathwohl, which categorizes thinking skills into lower-order (Remember, Understand), middle-order (Apply, Analyze), and higher-order (Evaluate, Create)⁵².

4) Language Complexity Analysis Sheet

This part was based on Crossley, Kyle, and McNamara included indicators of:

a) Lexical complexity

Lexical complexity analysis includes:

- Type–Token Ratio (TTR)

$$\text{TTR} = \frac{\text{Number of Different Words (Types)}}{\text{Total Number of Words (Tokens)}} \times 10$$

- Lexical Density

⁵² Anderson and Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy*.2001.

$$\text{Lexical Density} = \frac{\text{Lexical Words}}{\text{Total Words}} \times 100$$

- Advanced Vocabulary
- Difficult Words

b) Syntactic complexity

- Mean Length of T-Unit (MLTU)

$$\text{MLTU} = \frac{\text{Total Number of Words}}{\text{Total Number of T-units}}$$

- Clause Density

$$\text{Clause Density} = \frac{\text{Total Clauses}}{\text{Total Sentences}}$$

- Subordination Index

$$\text{Subordination Index} = \frac{\text{Subordinate Clauses}}{\text{Total Clauses}}$$

- Coordination Index

$$\text{Coordination Index} = \frac{\text{Coordinate Clauses}}{\text{Total Clauses}}$$

c) Discourse complexity

- Referential Cohesion,
- Conjunction Use,
- Lexical Chains,

- And Coherence Quality.⁵³

⁵³ Scott A Crossley, Kristopher Kyle, and Danielle S McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing," *Journal of Second Language Writing*, 2019

Table 3. 4 Lexical Complexity Coding Sheet

Code	Word Count	TTR	Lexical Density (%)	% Advanced Vocab	Difficult Words	Notes
WIP-U1-T						
ODF-U1-T						
CMB-U1-T						

The coding scheme for lexical complexity in this study is adapted from the linguistic complexity framework proposed by Crossley, Kyle, and McNamara, which identifies lexical richness as a core indicator of text difficulty in EFL materials⁵⁴.

Table 3. 5 Syntactic Complexity Coding Sheet

Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
CMP-U3-T						
ODF-U1-T						
WIP-U1-T						

The syntactic complexity coding in this study is adapted from the framework developed by Crossley, Kyle, and McNamara, who identify structural features such as sentence length and clause relationships as key indicators of text difficulty in EFL materials. MLTU measures the

⁵⁴ Scott A Crossley, Kristopher Kyle, and Danielle S McNamara, "The Development and Use of Lexical and Syntactic Complexity Indices in L2 Writing," *Journal of Second Language Writing*, 2019

average number of words per T-unit. A T-unit is an independent clause plus any subordinate clauses attached to it⁵⁵.

Higher MLTU → more syntactically complex sentences.

Lower MLTU → simpler, shorter sentences

Table 3. 6 Discourse Complexity Coding Sheet

Code	Referential Cohesion	Conjunctions Used	Lexical Chains	Coherence Quality	Notes
ODF-U1-T	High/Med/Low	and, because, however		Good/Fair/Poor	
CMB-U1-T	High/Med/Low	and, because, however		Good/Fair/Poor	
WIP-U1-T	High/Med/Low	and, because, however		Good/Fair/Poor	

The discourse complexity coding in this study follows the cohesion and coherence framework described by Crossley, Kyle, and McNamara, who emphasize that cohesive ties and organizational clarity are essential indicators of text readability and learner accessibility.

High cohesion → clear references, repeated keywords, easy to follow.

Low cohesion → unclear references, abrupt topic shifts, making comprehension harder.

F. Data Validity Test

To ensure the credibility and trustworthiness of the findings, this study adopts the updated qualitative validity framework derived from Creswell & Creswell (2018) and Nowell et al. (2017), who reaffirm and modernize Lincoln & Guba's

⁵⁵ Scott Crossley and Kristopher Kyle, "Measuring Linguistic Complexity in L2 Writing," *Journal of Second Language Writing*, 2018.

criteria for qualitative trustworthiness. The four criteria—credibility, transferability, dependability, and confirmability are applied as follows:

1. Credibility

Credibility refers to the accuracy of interpretations and the confidence in the truth of the data⁵⁶.

In this study, credibility is strengthened through:

- a) Data triangulation: using three textbooks from different publishers (Indonesian, Oxford, Cambridge).
- b) Theoretical triangulation: applying multiple frameworks TBLT, CEFR, and revised Bloom's Taxonomy
- c) Peer debriefing: continuous consultation with academic supervisors to validate coding and interpretations.
- d) These strategies help ensure that the findings genuinely represent textbook content rather than researcher assumptions.

2. Transferability

Transferability relates to the extent to which the findings may apply to other contexts⁵⁷.

This study ensures transferability by providing thick descriptions of:

- 1) Textbook background (publisher, level, CEFR target)
- 2) Coding procedures for tasks and linguistic features
- 3) Analytical frameworks used across textbooks

⁵⁶ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles: SAGE Publications, 2018.

⁵⁷ Lorelli S Nowell et al., "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1, 2017.

Such detailed contextualization allows readers to decide whether the results are applicable to other EFL textbook evaluations especially those aligned with Kurikulum Merdeka or CEFR.

3. Dependability

Dependability concerns the consistency and replicability of the research process⁵⁸.

This study maintains dependability through an audit trail, which includes:

- a) Documentation of coding decisions
- b) Step-by-step computational procedures (TTR, lexical density, MLTU, cohesion indices)
- c) Records of revisions and methodological adjustments

This transparent process ensures that another researcher could repeat the study using the same procedures and obtain comparable results.

4. Confirmability

Confirmability ensures that findings are shaped by the data, not by researcher bias⁵⁹. Bias is minimized through:

- a) Standardized coding sheets for task types, communicative demand, cognitive demand, and linguistic complexity
- b) Rule-based purposive sampling, ensuring that textbooks match the CEFR B1 level

⁵⁸ Andrew K Shenton, "Strategies for Ensuring Trustworthiness in Qualitative Research," *Education for Information* 22, 2020.

⁵⁹ Lorelli S Nowell et al., "Thematic Analysis: Striving to Meet the Trustworthiness Criteria," *International Journal of Qualitative Methods* 16, no. 1, 2017.

- c) Retention of all raw data, including excerpts, coding sheets, and lexical/syntactic calculations

G. Technique of Data Collection

The data were collected through several systematic procedures, as follows:

1. Selection of Textbooks

The researcher obtained physical or digital copies of the three target textbooks.

2. Identification of Units of Analysis

The researcher identified relevant sections such as units, lessons, or tasks containing communicative activities and language input.

3. Coding and Categorization

Each task and text was coded using the analysis checklist. Tasks were categorized according to their type, purpose, and level of cognitive demand, while linguistic features were analyzed for lexical, syntactic, and discourse complexity.

4. Documentation

The researcher recorded, tabulated, and documented the results systematically for analysis and comparison.

H. Technique of Data Analysis

The collected data were analyzed using qualitative content analysis combined with quantitative descriptive techniques where necessary. The

analysis followed the framework of Miles and Huberman, which includes the following stages⁶⁰:

1. Data Reduction

The researcher identified and selected relevant data related to task design and linguistic complexity, omitting unrelated content.

2. Data Display

The reduced data were organized into tables and matrices that present the classification of task types, communicative focus, and linguistic complexity indicators.

3. Data Interpretation

The researcher interpreted the patterns and relationships found in the data, highlighting similarities and differences among the three textbooks.

4. Conclusion Drawing and Verification

The findings were summarized to draw conclusions regarding how each textbook supports the development of communicative competence and higher-order thinking skills through task design and language complexity.

⁶⁰ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Thousand Oaks, CA: Sage Publications, 2014.

CHAPTER IV

FINDINGS & DISCUSSION

A. Findings

. The findings are organized based on the main analytical dimensions of the study, namely task design, communicative demand, cognitive demand, and linguistic complexity.

1. Task Design

The three textbooks differ dramatically in scope. CMB is the most extensive, comprising 799 tasks across 12 units, averaging approximately 67 tasks per unit. ODF contains 434 tasks across 10 units, averaging 43 tasks per unit. WIP is the smallest, with only 111 tasks across 6 units, averaging 19 tasks per unit. This scale difference suggests that CMB is designed for comprehensive, sustained instruction, while WIP may serve as a supplementary or intensive short-course resource.

Despite these size differences, all three frameworks maintain consistent unit structures, indicating systematic design principles. CMB's 12 units and ODF's 10 units suggest alignment with academic semesters or extended courses, whereas WIP's 6 units may correspond to a shorter instructional period or a thematic module.

a. Task Type

The following table presents the distribution of task types across the three analyzed English textbooks: *Bahasa Inggris: Work in Progress*

(WIP), *Cambridge English Empower B1* (CMB), and *Oxford Discover Future 2* (ODF). Tasks were classified into input-based, practice, meaning-focused, production, and problem-solving categories based on their dominant instructional purpose. This classification aims to identify patterns in task design and to examine the extent to which each textbook supports communicative, learner-centered, and inquiry-based language learning.

Table 4. 1 Textbooks Task Type

Textbook	Task Type					
	Total Tasks	Input-Based	Practice	Meaning-Focused	Production	Problem Solving
WIP	111	7	39	44	28	4
CMB	799	198	252	145	167	37
ODF	434	84	62	104	104	80

WIP leads in meaning-focused tasks (44 tasks, 39.6%), substantially exceeding ODF (104 tasks, 24.0%) and CMB (145 tasks, 18.1%). Meaning-focused tasks prioritize communication of ideas, personal expression, and authentic language use over form. WIP's heavy emphasis here aligns with its communicative, fluency-oriented philosophy, where the primary goal is message conveyance rather than grammatical accuracy.

