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*Universitas Muhammadiyah Surabaya*

**A THESIS**

**AN ANALYSIS OF LEXICAL COMPLEXITY  
IN SENIOR HIGH SCHOOL STUDENTS'  
DESCRIPTIVE TEXT**

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UNIVERSITAS MUHAMMADIYAH SURABAYA  
2025**



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HIGH SCHOOL STUDENTS' DESCRIPTIVE TEXT**

**A THESIS**

**Presented for a Partial Fulfilment of The Requirements for  
Undergraduate in English Education Department of  
Teacher Training and Education Faculty**

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2025**

## MOTTO AND DEDICATION

### MOTTO :

*They wore themselves out making me their pride; I must make it count.*

*"Indeed, with hardship comes ease."*

*(Q.S. Al-Insyiroh ; 6)*

### DEDICATION :

With profound gratitude to Allah SWT, I dedicate this work to my beloved parents. Your unwavering love, patience, and prayers have been the foundation of my journey. This accomplishment stands as a testament to your sacrifices and blessings.

## LEMBAR PERSETUJUAN PEMBIMBING

Skripsi yang ditulis oleh **Fitriani Safa Salsabila** NIM **20211111013** dengan judul "*An Analysis of Lexical Complexity in Eleventh Senior High School Students' Descriptive Text*" ini telah disetujui oleh dosen pembimbing untuk diujikan dalam UJIAN SKRIPSI pada tanggal 14 Juli 2025.

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I. Sofi Yunanti, S. S., M. Pd.

### Tanda Tangan



II. Armeria Wijaya, S. S., M. Pd.

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Mengetahui,

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## LEMBAR PENGESAHAN UJIAN

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Ujian Tingkat Sarjana (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan pada tanggal 14 Juli 2025.

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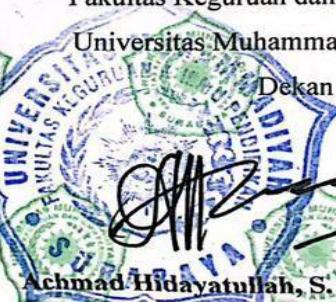


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Dekan



Achmad Hidayatullah, S. Pd., M. Pd., Ph. D.

## PERNYATAAN TIDAK MELAKUKAN PLAGIASI

Saya yang bertanda tangan dibawah ini :

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Surabaya, 30 Juli 2025  
Yang menulis:  
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NIM.20211111013



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The researcher would like to dedicate this to:

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## ABSTRACT

Salsabila, Fitriani Safa. 2025. *An Analysis of Lexical Complexity in Eleventh Senior High School Students' Descriptive Writing*. Thesis. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surabaya. Supervisor I: Sofi Yunianti, S.S., M.Pd., Supervisor II: Armeria Wijaya, S.S., M.Pd.

This study investigates the level of lexical complexity in descriptive writing of eleventh-grade students and factors influencing their vocabulary use. Using a descriptive qualitative design supported by quantitative analysis, data were collected from 29 students at SMA Muhammadiyah X Surabaya. Texts were analyzed with the Lexical Complexity Analyzer (LCA), focusing on diversity, density, and sophistication, and a questionnaire was administered to explore students' attitudes and learning strategies.

Findings reveal that students' writing generally fell into the low category for all complexity measures, with inclusion students showing the lowest results. Despite positive attitudes toward reading and vocabulary learning, students rarely applied advanced vocabulary in practice. The study emphasizes the need for vocabulary-focused instruction and differentiated strategies to support diverse learners in EFL classrooms.

**Keywords:** *Lexical Complexity, Writing, Vocabulary*

## ABSTRAK

Salsabila, Fitriani Safa. 2025. *Analisis Kompleksitas Leksikal dalam Teks Deskriptif Siswa Kelas XI Sekolah Menengah Atas*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surabaya. Dosen Pembimbing I: Sofi Yunianti, S.S., M.Pd., Dosen Pembimbing II: Armeria Wijaya, S.S., M.Pd.

Penelitian ini bertujuan untuk menganalisis tingkat kompleksitas leksikal dalam teks deskriptif siswa kelas XI serta faktor-faktor yang memengaruhi penggunaan kosakata mereka. Dengan menggunakan desain deskriptif kualitatif yang didukung analisis kuantitatif, data dikumpulkan dari 29 siswa SMA Muhammadiyah X Surabaya. Teks dianalisis menggunakan Lexical Complexity Analyzer (LCA) dengan fokus pada keragaman, kerapatan, dan tingkat kosakata, serta dilengkapi kuesioner untuk menggali sikap dan strategi belajar siswa.

Hasil penelitian menunjukkan bahwa tulisan siswa umumnya berada pada kategori rendah untuk semua aspek kompleksitas leksikal, dengan siswa inklusi memperoleh hasil paling rendah. Meskipun siswa memiliki sikap positif terhadap membaca dan pembelajaran kosakata, mereka jarang menerapkan kosakata tingkat lanjut dalam praktik menulis. Temuan ini menegaskan perlunya pengajaran kosakata yang lebih terfokus serta strategi pembelajaran yang terdiferensiasi untuk mendukung keberagaman siswa dalam kelas EFL.

**Keywords:** *Lexical Complexity, Writing, Vocabulary*

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