CMB has the highest proportion of practice tasks (252 tasks, 31.5%), followed by WIP (39 tasks, 35.1%) and ODF (62 tasks, 14.3%). Practice tasks involve controlled exercises, drills, and repetition designed to consolidate language forms. CMB's emphasis on practice reflects its

structured, accuracy-focused approach, where learners internalize patterns through systematic repetition.

ODF has the highest production proportion (104 tasks, 24.0%), followed closely by CMB (167 tasks, 20.9%) and WIP (18 tasks, 16.2%). Production tasks require extended language output, such as essays, presentations, or creative writing. ODF's high production proportion supports its academic writing and speaking goals, while WIP's lower proportion suggests shorter, more interactive production formats.

This is the most striking difference. ODF has 80 problem-solving tasks (18.4%), compared to CMB (37 tasks, 4.6%) and WIP (3 tasks, 2.7%). Problem-solving tasks require critical thinking, analysis, evaluation, synthesis, and decision-making. ODF's exceptional emphasis here confirms its academic, cognitively demanding nature, preparing learners for tasks that require higher-order thinking such as debates, evaluations, and complex decision-making.

These findings suggest that the three textbooks are not merely different in scale or scope. They embody fundamentally different pedagogical philosophies. WIP represents a fluency-oriented approach that prioritizes communication and engagement. CMB represents an accuracy-oriented approach that emphasizes structure and precision. ODF represents a critically oriented approach that fosters analysis and higher-order thinking. The complementary nature of these orientations

suggests that an integrated curriculum incorporating elements from all three frameworks may offer the most comprehensive pathway for developing learners who are not only fluent and accurate but also critically aware and academically capable. Such an integration would address the full spectrum of communicative competence, from basic interaction to academic discourse. This would prepare learners for diverse real-world language use contexts.

b. Purpose/Skill Focus

Table 4.2 shows the distribution of tasks according to their primary language skill focus: listening, speaking, reading, and writing. The table is intended to illustrate how each textbook allocates instructional emphasis across receptive and productive skills. This analysis provides insight into the balance of skill development and the degree to which the textbooks reflect integrated-skills and communicative language teaching principles.

Table 4. 2 Textbook Skill Focus

Textbook	Purpose/Skill Focus			
	Listening	Writing	Speaking	Reading
WIP	18	31	46	16
CMB	210	138	203	248
ODF	82	105	128	119

WIP demonstrates the strongest emphasis on speaking (46 tasks, 41.4%), far exceeding CMB (203 tasks, 25.4%) and ODF (128 tasks, 29.5%). This reflects WIP's primary pedagogical goal: developing oral fluency and interactive competence. The heavy speaking focus aligns with

its high interaction requirement and open-ended outcomes, suggesting that WIP tasks are designed to maximize student talk time and authentic communication.

CMB shows the highest proportion of reading tasks (248 tasks, 31.0%), followed closely by ODF (119 tasks, 27.4%) and distantly by WIP (16 tasks, 14.4%). CMB's reading emphasis is consistent with its strong input-based approach and practice orientation, indicating that CMB prioritizes comprehension and structured language exposure before production.

ODF has the highest writing proportion (105 tasks, 24.2%), followed by WIP (31 tasks, 27.9%, note: WIP's writing includes peer review and publishing activities) and CMB (138 tasks, 17.3%). ODF's strong writing component supports its academic orientation, as writing is essential for developing argumentation, synthesis, and critical thinking skills.

CMB leads in listening tasks (210 tasks, 26.3%), followed by ODF (82 tasks, 18.9%) and WIP (18 tasks, 16.2%). CMB's high listening proportion aligns with its input-based approach, providing substantial receptive practice before production demands.

ODF achieves the most balanced skill distribution overall, with speaking (128), reading (119), and writing (105) all within a narrow range. WIP is heavily skewed toward speaking (46 tasks), while CMB is skewed toward reading (248 tasks). This balance makes ODF the most versatile framework for developing comprehensive communicative competence.

c. Communicative Orientation & Curriculum Alignment

Table 4.3 summarizes the overall communicative orientation of each textbook and its alignment with relevant curriculum frameworks. Communicative orientation refers to the extent to which tasks promote interaction, collaboration, and meaningful language use, while curriculum alignment evaluates compatibility with *Kurikulum Merdeka* and international standards such as the CEFR. Descriptive notes are included to contextualize how communicative principles and curricular goals are implemented in each textbook.

Table 4. 3 Textbook Communicative Orientation & Curriculum Alignment

Textbook	Communicative Orientation	Curriculum Alignment	Notes
WIP	Medium->High	Partial	Promotes collaboration, theme-based learning, and multimodal projects; however, opportunities for complex real-world communication and cognitive reasoning remain limited.
CMB	High	Yes	Strong CLT foundation: real-world tasks, interaction, integrated skills. Requires contextual adaptation for local culture and assessments.

ODF	High	Partial	Strong emphasis on fluency, collaboration, and inquiry-based tasks. Alignment high with CEFR-based competence, but local cultural integration is limited.
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Overall, the results show a clear distinction in task design across the three textbooks. *Bahasa Inggris: Work in Progress* (WIP) demonstrates strong potential in supporting communicative learning through meaning-focused and production tasks; however, it still provides fewer problem-solving and cognitively challenging activities than expected under Kurikulum Merdeka. In contrast, *Cambridge English Empower B1* (CMB) offers well-scaffolded task sequencing with a balanced development of the four language skills, reflecting CEFR-aligned instruction. Meanwhile, *Oxford Discover Future 2* (ODF) presents the highest level of communicative, inquiry-based, and production-oriented tasks, supporting interaction, collaboration, and real-world language use.

These findings indicate that although WIP aligns conceptually with curriculum expectations, it remains less comprehensive in task variety and skill balance compared with the international textbooks, especially ODF. This suggests the need for further refinement in WIP to strengthen communicative and higher-order learning opportunities for students.

In conclusion, although WIP aligns conceptually with national curriculum expectations, it remains less comprehensive in task variety and

skill balance compared with the international textbooks, particularly ODF. These findings suggest that further refinement of task design in WIP is needed to strengthen communicative engagement and higher-order learning opportunities for students.

2. Communicative Demand

This is a task feature analysis comparing three English textbooks (WIP, CMB, ODF). Researchers evaluated their tasks against eight key communicative criteria (each with subcategories), counting how many tasks meet each feature.

Table 4. 4 Textbooks Communicative Demand Analysis

Textbook	Reasoning Tasks	Opinion Tasks	Group Work	Meaning-Negotiation	Real-World Tasks	Open-Ended Outcomes
WIP	49 (44.1%)	46 (41.4%)	71 (64.0%)	12 (10.8%)	80 (72.1%)	90 (81.1%)
CMB	12 (1.5%)	244 (30.5%)	406 (50.8%)	172 (21.5%)	543 (68.0%)	354 (44.3%)
ODF	271 (62.4%)	242 (55.8%)	265 (61.1%)	83 (19.1%)	199 (45.9%)	249 (57.4%)

Oxford Discover Futures 2 contains the highest proportion of reasoning tasks at 62.4%, substantially exceeding Work in Progress at 44.1% and far surpassing Cambridge English Empower B1 at only 1.5%. This indicates that Oxford Discover Futures 2 consistently demands logical thinking, analysis, and evaluation, reflecting its academic orientation. Work in Progress demonstrates moderate reasoning demands, while Cambridge English Empower B1 exhibits

a near-absence of reasoning tasks, confirming its focus on procedural and transactional language use.

Oxford Discover Futures 2 again leads with 55.8% opinion-gap tasks, followed by Work in Progress at 41.4% and Cambridge English Empower B1 at 30.5%. Oxford Discover Futures 2 frequently requires learners to evaluate, critique, and argue positions on complex academic topics. Work in Progress focuses on personal preferences and everyday opinions. Cambridge English Empower B1 has the lowest opinion emphasis, consistent with its transactional nature.

Work in Progress has the highest interaction requirement at 64.0%, followed closely by Oxford Discover Futures 2 at 61.1% and Cambridge English Empower B1 at 50.8%. Work in Progress leads in interaction, consistent with its fluency-oriented philosophy that maximises student talk time. Oxford Discover Futures 2 also demonstrates strong interaction emphasis, though its collaborative tasks involve more complex academic purposes. Cambridge English Empower B1 has the lowest interaction requirement, reflecting its individual practice orientation.

Cambridge English Empower B1 has the highest proportion of high-negotiation tasks at 21.5%, followed by Oxford Discover Futures 2 at 19.1% and Work in Progress at 10.8%. When combining medium and high negotiation, Oxford Discover Futures 2 leads at 65.4%, followed by Cambridge English Empower B1 at 55.8% and Work in Progress at 44.0%. Cambridge English Empower B1's high negotiation is striking given its low reasoning

requirement, suggesting its interactive tasks require intense interpersonal negotiation for real-world transactions.

Work in Progress has the highest proportion of real-world tasks at 72.1%, followed closely by Cambridge English Empower B1 at 68.0% and Oxford Discover Futures 2 at 45.9%. Work in Progress reflects its design for everyday communication contexts. Cambridge English Empower B1 demonstrates strong real-world relevance with tasks simulating practical situations. Oxford Discover Futures 2 has lower authenticity, consistent with its academic orientation.

Work in Progress overwhelmingly leads in open-ended outcomes at 81.1%, followed by Oxford Discover Futures 2 at 57.4% and Cambridge English Empower B1 at 44.3%. Work in Progress allows multiple correct answers and creative expression, reflecting its fluency-oriented philosophy. Oxford Discover Futures 2 demonstrates moderate openness, balancing accuracy and creative expression. Cambridge English Empower B1 has the lowest open-outcome proportion, reflecting its accuracy-focused design.

Overall, the findings show clear differences in communicative demand across the textbooks. *Oxford Discover Future 2* demonstrates the strongest support for authentic communication through high reasoning and open-ended tasks. *Bahasa Inggris: Work in Progress* provides moderate communicative opportunities but remains limited by controlled task outcomes, while *Cambridge English Empower B1* emphasizes fluency and interaction with

minimal focus on reasoning. These results indicate that ODF most effectively supports communicative competence among the three textbooks.

3. Cognitive Demand

The table presents the distribution of learning tasks across cognitive levels based on Revised Bloom's Taxonomy in three English textbooks: Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X, Cambridge English Empower B1, and Oxford Discover Future 2. The analysis reveals notable differences in how each textbook supports lower-, middle-, and higher-order thinking skills.

Table 4. 5 Textbooks Cognitive Demand Analysis

Textbook	Cognitive Level	Classification
WIP	Remember: 18 activities (16.2%)	Lower-Order (Remember/Understand): 35 activities (31.5%)
	Understand: 17 activities (15.3%)	
	Apply: 22 activities (19.8%)	Middle-Order (Apply/Analyze): 50 activities (45.0%)
	Analyze: 28 activities (25.2%)	
	Evaluate: 19 activities (17.1%)	Higher-Order (Evaluate/Create): 26 activities (23.4%)
	Create: 7 activities (6.3%)	
CMB	Remember: 146 activities (18.3%)	Lower-Order (Remember/Understand): 380 activities (47.6%)
	Understand: 234 activities (29.3%)	
	Apply: 202 activities (25.3%)	Middle-Order (Apply/Analyze): 311 activities (38.9%)

	Analyze: 109 activities (13.6%)	Higher-Order (Evaluate/Create): 108 activities (13.5%)
	Evaluate: 49 activities (6.1%)	
	Create: 59 activities (7.4%)	
ODF	Remember: 62 activities (14.3%)	Lower-Order (Remember/Understand): 98 activities (22.6%)
	Understand: 36 activities (8.3%)	
	Apply: 50 activities (11.5%)	Middle-Order (Apply/Analyze): 185 activities (42.6%)
	Analyze: 135 activities (31.1%)	
	Evaluate: 89 activities (20.5%)	Higher-Order (Evaluate/Create): 151 activities (34.8%)
	Create: 62 activities (14.3%)	

Work in Progress (WIP) demonstrates the most balanced cognitive distribution, with a strong emphasis on middle-order thinking (45.0%) and a substantial proportion of higher-order thinking (23.4%). The progression from lower-order to higher-order tasks across chapters (from 45.8% LOTS in Chapter 1 to 11.1% LOTS in Chapter 6) indicates a deliberate scaffolding approach appropriate for senior high school learners.

Cambridge English Empower B1 (CMB) is heavily weighted toward lower-order thinking (47.6%), with the highest proportion of Understand tasks (29.3%) among all textbooks. This reflects its accuracy-focused, structured approach that prioritises comprehension, repetition, and controlled practice.

The very low higher-order thinking (13.5%) indicates limited opportunities for critical analysis or creative production.

Oxford Discover Futures 2 (ODF) is the most cognitively demanding textbook, with the highest proportion of higher-order thinking (34.8%) and a strong emphasis on Analyze (31.1%), Evaluate (20.5%), and Create (14.3%). This reflects its academic orientation, preparing learners for advanced academic contexts requiring critical analysis, evaluation, and creative production.

In conclusion, the cognitive demand analysis shows that *Oxford Discover Future 2* provides the strongest support for higher-order thinking through a balanced distribution of cognitive levels. *Bahasa Inggris: Work in Progress* demonstrates moderate alignment by emphasizing application and analysis but offers limited opportunities for evaluation and creation. In contrast, *Cambridge English Empower B1* remains largely focused on lower-order thinking, prioritizing comprehension and controlled practice. These findings suggest that ODF most effectively promotes higher-order cognitive engagement among the three textbooks.

4. Language Complexity

a. Lexical Density

The table below summarizes key indicators of lexical complexity across the three textbooks, including average word count, type–token ratio (TTR), lexical density, proportion of advanced vocabulary, and the average

number of difficult words per text. These measures were used to assess vocabulary richness, informational density, and lexical challenge, which are critical factors in determining text accessibility and reading demands for learners.

Table 4. 6 Textbooks Lexical Density Analysis

Textbook	Total Texts	Average Word Count	Average TTR	Average Lexical Density	Average Advanced Vocab (%)	Average Difficult Words
WIP	11	203	0.55	59.8%	14.2%	5
CMB	33	297	0.42	58.9%	4.7%	8
ODF	54	284	0.44	51.2%	13.2%	8

Cambridge English Empower B1 contains 33 texts with the longest average length (297 words), reflecting its strong emphasis on reading skill development (31.0% of tasks). Oxford Discover Futures 2 contains the most texts (54) with similar average length (284 words), exposing learners to diverse academic genres. Work in Progress contains the fewest texts (11) with the shortest average length (203 words), consistent with its speaking-heavy profile where reading serves as a springboard for oral communication.

Work in Progress demonstrates the highest lexical diversity (TTR = 0.55), indicating the greatest vocabulary range and supporting vocabulary expansion. Oxford Discover Futures 2 shows moderate diversity (TTR = 0.44), maintaining consistent vocabulary across academic texts. Cambridge English Empower B1 has the lowest diversity (TTR = 0.42),

reflecting controlled, repetitive vocabulary appropriate for B1 learners who benefit from repeated exposure to high-frequency words.

Work in Progress has the highest lexical density (59.8%), indicating information-dense texts that require processing of substantial content words. Cambridge English Empower B1 follows closely (58.9%), also indicating content-rich texts with accessible vocabulary. Oxford Discover Futures 2 has the lowest lexical density (51.2%), reflecting more complex sentence structures and greater use of function words to scaffold academic discourse.

Work in Progress and Oxford Discover Futures 2 demonstrate similar advanced vocabulary percentages (14.2% and 13.2%, respectively), substantially exceeding Cambridge English Empower B1 (4.7%). WIP contains sophisticated argumentative language in persuasive texts, while ODF features technical academic terminology (22.8% in "Body Technology"). CMB's controlled vocabulary ensures comprehensibility, allowing learners to focus on grammatical structures and communicative functions.

Cambridge English Empower B1 and Oxford Discover Futures 2 have similar average difficult words (8.0 and 8.3, respectively), while Work in Progress has significantly fewer (4.9). CMB's difficult words are primarily concrete, everyday terms essential for communicative competence, while ODF's are predominantly academic and technical terms. WIP's fewer

difficult words suggest more accessible texts supported by visual aids and contextual clues.

Work in Progress emphasises persuasive and narrative texts (63.7%), aligning with its communicative, fluency-oriented approach. Cambridge English Empower B1 emphasises expository and personal communication texts (57.6%), reflecting its focus on real-world, transactional reading. Oxford Discover Futures 2 demonstrates the widest variety of text types, preparing learners for diverse academic genres.

In conclusion, Work in Progress (WIP) is superior in offering lexical richness compared to Cambridge English Empower B1 and Oxford Discover Futures 2. Its combination of the highest TTR, highest lexical density, and highest advanced vocabulary percentage provides learners with the richest lexical input, supporting vocabulary expansion, lexical competence, and preparation for both communicative and academic language use. For senior high school learners, WIP offers the most effective exposure to diverse and sophisticated vocabulary within an accessible, engaging framework.

b. Syntactic

The following table presents overall averages of syntactic complexity measures, including mean length of T-unit (MLTU), clause density, subordination index, and coordination index. These indicators were used to examine sentence-level structural complexity in each textbook, providing

insight into how grammatical sophistication and sentence construction may influence learners' processing load and language development.

Table 4. 7 Textbooks Syntactic Analysis

Textbook	Total Texts	Average MLTU	Average Clause Density	Average Subordination Index	Average Coordination Index
WIP	11	16.2	1.7	0.6	0.3
CMB	33	11.4	0.9	0.5	0.4
ODF	54	14.3	1.6	0.5	0.2

Work in Progress (WIP) demonstrates the highest syntactic complexity, with the longest T-units, highest clause density, and most frequent subordination. This indicates that WIP texts contain the most complex sentence structures, with multiple embedded clauses and sophisticated syntactic patterns. The wide range of MLTU (9.8–21.4) suggests progression from simpler to more complex texts across chapters, supporting learners' syntactic development.

Oxford Discover Futures 2 (ODF) follows with moderate to high syntactic complexity. While ODF has lower coordination than WIP, its high subordination and clause density reflect academic writing conventions that prefer subordination over coordination. The academic register of ODF is evident in its complex noun phrases and passive constructions.

Cambridge English Empower B1 (CMB) has the lowest syntactic complexity, with shorter T-units and lower clause density. However, CMB

has the highest coordination index, reflecting the conversational, spoken-like style of many texts with frequent use of "and," "but," and "or." This simpler syntax is appropriate for B1 learners developing foundational syntactic competence.

In conclusion, WIP offers the highest syntactic complexity, making it the most effective textbook for developing advanced syntactic competence among senior high school learners. Its combination of long T-units, high clause density, and frequent subordination provides rich exposure to complex sentence structures that support academic reading and writing development. The progression from simpler to more complex texts across chapters further supports learners' syntactic growth. While ODF also offers substantial syntactic complexity with an academic register, and CMB provides accessible syntactic input for foundational learners, WIP is superior in preparing high school learners for the syntactic demands of academic and professional language use.

c. Discourse Complexity

The table below outlines key features of discourse complexity, including referential cohesion, commonly used conjunctions, lexical chain types, and overall coherence. This analysis focuses on how ideas are connected across sentences and texts, which plays a crucial role in supporting reading comprehension and coherent meaning construction. Differences across textbooks highlight varying approaches to discourse-level scaffolding.

Table 4. 8 Textbooks Discourse Complexity Analysis

Textbook	Total Texts	High Cohesion	Medium Cohesion	Low Cohesion	Average Coherence Quality
WIP	11	6 (54.5%)	4 (36.4%)	1 (9.1%)	Good
CMB	33	23 (69.7%)	8 (24.2%)	0 (0%)	Good
ODF	54	40 (74.1%)	11 (20.4%)	1 (1.9%)	Very High

The discourse complexity analysis indicates differences in how cohesion and coherence are constructed across the three textbooks. *Oxford Discover Future 2* demonstrates the strongest discourse features, with high referential cohesion, a wide range of conjunctions, and diverse lexical chain types, including synonymy, antonymy, and hyponymy. This variety supports well-developed text connections and facilitates learners' understanding of relationships between ideas, contributing to overall good coherence. *Cambridge English Empower B1* shows a medium-to-high level of referential cohesion, relying mainly on common conjunctions and lexical repetition with some synonymy. While cohesive devices are less varied than in *Oxford Discover Future 2*, the texts remain coherent and appropriate for intermediate learners. In contrast, *Bahasa Inggris: Work in Progress* presents a moderate level of referential cohesion, with more limited use of conjunctions and lexical chains, primarily identity and repetition. As a result, coherence is generally adequate but occasionally

weaker, suggesting that additional scaffolding or text enrichment may be needed to strengthen discourse development.

In conclusion, the discourse complexity analysis shows that *Oxford Discover Future 2* provides the strongest support for cohesive and coherent text construction, followed by *Cambridge English Empower B1* with adequate and consistent discourse features. *Bahasa Inggris: Work in Progress* demonstrates more limited discourse complexity, relying largely on repetition and basic cohesion. Overall, ODF most effectively supports discourse development, while WIP would benefit from enhanced cohesive scaffolding.

B. Discussion

1. Task Design and Skill Orientation

The findings related to task design reveal clear differences in instructional orientation across the three textbooks. *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* includes a substantial number of practice and meaning-focused tasks, indicating an effort to promote communicative learning rather than purely form-focused instruction. This orientation reflects Nunan's view that pedagogical tasks should engage learners in meaningful language use to achieve communicative outcomes. The presence of production-oriented tasks further suggests that the textbook attempts to encourage learner output and active participation, which is consistent with the learner-centered principles of Kurikulum Merdeka.

However, despite this positive orientation, the relatively limited number of problem-solving tasks indicates that inquiry-based learning and higher-level reasoning are not yet fully embedded in the textbook. Sidik and Putri argue that Indonesian English textbooks often appear communicative in design but still rely heavily on controlled tasks that do not genuinely require learners to negotiate meaning⁶¹. Similarly, Rachmawati found that many tasks in Indonesian English textbooks lack sufficient cognitive depth, as they tend to emphasize lower-level cognitive processes⁶². Dinda et al. further reported that a considerable number of textbook tasks fail to stimulate higher-order thinking skills due to limited scaffolding and superficial task design⁶³. The present findings confirm these concerns, suggesting that while *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* demonstrates conceptual alignment with communicative pedagogy, its task design remains limited in supporting inquiry-based and problem-solving learning as envisioned in Kurikulum Merdeka.

In contrast, *Cambridge English Empower B1* demonstrates a strong emphasis on input-based and practice-oriented tasks. This reflects a pedagogical approach that prioritizes controlled exposure, accuracy, and gradual language development. Richards notes that international textbooks often function as systematically sequenced learning tools in which language

⁶¹ Fitri Sidik, "An Analysis of Communicative Competence in Indonesian EFL Textbooks," *Indonesian Journal of Applied Linguistics*, 2018."

⁶² Siti Rachmawati, "Higher-Order Thinking Skills in Indonesian EFL Textbooks," *Journal of English for Academic Literacy*, 2022.

⁶³ Shabrina, Yazid Basthomi, and Evynurul Laily Zen, "Exploring Higher Order and Lower Order Thinking Skills in Indonesian Junior High School ELT Textbooks."

input, practice, and communicative goals are carefully aligned⁶⁴. The findings support this observation, as *Cambridge English Empower B1* provides well-scaffolded tasks that help learners build foundational competence. Nevertheless, the dominance of structured practice tasks limits opportunities for extended communication and creative language use, supporting Kurniawan's critique that many EFL textbooks prioritize repetition over genuine negotiation of meaning⁶⁵.

Among the three textbooks, *Oxford Discover Future 2* exhibits the strongest task-based and inquiry-oriented design. The high proportion of meaning-focused, production, and problem-solving tasks reflects close alignment with Task-Based Language Teaching principles proposed by Jane and David⁶⁶. Tasks in this textbook frequently require learners to collaborate, discuss, and solve problems, promoting authentic language use and learner autonomy. This finding is consistent with international research by Gilabert and Barón⁶⁷, who argue that tasks with balanced communicative and cognitive demands promote both fluency and accuracy. Overall, *Oxford Discover Future 2* demonstrates a more comprehensive implementation of communicative task design than the other two textbooks.

⁶⁴ Jack C Richards, *Curriculum Development in Language Teaching (Updated Edition)*, Cambridge University Press, 2022.

⁶⁵ Andi Kurniawan, "Scripted Communication in EFL Textbooks: A Classroom Reality Check," *TEFLIN Journal*, 2022.

⁶⁶ Jane Willis & Dave Willis, *Doing Task-Based Teaching*, Oxford: Oxford University Press, 2019.

⁶⁷ Rogelio Gilabert and Juana Barón, "The Impact of Task Complexity on L2 Performance," *Language Teaching Research* 22, no. 1 (2018): 131–50.

2. Communicative Demand

Beyond task type distribution, the analysis of communicative demand provides deeper insight into how tasks function in classroom interaction. *Oxford Discover Future 2* demonstrates the highest communicative demand, with a majority of tasks requiring learners to reason, express opinions, and produce open-ended outcomes. These task characteristics encourage learners to justify ideas, negotiate meaning, and engage in extended interaction, which are core components of communicative competence as described in the Common European Framework of Reference for Languages (CEFR). This finding supports Crossley et al.'s argument that open-ended and reasoning-based tasks foster deeper language processing and more authentic communication⁶⁸.

Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X provides moderate communicative learning opportunities. The relatively high proportion of group-based and opinion-oriented tasks reflects Kurikulum Merdeka's emphasis on collaboration and student-centered learning. However, the very limited number of open-ended outcomes indicates that many tasks still result in controlled or semi-controlled responses, such as short answers or sentence completion. This restriction limits learners' opportunities for spontaneous and extended language production. The finding supports Rahardjo and Septiana's observation that Indonesian textbooks often rely on scripted communicative activities, which reduce the potential for authentic interaction⁶⁹.

⁶⁸ Scott Crossley, Kristopher Kyle, and Danielle McNamara, "Linguistic Complexity and L2 Reading Development," *Applied Linguistics*, 2019.

⁶⁹ Budi Rahardjo and Winda Septiana, "Evaluating Speaking Tasks in Indonesian Senior High School Textbooks," *Journal of Language Teaching Research*, 2021

Cambridge English Empower B1 effectively supports interaction and fluency through group work and open-ended communication, yet it includes very few reasoning-based tasks. This suggests that communicative competence in this textbook is primarily framed in terms of participation and fluency rather than analytical or problem-solving communication. Aulia and Fauzan similarly note that some international textbooks prioritize smooth interaction over cognitive challenge⁷⁰. As a result, while *Cambridge English Empower B1* is effective in promoting interactional competence, it contributes less to the development of communicative reasoning.

Overall, the communicative demand findings indicate that *Oxford Discover Future 2* most effectively supports authentic and cognitively engaging communication, while *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* provides moderate communicative opportunities and *Cambridge English Empower B1* emphasizes fluency-oriented interaction.

3. Cognitive Demand

The cognitive demand analysis highlights how the textbooks differ in supporting higher-order thinking skills. *Oxford Discover Future 2* demonstrates the most balanced cognitive distribution, with a substantial proportion of tasks targeting the Evaluate and Create levels of Revised Bloom's Taxonomy⁷¹. This aligns strongly with Kurikulum Merdeka's emphasis on critical thinking, creativity, and inquiry-based learning, as well as

⁷⁰ Rahmi Aulia and Ahmad Fauzan, "Cognitive Depth in EFL Project-Based Tasks," *Indonesian Journal of Curriculum Studies*, 2022.

⁷¹ Anderson and Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy*. 2001.

with Arifin and Rosyidah's argument that effective EFL materials should encourage learners to reflect, evaluate, and generate ideas independently⁷².

Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X is dominated by middle-order thinking tasks, particularly those requiring application and analysis. This suggests that the textbook emphasizes functional language use and contextual understanding. However, the relatively limited number of evaluation and creation tasks indicates that learners are less frequently challenged to engage in critical judgment or creative language production. This pattern confirms earlier findings by Darmawan, who reported that Indonesian textbooks tend to prioritize application and comprehension over higher-order thinking⁷³.

In contrast, *Cambridge English Empower B1* places strong emphasis on lower-order thinking skills, with most tasks focusing on remembering and understanding. While this approach supports comprehension and accuracy, it does not fully align with the competency-based goals of Kurikulum Merdeka. Nuraini similarly argues that excessive reliance on lower-order tasks may limit learners' cognitive development⁷⁴. Consequently, *Cambridge English Empower B1* appears less effective in fostering higher-order thinking skills compared to the other two textbooks.

⁷² Arifin and Rosyidah, "Teacher Reliance on Textbooks in Indonesian EFL Classrooms."

⁷³ Hadi Darmawan, "Reading Comprehension Tasks and Cognitive Levels in Indonesian Textbooks," *Journal of Language and Literacy Studies*, 2021.

⁷⁴ Siti Nuraini, "Lexical Density and Grammatical Intricacy in Indonesian EFL Textbooks," *Indonesian Journal of Language Education*, 2021..

4. Language Complexity

The analysis of linguistic complexity further distinguishes the three textbooks in terms of input quality. In lexical complexity, *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* demonstrates the highest lexical richness and proportion of advanced vocabulary. This finding supports Crossley, Kyle, and McNamara's assertion that exposure to sophisticated vocabulary contributes to language development, particularly when supported by appropriate scaffolding. However, such lexical demands may require careful instructional support for learners with lower proficiency levels⁷⁵.

Oxford Discover Future 2 presents moderate lexical density and fewer difficult words, indicating an emphasis on accessibility and gradual vocabulary development. This finding aligns with Nuraini's observations that Indonesian textbooks often aim to reduce lexical burden to facilitate comprehension⁷⁶. While this approach enhances accessibility, it may also limit learners' exposure to more advanced lexical items.

Cambridge English Empower B1 balances fluency development and lexical challenge by presenting relatively longer texts that recycle key vocabulary items across units while still introducing a range of more challenging lexical items. The repeated exposure to familiar words allows learners to develop automaticity and reading fluency, while the gradual introduction of difficult vocabulary supports incremental lexical growth. This pedagogical approach

⁷⁵ Scott Crossley, Kristopher Kyle, and Danielle McNamara, "Linguistic Complexity and L2 Reading Development," *Applied Linguistics*, 2019.

⁷⁶ Siti Nuraini, "Lexical Density and Grammatical Intricacy in Indonesian EFL Textbooks," *Indonesian Journal of Language Education*, 2021.

reflects a deliberate balance between accessibility and challenge, ensuring that learners are not overwhelmed by excessive lexical load.. This supports Suharto and Anggraini's finding that repetition is commonly used in international textbooks to reinforce vocabulary acquisition⁷⁷.

In terms of syntactic complexity, *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* demonstrates the highest structural complexity, as indicated by longer T-units and higher clause density. While this may support advanced reading and writing skills, it also increases cognitive load, supporting Fadhilah's concern that some Indonesian textbooks exceed expected difficulty levels. *Oxford Discover Future 2*, by contrast, prioritizes shorter and simpler sentence structures, enhancing readability and learner accessibility⁷⁸. *Cambridge English Empower B1* occupies a middle position, offering a controlled and pedagogically graded syntactic progression suitable for intermediate learners.

At the discourse level, *Oxford Discover Future 2* demonstrates the strongest cohesion and coherence through varied conjunctions and diverse lexical chains. This supports Wahyuni's finding that effective discourse scaffolding facilitates comprehension of extended texts⁷⁹. *Cambridge English Empower B1* provides adequate and consistent discourse features, while *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* relies largely on repetition and basic cohesive

⁷⁷ Imam Suharto and Tika Anggraini, "Vocabulary Progression and CEFR Alignment in Indonesian Textbooks," *Journal of English Language Teaching and Linguistics*, 2023.

⁷⁸ Mira Fadhilah, "Assessing Text Difficulty in Indonesian Senior High School Textbooks," *Indonesian EFL Journal*, 2023.

⁷⁹ Rika Wahyuni, "Cohesion and Coherence in Indonesian EFL Textbook Reading Passages," *Studies in English Language and Education*, 2022.

devices, resulting in generally adequate but occasionally weaker coherence. This confirms previous Indonesian studies that report uneven discourse-level scaffolding in local textbooks.



CHAPTER V

CONCLUSION & SUGGESTIONS

C. Conclusion

This study investigated task design, communicative demand, cognitive demand, and language complexity in three English textbooks: *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X*, *Cambridge English Empower B1*, and *Oxford Discover Future 2*. The findings reveal significant differences in how each textbook supports communicative competence, higher-order thinking skills, and curriculum alignment.

Overall, *Oxford Discover Future 2* demonstrates the strongest support for communicative and inquiry-based learning. It offers a high proportion of meaning-focused, production, and problem-solving tasks, strong communicative demand, balanced cognitive levels, and moderate lexical and discourse features. These characteristics indicate close alignment with CEFR B1 descriptors and 21st-century learning principles.

Cambridge English Empower B1 shows strength in structured task sequencing, balanced skill development, and controlled language input. Its focus on lower-order cognitive skills and input-based practice effectively supports fluency and accuracy development. However, limited reasoning and higher-order thinking tasks suggest that the textbook places less emphasis on analytical and creative language use.

Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X reflects the principles of Kurikulum Merdeka through theme-based learning, collaboration, and multimodal projects. Nevertheless, the textbook provides fewer problem-solving, open-ended, and higher-order thinking tasks compared to the international textbooks. Although conceptually aligned with the curriculum, further refinement is needed to enhance task variety and cognitive challenge.

In terms of language complexity, *Oxford Discover Future 2* prioritizes accessibility, *Cambridge English Empower B1* balances fluency with lexical challenge, and *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X* presents the richest lexical and discourse features. These differences suggest that no single textbook fully meets all pedagogical needs, and effective instruction requires informed selection and adaptation.

D. Suggestions

Based on the findings of this study, several recommendations are proposed:

1. For Teachers

Teachers are encouraged to critically evaluate textbook tasks and adapt them to increase communicative demand and higher-order thinking. Supplementing controlled tasks with open-ended discussion, problem-solving activities, and real-world communication can enhance students' communicative competence.

2. For Textbook Writers and Curriculum Developers

Developers of Indonesian English textbooks should strengthen task diversity by increasing inquiry-based, problem-solving, and evaluative

tasks. Greater attention should also be given to discourse-level cohesion and open-ended outcomes to better support Kurikulum Merdeka's emphasis on critical thinking and creativity.

3. For Schools and Policymakers

Schools should provide guidance and training for teachers on how to integrate international textbooks with national curriculum goals. Policymakers are encouraged to use empirical textbook evaluations as a basis for future textbook development and selection.

4. For Future Researchers

Future studies may expand the scope by including classroom implementation, teacher perceptions, and student learning outcomes. Longitudinal and experimental studies could also explore how different task designs influence learners' communicative and cognitive development over time.

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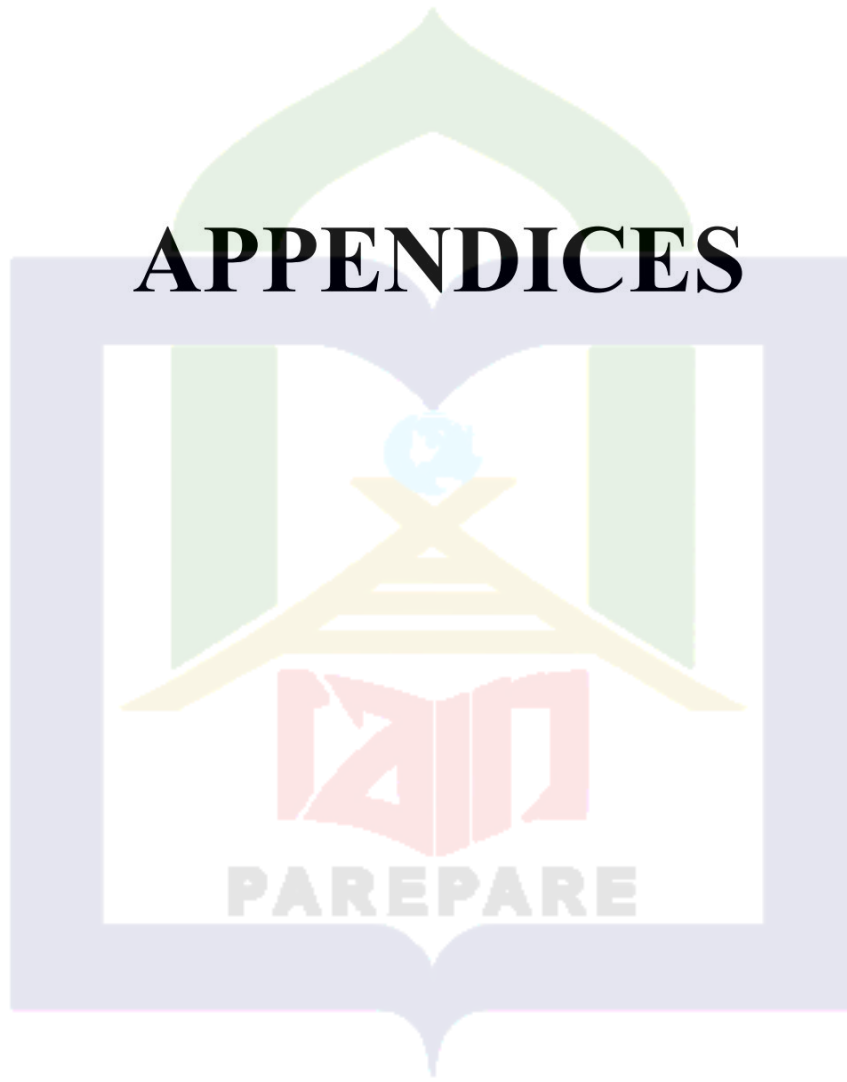
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APPENDICES



A. List of Textbooks Analyzed

1. Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas X
Ministry of Education, Culture, Research, and Technology (2022)
2. Cambridge English Empower B1
Cambridge University Press (2015)
3. Oxford Discover Future 2
Oxford University Press (2014)

B. Task Design Coding Sheet (Blank

The indicators for task design including task type, communicative features, skill focus, and curriculum alignment were drawn from the work of Nunan, who outline key characteristics of pedagogical tasks and communicative orientation. The categories for communicative demand (information gap, reasoning gap, opinion gap, interaction requirement, meaning negotiation, and real-world purpose) were adapted from Prabhu who models describe how tasks promote authentic communication

Coding Key:

WIP = Work in Progress

CMB = Cambridge Empower

ODF = Oxford Discover Future

T = Task

U = Unit

Text book	Input Based	Practice	Meaning Focus	Production	Problem Solving	Skill Focus				Communicative Orientation			Curriculum Alignment			Notes
						L	S	R	W	Low	Medium	High	Yes	Partial	No	
WIP	7	39	44	28	4	18	46	16	31		✓		✓			Complex tools for communication and cognitive reasoning remain limited.
ODF	84	62	104	104	80	82	128	119	105			✓		✓		Requires contextual adaptation for local culture.
CMB	198	252	145	167	37	210	203	248	138			✓	✓			Local cultural integration is limited.

C. Communicative Demand Coding Sheet

The classification of task types and communicative features (information gap, reasoning gap, opinion gap, interaction, and real-world purpose) is based on TBLT principles outlined by Willis & Willis. Indicators of cognitive demand follow the Revised Bloom's Taxonomy by Anderson and Krathwohl, which distinguishes lower-, middle-, and higher-order thinking skills

Coding Key:

L = Low | M = Middle | H = High

Outcome Type: Open | Closed | Mixed

1. Table C.1: Communicative Demand Analysis - WIP

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
1.1.A	No	Yes	Group	Low	Yes	Open
2.1.A	No	Yes	Group	Low	Yes	Open

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
3.1.A	No	Yes	Group	Low	Yes	Open
4.1.A	No	Yes	Group	Low	Yes	Open
5.1.A	No	Yes	Group	Low	Yes	Open

2. Table C.2: Communicative Demand Analysis - CMB

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
1A.1a	No	Yes	Pair	Medium	Yes	Open

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
2A.2a	No	No	None	Low	No	Closed
3A.1a	No	Yes	Pair	Medium	Yes	Open

3. Table C.3: Communicative Demand Analysis - ODF

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
1.1	Yes	Yes	Whole Class	Medium	Yes	Open
2.1	Yes	Yes	Whole Class	Medium	Yes	Open

Code	Reasoning Gap	Opinion Gap	Interaction Required	Meaning Negotiation	Real-World Use	Outcome Type
3.1	Yes	Yes	Whole Class	Medium	Yes	Open

4. Table C.4 Summary Statistics

Component	Category	WIP (%)	CMB (%)	ODF (%)
Reasoning Gap	Yes	44.1%	1.5%	62.4%
Opinion Gap	Yes	41.4%	30.5%	55.8%
Interaction Required	Pair/Group/Class	64.0%	50.8%	61.1%
Meaning Negotiation (High)	High	10.8%	21.5%	19.1%
Real-World Use	Yes	72.1%	68.0%	45.9%
Outcome Type	Open	81.1%	44.3%	57.4%

D. Cognitive Demand Coding Sheet

The coding of cognitive levels in this study is based on the Revised Bloom's Taxonomy developed by Anderson and Krathwohl, which categorizes thinking skills into lower-order (Remember, Understand), middle-order (Apply, Analyze), and higher-order (Evaluate, Create).

1. Bahasa Inggris: Work in Progress

Code	Task Instruction	Bloom Code	Cognitive Level	Classification
1.1.A	Look at pictures and discuss who they are	U	Lower	Understand
2.1.A	Look at pictures and answer questions	U	Lower	Understand
3.1.A	Look at pictures and answer questions	U	Lower	Understand

Code	Task Instruction	Bloom Code	Cognitive Level	Classification
4.1.A	Look at food pictures and discuss healthy/unhealthy	U	Lower	Understand

2. Cambridge English Empower B1

Unit	Code	Task Instruction	Bloom Code	Classification
U1	U1.1A.1a	Look at pictures 1–3 and answer the questions	U	Lower
U2	2A.1a	Ask and answer questions about holidays	Ap	Middle

Unit	Code	Task Instruction	Bloom Code	Classification
U3	3A.1a	Look at picture. What are people doing? How do they feel?	U	Lower
U4	U4.4A.1a	Look at pictures. Answer questions about clothes.	U	Lower

3. Oxford Discover Futures 2

Unit	Code	Task Instruction	Bloom Code	Classification
1	1.1	Look at the picture and caption on page 4. Do you agree with the caption?	U	Middle

Unit	Code	Task Instruction	Bloom Code	Classification
2	2.1	Look at the picture and discuss your answers to the question in the caption.	U	Middle
3	3.1	Look at the picture and the quote. Does communication always involve words?	U	Middle
4	4.1	Look at the picture and discuss the question.	U	Middle



E. Lexical Coding Sheet

The coding scheme for lexical complexity in this study is adapted from the linguistic complexity framework proposed by Crossley, Kyle, and McNamara, which identifies lexical richness as a core indicator of text difficulty in EFL materials.

Abbreviations:

TTR = Type-Token Ratio | Lexical Density = Ratio of content words to total words

Advanced Vocab = Percentage of words beyond the most frequent 2,000 word families

Textbooks	Code	Word Count	TTR	Lexical Density (%)	Advanced Vocab (%)	Difficult Words	Notes
WIP	1.3.B	211	0.59	57.3	12.8	7	Descriptive biography
	2.3.A	245	0.57	56.7	9.8	5	Personal recount
	3.3.A	37	0.62	64.9	16.2	4	Short infographic
	3.3.A	33	0.55	63.6	15.2	4	Short infographic
	4.3.A	412	0.49	61.9	15.3	6	Longest, expository
	5.3.A	275	0.52	59.6	18.5	5	Persuasive, highest advanced vocab
	5.3.B	248	0.53	58.9	16.9	6	Counter-argument
	5.5.A	89	0.55	60.7	15.7	4	Short opinion

	5.5.A	100	0.54	59.0	14.0	4	Short opinion
	6.3.A	221	0.52	55.2	8.6	4	Narrative, lowest advanced vocab
	6.3.B	365	0.53	60.8	13.4	5	Creative narrative
CMB	U1.1A	248	0.42	58.1	2.8	7	Social advice article; question forms
	U1.1B	312	0.40	56.2	3.2	6	Communication article; adverb focus
	U1.1D	264	0.45	60.5	3.8	5	Three personal emails; present continuous focus
	U2.2A	458	0.37	54.2	2.6	9	Travel narrative; past simple focus
	U2.2D	312	0.42	57.8	3.5	6	Travel blog; linking words focus
	U3.3A	264	0.45	61.4	4.2	9	Forum posts; present perfect focus
	U3.3B	186	0.44	58.6	3.8	5	Quiz format; simple language
	U3.3D	248	0.42	59.5	4.0	4	Update email;

						paragraphing focus
U4.4A	228	0.47	63.2	5.2	8	Cultural celebrations; comparatives focus
U4.4D	312	0.43	59.0	3.5	6	Invitation emails + replies; inviting/respondin g focus
U5.5A	312	0.40	57.6	4.5	5	Survey article; must/have to/can focus
U5.5B	276	0.42	58.2	5.0	6	Future jobs article; will/might focus
U5.5D	198	0.45	60.8	4.5	4	Job application email; organizing an email focus
U6.6A	415	0.41	58.8	4.8	11	Advice article; should/imperative focus
U6.6B	342	0.41	57.2	4.2	8	Narrative; to + infinitive focus

U6.6D	312	0.42	59.0	4.5	7	Wiki advice; linking/ordering ideas focus
U7.7A	189	0.51	65.6	6.8	11	Celebrity quotes; comparatives/supe rlatives focus
U7.7B	387	0.39	56.3	5.2	14	Health article; used to focus
U7.7D	312	0.41	58.0	4.8	8	Blog; ordering events focus
U8.8A	356	0.39	56.5	5.0	10	Cultural facts article; passive voice focus
U8.8D	248	0.44	60.0	5.2	7	Book reviews; positive/negative comments; however/although focus
U9.9A	274	0.44	60.3	6.0	12	Academic descriptions; first conditional focus
U9.9B	412	0.41	58.5	5.5	10	Celebrity article; verb patterns focus

U9.9D	312	0.43	59.5	5.0	6	Student profiles; avoiding repetition focus
U10.1 0A	187	0.46	62.0	6.5	9	Opinion text; second conditional focus
U10.1 0B	298	0.43	59.5	5.8	12	Survey article; quantifiers focus
U10.1 0D	312	0.43	59.0	5.0	7	Three apology emails; formal/informal language focus
U11.11 A	380	0.42	59.0	7.0	15	Technology article; relative clauses focus
U11.11 B	312	0.42	58.5	6.0	12	Accidental discoveries; articles focus
U11.11 D	398	0.43	60.0	6.5	10	Opinion web posts; giving opinions; expressing results/reasons focus

	U12.1 2A	350	0.41	57.8	5.2	12	Animal narrative; past perfect focus
	U12.1 2B	276	0.42	58.5	5.0	8	Sibling relationships; reported speech focus
	U12.1 2D	342	0.41	57.2	5.2	7	Mystery narrative; linkers/past time focus
ODF	ODF- U1-R1	412	0.48	52.3%	14.2%	10	High density of academic vocabulary related to identity and technology
	ODF- U1-R2	285	0.45	48.7%	8.9%	7	Personal narrative with moderate vocabulary difficulty
	ODF- U1-R3	215	0.42	55.1%	16.3%	8	Technical internet safety vocabulary; high density of content words
	ODF- U1-R4	275	0.44	47.8%	9.7%	6	Descriptive text with moderate

						vocabulary
ODF-U2-R5	312	0.46	51.2%	12.4%	7	Fictional narrative with action vocabulary; some archaic terms
ODF-U2-R6	385	0.50	57.3%	18.7%	9	High lexical density; many academic and technical terms
ODF-U2-R7	285	0.43	49.2%	11.8%	8	Historical vocabulary; moderate difficulty
ODF-U2-R8	295	0.44	51.8%	14.5%	8	Historical and technological vocabulary
ODF-U2-R9	350	0.47	53.4%	15.2%	8	Information source vocabulary; technical terms
ODF-U2-R10	280	0.41	46.5%	10.3%	8	Cultural and historical vocabulary; some Indonesian terms

ODF-U3-R11	425	0.49	50.2%	13.1%	8	Narrative with descriptive vocabulary; some idiomatic expressions
ODF-U3-R12	165	0.40	44.8%	7.8%	7	Simple personal communication; low difficulty
ODF-U3-R13	285	0.46	54.8%	16.4%	8	High lexical density; academic and technology vocabulary
ODF-U3-R14	210	0.39	45.2%	8.4%	7	Survey language; moderate difficulty
ODF-U3-R15	245	0.42	48.9%	9.6%	8	Life skills vocabulary; practical communication terms
ODF-U3-R16	85	0.38	42.1%	5.2%	6	Informal language; very low difficulty
ODF-	185	0.43	51.6%	13.2%	7	Formal letter

U3- R17						language; academic/adminis trative vocabulary
ODF- U3- R18	210	0.41	47.3%	9.8%	8	Neutral email style; moderate difficulty
ODF- U4- R19	495	0.52	58.4%	20.1%	10	Very high lexical density and advanced vocabulary; opinion article
ODF- U4- R20	290	0.44	50.6%	12.7%	7	Dialog format; moderate difficulty
ODF- U4- R21	230	0.39	46.3%	10.1%	8	Practical vocabulary; questionnaire format
ODF- U4- R22	245	0.43	52.4%	13.6%	7	News reporting vocabulary; moderate difficulty
ODF- U5-	425	0.50	56.2%	18.5%	10	High lexical density; social

R23						issues vocabulary; many content words
ODF- U5- R24	310	0.43	48.5%	10.2%	8	Travel and culture vocabulary; moderate difficulty
ODF- U5- R25	195	0.39	44.7%	8.6%	8	Travel skills vocabulary; low to moderate difficulty
ODF- U5- R26	285	0.44	52.1%	14.2%	9	Cultural and tourism vocabulary; descriptive language
ODF- U6- R27	195	0.40	47.2%	10.8%	8	Educational vocabulary; list format
ODF- U6- R28	490	0.48	54.3%	15.7%	8	High lexical density; academic and emotional vocabulary
ODF-	255	0.44	50.1%	12.4%	8	Informational

U6-R29						text; moderate difficulty
ODF-U6-R30	125	0.37	43.5%	7.2%	7	Historical document; very low difficulty
ODF-U6-R31	320	0.42	46.8%	9.5%	8	Learning strategies vocabulary; moderate difficulty
ODF-U6-R32	195	0.43	48.5%	11.3%	7	Biographical vocabulary; moderate difficulty
ODF-U6-R33	275	0.44	50.3%	11.7%	8	Academic discussion vocabulary; moderate difficulty
ODF-U7-R34	225	0.42	50.8%	13.4%	8	Technology and invention vocabulary; list format
ODF-	415	0.51	59.2%	22.8%	10	Highest lexical

U7-R35						density and advanced vocabulary; highly technical scientific content
ODF-U7-R36	295	0.45	52.6%	15.3%	8	Technology and media vocabulary; moderate difficulty
ODF-U7-R37	195	0.41	49.3%	12.1%	8	Consumer technology vocabulary
ODF-U7-R38	310	0.46	53.7%	16.2%	8	Academic opinion vocabulary; high lexical density
ODF-U8-R39	175	0.38	46.2%	9.8%	9	Social issues vocabulary; statistical format
ODF-U8-R40	325	0.44	51.2%	14.5%	8	Social action vocabulary; blog format; moderate difficulty
ODF-U8-	235	0.45	54.6%	16.1%	7	Report vocabulary; high

R41						lexical density
ODF- U8- R42	305	0.43	49.8%	11.6%	8	Social interaction vocabulary; informal register
ODF- U8- R43	215	0.40	47.3%	10.4%	8	Civic vocabulary; poster format
ODF- U8- R44	250	0.41	50.6%	13.2%	8	Volunteer/advertis- ement vocabulary
ODF- U8- R45	295	0.43	49.4%	12.8%	8	Formal email vocabulary; moderate difficulty
ODF- U9- R46	480	0.50	55.2%	18.3%	12	Historical narrative; very high lexical density; advanced descriptive vocabulary
ODF- U9- R47	315	0.44	50.8%	13.6%	9	Biographical article; moderate difficulty
ODF-	345	0.46	52.4%	15.8%	11	High density of

U9-R48						goal-setting vocabulary; practical guide
ODF-U9-R49	310	0.45	51.8%	15.5%	10	Academic opinion vocabulary; moderate to high difficulty
ODF-U10-R50	185	0.38	45.6%	9.7%	11	Natural resources vocabulary; quiz format
ODF-U10-R51	345	0.48	56.7%	19.6%	11	Scientific vocabulary; high lexical density; geological terminology
ODF-U10-R52	310	0.44	52.3%	14.8%	10	Environmental and marine biology vocabulary
ODF-U10-R53	195	0.40	48.1%	10.5%	8	Outdoor activity vocabulary; low to moderate difficulty
ODF-	285	0.43	50.7%	13.4%	9	Report

	U10- R54						vocabulary; moderate difficulty
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F. Syntactic Complexity Coding Sheet

The syntactic complexity coding in this study is adapted from the framework developed by Crossley, Kyle, and McNamara, who identify structural features such as sentence length and clause relationships as key indicators of text difficulty in EFL materials. MLTU measures the average number of words per T-unit. A T-unit is an independent clause plus any subordinate clauses attached to it.

Abbreviations:

MLTU = Mean Length of T-unit (words) | Clause Density = Clauses per T-unit

Subordination Index = Subordinate clauses per clause | Coordination Index = Coordinate clauses per T-unit

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
WIP	1.3.B	18.2	1.8	0.8	0.3	"He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match."	Complex sentences with multiple embeddings; factual reporting style
	2.3.A	16.5	1.6	0.6	0.4	"The game continued scoreless up until the half time interval, but as the second half of the game started, the intensity of the game increased."	Balanced coordination and subordination; narrative flow

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
	3.3.A	10.2	1.2	0.2	0.1	"Take care of your physical health."	Simple imperative structures; instructional
	3.3.A	9.8	1.1	0.1	0.1	"Don't eat too close to bedtime."	Very simple imperative sentences; brief instructions
	4.3.A	20.1	2.1	1.1	0.3	"Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally."	High subordination; technical explanations; expository style
	5.3.A	19.8	1.9	0.9	0.2	"Graffiti enables the public to see something they may have never seen before, and it	Rhetorical style with relative clauses; persuasive

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
						connects them to the artist, who gets to know that their work is loved."	
	5.3.B	21.4	2.2	1.2	0.3	"Graffiti is always vandalism because, by definition, it is committed without permission on another person's property in an adolescent display of entitlement."	Highest subordination; argumentative; legalistic tone
	5.5.A	16.8	1.7	0.5	0.3	"Why do you spoil the reputation of young people	Rhetorical questions; personal opinion style

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
						by painting graffiti where it's forbidden?"	
	5.5.A	17.2	1.8	0.6	0.3	"Isn't it all just a question of communication – your own name, the names of gangs, and large works of art in the street?"	Rhetorical style; informal and conversational
	6.3.A	12.6	1.3	0.3	0.4	"The wolf took a shortcut and ran ahead to Grandmother's house, and when he got there, he went inside and swallowed Grandmother	Simple narrative; high coordination; fairy tale style

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
						whole!"	
	6.3.B	15.7	1.6	0.6	0.5	"As soon as his eyes crossed, I stepped over the whole row of dwarves in one step, and I continued to look for the Girl."	Modern narrative; dialogue-heavy; higher coordination
CMB	U1.1A	10.2	0.85	0.45	0.40	"When you feel more relaxed, ask personal questions about relationships and home life."	Social advice article; moderate subordination; conversational tone
	U1.1B	11.8	0.92	0.38	0.54	"I absolutely hate it when friends cancel by text message because it's so	Communication article; more coordination; quotes from speakers

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
						rude."	
	U1.1D	9.5	0.78	0.52	0.26	"I'm doing a two-month Spanish course here, so my Spanish is slowly improving."	Personal emails; informal; higher subordination
	U2.2A	12.4	0.92	0.38	0.54	"When I got back, the receptionist asked, 'Did you like the beach?' I didn't, but I said, 'Yes.'"	Travel narrative; high coordination; dialogue
	U2.2D	10.8	0.85	0.48	0.37	"I decided to have nasi goreng because it's the Indonesian national dish."	Travel blog; moderate complexity; linking words
	U3.3A	9.8	0.78	0.52	0.26	"Strangers	Forum posts;

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
						have helped me lots of times, and I've helped them too."	conversational; higher subordination
	U3.3B	8.2	0.68	0.35	0.33	"I save about 10% of my money every month."	Quiz format; simple sentences; short T-units
	U3.3D	10.5	0.82	0.45	0.37	"We also sold our old books, DVDs and clothes online."	Update email; semi-formal; moderate complexity
	U4.4A	11.6	0.88	0.48	0.40	"The birthday girl, or quinceañera, often gives out fifteen candles, one to each of the fifteen most important people in her life."	Cultural celebrations; descriptive; complex noun phrases

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
	U4.4D	10.2	0.80	0.42	0.38	"We haven't seen you for ages! Hope you're well and you're enjoying your new job."	Invitation emails; informal; moderate complexity
	U5.5A	13.1	0.95	0.42	0.53	"89% of gardeners feel their work is important and useful, but only 35% of bankers feel the same."	Cause-effect; technical explanations
	U5.5B	12.5	0.90	0.44	0.46	"Some postmen and other post office staff might lose their jobs, because people will send everything by email."	Narrative + factual; dash for coordination

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
ODF	ODF-U1-R1	The same ... but different	14.2	1.65	0.52	0.18	"When Neil Richardson moved to a new neighborhood, people who he had never met waved and greeted him."
	ODF-U1-R2	Who am I? (Asha's Profile)	11.8	1.48	0.38	0.22	"My family is originally from Mumbai, which is in India, but I've always lived in the US."
	ODF-U1-R3	Identity Alert (Web Page)	12.5	1.52	0.42	0.15	"Phishing is when we receive emails which ask us to send private information or trick us to click on links that install viruses or spyware."
	ODF-U1-R4	Jimmy (Descriptive Profile)	13.0	1.55	0.45	0.20	"Jimmy's fairly quiet and shy when you first meet him, but when you've made friends with him he's actually pretty chatty and funny."
	ODF-U2-R5	The Last Hunter	15.8	1.72	0.58	0.25	"As the hunter cautiously made his way down the

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
		(Fiction)					steep slope, he clutched his primitive axe, which he had sharpened carefully the night before."
	ODF-U2-R6	The Iceman Mystery (Nonfiction)	16.4	1.78	0.62	0.20	"The man, who was later given the nickname Otzi the Iceman, was found by hikers in the Alps, and scientists have carefully used the latest techniques to find out about his life."
	ODF-U2-R7	Turning Points - Rosa Parks	14.0	1.58	0.48	0.28	"When a bus was full, drivers used to ask black people to give their seats to white people, and Rosa Parks refused because she had worked hard all day."
	ODF-U2-R8	Turning Points - Gutenberg	15.2	1.65	0.52	0.22	"The fact that people could learn and share information led to rapid progress in science, culture, and education, which changed the world forever."
	ODF-U2-R9	Hey, History Hunters	13.8	1.55	0.44	0.18	"If you can't find any online, try looking in a

Textbook	Code	MLTU	Clause Density	Subordination Index	Coordination Index	Example Sentence	Notes
							library or museum, where you might discover old maps, pictures, and newspapers."
	ODF-U2-R10	Annisa's Indonesian Blog	13.5	1.50	0.40	0.26	"August 17 is a public holiday here in Indonesia because this is when we celebrate Hari Merdeka, which is Indonesian Independence Day."

G. Discourse Complexity Coding Sheet

The discourse complexity coding in this study follows the cohesion and coherence framework described by Crossley, Kyle, and McNamara, who emphasize that cohesive ties and organizational clarity are essential indicators of text readability and learner accessibility.

Textbook	Code	Referential Cohesion	Conjunctions Used	Lexical Chains	Coherence Quality	Notes
WIP	1.3.B	High	and, because, but, that, which, also, in addition	Ronaldo, stamina, training, speed, jump, goal, success	Good	Strong lexical chains around athletic performance; clear referential links between pronouns ("he", "his", "him") and antecedent "Ronaldo"; logical progression of ideas
	2.3.A	Medium	anyway, but, so, when, as, then, and, because	football, match, team, supporters, game, score, win, final	Fair	Some temporal disjunction ("Anyway" used repeatedly); cohesive but slightly disjointed narrative flow; clear chronological markers
	3.3.A	High	and, to, that, when	mental health, talk, trust, physical, positive, activities	Good	Clear procedural structure with enumeration; strong lexical repetition of health-related terms; well-organized with imperative verbs
	3.3.A	High	and, to, when	weight loss, breakfast, water, sleep, eat, move	Good	Clear instructional structure; strong thematic chains; imperative verbs; concise and direct
	4.3.A	High	and, but, because, when, that, which, if, or, so	food, healthy, processed, eat, nutrients, cook, water, drink	Good	Strong thematic chains; logical connectors establish cause-effect relationships in nutrition advice; clear enumeration (1-6)

5.3.A	High	first, second, last, because, and, which, that, instead	graffiti, art, public, artist, expression, unique, society, understand	Good	Clear argument structure with enumeration (first, second, last); consistent lexical field of artistic evaluation; strong pronouns linking ideas
5.3.B	High	first, next, furthermore, because, but, since, when, if	graffiti, vandalism, property, crime, society, public, disorder, law	Good	Counter-argument structure with strong logical connectors; cohesive lexical opposition; clear argumentative markers
5.5.A	Medium	but, why, do, as, and	graffiti, school, wall, artists, painting, costs, society, reputation	Fair	Opinion text with rhetorical questions; some pronoun ambiguity; emotional tone affects cohesion
5.5.A	Medium	but, and, or, who, ultimately, correct	graffiti, advertising, communication, patterns, colors, art, style	Fair	Argumentative opinion; some cohesive ties; conversational style with rhetorical questions; weaker referential links
6.3.A	Medium	and, when, then, but, that, so	Little Red Riding Hood, wolf, grandmother, house, bed, teeth, basket	Fair	Traditional story cohesion through chronological sequence; simple connectors; some pronoun ambiguity ("he" could refer to wolf or woodsman)

	6.3.B	Low	and, but, so, like, as, when, if, because, anyway	wolf, girl, grandma, basket, cookies, dwarf, mouth, friend	Poor	Modern fractured narrative; disjointed dialogue; excessive filler words ("like", "uh"); weak referential ties; intentionally chaotic for comedic effect
CMB	U1.1A	High	and, but, because, so, if, when, or, then	social, questions, conversation, people, talk, party, meet	Good	Clear advice structure; consistent pronoun reference; well-organized problem- solution pattern
	U1.1B	High	and, but, because, so, when, while	communication, text, message, Facebook, blog, phone, email, digital	Good	Multiple voices; each speaker maintains consistent perspective; clear topic shifts
	U1.1D	High	and, but, because, so, when, although, as	Spanish, course, photos, family, friends, Salamanca, learning	Good	Personal narrative; clear audience awareness; consistent first-person perspective
	U2.2A	Medium	and, but, so, when, because, before, after	holiday, beach, hotel, yes, adventure, water skiing, travel	Fair	Narrative sequence clear but some abrupt transitions between days; "yes" repetition creates cohesion
	U2.2D	High	and, but, so, because, when, where	Jakarta, flight, taxi, hostel, traffic, heat, Indonesia	Good	Blog format; clear temporal sequence; strong cause-effect links; personal reflection

U3.3A	High	and, but, because, when, while, so, or	help, stranger, generous, money, give, charity, volunteer	Good	Thematic unity across forum posts; parallel structure in examples; each post has clear narrative arc
U3.3B	Medium	and, but, because, so, or, if	spend, save, money, credit card, offer, bank, shopping	Fair	Quiz format; some cohesion gaps between questions; results section provides closure
U3.3D	High	and, but, because, so, also, for	charity, raise, money, National Trust, team, thank you	Good	Clear paragraph structure; cause-effect organization; professional tone maintained
U4.4A	High	and, but, because, when, instead, so, or	celebration, birthday, tradition, culture, ceremony, age	Good	Clear comparative structure across cultures; each section follows same pattern; strong thematic repetition
U4.4D	High	and, but, because, so, when, if, although	barbecue, invite, weekend, bring, come, party, see	Good	Clear invitation-reply structure; consistent register; each email has clear purpose
U5.5A	Medium	and, but, because, so, that, only, or	job, work, happy, salary, important, environment, skills	Fair	Statistical listing; some cohesion gaps between paragraphs; comparison structure creates coherence
U5.5B	High	and, but, because, so, when, although, or	job, future, disappear, technology, career, work, online	Good	Cause-effect structure; clear predictions; each paragraph addresses specific job sector

ODF	ODF-U1-R1	The same ... but different	High	and, but, when, because, however, or, which, who, that, as	identity, doppelganger, unique, biometrics, fingerprints, physical characteristics, recognition, safety in numbers, group, similarities, differences, combination, beliefs, experiences	High
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PAREPARE XLII

ODF-U1-R2	Who am I? (Asha's Profile)	High	and, but, which, because, that, so, or, since, though, where	identity, name, origins, family, culture, music, hobbies, fashion, social media, inspiration, basketball, cooking, Indian, American, New York	High
ODF-U1-R3	Identity Alert (Web Page)	Medium	and, but, when, which, that, because, of, to, for, with	identity, theft, privacy, passwords, hackers, phishing, spyware, viruses, social media, risks, credit card, accounts, Wi- Fi, hotspot, unsecured, information	Medium

ODF-U1-R4	Jimmy (Descriptive Profile)	High	and, but, when, because, that, which, though, and then, who, with	appearance, personality, interests, gaming, music, social media, friendship, school, clothes, hats, gossip, intelligent, modest, chatty, funny, shy, quiet	High
ODF-U2-R5	The Last Hunter (Fiction)	High	and, but, when, as, because, which, that, while, though, before, after, until, since, where	hunter, attackers, arrow, axe, danger, escape, mountain, pursuit, survival, primitive, weapons, tribe, enemies, violence	High

ODF-U2-R6	The Iceman Mystery (Nonfiction)	High	and, but, because, when, which, who, that, although, while, since, as, after, before	Iceman, Otzi, body, preserved, forensic, analysis, techniques, copper, axe, arrowhead, scientists, discovery, Alps, ancient, DNA, autopsy	High
ODF-U2-R7	Turning Points - Rosa Parks	High	and, but, because, when, which, that, after, before, since, although, while	Rosa Parks, civil rights, protest, arrested, bus, segregation, laws, Alabama, 1950s, movement, refusal, peaceful, driving, black, white, change	High

ODF-U2-R8	Turning Points - Gutenberg	High	and, but, because, when, which, that, although, while, since, after, before, as, until	Gutenberg, printing press, invention, books, Latin, copies, language, access, education, progress, science, culture, knowledge, sharing, cheaply	High
ODF-U2-R9	Hey, History Hunters (Presentation)	Medium	and, but, if, because, when, which, that, although, for, with, by, like	sources, biography, census, statistics, interviews, maps, newspapers, monuments, plaques, museums, guide, internet, research, history, local	High

	ODF-U2-R10	Annisa's Indonesian Blog	High	and, but, because, when, which, that, although, before, after, since	Indonesia, Independence Day, Merdeka, August 17, Netherlands, struggle, traditions, ceremonies, food, games, panjat pinang, flag, national heroes	High
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CURRICULUM VITAE



Sulfitriani Dwi Anugrah was born on November 27th 2003 in Parepare, South Sulawesi. She is the second from the marriage of his parents, Sultan, S.Pd. and Hakimah. Her education background, he began her study at SDN 34 Parepare on 2009 and graduated on 2015. Her junior high school was at SMPN 4 Parepare on 2018 and graduated on 2018 and then she continued her study at SMAN 4 Parepare and graduated on 2021. She was enrolled and accepted in English Education Program, Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare on 2021. She completed his study with his thesis under the title “A Comparison Of Task Design And Language Complexity Between Indonesian Kurikulum Merdeka And International Efl Textbooks.”